

# WELCOME TO ALFRETON NURSERY SCHOOL



## School Prospectus 2016/17





# Welcome to our unique school

Head Teacher – Angela Stanton

Welcome to our prospectus which I hope will give an insight into the life of our amazing school!

We have been rated as an OUTSTANDING school by Ofsted 5 times and are all incredibly proud of this achievement.

We hope to share some of the magic that happens here, inspiring the hearts and minds of our future citizens.

Our core business is to continue to strive to create an inclusive and impressive range of experiences for every child and to build on every child's wellbeing and motivation to learn.

Our highly experienced staff of qualified teachers and Level 3 Teaching Assistants work as a strong team to ensure that all children benefit from a range of activities every day designed to help children to achieve their very best in all areas of the Early Years Foundation Stage curriculum.

We fully embrace the potential of outdoor learning for all children and have developed a sensory environment which challenges and engages children in being imaginative, whilst developing their physical skills. We have established Forest School woodland areas which are constantly being developed to enable all children to interact with the natural environment and promote a respect for nature. Parents and Carers are always welcome to attend forest school sessions.

You can find more information about the EYFS statutory framework at [www.foundationyears.org.uk](http://www.foundationyears.org.uk).



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# About our school

## School Charter

'In our school we believe that every child has the right to an education and that this education should develop children's talents. Our school believes that we have the responsibility to nurture every child's respect for themselves, others and their environment.'  
(United Nations Convention on the Rights of the Child).

## Safeguarding

**The safety and protection of children is our highest priority**

- Designated Lead for Safeguarding & Special Educational Needs Co-ordinator (SENCO) – Angela Stanton
- Designated Lead for Safeguarding, Designated Teacher for Children in Care & CEOP Ambassador – Amanda Hubball
- Governor Designated Lead for Safeguarding – Gill O'Hagan
- CEOP Ambassador – Peter Ellse (Governor)

If the school staff feel concerned about the welfare of a child, the Child Protection Procedures as detailed by Derbyshire Safeguarding will be followed.

## Meet the staff

*Angela Stanton M.Ed, NPQICL	Head Teacher, SENCO, British Values Co-ordinator, Teaching School Leader, <b>Designated Lead for Safeguarding</b>
*Amanda Hubball B.Ed hons, TLR	Teacher, Rights Respecting, Gifted & Talented & International School Co-ordinator, Computing at School Master Teacher, Trauma & Attachment Aware Teacher, Assessment Co-ordinator, British Values Co-ordinator, Maths Co-ordinator, Teaching School Specialist Leader in Education (SLE), <b>Designated Lead for Safeguarding, Designated Teacher for Children in Care</b> , CEOP Ambassador, Personal Social & Emotional Development Co-ordinator, Understanding of the World Co-ordinator, Computing Co-ordinator
*Laura Dolby B.Ed hons, TLR	Teacher, Forest School Leader & Co-ordinator, Eco School Co-ordinator, ECAT Co-ordinator, Ferre Laevers Co-ordinator, Literacy Co-ordinator, Teaching School Specialist Leader in Education (SLE), Planning Co-ordinator, Expressive Arts & Design Co-ordinator, Physical Development Co-ordinator
*Katie Cresswell	School Business Manager, Teaching School Business Development Manager, Off Sites Visits Co-ordinator
Jane Blant BA hons	Nursery Nurse, ECAM Co-ordinator, Parental Liaison, Forest School Leader (Level 2)
Louise Housechild	Nursery Nurse
Louise Ashmore	Nursery Nurse, Forest School Leader (Level 3), Ferre Laevers Co-ordinator
Sandra Meakin	Nursery Nurse, Forest School Leader (Level 2)
Michelle Bacon	Nursery Nurse
Nicola Bettison	Nursery Nurse, Forest School Leader (Level 3)
Tracey Carlin	Lunchtime & Snacktime Supervisor
Jane Wistow	Snacktime Supervisor
Julia Walters	School Clerk

