



Grandpont
Nursery School & Childcare

Centre SEF 2019-20



Contents;

- **Context**
- **Quality of Education**
- Intent
- Implementation
- Impact



Context

At Grandpont we work within a very strong tradition of excellent early education and care, based on children, learning through play and talk. We put the children's needs at the heart of what we do. We are continually developing and what we offer is in response to changing needs without compromising on our ethos.

We are unique in our offer as we are a maintained nursery school with teacher led provision for children over the age of three as well as being able to offer high quality childcare, to suit family requirements for the under threes. We take children into the Blossom Room for childcare after their 1st birthday and we admit children into the nursery school from the term after their third birthday.

The nursery school offers a more structured day in readiness for each child's primary education with the expectation that children attend on time and on a daily basis. Wrap around provision and a Holiday Club is also available.

We are proud of the community run children's centre; South Oxford Family Room (SOFR) that is also based in Grandpont as this brings a warm and supportive start to new families in the community. Grandpont was successful in being awarded some transitional funding from the council to run this provision. We have appointed a project development coordinator and a play worker to support 'stay and play' sessions and we have been busy developing exciting plans for this project. We will continue to work closely with the new Locality and Community Support Service as it continues to develop. The provision is overseen by the SOFR management group, consisting of the headteacher, governors and trustees.

Our childcare offer for children from the age of 12 Months, is provided by a separately registered Early Years setting, Grandpont Childcare (under 3's provision), also accountable to the school governors through the Headteacher. Children attend for a whole or half a day throughout the year. We provide dedicated places for Funded Twos within this provision on a term time basis. Children at the nursery school can have wraparound care whilst attending the nursery school.

Staff work together closely across the centre, monitoring children's progress and ensuring continuity and stability of provision and communication with parents throughout the year and maintaining our Grandpont ethos.

Within the nursery school we provide 15 and 30- hours funded places and also offer families the opportunity to top up their hours above the universal 15-hour entitlement for further sessions at cost, if they so wish.

Although the centre is located in a fairly affluent residential area, we support children and families from nearby estates and areas of social housing to attend the nursery school and access funded two's places and the holiday play scheme. Both Carfax 22 and Hinksey Park 43 are within the 30% LSOAs, with Carfax having the worst health deprivation in Oxfordshire. These families contribute to the rich diversity of the population and strongly influence the variety of services we provide.

In July 2019, we had 84 children on role, accessing various sessions. Out of this, 48% of our children have English as an additional language. 12% are eligible for Early Years Pupil Premium. 12% are children identified as having SEN.

We have a staff team of 26 in the centre, plus a group of established casual staff.



Quality of Education

Intent

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory framework for the early years foundation stage-2017)

Our Ethos;

At Grandpont we are growing and learning together. Children are at the centre of all we do.

We have a diverse community that supports an inclusive family feel where everyone is kind, feels safe and is respectful.

We offer a platform for learning where children play and have fun, have opportunities to explore both inside and out in a caring and motivating environment.

Pedagogical Practice;

Outstanding pedagogical practice will support coverage of high quality practice, especially if children receive; play based, child led learning, opportunities to move and access support for language and communication.

Mathers, S. et al (2014) **Sound Foundations**. The Sutton Trust

Our outstanding pedagogical practice at Grandpont includes-

- A child centred approach- We plan with each child in our mind, tuning in to their individual interests. These are recorded in the 'Learning Stories' the child's key person writes and shares their observations with parents to form a holistic view of the child. This allows us to have a deep knowledge of children as individuals. We observe children play with curiosity and

patience and our interactions support children's learning in our inclusive and accessible environment in the Blossom Room and the Nursery School.

