

Ashgate Nursery School

Self-evaluation summary – Headlines – January 2023

Our context

- Small nursery with a well-developed outdoors, educates 2-4 year olds from 9am – 4pm.
- Ashgate is Federated with Central Nursery School, the schools are only 10 minute walk apart.
- Our families include a significant number of vulnerable families, many experiencing social deprivation, domestic abuse or substance abuse. Literacy levels of a significant number of families is low. 45% of our children attract 20%deprivation factor funding and 55% of our children attract 20-40% deprivation factor funding.
- On entry 54% pupils are attaining levels below and significantly below those expected for children of a similar age. Almost all children have a delay in speech and language.
- Many parents are reporting a decline in their mental health over the last two years with many parents stating that they are suffering. Over 50% of families stated they did not go out during lockdown and life experiences for the children were extremely limited during this time. Many parents continue to be extremely anxious.
- In response to the growing number of SEND children on role we have a specific classroom to support an individualised curriculum for some children and a space for interventions to take place.
- Our established Federation Family worker is now working with over 20 families.
- Following a Federation restructure in 2018-19 the new team have now been in place for three years and outcomes have increased.
- Numbers of children dipped during Covid but are rising again. However, the nursery is now under consultation to close (proposed by the LA)
- Our federation allotment enables us to grow more produce and supports our curriculum goals. It supports joint projects with Central Nursery.
- Our charity 'We Can Together' was registered in August 2020 and is beginning to be used to support our forest/farm and SEND provision.
- Since November 2019 meals have been cooked at Central and distributed to Ashgate. This has ensured meals are home cooked and locally sourced.
- In January 2023 45% of the children on role received EYPP
- In January2023 40% of the children on role had SEND. The majority of children have communication and language and social and emotional/mental health as their areas of need. 9 children access some/all of their sessions in our Willows room which supports more individualised curriculums and increased SEND support.

Leadership and management

- In 2017 Ofsted judged this as good. This remains good because of the Federation head teacher, senior leadership team and governors continued passion, drive and determined ambition to provide the best possible education for all.

- The systematic evaluation of the quality of teaching and learning draws on a range of monitoring and evaluation tasks including observations, learning walks, moderation, data analysis, work/planning scrutiny and feedback from all stakeholders.
- Curriculum leadership is innovative and is consistently developing in line with our farm and forest school approach.
- The curriculum is tailored to the children through careful observation, assessment, and planning, with staff adapting the environment/resources accordingly.
- Safeguarding systems are very robust and considered outstanding. Senior leadership ensures that staff and governors are well trained and have a clear understanding of their roles and responsibilities in ensuring that everyone remains safe. They work closely with external agencies where appropriate. Any issues are recorded and acted on in a timely manner.
- The Federation head teacher is well established and the part-time Lead teacher has now been in place for over two years.
- The systematic evaluation of the quality of teaching and learning draws on a range of monitoring and evaluation tasks including observations, learning walks, moderation, data analysis, work/planning scrutiny and feedback from all stakeholders.
- The Governing Body includes people with a wide range of skills and knowledge. They have produced a business plan that has resulted in a more coherent understanding of the nursery and strategic planning for the next 3 years.
- Governors have a robust, systematic approach to monitoring all aspects of the work of the school.
- The staff team work closely with outside agencies (e.g. SALT, Physio, behaviour support), committed to ensuring best outcomes for all pupils and preparing them for life beyond nursery.
- Supervision is held regularly alongside appraisal to support staff continued professional development.
- The nursery has achieved the Emotionally Healthy Schools Award which supports the wellbeing and mental health of staff, parents and children
- We were awarded Eco-School Green Flag award in November 2022 and have achieved the first levels of the RHS gardening award. This work is planned for in our weekly activities, embedded within our curriculum goals, supporting children to understand the nursery environment and beyond

Areas for development:

- Ensure financial viability in the future and our ability to withstand budget cuts/pressures.
- Increase parental involvement in understanding the importance of play and supporting their child's learning and development.

Quality of Education

- Our curriculum is designed to promote sequential progression through 10 goals, which build upon children's prior knowledge and experiences.
- There is increased use of staff skills across the Federation with an amalgamated SLT and Forest School expertise (as staff work across both sites).
- Following a teacher restructure, Federation lead teacher works at both nurseries to drive teaching and learning following the new EYFS framework.