*\*Members of the School Management Team*

# Meet the Governors

Name	Position	Links & Responsibilities
Gill O'Hagan	Chair of Governors Chair of Teaching & Learning Committee (TLC)	<b>Governor Designated Lead for Safeguarding &amp; Child Protection, SEN/Children in Care, Curriculum Monitoring</b>
Peter Ellse	Vice Chair of Governors (Co-opted Governor) & MD of Cosy Chair of Resources Management Committee (RMC)	CEOP Ambassador, Curriculum Monitoring
Angela Stanton	Head Teacher	<b>Designated Lead for Safeguarding &amp; SENCO,</b> Curriculum Monitoring
Amanda Hubball	Staff Governor	<b>Designated Lead for Safeguarding,</b> Designated Teacher for Children in Care & CEOP Ambassador, Inclusion, Anti Bullying, Curriculum Monitoring
Louise Ashmore	Co-opted Governor	Curriculum Monitoring
Nicola Bettison	Co-opted Governor	Curriculum Monitoring
Katie Cresswell	Co-opted Governor	Health & Safety, Finance, Curriculum Monitoring
Sarah Throup	Parent Governor	Inclusion, Curriculum Monitoring
Louise Calow	Parent Governor	Gifted & Talented, Curriculum Monitoring
Melissa Humphries	Parent Governor	Curriculum Monitoring
Vacancy	Co-opted Governor	
Vacancy	Parent Governor	

Diana Riley – Clerk to Governors

## School Values

‘At the heart of every child. . . is a unique genius and personality. What we should be doing is allow the spark of that genius to catch fire, to burn brightly and shine.’ (Michael Morpurgo)

## Awards/Accreditations

In striving to ensure that our practice is exceptional, we seek external assessment from national experts in their field.

### Unicef Rights Respecting School – Level 1

As a Rights Respecting School, we have integrated the United Nations Convention on the Rights of the Child into our daily practice and provision. The rights of children underpin our school philosophy and children are taught explicitly about the rights and responsibilities we all share in a global community.

### International School

We have been accredited as an International School by the British Council. We link with children locally, nationally and internationally, sharing experiences and learning about difference and diversity whilst demonstrating mutual respect for all.

## NACE Challenge Award for Gifted & Talented

We celebrate every child as an individual and make special provision for children who are academically more able. We were the first nursery school in the country to achieve the Challenge Award for provision for Academically More Able children. It is every child's entitlement to an education which stimulates and challenges their abilities and interests. For children who demonstrate abilities that are deemed to be higher than expected, their right to have their potential turned into performance is embraced. As a school we recognise our responsibility to nurture intellectual curiosity.

## Forest School

Forest School education is a highly specialised Scandinavian approach to outdoor learning. We have 3 Level 3 qualified Forest School leaders, one of which is a Specialist Teacher in this field, and 2 highly qualified Level 2 Forest School Leaders who all deliver this inspirational outdoor learning experience within our own forest school woodlands on site. Through our carefully planned, creative approach, your children become highly motivated to engage with the natural world, developing their confidence to communicate, lead their own learning, problem solve and become great team members. They are encouraged to take carefully managed risks that are appropriately challenging and become self-motivated to achieve, leading to a huge sense of pride and self-esteem that boosts their well-being. We are hugely proud of the environment that we offer and the quality of learning this encourages and parents are always welcome to engage in Forest School with their children to share this special experience together.

## Green Flag Award

We are an ECO school and have achieved 4 Green Flag awards. We have spent many years creating an environmentally friendly environment and ethically sustainable practices in school. Children are taught about ecosystems around the world and taught about our shared responsibilities to protect these.

## Computing at School

We are a member of the Computing at School (CAS) network and hold the position of lead school. We support schools and practitioners to introduce and develop their Computing curriculum in light of new and highly aspirational education legislation. Two members of our school community have been trained by the National Crime Agency and are CEOP Ambassadors. If you have any concerns about internet security and/or the risks of online child sexual exploitation, please speak to Amanda in school.

