



# Arlesdene Nursery School and Pre-school

This is a SEF summary for 2024 - 2025

A more in depth School Evaluation Framework and a School Development Plan is updated yearly

<b>Overall effectiveness</b>	<b>Strengths</b> <ul style="list-style-type: none"><li>• The leadership team has expanded across the school with designated clear roles and equal delegation of duties to the school's priorities for development</li><li>• All leaders fully engage in the self-evaluation process in their desire to improve</li><li>• The leaders actively seek external views to validate their judgements and they are responsive to advice given</li><li>• Provision for SEND is strength of the school, leaders have created provision that is unique and highly tailored to the nursery in order to address the needs of children with the most complex of needs</li><li>• The school works in partnership with Amwell View school to provide a satellite classroom for children with SLD needs</li><li>• The school establishes effective relationships with parents every year</li></ul>	<b>Areas for priority</b> <ul style="list-style-type: none"><li>• New leaders remain strong and effective in their roles</li><li>• Succession planning of governors to ensure strength and continuity</li></ul>
<b>Quality of Education</b>	<b>Strengths</b> <ul style="list-style-type: none"><li>• The school leaders have developed a precise and sequential curriculum that is implemented effectively through all 8 areas of learning which supports children's language development</li><li>• The curriculum goals show ambition and offer challenge</li><li>• The pre-milestones ensure the curriculum is accessible to all children</li><li>• The curriculum is rich in all 8 areas of learning</li><li>• Children's interests are harnessed and provide a vehicle for learning in the intended curriculum</li><li>• Children are engaged and focussed through a high quality learning environment</li><li>• Implementation is strong during child initiated sessions</li><li>• Staff know the children well and ensure that books and stories provided link to the children's interests so they are motivated to learn</li><li>• Leaders have a good understanding of the end points in the reading curriculum</li><li>• The school teaches the foundations of reading through fostering love of books and a sequential core story programme alongside the Letters and Sounds programme</li><li>• Provision for children with SEND is a strength of the school, staff are knowledgeable and equipped to change provision to meet the needs of the children</li></ul>	<b>Areas for priority</b> <ul style="list-style-type: none"><li>• Ensure that there is sufficient challenge for children that are exceeding the phonic curriculum</li><li>• Leaders ensure staff know what strong progress looks like</li><li>• Leaders are aware of the importance of equity of provision therefore all staff ensure that children receive fair access to opportunities, resources and support enabling them to overcome systemic barriers and be the best they can be</li></ul>

<b>Behaviour and Attitudes</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Relationships between adults and children are warm, nurturing and caring across the school and is often commented on by external professionals and visitors</li> <li>• The behaviour and attitudes of children across the school is consistently positive and children engage in the learning opportunities for considerable periods of time</li> <li>• Children respect each other and the behaviour they show towards each other is often commented on by external professionals</li> <li>• Observations of children show that children are sensitive to the needs of others, especially those with SEND and understand the individual needs of others and are able to support them appropriately</li> <li>• All adults are prioritising children's well-being</li> <li>• The school effectively supports parents in understanding their child's emotional development</li> <li>• Leaders prioritise parent's well-being</li> </ul>	<b>Areas for priority</b> <ul style="list-style-type: none"> <li>• Leaders are aware of the importance of parental engagement and the effect that this has on children's learning, a range of actions have been implemented and are regularly monitored, however the school continuously encourages parents to remain actively engaged with their child's next steps</li> </ul>
<b>Personal Development</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Children are engaged and enjoy coming to school and display extremely positive attitudes and behaviour</li> <li>• Staff are responsive to children's individual needs and personalities, adults in depth knowledge of children enables them to engage in high quality interactions that support communication and language acquisition</li> <li>• Children show high levels of confidence and independence</li> <li>• The school dog has enhanced the personal and emotional well-being of the whole school community</li> </ul>	<b>Areas for priority</b> <ul style="list-style-type: none"> <li>• All staff enhance personal leadership skills to support the effective operation of the school</li> </ul>
<b>Leadership and Management</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>• School leaders have a strong desire to secure school improvement</li> <li>• Leaders are able to clearly articulate how skills and knowledge build over time in a clearly defined sequenced curriculum</li> <li>• Leaders quickly identify actions needed to support staff and improve performance</li> <li>• Leaders prioritise staff CPD to ensure knowledge and understanding of children's development remains a priority</li> <li>• The leadership team is cohesive with a clear shared vision</li> <li>• Safeguarding is effective and there is a strong culture across the school</li> </ul>	<b>Areas for priority</b> <ul style="list-style-type: none"> <li>• Leaders coach to ensure staff unlock their own potential, enhance their skills and achieve personal and professional growth</li> </ul>