- A second teacher has been appointed (September 2021) to strengthen the team further.
- Monitoring and evaluation of teaching over time ensures assessments and observations, classroom practice and work/planning scrutiny all evidence the continuing good practice across the school. (100% good or better)
- Experienced staff ensure quality first teaching through their interactions, the enhancements provided and the other experiences offered which add to their life experiences.
- All staff now have at least a 40 week contract to ensure provision in non-term time is of equal quality to term time.
- New assessment database has been created to track development progress and readiness to learn.
- Moderation within our Federation has supported the accuracy of assessment judgements
- Careful analysis of teaching and learning has taken place since the last inspection.
- The environment has been adapted to ensure the forest/farm school approach underpins the teaching and learning within the nursery.
- The SEND children including those within Willows are fully integrated into the nursery and the personalised, holistic approach and careful management of funding enables outstanding progress.
- Tapestry has become more embedded and is used to document snapshots of learning as well as a child's learning stories to engage parents in their child's learning.
- Exciting projects and trips into the local community enhance the quality of teaching and learning providing first hand experiences and context to new experiences and knowledge.
- In depth discussions about children's readiness to learn and development supports staff to identify individual children or areas causing concern. This leads to targets
- Activity ideas are added to Tapestry following parent activity days/weeks.

Areas for development

- Continue to work with Tapestry to create our curriculum steps for staff to use when writing observations.
- Plan suitable trips and experiences to support the identified needs of children in receipt of EYPP. Continue to find support (staff and parents) to enable trips and experiences to happen.
- CPD - Two-year-old development and the two year old checks - all staff

Personal development

- 100% of parents who returned questionnaires reported that their child feels happy at this school.
- The curriculum is broad and balanced and accessible to all children irrespective of ability, learning needs and oracy.
- Forest/Farm school ethos supports children to take on new challenges to develop resilience, independence and perseverance.
- Children are discussed daily to ensure the environment is meeting their needs and interests. Their learning stories are recorded regularly and discussed with parents/carers termly.

- Children receive feedback through discussion and positive behaviour management. Through quality staff interaction, children are supported to reflect on their learning and act upon advice or ideas
- Robust safeguarding and the established Family Worker role has ensured embedded and highly effective relationships between staff and children/families.
- Early identification of need enables swift and positive action to be taken.
- SEND/LAC Children receive personalised targets, outcomes are at least good as evidenced through SEND or social care reviews.
- Buddy keyworker system in place enabling children to create secure emotional attachments, this gives children a strong base for developing independence and increasing confidence.
- Our induction process includes a home visit to build a relationship with the child and parents and is taken from there by the keyworker to ensure a personalised programme of induction suits the child and family circumstances.
- A focussed transition programme supports children between rooms and to school settings.
- Pupil attendance is consistently above 85%
- Some children access two rooms for their provision to ensure that their needs are met but also so they are integrated with their peer group.
- Small group sessions help children to gain a sense of belonging, where British Values, beliefs and cultures of our peers are explored

Area for development:

- Celebrate diversity within our school, review our resources and ensure they match the children we have on role.

Behaviour and attitudes

- Integrated interventions within the classroom have been used to support the holistic development of the children.
- Well planned and supported transitions from FS1 to FS2 in a number of different settings.
- EYPP money is well spent meaning that the difference diminishes for this group of children.
- All staff are consistent in their approach to behaviour. They follow policies and procedures consistently, with a focus on building solid relationships.
- The DSL/deputy DSL attend meetings for an increasing number of families.
- Hard to reach and vulnerable parents have support from their keyworker and the Family Worker.
- Welfare and support visits are made to families where attendance/ engagement is low.
- Staff work hard with children and their families to ensure they are ready to learn. This is closely monitored and discussed at monthly assessment staff meetings.
- Language is not a barrier at the school, all key workers use symbols, sign, visual cues to support children. This is also reflected in the environment.

- Safety issues are explored through play and this is used to reinforce to the children how to stay safe in many situations. Our curriculum incorporates road safety, fire safety, tool use and water safety.
- The nursery promotes children's understanding of their rights and responsibilities through our curriculum goals and nursery rules.

Areas for development

- Continue to plan and develop staff knowledge of supporting the children to keep safe using NSPCC Pants and Childnet E-safety for parents and children.
- Reintroduce parental courses and creative opportunities to support children's development.

Overall Effectiveness:

In the Ofsted inspection in January 2017, Ashgate Nursery School was described as a good school.

Since then the leadership team has become more established and a full-time lead teacher was appointed from September 2019, she is now the Federation lead driving Teaching and Learning. The staff team has changed and increased in size, following a restructure There is now increased support for families through dedicated Family Worker hours and partnership working to provide a range of course for parents. The ethos has continued to develop within staff practice and the changes made to the environment, particularly outdoors. I believe the nursery remains good, with a drive for outstanding.