Inclusion Quality Mark

School/College Name: Stocksbridge Nursery and Infant School

School Address: Pot House Lane, Stocksbridge, Sheffield, S36 1EJ

Tel No: 0114 2883109

Headteacher's/Principal's Name: Jane Townsend

Headteacher's/Principal's Email Address: headteacher@stocksbridge-nur.sheffield.sch.uk

IQM Coordinator's Name: Alison Priest

IQM Coordinator's Email Address: apriest@stocksbridge-nur.sheffield.sch.uk

School Website: www.stocksbridgenursery.co.uk

Number of students on roll: 324

IQM Self-Evaluation

Guidance for successful completion of the IQM award

The coordinator role is to ensure that a clear picture of the school approach to inclusive practice is captured within the self-evaluation document. To demonstrate that **Inclusion has a school wide impact and is sustainable**, the school would be advised to devolve the responsibility for information gathering to a broad group, with the IQM coordinator organising and collating the evidence. A good example from a successful school was a post-it wall in the staff room to which any staff member could contribute.

Please complete this document which includes all 8 elements of the assessment framework. This should not be an unduly onerous task. It is sufficient to use bullet points under "organisation evidence" and "evidence location". It is suggested that the school narrative and tabular aspects should be completed simultaneously, to support coherence.

Evidence can be drawn from a wide range of sources, including Ofsted reports, LA or Academy reports, but should draw widely from school self-evaluation exercises and monitoring activities. **It should demonstrate what can be seen in practice.**

Where asked to include a numeric judgement:-

>**1=high level practice**
>**2=good level practice**
>**3=developing practice**

The first page allows the school an opportunity to support the IQM Assessor in creating a clear view of the school, context, the reasoning behind the IQM award application and sustainability, as well as a guide to Inclusion organisation within the school.

The elements may be completed in any order and some evidence may be used to support two or more criteria. At any point, but certainly when three elements are complete, coordinators are asked to forward these to IQM for an overview and guidance, before completion of the whole scheme. Email support is available, please contact us using elements@inclusionmark.co.uk. Feedback is generally within 4 –5 days. For telephone support, please use: 01256 316536. This will reduce the possibility of wasting any unnecessary time and give you the confidence to complete the remaining elements as you work towards achieving this award.

By the time you have completed **3** elements you should set a date for assessment. This gives IQM the time to organise for an assessor to be assigned to your school. The assessor will be in contact approximately 2 weeks before the assessment with regards to the actual requirements for the visit.

Please note - all sections of this document must be completed

School context description: Raise-online, Ofsted Data Dashboard, performance tables etc

Our school sits within a pocket of deprivation, nestled in amongst all other areas of affluence, high social mobility prospects, educational status and good medical health. Our Free Schools Meals list has doubled in the past year, now standing at 20.7%

Our Raiseonline data shows that there is an improving picture for children with SEND registered at School Action Plus, making progress in line with National expectation. The gap is closing between progress made by SEND children and others. There is a better picture for those receiving Pupil premium and those registered at School Action on the SEND register. For both of these groups their progress has been better than the national expectation, and so they are closing the differential gap. Data shows that our school outcomes are in line with national expectation in reading, but above national expectation in writing and maths. Raiseonline data for last year, showed no areas of weakness or concern.

The last Ofsted report rated safeguarding procedures as 'Outstanding'.

In terms of 'like schools' we allocate a higher level of funding to the support of individual pupil needs per capita.

Rationale for undertaking the IQM assessment

Our school ethos places inclusion of all children and their families at its centre. We have very high standing within the local authority for our inclusive practice. As a result of this we were chosen to lead the local Exceptional Needs Pilot project. During the Summer term we were asked to participate in the Sheffield conference on Quality Inclusion, by presenting an element of our work, as requested by Sheffield Hallam University. We received the 'Investor In Pupils' quality mark in 2013, and in September 2014 we were awarded 'Leading Parent Partnership' award. Both of these are very strong indicators of our inclusive ethos and how this translates into practise.

During 2010/11 we participated in the Achievement for All (AFA) pilot project. As part of this the Lead Teacher's case study was published on the AFA website. These structures remain embedded within our partnership processes with parents/carers. This year, time has been allocated for additional work to take place with the AFA children themselves, as well as their parents/carers to have greater impact upon the pupils' ability to achieve their potential.

We have excellent working relationships with supporting agencies and work very well in partnership to deliver quality support and provision through school. Over the past two years this has been extended to encompass joint work with the local 'Family of Schools'. Our Exceptional Needs team work together with outside agencies (led by Educational Psychology) to develop consistent practice that will benefit transition and partnership work with families of pupils. It also ensures CPD and practise are current and in line with the needs of the pupils and families with whom we work.

Overview of Leadership and Management of Inclusion (an organisation chart and short summary would suffice)

Senior leadership – wider leadership – middle leadership – teaching staff (not in the previous teams)

– support staff

Head teacher   Foundation stage leader / science   Nursery leader

Assistant Head / SENCo / support staff   Key stage 1 leader / maths   Literacy co-ordinators

safeguarding

Assistant Head / ICT / teaching staff   Pupil Support officer

Students / volunteers

Interest in Centre of Excellence status	Yes/No
Interest in Flagship status	Yes/No
If yes to either, please append relevant paperwork	

Element 1 - The Inclusion Values and Practice of the School

School overview commentary

It is our ethos to support the needs of all children and their families, To do this we carry out rigorous half termly assessment and analyse the progress of

1. All pupils.

2. Vulnerable groups – Pupil Premium Grant, looked after children, SEND, additional needs, gifted and talented,

3. LT meet with teaching staff half termly to discuss pupil progress of all pupils, and then those in the vulnerable groups.

4. SENCo meets with all staff (teaching and support staff) half termly to discuss barriers to learning for

   o All pupils in KS1

   o Those accessing intervention

   o Those in need of future intervention

   o Those not making progress

Termly tracking of pupils in Foundation Stage.

The safeguarding team (CPLO, SENCo and PSO) meet weekly to discuss those children for whom there is current action, their current status and how it is being supported.

Regular discussion and conversation to inform parents/ carers with regards to progress and support

1. Twice yearly parents evenings and two more informal open afternoons.

2. Termly workshops to work with their child.

3. Leading Parent Partnership activities and events each half term. We were awarded the status in September 2014.

4. Termly discussion with parents with regards to support plans (children at SAP, SA and Additional Needs) and review. These may be half termly where parents / carers or staff perceive a greater need for monitoring. The meetings follow the 'Achievement For All' structured conversation process

5. Discussion and planning work with outside support agencies

    o   Learning, including Educational Psychology

    o   Medical, including child mental health services

    o   Speech and language, including social communication

    o   Social Care

    o   Health Visitor discussion with Nursery and Reception staff for new starters.

    o   Transition work with feeder Nurseries, where the transferring child has accessed more than 1 provider.

6. Sheffield Exceptional Needs pilot 2012/13 questionnaires

7. Family Of Schools Exceptional Needs focus group - developing consistency and skill amongst the 'Family'

    Work so far – supporting autism from Nursery to High School

    Understanding the proposed New Code of Practise

    Delivery of quality transition between year groups and the Family of school partners

8. SENCo works in partnership with Governor with responsibility for SEND. Information is made available on our website

9. Informal meetings to discuss issues as they arise, in person or via phone. Structured conversation structures are used here.