## NAACE ICT Mark

We have been awarded the NAACE ICT Mark due to our cutting edge use of Digital Technology in school. We ensure that our use of digital technology permeates all aspects of school life from use in our school management systems to the creative use of augmented reality in our curriculum. Digital technology drives standards forward. Children are taught how to use technology as an aid to their learning and also how important it is to use it respectfully.

## Trauma Aware School

We are a Trauma Aware School. The work done in school supports all children with their emotional well-being and ensures specific focus on supporting vulnerable learners. Much of our work comes from a position of Attachment Theory and Neuroscience awareness.

## Attachment Aware Trained School

All staff have been trained on the importance of attachment and its link to early learning. We have a designated Attachment Aware Teacher in school and our practice incorporates an awareness of the latest developments in neuroscience. We remain dedicated to the emotional well-being of all children.

## British Values

Angela Stanton and Amanda Hubball have been trained and awarded a Level 4 qualification on the significance and impact of British Values in education.

The whole school team embraces and teaches British Values. The school recognises the importance of feeling a sense of belonging and pride when it comes to its community. The community we live in is diverse and part of the wider British community. As members of one British family the school helps children to feel a sense of belonging that will lead to them protecting and loving their country and the people they share it with. The school teaches about the core British Values of Democracy, Rule of Law, Individual Liberty and Respect and Tolerance. Its work on British Values links closely with rights and responsibilities, seeking to empower children, provide them with a voice and eradicate prejudice and ignorance.

## Teaching School

In September 2015, Alfreton Nursery School was awarded National Teaching School status in recognition of its aspirational work and collective drive to constantly raise standards in school and support other schools. As lead school, the school has 13 Derbyshire schools within its alliance as well as 8 Specialist Leaders of Education. As a Teaching School, the school plays a vital role in leading sustainable progress and high achievements in education, both in our own school and in other schools around the country. Working in partnership with the University of Warwick the school provides School Direct places across the alliance to support new teachers embarking on their teaching career.

## Special Educational Needs

We are a fully inclusive school and our environment is skilfully designed to meet the needs of all children regardless of where they are on the learning continuum. We work closely with professionals from outside agencies to help support with the provision for children when appropriate. These professionals include the Educational Psychologist, Behaviour Support staff, Speech and Language Therapists, Community Consultant Paediatricians, Occupational Therapists, Teachers for the Deaf, Teachers for the Sight Impaired and Teachers for Physical Impairment.

All children are celebrated and valued for being unique individuals with their own exceptional qualities.

# School Environment

We have an inspirational indoor environment. Our school is open plan and has curriculum zones designed to promote the development of personal and academic achievement.

Creativity is celebrated throughout the school and in every curriculum area.

Our outdoor environment is exceptional and extensive. We place the highest value on enabling children to develop their physical skills and consequently their health and fitness. Our curriculum is based on physical access to learning and on encouraging children to develop a sense of responsibility and appreciation for the natural world.

We have two established Forest School sites on our school grounds. The first is Granny Greenwood's Woodland garden and has a range of natural features, including a bug wall, willow tunnels and caves, native trees, fruit trees, a permanent shelter, a log circle and various habitat spaces.

The second area is Forest Fern's Woodland and also has a range of natural features including a pond, an outdoor willow classroom, a log circle, habitat hotels, a climbing tree, small allotment and sustainable greenhouse and Rotunda (permanent outdoor classroom).

These inspirational outdoor areas are real adventure spaces for your children to challenge themselves, explore and learn imaginatively, creatively and magically, creating memories that will last forever.

## Admissions

We welcome all children and families to our special school. For information on our admissions procedure, please see the school's Admissions Policy. As a maintained Nursery School, we follow local authority guidance.

