



Alvaston Infant and Nursery School

School Evaluation Form

Key Areas:

- E** Overall Effectiveness
- L** Leadership & Management
- Q** Quality of Education
- B** Behaviour and Attitudes
- P** Personal Development
- F** EYFS

Chair of Governors: Mr Julian Bland

Headteacher: Miss Molly Allen

Date Completed: 07/09/2020

Evaluation:

- E** Overall Effectiveness 2
- L** Leadership & Management 2
- Q** Quality of Education 2
- B** Behaviour and Attitudes 1
- P** Personal Development 2
- F** EYFS 2



Implementation Point

Evaluation and Impact

Intention

Section 1:
To improve the curriculum design (including teaching, learning and assessment) so that learners are taught a bespoke curriculum which allows them to flourish and achieve in the twenty-first century.



- Through staff INSET, Subject Leaders have a more developed understanding of the Ofsted Framework and a shared vision of the strategic direction of school, enabling them to formulate robust and strategic action plans, which have been shared, resulting in a clear impact upon the Quality of Education across the school (staff voice / action plans / monitoring).
- Children behave exceptionally well, are curious and excited to learn due to the implementation of an enquiry based approach (pupil and parent voice/ messages / SMSC / Mental Health Mark).
- School has developed a curriculum plan, which addresses the bespoke needs of school. E.g. Forest school addressing lack of outdoor experiences / speech and language development. The impact upon children's personal development and learning has been noted e.g. Governors, Leaders, teachers and parents. Leuven Scale assessments further support this. Collectively, staff have thought about barriers to learning e.g. attendance, culture, experiences, speech, language and communication, which are being addressed and embedded across all areas of school life. Visitors comment upon the language rich environment that we have created and we have recently become a Communication Friendly Setting (2020). This has led to children making excellent progress from their starting points (EEXaT, observations, language used in oral and written work).
- The school values every subject area and is committed to improving practice and pedagogy within every subject, ensuring a balanced curriculum entitlement (monitoring of timetables, pupil voice, book looks etc). Curriculum INSET has led to staff gaining confidence across the curriculum (INSET plan). Where staff have felt less confident, external expertise has been drawn upon (e.g. Specialist Music Teacher, EYFS Consultant). Staff recognise knowledge is interconnected and we have a flexible approach towards the curriculum (planning / timetables). Our school goes beyond offering the statutory entitlement and aims to equip children with the skills and knowledge needed to thrive in society, this is implemented through our enrichment offer. All stakeholders, including the children, have been consulted about our enrichment opportunities. (Google Forms, staff meeting minutes, Governor feedback). Observing our children in our school will demonstrate the fact that we nurture individuals and they are confident, thriving members of our community.
- Staff value the importance of using the Arts as a vehicle to enhance other subject areas. The Arts Mark Lead has led INSET and developed staff knowledge surrounding this area. Staff are starting to gain confidence and knowledge regarding how this can positively impact teaching, learning and child development (planning, observations, pupil voice).
- Teachers across the school value the importance of building on prior knowledge and are starting to plan re-visitation opportunities to embed key knowledge and skills (e.g. re-visitation weeks, linking prior learning). This has led to children gaining long term knowledge, which they can talk confidently about. (Book looks, pupil voice, planning, re-visitation books, timetables).
- Children are well supported with their well-being and are given many opportunities to share how they feel. Regular Talk and Sort sessions and early identification of needs ensure that children's wellbeing and engagement is high across the school. This has led to the vast majority of children being ready to access learning, resulting in excellent attainment across the school (results, SMSC/Mental Health Mark).

- Further work regarding implementing sequential knowledge and skill progression, in every subject, across the school, especially the transition from EYFS to KS1. E.g. exploratory approach across school. This will enable the curriculum to be planned coherently so that children acquire long term knowledge and skills for the future (Environment).
- Barriers to the curriculum must continue to be fully addressed through the full curriculum offer and provision (rich set of experiences).
- Ensure that the school has an outstanding outdoor learning provision and becomes a beacon of outstanding practice. (self regulation).
- Improve assessment practices across the school to raise attainment and progress. (Consider what we value as a school e.g. engagement and motivation).



Implementation Point

Evaluation and Impact

Intention

Section 1 (Con):
To improve the curriculum design (including teaching, learning and assessment) so that learners are taught a bespoke curriculum which allows them to flourish and achieve in the twenty-first century.

