

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 21 pupils on roll with 28.57% of pupils are pupil premium eligible. The Academy serves an area with a high level of need both socially and economically.

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Overall effectiveness		✓		
<p>The pre-school had an inspection in June 2017 and was judged to be Good.</p> <p>Good improvement since last inspection can be clearly demonstrated through self-evaluation and quality assurance evidence:</p> <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 children are working broadly in line with non-pp pupils across all 7 areas of the EYFS. The vast majority of PP children 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. 				
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Leadership and management		✓		
<ul style="list-style-type: none"> Trustees, local governors and pre-school leaders have been effective in improving the quality of teaching and learning across the school, pupil achievement and progress has maintained since the last inspection. Leaders maintained a clear focus on providing a good standard of remote education opportunities throughout the pandemic period 2020-21 for those children who did not wish to attend. Leaders maintained a clear focus on providing a good standard of education opportunities throughout the pandemic period 2020-21 for those children who wished to attend. Leaders orchestrate an effective performance management process which informs relevant learning pathways for pupils and promotes a purposeful distributed responsibility approach. Long term commitment to high quality CPD opportunities has helped ensure all leaders and staff have opportunities to develop and make positive contributions to the success of the pre-school. Leaders are committed to ensuring well-being and reducing support staff workload where this is possible. Strong culture of safeguarding, and the trust and local governors are rigorous in ensuring statutory requirements are met by ensuring pre-school policies, child protection and health and safety are well implemented. Robust monitoring and staff meetings in place to ensure standards are raised in all areas. Parents/carers speak positively of the pre-school which is evidenced within regular pre-school surveys. Pupil premium is a key priority. Resources and actions are frequently reviewed to evaluate the impact. Inclusion of all pupils is paramount. The SENDCo receives support from other SENDCos across the academy. There are policies and procedures in place to protect staff from bullying and harassment. Leaders have a clear vision for children receiving a high-quality education. This is clear through subject leader action plans, rigorous monitoring and regular pupil progress meetings. 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. 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. <p>Next steps:</p> <ul style="list-style-type: none"> Leaders to continue to undertake CPD in order to keep in line with relevant guidance and new challenges relating to early years. 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. 				
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Quality of education		✓		
<ul style="list-style-type: none"> The quality of teaching, learning and assessment is good with particular strengths in Key Worker relationships and identifying the individual needs of their children. Reading and singing is a priority and is encouraged at home. 1:1 session for children in receipt of EYPP to help improve communication and language. Writing is a focus on the AIP to ensure sustained progress is made across the whole pre-school. The vast majority of interventions are having a positive impact on pupil progress in the 3 prime areas. Standards in mark making and communication and language have improved. Further improvement in communication and language attainment is ongoing – supporting the drive for higher achievement. Successful remote learning opportunities ensured pupils had access to daily learning throughout pandemic lockdowns 2020/21. Majority of pupils are making strong progress in their learning as evidenced by pupil progress benchmarks when measured against national expectations. Leaders crafted an increasingly bespoke curriculum in-line with the pre-school and trust vision that provides pupils with opportunities to gain good knowledge, understanding and skills in a wide range of subjects. Leaders use the pupil premium astutely to improve the outcomes for disadvantaged pupils. Effective assessment/tracking model based on 3 fixed assessment points per year is in place to ensure that knowledge of pupil progress is accurate, and crucially, informs provision and provides concise information to parents within a timely manner. . Motivating learning environments which celebrate children's learning. Experienced staff are employed in EYFS. Internal and external monitoring demonstrates EYFS pupils exhibit good learning behaviours, curiosity and engagement with a wide range of learning and continuous provision. Staff plan, design and implement curriculum that is fit for the cohorts' needs with no limits to achievements. The EYFS Classroom and Outdoor learning environment is well resourced, engaging and supports the ambitious curriculum intent. Leaders adopt a curriculum that is designed to give the disadvantaged pupils the knowledge, self-belief and cultural capital they need to succeed. Vocabulary and communication are key priorities which is important with the number of pupils we have on entry below ARE in communication and language. Children are grouped appropriately to allow for a good level of challenge but also to ensure they are receiving the right input for their stage. Good communication links with parents/carers. All stakeholders are able to share information about the child through electronic means and daily communication. Transition between home, Pre-schools and Reception provision. Early reading is a priority and staff ensure books are enjoyed throughout the day and home reading is encouraged. The EYFS curriculum is broad and there is a clear focus on the 7 areas of learning and this is evidenced within the classroom and through provision in the setting. 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. <p>Next steps:</p> <ul style="list-style-type: none"> 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. 				
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Behaviour and attitudes		✓		
<ul style="list-style-type: none"> Pupils display positive attitudes towards learning along with the correct behaviours for successful learning. Parents agree that the school makes sure its pupils are well behaved and that there have been no instances of their child being bullied. High level of engagement during remote learning, with many parents feeling the environment is safe enough to let their child attend. Behaviour policy fit for purpose. Punctuality and preparedness for learning for the vast majority of children is good. Safeguarding culture and operational arrangements are good. Fully meet statutory requirements and school practice/risk 				

