



Quality Mark

VISIT FEEDBACK REPORT

School name	Abercromby Nursery School	Visit date	21/3/2022
Headteacher	Tamara Bennett	NOR	83
Telephone number	0151 709 5114	Assessor	Kim Salisbury
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A brief context of the School (*Information concerning Federations/MATs etc.*)

This is a maintained nursery school offering provision for 2-5 year olds. Some children attend full days, for example those accessing 30 hour funding while others attend part time.

Visit Type <i>(Delete as appropriate)</i>	Initial Visit (IAV) / Interim Support & Review Visit (ISAR) / Renewal Visit (RV) Renewal assessment
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The Assessor spoke to the following people (*delete as appropriate*):

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES <i>Headteacher spoken to in this capacity</i>
SENCo YES	Pupil representatives YES <i>During learning walk</i>	Governors/Trustees YES	Parent representative(s) YES

<p>Does the school meet the requirements of the Quality Mark? YES</p>	<p>‘Learning Walk’ completed? YES</p>
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<p>The previous development points have been implemented. YES</p> <p>Previous recommendation (2017 renewal): <i>Continue to provide children with good and outstanding learning opportunities that enable them to make rapid progress, particularly with regards to children’s communication and language development.</i></p>	<p>List any noteworthy evidence.</p> <p>Strategies to support children’s communication and language development were discussed throughout the assessment visit and will be referred to within this report.</p> <p>The assessor observed that there are effective learning opportunities accessed by the children in both classrooms as well as in the outdoor environment.</p>
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<p>Suggested areas for development (<i>Maximum of 3 points</i>), in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</p> <ul style="list-style-type: none"> • Continue to embed new systems for recording formative and summative assessment • Continue to embed new strategies for supporting children’s mathematics development, drawing on the Maths Mastery approach

<p>Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark: <i>Assessors to complete the boxes below using <u>brief bullet points</u> and delete those elements not relevant to this particular visit.</i></p> <ul style="list-style-type: none"> • <i>For an initial assessment, <u>ALL</u> elements must be reviewed, and evidence recorded.</i> • <i>For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.</i> • <i>For an ISAR visit only those elements discussed during the informal meeting need to be recorded.</i>
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<p>Quality Mark Elements</p> <p>1. A whole school strategy and planning to improve performance in English and mathematics</p> <ul style="list-style-type: none"> • A comprehensive School Development Plan is in place and this details the range of strategies implemented at the school with specific reference to literacy, mathematics and communication and language development.

- As part of the North West URLEY Project (Using Research to improve Language in the Early Years), the school has adopted principles of effective language teaching and support. Principles include; being a magnet for communication, being a language radiator and being a conversationalist. These strategies are embedded and leaders are confident that they are used consistently by all adults working with children to support their communication and language development.
- The school uses the Talk for Writing approach to support children's early literacy development. Quality texts are used to support children to acquire early reading skills including sharing stories, holding books correctly and learning new words to incorporate within their own vocabulary. Nursery rhymes are built into Talk for Writing planning along with opportunities for mark making and early writing.
- Early phonics activities are built into daily routines and information on the school's website enables families to use phonics activities at home.

2. Analysis of the assessment of pupil performance in English and mathematics

- In response to the EY Reforms, 2021, the school has introduced a new electronic system for recording observations, as well as formative and summative assessment. Learning journals are linked to the school's chosen assessment system, OPAL (Observation of Play and Learning framework). Parents/carers can read key person observations and can add their own comments as well as photographs, videos and notes of their children's learning and development away from the setting. This helps to give a holistic view of children's next steps and interests.

3. Target setting for improvement of performance in English and mathematics

- Individualised planning, written by key persons, is drawn from regular observations of children's progress and next steps. The headteacher is confident that key person judgements are accurate and that knowledge of child development is secure across the staff team.
- The school's new assessment system, OPAL, helps leaders to identify areas of learning where children are working at expected levels and those where children may benefit from additional support.
- Pupil progress meetings held throughout the year allow opportunities for key persons to discuss progress and attainment of individual children. This ensures that judgements are accurate and robust and enables the curriculum to be adapted so that activities and provision support all children to work toward and within age related expectations.

4. English and mathematics for all groups of pupils

- Children are assessed 6 monthly against key milestones appropriate for their age in relation to the prime areas as well as literacy and mathematics.
- Language screening tool TROLL (Teacher Rating Of Language and Literacy) is used to identify children's language, reading, and writing skills and abilities.
- Information gathered at key assessment points is used to establish support for those children who may be working below expectations or those who may have SEND and require more specialist intervention.

5. Review of the progress made by all groups of pupils in English and mathematics

- Regular reviews of progress are embedded into the school's observe, assess, plan cycle. Parents/carers are involved in review processes and a celebratory approach is taken when identifying children's achievements in literacy, mathematics and across the wider curriculum.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

- Leaders are committed to providing staff with opportunities to develop their skills and subject knowledge. Recent training includes whole school mathematics training and twilight sessions to support staff with the introduction of the new Statutory Framework for the EYFS.
- The school's lead for mathematics has observed Maths Mastery strategies implemented at Whitefield Primary School and has introduced some aspects of this approach at Abercromby. Mathematics is evident in most areas of continuous provision and opportunities to support children to acquire counting skills and mathematical vocabulary into outdoor activities are utilised.
- The chair of governors is very dedicated to her role. She spoke passionately about the strategies used by the school to support children's attainment, particularly in relation to their communication and language development. The governor is clearly well informed and has high regard for commitment of all of the Abercromby staff to nurture the children with such care and diligence.

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

- Careful consideration has been given to the strategies and approaches used at the school to support children's acquisition of basic skills.
- Staff are knowledgeable and skilful at supporting children. Interactions were observed to be highly effective and relationships between children and their key persons, very positive. Children demonstrate a sense of belonging and security in their surroundings which places them in a good position to learn. Adults foster positive attitudes to learning and this view was expressed by the parents interviewed.

8. The use of appropriate teaching and learning resources to improve English and mathematics

- The classrooms offer children a range of engaging activities to support their development of basic skills. Cosy book corners invite children in and encourage them to interact with books and retell familiar stories.
- Love of reading is promoted through regular sharing of books and stories. Books are also freely available to children through continuous provision. Staff encourage children to take books home and offer guidance via the school's website about ways to make the most of story times using strategies such as Dialogic Reading.
- The outdoor environment offers a wealth of opportunities for children to learn and grow. Children have the freedom to explore, create, interact and be physically active in a space dedicated to feeding their natural curiosity. Children displayed a sense of wonder as they skipped, ran and laughed with their friends.
- The curriculum is enhanced with activities and events to further embed children's basic skills, including weekly Forest School and Beatlife music and drumming sessions.

9. The involvement of parents and/ or carers in developing their child's English and mathematics

- The parents interviewed were keen to share ways in which their children are taught literacy and mathematics at school. They explained that communication between school and home is effective and that they are aware of ways to help their children with their learning . The parents spoke about their children's enjoyment of books and stories as well as their interest in number and problem solving.

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- See sections 2 and 3

Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*

The assessor thanks the headteacher and senior leaders for all of the preparation undertaken prior to the assessment which ensured the visit ran smoothly. The children were extremely welcoming during the learning walk and the assessor extends her thanks to the children and all the staff who made the visit so enjoyable. The assessor was pleased to meet the chair of governors and is very appreciative of her taking the time to share her extensive knowledge and view of the school.