- The teaching of reading is a strength (observations / results) and is taught discretely and through the whole curriculum. Children read books which are closely matched to their phonetic ability. Teachers recognise there are many components when teaching reading and can address underachievement swiftly due to their subject knowledge. This leads to children making rapid progress and attaining well. MZ (Reading Teacher) working with targeted groups to target reading behaviour and gaps, diagnostic assessments completed and next steps addressed quickly. Impact of the works above is that children have achieved above national average expectations in EYFS, Year 1 and Year 2 for last 4 years. School published data and internal data further support this. The school has been recognised by the Education Minister for its outstanding results in phonics and we are a beacon of excellent practice for other schools in the area. Leaders have worked hard to promote a love of reading, introducing a live story time channel, purchasing high quality texts (for the library and the reading scheme) and modelling positive reading behaviours.
- The Pupil Premium Strategy has enabled Disadvantaged children to make excellent progress, especially since returning from COVID 19. Outdoor learning has been enhanced and the curriculum has been centred around children's wellbeing. Attendance for these children has improved, despite COVID 19. The enrichment activities offered have enhanced their development and motivated them to learn. This has been observed by the Forest School Lead, Teachers and Parents. It has also been backed up using the Leuven Scale Assessments. Whilst there hasn't been any published data, due to COVID 19, our predictions and pupil progress meetings indicated that the gap was narrowing between Disadvantaged and Non Disadvantaged, particularly in reading. Assessments and book looks indicated that these children were making excellent progress. Upon returning to school in the Summer Term, it was apparent that some Disadvantaged children had not been having sufficient reading opportunities at home, therefore, this will form part of the catch up strategy and will be highly prioritised across the school.
- The Maths Lead has developed an excellent Calculation Policy, which has been used and disseminated across KS1. This has led to improved maths attainment and has helped to develop confidence and fluency (data, book looks, observations etc).
- A new writing strategy has been disseminated across the school. Children are writing widely and for purpose and it is clear to see that they are drawing upon their reading experiences. The choice and level of language used by the children is ambitious, due to the rich experiences they have had. Assessment in writing has been reviewed, although this has not been fully implemented due to COVID 19.
- The school was quick to respond to the COVID 19 pandemic and we provided online teaching videos and materials, as well as paper - based resources, so that children could continue with their education with minimal disruption. Feedback was given promptly and parents and teachers communicated regularly. Some of our materials and videos were used by other schools and the school was asked to help formulate a national recovery plan. Our approach to online learning has been highly praised by others (emails from other professionals/ governors, questionnaires from parents).
- Over the past year, and during the COVID 19 pandemic, we have continued to educate parents regarding our curriculum. We have held 10 workshops over the past year and we have had over 40 parents attend each workshop. This increase in parental involvement has allowed parents to gain knowledge regarding the way in which their child is taught. This has contributed to the excellent progress and attainment achieved within the school. Surprisingly, our online workshops have been more popular than face-to-face and we will continue with this in the future.
- Children are beginning to contribute to the wider society and are respectful citizens due to the provision that is being offered (SMSC Award). For example, children have visited care homes, practised random acts of kindness in society. This has enhanced their personal development and has readied them for the next stage of their learning journey.

- Further instill a love for reading in every child.
- To fully embed the Arts across the curriculum.
- Ensure that the provision for Pupil Premium is closely monitored.
- Disadvantaged reading to be prioritised as a school to further narrow the attainment gap.
- Further develop our writing strategy so that children master the key components of writing with clear progression, particularly from EYFS to KS1.
- Ensure there is a strategic approach to online learning, ensuring new knowledge and assessment are considered. This must not place unnecessary workload on staff.
- Continue to develop children's contribution to society so that their character is exemplary and worthy of being shared with others (Dem).

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Implementation Point

Evaluation and Impact

Intention

Section 2: To continue to embed and enhance EYFS provision so that all children thrive and make excellent progress.