- Play based learning opportunities- Through our continuous provision, within our outstanding learning environment we offer age appropriate, engaging and challenging learning opportunities that support well being and development. Children access the environment inside and out, 'free flowing' throughout the session. Adults understand the impact that quality interactions have on each child's learning as they play and resources are age appropriate and accessible, supporting deep level learning.
- Rich language opportunities- Opportunities for sustained shared thinking through high quality interactions will support language development. We offer a rich 'storytelling' based approach and understand the importance of a dialogic pedagogy, which we will be exploring further and expanding our knowledge on this year. We value 'real' experiences that offer opportunity to develop language skills. We value non verbal forms of communication to support children in developing their communication skills.
- Forming strong relationships- We strive from the outset to develop strong links with the child's family. Supportive, bespoke induction supports children to settle quickly into nursery life. Each child has a key person, who supports the link between home and nursery, starting with a home visit. We have a strong professional team where we value each others strengths and contributions.
- Supportive to families- We work hard to support our families as they come across challenges and hurdles in managing family life. This support can start at a home visit. We support our EYPP children and funded two year olds; in various ways according to the needs of the child and family. This could include extra sessions or offering a hot lunch, as well as many other strategies and interventions such as 'Relax Kids' sessions held for children and parents. We sign post families towards additional support as required, such as making 'Early Help' referrals, identifying courses and supportive networks. We work closely with parents with children who have additional needs. Our SENDCo spends time talking through processes to parents, and explains the support we can offer, as well as involving them in making decisions around appropriate interventions for their children. Our strength in supporting families is that we are all good listeners and find time to talk to our families.
- Encourage happy, sociable and confident children.- The strong relationships we nurture support and nurture well being for our children and families. Our open door policy supports positive reinforcements and contributes to a happy and sociable, safe atmosphere across the centre. All of our children are part of a Key Group. We know this also supports social skills and a

sense of belonging for all.

- An opportunity for children to be physical- Our Early Years Pedagogical approach allows children to have many opportunities to be physical, both inside and out, all of the time. Developing large and small motor skills in many different ways. We support our children to take risks and teach children how to be safe in a wide variety of contexts.

School Readiness

"Children should start school healthy, happy, communicative, sociable, curious, active and ready equipped for the next phase of life and learning"

(Supporting Families in the Foundation Years

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184868/DFE-01001-2011_supporting_families_in_the_foundation_years.pdf).

At Grandpont we believe in working closely with the family to prepare children for their transitions both starting at Grandpont and when children move into the reception year and the next stage in their learning. We support the development of the characteristics of effective learning which we identify in our learning stories and planning as well as supporting self awareness and wellbeing opportunities through our relaxation sessions which supports self regulation strategies.



Implementation

Curriculum Planning and Development

- At Grandpont we follow the statutory requirements within the EYFS and offer learning experiences across the Prime and Specific areas of learning.
- Our Learning and Teaching policy is key, along with the Behaviour Policy, Safeguarding and Child Protection and Health and Safety policies.
- Curriculum development is ongoing with a recent focus on developing opportunities for learning outdoors as well as working with 'Storytelling Schools' to develop a 'storytelling approach' based around stories and rhymes and will be used across the centre. This year we are extending this approach to support appropriate provision for CL and Literacy across the nursery.
- Regular meeting time is built in to discuss children's progress and for planning. While teachers and the childcare manager lead on the planning, all the nursery nurses contribute and all the team take on key children and their records and plan and lead group times. Group-times and one-on-one opportunities are used to teach essential skills, such as letters and the sounds and numeracy skills and to develop an appreciation of literature, books, music and understanding of the world. Staff use children's explorations of specific maths resources such as Numicon to support their learning where appropriate, but the richness of learning opportunity comes from 'real life' opportunities such as lunchtimes: collecting your cutlery for lunch: one cup each, two potatoes left. Outside: how many crates to create this wall – weighing the sand or mud.
- Planning discussions are informed by observation, reflection, knowledge of child development and of what helps young children learn. Staff have built up knowledge of child development and bring this to their understanding of individual children. Staff access a wide range of CPD opportunities which enhances their effectiveness. (peer observations, CPD plan)
- Gardening and cooking activities are used for focused work with children, sometimes with a focus on those with EAL. The introduction of 'Forest Fun' ensures all children experience and explore outdoor learning opportunities. We continue to develop this ongoing provision further over the next year.
- Over the past year we worked closely with Annie Davy on a project funded by a Lottery Grant called *Being and Belonging – building community through outdoor learning*. This project was also in collaboration with SOFR and works closely in supporting parents to be outside with their children and realise the benefits. We are exploring ways of continuing this work in a sustainable

format, starting with small group trips in the local community

- Across the center we provide long period for free-flow learning through play (child-initiated learning), complemented by an adult led group times, appropriate to the age and requirements of the children. During free-flow time, adults are on hand, observing children's activities carefully. They skilfully decide when, how or whether to intervene or contribute, building opportunities for sustained shared thinking. Children know they can approach any adult for help if needed. Adults value the children's independence and give them time and space to try to do as much as possible without adult help.

