

Castle Vale Nursery School Self Evaluation Form  
*Making a difference. All of our children, all of the time.*

	Summer 2021	Summer 2022	Summer 2023	Current 2023	School context
No. on roll	151	157	160	143	<ul style="list-style-type: none"> <li>• 196 part time (or 98 full time equivalent) places.</li> <li>• Judged Outstanding in May 2018 (4<sup>th</sup> Outstanding judgement)</li> <li>• Age range – 2 to 4 years. Although some Reception age children complete their Reception year with us.</li> <li>• A mixture of eligible part time 2 year and 3 year olds and eligible full time children.</li> <li>• A small minority of children speak English as an additional language.</li> <li>• High proportion of children need SEND Support.</li> </ul> <p>The school continues to strive to be outstanding and to improve. It receives support from a number of partnerships including the Birmingham Association of Maintained Nursery Schools, the Birmingham Nursery School Collaboration Trust and a Peer review group consisting of a Primary School and Maintained Nursery Schools.</p> <p>The school supports an above-average proportion of children who have special educational needs or a disability. The children receive extra help, mainly to support their personal, social and emotional development and speech and language needs and to support children with ASD. Some children receive an Education, Health and Care Plan during their time at the school but most are supported through the process so they have an EHCP in time for when they start Primary School, Special School or in a resource base. Most children attend nursery from the term after their third birthday until transferring to Reception classes in local schools but many children now attend before they turn three using the 2 year old entitlement meaning they can possibly attend for 9 terms.</p> <p>The head teacher joined the school in September 2012, and the deputy head started in October 2021.</p> <p>Castle Vale is an isolated estate on the outskirts of North East Birmingham It is mostly made up of Castle Vale Community Housing. It is now ranked 4<sup>th</sup> most deprived ward in Birmingham seeing the largest increase in deprivation rankings moving 14 places from 18<sup>th</sup> in 2015 to 4<sup>th</sup> in 2019 and is in the IMD10% most deprived wards in England. The school works with many parents and families</p>
FSM	47 (31%)	57 (36%)	67 (42%)	50 (35%)	
EYPP	47 (31%)	57 (36%)	67 (42%)	50 (35%)	
EYPP + 2yos	89 (59%)	105 (67%)	107 (67%)	98 (69%)	
Full time – 30 hours	36 (24%)	39 (25%)	41 (26%)	38 (27%)	
2 year olds	42 (28%)	48 (31%)	40 (25%)	51 (36%)	
EAL	7 (5%)	12 (8%)	17 (11%)	6 (4%)	
SEND Support	33 (22%)	43 (27%)	55 (34%)	26	
EHCP/PP	1	3	9	2	
EHCP in process	2	11	12	5	
Vulnerable	31	33	22	TBC	
CP/CIN/EH	10	7	4/2/2	7	
CIC or PF	2	1	1/3	1	
Permanent exclusions	0	0	0	0	

Fixed term exclusions	0	0	0	0	<p>struggling with alcohol and drug misuse, domestic violence, poor mental health, housing issues and financial concerns.</p> <p>Our school has a strong vision and ethos, which represents the values and views of all stakeholders. Our vision statement 'Making a difference. All of our children, all of the time.' reflects our inclusive and nurturing ethos of 'Always put the child first' which underpins all that we do and determines the School Development Plan.</p>
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Previous OFSTED Targets	What we have done:
<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> <li>the school continues to be a centre of good practice that shares its expertise with other settings</li> </ul>	<p>The governing body have supported the Head Teacher to place the Nursery School at the heart of LA Early years, SEND and School planning, support and development.</p> <p>The school leads Early Years Networks to work with all EY settings in 2 districts for support and sector improvement. Including the citywide roll out of Wellcomm.</p> <p>The school also lobbies and works with government on EY and SEND improvement and support.</p> <p>The school is now a DFE Stronger Practice Hub in partnership with 4 other settings and the deputy head teacher is a COVID Recovery DFE Expert supporting settings to improve practice across Birmingham.</p> <p>Through our Early Years Developing Local Provision project we are supporting a number of settings to improve practice across Erdington and Sutton Coldfield districts.</p>
<ul style="list-style-type: none"> <li>remaining gaps in the achievement of different groups of children, including between boys and girls, and between disadvantaged children and other children, are closed.</li> </ul>	<p><i>In Ofsted QA the start of the target that stated 'continue to' was removed.</i></p> <p>At each point of assessment, we analyse the achievement of all groups of children including boys and girls, disadvantaged children and their peers. Through planning and planning meetings we discuss any achievement gaps and how to close them.</p>

## Quality of Education

School inspection handbook

Best start in life part 1: setting the scene Nov 2022

Education inspection framework – Overview of research Jan 2019

Early Years Curriculum Roadshow Feb 2023

A high-quality early years education is vitally important. [It] affects not only future educational attainment but also their future health and happiness.

