



**SOMERVILLE FEDERATION**

**Somerville Nursery School  
Self Evaluation Summary  
September 2017**



**Date of Report: 5<sup>th</sup> September 2017**

**Updated: 1<sup>st</sup> December 2017 & April 2018**

<b>School name</b>	Somerville Nursery School
<b>School type</b>	Maintained Nursery
<b>Address</b>	23 Brentwood Street, Wallasey, Wirral CH44 4BB
<b>Telephone</b>	0151 638 1567
<b>Email</b>	schooloffice@brentwood-nursery.wirral.sch.uk
<b>Website</b>	www.somerville.wirral.sch.uk
<b>DFE No.</b>	<b>E121 1000</b>
<b>Ofsted URN</b>	<b>104984</b>
<b>Number on roll</b>	Nursery F1: 62 children , 2 year olds: 35 children. 97 children in total (Updated 25.04.2018) (Jan 2018=Nursery F1: 30 children , 2 year olds: 42 children. 72 children in total)
<b>Headteacher</b>	Mr Michael Forber
<b>Chair of Governors</b>	Mr Chris Griffiths
<b>Assistant Head Teacher</b>	Mrs. Bruna Kell
<b>LA</b>	Wirral
<b>Religious character</b>	None
<b>Last inspection date</b>	1 May 2014
<b>Overall grading</b>	Good
<b>SEND and CLA</b>	21% (21 out of 97 children) SEND children. 4 children are currently CLA.
<b>Awards and accreditations</b>	Forest School.

## 1. The Context of the School

Established 1946.

2017-18 intake, numbers have increased since 2016-17 with 97 children (April 2018) currently on roll across the Nursery School (comprising 62 in F1 and 35 children in the 2 year old provision).

Capacity of the Nursery school is 39 children in Foundation 1 for each session and 32 children in the 2 year old provision at each session.

Somerville Nursery School is part of the community of Seacombe and is in an area of deprived social circumstances. According to Multiple Deprivation (IMD) this area was ranked 3,036 out of 32,844 in England and therefore is in the bottom 10% of most deprived areas in the country. <http://www.uklocalarea.com/index.php?q=CH44+9AR>

The federated primary school's deprivation indicator shows that the Nursery school is in a locality with double the national average. (Sch=0.44 and Nat=0.24) Range 0.01 to 0.79.

Pupil mobility is currently stable.

Currently we have one child with EAL.

A very large majority of children on entry have attainment which is below that typically expected for their age and this includes a large majority which are well below. In communication and language, physical development and PSED. We admit an increasing number of children with SEND, usually due to health visitor or paediatrician recommendations. Somerville Nursery School is a recognised local authority maintained nursery school.

\*See Appendix One for baseline information.

Parental satisfaction is high, with 90% plus positive responses to previous parental questionnaire. Complaints are a rarity.

Children who require additional support achieve good outcomes due to exemplary working with a range of agencies, and school hold other agencies to account to deliver support.

The school buys in additional speech and language therapy provision, due to children's growing language deficit of entry.

From February 2016, the Nursery School federated with Somerville Primary School, becoming The Somerville Federation, under one Executive Head Teacher and one Governing Body.

An Assistant Headteacher was appointed from within the current staff at the Nursery School in February 2016. Staffing in F1 is one teacher post (this is job shared between a class teacher and the Assistant Headteacher) and one TA 3, a TA2 supporting a child on a one to one basis and a childcare apprentice in the morning. The Assistant Headteacher is released for four mornings to oversee the day to day running of the Nursery School, she also holds the role of the SENDCO and social inclusion manager.

Two members of staff have completed the Level 3 Forest School Leader course. The Site Manager also supports the development of the outdoor environment to an outstanding quality.