10. Class teacher will informally relate success and progress using home school diaries, special stickers and behaviour charts, or conversation through the week. Nursery staff meet parents daily at the beginning and end of session. Reception and Key Stage One staff meet with parents each morning.

11. Forest School request volunteers form each key stage one class on a rolling monthly programme. We inform parents of how children learn and how they can be motivated, plus the positive links between engaging with nature and academic progress. All classes take part. All volunteers take part too.

    Nursery and Reception take part in the Forest Schools programme every week for half a day.

Policy	Yes/No	Practice	1 2 3

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

Family Of Schools Exceptional Needs focus group -

- Supporting autism from Nursery through to High School. Continued work with SENCo's

- Understanding and supporting children with mental health issues within the school context. Attachment will be our initial area of development. CPD for all staff within the Family of schools then a problem solving and coaching approach for teams and individuals specifically supporting pupils.

- Implementing the New Code of Practise including a shared template for case study work.

Criteria	Organisation Evidence	Evidence Location.
1.1 All staff, parents and Governors are committed to Inclusive practices.	Leading parent Partnerships	Leading Parent Partnerships evidence folders – Ruth Heavens
	Governor statement and review of SEND policy	Website
	Parents and staff sign IEP's	SEND files – class teacher + Inclusion system
	Sheffield Star parents award	Award prominently displayed in school entrance
	Parental questionnaire as part of AFA and Exceptional Needs projects	Questionnaire copies; SENCo file
	Standing item on termly Governor report	Website
	SAP review notes	Paper work to parents, class teacher, outside agency and inclusion file
	Case studies for specific pupils	Inclusion system
	Letters / phone calls to parents inviting to review	Review timetable; Inclusion file system.
	Teacher planning	Planning notes - teacher files on a weekly basis reviewed daily
	Specific plans advised by support services; linked to teacher plans	Teacher and school file

1.2 Individual difference is valued.	Investors In Pupils Quality Mark	Award prominently displayed in school entrance
	School council meeting minutes	Website; IIP file; displays within school.
		Website; school display
	Individual targets for progress; Progress ladders – children decide their target within a theme half termly, covering social and academic progress.	Children literacy and maths books; IIP ladder displays
	SEAL / PSHE weekly sessions	Classroom and school displays; co-ordinator file; School system
		display - school hall
	Weekly Head teacher award	
	Class teacher weekly plans including specific children's needs to be addressed. Support staff deployment	class teacher files
	Use of rebus symbols to support those with communication issues.	class timetables for all classes; vocabulary mats for individuals but general access
	Individual 1 to 1 support with additional TA time.	school system; IEP's; statement paper work; case studies – school system; banded funding paper work; speech therapy plans for individuals – SENCo file
	Use of Makaton for those with communication issues. Individual TA's working 1 to 1 or small group	
	Flexible timetable and use of the Den for those with	staffroom display weekly; sign up sing up singing assembly weekly;

	emotional issues	termly inclusion map
	Behaviour support plans for those with behaviour issues.	
	Golden Time as chosen by pupils, changed termly	school system
		templates used in classes
	Enterprise week – children learning about money and leading the curriculum project over the week. Children decide how they spend the money they have raised; citizenship skills.	website; school planning (long and medium term plans; class teacher plans; planning template
1.3 There is effective management and organisation of inclusive practice throughout the school.	Half termly meetings with all staff inform support plan for inclusion.	Provision mapping – school system; inclusion map ; safeguarding data-school system
	Weekly safeguarding meetings	School system
	Half termly informal meetings between staff and SENCo to discuss effective use of intervention for individual pupils; discussion of barriers to learning and planning for needs	SENCo file, data file;
	Termly review of support value at waves 2 and 3. Discussion between all staff and SENCo; Assessment co-ordinator and SENCo; SLT	SENCo file; data file; provision mapping – school file; pupil progress meetings – school file
1.4 There is effective induction and transition.	Induction / welcome book for pupils and staff compiled by each class for their class.	Classrooms
		School file
	Induction booklet and discussion for staff with member of SLT	Staff roles and responsibilities.

	SLT responsibility for TA's and Teachers separately. Home visits for all Nursery children, plus a visit with parent (carer) and child together. Staggered start for Nursery and reception children to suit child and / or parent (carer)	Induction pack Nuersury prospectus Nursery ethos leaflet
1.5 There is effective personal support or mentoring available to individuals.	Needs lead, in discussion with support staff (including MTS where appropriate), parents, the child, and teaching staff. Educational psychology and special school advice is taken	Behaviour support plans- school system IEP's; Statement paper work for individuals; case studies – school file; behaviour support plans – school file; behaviour charts – classrooms; termly inclusion map – school file / class teacher file
1.6 Effective safeguarding processes.	Policy in place. Sheffield policies and procedures adopted. CPLO and CPLT. SENCo has CPLT training also; Family CAF training for this team. Provision Mapping half termly between teaching staff and SENCo to highlight barriers to learning. Weekly CP team meetings to discuss current situation for school and individual pupils. Proforma's used for individual case notes. And school log with actions; Staff taking notes about pupils forward to CP team. ; Confidential envelope in staff members pigeon hole	Photographs of CP staff in high use staff areas and office doors for service users. Policies file School system; tracker plus venn diagram Current case log in date order – school system School system. Templates in staff room

	for passing over notes on pupils.	Pigeon holes - staff room
	Emails not to contain names of pupils but initials only.	Safeguarding / data protection policy; staff induction pack
	Where transferring information / paper work between home and school staff to use encrypted memory stick only.	Data protection policy
1.7 The staff model school expectations and develop good relationships with learners.	Modelling of speech	Individual case notes; class files
	Golden Time weekly choices rotate for fairness. Loss of Golden Time if pupils choose to repeatedly make poor choices. Opportunity to earn it back.	Templates
		Golden Time 'loss' book
	Rewards to promote positive choices - IIP (PSHE); Golden Star (half termly Always children; 2 per class); Golden Tickets weekly draw for Always children (afternoon tea with the Head teacher).Attendance assembly for 100%ers; Friday celebration assembly (learning key words; Headteacher pupil of the week); themed weekly assemblies Golden Rule / manners based; weekly newsletter to inform parents of pupil successes; stickers galore.	School displays.
		Website
		Assembly planner
		weekly news letter
		Class teacher planning
	Kagan strategies to encourage and promote positive talk / conversation in all classes through school daily.	Classroom resources; class teacher CPD notes
	Rebus symbols / word cards to support communication and understanding.	Classroom resources; staff meeting minutes
	Activities to go home where pupils need additional support. Discussion with pupil and parent.	Provision mapping
	Opportunities to express state of well-being – circle time;	

	red/ green faces; bubble time. Pupils who have on going issues have a 'key worker' as main port of call.	Provision mapping; staff meeting minutes; school inclusion map; classroom resources
1.8 Behaviour policies are well understood and implemented by all staff.	Behaviour policy in place. Shared with parents. Golden Time in place weekly. Copies of letters to parents to inform of loss by Head teacher. PSHE delivered weekly by all classes. IIP book to celebrate classroom membership and success – rules, routine, organisation. School proforma for Golden Rules. School Ethos displayed prominently through school Induction process for new staff to inform	Policy file; website Loss of Golden Time / IIP treat Book Golden time list chosen by children displayed in classroom. records of achievement on half termly themes – class teacher / co-ordinator file; co-ordinator planed sessions – co-ordinator file Work relating to themes - PSHE Co-ordinator file; class IIP book; Website ; Weekly newsletters School displays. Induction pack –school system
1.9 Barriers to learning are identified and addressed.	Provision Mapping between staff and SENCo half termly. Discussion between TA's and SENCo half termly to monitor success of interventions and highlight barriers to success.	Provision mapping - school system Informal discussion; SENCo data tracking notes – SENCo file; IEP's