*What is it like to be a child in our school? (259 p. 55)*

Inspectors will judge the quality of the provision in relation to the impact it has on children's learning, development and well-being. (258 p. 55)

### How well leaders:

- Include disadvantaged children and those with SEND in all aspects of school life.
- Involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support children. (260 p. 55)

### Intent:

- Knowledge and skills, *clear* end points (211 p. 44)
- broken down in to components and logical progression, systematically and explicitly
- for pupils to acquire intended knowledge and skills.
- Rigour of planning.
- Planned and sequenced so end points building towards are clear.
- Building on what has been taught before. (214 p.45)

### Implementation:

- How intent is taught and assessed
- To build knowledge and apply as skills
- How well done for understanding
- Formative assessment to check against intent
- To inform planning
- Teachers need expert knowledge
- Or are supported to address gaps
- So chn not disadvantaged (212 p, 44)

## Strengths

Children are placed at the heart of everything we do regardless of their backgrounds, circumstances or needs. We want all our children to have the best start in life and become the best little people they can be. All staff and governors have very high expectations for our children and families.

It is exciting, stimulating, busy, joyful, safe and enjoyable to be a child in our school. You are known well by your teachers and they will strive to help you succeed and progress well towards what we want you to know and be able to do for the next stage in your education and life. We care as much about your health and wellbeing as your other areas of learning but we also know that if you do not develop sufficient communication and language skills before starting school it will have a lasting impact on your future attainment and educational progress.

We know that we need to focus on communication and language with all of our children but particularly those from disadvantaged backgrounds.

We monitor the progress and lived experience of all our children but specifically disadvantaged children and children with SEND.

We have an affordable school uniform and give out barely worn uniform to all families. This means all children wear the same, affordable and accessible clothes to our school.

We offer wraparound for **all** children in the school. Although this helps some working parents, the majority of children who attend are our disadvantaged children. We then know that children have eaten breakfast or lunch and can then access their learning.

We work with parents whenever there are concerns about a child. We bring in specialist services and plan for children in a team around the child approach including parents/carers at all stages.

At the EYFS 2021 reforms we used the opportunity to think, as a team, about what we want our children to know and be able to do (knowledge and skills) ready for the next stage in their education whether that is still in our

**Impact:**

- Outcomes that children achieve
- How children are progressing through the curriculum
- Make progress e.g. know more, remember more, able to do more (213 p.44)

**Curriculum:**

It is important for early education providers to offer plenty of opportunities for all children to learn and practise speaking and listening.

**Inspectors will also bear in mind that developing and embedding an effective curriculum takes time. (225 p. 48)**

- Built... a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively. (20 p. 7)
- Extent to which staff use the 7 areas of learning to introduce children to new ideas, vocabulary and syntax
- Coherently sequenced to meet **all** children's needs and starting points.
- Suitably ambitious.... Preparing them for the next stage of their education. (260 p. 55)
- A school's curriculum sets out the aims of a programme of education.
- Sets out the structure for those aims to be implemented.
- Including knowledge and skills to be gained at each stage. (200 p. 42)
- Ambitious

**How well:**

- Leaders assure themselves that the aims of the EYFS are met and are sufficiently challenging.
- Ensure that the content, sequencing and progression in the 7 areas of learning are secured.
- Content of EYFS curriculum is taught in logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling.
- Particularly disadvantaged children  
Early education has a positive effect on the life chances of disadvantaged children.

school, another setting or reception class. This meant we could focus this on our understanding of our children and community. We also thought about the life experiences and cultural capital we want for our children in their time with us.

We have a clear intent for each of our cohorts of children about what we want them to know and be able to go on to do by the time they have finished that stage of their education. These cohorts are our N2 (in their final year with us before moving on to reception class), N1 (children who are returning to us for another year) and N0 (children who will be returning to us for their N1 year)

We have thought carefully about how we can break down learning of knowledge and skills for children to learn while understanding that young children will learn best by being deeply engaged in their learning and sustaining high levels of concentration through both direct teaching and in child initiated play.

We meet weekly to plan learning opportunities that build on what has been taught before and children have learned or developed. We also use this to develop our areas of learning and think about what our children can do and know to ensure we are building towards our end goals. Where children are not 'on track' towards what we want our children to know and be able to do by the next stage of their education, we plan interventions to support learning. We use our progression document to ensure we are building knowledge and skills in a sequenced and aspirational programme.

At a child's baseline we look at what they know and can do and assess whether we feel they are 'on track' for what we would like them to know and be able to do ready for the next stage in their education. If they are not 'on track' we assess if they will need support or significant support to make progress and achieve the aspirational intent ready for the next stage of their education, whether that is back with us or their reception class.

We continue to monitor children's progress throughout the academic year through formative observations of children and 1 more summative assessment, offering interventions as necessary.

We also screen all children for speech, language and communication needs. Our cohort of children generally come into our nursery school with poor communication skills and we know that the early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is essential that all early years practitioners have a good understanding of what represents

- And children with SEND (214 p. 45)
- Knowledge *and cultural capital\** (214) they need to take advantage of opportunities, responsibilities and experiences later in life.
- Broad
- \*"an appreciation of human creativity and achievement" (226 p. 48)

### Deep dives

- The extent to which leaders and staff plan, design and implement the early years curriculum.
- Extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND.
- Children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy. (389 P. 83)

Children's learning and development over time.

Extent to which children know and remember more of the intended curriculum. Make careful inferences about children's current progress by drawing together evidence from a range of sources. (391 p. 83)

The areas of learning are interconnected.