OFSTED 2014 identified development of children's speaking and problem solving skills as an area for development. OFSTED identified Governor challenge as an area for development. Speech and language remains a priority for the school in its development plan as speech and language continues to remain an issue for those who are admitted to the Nursery School. Problem solving is no longer an area for development due to the development and learning provided for the children to develop these skills. Current observations reflect this good practice to develop these skills by all staff. Governor challenge has been resolved through the newly federated governing body (Feb 2016) setting up an early years committee and their relentless commitment to ensure all children have leave the Nursery School with the best possible outcomes. The recent OFSTED inspection (October 2017) of the Federated Primary School reported that, 'Governors are experienced and passionate about the school. One governor commented, 'We want pupils to be happy, safe and valued as individuals.' Governors know the school well. They visit the school regularly to check that initiatives are making a positive difference to pupils' outcomes. Governors use their skills to provide effective challenge and support.' This reflects the current position of Governors at the Nursery School also.

**Specific areas to address from context and post OFSTED:**

- Oracy: Speaking and listening skills, language and literacy to be a curriculum focus which will give children the skills for the very large majority of children to attain a good level of development as well as being able to solve problems for themselves. This will be provided through a range of activities including open ended tasks within continuous provision, forest school and the additional provision of Speech and Language therapy and support.
- Parental engagement in learning has improved over time as a consequence of staff engagement and communication with parents which has resulted in parents accessing workshops made available to them by the school, this has had a positive impact on their confidence and ability to support their child.
- Standards of teaching need to evidence more outstanding practice to enhance the already good teaching through the provision of training, observing outstanding practice at other local settings.
- Governors use their skills effectively to challenge and support the Nursery School.

## 2. The Achievement of Pupils at the School

(Including those with disabilities and those with special educational needs)

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
		x		
<b>Reasons for deciding upon a grade – outcome focused, not description of actions</b>				
<p>Achievement for children is good because they make rapid and sustained progress based on starting at below aged related expectations (ARE). When children join us, the majority of children typically have well below expected skills in communication and language, physical development and PSED. By the time they leave Somerville Nursery School, the gap has closed and a large majority of children are achieving at least levels typical for their age group. This represents good progress from their starting points.</p> <p>*See Appendix Two, three tables showing cohort progress in Foundation 1 from their entry point.</p> <p>Data trends have shown over the last 5 years, children who enter F1 in the January (5 terms) and Easter (4 terms) cohorts make the most progress. The most able children do very well and build on their strong starting points. This is because well planned literacy and numeracy activities which challenge and meet the children’s needs. Staff have become skilled to offer exactly the right level of challenge to develop children’s thinking further. They are encouraged to work carefully and solve problems, leading to high levels of achievement by the end of nursery.</p> <p>Children who have attended the 2 Year Old Provision, baseline assessment on entry to F1, show evidence of good progress from their starting points, compared to children who have not attended a childcare provision prior to entry into F1. *See Appendix One.</p> <p>Children who have special educational needs or a disability receive sensitive, skilled support which enables them to be fully included in all activities and make very good progress from their starting points. Children with SEND and additional needs are quickly identified and have a one page profile and are well supported either through a play plan or an education support plan with advice and guidance from outside agencies. Interventions are in place such as Learning to Listen and Early talk which is in partnership with the speech and language therapist. As a consequence of good progress, some children are discharged from Speech and Language Therapy before they leave the Nursery School. Children who are developmentally delayed will work to an individual curriculum with an individual health care plan.</p> <p>Children’s writing skills, particularly boys, is slower to develop than in other areas, because of this we provide learning opportunities and activities.</p> <p>On entry Children’s reading and writing skills are well below that of typically expected. As a result of this our curriculum is designed to offer motivating experiences to read and enjoy books such as Story Starters. Children develop sound early reading skills and enjoy looking at books, dressing up and re telling familiar stories. Parents are encouraged to read at home, attend reading workshops and share their favourite books.</p>				

Children are well prepared for the next stage of education. They develop good phonic and mathematical skills. Those children who are able will begin to start writing their name and spelling out simple words using their phonemic knowledge.

As a consequence of embedded practice of tracking pupils, staff are fully aware of the gaps and strengths of the pupils.

The current cohort is boy heavy; as a result of this teachers use the children's interests to provide inspiring contexts such as our spider topic. Consequently boys are currently making in line progress with their peers.