	IEP reviewed termly; Barriers discuss with appropriate staff including year group teams and Headteacher.	– school /class teacher file; case studies – school file
	SENCo discusses Provision Mapping information with Headteacher alongside data, which in turn informs Intervention program for the term.	Inclusion plan – school file; tracker plus; SENCo report to Governors termly; SENCo / Headteacher file
	Headteacher monitors monthly attendance impacting on learning and letters are sent.	Attendance data
	Meetings between staff and parents and pupil where appropriate to plan a set of actions to address barriers. Outside agencies requested where appropriate. 'Record of Conversation' notes shared.	Class Inclusion files; Headteacher Data file; SENCo file; Headteacher attendance file
	SENCo / CPLO liaises with outside agencies to ensure positive response to outside agency support.	Class Inclusion File/book; school system ; SAP meeting minutes – School / class teacher files ; Provision mapping; Case study notes for specific pupils - School file;
	Additional support in place for those pupils with complex needs affecting their ability to learn; reduce impact on class ability to learn; statements secured; banded funding secured allocated; positive handling plans; Behaviour support plans; shared with parents - At this time 4 additional staff for individual pupils; Two additional support staff to address literacy needs	Inclusion plan – school / class teacher files
	Individualised plans - Behaviour charts and rewards ; Individual workstations; choices boxes; proud box; shared with parents	IEP's; plans – secure space SEND info school computer system ; Class displays and organisation ; IEP's class teacher file / School file
1.10 Achievement by all is celebrated in a variety of forms.	Celebration assemblies – Friday celebration; attendance;	Displays around school for all

	Golden Star	information in this section.
	Headteacher's pupil of the week	Website where pupils are permitted by parents
	Classroom displays to celebrate academic, creative and social success	School displays
	Corridor displays to celebrate subject success and achievement	
		Newsletter; website
	Inform parents of success via weekly newsletter and web site.	
	Graded rewards for reading success – stickers and badges; presented in Friday assembly.	Teacher reading notes
	Golden VIP (very important person) tickets – 'always' children have chance to be drawn from Golden Box weekly for a drink and a biscuit treat with Headteacher for always keeping Golden Rules; Friday assembly	Displays; class based evidence
	Individual class teacher rewards	Class based
	Investors In Pupils half termly reward for maintaining our Golden rules. Children set individual targets which are monitored visually on a class 'ladder'.	
1.11 There is a clear (individual, governor, whole school) plan for CPD in inclusion, supported by external expertise where relevant and inclusion has been the subject of staff CPD within the past 12 months.	Governor training is a termly agenda point for Governor meetings.	Governor Meeting minutes;
	CPD of all staff is developed through Performance management with Headteacher then discussed with CPD	Individual Performance management paper work. School

	lead.	development plan
	SENCo working with Family of School Exceptional Needs team to secure transition and quality practice through the local area. Plan in place with Educational Psychologist to address key issues for all school across the family. SENCo informed through provision mapping and CPteam discussion.	Exceptional Needs meeting minutes; questionnaires form parents SENCo file ; Provision Mapping ; Safeguarding log
	Individual pupil referral leading to outside agency support. Support staff then work with key worker and / or class teacher on strategies and impact measures.	assessment and advice notes – class inclusion / School file
	SENCo carries out audit of individual organisation and work of pupils. Response informs discussion with Headteacher to inform Performance Management discussion.	Individual performance management notes ; audit notes – school / SENCo / class teacher files
	Observations by Headteacher / SLT or subject co-ordinators will highlight issues to be addressed by SLT	Subject leadership files; personal files in secure space; 'teacher on a page' within secure space
	Areas highlighted by Ofsted addressed through Learning Support and Speech and Language therapy teams.	Staff meeting minutes. Handwriting policy; Inclusion policy
1.12 Pupil premium has an identifiable and measurable impact on pupil progress.	Data tracking by Headteacher; discussion between Headteacher and SENCo to inform Inclusion plan for term. ; Linked to school development plan for development of reading.	Tracker plus; Inclusion plan
1.13 Pupil premium use is communicated via school website.	Headteacher section within our website	website

Assessor's Comments - Element 1 The Inclusion Values and Practices of the School

Children at Stocksbridge Nursery and Infant school are mainly from White British heritage, with a few children from other minority ethnic backgrounds. Numbers on roll are declining due to lower birth-rates and the school SMT is in the process of making sensible decisions based on this. Already it is decided that the Nursery will operate as a 26 rather than 39 place nursery.

The school has achieved some Awards to date, namely Leading Partnership, Healthy schools and Investors in Pupils.

A broad spread of differences and needs are catered for at this school, including literacy and communication difficulties. A variety of interventions and programs are in place to support needs; Speech and Language, Social and emotional, Nurture, Physical program, AFA – by Inclusion co-ordinator, Read Write Inc 1 to 1, Early Literacy Support, Fischer Family Trust Literacy program and Reading Matter. Children have been encouraged to use signing to support communication as noted in a recent school newsletter, "Sign to Sing" week in school. The children will learn a new song and the sign language to go with it. A wonderful skill to learn.

The most able pupils are making good progress (SEPT 2014).

Good progress for Y1 = 5 APS.
Good progress for Y2 = 11APS.

Some of the higher attaining Y1 children attend a city wide event at Sheffield Town Hall, 'Have I got News for You.'

Monitoring and implementation of the SEN Code of Practice is successful. It had been noted, however, that the school action plus (old terminology) pupils did less well here than nationally.   Over the last two years the school has monitored these children more closely and has changed practice to help them make more progress.

The school team seeks to ensure tolerance of different faiths and beliefs, by enhancing children's understanding of different faiths and beliefs by learning about and participating in a range of celebrations throughout the year. Children are given the opportunity to investigate customs and try different foods from other cultures and parents/carers are encouraged to participate and support multi-cultural events through 'Stay & Play' or 'Come and Join in Our Learning' sessions.

SLT monitors classroom teaching including the management of behaviour. There is a clearly defined behaviour management policy that is understood by all staff to enable a consistent approach. A major part of the school's ethos and behaviour policy is the concept of 'respect.' This has been promoted around the school. Within the context of 'Golden Rules', all staff and children are encouraged to be respectful by caring, sharing and listening to others; this is actively promoted through the use of the learning team. This was further reinforced from talking with staff and pupils.

For children for whom there are safeguarding concerns, there is support and the situation is carefully monitored. All staff are aware of procedures. Parents are kept informed via the school newsletter as to when the safeguarding officer is in school.