The Learning Environment

- The environment inside and out is very carefully planned and resourced. Inside, the nursery is organised in small areas of resourcing, and the children are gradually introduced to them. The value of outdoor learning is well-established in our culture and recent staff development has focused on developing a 'forest school' approach using our woodland space to its full potential, and is used as an ongoing resource. Waterproofs and wellies are provided for children and adults in the belief that there is no such thing as bad weather, only unsuitable clothing

Ensuring Early Language Development and Our Approach to Early Literacy

- Staff place emphasis on communication and language skills. Staff use skillful questioning and consider when and how to interact, including deciding not to interact, just observe. Staff model speech and most children become articulate and confident speakers, even though we have a high level of children with EAL. Children at an early stage of learning English receive effective support and their progress is carefully tracked through 6 stages.
- Reading has a high profile in the center, with many parents choosing to read stories in the central book area at the beginning of sessions. There is a strong culture of literacy, using story sacks, rhyme sacks and a love of rhyming and language play. Letters and sounds are explored 1:1 and in group times, on the foundation laid by a great deal of experience of stage one, for instance listening to bird song and the sound of the wind in the trees in our wood.
- Over the past year we have developed our own approach to storytelling and reading and have documented this. we are working towards accreditation in this area. we are holding regular book weeks, with a focus on 'core texts' and storytelling is becoming implicit in our teaching. we are embedding this approach this year with a view to improving outcomes significantly for children in terms of their language and Literacy development. After input at the local early years conference one practitioner in Blossom room is keen to explore the use of storytelling with our youngest children too through an approach similar to 'Tales Toolkit'.

- Children make very good progress in mark-making and early writing. They are given opportunities to explore implements and materials and contexts for meaningful writing throughout the nursery, inside and out. For instance, they experience the power and purpose of literacy by writing a notice in order to stop their construction being cleared away. As the areas of early learning are not separate, interest in mark-making overlaps with creative work. Opportunities are provided for mark making on a large scale (for instance decorators' brushes and water outside) as well as on a tiny scale (pencils and small books). This develops large and fine motor skills and offers opportunities for children at different stages in their mark-making and writing.

Grandpont Approach to Early Maths

- All practitioners have a sound knowledge of early mathematical concepts in relation to the EYFS and understand how the development of mathematical concepts are acquired through play.
- We have a strong focus on developing mathematical language through quality interactions between adults and children as they play.
- Children are supported to develop their number skills and conservation of number through planned group time activities, songs and rhymes, routines, stories and many other opportunities.
- Real opportunities are offered to support learning in maths such as cooking, shopping, role play, celebrating birthdays and we recognise that outdoor play offers endless mathematical challenges.
- We sing rhymes and songs daily that support mathematical development.
- Maths is everywhere. Our learning environment is established and organised to make mathematical opportunities implicit and accessible for all children all the time.
- Our daily routines include ongoing mathematical opportunities such as counting children in nursery, setting the table at lunch, timing how long to have on a bike and many more.
- Block play is available for all children all the time. We know how block play can offer many benefits to support mathematical concepts and skills that are practiced and strengthened through block play, including length, measurement, comparison, number, estimation, symmetry, balance etc.
- We have specific mathematical resources that support development in maths such as sorting toys, timers, measuring equipment, number lines and numicon and these are used effectively throughout the session.

Staff Knowledge and Understanding of the Curriculum and our Pedagogical Approach to Practice