#### **Key actions for improvement**

- Senior Team to continue to monitor progress data half termly and produce action plans for those children who may be at risk of going off track.
- To ensure that planning and opportunities continues to evidence personalised learning based on accurate observation and assessment.
- To continue to engage with parents to support children's learning and development by delivering curriculum based workshops and individual support in conjunction with appropriate professionals.
- To explore opportunities to develop the Nursery School further by The Senior Management team visiting a similar nursery school in a similar locality.

#### **Supporting evidence**

Attainment on entry  
Termly Gap and Strength Analysis of pupil progress  
Manual Tracking  
Learning journal scrutiny analysis  
Observation of teaching and learning  
IEP reviews  
Individual pen portraits of children with SEND

### 3. The quality of teaching

Grade (refer to Ofsted Grade Descriptors)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Place X in appropriate column		<b>X</b>		

#### **Reasons for deciding upon a grade – outcome focused, not description of actions**

Observations of lessons tell us that teaching has rapidly improved. Teaching is consistently good. Adults are very knowledgeable about how children learn and they plan activities to inspire and support them. Enjoyment is high and children are excited to come to school. They know their routines and they know what is expected of them. Children are confident and independent learners.

All children participate in daily opportunities to develop their speaking and listening skills and self-confidence, including “Letters and Sounds” activities in Foundation 1. As a result, a very large majority leave nursery at aged related expectations in literacy.

#### **EXIT 2017: Literacy Outcomes**

**16 children in total**

#### **Attainment on exit from Nursery, percentage working within each level last year’s cohort (current year R)**

Literacy Areas	Working well below expectation	Working below expectation	Working at expectation	Working above expectation
Reading	50%(1)	12.5%(2)	87.5%(14)	7%(1)
Writing	100%(1)	6.25%(1)	93.75%(15)	

The curriculum is rich, varied and imaginative; it allows children opportunity to develop their play creatively. Further opportunities have been created for the children through the successful development of the Forest School. Teaching is underpinned by very careful planning and assessment. Termly assessments inform the medium term planning which is used to plan learning opportunities and experiences for the children to make progress in all areas of learning and development. Clear differentiation is evident in planning so that the needs of individuals and more able children are challenged.

A digital assessment system (2Simple) makes assessment rigorous and sharply focused. Staff moderate their judgements across the teams. All staff contribute to assessment on a daily basis by noting significant learning on the planning.

Termly parent progress meetings offer parents and carers the opportunity to see their child’s learning journals with key workers and talk about their progress. Those who are hard to engage are personally re-invited if they do not attend. This allows us the opportunity to discuss targets and how to help at home, as well as support for school readiness.

Teachers use every opportunity to develop children’s understanding and use of numbers, space and measures. Spontaneous activities, such as counting the number of children to have snack, help extend children’s learning. Regular cooking activities help develop mathematical language as children discuss how many spoonfuls of ingredients are needed.

Staff develop children’s curiosity and motivation through an interesting and relevant curriculum. The outdoor area and Forest School is used to its full potential, such as harvesting the apples and making apple pie, or making pretend pies in the mud kitchen.

The children show confidence and independence and demonstrate sustained focus with or without adult intervention.

Children become deeply engrossed in their play, with the effective and discreet support of an adult when required to move the play from low level and encourage the characteristics of effective learning, such as language development, problem solving and resilience. The Assistant Headteacher and classteacher have worked hard to ensure staff are deployed appropriately and to support staff in their development.

There is good use made of resources including ICT, to capture opportunities.

Teachers observe and question groups of children to extend their learning and reshape tasks and to develop children's language, problem solving and reasoning. Through coaching and CPD, gaps in teaching assistant knowledge are quickly being filled, e.g with training for phonemic awareness, coaching for open ended questioning and using the OWL approach, observe, wait, listen.

Provision for two year olds. A new 2 year old room leader has recently been appointed to the lead the staff on improving the provision further from April 2018. Children work in small groups of 4 children to 1 adult and have a key worker to focus on each child's development and assessment as well as supporting the children in their attachment to an adult within the provision. A differentiated learning experience is provided for children depending on their age and development in the 2 to 3 year old room. Separate policies are in place specifically for the 2 year old provision as well as policies linked to the Federation of both schools. All policies need to be read in conjunction with the Federated policies. The 2 to 3 year old room is equipped to support children who need small group time, sleep time (a nap), Staff understand fully the need to give children longer to respond, (hear, interpret, formulate the answer and speak the answer).

