



3rd September 2018

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COE Assessment: 13th July 2018

Summary

During the course of the day I was able to see the nursery in action and feel the inclusive approach taken by the school regardless of individual need. The Tour enabled me to see the effective use of space in which you created curiosity corners, safe places to explore, opportunity to try out new things and develop both social and emotional skills as well as an understanding of the world and aspects of the EYFS.

Through your in-depth look at readiness to learn you are able to offer activities which allow children to approach them at their own level. Staff support and interject rather than intervene which enables children to develop independence and take control of their own learning.

I was inspired by the approach taken to Philosophy 4 Children which is enabling youngsters to recognise that there are different points of view, fostering the development of questioning and deeper understanding.

Outdoors we shared the Atelier work encouraged in the school and saw the effectiveness of this. Provision of stores of open-ended resources have become a part of your continuous provision. These contents offer the children the opportunity to explore, create, imagine and enjoy. By encouraging this approach, the children become confident, independent and motivated, with a positive attitude to learning.

An emphasis has been placed on Forest school work; the school has gained Eco School's fifth Green flag linking with the school's desire to foster outdoor learning. According to the school website, *"Staff value the importance for developing a rich environmentally friendly attitude, involving the children in creating, nurturing and respecting the world that they live in and for others around them. The children have a curiosity and enthusiasm for learning outdoors and all the awe and wonder that this has to offer them. Our Forest School provision is recognised for its Outstanding teaching and is embedded into our ethos for outdoor learning. We are very proud of our continuous recognition for our hard work towards achieving and maintaining the ECO Schools' Green Flag award"*. The school should be justifiably proud of this achievement. During the day, I was able to visit the

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Forest area of the school with the 'Earth Elves' and it became a voyage of discovery and excitement as the children learned to create bee feeders and make them available in the woodland area.

The Rotunda, based in the woodland space, is an ideal place for reflection and to be immersed in a different world. I held the parents' meeting in the room and it was conducive to small group discussion, as a teaching space and a place of calm.

The school offers 'Roly Poly' Friday, which is a fun way of supporting physical development and body strength. Children were fully engaged in this on the day of the visit and keen to participate.

Pleasing too is that the school is using a simple system EAZ MAG whereby the school staff member enters their assessment data once and then the system automatically generates various graphs, spreadsheets, learning journeys and trackers etc. This online system has been specifically designed for Early Years Foundation Stage (EYFS) settings such as Children's Centres, Nurseries, Infant Schools and Primary Schools to cover children between 0 - 5 years. Accordingly, the school is able to monitor the outcomes of the impact of the work in which it engages to monitor progress. SLT scrutinise this half-termly to identify interventions. Governors are involved and are able to ask challenging questions based on the data they receive from EAZ MAG e.g. differences between boys' and girls' literacy and how to ensure this is addressed.

The work of the Nursery School is fully endorsed, I recommend that the school be awarded Centre of Excellence.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its COE status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Element 1 -The Inclusion Values and Practice of the school

The school is clearly inclusive in terms of its practice. There is effective behaviour management through the application and demonstration of a positive approach, offering praise and reassurance. Positive behaviour is underpinned by clear policy and expectations. A clear commitment to inclusive practice is evidenced through gathering of views and opinions from staff and parents. In the prospectus there is a clear statement of intent:

'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).

Individual differences are recognised, individual planning undertaken to support specific needs and care is given to support the whole family. In the prospectus the school's intentions are made clear:

"We are a fully inclusive school and our environment is skillfully 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.

Strengths:-

- The Senior Leadership Team value the work of all staff and enable opportunities for CPD.
- The needs of all children are considered at all times.
- The Teaching School Alliance (Croft) encourages a collaborative approach and Alfreton Nursery subscribes to this way of working.
- There is a clear understanding of Safeguarding arrangements. The Designated Lead supports, guides and actions when there is concern. An 'online' system enables an ongoing update of information enabling the recording of health visitor comments, case conference notes etc to be stored in one place.
- Interventions are carefully planned, a bank of these have been accumulated over time. Staff are knowledgeable in their purpose and delivery. They are selective in their usage.
- Children with SEND or SAL issues are welcome in school and well supported.