- Grandpont has built a culture of outstanding teaching, and provides a very rich learning environment for young children. Teachers and practitioners have a deep knowledge of what high quality early education looks like and use highly effective questioning and interactions that progress learning. The quality of teaching is monitored by the Headteacher, the Lead Teacher and the Childcare manager through observation and monitoring of planning and practice. The quality and robustness of assessment is moderated in various ways. (with other Maintained Nursery Schools, at network meetings and at County moderation meetings)
- Responding to shifts in pedagogical research, we also take an increasingly flexible approach to planning, to enable the learning environment to respond to children's interests. The nursery environment and the daily timetable is held under continual review, remembering that the children's experience and learning is the priority. (Examples from planning)
- The quality of relationships and everyday interactions between staff and children is outstanding. Staff draw on their knowledge of child development to support children's learning e.g. in a conversation, they will leave a gap for a young child to process language and frame a response.
- An experienced team of teachers, nursery nurses and teaching assistants, all contribute to children's records. New staff are inducted carefully and the buddy system provides role modelling.
- Policies are reviewed by the governing body in partnership with staff.
- Lead teacher time is invested in ensuring all teachers and nursery nurses are confident to make best fit judgements and use Oxfordshire Pupil Tracker to assess progress and attainment and use the information to inform their planning for individual children and for planning their group times. Staff meeting time is given to moderation and group discussion of children's data. Termly learning conversations are led by the lead teacher with all key group leaders.
- The SENCo closely monitors the individual needs of children with special needs and ensures individual education plans as appropriate. Support staff are used flexibly, according to need, and managed by the SENCo and lead teacher to ensure that all children are supported and included. Our provision is adapted to meet individual children's needs wherever possible, and it is enriched for all children with resources designed for children with SEN, such as photo sequencing books and sign language. In group-times, all children can benefit from including and accommodating a child with SEN. It can be a valuable lesson in difference.
- Adults expect every child to do their best and have a go. The children 'respond to these high expectations with enthusiasm and determination'. Staff are skilled in fostering the attitudes to learning which will prepare them for education and indeed life. Children's developing independence is valued highly.
- Our lead teacher supports the work of the early years team in the LA as a SLE. We have strong links with OTSA, mentoring

associate teachers and our lead teacher also runs training days to support the early years student cohort as part of their SKITT training.

- We often host other students on placement. Those studying for both teacher training, as early years practitioners at Brookes University and NVQ students from a couple of local colleges. We currently have an apprentice Key Person in our childcare provision and have recently trained an apprentice to be part of our admin team too.
- Practitioners' understanding of their teaching is deepened and refreshed by being asked to explain how they work to visitors and students, and they are gaining valuable CPD opportunities by buddying other practitioners. We endeavour to ensure our key workers have the opportunity to attend various training opportunities; Inspiration days with nationally renowned speakers, INSET training opportunities, training organised with Oxfordshire Teaching School Alliance and other training with needs identified through performance management and the SDP.

Family Links

- We engage parents in children's learning through the initial home visit and settling time. We are also in touch with our local health visitors through the Family Room. Settling new children is seen as a process, supported by the experienced staff team, and the key person in particular. Informal contact is encouraged on a daily basis. Parents are encouraged to stay with their child during the initial half hour of each session. Parent meetings are set up for the end of the first and third terms, along with an open afternoon and introduction to the EYFS for new parents each term. We are currently using 'learning stories' in order to more fully represent the child's voice and the parent's voice in our records. We are also trialling a new loose-leaf format, to offer more flexibility. (parent feedback forms)
- Parents are encouraged to share their skills and enthusiasm, for instance, cooking a favourite dish or playing an instrument. Other parents are happier contributing in a practical way, such as managing the brambles in the wood or building a log store. Parents are invited to make the most of the Family Services through the Family Room.
- We use photo books to demonstrate our approach and children's learning to parents. Most recently we have developed a photo books about how we support the growth of Fundamental British Values, and one based on the Characteristics of Effective Learning

Cultural Capital

Our understanding of Cultural Capital at Grandpont is based on providing our children with a wealth of opportunities that widen one's knowledge and understanding of the world around us.

We ensure that our curriculum enhances the experiences available to all of our children. We acknowledge that some children arrive with us with poorer experiences than others, in their learning and play. We believe that through our curriculum and interactions with children we can potentially make a difference to our children. We strive to offer children an opportunity to experience the awe and wonder of the world in which they live, in order to gain a greater knowledge and understanding. Broadening minds and experiencing awe and wonder.

