



## Assessor's Evaluation for the IQM CoE Award



**School Name:** Alfreton Nursery School  
Grange Street  
Alfreton  
Derbyshire  
DE55 7JA

**Head/Principal:** Ms Emma Haywood

**IQM Lead:** Ms Amanda Hubball

**Date of Review:** Friday 12<sup>th</sup> June 2020

**Assessor:** Stephanie Robinson

### **IQM Cluster Programme**

**Cluster Group:** Inclusive Allsorts

**Ambassador:** Barry Carney

**Date of Next Meeting:** No longer participating

### **Sources of Evidence during IQM Review Day**

The team at Alfreton Nursery School ensured that a thorough review of their progress over the last year had been undertaken. Clear reflection on previous targets enabled an insight into developments and progress. A commitment to the principles of inclusion clearly underpinned the work at the school and whilst the team do not wish to continue to have a yearly review in relation to Centre of Excellence they continue to have inclusion at their heart and do wish to be reviewed in three years' time.

During my visit to the school, targets from 19-20 were discussed and an action plan for 2020 was determined.

It was an enjoyable day highlighting the passion of the school and joy to hear of how everyone had maintained positive during the period when COVID-19 had such a major impact within settings.

An agreed detailed timetable for the day enabled me to review evidence linked to the areas of development. This was the first year the review was undertaken using Teams as a means of hosting meetings and discussions. This was facilitated by the school and enabled sufficient time for discussions to take place. The school community, each of whom I met (virtually) or by telephone during my visit included:

- Head of School



## Assessor's Evaluation for the IQM CoE Award



- Two teachers
- Two Nursery Nurses representing a team of eight
- The School Business Manager
- Parents
- Chair of Governors

### Summary of Targets from 2019-2020

The School's targets from the previous year were focussed on the following areas:

**Target 1** - To run a Research and Development Hub in conjunction with NACE, with the intention of raising aspirations and standards for more able children in cross phase education.

**Intended Outcome** - The successful running of the Hub and consistent attendance for professionals leading to positive impact for AMA children.

**Target 2** - P4C accreditation for Louise and to further develop the level of accreditation for Amanda, to enable future training to occur through the TS.

**Intended Outcome** - To roll out P4C to all staff and all children. To integrate the philosophy into all aspects of provision.

**Target 3** - To train a Teacher/TLA to a standard which enables her to train others through the Teaching School.

**Target 4** - Embedding changes to Forest School sessions, to include full day sessions.

**Intended Outcome** - More time to engage in Forest Schools for the full time children, hopefully this will have a positive outcome for their learning.

More opportunities for having bigger sustained fire, to allow for more challenging cooking opportunities.

### Agreed Targets for 2020-2021

To work through the Carnegie Centre of Excellence Award for Mental Health and well-being.

To continue to promote and develop Philosophical Enquiry led pedagogies both in our own school and nationally. Thus, raising aspirations of attainment for all and cultures of creativity within which children are taught.

## Overview

### Inclusive values and practice

Since 2019 Alfreton Nursery school has said goodbye to the long standing Headteacher who has now retired and welcomed a new Headteacher into the family. Wonderfully, the ethos and passion for children's learning remains.

A priority this year has been to ensure a smooth transition following the change of leadership. The new Headteacher values the staff's views and expertise and has been determined to build on the successes of previous years. Staff have been fully supportive of the Headteacher and they all speak positively and enthusiastically about the developments that have occurred over the year. This has been due to maintaining stability in terms of staffing and maintaining the ethos and fostering team building. This view has been reinforced by Governors and parents.

In the last Ofsted report in 2019 it stated that, "All staff are reflective practitioners, full of enthusiasm and highly motivated. Staff morale is high. They are supportive of each other and work with a common purpose. Staff continuously look to improve their own practice and offer the children new learning opportunities. All staff who responded to Ofsted's online survey agreed strongly that they are proud to be members of this small learning community. The school is bright, stimulating and full of rich resources."

In my view, as a result of the work of the new Headteacher and the positive approach of all staff, this overview of the school remains the same.

COVID-19 has had major impact in localities and the country. The team at Alfreton Nursery are fully aware of the implications of COVID-19 and the uncertainties it has brought to local communities, schools and society. They have tried to maintain consistency and positive communication with families to enable support throughout the lockdown. The staff know families well and reach out to ensure that distance materials are available for youngsters and that they maintain a point of contact throughout the period of lockdown. Some very creative online activities have been used to support learning and engagement with children and families. They have opened in accordance with government guidelines and maintained the nurture and support for all children albeit in differing ways.

Throughout the year the inclusive approach of the school has been evidenced. The needs of children have had high priority and the bonds with families developed in an ongoing way.

Alongside this, ongoing CPD and efforts of staff have been significant. There has been training in Makaton and Safeguarding.

It is suggested that a second staff member undertakes some SEND training. The Headteacher suggested an initial 2 day course offered by Derbyshire council.



## Assessor's Evaluation for the IQM CoE Award



### The Learning Environment

The school continues to develop the environment and working in tandem with community partners the school has enhanced the outdoor environment.

The team have taken the opportunity to work with the local community and have taken part in a STEM competition held by Rolls Royce. As a result of a successful entry funding amounting to £6000 was acquired as a prize. This has helped the school to establish STEM hive areas, plus foster community spirit. This has had a great impact in the grounds. In addition, East Midlands Council Apprentices have been into setting and built a fence around part of the grounds. STEM and Hive is enabling developments in the curriculum.

There has also been work with the neighbouring Secondary school, greater involvement, the secondary school grounds staff now sharing responsibility for duties and children engaging in planting activities.