management ensures pupils safety and welfare is always prioritised.

- Bespoke packages of support and provision for individuals/groups.

Next steps:

- 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.

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Personal development		✓		
<ul style="list-style-type: none"> ▪ Children's learning supports the cultural, social and personal wisdom capital required to become successful members of society and is promoted throughout our curriculum. ▪ Children are being prepared for life in modern Britain, having learning opportunities to understanding different cultures and world religions. ▪ Equality of opportunity and diversity are encouraged throughout all aspects of pre-school life, emphasised within the curriculum offer and actively developed through wider opportunities. ▪ Strong provision for children's physical, mental and emotional well-being is in operation for all children. ▪ Well-established outdoor area ensures pupils get regular opportunities to participate in learning which fosters self-esteem, personal growth and collaborative skills, evidenced by the increasing independence and self-confidence demonstrated by pupils. ▪ Involvement with high quality agencies and providers to support pupils to engage with society, local Reverend, local charities such as the Foodbank. ▪ We promote democracy within the pre-school, e.g. voting for activities, snack and prize winners. Pupil voice is highly valued. ▪ Programme in place to prepare pupils for transitions to primary school. ▪ 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. ▪ Plan new and rich experiences to enhance and considerably further strengthen the pre-school's offer. 				
Next steps: <ul style="list-style-type: none"> ▪ Use guidance from Trust wellbeing review (January 2022) to support pupil wellbeing 				

Pre-School Improvement Plan so what.....	Summary Priorities from SEF for Summer Term 23
Leadership and Management	<ul style="list-style-type: none"> ▪ To ensure Governors have a robust knowledge about pre-school priorities and are able to monitor school progress effectively using the AIP and SEF to inform practise. ▪ 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 ▪ Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps.
Quality of Education	<ul style="list-style-type: none"> ▪ Continue to improve vocabulary, communication and language and self-regulation in all children. ▪ Develop sustainability and climate change awareness across the curriculum. ▪ Ensure prior learning is used as a starting point in all curriculum opportunities, enabling progression of skills and knowledge accurately across all subjects. ▪ Use Walkthrus materials to support individual CPD requirements of staff.
Behaviour and attitudes	<ul style="list-style-type: none"> ▪ Further improve attendance rates for all children. ▪ Ensure behaviour policy is continually reviewed so that it is fit for purpose and new children and staff are aware. ▪ Regular opportunities to revisit Launceston Pre-School's Vision and Values.
Personal Development	<ul style="list-style-type: none"> ▪ Plan new and rich experiences, to enhance and further strengthen the pre-school's offer.

	<ul style="list-style-type: none"> ▪ Use guidance from Trust wellbeing review (January 2022) to support pupil wellbeing.
Effectiveness of EYFS	<ul style="list-style-type: none"> ▪ Monitor the impact of teaching to check it helps children remember long term what has been taught, integrating new knowledge into larger concepts. ▪ Continue to involve parents in the pre-school to let them see what EYFS learning looks like and how they can further support their child's journey. ▪ 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.