#### **Key actions for improvement**

- **To further develop the Forest School environment**
- **To continue to develop communication and language, reading and writing skills and number skills through the School Improvement Plan to impact on attainment across all areas of learning within provision for 2-5s**

#### **Supporting evidence**

Observation of teaching sessions  
Anonymous Performance management records  
Learning Walks  
Staff and parental views  
Learning journal scrutiny  
Teachers' planning

#### 4. Behaviour and safety of pupils

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
Place X in appropriate column	x			
<b>Reasons for deciding upon a grade – outcome focused, not description of actions</b>				
<p>The behaviour of children is outstanding. Children learn routines quickly because they are clearly explained and established from the start. Praise is used very well to encourage children in achieving the very high expectations of staff. Children at the Nursery School feel good about themselves.</p> <p>Children are highly motivated and eager to join in. Staff encourage the characteristics of effective learning through open ended activities that allow children to explore new ways to do things and solve problems. Children cooperate very well with each other, such as having “Afternoon Tea” and “Breakfast at Somerville”.</p> <p>Parents, carers, staff and pupils are highly positive about behaviour and safety in school. Pupils show very high levels of age appropriate engagement, courtesy, collaboration and cooperation within and outside of the session. They have a great sense of fairness and cooperation with each other which leads to sessions proceeding in a calm manner.</p> <p>In the first term in school children soon learn to manage their own behaviour due to highly effective adult support and use of positive behaviour reinforcement. Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. For the very small minority of children that have had behaviour difficulties, effective strategies, early referral and support from outside agencies ensured a consistent approach and planned intervention, such as IBPs and daily sticker charts. This helped individual children to overcome barriers to good behaviour. Pupils have age appropriate understanding of bullying and know to approach an adult if they need help.</p> <p>Through circle time discussion and stories around bullying and safety e.g. Brentasaurus rules, stranger danger, road safety, the children understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. Parental controls are in place on the Ipads to prevent children accessing inappropriate materials on the internet.</p> <p>Pupils are considerate, caring and supportive of each other and adults and they follow the Brentasaurus rules. Since 2008 and up until November 2017 there have been no incidents of any form of bullying or race related incidents. Parents and carers strongly agree that pupils are safe. 100% of parents tell us they feel their children are safe.</p> <p>Children seek out their key person or a member of staff if they are in difficulty. Parents tell us children are confident to talk to any member of staff, and feel safe and secure in doing so.</p> <p>We embed positive messages from an early age about race, gender and disability and children explore their thoughts on this topic and discuss how we are the same and different. We know from discussion with children that negative attitudes towards race, gender and disability can be prevalent at an early age, and so we plan activities to actively challenge attitudes and discrimination. In this way, we do not represent images in a tokenistic way, but issues around race, gender and diversity are grounded through opportunities in story, circle time and role play.</p> <p>PSED is well planned to develop children's resilience, tolerance, autonomy, play skills, dispositions and attitudes, this results in all children cooperating and playing together well and there are no distinctions from different groups of children. Rare disruptive behaviour is dealt with consistency.</p> <p>Pupils are polite and respond well to visiting adults. They relish opportunities to help adults and other children.</p> <p>The environment is used to its full potential to ensure children have space and access to resources, ‘communication friendly spaces’ allow children quiet areas to sit and talk or share a toy. We constantly review staffing and where children need additional support such as one to one SEN support, we deploy staff resources appropriately.</p> <p><b>Safety</b> Well embedded policies and practices and monitoring of safeguarding by the Executive Team and Governing Body results in swift action taken to address any issues identified from audit. Safeguarding is a standing item at staff meetings and Governing Body meetings. School is proactive in maintaining a safe environment for the</p>				

children, and policies and procedures are regularly revisited with staff and part of a comprehensive induction programme. The Governing Body approves visits out and the Executive Headteacher and Assistant Headteacher undertake risk assessments in line with policy. Staff recruitment rigorously follows the Safer Recruitment Policy and the S.C.R is regularly updated.