- How curriculum informs content and sequencing to support learning

appropriate development at each stage and have access to programmes which assist them to support children's language. We know that evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language. Wellcomm enables practitioners to assess gaps in children's speech and language and provides interventions to support their development. This then means we can more effectively identify children who need the support of our speech and language therapist or speech and language assistant.

We also use SOGS (Schedule of Growing Skills) as an assessment for some children to gain a more holistic view.

Wellcomm and SOGS feeds into the planning of learning and areas of learning but we also have an interventions team to support children's development more directly through fun individual and group sessions.

We also use Wellcomm screening to form differentiated direct teaching groups for elements of learning which initially need to be 'taught' to then embed during all other learning. These teaching sessions take place after 'Hello time' in the child's key group.

We know that some learning is hierarchical and some learning is cumulative address this through our planning which sequences progression towards our intent.

## Teachers:

- Have expert knowledge or are being supported
- Present information clearly, check for understanding, identify misunderstandings and adapt teaching as necessary. (214 p. 45)

Staff members in the effective settings were encouraged to attend staff development.

A number of factors characterize effective CPD programmes:

- Longer programmes tend to be more effective than short-term interventions
- Effective CPD requires follow-up, practice and support.
- CPD needs to be relevant to the everyday work of teachers for it to have impact.
- CPD needs to be differentiated by teachers' [staff] starting points.
- CPD can allow teachers to engage in peer learning and observation.
- Subject knowledge and pedagogy (effective teaching) are equally as important.
- CPD has to have clear goals and progression.
- Inspectors will discuss children's development with staff. Through incidental conversations prompted by observing the children at play and the **interactions** between them and adults. (257 p. 55)

Continuing professional development (CPD) is also important for good-quality early years provision.

A lot of research has focused on the importance of communication and language for children from disadvantaged backgrounds.

The rate at which children develop their language depends on the **quality and quantity of interactions** with adults.

## Observing children in a range of situations:

- During lunchtimes
- Assemblies
- Enrichment activities (237 p. 50)
- Inspectors will gather evidence by observing the quality of the daily routines and activities of children and staff. (257 p. 55)

## Staff

All of our staff are qualified early years practitioners or are currently undertaking training.

We have qualified teachers who support teaching and learning across the school. Our teachers ensure planning is rigorous and supports all staff to ensure children make good progress.

We use staff training opportunities to observe and review interactions between staff and children to ensure all learning opportunities are utilised.

All staff need to be supported in their continuing professional development. Just as with our children, we know that for CPD to be effective you cannot just teach something and expect it to be remembered and implemented so in our CPD we return to subjects frequently and 'check in' with staff regularly to ensure they understand and can implement it.

All staff are asked what they would like to develop as part of their own CPD and, wherever it is important to the vision and ethos of the school, they are supported to access training whether externally or internally provided.

As a senior leadership team, we do not expect all our staff to read and understand all the research that impacts our approach and understanding of the effective ways to teach and for children to learn but we use this to plan our on-going CPD. We also utilise the EEF evidence store to support individual staff or whole team as needs are identified through observation or supervisions.

When planning our ongoing CPD training we are keen to utilise the knowledge and skills of the staff team. Especially where team members have accessed external training they can then share.

We are aware that it is important to be outwardly thinking and pragmatic in our approach to ensuring our staff are supported to be able to help children learn most effectively. We are a part of a multi-school Peer Review programme where we complete a self-assessment on our school and then invite colleagues to critically and constructively challenge our provision and accuracy of our evaluation.

Our CPD support for staff is not solely based around training sessions. We tailor the support to each team member so it may involve modelling, team teaching, questioning etc.

Children access learning through different ways. We use some direct teaching and interventions but we believe that children learn best through play and in the majority of children's time with us we support learning through utilising **every** opportunity for quality interactions.

<ul style="list-style-type: none"> <li>• How training and support helps them to deliver content effectively</li> <li>• Workload inc. assessment and unnecessary burdens</li> <li>• Other matters inc. pupils behavior and <b>safeguarding</b> (240 p. 50)</li> </ul>	<p>After each weekly learning planning meeting SLT use the observations on learning, practitioners ongoing formative assessment and knowledge of children think about the next step in knowledge and skills for progression.</p> <p>Our Objective led planning supports staff with the accurate vocabulary needed for the teaching and learning. It supports vocabulary at each level of learning and staff are supported in understanding all vocabulary involved. We know that approaches that support linguistic aspects of communication and language are through teaching and modelling vocabulary and teaching and modelling language (EEF). There is a drop in session for staff to further discuss what they want the children to know and be able to do through their planning and how to differentiate along with vocabulary clarification. Where necessary, this is modelled by SLT at the start of each week.</p> <p>We think carefully about the enrichment activities we want our children to access. This is based on our knowledge of the local community and the information we gain through home visits.</p> <p>We know that our children do not have much access to natural spaces and the outdoors. Our children generally are quite behind their peers in the Prime Areas of learning at baseline assessment and so we plan additional activities that we know will support development in these areas through fun and interactive experiences.</p> <p>These activities include Forest School, Garden School, our healthy lifestyle curriculum, Yoga, regular Animal man visits, looking after our animals, trips out e.g. Sutton Park. We ensure all our children have access to all aspects of our extended curriculum.</p>
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<p><b>Early reading</b></p> <p><i>The school is determined that every pupil will learn to read.</i></p> <ul style="list-style-type: none"> <li>• Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading.</li> <li>• Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.</li> <li>• School's phonics programme matches or exceeds expectations of ELGs (as stage appropriate) (245 p. 51)</li> </ul>	<p>We know that learning to read is the key to unlocking success in all future learning. We are very proud of the Early reading curriculum we have developed. We know that reading is the gateway into future learning and so early reading is essential for our children's future achievement. We also accept that we cannot do this alone and that parent/carer involvement and reading at home is also essential.</p> <p>Research shows that children benefit from daily sharing of high-quality stories and poems from a young age: they learn language faster, enter school with a larger vocabulary and become more successful readers (Mol et al., 2008).</p>
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- to develop children's love of stories, poems songs and rhymes. (260 p. 55)
- Staff develop children's love of reading through reading aloud and telling stories and rhymes. (392 p. 83)

