

Short Self-Evaluation Summary Form



Launceston Pre-School is part of An Daras Academy Trust. The pre-school has been in service for a very long time and has built a strong link with Windmill Hill Academy and also the local community. Pupils' attainment on entry to the school is now lower than it was due to a considerable amount of new settings open in the area. There are currently 18 pupils on roll with 1% pupils are pupil premium eligible. The Academy serves an area with a high level of need both socially and economically.

	1	2	3	4
Overall effectiveness		✓		

The pre-school had an inspection in March 2023 and was judged to be Good.

Good improvement since last inspection can be clearly demonstrated through self-evaluation and quality assurance evidence:

- Leaders work effectively with the support of the Academy Trust to maintain and improve further the good quality of education.
- Leaders and staff ensure songs and stories are an integral part of the Pre-School day to encourage early reading skills.
- Leaders and staff help support children with their care requirements. Eg. Potty training, toothbrushing.
- Leaders and staff have effective partnerships with other professionals. The Pre-School have formed a close link with the local schools. Staff ensure children are confident communicators and independent before going to school.
- Leaders and staff share information with parents about their child's progress through face- to- face discussions and via an online communication system.
- Leaders and staff provide lots of opportunities for pretend play and allow children to develop a good imagination.

	1	2	3	4
Leadership and management		✓		

- Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps – key risk identified as speech and self-regulation.
- New manager of the setting to settle in her role and be confident to ask for help where needed. – Kate Stringer to offer support as mentor.
- Continue to support and develop the LGAB to ensure they are effective in challenging and supporting the clarity of vision, ethos and strategic direction alongside holding leaders to account for the educational performance of the pre-school.

Next steps:

- Leaders to model and embed key policy's including the behaviour policy implementing the ideals of the rights respecting in schools (human rights).
- Leaders to train a new member of staff and teach the pre-school's values and vision.
- Leaders to implement Little Wandle into the Pre-School routine and increase the percentage of children using phonics before going to school.
- Leaders to use I-Track to ensure all children are achieving and close the gap of those who are not.

	1	2	3	4
Quality of education		✓		

- Ensure prior learning is used as a starting point in all curriculum opportunities, enabling progression of skills and knowledge accurately across all subjects.
- Maintain drive for improved pupil outcomes in key areas – communication and language, self-regulation.
- Rigorously ensure that the key worker uses Intention, Implementation and Impact for activities on offer both child lead and adult lead.
- Continue to build an environment that promotes the needs and interests of the children that will also continue to extend their current knowledge and abilities.
- Ongoing CPD for all staff with a focus on the needs of their key children.
- All staff delivering the current 'Letters and Sounds' to be trained in 'Little Wandle'.

- Provide a greater range of real-life experiences through role play opportunities.

Next steps:

- Leaders and staff to work together to plan activities which link to the children's interests, key themes and early learning goals.
- Leaders and staff to work through targets set during their performance management meetings to ensure the children are provided with a range of opportunities to enhance their knowledge and skills.
- To ensure all leaders and staff are confident in using Intention, Implementation and Impact for activities on offer both child lead and adult lead.

	1	2	3	4
Behaviour and attitudes		✓		
<ul style="list-style-type: none"> Attendance and punctuality of key families to be appropriately addressed – ongoing. Ensure behaviour policy is continually reviewed so that it is fit for purpose and new children and staff are aware. Ensure attendance is in line with national expectations. <p>Next steps:</p> <ul style="list-style-type: none"> Leaders and staff to implement the Pre-School behaviour policy using rights respecting schools to ensure all children, staff and visitors are respected, valued and able to feel safe and secure. Leaders and staff to build secure relationships with all parents. This will ensure they create collaborative partnerships and ensure parents are supporting the pre-school and their child's learning, development and health at home. 				

	1	2	3	4
Personal development		✓		
<ul style="list-style-type: none"> Plan new and rich experiences to enhance and considerably further strengthen the pre-school's offer. Use guidance from Trust wellbeing review (January 2022) to support pupil wellbeing. <p>Next steps:</p> <ul style="list-style-type: none"> Continue to plan in regular Wild Tribe sessions and Healthy Movers sessions to promote independence and teamwork in children as well as offering them new experiences and building their range of vocabulary. Manager to model and begin using ideals of Emotion Coaching to support children to regulate their emotions and help those who are often dysregulated to remain regulated throughout their day. Leaders and staff to promote turn taking and being a kind friend to our peers through modelling with one another and supporting those who find this difficult. 				

Pre-School Improvement Plan so what.....	Summary Priorities from SEF for Sept 23
Leadership and Management	<ul style="list-style-type: none"> Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps – key risk identified as speech and self-regulation. New manager of the setting to settle in her role and be confident to ask for help where needed. – Kate Stringer to offer support as mentor. Continue to support and develop the LGAB to ensure they are effective in challenging and supporting the clarity of vision, ethos and strategic direction alongside holding leaders to account for the educational performance of the pre-school.
Quality of Education	<ul style="list-style-type: none"> Ensure prior learning is used as a starting point in all curriculum opportunities, enabling progression of skills and knowledge accurately across all subjects..

	<ul style="list-style-type: none"> ▪ Maintain drive for improved pupil outcomes in key areas – communication and language, self-regulation. ▪ Rigorously ensure that the key worker uses Intention, Implementation and Impact for activities on offer both child lead and adult lead. ▪ Continue to build an environment that promotes the needs and interests of the children that will also continue to extend their current knowledge and abilities. ▪ Ongoing CPD for all staff with a focus on the needs of their key children. ▪ All staff delivering the current 'Letters and Sounds' to be trained in 'Little Wandle'. ▪ Provide a greater range of real-life experiences through role play opportunities.
Behaviour and attitudes	<ul style="list-style-type: none"> ▪ Attendance and punctuality of key families to be appropriately addressed – ongoing. ▪ Ensure behaviour policy is continually reviewed so that it is fit for purpose and new children and staff are aware. ▪ Ensure attendance is in line with national expectations.
Personal Development	<ul style="list-style-type: none"> ▪ Plan new and rich experiences to enhance and considerably further strengthen the pre-school's offer. ▪ Use guidance from Trust wellbeing review (January 2022) to support pupil wellbeing ▪ Continue to plan in regular Wild Tribe sessions to promote independence and teamwork in children as well as offering them new experiences and building their range of vocabulary.
Effectiveness of EYFS	<ul style="list-style-type: none"> • Leaders work effectively with the support of the Academy Trust to maintain and improve further the good quality of education. • Leaders ensure that pupils with SEND are making progress in the 3 prime areas and especially communication and language by ensuring they have regular interventions with staff. They receive extra support to help deliver their targets with 1:1 time for short periods in session. A professional dialogue is always open with the staff and SENDCo. Provision maps are written and the children's families are aware of their targets. • Regular moderations are timetabled by the Manager and discussed at staff meetings. • As of September 2022, PP pupils are working broadly in line with non-pp pupils across all 7 areas of the EYFS. • The vast majority of PP pupils have made expected or better progress in all 7 areas of the EYFS with a big improvement on the 3 prime areas. • Internal quality assurance and regular monitoring is key part of curriculum effectiveness evaluations. ▪ All parents agree that their child is making good progress at school and that the teaching is good. ▪ All pupils agree that they are learning a lot at school.