

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the school continues to be a centre of good practice that shares its expertise with other settings
- remaining gaps in the achievement of different groups of children, including between boys and girls, and between disadvantaged children and other children, are closed.

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

Castle Vale Nursery School supports settings in a number of ways.

- We are a partner in the DFE Early Years Covid Recovery programme helping lead on Heart Midlands Early Years Stronger Practice Hub

<https://www.birminghamearlyyearsnetworks.org/stronger-practice-hub>

The Stronger Practice Hub Launched in November 2022 and supported by the [Education Endowment Foundation](#) (EFF) and the [National Children's Bureau](#), the programme aims to support settings to address the impact of the pandemic on young children by sharing effective practice and building lasting local networks.

Early years Stronger Practice Hubs will:

- provide advice
 - share good practice, and
 - offer evidence-based professional development for early years practitioners.
- We lead on Birmingham Early Years Networks for Erdington and Sutton.
<https://www.birminghamearlyyearsnetworks.org/about>

These networks take place throughout the year and are a place for the whole Early Years Community to connect, collaborate and communicate. It is place to build professional partnerships in order to develop pedagogical practice and improve educational outcomes for the young children of Birmingham.

Birmingham Early Years Networks (BEYN) supports **Children's Centres, childminders, freelancers, Independent Schools, Nursery Schools, parents and carers, Primary Schools**, Private Voluntary & Independents (PVI), **Special Schools**, and **students** from across the city.

Our goals

We aim to strengthen practice related to children under five, improving outcomes for all children at the end of Foundation Stage by focusing on:

- Effective partnerships that support children and families to access places within our Early Years provision, and ensure smooth transitions for children
- High-quality professional development and experience of innovative pedagogical approaches to learning for everyone working in our Early Years Community
- Castle Vale Nursery School also employ a DFE COVID Recovery expert who supports PVI settings to improve practice.
- Castle Vale Nursery School is a part of the DFE West Midlands Stronger Practice Hub Partnership with 4 other settings. We work closely together to support the Early Years sector especially in areas of most disadvantage.
- We are also part of a Peer to peer review group with other Nursery Schools and a Primary school. This is both to support practice but also to ensure an objective review of the school's early years practice.
- Castle Vale Nursery School also leads on a whole city Developing Local Provision project. We lead the Erdington project within a North Birmingham Cluster. The Early Years DLP initiative is delivered through the 10 District Early Years Networks. The long-term aim is to establish good quality local provision that successfully meets the needs of individual children in their setting, supporting them in their Early Years journey through to their chosen mainstream school where their needs will continue to be met.

Early Years DLP plan focuses on three specific objectives:

1. Uptake
% Increase of uptake of EEE by eligible children in the district
2. Achievement
% increase of children achieving GLD at the end of EYFS
3. a Transition

% decrease of children accessing their EEE remaining with EY provider rather than taking up their reception place with typical age cohort

b Transition

% decrease of children across the district who are at risk of placement breakdown following transition to Reception

The remaining gaps in the achievement of different groups of children, including between boys and girls are closed

As a school team, we have worked hard to think carefully about what we want our children to know and be able to do ready for the next stage of their education, whether with us or moving on to another setting/school. We use this end goal when planning for our children so they progress towards these goals in a structured way ensuring coverage of all the areas of learning.

Boys and girls are always groups of children we consider when we check how our children are progressing to their next stage of their education. We then use this information to inform our planning and provision in the school. The staff team meet regularly to discuss children and their daily formative assessments to be aware of the attainment gap between girls and boys, particularly disadvantaged boys, and to look at strategies to help close this gap.

And between disadvantaged children and other children, are closed.

We also always consider disadvantaged children when considering how children are progressing to their next development points. We then use this information to inform our planning and provision in the school. The staff team meet regularly to discuss children and their daily formative assessments to ensure disadvantaged children have the opportunity to progress alongside their peers and to become the best little people they can be. We teach all areas of the curriculum but know that our disadvantaged children often show low resilience and work hard to develop this through our provision including nature, Forest School and Garden School sessions. We know that resilience supports persistence and that '*children's persistence was associated with statistically significantly greater development*' (p.21 International early learning and child well-being study (IELS): National Report for England, December 2020).