



# Self-Evaluation



2024- 2025

**The Self Evaluation is organised in the following sections, and updated regularly:**

- Context of Goodway Nursery School
- The Quality of Education
- Behaviour and attitudes
- Personal Development
- Leadership and Management

*"Every child deserves the best possible start in life..."*

## Context: Goodway Nursery School

Last inspection: Dec 2019	<b>Outstanding</b>
<i>Quality of Education</i>	<i>Outstanding</i>
<i>Behaviour and Attitudes</i>	<i>Outstanding</i>
<i>Personal Development</i>	<i>Outstanding</i>
<i>Leadership and Management</i>	<i>Outstanding</i>

### January 2025 Contextual Data

Contextual Data January 2025														
Whole School					2 year olds					3 year olds				
	Oct-24		Jan-25			Oct-24		Jan-25			Oct-24		Jan-25	
Male	51	49%	52	50%	Male	16	47%	16	47%	Male	36	51%	36	51%
Female	54	51%	53	50%	Female	18	53%	18	53%	Female	35	49%	35	49%
EAL	25	24%	26	25%	EAL	9	26%	9	26%	EAL	16	23%	17	24%
PLAC	2	2%	2	2%	PLAC	1	3%	1	3%	PLAC	1	1%	1	1%
FSM	35	33%	41	39%	FSM	17	50%	19	56%	FSM	18	25%	22	31%
EYPP	35	33%	41	39%	EYPP	17	50%	19	56%	EYPP	18	25%	22	31%
SEND	18	17%	28	27%	SEND	4	12%	5	15%	SEND	14	20%	23	32%
2 year olds	34	32%	34	32%	PT	29	85%	29	85%	PT	32	45%	32	45%
3 year olds	71	68%	71	68%	FT	6	18%	18	53%	FT	39	55%	39	55%
Total ch on roll	105		105		Total ch	34		34		Total ch	71		71	

- Goodway School is a well-established Birmingham LA Maintained Nursery School. We have 104 part-time places for 3 to 4 year olds (Sunflowers), with the addition of 40 part time places for 2 year olds (Daisies) since January 2015. Our PAN is 76 FTE places.
- As of January 2025, 45 children access full time places through EEE extended funding for working parents; 39 three year olds and 6 two year olds.
- Our Daisies cohort is made up of 34 children, 19 who access disadvantaged funding, 13 who access funding through working parents and two children who access fee-paying places.
- Our Sunflowers cohort consists of 71 children; 39 children who full time places, 36 through working parent EEE funding, three who pay, the remainder of children access part time places through the universal EEE offer.
- Staff, governors and parents are committed to ensuring the best possible outcomes for all our children.
- The school is surrounded by a mixture of privately owned and council houses

- The nursery school is located in the Perry Barr District of Bham. 80.6% of the Perry Barr Community are BAME. 56% have EAL and 33% are entitled to Free School Meals.
- Our school has seen year on year increases in the numbers of children eligible for FSM & EYPP.
- We have an increased number of children and families from culturally diverse backgrounds, with a quarter of our school community having EAL.
- Goodway Nursery School has seen significant increases in the numbers of children on roll with SEND.
- The Nursery has a very good reputation in the area, places are keenly sought after and parents give their positive opinions on the success of the provision. We are currently oversubscribed with a waiting list. We are liaising with the local authority to consider extending our PAN.
- The Head teacher joined the school as an Executive Head teacher in January 2022. She has been Headteacher at Bloomsbury Nursery School since 2016, Deputy Headteacher at Bloomsbury Nursery School since 2010. Prior to this, the Headteacher was an AHT at a Primary School.
- The Deputy Head joined the school in 2019 and has the role of SENCo. She is supported by a Deputy SENCo who is a HLTA.
- We have recently internally appointed an Assistant Headteacher with responsibility for Safeguarding and leading teaching & learning for our youngest children accessing two-year-old provision in Daisies.
- Goodway Nursery School has two additional experienced teachers, with responsibility for Curriculum, Teaching & Learning.
- We have an experienced team of Teaching Assistants and Nursery Officers. The large majority of our team have been at Goodway for many years, with many serving over twenty years.
- We continue to build upon the strengths of all of our staff and have formed a very strong and cohesive team, with great expertise.
- We currently have 5 full-time members of staff working as Key Workers with the 3 - 4 year olds (Sunflowers) and 2 part-time staff who support teaching and learning.
- In the 2-year-old classroom (Daisies) we have a Lead G3 Teaching Assistant and four Teaching Assistants.
- We have a full time Office Manager, a Building Services Supervisor and a Lunch Time Supervisor, along with a cleaner.
- We are a member of BAMNS (Birmingham Association of Maintained Nursery Schools) and BNSCT (Birmingham Nursery Schools Collaboration Trust). We