Children use equipment sensibly and staff encourage them to take well-managed risks in the range of activities on offer, for example when climbing on the rocks, balancing crates or being in Forest school. This helps children to develop their self-esteem and sense of pride in their accomplishments, especially when they succeed in activities that they might initially have approached with caution.

Children take responsibility for putting equipment away safely and sensibly and working together well.

Senior leaders work very effectively with other agencies to keep children safe and to support vulnerable families with a range of issues. Their monitoring and record-keeping is of a very high standard and leaders can clearly demonstrate the impact their work has on children's achievement and attendance.

Parents are confident that their children are safe in nursery and are very keen to get there every day, because they feel secure and enjoy learning. Poor attendance is followed up.

- Positive behaviour file (Children's voice around Brentasuarus rules)
- Governors minutes record no bullying incidents.
- Comments from visitors.
- Head Teacher observations
- Annual Section 11 Safeguarding Audit

### **Attendance**

Although attendance is not statutory we encourage parents to set good example to their children and to attend nursery school regularly and on time. However there are occasions when parent's commitment to good attendance does not take priority and they may take several days holiday within term time. Punctuality is improving, however many families have older brothers and sisters who have to be dropped off at two local primary schools.

We have identified a very small number of pupils who are persistently absent, these children are targeted for improvement. They are given support to improve their child's attendance.

This is often the first experience children have with mixing with their peers, because of this, childhood illnesses are common, and we experience high absence during bouts of chicken pox.

Absence of vulnerable children is closely monitored and followed up by the Assistant Headteacher.

### **Key actions for improvement**

- **Continue to monitor absence rates.**
- **Consider improving safeguarding to the front entrance of the building.**

### **Supporting evidence**

Pen portraits of SEN and vulnerable children,  
Staff and parental views  
Behaviour audit and analysis  
Lesson observations. Learning Walks  
Forest School  
Incident logs  
CADT referrals  
Complaints file

## 5. The quality of leadership and management of the school

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
Place X in appropriate column		x		
<b>Reasons for deciding upon a grade – outcome focused, not description of actions</b>				
<p><b>Good (2)</b></p> <p>Leadership and management is good or better. We have a track record of improvement and good outcomes for children. Each academic year our aims and objectives are discussed with staff and are strongly focused towards the children. The school has a determined, uncompromising and highly successful drive to effectively build, year on year the highest levels of achievement and personal development for all pupils and staff over a sustained period of time. Regular data tracking with the SLT allows progress to be analysed and groups and individuals off track identified. Data drives curriculum focus. Pupil progress meetings hold staff to account for progress.</p> <p>All staff have a deep understanding of our ambition to achieve the very best for our children, underpinned by our vision of “ Aiming high together”</p> <p>The Senior Management Team has rapidly improved in standards of teaching, supported by the monitoring and evaluation framework. The school is part of a local primary schools and nursery school cluster groups, to share good practice and learn from each other. The school is federated with Somerville Primary School. As a result, staff meet regularly with the foundation staff at the primary school to share good practice and our involved in joint training where appropriate.</p> <p>Accurate monitoring of robust and effective performance management and professional development are closely matched to the context of the school, staff and parents.</p> <p>The Governing Body have adopted the L.A Appraisal Policy, which is now closely linked to salary progression. Performance management of the Executive Headteacher and Assistant Headteacher and this is monitored by the Governing Body.</p> <p>A single Governing Body has come together, who are determined to be effective and support the school. Specialist Interest Governors, e.g SEND and Safeguarding Governors visit the school and feedback at Governing Body meetings. This enables Governors to make informed decisions about the budget and progress within the school development plan. The governors challenge and support the Nursery School through the outcomes and the early years committee.</p> <p>The school’s curriculum provides creative and motivating experiences and rich opportunities for high quality learning and development which develops children’s Knowledge of the World and Social Moral, Cultural and spiritual development. The organised and effective environment has a very positive impact on all pupils’ behaviour and safety, and contributes very well to pupils’ academic achievement and their personal development, and self confidence. A £10,000 Lottery Bid has enabled the development of The Muddy Bottom Forest School further.</p> <p>School is highly effective in sustaining engagement with families: A range of formal and informal events engage parents in their children’s learning such as working with an artist to create jungle animal sculptures. Engagement with all groups of parents has been a success, due to the relentless focus on engaging all parents, and our welcoming ethos, including those who may find it difficult to engage. Parental satisfaction is highly positive.</p> <p>Safeguarding is outstanding, and features as a high daily priority. Safeguarding is well monitored by all staff and leaders, resulting in high confidence from both leaders and parents that children are safe. Procedures are well embedded and robust. Since the last inspection partnership with other agencies has improved further, enabling us to effectively support children at risk. All staff have received PREVENT Duty training and are fully aware how to recognise extreme radicalism and know the procedure to follow.</p> <p>Through highly effective long term planning, monitoring and reporting governors ensure financial stability and value for money, despite constraints from severe budget cuts from EYSFF and difficult financial decisions have been made. Governors ensure that the context of the school means resources are well deployed to meet the needs of our children, such as the budget for visits out. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. The school uses its Early Years Pupil Premium to support learning opportunities in the Forest School and for speech and language support.</p>				