Information and evidence was gathered from the tour of the school and through conversations with the Head teacher, members of the Senior Leadership Team and support staff. Representative pupils, parents and governors also gave their opinions. During the visit I had access to all areas of the school and had both formal and informal conversations with pupils. All were keen to talk about their enjoyment of school life.

Key aspects of the inclusion agenda are reflected in the use of Pupil Premium and key policies.

Progress of all groups of pupils is carefully tracked by each class teacher and is part of the focus of Head teacher and staff appraisals. Assessment is carried out by staff, planning is adjusted accordingly, clarifying interventions. Planning viewed, effectively takes account of prior learning to ensure continuity and challenge. Whole school provision mapping, evaluations and analysis address the barriers to learning. The governors are fully cognisant of this process.

Strengths:-

- Regular and effective reviews of IEPs in place, understood by parents and school staff.

- Case studies provide clear evidence of meeting individual needs (1-1, flexible timetabling).

- Staff, governors and parents recognise the importance of working together to meet the needs of children.

- IEPs and behaviour support plans identify key strategies.

- The safeguarding policy is understood by all. Staff can explain processes.

- Provision mapping provides a clear overview of management of needs and cross relates to the use of Pupil Premium.

- Strong, positive comments from parents about induction and transitions, including home visits, liaison between classes and the junior school and links with a special school.

- IiP, themed assemblies, politeness of children (holding doors) reflect modelling of expectations.

- Behaviour policies clearly understood; golden rules implemented.

- Children understand rewards and consequences and the importance of good behaviour and achievement.

- Interventions are well planned and impact is reviewed regularly.

- Opportunities for CPD in place and reflect whole school issues, class issues and professional needs.

- The Pupil Premium is published on the website for parents.

Areas for Development:-

- To consider enabling children new to school (mid termers) to join in with the School's Council for two meetings on entry to help them become familiar with happenings and issues in school (suggested by a pupil).

- To ensure the use of Pupil Premium is understood by parents.

Element 2 - The Learning Environment, Resources and ICT

School overview commentary. This narrative should demonstrate how the school environment is arranged to enhance learning across all needs.

As a school we have worked hard to develop consistency in the way that information is presented to support communication for all and to promote independence of the pupils as learners. We believe that this 'corporate' image enables pupils and their carers to transfer between year groups with greater ease and therefore increase learning opportunities and reduce anxiety. At Stocksbridge Nursery Infant school, all corridor displays use only school colours; signs and letters all have the same style of print and sizing; work along corridors celebrates success of pupils in our school in many forms: academic, social skill, attendance, motivation and attitude towards learning, healthy choices, links with the community and thinking of others, progress with additional support and pupil voice; work on classroom walls is there to support learning, we call them 'learning walls'.

School is built on two levels and in three sections. There are several access points into school, including two which are flat to enable easy access for all. The school library is situated on the top corridor, the school hall on the lower level. Nursery has its own flat access route.

We ask parents to 'park' buggies outside under cover whilst 'dropping' children to school each morning to support easy access for all.

Resources linked to specific subject are held by co-ordinators. There is a purpose built central store for guided reading, Read Write In and PE equipment on the lower level.

Our school does not have an ICT suite, as all classrooms are in use. Each class has its own workbench of PC's which have just been upgraded to enable more efficient working by pupils and staff. Staff have access to a PPA room with a PC to support planning and preparation. Our group room is used for interventions and meetings with parents. The PC here can be accessed by parents / carers by arrangement with office staff.

Space is at a premium for us and all areas of school are used creatively to maximise support and learning. Meetings with parents / carers and professionals may take place in our Headteacher's office, group room, inclusion office, or new family room. The first three have access to PC's to support and facilitate the meeting process. Interventions take place in a variety of locations within school including the classrooms, dependent upon whether the work is delivered at wave 2 or wave 3.

Policy **Yes**/No	Practice **1** 2 3

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- Strike a balance between the formal learning of the curriculum and raised national standards with the use of continuous provision as we believe matches the developmental needs of our key stage one pupils.

- Ensure consistent use of ICT resources through school

- Make links between curriculum areas to embed learning and ICT skills.

- Re-establish a focus on the 'Learning Team' puppets to promote positive attitudes towards learning; make links with British values.

- Extend our accessibility for those with differing 'able bodiedness' – please see Accessibility and Equal opportunities plan 2014-15

Criteria	Organisation Evidence	Evidence Location
2.1 The learning environment is well planned to support learning and teaching.	All resources that are for pupil access are labelled with pictures and words; words are written in Comic Sans for the 'a' style of print, to match their reading experiences. Rebus symbols are used to display the timetable for the day. There is an agreed set of symbols for use, for consistency across school. Rebus symbols are used for those children who require specific support. This may be in the form of PECs book, choice mats or vocabulary cards. All resources are used within group situations to support the specific child but also to develop independence and engagement of their peers. There is an agreed set or resources to support literacy and maths teaching to support independence, access to vocabulary and application of skill. Resources for general use around school by pupils are also labelled with words and pictures to foster independence and organisation; for example toys in the play time shed. Agreed dedication to display boards for maths, literacy, phonics, PSHE and themed work. Each board is a 'teaching wall' focusing on key vocabulary and concepts, and examples of learning outcomes (What A Good One Looks Like - WAGOLL). Classroom displays are not solely for finished work.	Teaching and Learning policy 'Non-negotiable' document for ball staff, of what children MUST expect to receive routinely. Special Educational Needs Policy and Practice - policy Learning Environment – Basic expectation (document) Display guidelines 'Best School' award – Sheffield Star award 2013

2.2 Resources, the library and accessible ICT are arranged to support learning.	There is a ramp giving access into school through our top corridor, where previously there were steps.	Accessibility policy
		Health and safety policy
	Our office area has been built (2013) on flattened ground thus removing a set of steps. It is now easily accessible for all.	School risk assessment
	The ICT co-ordinator store all of their subject resources (as do all co-ordinators) within her classroom. Staff are able to access those resources easily as required. The SENCo supports staff use of resources through discussion and following advice given by external agencies. With the age group of our pupils and the high level of Speech and Language need, our ICT resources focus specifically upon this area.	ICT policy
		SEND policy
		SEND file - secure space
		Banded funding - finance system
		ICT coordinator plans
	School loans additional ICT equipment from CLC. School has also accessed a revised scheme of work and resources from the CLC. We have been offered some free hardware for school to keep in order to increase accessibility for children e.g. pcs and netbooks. Talking postcards and talking pegs are often used to record children's thoughts and ideas to promote inclusion of all activities.	Co-ordinator file; planning file – school secure space.
	Differentiated year plans are devised by the co-ordinators of all subjects.	Literacy coordinator planning/.
	Termly visits to the community library termly, supported by parents. Weekly use of school library (1 day per class) facilitated by class teacher	