offer support to other schools through the Peer Review process and Birmingham Early Years Networks.

- The Headteacher supports local Early Years Provision through leading the Birmingham Early Years Network and Developing Local Provision projects for the Perry Barr & Ladywood districts.
- We are proud to have achieved the Gold Award from UNICEF for the 'Rights Respecting Schools Award'.
- We are passionate about sustainability and recently achieved International Eco School status.
- We achieved Outstanding in our last Ofsted inspection in December 2019.
- In the current climate of uncertainty of the future of Early Years Education funding, the school is looking at innovative and creative options in order to maintain its status and links.
- The Governing Board has recently federated with Bloomsbury Nursery School, following a formal consultation period. The Headteacher has been Head at Bloomsbury since 2016.
- We take all children on a 2-and-a-half-day basis in order to fulfil their 15 hours of provision or every day for those entitled to 30 hours.

Our last **Ofsted report, December 2019**, recognised our highly ambitious curriculum,

***'Goodway Nursery School is a great place for children to start their education. Not a moment of learning time is wasted. Children explore, play, problem-solve and think for themselves every day....' 'Understated excellence is what this school is built on'***

The report documented no development points.

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## **The Quality of Education**

The quality of education is outstanding because the curriculum is designed effectively to ensure that every child has a rich, exciting and extensive array of opportunities, tailored to their individual needs and interests.

Children are sensitively nurtured, and inspired to aim high, resulting in the majority of children making excellent progress. Our high-quality curriculum prepares children for success in their later education, laying the foundations for future learning.

We place children at the heart of **all decisions that we make**. We believe that every child can and will achieve. We believe that childhood is precious, a time to

be enjoyed and celebrated – not to be rushed.

Our 'Curriculum Intent 2024' document, along with our medium and short-term planning, sets out our broad and balanced curriculum, which is carefully sequenced to support children's progression. The curriculum documents identify what is taught (our intent) and how we teach (our pedagogy).

Leaders and practitioners have really thought about what we want children to learn and have outlined how we will teach this, ensuring we have a shared vision and understanding of the knowledge and skills we want children to gain throughout their year.

The intentions for the children that we set out at the beginning of the year have been broken down into smaller steps, and termed 'milestones' which are ambitious for all children, and supports and informs our teaching and assessment cycle. We assess and moderate regularly, considering whether the children are 'on track' to reach the end of year goals. We want our children to know and remember more, staff are skilled in revisiting prior learning and scaffolding. Staff are skilled in high quality interactions with children, always ensuring that children have plenty of opportunities for back and forth conversations about what they are learning and interested in.

A strong and effective transition into nursery school, involving the family and relevant professionals, ensures educators know each child well. Keyworkers use their professional expertise, and knowledge of child development, to understand each child's starting points and to identify where next.

Educators have high expectations and aspirations of children, & of themselves. Teaching is well planned, based on effective assessment, and responsive to children's needs and interests. We have a balance of adult directed, objective led teaching, reinforced through play in a high quality, well planned environment, where adults scaffold learning through their meaningful, high quality interactions.

We know that a language rich environment is vital and that high quality interactions make all the difference. We understand that every interaction a practitioner has with a child is an opportunity for teaching and learning.

***We recognise and believe that activities are not enough; our well planned environment provides opportunities to revisit, embed and scaffold learning taught through adult directed teaching.*** We understand that children need to continually revisit learning, for learning to remain in their long-term memory. We plan for intentional opportunities to revisit concepts. We know that practice makes permanence.

