

Core Visit Nursery Report

School/Setting: Lincoln St Giles Nursery School (1005)	
LA: Lincolnshire	
Date: 30/11/2022, 13:00	Adviser: Debbie Barks
Term: Autumn : 06/09/2022 - 16/12/2022	Focus: Core Visit Nursery Report
Reference: Education Locality Lead Core Visit 1	Advisers: Viki Thomas
Headteacher/Manager: Amy Stancer	Attendees: Amy Stancer - Headteacher, Karen Thompson - Nursery Phase Lead, Emma Bostock - Pre-Nursery Phase and Inclusion Lead, Melanie Markham - Chair of Governors, Naomi Hopma - Co-opted Governor, Richard Metcalfe - LA Governor

Overall commentary

- Leaders assure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves. They have high expectations of all pupils in the school, and these are embodied in leaders’ and staff’s day to day interactions with pupils.
- Those responsible for governance understand their roles and perform these in a way that enhances the effectiveness of the school.

Areas for Improvement

Are there any areas for improvement	Few
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School Progress

The school's progress towards maintaining and improving standards is	Strong
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Additional and External factors

- There are increasing numbers of pupils starting nursery with complex needs. Leaders are working hard to ensure staff have the relevant training and expertise to support these children.
- Recruitment and retention of a highly skilled workforce is challenging.
- Budget remains a concern.

Summary of Activity

- Meeting with Leaders and Governors.
- Visit to provision.

Evaluation and Improvement Planning

Ofsted Oct 2018 Areas for Improvement

- Governors use the recent restructuring of the governing body as an opportunity to further develop their understanding of their roles and responsibilities to drive continued school improvement – *Governors visit and monitor key areas of the improvement plan, meeting with staff and discussing their work. They also attend LCC core visits and provide appropriate support and challenge.*

Previous Recommendations

- SDP - Include some impact statements/success criteria, so that the impact of the actions can be evaluated more easily – *Detailed, research-based plans are in place. Impact measures are clear. Leaders, including Governors, monitor against these.*
- SEND - Gather evidence about the progress these pupils are making by evaluating their success against their identified targets – *met.*

Evaluation and Improvement Planning:

- Leaders focus their attention on the education provided by the school and have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through their school improvement plan, and regular, informal monitoring of school priorities and their impact.
- They are continuing to develop staff subject and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. Effective use is made of a wide range of professional development opportunities linked to specific training needs, such as Autism for example. This also includes development for Senior Leaders as they provide funded support for other settings.

Joint Focus Activity

Learning Walk:

- Staff create a highly engaging environment, inside, outside and in the forest school, that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are effectively chosen to meet the children's needs and promote high levels of engagement and learning. There are many opportunities for developing cultural capital.
- Staff report that pupils have settled confidently into nursery, and routines are well established and consistent. Priority has been given to getting to know the pupils and, as a result, strong relationships are clear. Adaptations to the provision have been made to meet the needs of pupils with more complex needs.
- Staff have identified children's starting points through carefully planned baseline assessments linked to the school curriculum. They regularly check, through focused observations, that the teaching is helping children to remember what they have been taught and builds on this. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. Staff work effectively as a team to assess, plan, do and review pupil's progress and use this to inform next steps planning.
- Staff provide regular information to parents about their children's progress and about supporting their child's learning at home. This includes a range of parent/family workshops and activities. Tapestry is used as a home/school communication tool, and staff give regular reminders to parents about accessing it. They also provide on-going social and emotional support to families, such as a food and clothing bank, which is highly valued.

Sustainability and Sufficiency

- Like other parts of the sector the nursery is seeing issues with recruitment and retention, the HT raises this at the steering group for Family Hubs that she attends. There is also an Early Year's recruitment and retention working group that has requested representatives that a nursery leader could attend. Contact: EYworkforceDevelopment@lincolnshire.gov.uk for more information. This group has arranged for some CPD from Hempsalls for providers – again please contact EY Workforce for further details. The EYCC central team has colleagues who can provide advice and guidance on financial sustainability if this is something that would be useful (see action 1).

Partnership working

- Leaders continue to build links to enable opportunities to work together for children and families in the area. This includes trying to make use of the Children's Centre for groups (see action 2). The Nursery Headteacher is on the Family Hubs working group, and it would be useful to include conversations about opportunities for shared use of some of the spaces as part of the agenda, moving forward (see action 3).
- The Headteacher reports a high number of children with SEND and is seeking specialist training. Further advice, support and training might be available from the Designated Clinical Lead, the Locality SEND Team Manager and from the local Springwell school (see action 4).
- Leaders have engaged with LCC training and information events linked to the new statutory attendance guidance. They are keen to promote high attendance across the nursery and are proactive in addressing this with families where it becomes a concern.

Governance:

- There is a range of skills and expertise on the Governing Body. Through monitoring visits and talking to staff, Governors are ensuring that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty, Equalities Act and safeguarding.
- Leaders confirmed that whilst quorate they are low on Governor numbers. They are keen to recruit new Governors (see action 5).

Actions

What	Who	Why	When
1. Contact EY Workforce for further advice/support/training.	Headteacher	To support with workforce recruitment and retention issues.	As and when needed.
2. Contact the Locality Lead for Children Centres in the area.	Viki Thomas	To advise of recent issue in accessing the children's centre for a group that the Nursery had planned to run there with parents.	As soon as possible.
3. Request an Agenda item at the next Family Hub meeting about opportunities for shared use of some of the spaces.	Viki Thomas	To open up conversations about making effective use of shared spaces.	As soon as possible.
4. Link with EYST, Designated Clinical Lead and Springwell.	Emma Bostock	To further support SEND pupils in nursery who need adapted provision, e.g. sensory play.	As and when needed.
5. Ask EYCC colleagues in the locality if anyone is interested in becoming a Governor at the Nursery.	Viki Thomas	To increase the numbers of Governors on the Board.	As soon as possible.