<b>Key actions for improvement</b>
<ul style="list-style-type: none"> <li>• To continue to improve the quality of teaching from consistently good to outstanding.</li> <li>• To further improve the role and work of Governors within the school to gain deeper insight and enable them to offer further challenge to school leaders</li> </ul>
<b>Supporting evidence</b>
<p>School Development Plan  Governing Body minutes  Systems for monitoring and evaluation  Performance Management Systems and practice  Partnership arrangements with other schools and external agencies  Children's red files  Effective safeguarding processes (Individual files of vulnerable children, SCR)  Governors' policies, minutes, results of visits</p>

## Additional Judgements

The school may wish to make some evaluative judgements about the following areas. Although they no longer form a separate part of the Framework they are encapsulated in many of the main descriptors. Schools will not only have a great deal of information but feel that outcomes in these areas have a major bearing on achievement and behaviour in particular.

<b>Promotion of pupils' Spiritual, moral, social and cultural development</b>				
Grade. <i>The school has to make its own judgements here.</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Place X in appropriate column	<b>X</b>			
<b>Reasons for deciding upon a grade – outcome focused not description of actions</b>				
<p>Children learn and show curiosity about the cultures of Britain, local cultures and globally through a well planned Understanding the World curriculum and cultural curriculum visits, for example; celebrating The Royal Family events, such as the Queen's birthday and national events. We challenge young children's values and beliefs by presenting them with topics such as diversity and difference, through story and circle time.</p> <p>Children have ownership of the Brentasaurus rules, as they involved in helping to write them and are keen to enforce the rules themselves, and soon develop a sense of right and wrong, such as the story of Goldilocks. The children develop a good sense of care and respect for each other, and can often solve their own disputes, with the older children helping the younger three year olds.</p> <p>The children develop social and moral responsibility. They relish opportunities for responsibility such as what to spend our money on in the forest school.</p> <p>Children learn about the natural world and experience awe and wonder, e.g harvesting rhubarb and potatoes. Children take part in visits out, e.g visiting the local café, Chester Zoo, New Brighton promenade and Farmer Teds.</p>				
<b>Key actions for improvement</b>				
<p>To ensure curriculum planning continues to offer opportunities for SMSC</p> <p>To continue to offer visits out of the centre to broaden children's experience.</p>				
<b>Supporting evidence</b>				
<p>Staff and parental views.</p> <p>Behaviour Polices</p> <p>International school award</p> <p>Forest School</p>				

<b>How well the School promotes pupils' wellbeing</b>				
Grade. <i>The school has to make its own judgements here.</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Place X in appropriate column	<b>X</b>			
<b>Reasons for deciding upon a grade. This is school judgement. There are no Grade Descriptors.</b>				
<p>The school is highly committed to working in partnership with both parents and other agencies. Children and parents are encouraged to attend the weekly stay and play session for 0 to 4 year olds. The established 2 year old funded provision enable children to get off to a good start before they</p>				