We are a truly inclusive setting. We believe that every child can and will achieve their best. This includes our most disadvantaged children receiving EYPP, and children on our SEND register. We seek to overcome barriers to learning through our inclusive ethos and curriculum. Our highly skilled team; led by our committed and dedicated DHT & SENCo, ensure that through reasonable adjustments we enable equity, allowing each child to have a fair chance and to thrive. We have accessed a wealth of Continuing Professional Development to further develop our knowledge and expertise of strategies to support children with Special Educational Needs and Disabilities, including; **Attention Autism, Play Interact and Communicate training, Level 3 SENCo training, AET Level 2, Makaton, Wellcomm, Communication Friendly Environments, Sensory Circuits etc.** to name but a few. We recently completed TIASS training as a whole school community, further developing our knowledge of Trauma Informed practice.

In the Spring term our whole school community will be accessing training focusing on the Six Principles of Nurture, in collaboration with the educational psychology team from Glasgow and Heart Midlands Stronger Practice Hub.

As a team we have worked hard to design a bespoke curriculum that is intentionally aspirational, inclusive and based on a strong understanding of early learning. We recognise the challenges that living in high levels deprivation can present. We understand the impact covid has had on our youngest children. We understand the need for a curriculum that is intentionally focused on communication, language and vocabulary development. Our curriculum has been developed with the clear intention that our children will know more and remember more. We have clearly defined milestones, which we can use to measure progress and inform planning. Our intention is that the content of our curriculum will be learned long term.

***'The development of children's spoken language underpins all seven areas of learning and development.'* EYFS 2021**

We recognise the delays in children's speech and language development, and the impact covid has had on children social development. **We understand that there is a wide variation regarding young children's exposure to vocabulary.** Correlations between vocabulary size and life chances are documented in research. (Oxford Children's Language The Word Gap)

In response to this we have designed a 'core book curriculum', which ensures all children access adult directed, objective led daily teaching, focusing on communication, language development and oracy.

We understand that the rate at which children develop their language depends on the quality and quantity of interactions with adults. Daily exposure to high quality books promotes back and forth interactions, the introduction of new and ambitious vocabulary and the opportunity to use new and embed new words. We have carefully selected our books, which we continually reflect upon.

**Our books have been selected to be inclusive, challenging and representative of our diverse families.** We have chosen vocabulary which we will intentionally teach through each book. Children love to use new words, especially ambitious words, in their play. Our core books have associated rhymes and songs. We recognise the need to sing songs and nursery rhymes as a premise for language development and early reading, as well as for simple enjoyment. Opportunities to develop early literacy skills including speaking and listening, writing, and early reading are utilised effectively by all teaching staff.

We have observed that children require more support to develop play skills, take turns and share. **Covid meant that many of our children experienced far fewer, if any, opportunities to play with other children before starting nursery school.** Because of this, many children require lots of support to play co-operatively with their peers. Sharing toys can present many challenges.

We have **intentionally built into our curriculum** opportunities for children to develop their understanding and use of emotive vocabulary. Each day begins with a discussion on how we are all feeling. We teach the vocabulary of emotions and encourage children to talk about how they are feeling. We use the Colour Monster text to help our children to express how they are feeling.

We have continued to develop our approach to conflict resolution, with a firm belief in empowering children to acknowledge and solve their own problems, with the support of an adult. We have ensured that our curriculum provides ongoing opportunities for children to develop their social skills, with an emphasis on high quality adult interactions. Our use of sustained shared thinking encourages children to reflect and identify solutions.

**We are excited to become recognised as a trauma informed school,** with an understanding of the correlation between adverse childhood experiences and behaviour, which we recognise to be a communication. As a team we have accessed CPD to further develop our understanding of the impact of Adverse Childhood Experiences on children's behaviour.

We have observed a regression in children's independence and care skills. The large majority of our children start nursery-wearing nappies and many children require with self-help skills e.g. feeding themselves. In response to this, we have introduced a fully funded universal breakfast offer, and our lunch times have been revised to encourage greater involvement and support from the key worker. Children sit and dine in their family groups, with support from their keyworker. We use all meal times as an opportunity to model expected behaviours, discuss healthy food choices, encourage independence and promote healthy mealtimes. Consistent adult supervision from each group's keyworker promotes safe practice.