Examples of some of the opportunities we offer to promote cultural capital can be found in the 'News' items on our website. Other opportunities we have offered include;

- Local trips to allotments, markets, shops, railway, lake, church,
- Visitors in including musicians, doctors, gardeners, grandparents,
- Cooking foods from different cultures
- Farm visits and raising chicks
- Involvement in Oxford's 'Art Weeks'
- Gallery visits
- Playing different genres of music during the nursery session
- Celebrating festivals and events



NEXT STEPS

1. Continue to develop further a targeted approach to vulnerable learners – including individual plans for EYPP and children with SEN
2. Continue to embed new systems for assessment and record keeping
3. Increase parents awareness of Characteristics of Effective Early Learning and make learning more visible
4. Maintain a strong approach towards monitoring of teaching and learning using tools such as Eccers, Itters, Stew, wellbeing and involvement scales, peer to peer coaching, learning walks etc.
5. Focus on Writing across the nursery school through the introduction of 'talk for writing' and storytelling strategies.
6. Increasing our expertise in Storytelling techniques and Dialogic reading and other dialogic approaches to improve outcomes in Literacy, including building on early storytelling techniques in Blossom Room with our Under 3's.

Impact

Behaviour and Attitudes Judgement: Outstanding

OFSTED May 2017

- *Staff understand the importance of warm, caring relationships for children. They make sure that each child has a key person within the setting who has detailed knowledge of the child's needs.*
- *The behaviour of children is outstanding.*

Childcare OFSTED June 2015

- *The setting has an extremely calm and relaxing atmosphere where children are constantly busy, occupied and well behaved.*

EVIDENCE

- Children come happily to the centre and parents tell us they ask to come at weekends and in the holidays too! Attendance is generally good, although we do have to reinforce the value of regular attendance with some parents. Although our provision is non-statutory, children make far less progress and their relationships with other children suffer if they have gaps in attendance. We also regard it as an important attitude to develop in readiness for primary school.
- Staff are skilled in positive behaviour management. Our behaviour policy is built on the use of a few clear rules, applied consistently. We encourage children to take a problem-solving approach to difficulties. With skilled staff support and a generous supply of resources, our very young children gradually learn to share and to negotiate with others. Our staff have a good knowledge of child development, so that while our expectations are high, they are also realistic and age-appropriate. (behaviour policy). Although our behaviour policy remains effective and is followed by staff with consistency, this needs reviewing and will be a development area for us this year.
- Younger children are needing more and more support in self regulation and we are using strategies such as 'Relax times' and a longer relaxation session once a week to support their development with this. We are also considering the use of 'emotion coaching' to update our behaviour policy and improve outcomes in Personal Social and Emotional development in the
- We take the approach that behaviour is communication. Individual children's needs are discussed at the weekly records meeting and support plans are used when needed. Members of staff can support individual parents who are struggling with parenting issues. A wide range of further support is available through Family Services and our Family Room. Managing feelings and behaviour strand.

ACTIONS AND NEXT STEPS:

- Review and amend behaviour policy to ensure it is up to date with current practice.
- Improve procedures to monitor attendance.
- To explore the use of emotion coaching and/or protective behaviours in order to develop our behaviour policy.

Personal Development

Judgement: Outstanding

OFSTED May 2017

- *The school's work to promote children's personal development and welfare is outstanding.*

Childcare OFSTED June 2015

- *Children's independence is exceptional. They learn self-help skills, how to manage safety and direct their own learning from an early age*

EVIDENCE

- The careful and flexible settling process leads to children making exceptional progress in their personal and social development. They quickly respond to the positive, welcoming atmosphere and clear expectations of behaviour. This is supported by positive relationships quickly established by staff with children and parents. Good team work and mutual respect also acts as a model for the children.
- Every opportunity is taken to support the children's personal and social development, for instance daily routines such as sharing a fruit snack. We have family service lunches, cooked on the premises and make the most of the opportunity.
- We use our home visits to find out about health and dietary needs and take great care to manage food intolerances and allergies. We have ongoing dialogue around appropriate menus and portion sizes.
- Working in partnership with parents supports children's personal development and feeling of safety. Our families come from a very wide variety of cultures and speak many languages and as part of a strong school culture of valuing diversity, we treat each child as an individual. Information gained at home visits is shared with the whole team, and a member of staff with considerable experience in supporting children with EAL is given extra time to support these children. We have an excellent strategy to support children with EAL, at whatever stage they might be. As a first step, care is taken to spell and pronounce every child's name as the family wishes. Home languages are valued in parallel with children's acquisition of English. (children's records, values booklet, EAL records)
- Concern for children's safety and well-being is built into our provision and planning. We encourage children to keep themselves and others safe. Children are confident and parents comment that they are particularly pleased with the children's safety and how well the children are looked after.