## Daily Timetable

8.30am	Start of the school day
8.30am – 9.00am	Time to settle children and for staff and parents/carers to speak together informally
9.00am – 11.00am	Cross Curricular lessons, including small group work and free flow indoor and outdoor access
10.00am – 11.00am	Snack time
11.00am – 11.30am	Differentiated Story sessions
11.30am	End of the morning session and time for parents/carers to speak to staff informally.
11.30am – 12.30pm	Lunch time
12.30pm	Start of the afternoon session
12.30pm – 12.45pm	Time to settle children and for staff and parents/carers to speak together informally
12.45pm – 3.00pm	Cross Curricular lessons, including small group work and free flow indoor and outdoor access
2.00pm – 3.00pm	Snack time
3.00pm – 3.30pm	Differentiated Story sessions
3.30pm	End of the afternoon session and time for parents/carers to speak to staff informally.

## Extra Sessions

In an attempt to support the busy lives of our families and provide continuity and high quality provision for children, we offer extra sessions and lunch times in school. The cost of these sessions is £3.50 per hour. This means that it will cost £3.50 for children to stay for a lunch time session (children will need to bring a packed lunch) and £10.50 for children to stay for an extra morning or afternoon session.

# The Early Years Foundation Stage Curriculum

EYFS Statutory Framework. ... The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. The curriculum is designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

## Characteristics of Effective Learning

Children access the Early Years Foundation Stage curriculum through these characteristics:

### Playing and exploring ~ engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active learning ~ motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

# Enrichment & Intervention Groups

During a child's time in school they will experience many of the following skilfully designed and implemented levels of provision:

- Aspiration Group – for our Academically More Able children. Parent liaison and Thing Link to share children's learning at home.
- Maths and Computing Group – for our Academically More Able pupils.
- Daily story sessions – 3 differentiated groups designed to facilitate language and vocabulary development and impart a love for reading and stories
- Maslow Group – working on a child's basic rights and needs. Maslow Cases to take home.
- Love heart group – supporting emotional well-being
- Libraries – books, Maslow cases, maths sacks, story sacks, outdoor activity bags, baking baskets for home to school links.
- Baking with Baking Betty – focus on developing a love for baking along with raising awareness of nutrition and the safe use of cooking equipment. Betty's Baking Basket is for children to take home and encourage parent/child interaction through baking. Healthy Eating Bags to take home.
- Atelier – supporting and developing children's creativity
- Roly Poly Friday – supporting children's physical development and core strength.

- Squiggle Wiggle Disco and Dough Disco – developing physical literacy with young children. Squiggle Wiggle Bags to take home to support parent’s knowledge.
- Charlie Chatterbox – supporting children with their language skills. Chatterboxes are personalised to take home, informing parents of ways to develop language skills.
- Forest Schools – inspirational outdoor learning with our motivational woodland environments, creating a real love for outdoors in all weathers.
- Earth Elves – a small outdoor group working on simple environmental projects, e.g. leaf collecting, litter picking
- Literacy Target Time – a focus on developing writing and letter sound knowledge skills with support information to develop and extend at home to create a partnership of understanding for how writing develops. Story Sacks to take home. Team members can be viewed reading stories on the school’s website.
- Maths Target Time – a focus on number, counting and shape. Maths Sacks to take home.
- Yoga – health, physical development and well-being.
- Dance – a love of music and movement
- Music – working with instruments and developing an awareness of beat, rhythm. . .
- Global Citizenship – a focus on respect and appreciation for our global community and a sense of belonging to it.
- Visual Timetables – To support children’s decision making skills
- Computing – extending children’s skills within the computing curriculum.
- Special Educational Needs – Our highly experienced team of professionals provide individually tailored provision to meet the needs of children with additional needs.

- Support and guidance for children's next steps in learning is provided for parents through leaflets and electronically via the Tapestry Learning Journals.

## Assessment tools

The main school assessment, tracking and data analysis systems which operate in school are designed to inform practice and ensure high rates of progress and high levels of attainment for all children. In addition to these systems the following assessment tools are also in place.