We are passionate about **learning outdoors.** We recognise the need for outdoor play to promote physical skills and mental health and wellbeing. We understand that high levels of physical activity improve young children health and reduce the risk of them being obese when they start school. At Goodway Nursery School, our

children are able to free flow between the indoor and outdoor environment throughout the day. We plan purposeful and challenging opportunities for children to develop skills such as balance, co-ordination, throwing, catching and cycling. We have an established on site Forest School garden. All children have the opportunity to access Forest School sessions.

We understand that collaborative ***working with parents is fundamental***. We understand that children who have rich learning experiences regularly at home will typically go on to achieve better in school. They will be better behaved and show more signs of emotional wellbeing. Informative and enjoyable regular family workshops, support children in their learning both in school and at home. We share our core planning with families, to enable families to extend and reinforce learning beyond the classroom. This is supported through the Education Endowment Foundations research, which suggests parental engagement in early year's education is consistently associated with children's subsequent academic success.

Parental engagement and relationships has formed part of our ongoing School Development priorities, as we recognise the need to engage families, particularly as we continue to recover from covid. We work hard to build positive and purposeful relationships; these begin with one to one Parent/ Family meetings, which enable families to meet with their child's keyworker to share information and ask any questions. We encourage all families to attend workshops, celebration's etc. Parents are invited into school at least once each half term to meet with keyworkers to celebrate progress and agree on shared strategies to promote further learning.

We assess the children using Development Matters documents, alongside OPAL Milestones, to ensure that children are reaching the expected milestones for their chronological age. Children with SEND have their own bespoke early support plans. We know which children are not meeting typical milestones and plan to ensure they are supported through tailored interventions.

We believe the very best resource that we can give to our children is our time. We will not spend unnecessary amounts of time writing observations or gathering evidence of children's learning. In line with the revised EYFS we have reduced the amount of observations we document. We do not want to continually model using IPADs and Tablets; we aim instead to model curiosity, sustained shared thinking, interest and meaningful interactions. In response to our baseline data as of November 2024, we have further reduced time spent away from the classroom, reducing time spent on paperwork to the minimum required, as we know that what our children need most is our time.

We engage in daily and planned weekly professional dialogues talking about our children. Our keyworkers know their children well. They are able to celebrate progress and set meaningful targets.

We meet with our families three times throughout the year to celebrate each child and to plan for next steps.



Children thrive in our nursery because of the high quality provision and the way in which staff plan for progress. The principle of 'the unique child' underpins our work, with staff ensuring they know all children well so that they may tailor provision to remove the barriers to learning whenever possible.

Goodway Nursery School prepares children for life in modern Britain and promotes British values through day to day teaching and learning, with age appropriate focus on fairness and respecting and listening to others.

Children leave the Nursery well equipped for the next stage of their education because of highly effective teaching that meets their academic and personal needs and empowers them as learners. We recognise the need for smooth transitions and work hard to prevent placement breakdown.

To support the children's transition to big school, we have created Ready Steady Reception documents to inform our planning and support parents and receiving schools. These documents clearly demonstrate the skills our children will require to be able to access their first term in Reception classes successfully. The focus is on the prime areas of learning, for example children will be expected to go to the toilet independently, no longer use a dummy or bottle and follow simple instructions given by an adult.

[RSR - Setting](#)

[RSR - Parent Copy](#)

## Outcomes for Children

For the academic year 23-24, the vast majority of our children made expected progress and met age related expectations for 3-4 year olds in the three prime areas.

	Met ARE
Communication and Language	81%
Personal and Social Development	81%
Physical Development	84%

The children not meeting age related expectations, were on the SEND register and supported with individualized early support plans, SEND Support Provision Plans or EHCPs. They all made progress towards their targets.

## Baseline Data – November 2024

Baseline Summary 2 year olds			Baseline Summary 3 year olds		
Daisies	C&L WT	47%	All Sunflowers	C&L WT	70%
	PSED WT	44%		PSED WT	62%
	PD WT	56%		PD WT	41%

Our process for pupil assessment is practical and straightforward with four data drops each academic year. Key group practitioner's baseline their children in Autumn 1, allowing enough time for children to settle in their new setting, then further data are collected at the end of Autumn 2, Spring 2 and Summer 2. Practitioners note whether a child is 'working at' or 'working towards' in the prime areas of learning, taking into account observations at nursery, professional conversations with colleagues. Parents attend termly meetings with key workers to discuss their child's progress and agree on next steps.