- Our learning stories form a strong tool to support personal development and highlight areas for development. This strategy allows for a two way conversation between the nursery and home so should support a consistent approach for each child.
- We believe that the role of the effective adult can fosters strong characteristics of effective learning. We believe that enabling our children to experience, explore and develop their resilience, curiosity and perseverance we will support children to become lifelong learners.

ACTIONS AND NEXT STEPS:

- To revisit our core british values and evaluate the impact they have on the curriculum and teaching.
- To continue to embed opportunities to support wellbeing for the whole family. Building on our offer of relaxation sessions.

Leadership and Management

Judgement: Outstanding

OFSTED May 2017

- *The new headteacher, who joined the school in April 2017, and the governing body use rigorous self-evaluation effectively to plan, monitor and refine actions to improve the school.*
- *There is a culture of high expectations for children and staff. The headteacher is building on the already strong team spirit to ensure the best possible outcomes for children.*

Childcare OFSTED June 2015

- *Leaders, governors, managers and staff have a shared ambition and passion to provide the very best for families.*
- *The senior leadership team is highly effective in driving improvement. They use highly effective systems to supervise, monitor, coach and train staff. This results in high aspirations for all children and excellent teaching.*

Safeguarding

Does the school have a culture of safeguarding?

- The school has effective arrangements for appropriate safeguarding practices.
- All staff are appropriately trained according to their role in the center and know about and have read the KICKSIE document.
- There is 1 DSL manager and 4 deputy DSL's
- Pupils at risk are identified quickly and school policy is followed. All staff know how to bring concerns to the attention of the DSL's.
- DSL's meet monthly to discuss current concerns around safeguarding. Online records are collated as ongoing practice on the secure G Suit, which only the DSL's have access to.
- Safeguarding is recorded in staff meeting minutes regularly and a weekly meeting is held in both the Blossom Room and the Nursery School to discuss any concerns/achievements noticed.
- Paper concerns are recorded regularly by any member of staff and these are then flagged with the DSL's and acted upon accordingly. This is reviewed at the monthly meetings.
- General safeguarding practices are also reviewed at the monthly DSL meetings.
- Safer recruitment procedures are followed when new positions are filled and the headteacher and governors are trained accordingly.
- All staff and governors are aware of the whistleblowing and allegations policies.

Do those responsible for governance ensure that the school fulfils its statutory duties in relation to prevent and safeguarding practices?

- There is a named governor who regularly monitors the safeguarding practices within the school.
- The governor regularly reviews the single central record.
- The annual safeguarding report is completed between the lead DSL and the safeguarding governor
- Safeguarding is minuted at all governing body meetings and has a high profile within the agenda of the meetings.

EVIDENCE

- The leadership and management of the school and center is highly effective. (notes of Governor meetings)