- ECAT – a programme designed to assess, monitor and support children at risk of delay with their speech and language development.
- ECAM – a programme designed to assess, monitor and support children at risk of delay with their physical development
- Ferre Laevers – an assessment system which monitors in great depth every child's involvement and well-being in their learning
- Academically More Able Assessment and Tracking Grids
- Global Citizenship Assessments to monitor attainment within a framework of global awareness and British Values.
- Literacy and Maths Target Assessment and Tracking systems
- Forest School Assessment and Data systems.

## Home to School Links & Social Media

Alfreton Nursery School recognises the significant contribution that the link between home and school makes to every child's education. The school use individual Learning Journals on 'Tapestry' to share every child's learning journey, celebrating their successes and achievements. The school

encourages and embraces Tapestry contributions from parents and family members.

School are happy for volunteers to support garden and outdoor curriculum projects. Parents/carers are also welcome to join their children's Forest School lessons. Please note any regular volunteers are required to hold a current DBS check.

The school often holds special celebratory events which families are welcome to attend.

As well as Tapestry, school communication includes the Website [www.alfreton.derbyshire.sch.uk](http://www.alfreton.derbyshire.sch.uk) (split into Alfreton Nursery School and Teaching School sites). The school uses Facebook and Twitter to keep the school community up-to-date with latest school news and children's achievements. Letter to parents are sent home, copies of which are put on display in the school's parent notice board outside school.

The school regularly holds open consultations where parents and teachers can share individual children's progress and achievements.

## First Aid, Medicines and Sickness

Any minor accidents (eg a bumped arm or leg) that occur in school are recorded in the Accident book. Parents are informed on their arrival and asked to sign to say that they have been advised of the incident. In the case of an illness or an accident that is more serious than, for example a grazed knee, parents will be notified immediately and are invited to collect children early.

The school does not administer medicines on site (except for inhalers for asthmatic children or epi pens). We ask that children who are unwell are not brought in to school if they are unlikely to be able to manage their nursery session.

Please refer to the school's medicines and first aid policy (located on the school website) for guidance on sickness and absence from school.

Generally if children are not suffering from a contagious condition and are well in themselves, we welcome them in school. There are a few exceptions to this rule and the necessary details can be found on the school website, under 'School Information'.

## What the parents and children think of our school

### Children:

"This is like my home"

"I love going to nursery"

"Nursery is soo exciting"

"I always want to go to nursery. It's the best."

### Parents:

"I didn't know schools like this really exist. I never thought I'd trust anyone to care for my child, but this team is amazing. My child is safe in every way – emotionally, physically, spiritually and ultimately educationally. She has made unbelievable progress and I feel so incredibly lucky to bring her to this beautiful place."

## Community Cohesion

Parental and community engagement are fundamental to Alfreton Nursery School's success. Below are activities/events available to our whole school community.

Twice weekly drop-in sessions enable families with younger children to access the school site, supporting a smooth transition when children reach nursery age. Staff are always on hand to support parents with any queries they may have, including role modelling story-reading.

Craft days, support the skills and small businesses of parents.

Community and Charity days ie Celebrating British Values through Poppy Day, St Georges Day, Unicef 'Day for Change'

The school links with many local businesses ie Cosy (supporting product development), Tesco etc, offering opportunities for engagement.

Other local organisations ie the local Library, Black Shale (local art opportunities) and the Rotary Club support the school.

The school engages with local clusters of schools.

## Complaints

Any complaints should first be directed to the Head Teacher, who will always listen and attempt to resolve any issues that may have occurred. If she is not available, please ask to speak to Laura Dolby or Amanda Hubball. Please see the school's Complaints Policy for further information.

We hope you have enjoyed reading our prospectus. If you have any questions relating to what you have read, please contact the school or approach any member of staff who will be delighted to help you.

Thank you, from all of the staff at Alfreton Nursery School.



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