## **Overall quality of teaching, learning and assessment is judged to be Outstanding**

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### **Behaviour & Attitudes**

Our whole school belief in The **Rights of the Child** has fostered a can do culture of self-belief; through our **Child Centred Curriculum** educators empower children to develop self-confidence and self-awareness. Behaviour is consistently good; through our approach to **Conflict Resolution**, our children are empowered to resolve problems independently, resulting in a sense of achievement and pride. Positive behaviour is recognised, acknowledged and celebrated through verbal praise and reinforcement.

Our **inclusive curriculum** provides an opportunity to explore different ideas and beliefs; festivals and celebrations enable our children to learn mutual respect and tolerance of different faiths.

We complete a termly questionnaire with the children and families each term; the result of which are published on our website. Our children tell us with their words and through their behaviours, that they are happy and feel safe and secure at nursery school. Our structure of the nursery day, with well-established routines, which are visual through language and our visual timetables, create and nurture a sense of security, which in itself promotes calmness and positive behaviour. Children know what is happening now and what is happening next.

Our embedded **key worker system** recognises our commitment to strong and secure attachments. Keyworkers have a secure knowledge of each child in their Family Group and are attentive to each child's needs.

**Attendance at nursery** is carefully monitored; through establishing positive, supportive relationships with parents and carers we identify barriers to poor attendance and punctuality and offer support to ensure children attend nursery in line with national average expectations. Our consistent approach means first day phone calls are made to ensure all absences are explained. Home visits are made if we are not able to explain an absence, in line with our safeguarding policy. A recent emphasis on the need to be punctual has improved timekeeping.

Supporting children to gain independent skills means they can utilise the characteristics of effective learning to build resilience and become curious and interested learners.

Our children and their safety and wellbeing are at the heart of all we do. Our practice is driven by their welfare and holistic wellbeing. Through educating the whole child, we believe that our children develop as well rounded members of our society and leave us eager and able to take on the challenges of their Primary education.

Our very close working relationship with our district Children's Centre means we are able to signpost families to access support services as required, e.g. Promoting Happy Parenting, Child Development Clinics, Stay & Plays etc.

We are also able to support families with Early Help support, working with other relevant professionals.

### **Overall behaviour and attitudes are judged to be OUTSTANDING**

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- Attendance is close to 90%
- Safeguarding is robust and thorough
- Parents are aware of and understand school policy and guidelines around attendance and are kept well-informed.
- Well-being of staff and children is high on our list of priorities
- Well-being and involvement of all children increases throughout the year.

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### **Personal Development**

The nursery school achieves exceptionally good standards in this area. We pride ourselves on the calm, supportive atmosphere which promotes a high standard of behaviour and is underpinned by excellent care and a strong key person approach. Children feel safe and thrive because they understand expectations and consistency is provided through the routines of the day. We find that this ordered approach enables them to focus on their learning because they feel secure and quickly build positive relationships.

Children's well-being and involvement is an integral part of our practice. The Key Person system ensures all children have a bond with a significant adult who knows their children particularly well, and trusting and reciprocal relationships are developed with parents and carers. When children find it difficult to settle or adapt to nursery life we work in partnership with parents and carers to scaffold their transition, building up time gradually and focusing on positive reinforcement. Pupil consultations show that they know staff keep them safe and that they are confident to approach staff with any issues.

We place children at the heart of **everything** we do. We are committed to the Unicef Rights of the Child and use them and our British Values to help children

develop a respect for each other and become thoughtful, caring members of our school and community. Children are taught to say, "Stop, you are not respecting me", if they feel upset or require support.

We have been awarded '**Health for life in Nursery Schools**' in recognition of the focus we have on healthy food, life styles and planting and growing.

We work with families to support the holistic needs of each child as necessary.

We have a secure understanding of how adverse childhood experiences impact on children's mental health, wellbeing and development. It is our intention to support all children to build resilience and to know how to keep mentally and physically well.