From the start of nursery, children should have lots of opportunities to engage with books that fire their imagination and interest, as well as immerse them in language they would not otherwise be exposed to. They should also be provided with a range of high-quality books to choose and read (in their own words), as well as to share with an adult.

The school leaders and governors have committed to sourcing and purchasing high quality books for all aspects of our reading curriculum.

For the whole school year we have planned core reading books and resources for the reading areas based on interests, seasons, festivals and celebrations and texts differentiated for each different area of the school and the children accessing the books. The offer will be evaluated with each new cohort.

We have also planned and resourced a 'story of the week' to be matched to the learning and age of stage of the children.

We know that there is strong evidence that interactive reading can improve language and communication in the early years. Many studies show the benefits for children from disadvantaged backgrounds (EEF).

As a senior leadership team, we support staff with effective ways of sharing books and rhymes. Staff use a balance of reading styles. Research suggests that the most effective styles are:

- dialogic – where the children are active participants in the reading (rather than just reading to the children); talking about and around the book, rather than just focusing on the text
- pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014)
- use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001)
- use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children's life (Reece et al., 2010).

Alongside all of this is a home reading offer. We have selected high quality home reading books which complement the learning in nursery. We send a book home with 'dialogic book tags' to support parents in actively sharing the books at home. The books are differentiated by the child's learning



	<p>group and go home for two weeks at a time. The 'dialogic book tags' give different ways to use the book over the two week period. We introduce the home reading through a parents workshop and then continue to support through drop in sessions and workshops throughout the year.</p> <p>We also share youtube links of the stories being read out loud and recordings of key workers reading the story. This is to support our parents further.</p> <p>We are also developing a bank of songs and rhymes for staff to share with children.</p> <p>On the advice of DFE and Ofsted we do not follow a direct phonics teaching programme. We teach and support listening and attention skills essential for phonics learning in the future and support a child's interest in phonemes and graphemes when appropriate through their play. We are starting to use the Oracy Framework to develop children's oracy skills. We are developing using direct teaching based on books or objects of interest, to support children's physical voice, linguistic skills, cognitive skills and social and emotional skills (based on the 4 key areas of oracy in the oracy framework). Books and the way adults scaffold conversations, are differentiated to support children's oracy skills in engaging in extended conversations about stories.</p>
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<p><b>Maths</b></p> <p>When inspectors look at mathematics, they will evaluate the quality of a school's mathematics education. (246 p. 52)</p> <ul style="list-style-type: none"> <li>• Pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points. Ready for their next stage</li> <li>• Curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and</li> <li>• Over time, the curriculum draws connections across different ways of looking at mathematical ideas.</li> <li>• Divides new material into manageable steps.</li> <li>• Curriculum identifies opportunities [for] mathematical reasoning and solving problems [real life]</li> </ul>	<p>We know that based on international research, the EEF recommend five practical principles to improve mathematics in the early years and key stage one:</p> <ol style="list-style-type: none"> <li>1: Develop practitioner's understanding of how children learn mathematics</li> <li>2: Dedicate time for children to learn mathematics and integrate mathematics throughout the day</li> <li>3: Use manipulatives and representations to develop understanding</li> <li>4: Ensure that teaching builds on what children already know</li> <li>5: Use high quality targeted support to help all children learn mathematics</li> </ol> <p>We know that mathematics learning is hierarchical, so have therefore carefully planned the sequence of knowledge, concepts and procedures to build on children's mathematical knowledge appropriate for their starting points, so that they are ready for their next stage. Our progressive curriculum</p>
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- In curriculum – opportunities planned to revisit previously learned knowledge, concepts and procedures.
- Increase independence, gain enjoyment through a growing self-confidence in their ability.
- Objective assessments
- Teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning.
- All teachers have sufficient mathematical and teaching content effectively. (247 p. 52)

reflects the key areas of mathematical development as identified in the Maths Champion Project.

Leaders recognise the importance understanding how children learn mathematics and modelling accurate mathematical vocabulary in order to best support children's knowledge and understanding of mathematical concepts. Leaders plan for regular staff training to ensure all staff have sufficient understanding of the vocabulary needed to discuss mathematical concepts. In weekly planning meetings, specific vocabulary is identified

We teach mathematics through planned direct teaching and through opportunities in children's play to revisit previously learned knowledge, concepts and procedures. Planned and incidental opportunities in play encourage children to further develop their mathematical reasoning and problem solving skills. Mathematics is explored in a variety of different contexts, such as through stories, songs, rhymes, daily routines and problem solving in the environment.