<p>begin F1 and enable us to develop good relationships with parents early on. ( 2 year old progress data yet to be reported on )</p> <p>We work effectively with services commissioned by the Local authority we support families well: Minority Ethnic Support Worker supports ME children, CAMHS programmes. We work in partnership with Seacombe Children’s Centre which allows us to jointly support families made vulnerable by their circumstances. E.G swift referral to family support, joint attendance at TAF meetings.</p> <p>Working in partnership with the Health Visitor Team enables us to effectively sign post and target families for intervention or referral when appropriate, and ensures good information sharing about our families, particularly our vulnerable families.</p> <p>Children’s health and well-being is given high priority within the school and our expectations are communicated to parents and carers both incidentally and via newsletters.</p> <p>Effective transition arrangements (parent meetings, visits to schools, teachers visiting us, SEND transition meetings) with cluster primary schools, primary schools tell us most of our children settle quickly into new routines.</p>
<p><b>Key actions to improve in this area.</b></p> <ul style="list-style-type: none"> <li>• <b>Develop further links with Somerville Primary School through transition</b></li> <li>• <b>Utilise resources at Somerville Primary School to benefit children’s emotional wellbeing</b></li> </ul>
<p><b>Supporting evidence</b></p> <p>Parent surveys  Staff and parental views  Health and Safety and Safeguarding Policies  Links with external support agencies  Reports to Governors  Children’s red files</p>

**Overall effectiveness**

Grade (refer to Ofsted Grade Descriptors)	1	2	3	4
Place X in appropriate column		x		
<p><b>Reasons for deciding upon a grade – related to judgements in the four key areas</b></p> <p>Good or better: Teaching has rapidly improved due to support, high expectations and C.P.D, this leads to children achieving well and preparing them well for their next stage in education. There is long term data to show that children make good progress based on their low starting points. Barriers to children, including those vulnerable or with SEND, reaching their potential are removed, through early identification and intervention, and through effective partnership work with parents and other agencies.</p> <p>There is a positive climate for learning and ambition and aspiration for all children to reach their potential with new opportunities for learning, such as Forest School, which is shared at all levels of the school. Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils’ spiritual, moral, social and cultural development, and their physical</p>				

wellbeing.

The school is not complacent, and recent changes in leadership has resulted in action by the Executive Headteacher and Governing Body to improve outcomes further.

**Summary of Key actions to move to Outstanding. These will be the key priorities for the School Development Plan.**

1. Raise attainment in speech and language so that individual children in F1 and 2 Year Old Provision are identified early and make excellent progress from starting points to ensure a higher proportion than in 2016-17 exit on track.
2. By the end of 2018 F1 For 40%\* of cohort to attain emerging within 40-60 months outcomes and 70%\* to attain secure within 30-50 in the prime areas, literacy and mathematics through quality first teaching and precisely targeted intervention which is impact evaluated. (This is for the whole cohort arriving in Jan 17, April 17 and September 2017=exiting in July 2018).
3. To build upon the good teaching already taking place in the nursery school. This will ensure that more teaching in the 2 year old provision is consistently good and in the F1 provision more teaching to be outstanding.
4. To further develop the role and work of Governors within the school to gain deeper insight and enable them to offer more challenge to school leaders.
5. To develop outdoor environment to cater for the needs of a full foundation stage unit (which is proposed for September 2020). Increasing the learning opportunities and experiences especially in supporting children's development in PSED and SMSC development.

**Supporting evidence**

Judgements on overall effectiveness will take into account the contributory judgements from the key areas. The judgement on Overall Effectiveness guides the judgement on whether the school provides value for money.

Appendix One.