Goodway is a fully inclusive learning environment and is accessible and enjoyed by children from a wide range of backgrounds and with a very broad range of additional needs. All our children have a rich variety of experiences including Forest School sessions, Music sessions, Groovy Movers, visitors to school and a visit, usually to a farm. There are no activities we cannot or do not adapt in order to make them accessible and inclusive for everyone.

The nursery school is exceptionally safe and secure for pupils; arrangements are strong for those presenting as being vulnerable. Safeguarding and Child Protection procedures are in place and strong. We use the **NSPCC Pants approach** to teach Children they have a right to be safe and that their body is private.

Risk assessments are carried out on activities, equipment, our building and visits. Risk assessments for day to day activities in the nursery are reviewed regularly with an emphasis on measures that can be controlled to allow children to feel an appropriate level of risk and challenge.

Our **curriculum extends beyond the academic**; it is our intention to build on the cultural capital that our children bring to school through providing additional, enriching opportunities and experiences. Weekly yoga, Groovy Movers and Forest School sessions are an example of this. We encourage a love for reading through Communication & Language workshops, along with our weekly library whereby each child has a Goodway Book Bag and are encouraged to select a new book at least weekly.

Our families are our partners, and the child's first teacher. Each half term we provide opportunities to learn alongside their children through family workshops. These follow our annual calendar and capture every opportunity to celebrate and appreciate our diversity. We celebrate Eid, Chinese New Year, Black History Month, Diwali, Christmas and Easter, with additional celebrations in response to our ever changing cohort and community.

We encourage our school community to raise money for Children in Need and help our children to understand that some children and families may be less fortunate. Each Christmas we collect food for our local foodbank, Elim Life Church. The Church visit us in Nursery School to thank the children and to help the children to

understand that it is important that we all take care of one another.

At the end of each school year we celebrate with a community school trip; an increasing number of our families are new to the city and even the country, and often have limited knowledge beyond Birmingham.

### **Overall Personal Development standards are judged to be OUTSTANDING.**

- Children's confidence and independence increase through the challenges and activities provided by staff.
- Parents are involved in their children's education, with staff communicating via Tapestry, phone calls, social media and email.
- Children with additional needs are supported well by all staff within the nursery and with the involvement of outside agencies when needed.

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### **Leadership and Management**

The leadership and management of Goodway Nursery School have high expectations of children, staff and themselves and use these to drive continuous self-evaluation and improvement.

Governance at Goodway Nursery School is strong. The Governors have a good balance of monitoring education and finance. Governors have the best interests of the school at heart and provide challenge during FGB meetings and monitoring visits. Governors complete regular visits to the school to complete various walks. Link governor visits are carried out regularly and these are presented to the FGB.

Leadership capacity in the school has grown since the last Ofsted inspection. The Head Teacher and the Governing body have worked hard on creating and effective leadership team where leaders are supported to grow and flourish. The Leadership team have well embedded vision, clear direction and ambition to take the school forward. The leadership team has been strengthened by the addition of a Deputy Head teacher with responsibility for Inclusion & SEND, and a recently appointed Assistant Head teacher with responsibility for Safeguarding. We also have a qualified Deputy SENCo, to support the SENCo in response to the increasing number of children with SEND.

Children are at the heart of all we do and we regard **safeguarding as our highest priority**. We have a shared and collective understanding that safeguarding is everyone's responsibility. An ongoing cycle of CPD, focusing primarily on varying aspects of working together to keep children safe, including Prevent, is accessed by all staff members each half term. Throughout the past year we have accessed training on Modern Slavery, Domestic Abuse, FGM, Prevent and Fabricated & Induced Illness. We have recently purchased a subscription to The National College, to provide further opportunities for our team to access ongoing professional development related to KCSIE. We are an Operation Encompass school with a commitment to supporting victims of Domestic Abuse. Our lead DSL coordinates frequent meetings to ensure all DSLs have a secure understanding of

open cases and a knowledge of children supported by plans to keep them safe. We work closely with professionals to safeguard children and engage in Early Help to support families. We are confident to seek advice when necessary and we ensure our families also know how to access support. Our culture and attitude recognises that 'it could happen here.'