2.3 There is order and organisation of resources for accessibility and ease of movement.	Pupils are observed during whole school movement though school:- start /end of playtimes; RWInc groups; Big Maths time; end of day. All resources that are for pupil access are labelled with pictures and words; words are written in Comic Sans for the 'a' style of print, to match their reading experiences. Various entry and exit points are used for the parent transition points. Parents are advised which door to use for easy accessibility and safe transition of their child. Classes have places to line up on the playground at the end of each playtime. Children know the procedure for end of play time – 1st bell stop and listen, 2nd bell walk to line up. Where required children are given a place in the line to stand to support independence and ease stress / anxiety. Each class has a list of 'Helpers' which is generic through school, including 'front of line' and 'back of the line' job.	Safety around school policy Movement around school supervision guidelines Teaching and learning policy Learning Environment – Basic Expectation School newsletters – paper copies; school website; parent mail. Physical markings on playground; Staff handbook 'Non-negotiable' document for all staff, of what children MUST expect to receive routinely Learning Environment – Basic Expectation Staff handbook + Movement around school (document) Investors In Pupils award documentation
2.4 Differential resources for individual, including specialised, needs e.g. more able learners and/or learners requiring additional support.	Advice is taken and followed by external agencies. The SENCo works with each staff teacher every half term to discuss the needs of all pupils and accessibility issues. Where advice is given the SENCo supports the	Marking policy Positive handling policy

	implementation of this advice. Discussion will also be held with support staff to inform their work also at Wave 1 and 3 levels.	Individual pupil files / class teacher Inclusion file.
	Additional Banded funding is used to support the cost of additional adult time to offer 1 to 1 support. We currently have two children in school, for whom banded funding is accessed.	SEND Advice files – Inclusion office; secure space
	Additional 1 to 1 support is offered at wave 1 level to support access to and inclusion within the teaching and learning. We currently have three children for whom this is the case in school, two for developmental issues and one for attachment and trauma related issues.	Best School' award – Sheffield Star award 2013 Provision map of support through school termly – secure space Medical and care plans – secure space
	Practical resource ideas and strategies are held centrally for all staff to access as required.	SEND Advice files – Inclusion office
	More able learners are challenged through additional project work both at class and whole school level	School council meeting minutes Literacy coordinator yearly planning
2.5 Communication, oral and written, is effective in supporting learning and teaching including parent needs for translation and interpretation.	Rebus symbols and makaton for those with speech and communication delay identified. Wave 3. Word mats and PECs included in here also. Structured language programs followed through advice of Speech service. Qualified subject specific TA delivers therapy in school to identified pupils.	Marking policy SEND policy School provision Map VIP, LEAP, phonology programs for individuals – secure space /

	Above used to support those with poor speech and memory at wave 1.	class teacher file / TA file/.
		ESCAL (Every Sheffield Child Articulate and Literate) award proposal.
	Use of recording devises to support confidence as a speaker increase independence to access tasks (reduce reliance upon adults) and support memory skills.	LPPA (Leading Parent Partnership) award assessment summer term 2014)
	Parents with EAL have been offered support by, using volunteers within the community who are also parents at our school.	
		Teaching lesson plans.
	Newsletters to update sent via parent mail; available on school website and in every classroom on parent notice boards.	
		Individual pupil provision maps – secure space
	1 to 1 discussion for those parents that staff are aware have 'language barriers'.	
2.6 Classroom arrangements, including TA deployment and use, support good learning.	Teaching assistant use - Mornings classroom support; afternoons specific support to support learning	Timetable of support
		Teaching plans.
	Classroom support at wave 1- Teaching plans identify pupils to be supported, learning objectives, resources to be used.	Pupil Premium funding paper work.
	Additional funding given to development of reading through Pupil Premium funding.	
		Pupil notes – secure space
	Provision mapping between SENCo and class teacher half termly. Here we discuss needs of all pupils and any 'barriers' to learning and access to teaching.	School data tracker – secure space.
		Venn diagram of vulnerability for

	SENCo matches individual provision map needs to data tracking sheets to compile termly school support provision plan.	each class
		RWInc progress tracker
	Teaching assistants meet with Senco half termly to discuss issues arising from support work.	Termly support plan
		Group IEP's; individual IEP's – secure space/ class teacher file.
	Teaching Assistants delivery specific programmes are fully trained. All programmes used are research lead. Advice is taken from external agencies before programs are bought. Time is dedicated to TA's for planning for delivery of sessions.	
		SENCo file; AFA notes – secure space; SAP review notes – secure space.
	SENCO reviews progress half termly, for those pupils accessing programmes. Where progress is not made over the term discussion is held with class teacher, teaching assistant and parent.	
		Tracking feedback from Headteacher termly
	Pupils with SEND make good progress	
2.7 Positive images of Inclusive practice, displays and photographs, newsletters are evident.	Governors reports available on website.	
	SEND governor has written to parents when she reviewed the policy re its efficacy. She found both to be effective.	School website.
		SEND policy review – inclusion file – secure space.
	Pupils of all abilities and needs are displayed throughout our school. Our main school 'ethos' photos have images of some our most 'vulnerable' pupils engaged and happy within our inclusive school. All pupils are given jobs of responsibility through school.	School council minutes – website
		Investors In Pupils award.

2.8 Celebrations of achievements at different levels and a variety of means.	School awards:- Golden Star, Headteacher Pupil of the Week. These are published on the school newsletter; Attendance celebration assembly; Friday celebration assembly for weekly attendance, special mentions, Key Word progress charts. In class:- star of the day; jobs board weekly; Investors In pupils half termly behaviour and attitude award; weekly Golden Time for good behaviour; stickers galore. External - school awarded 'Best School' Sheffield Star Award 2013 ; Investors In Pupils quality mark 2013; Leading Parent Partnership September 2014; Healthy Schools status. Individual cases – Participation in ESCAL events for the local authority for Y1 and Y2; sporting achievements out of school; fundraising	School displays; website Classroom PSHE displays including IIP ladder Plaques displayed with pride around in main school reception area. Governor meeting minutes; website; weekly newsletter.
2.9 Use of ICT to enhance learning across abilities.	Voice recording devises – talking postcards, recordable microphones and talking pegs. Use of visualiser to extend the range of activities and resources that can be viewed by the whole class. Interactive white boards used in all classrooms as a viual teaching and learning tool. Loaned equipment from CLC to match ICT subject plans – tablets, laptops and net books	ICT co-ordinator file ICT subject session plans

2.10 Adaptive ICT for individual needs.	Children encouraged to use keyboard skills particularly when find handwriting a barrier to recording their work. Children have recorded their answers and responses on talking pegs and postcards as a means of recording their thoughts and ideas.	ICT Co-ordinator file
2.11 Additional resources and adaptations for disabled (differently abled) students.	Ramps leading into school to enable access to all levels of our site. Use of Intervention room at lunchtime for child with Autism, who is stressed by high levels of movement, physical proximity and noise. Left handed and dual handed scissors and pencils and pencil grippers are commonly available in all classrooms. Angled writing boards and rubber seating mats available. Sliding boards and balance resources to support those with core stability issues.	Physical placement Individual provision mapping Individual progress tracker.
2.12 Resources are purchased to identified need.	Voice recordings devices to support high level of 'communication' issues within our setting. Training for wave 1 intervention and materials to deliver, from discussion with support agencies (Learning Support Team (LST) and Talbot special schools) Training for wave 2 intervention and materials to deliver from LST and discussion with other SENCo's	SEN + additional needs registers. Fischer family Trust; Positive handling Learning Support notes form visits Early Literacy Support First Class Maths (training request