We use Numicon to enable children to understand the mathematics that they are learning. Being a physical resource, each Numicon shape offers an image of how a number looks like. Children start to see the connection between numbers, with each piece containing one hole more than the previous one. It complements children's strong sense of pattern and allows them to understand how each number has a connection with other numbers.

We are developing using the oracy framework to support children's mathematical and reasoning skills in the Summer term. Books are carefully selected for each learning group based on children's prior knowledge and understanding of mathematical concepts. Key vocabulary and conversations are planned for, to stimulate discussion around mathematical concepts based on children's prior knowledge.

Staff assess children's mathematical development by regularly talking about and reflecting on what children can do, in order to build on their knowledge and skills, ready for their next stage. Staff address misconceptions in the moment.

## Assessment

Curriculum enables the school to evaluate pupils' knowledge and skills against those expectations. (200 p. 42)

Children may have a wide (wider than usual) range of starting points and gaps in their knowledge. How identify and address these delays and .... Ensure that children are well prepared for the next stage of their development. (259 p. 55)

- How well leaders identify children's starting point including those with SEND. (260 p. 55)
- The progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education. (389 p. 83)

We believe that if we are to enable children to become the best little people they can be we need to know what they already know and can do to effectively build on the knowledge and skills towards their next stage of education.

We have a clear intent of what we want our learners to know and be able to go on to do by the time they have finished each stage of their education we can use this to see if our children are 'on track' for the last stage of their education before building on that learning for the next stage of their education. We consider whether children are on track towards our intent for the next stage of their education, if they need support towards this or if they need significant support to achieve.

We do not believe that excessive assessment is key to children making good progress in their learning but instead we need to know our children well. To do this, we know that practitioners need to spend their time interacting with children. We do feel, however, that it is important for practitioners to have some dedicated time to reflect on how their children are doing, both in their wellbeing and how they are achieving towards the end goals we want them to achieve ready for the next stage of their education. With this in mind all practitioners receive 'Child Reflection time' to use to think about their key children and how they can be further supported in their knowledge and skills.

Weekly learning planning meetings are also an effective way to 'check in' on children's progression towards our intent for their learning.

## SEND

Pupils with SEND have a range of different needs and starting points. Pupils will have unique, individual needs, even when their needs may fall under the same umbrella term, such as autism. (249 p. 53)

- Whether leaders are suitably ambitious for all pupils with SEND
- How well leaders:**
- identify, assess and meet the needs of pupils with SEND.
  - ensure the curriculum is coherently sequenced to meet all pupils' needs, starting point and aspirations for the future.
  - (successfully) involve parents/carers and other professionals/specialist services in deciding how best to support pupils with SEND.
  - involve pupils with SEND in all aspects of school life.

We are proud to be an inclusive school. We understand that inclusion is not about every child receiving the same but by every child being treated as an individual and given the right support at the right time to ensure they can succeed and access every aspect of school life.

Any parent or key worker who has concerns about a child's development can talk to a member of our SEND team at any time. We then work with the child, family and staff team to assess what, if any, additional support each child may need to help them in their learning and development.

We use a range of assessment tools including SOGS, WellComm, SCERTS and robust child development knowledge to ensure our children make progress appropriate to their development needs.

- ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them:
  - communication and interaction
  - cognition and learning
  - physical health and development
  - social, emotional and mental health
- How well pupils with SEND are prepared for their next steps in education. (250 p. 53)

Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. (252 p. 54)

We work with a range of professionals including Health visitors, Speech and Language therapists, Occupational Therapists, Pupil Support Service, Educational Psychologists, Communication and Autism Team and any other professional we feel is needed to support a child in their development. If there are any concerns about a child we will talk to their parents/carers and key worker. We will think about what assessment could support the process and what the next steps will be. This may be an Increased Differentiation plan, SEN Support plan, intervention/nurture sessions or referral to relevant health support.

Parents/carers are integral to the whole process and are involved at every stage. The SEND team stand on the gates at the start and end of every school session so parents can access them at any time.

Sometimes SEND support is also supported through Early Help and staff are also trained in the Early Help offer.

Some of our children struggle to access some aspects of mainstream provision and some aspects of our mainstream provision are not appropriate for the needs of our pupils. We therefore use all available space and staff expertise to tailor our provision and curriculum to the needs of all of our learners.

We ensure that staff working with our children with additional needs are highly trained and know how to access support or additional training when needed.

We want all our children to succeed in their future education and know that for some of our learners this needs to be supported through robust planning. We work with the child, parents/carers, professionals and key workers to decide what support each child needs moving forwards. This may be through SEN support plans, EHCP or SSPP. We work very closely with parents/carers and Primary/Special schools to ensure as smooth a transition as possible for all our children and especially those with additional needs.

