


Grandpont Nursery School Self Evaluation Summary- September 2017. Overall Effectiveness -Grade 2

Sections	Summary Evaluation	
	<p>Grandpont is a maintained nursery school, which takes children aged 3 and 4 and is situated in the centre of Oxford City. Grandpont offers childcare for children from the age of 12 Months, which is provided by a separately registered Early Years setting, Grandpont Childcare (Mulberry Room), also accountable to the school governors through the Headteacher. In September 2017, we amalgamated the over 3's day care provision into the Nursery School, to provide 30- hours funded places. We have a staff team of 26 in the nursery school, family centre and day nursery, plus a group of established casual staff.</p>	
Areas for whole School Development Priorities:	<ul style="list-style-type: none"> • To improve progress in Literacy • Governors to embed systems to monitor the impact of the leadership in the school. • To develop a consistent approach to assessment and record keeping across the centre and develop a sound tracking system that allows us to monitor progress in learning of all children. 	
Actions from previous inspection (May 2017) Graded-Good	<ul style="list-style-type: none"> • Improve achievement in writing by providing opportunities for children to practise their writing skills in different areas of learning. • Ensure that governors monitor the impact of the actions taken by leaders more rigorously to secure the best possible outcomes for the children. 	
Effectiveness of leadership and management Grade 1/2	Strengths	Opportunities
	Strong governance with capacity to develop	To set a program for governor visits and consider ways to demonstrate challenge to the head to match requirements of the SDP
	Well managed safeguarding and H&S	Continued Implementation of the 30-hour offer, with a focus on ensuring sustainability for the nursery and childcare
	High expectations for staff and children where Senior leaders and governors demonstrate their ambitious vision and high expectations for the School's pupils	Support the development of community provision through the South Oxford Family Room, to support the school in working closely with families as a strategy to 'diminish the difference' between the more disadvantaged children and their peers
Quality of teaching, learning and assessment : Grade 1/2	Strengths	Opportunities
	Grandpont has built a culture of outstanding teaching, and provides a very rich learning environment for young children	Continue to develop further a targeted approach to vulnerable learners – including individual plans for EYPP and children with SEN
	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.	Review systems for assessment and record keeping that are based on the characteristics of learning and a growth mindset approach.
	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	Continued development of the curriculum with the introduction of 'Forest Fridays' and developing outdoor learning opportunities. As well as Develop teaching strategies to offer a 'talk for writing' approach to improve progress and attainment in writing.
Personal development, behaviour and welfare: Grade 1	Strengths	Opportunities
	<i>The school's work to promote children's personal development and welfare is outstanding</i>	To consider opportunities to support positive wellbeing for all children- Relax Kids,
	Children come happily to school and parents tell us they ask to come at weekends and in the holidays too!	Improve procedures to monitor attendance.
Outcomes for pupils: Grade 2	Strengths	Opportunities
	Children make typical or above-typical progress in all areas of learning from their different starting points.	Developing a consistent approach to assessment and record keeping across the whole centre
	Disadvantaged children make good progress as a result of careful identification of their learning needs and timely support.	Improve on the percentage of children making typical and above typical progress in Literacy
		Working towards ALL children making typical or above typical in all areas of development.