	Training for wave 3 delivery and materials from discussion with Headteachers.	made).
		Read Write Inc; CLIC maths
	Physical resource (staffing) in response to exceptional needs of pupils, to support inclusion and development, reduce exclusion risk and foster positive social interaction, appropriate with peers and adults. 2 to 1 and 1 to 1. Classroom support and playtime	Individual Provision Maps; behaviour support plans; Statement of Educational Need; IEP's; whole school provision map.
	2013-14 = 5 pupils 2012 -13 = 3 pupils	
	Physical resource (staffing) in response to very wide spread levels of ability throughout KS1. 3 additional staff members 2013-14	Headteacher's report to Governors; Personnel Committee meeting minutes; whole school provision Map
	Resources to support Statement of Educational need for specific child	Financial records; individual provision mapping

Assessor's Comments - Element 2 The Learning Environment, Resources and ICT

Stocksbridge Nursery and Infant School makes effective use of teaching spaces and resources, enhanced by areas of new build. Small room spaces are available for some intervention work throughout the day. The school hall is multi-purpose and is used for dining, PE and Read, Write Inc.

The school is welcoming with entrance and corridor displays that are informative and interesting. The school values are posted in the entrance and form an inviting display using images of children in school.

Interactive whiteboards are available in classes and are used by children and staff. Laptops are available. The IT coordinator seeks to review and renew as funds allow.

Other resources are clearly labelled and stored for ease of access; adult support is well focused. Support staff understand their role, identified on plans, and have meetings to review progress.

The school is well stocked with books and they are readily available in classrooms. These reflect a range of genre, fiction and non–fiction.

The outdoor environment has been developed successfully and consideration given to wheelchair access. The grounds are quite extensive; there is a grassed area. Areas have been developed specifically for Forest School activity.

There is clear allocation of resources in the school budget including a breakdown of Pupil Premium and provision mapping.

Strengths:-

- Thought has been given to creating a positive learning environment.

- School values are made clear through display and work on IIP.

- Resources are well–ordered; a common policy for labelling aims to ensure maximum accessibility and retrieval of items.

- Books readily available and clearly categorised.

- 'The Den' provides a base for focused work and a location for specific resources to support needs, particularly speech and language.

- Effective visual timetables in place in each room.

- Consideration been given to effective deployment of Teaching Assistants. They understand their role, identified on plans, and have meetings to review progress.

- Different forms of celebration are in place to help value achievement and these are used consistently through the school (children, parents and governors are fully aware).

- A developing use of IT, iPads used to capture WOW moments, transferred and developed into learning journeys. (IT coordinator has built up resources and reviews when finances allow).

- The school is appropriately accessible.

Areas for Development:-

- To consider introduction of more dual language books, information leaflets etc. valuing family background.

- To continue to review imagery shared with children, reflecting positive imagery and diverse cultures in society.

- To consider use of MP3 players where adults have difficulty in reading to their children or children are less interested in reading. Recorded books as MP3 CDs can be usefully loaned so that parents and children can enjoy them together. Sources of supply include Listening Books, also known as The National Listening Library (www.listeningbooks.org.uk).

- To consider use of web conferencing/Skype, working initially with School Council.

Element 3 - Learner Attitudes, Values and Personal Development (based on in-school observation and discussions with learners)

School overview commentary

Most teaching has been graded as 'Good' with many elements of 'outstanding practice to impact upon inclusion and learning.

Praise assembly every Friday to promote positive outcomes and attitudes towards learning and new experiences.

Weekly Golden VIP tickets for those pupils who always keep the Golden Rules. These children gain afternoon tea with the Headteacher

IIP target and class treat for those who achieve the school focus Golden rule each half term. Autumn term 1.1 2014 saw 20 pupils not receiving the treat. By Autumn 2 this has reduced to just 5. A register is kept of those who do not gain a treat. A letter is sent home by the head teacher. Parents are invited to a meeting to discuss behaviour should the treat be missed more than twice. During the last academic year meetings were held with 4 parents and actions were sand met with the SENCo, parents and child. 316 achieved the treat on a regular basis.

Golden time is earnt by the children on a weekly for keeping the Golden Rules. A log is kept of those who miss time in increments of 5 minutes. This academic year less than 5% of pupils have lost Golden Time at all. Less than 2 % have lost all of it at all this year.

SEAL assessment each half term shows that most pupils achieve to age related targets. Those who do not are registered as SEN support plus with diagnosed autism, communication disorders or social interaction and mental health issues. These children receive intervention for their needs. A PSHE policy is in place (2013-14) and it highlights a positive attitude towards learning and school with this specific group. A school survey (2013-14) showed that the vast majority of pupils have a positive attitude towards school.

A survey (Sep 2014) of our vulnerable children highlighted that the vast majority of pupils within this group have a positive attitude towards learning and school.

During the recent round of SEN support plus reviews all pupils were able to take part in the target setting process and highlight an aspect of their development which they like to see improve. Their parents and class teachers agreed with this focus, showing that our pupils are very aware of their learning needs.

Observations over the last academic year (Sep 2013- Dec 14) show that learning in the majority of lessons is at least 'Good' with 'elements of outstanding'.

Policy Yes/No	Practice 1 2 3

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- Work with those staff who require support to raise their standard of teaching to consistently 'Good' to impact upon inclusion and

learning.

- Re-establish the 'Learning Team' puppets to promote positive attitudes towards learning.

- Repeat the Year 2 survey and in house surveys.

- Increase pupil voice through school council vehicle, addressing whole school issues – curriculum special weeks, outdoor development, visits and trips, lunchtime menu ect.

- IIP treat votes to be made formal with a 'ballot box' and voting system, counting and announcing of winners.

- Reduce the number of pupils missing their first IIP treat.

- Embed Jenny Mosley's positive behaviour strategies with all staff and the related use of resources.

Support those with SEN who do not meet their year group targets to make rapid progress and therefore close the social interaction gap. Increase use of visual resources through SEAL.

Criteria	Organisation Evidence	Evidence Location
3.1 Clear understanding of policies on behaviour, bullying, harassment and inclusion.	No recorded incidents of bullying in the last academic year. SEAL assessments did not highlight harassment as an issue for school, although a minority of pupils were working with key staff to develop social skill and understanding of others' needs. Observations show that in most lessons all pupils are included most of the time. A variety of inclusion techniques were used throughout lessons which have been used in training sessions with staff. In Pupil progress meetings staff talk about their pupils with great knowledge of their needs and strategies to employ to further heighten inclusion. There is a secure electronic system in place to record our discussions around inclusion and safeguarding issues, including behaviour and mental health. Link to 3.3	Pupil progress meeting notes; headteachers report to Governors (last dated Nov 2014) Provision mapping; SEAL assessment Lesson observations by a variety of subject leaders plus LT including SENCo Pupil progress meeting notes – head teacher file Pupils space
3.2 Effective induction and transition.	Parents of new children, both direct entry and those transferring from our Nursery, indicate that transition procedures are good. Where suggestions have been made school has made adjustments to the process: In Reception year we inducted the youngest children first to smaller quieter classes to respond to the emotional needs of their	Parental questionnaires