We know that early identification and intervention is crucial for young children with additional needs. Our governors developed our ethos of *'Making a difference. All of our children, all of the time.'* When we reviewed the statement we wanted to show that 'all' children also means children who don't necessarily come to our school. To support this we hold universal Stay and Play sessions at the Children's Centre for any child and family but we also encourage anyone who has concerns about a child's development to signpost or come along to the sessions. The staff at the sessions are highly trained in SEND and child development and can support parents/carers in their child's development.

**Involving parents**

How well children's learning and development are shared with parents as required by the EYFS, and the extent to which parents are supported to help their child learn. (260 p. 55)

We know that children succeed best when we work holistically, involving parents/carers in all aspects of a child's development. This starts with our induction process into school (see Personal Development) and continues throughout their child's time with us. We support parents with dummy use, toileting, eating, sleep routine, behaviour management etc.

We share learning with our parents through Tapestry online learning journal. We share, for each child, what learning will be taking place each week, for example; skills on their carpet, story of the week, learning group focus and give examples of how parents/carers can further support at home. We also share key learning moments for their child.

See Reading for our home reading scheme.

We work with parents/carers to complete 2 year assessments and plan next steps.

We hold regular workshops with parents to share the learning in the school. SLT and key workers are available and visible at the start and end of every session and parents can request to speak to any member of staff whenever they would like to.

We work closely with parents/carers who have any concerns about their child's development – see SEND section.

**Areas for further development**

- Continue to monitor progress of disadvantaged children
- Continue to develop and embed school curriculum.
- Continue to develop staff improvement strategy through support, mentoring and CPD.
- Continue to review staff workload and support.
- Continue to support staff with their interactions with children
- Communication and language
- Continue to develop staff's knowledge and understanding in the use of oracy to support children's understanding of mathematical concepts.
- Continue to develop the mathematics curriculum
- Develop a strong package of support for parents (similar to the reading offer) to support mathematical learning at home.
- Continue to support and develop pedagogy (teaching)
- Links with parents

## Behaviour and Attitudes

How leaders and staff create a safe, calm orderly and positive environment in the school and the impact this has on the behaviour and attitudes of children. (272 p. 58)

- Having a calm and orderly environment
- Setting clear routines and expectations for the behaviour of pupils across all aspects of school life.
- Clear and effective behaviour and attendance policies, clearly defined consequences applied consistently and fairly by all staff.
- Developing pupils' motivation and positive attitudes to learning
- Fostering a positive and respectful school culture in which staff know and care about pupils. (273 p. 58)
- High expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly.
- whether this is reflected in pupils' positive behaviour and conduct.
- Pupils follow appropriate routines
- Low-level disruption is not tolerated and behaviour does not disrupt. (289 p. 62)

Consistency in terms of behavioural expectations is also important in **early years** settings. Young children benefit from a warm and empathic but also rule-based environment. Developing self-regulation and the ability to follow direction are important elements of early child development and are assisted by an environment in which clear rules are consistently enforced. There is evidence that clear discipline and behaviour policies that prioritise talking through conflicts characterises effective behaviour management in Early Years settings.

**These discussions will include trainees, supply staff, ECTs, administrative support staff and catering staff.** (283 p. 60)

- Observing pupils at breaktimes, lunchtimes, before and after school clubs.
- Gathering the views of parents, staff, those with responsibility for governance. (287 p. 61)

We have very high expectations of the behaviour of our children. We understand that children are learning social skills in the early years and pro-actively teach these through PSED and our Unicef Rights respecting ethos.

We evaluate the learning environment regularly to ensure it meets both the learning and emotional needs of the children. We dedicate a space for nurture activities and use Forest School, Garden School and the café to support children with their emotional needs when necessary.

We work closely with parents/carers to support children when their emotional needs are impacting on their well-being or when we are aware of home circumstances that may impact on emotional well-being. We provide parents with a 'colour monster pack' to support them talking about their children's emotions and feelings.

All adults understand that they are role models of behaviour and treat everyone in a respectful and positive way.

We have clear routines for the day and each session and support the children's understanding of this through the use of visual timetables and now/next boards.

We have thought carefully about what we feel needs to be consistent across the school such as routine, support and behavioural expectations and SLT observe and model these regularly. There are weekly opportunities for discussion on any concerns as a staff team. We also discuss behaviour management through regular staff supervisions.

We use praise to support children in their behaviour in a number of ways including verbal praise, stickers, sharing on Tapestry and in a weekly 'assembly' where certificates are shared with children who have 'made their teachers happy'. These moments for praise are not just for academic achievement but also reward effort, persistence, kindness, being helpful etc.

## Personal Development

Schools support pupils to develop in many diverse aspects of life. School's intent to provide for the personal development of all pupils and the quality with which the school implements this work. (291 p. 63)

Teach pupils how to build their confidence and resilience.