Work in Forest School has been maintained. The Lead Teacher has built on the school's work in this area. Forest School has been established for a long time. It is part of the core beliefs of the school and has been an integral part of the work. To ensure an inclusive approach, some time ago 3-year olds were offered access 4 days per week as the team wanted to maximise the children's Forest school opportunity. Alfreton Nursery know that, "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."

"Our children learn through an enthusiasm for being outside, they enjoy being challenged and are encouraged to take managed risks, with the support of highly trained Forest School Leaders. We are very proud of the 2 outstanding woodland areas the school team have developed, on site, that allow magical outdoor learning opportunities to happen."

It is also recognised that Forest School approaches can have a beneficial impact on the SEND needs of children. The activities set in there support the building of confidence. Children also see that maths is everywhere as a result of working in this way, sorting, counting, matching etc.

### Learner Attitudes, Values and Personal Development

It was not possible to work with children or have discussions with them because of the distance nature of the day, however, it is evident from photographic information on the school website that the children are encouraged to develop independence, solve problems, take risks, show care and develop personal, social and emotionally as part of the delivery of the EYFS.

The team will support the children transitioning back into school, ensuring this is as smooth as possible. Support and care for Mental Health will be the focus coming back. This will be a consideration for Children, Family Units and staff.



## Assessor's Evaluation for the IQM CoE Award



The safety of children is enhanced by the school's approach to outdoor learning. When children are inside there are spaces between activities and even more so when outdoors. The team will try to make sure the children are outside for most of the time. Amanda, Jane and Laura manage teams at the moment and ensure parent and child are met and greeted before leaving instead of coming into the building.

There are families that have not had contact with others and the school has established the Teddy Bear project to support.

The work on Metacognition and coping with worries, coming through will have a big impact on children as it helps them to understand their learning so they can use this in other contexts.

### **Learner Progress and the Impact on Learning**

The Head ensures the school team does assessments early for SEND and progress in relation to Development matters and uses the Leuven's scales. In this way, she can assess children's well-being and readiness to learn. The team look at the EYFS prime areas and then communicate to help support observations and assessments.

The school team constantly work towards supporting all children and especially those who are vulnerable. They seek to understand their learning so they can use this in other contexts supports.

Philosophy for learning is used effectively, to promote dialogic teaching and inquiry-based learning. As Roger Sutcliffe indicates on his web site;

- Good teaching and learning changes people's lives;
- Philosophical teaching is good teaching;
- Philosophical learning helps students individually and as members of society;
- P4C is the best route into Philosophical Teaching and Learning.

Learning to Connect (thumbs up) because you agree and Divide (because you disagree) can be taught at an early age. To know that it is ok to think differently is a key principle. Dialogue works founders of the approach worked with BBC. What's the Big Idea - one is on transition and is empowering for children.

### **Learning and Teaching (Monitoring)**

A Visit to Sweden was organised to embed the teams understanding of outdoor learning, to support their research.

The Head is training to be a SENDCo and works closely with health visitors and community centre. A good is network in place to support children prior to starting nursery.



## Assessor's Evaluation for the IQM CoE Award



Some children not identified. Asks questions in a supportive way so parents are kept informed and to ensure there is shared understanding.

She has acquired an EHCP and one child deferred transition whilst in role. She is prepared to try and support parents and children to share their views and desires which is important even for the youngest children. She ensures each affected family are involved and parents in every step.

In terms of structure, staff needed training in use of Makaton, she identified what they were doing already. Use of Makaton was sporadic so now every staff member has been included to ensure they have some knowledge of the signing skills.

CPD has been carefully considered to match the needs of the school and to meet the professional needs of the staff member e.g. Amanda doing NPQH as a teaching school, having an alliance teaching programme for next year with Derby University.

### **Parents, Carers and Guardians**

The school team have rung parents and ensured they are coping during COVID-19. Parents have been really grateful that staff have made contact.

They have also spoken to parents of children who are leaving the setting to go to school. Parents become involved in the life of the school and have offered to create PPE for the Maple Mews.

Lads, Dads and Grandads session has worked successfully engaging more in understanding the learning process. It has supported the male adults, some dads struggle with mental health and because of the session's success the school will be doing more.

### **Governing Body and Management**

Governors are extremely committed to the school. They receive reports from staff members on curriculum areas and make visits to the setting.

They have a full understanding of the approach taken in the school to learning and support this whole-heartedly.

They are prepared to question but are also ambassadors for the work of the school, knowledgeable about the community aspects of the school and the endeavours that the school team have shown towards inclusion.

### **Community**

The school has effectively developed their work with the community. The Rolls-Royce project has been an innovative way of working as previously mentioned.



## Assessor's Evaluation for the IQM CoE Award



Platform 31, a Local Arts activity group have engaged with the school. There have been community celebrations and selected families have worked with an artist, Potter worked in the Rotunda and this created a communal attitude to be fostered.

A major and significant development has been the work with Maple Mews. It has helped everyone value the knowledge of the group (elderly). Over time, children have engaged at the care home and have set up a Christmas Tea dance and been visiting and meeting the residents over time. It took 6 months for the friends of Maple Mews to come into the world of the nursery but the team indicate that this was amazing to see this happen. When they offered invitations 8 people came.

The residents really valued the opportunity, danced with the children, paddling in the creek, went into the Forest school and both children and adults made new memories! Many other projects have been determined including, Arts project for emotional health being; Local Collaborative-Valley arts, network, school collaborative school award and Fair share-baking to name a few.

Friends of Alfreton school have been established and are now working in conjunction with the staff.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusion Quality Mark's Inclusive School Award and be reassessed in 3 years' time.

**Assessor: Stephanie Robinson**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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