	age, as requested by parents. Transition to Year 3 and our feeder school is comprehensive. Again where suggestion for improvement has been made we have altered practise; Meal Time Supervisors from the junior department now visit our setting on several occasions in the summer term to get to know the pupils; Junior staff teach a lesson within our setting. Already we have meetings between staff and SENCo / Safeguarding staff.	Anecdotal evidence from Junior staff.
3.3 Respect for others and appreciation of different needs.	SEAL assessment; ECM survey 2014 No incidents of bullying. No parental complaints with regards to this matter. The vast majority of pupils achieve Golden Time at the end of the week for displaying positive social skill and attitudes towards learning throughout the week.	PSHE co-ordinator file; Parental complaints log Golden Time 'loss of' log; SIMs
3.4 Know how to access school support for individual needs.	Children know that they can ask any adult for assistance and that if they ask for help they will get it. Pupils are able to talk about staff who help them, how and that this is useful and enjoyable.	Pupil safeguarding questionnaire; ECM survey - PSHE co-ordinator 2013-14 School questionnaire for all pupils – PSHE co-ordinator
3.5 Have a clear view of how to improve their learning.	Most pupils are able to talk about what they are expected to do to succeed with tasks; they are able to talk about what they are trying to achieve, what it should look like. Pupils are able to talk about expected behaviour and how	Lesson observations from a variety of subject leaders. Anecdotal evidence from Assistant Head working with challenging

	this will help with learning. IIP target setting each term. Within a whole school targets pupils select their own target to achieve and monitor its progress via the 'ladder'. Most pupils achieve their reward. Most pupils are able to explain and talk confidently about the IIP process.	pupils Individual Behaviour plans AFA notes Class IIP ladder display; IIP class welcome book; Headteacher log of those not achieving the award; G
3.6 Demonstrate personal and community responsibility.	Investors In Pupils to consider issues relating to their life in Stocksbridge. Recently the children have completed a piece of work to reduce swearing within the community; taken part in City Wide debates as organise by ECSAL Class and school council Fundraising – long and short term goals. We support three orphans in the Gambia, Marie Curie, Children In Need, plus our own fundraising for school. Link to section 3.5	IIP award and comments from the evaluator. Governor meeting minutes School council meeting minutes Fundraising chart display. Headteacher newsletter updates on fundraising and details of how the money will be spent.
3.7 There is visible evidence of inclusive behaviour – from staff and/or children.	Lesson observations by subject leaders, LT and SENCo Year 3 pupil remains with us whilst special school placement is planned and organised. Older children support younger pupils, especially during transition periods. Pupils work with MTS to ensure the successful running of	Observation file by co-ordinator and Head teacher; corridor displays dedicated to PSHE. SENCo planning folder / class teacher file; correspondence between school and LA School council minutes; anecdotal

	lunchtime activities. MTS are aware of needs of specific pupils and practises that will support positive lunchtimes. MTS have received training around positive lunchtimes throughout and over the past 18 months. Pupils from all vulnerable groups have accessed school rewards and treats. Link to 3.1	evidence MTS performance management plans; anecdotal evidence Headteacher planning PSHE / SENCo co-ordinator review
3.8 There is a culture of mutual respect.	There are no recorded incidents of bullying. Pupils work in a variety of groupings through-out school and use Kagan strategies. PSHE assessment indicates that this skill is achieved by most pupils. Praise assemblies, some of which are attended by parents.	Headteacher log Teacher planning PSHE co-ordinator file School timetables/ web site / newsletters Anecdotal reports from visitors
3.9 Classroom behaviour managed effectively; supporting learning.	The vast majority of Lesson observations by subject co-ordinators and LT show that behaviour is at least 'good' and learning is at least 'good' with a high proportion demonstrating areas of 'outstanding' practise.	Subject co-ordinator files SENCo observation

3.10 Take on responsibility to support school aims.	IIP award demonstrates the pupils ability to do this through academic target setting, learning and enterprise projects. Pupils know what are school rules and what they mean. They can describe what behaviours look like in practical terms.	School council minutes. School displays IIP award + class welcome books. Target setting displays in class
3.11 Out of class activities take up.	A variety of activities have been offered to the pupils over the past 2 years. Parents and pupils were canvassed with regards to activities wanted and clubs were offered accordingly. Recently (8 months) we have been somewhat hampered by an extended new build scheme, leading to our school hall being out of action. Our hall has been restored to its full working glory and clubs have been re-established and extended in their variety (Dec 2014).	Club registers Lunctime activities Brilliant me display (Dec 2014) PE co-ordinator file
3.12 Range of out of class activities offered.	See 3.11 Over the past 2years we have offered a wide range of activities to our Reception, Y1 and Y2 pupils:- Street dance, art, science, various sport based; gardening; story tellers; computer	Club registers
3.13 Learners have aspirations for the future.	IIP award demonstrates this. Pupil safeguarding questionnaires indicated that many pupils	IIP award file

	have high aspirations for further learning and skill based professions; for example film director, doctor, brick layer, mechanic; palaeontologist.	PSHE pupil questionnaire
3.14 Learners are regularly consulted about school issues, with outcomes considered and addressed.	There is a program of questionnaires which have been built into the school 3 year plan. Pupils are consulted regularly without school and class council; IIP work Over the past two years Pupils have been consulted upon:- After school clubs; safeguarding; support for inclusion (where they have accessed support) Our school field trim trail and main playground markings were designed and funds were raised from direct work with pupils. Some of the work was even carried out by the pupils and their parents/ cares.	3Yr School strategic development plan Class council; school council co-ordinator file Co-ordinator files PSHE co-ordinator file

Assessor's Comments - Element 3 Learning Attitudes, Values and Personal Development

Children in the school are welcoming and polite. Clear policies exist in the school to support Anti-bullying, Positive behaviour, Inclusion and SEN. A code of practice supports positive behaviour and this is well managed.

Appropriate transition arrangements enable children to settle into school and move on to other schools.

Staff ensure children are engaged in the formulation of classroom rules. There are positive staff-pupil, pupil-pupil and staff-parent relationships, effective pupil support and independence is fostered. Rewards are issued and announcements made in the school newsletter to reinforce positive attitudes e.g. "Pupil of the Week, Child x- for always holding the doors open and saying hello to adults." Furthermore, highlights exist in the newsletters to promote positive reminders about rules, "Tweak of the Week; Keep the corridors tidy!"

The achievement of the Investor in Pupils award further endorses the school's commitment to empowering all pupils to make a meaningful contribution to school, increasing motivation, raising attendance and achievement across the Key Stages.

A developing School's Council exists and a meeting was held with them during the one day assessment. Children in the council were able to contribute and articulate their thoughts.

Stocksbridge Nursery and Infant school endeavours to enhance the curriculum and promote positive attitudes and values through links with the local community.

Classes carry out walks around the locality; use the local park, make visits to the fire station and the school has established links with the local care home.

Global Education is recognised as important as noted with the links in Ghana. The school aims to enhance children's understanding of different faiths and beliefs by learning about and participating in a range of celebrations throughout the year. Children have the opportunity to investigate customs and try different foods from other cultures.