- Senior leaders and governors demonstrate their ambitious vision and high expectations for the School's pupils through the Centre Development Plan and their monitoring of progress against it during each year. (centre plans and ethos)
- Senior leaders and governors have a clear overview of the nursery school's performance. Their knowledge and understanding of the curriculum and of the school's teaching philosophy, together with their capacity to review and self-evaluate, maintain the highest standards of teaching and learning.
- Senior leaders and governors actively support the Headteacher in working on the CEF, and input is gathered from staff teams. (CEF and Centre Development Plans)
- The Senior Leadership Team and the governing body each meet regularly, and both ensure they have the relevant data and information to facilitate effective review of the Plan's action points. (SLT meeting plans and notes.)
- New Governors have been recruited with specialist knowledge of the early years curriculum, inclusion and safeguarding, and have begun a programme of monitoring visits to support and challenge senior leaders in curriculum, safeguarding against the priorities of the Centre Development Plan (governor profiles –website – notes of governors meeting)
- A three year cycle of policy review has been sustained and developed. Policies are reviewed by a lead member of staff in conjunction with a governor and input is sought in staff team meetings. Governor monitoring and collaboration on policy development may involve the use of learning walks. A governor took a lead in the scrutiny of our safeguarding report and updated policy (December 18) (*policy review cycle document*)
- The administration and finance is strong and led by a School Business Manager. The administrative team are working on projects to develop a more integrated approach to admissions and the continued delivery of the 30 hour offer that was implemented in September 2017. Improving systems for admissions, especially for our childcare setting are priorities as well as a focus on reducing spending wherever possible.
- Governors ensure that all safeguarding requirements are met, that safeguarding features in key staff meeting agendas, and all staff know what to do if they have a concern.
- A centre wide safeguarding team meets monthly to review policy and practice, children with action plans and any concerns. (safeguarding audit/report and policy)
- There is a culture of teamwork and shared vision and the senior leadership have high expectations of themselves, their colleagues and the children.
- Communication with and between nursery staff is outstanding, enabling the vision and expectations to be shared. Regular staff team meetings are built into the timetables of all staff, and senior leaders routinely participate in the day-to-day functioning of the School. (Nursery team planning doc)
- The school collaborates with external partners: the Oxfordshire nursery schools, the Cherwell Partnership and our neighbouring primary schools. As a strategic Teaching School partner we work with the Oxfordshire Teaching School Alliance, committed to providing and hosting School to School Support, CPD and school-based Teaching Training for the

Early Years and other student placement. The lead teacher is also an SLE who uses this to support the local Early Years Advisory team as well as other settings and providers. (Evidence: letter from student, log of external support offered)

- Partnership with parents is supported in many ways.. Parents' views are sought in questionnaires and gathered through parent representatives and through the nursery school association (Friends of Grandpont-FOG). The GNSA organises various events throughout the year. Each term we offer an open afternoon or evening for new and existing parents with a focus to learning and pedagogy in the EYFS. (Evidence: posters, home visit report, open evening poster handouts, Parent survey)
- We have a strong ethos as a learning community, sharing our strengths and learning from each other. Staff work closely together, respect each other and remain within the school, which fosters continuity. (ethos, values booklet)
- Senior leaders are committed to a system of annual staff appraisal and development for every member of staff. Staff are supported to access training opportunities. Senior leaders and governors also receive appropriate training and development, including whole staff training in INSET, external courses, visits to other nurseries and peer to peer observation and support. CPD priorities are drawn from the Centre Development Plan, balanced against individual staff development needs. (CPD summary, SLT agenda, Development plan, Peer observations) The headteacher is also working towards an MA in Early Education.
- The Headteacher and Lead Teacher ensures that excellent practice continues to grow and develop. Our current focus is developing a consistent approach to assessment and record keeping across the whole setting. Considering the format and content of our children's record books to give more flexibility and more opportunities to capture the voice of parents. We are experimenting with the use of 'Learning Stories' and a wider variety of observation formats and parental feedback forms (Third term interviews, children's folders – examples)
- A great deal of work has gone into data collection and management. With the support of the Lead Teacher, all the key nursery staff are now confident in assessing and entering data on the Oxfordshire Pupil Tracker, and staff meeting time is used to collectively consider the data increasingly analytically. Governors receive regular updates and an annual data report feeds into the next year's development plan. We are currently tweaking our Grandpont non-negotiables for data collection each term and a consistent format to publish the data for all stakeholders. (Data report, case studies)
- Governors and senior leaders are ambitious in their vision to improve outcomes for the most vulnerable children in the nursery.
- All children are highly valued and have access to the full range of exciting activities on offer. Discrimination of any kind is not tolerated. 'Children from different backgrounds and cultures learn and develop in an extremely positive and harmonious community.' (values document)

- Resources are used effectively. A shared resource area and shared resource ordering minimises duplication. The learning environment is constantly monitored and replenished, and once a term staff meeting time is offered to do this. Regular clear-outs ensure that we can see and use our high quality resources.
- The Finance Committee oversees a programme of careful budgeting and robust financial procedures. (Finance committee notes, agenda, budget monitoring reports)

ACTIONS AND NEXT STEPS:

1. To develop a more robust approach to supporting the most vulnerable children and families to improve outcomes.
2. Continue to consolidate the management of the finance and administrative function, and review costs related to premises, staffing ETC.
3. Ensure new governors have access to training and are inducted into their new roles.
4. Continue to establish a program for governor visits and consider ways to demonstrate challenge to the head.