**Attainment on entry to F1, percentage working within each level last year's cohort (current F2)**

**Entry:** 16 children in the cohort. 11 children attended the 2 Year Old Provision prior to entry into F1 and 5 children didn't attend, 1 of these children was an EAL child

Children who attended the 2 Year Provision

Children who didn't attend the 2 Year Provision

	Areas	Working well below expectation	Working below expectation	Working at expectation	Working above expectation
<b>Literacy</b>	Reading	33%(1)	9%(1) 60%(3)	91%(10) 40%(2)	
	Writing	33%(1)	9%(1) 60%(3)	91%(10) 40%(2)	
<b>Maths</b>	Numbers	25%(1)	45%(5) 80%(4)	55%(6) 20%(1)	
	Shape & SP	25%(1)	36%(4) 80%(4)	64%(7) 20%(1)	
<b>Comm &amp; Lang</b>	L&A	33%(1)	60%(3)	100%(11) 40%(2)	
	Underst.	33%(1)	60%(3)	100%(11) 40%(2)	
	Speaking	33%(1)	18%(2) 60%(3)	82%(9) 40%(2)	
<b>Physical Dev.</b>	M&H	50%(1)	40%(2)	100%(11) 60%(3)	
	H&SC	50%(1)	18%(2) 40%(2)	82%(9) 60%(3)	
<b>PSED</b>	SC & SA	33%(1)	9%(1) 60%(3)	91%(10) 40%(2)	
	MF & B	33%(1)	9%(1) 60%(3)	91%(10) 40%(2)	
	MR	33%(1)	9%(1) 60%(3)	91%(10) 40%(2)	

Appendix Two.

**Progress measures for Nursery cohort (current year R/F2)**

**Entry September 2016: 10 children (1 child EAL)**

	Areas	Below expected progress	Expected progress 3 steps	More than expected progress 4 steps	More than expected progress 5 steps or more
<b>Literacy</b>	Reading	10%(1)	90%(9)		
	Writing	10%(1)	90%(9)		
<b>Maths</b>	Numbers	20%(2)	80%(8)	37.5%(3)	
	Shape & SP	20%(2)	80%(8)	25%(2)	
<b>Comm &amp; Lang</b>	L&A	10%(1)	90%(9)	25%(2)	
	Underst.	10%(1)	90%(9)	22%(2)	
	Speaking	10%(1)	90%(9)	11%(1)	
<b>Physical Dev.</b>	M&H	10%(1)	90%(9)	33%(3)	
	H&SC	10%(1)	90%(9)	33%(3)	
	SC & SA	10%(1)	90%(9)	33%(3)	
<b>PSED</b>	MF & B	10%(1)	90%(9)	33%(3)	
	MR	10%(1)	90%(9)	33%(3)	

**Progress measures for Nursery cohort (current year R/F2)**

**Entry January 2016: 3 children ( 1 child under speech and language)**

	Areas	Below expected progress	Expected progress 3 steps	More than expected progress 4 steps	More than expected progress 5 steps or more
<b>Literacy</b>	Reading	33%(1)	67% (2)		
	Writing		100%(3)		
<b>Maths</b>	Numbers		100%(3)	33%(1)	
	Shape & SP		100%(3)	33%(1)	
<b>Comm &amp; Lang</b>	L&A		100%(3)	33%(1)	
	Underst.		100%(3)	33%(1)	
	Speaking	33%(1)	67%(2)	33%(1)	
<b>Physical Dev.</b>	M&H		100%(3)	67%(2)	
	H&SC		100%(3)	100%(3)	
	SC & SA		100%(3)	100%(3)	
<b>PSED</b>	MF & B		100%(3)	67%(2)	
	MR		100%(3)	100%(3)	

**Progress measures for Nursery cohort (current year R/F2)**

**Entry April 2016: 3 children**

	Areas	Below expected progress	Expected progress 3 steps	More than expected progress 4 steps	More than expected progress 5 steps or more
<b>Literacy</b>	Reading		100% (3)	33%(1)	
	Writing		100%(3)		
<b>Maths</b>	Numbers		100%(3)	100%(3)	
	Shape & SP		100%(3)	100%(3)	
<b>Comm &amp; Lang</b>	L&A		100%(3)		
	Underst.		100%(3)		
	Speaking		100%(3)		
<b>Physical Dev.</b>	M&H		100%(3)	100%(3)	
	H&SC		100%(3)	67%(2)	
	SC & SA		100%(3)	67%(2)	
<b>PSED</b>	MF & B		100%(3)	67%(2)	
	MR		100%(3)	67%(2)	