- The school contributes to the training of others including pupils from the neighbouring school and local schools.
- Parents, governors and staff feel included in the life of the school, events are held to which families are invited.
- Through the supportive framework in school and the work on mindfulness and Philosophy for children, children's emotional well-being is well supported.
- Staff's well-being is considered, and two training days have been used to enable reflection.
- Pupil Premium is well considered and costed usage ensured.



Element 2 -The Learning Environment, Resources and ICT

The learning environment extends from the classroom to the outdoors where a wealth of opportunity exists to enable children to learn. Appropriate resources are made readily available for focused activities. Resources are appropriate to age and stage and easily accessible for children in all rooms and outdoors. They are in good order and well respected. Inclusion funding is used to good effect, mainly directed toward additional staffing. Good attention given to appropriate staffing ratios and use of space. Space has been used effectively and creatively to create areas for quiet reflection, areas for exploration, role play, gross motor activities and physical development.

Staff are cognizant of schema and as such enable opportunity for these to be developed both indoors and outdoors.

Staff have access to technology and enable this to be accessed by the children too, one curiosity area housing a computer which attracted a lot of interest and enjoyment.

Strengths:-

- The indoor and outdoor environment offers opportunities for exploration, reflection, open-ended learning and cooperation.
- Resources are easily accessible and labelled to ensure ease of retrieval by the children.
- ICT is used in a variety of ways to record learning (Tapestry), illustrate concepts (planets) and for teacher and staff reflection.
- Opportunities exist for the development of gross motor skills to develop with consideration to the develop of cross laterality. Yoga for children is part of the children's curriculum offer in the school.
- Communication friendly spaces are well-used: on the day of the assessment, use of specific areas were noted, some attracted girls and others boys.
- Children and staff can access ICT, screens, cameras and tablets.
- The outdoor environment is extensive and provides children with a breadth of experience.

Areas for development:-

- To use IRIS for observation of use of spaces indoors and outdoors to aid reflection on how specific areas promote discussion and communication or use by gender and identify the elements within those areas which impact on this.
- The idea of developing an ICT hub is endorsed, making clear its purpose, usage, who is to be involved and how it will enhance the setting's offer.
- To build on existing community links and extend further (See section on Community links.)



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- To use ICT to link with other children potentially Sweden, local settings and national settings to share good practice and support communication skills.



Element 3 - Learner Attitudes, Values and Personal Development

Staff model positive attitudes, approaches and expectations when working with children. There are consistent approaches to managing behaviour in place and understood by children, staff and parents.

There is a good understanding of the importance of transitions and attachment theories explicit in practice and policy. In addition, there is good well organised SEN documentation, including chronology of interventions clearly understood by all involved.

Positive approaches are taken to the induction of new staff, timely supervisions and guidance to ensure appropriate relationships with children, this fosters mutual respect.

The child's voice is heard and evidenced in planning for individual interests and needs.

Strengths:-

- Children understand rights and responsibilities and consider how best to respond to others.
- Effective modelling exists of appropriate skills and attitudes including turn-taking, understanding of respect and appropriate listening, "You are the best you can be".
- Good use of the theme 'Rainbow Fish', provides an opportunity to review values and attitudes.
- Good use of rewards to reinforce key values including respect and making the right choices is noted in all aspects of the work in the nursery school.
- Maslow's concept of Belonging is well-considered and relates to the work of Ferrer Leuven to support children's readiness to learn "Education is learning to grow, learning what to grow toward, learning what is good and bad, learning what is desirable and undesirable, learning what to choose and what not to choose". Abraham Maslow.
- Staff have a positive attitude to all and encourage, praise and challenge enabling children to have resilience and concentration.
- The school staff are supportive to the whole child and recognise that unless the well-being of the child is secure he/she will not learn and as a consequence this is a key focus of their work.



Element 4 - Learner Progress and Impact on Learning

Practitioners offer constructive feedback to children, this is noted in all aspects of teaching and learning observed during the course of the day. Tapestry and EAZ MAG are used to track observations and progress for groups and individuals.