Outcomes for Children

OFSTED May 2017

- *Children make typical or above-typical progress in all areas of learning from their different starting points.*
- *Children who learn English as an additional language settle quickly in their learning and make rapid progress in their communication and language skills.*
- *Disadvantaged children make good progress as a result of careful identification of their learning needs and timely support.*

Childcare OFSTED June 2015

- *Staff are closing the gaps in learning for children, including those with special educational needs and/or disabilities and those who speak English as an additional language. As a result, children are exceeding expectations for their age.*

End of Year Attainment and Progress information for the Nursery School (2018-19)

Attainment is described as if a child is working inline with their age expectation or above, below or significantly below (below+).

Progress is measured in steps and the expectation for good progress is 3 steps a year and 4 steps for accelerated (better than good) progress.

A separate document details the end of year Attainment and Progress Data 2019. The summary in response to questions from the staff team and governors are as follows;

Questions posed by Governors with responses;

Are the children entering Nursery inline with their age expectations?

- No, children enter the nursery at varying starting points, on average below age expectation in all areas of the curriculum.

Are there specific factors within the baseline information we have for this cohort that have influenced the current average levels of attainment?

- We have used the information about the SEND group who are working significantly below age expectation to identify individual areas of need and been able to prioritise support of these areas for specific children.
- Assessment data shows at the end of the year that this group have made 'good' and accelerated progress but from low starting points. Although there is a shift to working at age expectation as the year progresses this is no longer significantly below. Rapid progress of more than 3 or 4 steps has also been made in many areas.
- children with EYPP have made good progress in all areas of the curriculum except for 1 child in two areas of learning (CL and UW) he attainment for this group at the end of the year still remains below age expectation. When we look closely at who this cohort of children is we notice that some of the barriers to their learning over the year have included poor attendance, involvement with social care;and unsettlement outside nursery as well as only attending for 15 hours of nursery. Attainment and progress for this group is improved on last years end of year information.
- Progress for our children with EAL is good and exceeds expectations in many areas and attainment is in line with the general cohort of children.

Are the children making expected or above expected progress? If not, what factors account for this and can they be addressed?

- Children on average are making expected and better than expected progress in all areas of the curriculum. This is a strong improvement on last years outcomes.
- Next year we would like to see less children making only 2 steps progress, especially inLiteracy.

Can the tracking system identify children who are not doing as well so that the staff can try and support them as necessary?

- Yes, we have used the tracking tool to help us identify children who are not making the progress we hope for and have been having regular 'pupil progress meetings to discuss strategies for these individual children.

How does the school examine less measurable aspects of the children's development such as well-being?

- We will be using the Fere Laevers scales of involvement and well being next year to help us to evaluate the quality of the provision and also as a tool for individual children where concerns may be flagged.
- We also have a TROLL (Teacher Rating of Oral Language and Literacy) scales that we can use to give us additional information about children, especially as this years tracking data has highlighted that children do not make enough

progress in listening and attention and reading. This will help us to unpick the specific areas of development for individual children.

Is there any other significant information the tracking data is demonstrating?

- Through our observations of children we have noticed that children are demonstrating more challenging behaviours in terms of their ability to self regulate and reason. The data in the PSED strands shows that children on average are making good progress in the area of 'Managing feelings and behaviour'. However, when you look at the numbers of children who are making 2 steps progress or less, this number is high.

How does the school engage parents regarding the attainment and progress of their child?

- As from last year, parent meetings are held each term to discuss the overall progress and attainment of their children. Learning journeys and progress information is shared with families at this time. Learning Stories are also being sent home regularly that have a focus on individual achievements and 'golden moments' relevant for the child at the time.

ACTIONS AND NEXT STEPS:

What does the data tell us about the appropriate priorities for the school?

Priorities identified for the assessment data;

- Explore other ways of measuring Impact - use of TROLL assessments to identify individual needs.
- Track progress closely across all strands within 'Understanding the World'.
- Continue to consider strategies for increasing the number of children who make good or better progress in the strand of managing feelings and behaviour. Considering training on 'Emotion Coaching', developing 'Relax Kids' and reviewing the behaviour policy.