Schools are crucial in preparing pupils for the adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. (292 p. 63)

- Develop pupils to become responsible, respectful and active citizens.
- Through the curriculum, assemblies, wider opportunities, visits, discussions and literature develops and deepens pupils' understanding of the fundamental British values democracy, individual liberty, the rule of law, and mutual respect and tolerance.
- Promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive.
- Ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- Develops pupils' characters.... so that they reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others.
- Develops pupils' confidence, resilience and knowledge so they can keep themselves mentally healthy (*inc staff and parents*)
- Enables pupils to recognise online and offline risks to their well-being.
- Enables pupils to recognise the inappropriate use of mobile technology and social media.
- Develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.
- Develops pupils' age-appropriate understanding of healthy relationships.
- Supports readiness for the next phase of education... so that pupils are equipped to make the transition successfully. (293 p. 63)

We provide opportunities where possible for children to have responsibility as much as possible. Each key group has a 'helper' each day who have responsibilities appropriate to their age and stage including taking the register to the school office. There are also helpers in the café ensuring that children wash up and tidy up after themselves and helpers at lunchtime placing out cutlery pots, glasses etc.

We also have pets in each part of the school. We use these as an opportunity to teach children about responsibility. While we teach the children about their rights as a child and show them how we ensure they receive these, we support the children to meet the needs of our animals ensuring their 'rights' are met too.

We know that our community has low levels of resilience and know that resilience and persistence has a strong impact on children's overall development. We plan opportunities to develop resilience and praise 'stickability' as much as achievement.

We use our older children as role models in Forest School. Each of the Greenhouse Forest School sessions are shared with a group of returner N2 children. They have the responsibility of showing the younger children how to follow the rules and routines of Forest School.

We use all opportunities in school to foster independence and life skills. All children are taught how to drink from a glass, pour into a glass, wash and dry up after themselves, dress in waterproofs, peg their shoes together, dress and undress, use the toilet, use a knife and fork as some examples. Every child has a peg with their photo so they can look after their own belongings. All children self-register as appropriate to their stage of development.

We teach children about safety including appropriate adults, road safety and personal space. We support children in assessing and managing risks through a number of ways including tool use, forest school and risky play.

We have a healthy lifestyle co-ordinator who works with the children each session about food choices, cooking, exercise, cleanliness and how to look after your teeth. We are a Startwell setting and use the Startwell character to teach the children about healthy lifestyles.

We plan all aspects of transition carefully: into our school, between areas of the school, another setting and into Primary/Special school. We ask parents how well we have done and how we can improve each time. We have a Transition Team who meet before each transition point to discuss how we

## **Spiritual, moral, social and cultural development**

Spiritual development. Developing their:

- Ability to be reflective about their own beliefs and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences(300 p. 65)

Moral development. Developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- Understanding of the consequences of their behaviours and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoint of others on these issues(301 p. 65, 66)

Social development. Developing their:

- use of a range of social skills in different contexts, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to fully participate fully in and contribute positively to life in modern Britain (302 p. 66)

Cultural development. Developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield

approach the next transition event learning from parental questionnaires and lesson learned from previous transition events. The team is made up of SLT, DSL, transition interventions support and SEND. We plan meetings with each school/setting children are moving to. We invite the new settings to visit the children in school. We facilitate visits to the new school/setting. We carry out transition activities with children attending the same school/setting. We introduce 'school' readiness provision into child initiated play e.g. dinner tray balance games, dressing up in uniform etc. We follow up with each school in Autumn term to find out how well our children have settled.

Transition into school involves two play sessions of an hour to see how well children separate and to meet key workers. This helps plan each child's support needed to start their sessions. We also carry out a home visit to get to know the child and family better and for each child to see their key worker in their safe place. We feel this works well for our children and families.



<ul style="list-style-type: none"> <li>• Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• Knowledge of Britain's democratic Parliamentary system</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and understand, accept, respect and celebrate diversity.</li> <li>• Respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. (303 p. 66)</li> <li>• Whether pupils have sufficient knowledge about how to stay safe, including online (304 p. 67)</li> </ul>	
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<p><b>Areas for further development</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop children's oracy skills to support their social development.</li> <li>• Develop Garden school offer.</li> <li>• Review visits offer due to the recent closure of Broomey Croft Farm</li> </ul>
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<p><b>Leadership and Management</b></p>	
<p>How leaders and governors ensure that the education that the school provides has a positive impact on all its pupils. (313 p.69)</p> <ul style="list-style-type: none"> <li>• Leaders' high expectations of all pupils in the school and extent to which these are embodied in leaders' and staff's day to day interactions with pupils</li> <li>• Extent to which leaders (including governors) focus their attention on the education provided by the school</li> <li>• Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' (and other staff's) content knowledge over time to deliver better teaching for pupils</li> </ul>	<p>School leaders ensure they are actively visible and accessible to all parents and carers. SLT stand on the gates at the start and end of every session. We are available to talk to at any time.</p> <p>Governors are focused on our children receiving a good education and becoming the best little people they can be. They challenge children's outcomes as can be seen through Governing body minutes.</p> <p>Governors have a good understanding of their statutory duties and are rigorous in their monitoring and oversight of safeguarding, Prevent Duty and the Equalities Act. They care about the children, families and staff deeply including their well-being. We have a good mix of strengths in our governing body with good challenge to ensure our children receive the best education.</p>

- Extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school
- Whether leaders seek to engage parents and their community thoughtfully and positively in a way that support pupils' education
- Extent to which leaders take into account the workload and well-being of their staff while also developing and strengthening the quality of the workforce
- Extent to which leaders' high ambitions are for all pupils, including those harder to reach
- Way the school uses pupil premium is founded on good evidence

### **Governance**

3 core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium (326 p. 71)

Clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum.

Whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils. (327 p. 71)

Governors are responsible for ensuring that the school fulfils its statutory duties e.g.

- Equalities Act 2010
- Prevent duty
- Safeguarding – strategic oversight of all aspects of safeguarding. (328 p. 71)

### **Pupil premium**

Use of Early years pupil premium including:

- Level of funding received by the school in the current academic year and levels of pupil premium funding received in previous academic years

SLT regularly observe practice in the school and model good teaching. Leaders have thought very carefully about the learning intent and monitor implementation to ensure breadth of coverage of the curriculum. Leaders plan weekly and termly staff training to deal with any professional development needs of the staff team. We ensure this builds on previous learning and is given chance to embed into practice.

Our last Ofsted inspection set us the challenge to continue to be a centre of good practice for early years. Our governors set the school's ethos as *'Making a difference. All of our children, all of the time'* and are very clear that this does not mean just the children who attend our school but the whole community and wider. We are a partner in the DFE led Stronger Practice Hub one of two in the West Midlands. Early Years Stronger Practice Hubs will support other early years settings to improve outcomes for children in their local area across the EYFS, but specifically focusing on areas of development that research informs us have been most impacted by COVID-19: personal social and emotional development (PSED); communication and language, and early literacy and maths. We are also supporting the Expert and Mentor programme supporting settings to improve outcomes for children and directly support settings with their provision through outreach work.

We also lead termly Early Years Networks for Erdington and Sutton Coldfield Districts joining up practitioners from all Early Years settings to provide advice, training, updates and share good practice.

We have thought carefully about how we can best utilise our Pupil Premium funding for our children. While our 3 year olds are entitled to the funding, our 2 year olds also meet the criteria through their eligibility for 2 year old funding and therefore are EYPP children of the future. We therefore want to utilise the funding while also providing the same input and support for our younger, vulnerable children. Our EYPP children come in very low in the Prime areas of learning and development. We also know from our home visits and local area intelligence that our children, particularly from more disadvantaged areas do not access the natural environment and have the opportunity for large, gross motor activity. We therefore use our Pupil Premium to support our Forest School offer, which meets the developmental needs of our children and offers the nurture many of our children also need.

- How leaders and governors have spent the funding, their rationale for this spending and its intended impact on the learning and progress of disadvantaged pupils (329 p. 72)

### **Workload**

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.

No unnecessary burdens and avoid misuse and overuse. (338 p. 73)

Assessment should support the teaching of the curriculum, but not substantially increase teachers' workloads. (339 p. 73)

Whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources and are sustainable for staff. (340 p. 73)

2 or 3 data collection points per year and used to inform clear actions.

Extent to which leaders engage with staff and are aware and take account of the main pressures on them, engaging with them realistically and constructively. (382 p. 82)

Whether staff are free from bullying and harassment.

Consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid unnecessary burdens. (384 p. 82)

### **Safeguarding**

- Always act in the best interests of children online and offline
- Identify children who may need early help, and who are at risk of harm or have been harmed – neglect, abuse (including by their peers), grooming or expectation
- Secure the help that children, pupils and students need and, if required, refer in a timely way to those who have the expertise to help
- Manage safe recruitment allegations about adults who may be a risk to children and vulnerable adults (343 p. 74)

Whether arrangements for safeguarding children are effective (344 p. 74)

Evaluate the safeguarding culture that has been established in the school. (345 p. 74)

Ensure that proper arrangements are in place to share information appropriately with relevant parties, including forwarding information to schools. (346 p. 74)

Governors and SLT are very conscious of the workload of our team. While we have high ambitions for our children and understand that this is dependent on the quality interactions between adults and children and the breadth and coverage of our curriculum, we want to support the staff team to achieve this while maintaining a good worklife balance. When staff or SLT identify CPD needs we try to meet those during the working day. We are using IT to make access to the curriculum as quick, easy and effective as possible to meet children's needs. We have trained well-being champions in school who staff know they can approach at any time and we offer regular well-being supervisions. We have a Well-being governor and we report back on staff well-being initiatives, such as SLT providing staff breakfast, at each meeting.

Safeguarding is integral to everything we do. All staff understand that safeguarding is everyone's responsibility and their own roles and responsibilities within this. Staff share any concerns about a child with a DSL and record on CPOMS. We have rigorous systems in place to ensure all concerns are followed up and dealt with to a conclusion whether it is that we are no longer concerned, need to pursue through Early Help or whether it meets thresholds to contact Children's Services.

We carry out risk assessments on all activities and ensure children are safe in their learning.

We have staff and governors trained in safer recruitment.

<p>Statutory Guidance:</p> <ul style="list-style-type: none"><li>• <a href="#">‘Keeping children safe in education: statutory guidance for schools and colleges’</a></li><li>• <a href="#">‘Working together to safeguard children’</a></li><li>• <a href="#">‘Positive environments where children can flourish’</a></li></ul> <p>Safer recruitment</p>	
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<p><b>Areas for further development</b></p>	<ul style="list-style-type: none"><li>• Continue to develop staff well-being strategy.</li><li>• Continue to monitor and support staff workload.</li><li>• Assistant head role</li></ul>
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