

## Basic Skills Quality Mark Programme - Visit Feedback Report

<b>School name</b>	St Paul's Nursery School, York		
<b>Headteacher</b>	Mrs Claire Rigton (Since January 2018)		
<b>School and/or HT email</b>	head.stpaulsnursery@york.gov.uk	<b>Tel no</b>	01904 622291
<b>Alliance QM Assessor</b>	Gordon Pearce	<b>Visit date</b>	20/04/18

<b>Purpose of Visit</b>	<b>Renewal Assessment</b>
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The Assessor spoke with the following people

<b>Headteacher and/or Senior Leaders</b> YES	<b>Literacy Subject Leader</b> YES	<b>Numeracy Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Pupil representatives</b> YES	<b>Governor representative(s)</b> NO	<b>Parent representative(s)</b> NO

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
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**The previous development points have been implemented**

Thank you for a lovely visit to your superb and unique nursery school. I have known your setting for over 20 years. Staff continue to provide an excellent early years education for all children within the context of a very well organised, stimulating, creative, caring and inclusive environment. The ethos in the school is palpable. The children are delightful. They were eagerly engaged in a wide range of valuable learning experiences both inside and outside. It was a pleasure to observe them, to listen and to have conversations with some of the children. The staff are dedicated, professional practitioners with excellent knowledge and understanding of how children learn and develop in the Early Years. They clearly enjoy working with the children and encouraging them to achieve their best in all areas of the curriculum. The children's independence, social skills, concentration and application to activities is very impressive.

You are doing such a great job! Well done to everyone. I am delighted to recommend that the Early Years Quality Mark is renewed for a further three years.

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### **Suggested areas for development in preparation for the next Quality Mark visit:**

- To develop a small, intimate and exciting area that makes links with other curriculum areas where the children are encouraged to talk to each other, explain things and share ideas within the context of a small and secure space.

### **'Good practice' identified in relation to the 10 Elements of the Quality Mark:**

All 10 Elements of the Early Years Quality Mark Framework remain firmly in place and **there is evidence of good practice in every one of them**. I can only mention a few examples in this brief report.

#### **Elements 2, 3, 1 & 10 relating to Assessment, setting high expectations, a whole setting strategy & planning to improve children's abilities and achievements in their foundation skills, monitoring planning & assessing improvement in practice & provision**

- The staff know the children exceptionally well and record their assessments appropriately to show children's abilities and achievements in all areas of learning. The school is going to introduce 'Tapestry' the ICT based software which will give parents & carers even more information about their child's development. (Element 2)
- All staff set appropriately high expectations. Tasks are well differentiated. Inclusion is exceptional. Regular assessments involve teachers and teaching assistants reviewing the children's progress in all areas of the curriculum on a very regular basis. Next steps in learning are very well planned as an outcome of rigorous observational assessments. The progress of every child is meticulously monitored and discussed. (Element 3)
- The settings own self-evaluation is robust, rigorous and accurate. The staff are constantly reflecting on their provision to ensure that it is the very best. Equal opportunities and inclusion are exceptional. (Element 1).
- All practitioners are involved in regular discussion about the progress being made to achieve the settings aims. Monitoring includes accurate and moderated self-evaluation, external viewpoints and detailed analysis of current evidence. (Element 10)

#### **Elements 4 & 5 Planning 'next steps' in learning, regular review of progress**

- Detailed planning provides for a wide range of stimulating experiences that are appropriate to the individual's stage of development and takes account of their interests and preferred learning styles. The school makes very effective use of 'Growth Mindset' The enhanced resource provision is excellent. (Element 4)
- There are regular opportunities for developing communication, mark making and mathematical skills in all areas of provision. Focussed group activities take place to inform assessment and planning of next steps. There is a shared partnership to review progress made by all children. (Element 5)

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**Elements 6, 7 & 8 relating to Teaching & Learning, Improving the skills of all practitioners, balanced use of child-initiated and adult-led, play-based activities, the use of appropriate environments and resources**

- Very good quality CPD is made available to all practitioners from a variety of appropriate sources. CPD is based on an analysis of needs. Appropriate areas are identified and addressed. Appropriate visits are made to other settings to observe good practice and other settings visit St Paul's Nursery School. (Element 6)
- It was great to observe the children learning through planned, purposeful, challenging and enjoyable activities both indoors and outside. All areas of learning are connected and are given equal importance. The setting has an appropriate balance of adult-led, freely chosen and child initiated activities. ICT is used as appropriate and the setting intends to develop this area further. (Element 7)
- The setting is very well resourced both inside and out. Every space is used effectively to maximise learning for all. The environments are rich in signs, symbols etc. Staff use a creative and imaginative approach with all resources. The E -twinning Project with a school in Poland enables ICT to be used to share children's work, stories etc. Staff monitor equipment for health and safety issues and for the impact of resources on learning and development. (Element 8)

**Element 9 relating to partnership working between families, carers, practitioners and professionals in supporting young children's learning and development**

- The setting has excellent systems in place to communicate with parents and carers and is in the process of introducing the ICT software 'Tapestry' to further inform parents & carers about their child's work and progress.
- The setting regularly consults parents and carers to seek their views about their child's development and progress. Parents are extremely positive about the provision their children receive and the progress that they make. (Element 9)

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