Children access a range of free flow (indoor and outdoor) focused groups and child-initiated activities. Some specific activities are planned sufficiently in order to differentiate to meet needs of children. Progress of learners is recorded by practitioners regularly; a common approach is used.

Individual interest and needs are updated on a regular basis on wall displays enabling sharing of information between practitioners and parents to inform practice.

Strengths:-

- Key questioning engages children's interests, recapping prior knowledge and introducing vocabulary.
- Evidence of using IT/videos to develop understanding.
- Evidence exists of engaging children and developing understanding by re-enacting the formation of planet Earth, enabling them to conceptualise from an early stage, using interactive methodologies.
- All children are able to access the nursery's theme of 'Aspiration' covered over a seven-week cycle/ not all children access the direct aspiration group. Work involves Global rights, responsibility, philosophy for children (this helps children to accept and understand alternative points of view), the living planet including eco-systems and photosynthesis.
- Good development of thinking skills including use of a 'thinking tree', starting in the Valley of wonder!
- It is clear that the EYFS does not restrict or restrain and there is opportunity to further enrich opportunity.
- Staff are accepting of children's interests and questions and value their contributions as noted in their vision for the school "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)."
- The school team use recording to evaluate and reflect thereby informing next steps.
- Good use of visual sequencing supports understanding.
- Children are effectively introduced to mathematical concepts e.g. counting on in fives and tens.
- There is inspired use of Forest school successfully enabling children to develop a range of skills, learn new vocabulary and develop an understanding of the world.



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- Care has been taken to research the Atelier approach and enable access to open-ended resources on a regular basis, a range of schema are seen being practiced in this context e.g. transporting.
- Children engage effectively in problem solving and reasoning, staff encourage children to break tasks down into one step at a time.

Areas for development:-

- To develop leaflets/videos on the theme of schema development to share with other schools, staff and trainees, thereby sharing good practice.



Element 5 - Learning and Teaching (Monitoring)

Strong evidence of effective supervisions is in place, staff are able to share impact and cascade learning. Staff supervisions are regularly timetabled with higher level of support during induction of staff. Appraisal is carried out on a regular basis and it has a clear purpose as identified in the policy, " *Appraisal in this school will be a supportive and developmental process, intended to foster professional dialogue between colleagues and designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will contribute to ensuring that teachers are able to continue to improve their professional practice and to develop as teachers.*"

Managers play an active role in modelling and monitoring individuals and groups, they are proactive and supportive to all staff.

Strengths:-

- Staff are aware of IRIS and how reflection can be undertaken using this tool, the outcomes are shared with other practitioner and trainee teachers.
- Governors are aware of the importance of data review and analysis to inform tracking of progress.
- A new system is in place to enable cohort tracking by gender, need, EAL, age and transition point, this will be a useful tool.
- SLT have enabled understanding of practice through leadership and modelling to both staff and parents.
- Term on term data in evidence, ensuring cohorts are tracked and enabling targeted booster grouping.
- Attainment and rates of progress (Ofsted) is recorded and available in files to enable targets to be identified.
- Use of Tapestry and access by all staff to tablets, enables recording and sharing of information.
- Performance management is undertaken to ensure all staff's professional and personal needs are addressed to raise attainment.
- Direct observation is undertaken and formally carried out by the headteacher.

Areas for development:-

- To extend the use of IRIS-review use of specific spaces in the setting and ensure all staff usage.
- To consider placement of Transition school teacher spending time (perhaps for 1 week) in Nursery to review approaches and meet the children's needs (Bold beginnings) and vice



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versa. In this way there will be a strong exchange of ideas and information to ultimately support the transition process and the children's development. Staff to reflect on practice in Reception classes and consider if it should have any impact on delivery in Nursery. Similarly, the Reception teacher could do the same so that it was mutually beneficial.



Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents are supportive of the school and recognise its hard work and ethos.
- Parents feel that children are nurtured as individuals and that every school in the area should come and see the good work of the school.
- Parents feel that the school has trained staff, amazing training and a wonderful learning environment. They are impressed with everything.
- Tapestry is used effectively, all (with the exception of 2 parents) consider that this enables parents to share learning from home.
- Parents are able to attend aspects of school life, they mention; Forest School, Involvement in Aspiration and Meetings in school.
- Parents value the fact that children's work is celebrated; they comment on the use of stickers, tapestry and emails home.
- Parents believe that staff respond positively to children's challenging behaviours and are sensitive to their needs.
- Transitions are handled well, according to the parents and include pre-visits and a 'Waving Corner' for parents to say goodbye to their child.
- Parents comment "We are amazed by everything; the staff not only take time to support the children but they respond to the needs of the parents."
- Parents feel that their child does not have to be the same as everyone else they 'can be different' and it is accepted.
- Parents state that personal and social well-being comes first and as a result their children learn.
- "Nobody teaches you to be a parent, but staff are reassuring".

Areas for development:-

- To develop focus groups to include parents, governors and teachers on specific themes to further develop shared and team working.



Element 7 - Governing Body and Management: - External Accountability/Support

Governors willingly give their time, they support the school and are in tune with the ethos of the school.

Managers have shared understanding of policy and procedure including: IQM. They ensure appropriate attention to legal responsibilities regarding: Safeguarding and SEND, this is published on the school website and regularly updated.

There is a clear awareness of and attention to CPD requirements of staff for example Named Staff for safeguarding.

It is pleasing to note an ethos of effective support and challenge through supervisions, ongoing sharing of practice and meetings. This is cascaded too through the nursery's role as a teaching school.

Ofsted's last rating indicates outstanding practice and the setting seeks to maintain this over time. Already the school has achieved Outstanding on five occasions.

Strengths:-

- Governors are knowledgeable about life in the nursery school.
- Governors are supportive of the school ethos and its endeavours.
- The board regularly attend meetings and events to support the school.
- Governors understand the significance of the school /children's progress data and through meetings have begun to interrogate the data in order to offer challenge to SLT.
- Governors are familiar with the ethos of the school and understand that this creates a purposeful learning environment.
- The SLT are proactive and seek to provide the best for the children in their care.
- The SLT provide inspiration for children and staff fostering a positive approach with both children and parents.
- As a Teaching School in the locality, the school is highly respected and a measure of its success is the Ofsted Grading of Outstanding which has been awarded five times.
- The fact that this is a Rights, respecting school, supports the whole notion of inclusion and this is at the heart of management's endeavours.

Areas for development:-

- To use Facebook/Tapestry or other forms of communications to inform parents of their roles and responsibilities.
- To receive feedback on the impact of interventions and recruitment on pupil progress (EWB).



Element 8 - The School in the Community – How this supports Inclusion

Alfreton Nursery School seeks to engage with and contribute to the local community. When possible, the setting makes use of local visits and enables visitors to come into the setting to enrich children's experiences.

The school has contributed to charitable events raising children's awareness of local needs–this has been highly regarded by some members of the parent body who have undergone some difficult times.

The school tries to seek out the views of parents and the local community. They are proactive communicators which is valued by the parents-nothing is too much trouble.

Positive links have been made with the neighbouring school and it is hoped that this can strengthen further.

Strengths:-

- The school endeavours to build links with the community-local schools, business and the school alliance.
- The school links with the Gambia and raises children's awareness of need and differences and similarities in the world.
- The school supports local charities as identified by a parent whose younger child had a specific illness.
- There are existing links with Artsmark and this is encouraged and supported.
- The school holds craft events and craft days to engage with the local community.
- Lots of first-hand experience enhances the school and enriches the lives of the children.

Areas for development:-

- To build on the nursery's initial ideas to link with a home for the elderly by inviting them to visit on a regular basis -perhaps afternoon tea in the Rotunda would be a great meeting venue?
- To consider how the work of the nursery can be further celebrated in Alfreton e.g. displays in shops.
- To build further links with local businesses to see how they could contribute to the life of the school-potential to work on a focus group or the governing body?

Assessor: Stephanie Robinson

Review Date 13th July 2018