We encourage scrutiny from our Safeguarding Governor who meets termly with the lead DSL to monitor systems and processes. We are receptive and welcome challenge to ensure that safeguarding policies, systems and processes are kept under continuous review. We also have an external audit of our SCR annually completed, the outcomes of which are shared with our Full Governing Body.

Leaders and Governors have created a culture of high expectations, inspired by a **belief that all children can and will be successful**; this is achieved through sharing a clear vision, a sense of place, positive relationships with our whole school community, respect, appreciation and pride. As a team, we are all very clear about our plans for ongoing improvement; at the start of each year we identify our strengths and agree areas for further and ongoing development. Our School Development Plan is a working document, created by our school community. Our ambitious, yet achievable targets, are the result of all stakeholder's contributions; our children, families and teachers.

Governors work closely with the school and have a clear vision of how we will work as a school with our community to provide the best possible start for our children. Since the revised EYFS was introduced, and in response to our schools' recovery from covid, senior leaders have led the schools ongoing development of a bespoke curriculum. Ongoing dialogues focusing on pedagogy and curriculum have enabled the team to review our approach and ensure as a team we have identified key skills we want our children to learn. These have formed our curriculum goals, which we are continually reflecting on. Staff have accessed intentional, high quality CPD, focusing on curriculum and pedagogy. An ongoing focus on inclusive practice has enabled additional educators to access training focusing on SEND. We have never, and would never exclude child from accessing our nursery.

Governors, school leaders and all staff are all committed to an on-going cycle of self-evaluation and a passion to improve to provide high quality nurture and education for our children. Each Governing Body meeting begins with a Learning Walk throughout the nursery school to ensure Governors observe nursery school in practice. Strengths, along with areas to consider for further development, are shared with the team during staff meetings.

This rigorous approach to monitoring ensures that standards and expectations are consistently high for all pupils; Performance Management, My Appraisals, Learning Walks, Observations, Training & On-going CPD, along with weekly Professional Conversations, ensures whole school accountability and a sense of collective responsibility.

We are currently working closely with HEART SPH and accessing evidence based programmes funded through the Education Endowment Foundation.

Last year, in conjunction with the EEF, we worked Nottingham University, participating in a mathematics research project called Counting Collections. We have since implemented this programme into our curriculum and shared with settings across the west midlands, in collaboration with Heart Midlands Stronger Practice Hub. We are extremely proud of our budding mathematicians; our children engage in counting with enthusiasm and confidence.

#### [Counting Collections: Unbelievably Easy to Implement and Lots of Fun](#)

This academic year we have introduced Concept Cat into our curriculum, a programme that has recently been part of a trial with the EEF. This programme introduces early verbal concepts to children, with a focus on oracy. This has inspired us to further explore evidenced based programmes into our curriculum. Furthermore, all staff are completing the DFE Child Development modules as part of their Performance Management cycle. One additional staff member is completing EYPDP3.

We have joined a number of partnerships to strengthen our provision and to help make us sustainable into the future. The Head teacher leads the Perry Barr & Ladywood District Birmingham Early Years Network and Developing Local Provision projects. The Nursery School is a member of the Birmingham Maintained Nursery Schools Trust and BAMNS; Birmingham Association of Maintained Nursery Schools. We are currently engaged in a Peer Review network, working in partnership with colleagues from across varied Early Years provisions. We have developed strong and purposeful relationships with professionals within our local community. Particularly the local Children's Centre, led by Barnardos. We work in partnership to provide Family Support, Parenting Classes and Stay & Play Sessions. We recognise and believe in strength in partnerships.

Leaders recognise that as a school community we are all learning all of the time. Our children are constantly learning, as are our educators. As a community we are aspirational, driven and committed. We want our children to be successful. We want our nursery school to be a place of possibilities.

We recognise that the nursery school is as good as the team. We invest in high quality CPD and do all that we can to promote mental health and wellbeing. We recognise that the early year's sector has been impacted significantly through covid. It is our intention to always value our dedicated and committed team including our Cleaner our Office Manager, our Dinner Time supervisor, our Caretaker and our team of Educators.

**Overall Leadership & Management are judged to be OUTSTANDING**

***Together, we can make a difference and we do make a difference***