- The school recognises the importance of the EYFS and understands that children need the skills and knowledge, learnt through play, in order to 'ready' them for the next stages in their learning. The school has prioritised speech, language and communication and has recently become a Communication Friendly Setting. Staff are ambitious for every child, regardless of background or circumstances. This has led to children acquiring a vast range of language, which they can use and apply in order to understand the world around them and express their thoughts, feelings and emotions. Teachers think carefully about the key language children need to learn and this enables them to access the full curriculum offer (planning, environment). Children who have a speech/language and communication gap are quickly identified and are supported through personalised approaches and a catch up 'Talk Boost' Programme. Data analysis and pupil observation demonstrate that this provision has a positive impact upon children's learning and development.
- Reading is prioritised in the EYFS and rich texts underpin the curriculum. This provides children with a love for reading at a young age. Children visit the library and positive reading habits are demonstrated from a young age. The school is a beacon of practice and teachers and teaching assistants are highly skilled with the delivery of phonics. Leaders prioritise this and ensure that high quality training is provided to anyone working with the children. This has led to children making excellent progress in terms of their starting points by the end of the year (data analysis, lesson observations). Assessments demonstrate that most children meet or exceed ARE, giving our children firm foundations for future learning.
- Teachers promote a love for reading (see Section 1). Furthermore, in EYFS, story sacks have been introduced and children take home a book with props to share with their family. This promotes speech, language and communication within the home and further promotes the love of reading. Parents have commented upon the effectiveness of this (questionnaires/ messages). Reading Rockets Club has been a huge success and the real experiences that have been offered (linking to each book) have further developed a passion for reading. More recently, the school has implemented an 'Outdoor Learning, Reading for Pleasure' timetabled lesson (which links to other areas of learning), which enriches children's experiences and enhances the speech, language and communication provision. The impact of this has seen children motivated and excited to come to school. (QA further supports this).
- Over the past year, staff have significantly developed their subject knowledge due to internal and external expertise. Coaching across the school has been highly effective and this has been documented in Performance Management meetings. The increased level of staff confidence has allowed teachers to plan in the moment and adapt to children's immediate needs. Staff understand the importance that wellbeing and engagement has upon child development. The provision has been adapted to cater for these needs (e.g. personalised provision, gauging children's needs/interests, referring to Talk and Sort).
- Staff are resourcefully able to make meaningful links between experiences and prior learning (lesson looks, planning). They are fully aware of the importance of equipping children with long term knowledge. Staff have created re-visitation picture books, which children can refer to and talk about confidently.
- SEND children are quickly identified and the curriculum provision is ambitious. They are regularly tracked and monitored and are given a personalised approach so that they can access education, in line with their peers.
- There is a high level of parental engagement across EYFS and staff work hard to build effective and long-lasting relationships. This enables us to involve parents in the learning provision, which ultimately impacts children's learning and development.

- Continue to promote a love of reading across EYFS (Outdoor provision).
- Ensure that the curriculum design is sequential, coherently planned and is ambitious for children and also places emphasis on children 'mastering long term knowledge' (readying them for their next step in education).
- To ensure that all subject leads are aware of starting points, curriculum and assessment practices in EYFS so that they can monitor the effectiveness of their subjects and can recommend areas to improve upon.
- Ensure the EYFS maths curriculum is ambitious and progressive and allows children to become confident mathematicians.
- Use practice from EYFS to ensure that children progressively build upon skills and attitudes, throughout the school. (Transition)





Implementation Point

Evaluation and Impact

Intention

Section 3: To continue to ensure that safeguarding procedures are robust and effective so that all children are safe and secure.

- The school has made further adaptations to improve site security (tunnel, monitoring of gates and ensuring they are locked etc.) Elite (H&S Company) has further verified the effectiveness of the site provision.
- Our safeguarding procedures are robust and effective. Regular revisitation of legislation and safeguarding procedures are planned and delivered by the SLT, through INSET and training. Safeguarding is discussed and minuted at every staff meeting, which has led to an increase in staff confidence and early identification of needs / quick referrals to appropriate professionals e.g. EHA / Talk Sort.
- In preparation for lockdown, the school worked with all staff to identify vulnerable children and ensured that there were robust safeguarding procedures in place for all children. Every child had a weekly contact call / communication form with a member of staff. Vulnerable children's parents/ carers were contacted at least once per week by a DSL. Home visits were made, if communication was not established. Visits and calls were recorded and information was shared with social workers and other professionals, if appropriate. The vast majority of children with social care involvement attended school daily. The school purchased vouchers for FSM children and made food packages / reached out to any parent / child in need (e.g. food, shelter, emotional support). During the 6-week holiday, the school opened for 2 weeks to provide a holiday club. All children with social care involvement and SEND were invited to attend (along with others who were classed as vulnerable). DSLs were on site daily and this club impacted upon the children's emotional wellbeing.
- In response to COVID, the school communicated and shared its strategy (which was compliant with all guidance) with all stakeholders, responding to advice and suggestions. Parents trusted the school with its approaches (questionnaires / feedback) and the school was full to capacity, giving priority places to vulnerable and SEND children. During this time, there were no cases of COVID within school.
- Children are well aware of their rights and are educated about what is right and wrong through PSHE / Rights of a Child Strategy. This enables our children to make disclosures comfortably when they feel the need.
- MA worked with a large trust to design a National Recovery Curriculum. This was implemented across the school, factoring in time and opportunities for children to talk about trauma and anxieties. This 'time' will be part of our standard practice going forward.
- Attendance has been monitored and addressed and procedures have started to be put in place in order to tackle persistent absenteeism. Due to COVID, these have not yet been fully embedded and evaluated. However, positive relationships with the EWO and the Alvaston Junior Academy have been established. (e.g. monitoring, sharing information and aligning INSET days.) The school remained in contact with any child not in school and provided support and learning materials as necessary. We made special provision to allow all pupils to return for a period of time in September (to their old class teacher and class mates). This led to children making disclosures to trusted adults and also helped protect their mental and emotional wellbeing.
- Picture News has been embedded across the school and children are educated regarding wider issues (e.g. Equality / Racism / Black Lives Matter). The school has the SMSC Gold Award and also has the Mental Health Award.

