

Castle Vale Nursery School Self-evaluation Summary 2023/24
 Making a difference. All of Our Children, all of the time.



Progress from Previous Inspection – Last judgement, Outstanding (May 2018)

At our last inspection Ofsted asked us to ensure that;

- the school continues to be a centre of good practice that shares its expertise with other settings

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.

We are a DFE Stronger Practice Hub in partnership with 4 other settings and the deputy head teacher is a COVID Recovery Expert supporting settings to improve practice across Birmingham. We lead Early Years Networks to work with all EY settings in 2 districts. We also provide direct outreach to early years settings in our 2 districts.

- remaining gaps in the achievement of different groups of children, including between boys and girls, and between disadvantaged children and other children, are closed.

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.

Strengths

<p>Impact <i>The outcomes that pupils achieve as a result of the education they have received. How pupils are progressing through the curriculum, long-term planning.</i></p>	<p>Children of all abilities and backgrounds achieve highly, particularly our disadvantaged children and children with SEND who achieve their best possible outcomes.</p> <p>We provide an enriching curriculum, particularly for our most disadvantaged pupils and pupils with SEND. When they leave, the large majority of children are meeting the ambitious intentions we have set to prepare them for their next stage of education despite their general starting points and gaps in knowledge.</p>
<p>Quality of education <i>The quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND.</i></p>	<p>We place children at the heart of everything we do.</p> <p>We know we help our children develop to become the best little people they can be. We have thought carefully about what we want our children to know and be able to do by the time they have finished each stage of their education in readiness for the next.</p> <p>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 think if they need support or significant support to make progress and achieve our aspirational intents ready for their next stage, whether that is back with us or in their reception class. All children are screened for speech, language and communication needs and interventions are put in place rapidly to support their development. We have sequenced learning through our progressive curriculum which is used to plan learning in weekly planning meetings where children's learning and development is discussed. Our extended curriculum offer includes other experiences we feel children should have and offers opportunities to embed their learning. This includes all children and focuses particular on our most disadvantaged children.</p> <p>Children are taught in small groups and differentiated learning groups and the environment is carefully planned for to support the development of all children in all areas. We work hard to ensure that our environments and interactions allow for children to sustain high levels of engagement.</p> <p>Through a mixture of planned direct teaching and through planned interactions and incidental interactions we build vocabulary and language structures and provide opportunities to use new vocabulary and language structures. Reading is at the heart of our curriculum and we have a particular focus on the development of stories, rhymes and songs.</p> <p>Learning at home supports learning at school. We involve our parents in learning through our home reading offer, workshops, Two Year Development Review and ideas for home learning shared on Tapestry linked to learning in school. Parents can speak to us about their child's development when they</p>

	<p>would like to. Our SEND team work closely with parents and carers where there is a concern about a child's development, bringing in specialist services when appropriate.</p>
<p>Behaviour and attitudes</p> <p><i>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 pupils.</i></p>	<p>We place children at the heart of everything we do. We are a very nurturing school and provide additional nurture to all children feel would benefit.</p> <p>Children are supported well in their interactions and have high expectations for behavior through our positive behaviour management approach. Our children show consistently high levels of respect for others in line with their developmental age but as a Trauma Informed School, we understand that while learning to work as part of a community our children sometimes struggle to regulate their emotions. We use these situations as an opportunity to support our children to learn conflict resolution and consider the feelings of those around them.</p> <p>Every child accesses Forest School every week to support their Personal, Social and Emotional Development, Communication skills and Physical Development as well as confidence and a love of nature.</p> <p>Supporting children to gain independent skills means they can utilise the characteristics of effective learning to build resilience and become curious and interested learners.</p>
<p>Personal Development</p> <p><i>Schools support pupils to develop in many diverse aspects of life.</i></p>	<p>We place children at the heart of everything we do. We are committed to the Unicef Rights of the Child and use them and our British Values to help children develop a respect for each other and become thoughtful, caring members of our school and community.</p> <p>We have been awarded 'Health for life in Nursery Schools' in recognition of the focus we have on healthy food, life styles and planting and growing.</p> <p>We work with families to support the holistic needs of each child as necessary.</p> <p>We are proud of our extended curriculum and that every child can access it. We use our knowledge of our community to provide experiences for our children including local visits, planting and growing, cooking, the animal man, gardening, yoga, workshops and celebrations of special events.</p>
<p>Leadership and Management</p> <p><i>How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement, appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships</i></p>	<p>We place children at the heart of everything we do. Therefore safeguarding them is an utmost priority and we work hard to ensure our arrangements are effective and shared by all who are in contact with our children.</p> <p>Governors work closely with the school and have a clear vision of how we will continue to work as a school and with our community to provide the best possible start for our children.</p> <p>Governors, school leaders and all staff have high expectations and aspirations for our children. This is reflected in the ethos of the school which can be felt throughout the school.</p> <p>Governors, school leaders and all staff are all committed to an on-going cycle of self-evaluation and a passion to improve to provide high quality nurture and education for our children.</p> <p>We have joined a number of partnerships to strengthen our provision and to help make us sustainable into the future.</p> <p>Our staff are on a journey. They are reflective of our school community and are here because they are passionate about doing the best for our children, school and community. As a leadership team, we support all our staff at their point of development and will help them become the best educators they can be.</p> <p>We work hard to support the well-being of our staff through careful monitoring of workload. We have removed any unnecessary paperwork and use weekly meetings to discuss our children and their learning and so staff can use time with the children for effective interactions. Staff are given time to reflect on the children in their key groups, to ensure that they know them well.</p> <p>We also have a wellbeing team who staff can talk to at any time should they need to.</p>