- Review Fire Evacuation Plan and emergency procedures.
- Further improve site safety e.g. Repton Security.
- Further develop partnerships with H&S Governor.
- Review First Aid practice and procedures.
- Ensure that trends / patterns are analysed in a timely manner and that the provision is amended accordingly (Knife crime/ attendance).
- Ensure that the effective practice established during lockdown is embedded across the curriculum.
- Equality objectives
- Ensure new RSE/PSHE Curriculum implemented.
- Implement new safeguarding online system to improve communication / analyse trends.
- Ensure there is a holistic staff approach and accountability towards attendance.
- Further work regarding online safety.
- *The school has a separate COVID plan.

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Implementation Point

Evaluation and Impact

Intention

Section 4: To continue to improve the provision and outcomes for children and young people with SEND at Alvaston Infant and Nursery School.

- Due to school disruption caused by COVID 19, unable to gain true reflection of SEND attainment. However, flight path and personalised learning documentation highlight that children receive a bespoke and ambitious provision and are making good progress (monitoring by SENDCo).
- School has developed excellent relationships with outside partners / agencies and has drawn upon expertise / training which has positively impacted upon staff confidence and our provision, leading to increased progress and engagement of SEND children.
- Despite challenges COVID 19 presented, we had a large number of SEND children in school. We provided individualised support via phone, Class Dojo and in person. Excellent relationships with parents enabled us to deliver appropriate support and provide a personalised education. Those parents in need of further support were signposted to the Advisory Teacher for Autism / Educational Psychologist who conducted virtual / home visits to support our families in need. The subsequent impact was improved wellbeing and provision / behaviour for children at home. (Parent voice).
- Speech, language and communication have been a priority. We have been awarded the Communication Friendly Setting status (2020) and all staff have undergone training. Clear impact is apparent in levels of ambitious language used by children and signing can be observed in classroom practice to support communication (see planning, staff meeting minutes). SENDCo has developed use of whole class visual timetables which has led to children being more prepared for their learning and anxieties alleviated (staff and parental voice).
- The Flight Path has been set up so that progress can be monitored and celebrated. This has enabled the SLT / SENDCo to be able to hold staff to account and unpick where / why progress has been slow. Swift actions have been taken to address underperforming pupils.
- Creative deployment of additional adults has ensured children can work and succeed with their personalised targets. These are regularly reviewed and updated timely.
- Highly skilled staff, including TAs, can advise / support / signpost appropriately. This knowledge is shared and disseminated so all staff have increased levels of confidence and know where to seek the relevant support.
- Developed positive relationships with PVI settings to identify SEND children. This enables staff and families to ensure the provision is appropriate and well matched to their needs.
- TD / CM have worked with lunchtime support staff, monitoring our provision to ensure inclusivity and accessibility. The increase of staff and split playground have worked well to ensure that SEND children are included. Designated adults are working with classes / children and needs have been shared (audit) so all staff can ensure individual needs are met. Good practice has been modelled to lunchtime staff and subsequently there has been a decrease in behavioural incidents (CPOMS/ Behaviour logs).
- Parents' Inclusion Page has been set up and is being accessed by all parents – links and events are shared and parents have attended these and have spoken about the positive impact.
- SEND children are involved widely in school life and are actively encouraged to participate. We have many children taking lead roles as Eco monitors, Playground Buddies and School Council Representatives and through establishing these roles, contributing to their personal development.

- Improve knowledge of staff so that all staff feel confident to deal with a range of SEND needs.
- Due to increasing needs and register, assign EYFS Support SENDCo and work collaboratively to improve provision.
- Improve signposting support for parents so that they are well supported.
- Prioritise reading for SEND children. (read / purchase books that meet their interests).
- Improve staffing allocation so children in EYFS, with speech language and communication difficulties, are given the best possible chance to perform in line with their peers.
- Further improve provision so that impact is more closely analysed through robust monitoring and deep dives. Develop emotional literacy provision, including self-regulation and expression.
- Speech and Language Champion assigned to improve outcomes.
- Further develop technology to enhance provision and improve outcomes.

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Implementation Point

Evaluation and Impact

Intention

Section 5: Leadership and Management

- The school is ambitious for all children and ensures that pastoral care and teaching and learning are of the highest quality. The whole staff body has a voice and contributed to writing the whole school vision, which can be articulated by all.
- Embedded within the school culture is promoting positive mental wellbeing. This is not tokenistic and leaders in the school 'listen to understand' and are compassionate with responses. They fully accept that every staff member requires different treatment from time to time, when offering help and support. Staff are consulted regularly regarding their mental wellbeing and feel safe to voice their views and opinions (questionnaires / Mental Health Representative). This is done in a variety of different ways e.g. drop in vouchers, questionnaires, meetings with the Governors. Staff can also access a part - funded counselling service. Leaders review and amend practice, doing all they can to minimise stress and alleviate unnecessary work-load – making reasonable adjustments wherever possible (thinking of creative solutions e.g. assessment / reports). As a result of this trusting, safe environment, staff thrive and are happy within the work-place. This is communicated in questionnaires and external visitors always comment upon the happy ethos that can be felt across the school. This has resulted in low levels of staff absence and happy staff that can be the best they can be, so our children receive the best possible care and education. Furthermore, the Mental Health Lead Governor further monitors well - being across the school and has played an active role in supporting the staff, alongside the Mental Health Representative.
- Leaders actively encourage challenge across the school and this had led to staff accumulating deep pedagogical knowledge and leaders implementing a variety of changes (e.g. planning, reports, assessment systems). Some of these changes have positively impacted upon reducing teacher workload.
- The school is compliant regarding policy and legislation. Governors readily offer advice and recommendations for the school and take their roles very seriously. They fully support the Leadership Team.
- Safeguarding procedures are highly effective (see section 3).
- The HT has a genuine interest in every staff member's professional journey and provides high quality CPD for staff (both internally and externally sourced). Staff talk about the impact of training and how this will affect the practice within the school. This leads to a highly skilled workforce, who are confident with the delivery of the curriculum. (Staff voice / lesson observations and monitoring).
- Every staff member is highly valued and respected by one another. Staff are leaders in their own right. They are trusted to be creative practitioners who have full ownership of their practice. As a result, staff are highly motivated and committed to their roles (staff voice).
- Over the past year, parental relationships have grown significantly stronger (questionnaires and parent feedback). The Headteacher takes the time to get to know every family and builds up trusting relationships. These relationships allow changes to occur within the school (e.g. parents requesting events such as workshops). Furthermore, they also allow us to 'notice' when families may be in need.
- The school values the community and makes effective partnerships (e.g. care homes, church, careers day). This promotes community cohesion and educates the children regarding everyone's role in society.
- Resources across the school are managed highly effectively. The Leadership Team can deploy staff effectively, based upon the needs of the school. Governors are kept informed regarding resources and supportively challenge decisions and are actively involved with a variety of resource procedures (e.g. Forest School, recruitment, building works).
- Governors play an active role and hold the Headteacher to account. They undertake regular skills audits to ensure that they have the knowledge to act as critical friends, offering expertise where necessary, driving school improvement. (Skills Matrix / Gov minutes).
- The Headteacher is outward facing and is part of many new projects / initiatives, which keeps the school up-to-date and drives future school improvement. (e.g. LA Mental Health, Embark Trust, Governor within school). Research and initiatives are disseminated to staff.

- Further develop middle leaders so that all staff are confident to hold others to account.
- Further align the school so that everybody is part of the school improvement journey (SIP 'mini reviews' / critical friends to reduce workload).
- Governors working more closely and seamlessly with subject leads. (Monitoring provision – SCR).
- Further enhance links with the community.
- Leaders to work together to evaluate the impact of the SIP. (Including the Quality of Education – monitoring cycle, consistency).