Strengths:-

- Parents, staff, children and governors understand policies on behaviour and anti-bullying. There is clear evidence of classroom rules in place around school.

- Appropriate transition arrangements enable children to settle into school and move on to other schools.

- Children are aware of who they should turn to if they have any worries or concerns.

- Classroom behaviour is managed effectively; children can explain expectations.

- Children with behavioural needs are well-supported by behaviour support plans and TA provision.

- Opportunities exist to take advantage of extra-curricular activities; children talk positively about football club.

- Children are polite, well-mannered and offer to stand aside to let an adult pass which shows respect.

- School Council meetings enable children to have a voice and feel that they can contribute. They can effectively contribute their views and ideas. The council understand that part of their role is to consult with others.

- Children have been involved in debates developing understanding of key social issues ECSAL.

- There is awareness of needs in other communities; a shared understanding of pupils in relation to Gambia link.

- The school 'marking policy' is in place to enable a consistent approach and makes clear next steps.

- The school values underpin the school's endeavours to engender mutual respect.

Areas for Development:-

- To ensure the marking in children's books makes clear the strengths and 'next steps' (areas for improvement) in a consistent manner throughout the school.

- To build links with other schools (communication link/maths challenge) to widen the experience of pupils and their understanding of other cultures and religions.

Element 4 - Learner Progress and the Impact on Learning

School overview commentary - based on interpretation of school data (both current data as well as previous year's outcomes)

Stocksbridge Nursery Infant School is a larger than average-sized school situated in the NW of Sheffield, which lies approximately 10 miles from the city centre. The school was built in 1955 to serve the town of Stocksbridge and the surrounding rural area. The steelworks in Stocksbridge have reduced capacity/shut down over recent years and the area is in economic decline, attracting few newcomers to the area.

- The number of families moving into the area who require additional support has increased markedly over recent years.
- In 2012-13 the school admitted 21 children mid-year, over half of these have additional social needs, are involved with other services. The number of vulnerable children and families the school supports has increased significantly over the last 2-3 years. The school currently has 83 children on its safeguarding/vulnerable log.
- All have English as their first language other than 2 Chinese children and 1 Polish child.
- Of the broadly average proportion of pupils with Special Educational Needs, 70% (23) are identified with speech difficulties – this temporarily impacts on their learning particularly in literacy.
- This year (2013-14) we received £45,744.00 for Pupil Premium funding. Eligibility for free school meals remains broadly average and there are, currently, two CLA children being looked after by the same carer.
- There is also a gender imbalance within our Y1 and Y2 cohort of children: fewer girls than boys.

Policy Yes/No	Practice 1 2 3

The assessment co-ordinator is our Headteacher.
The wider leadership team consists of Headteacher, Assistant Heads (2) maths literacy co-ordinators, Foundation stage co-ordinators.

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- Improve children's progress in writing in EYFS

- Ensure a greater consistency of standards at the end of Year 2 in reading and mathematics.

- Ensure a continued emphasis on progress in reading throughout the school to raise standards in phonics, fluency in reading and comprehension in both key stages

- Boost the progress of the small group of SEN which needs to improve in writing

- Address specific small pockets of teaching that is not consistently 'good'.

Criteria	Organisation Evidence	Evidence Location
4.1 Analysis - evidence that data informs teaching and learning at an individual level.	Half termly data review based upon: • 6 APS (Y2) • 3 STEPS (Y1) • 3 STEPS (FS) increase per year for expected progress. Provision mapping to discuss and plan to address barriers to learning. Pupil progress meetings and lesson observations with SEN and additional needs being a point of reference and discussion. Teaching plan annotated to inform future plans RWInc data analysis and new groups formulated on a six week cycle.	Tracker plus Assessment co-ordinator reports to Governors + co-ordinator file School provision mapping Individual provision maps Class teacher files RWInc data – assessment co-ordinator file
4.2 Different learning needs are identified and acted upon.	General observation by class teacher to lead discussion with SENCo to instigate further specific aspect of learning. Outcomes discussed and plans agreed. Class teacher discussion with parent and actions between home and school agreed. Assessment by learning Support teacher. Advice provided is	Inclusion book (confidential) per class. Individual case studies – SENCo file School provision map; individual

	followed through IEP and wave 1 strategies. Evidence as with 4.1 Weekly meeting between members of the safeguarding team. Information shared and actions set for immediate action within school and class. Safeguarding teacher attends specific pupil meetings and those outcomes are shared at the internal weekly meeting for action.	pupil notes / year group provision mapping. IEP's - class teacher / teaching assistant / SENCo file Pupil case file – class teacher / central file; Safeguarding notes
4.3 Variety of teaching and learning approaches evident.	Observation by wider leadership team recognises teaching as 'Good' and many aspects of 'Outstanding' thus demonstrating a variety of teaching and learning approaches used. Kagan strategies to increase and expect participation of all pupils verbally and physically within sessions. First hand practical relevant learning experiences to match subject knowledge. Visual stimulus, picture prompts (rebus symbols) and Makaton used to support learning of those with language delay and specific communication difficulties. Rebus symbols used through school have been agreed to reduce confusion within and between year groups. Phonic learning - a small group of pupils learn through VAC approach separate from the rest of school strictly following and using Read Write Inc. Forest school is used to stimulate our high proportion of	Report by external source – Headteacher file SEF – headteacher file Wider Leadership team lesson observations – co-ordinator files Co-ordinator files Class teacher lesson plans Classrooms themselves RWInc school assessment grid (termly) Forrest school co-ordinator file;

	boys and to continue our children's love of learning outside from Foundation Stage years. IIP to increase meaningful understanding of learning itself and the pupil's responsibility within the learning process.	forrest school learning diaries. PSHE co-ordinator; classs IIP display boards
4.4 Learning plans are adapted to developing needs.	IEP, PEP and medical plans are written for individuals alongside speech and language plans where work is carried out at wave 3. Group IEP are written for those working at wave 2. Class teacher indicate specific adaptations for individuals and groups within their daily planning. Notes for Teaching Assistants are made on daily plans to enable the TA to support and direct the learning of identified pupils. Wave 3 programs are adapted on a session by session basis following careful and detailed assessment by the teaching assistant. Wave 2 plans are adapted on a weekly basis, with discussion between Ta and SENCo.	IEP's - class teacher / SENCo file PEP's - class teacher / looked after children lead teacher (Headteacher) file. Class teacher files and plans Teaching assistant files.
4.5 Learner attainment is regularly tracked.	Half termly tracking by the Assessment co-ordinator / Headteacher Termly pupil progress meetings between Headteacher and class teachers SENCo reviews progress of those receiving additional support from data / information provided by class teacher	Tracker Plus assessment co-ordinator file Data 'highlights' for staff and Governors - email / Governor meeting notes/ staff meeting minutes

	and Teaching assistant (intervention success). Co-ordinators for literacy and mathematics review data termly and discuss pupils 'of concern' and grouped information of concern. Discussion is held with regards to suitability of intervention and teaching now and in the future to address these issues. Phonic progress is reviewed on a six weekly basis and new vertical / family groupings are devised.	Co-ordinator files - Assessment, SENCo, subject, RWInc; moderation notes; staff meeting minutes Pupil progress meeting notes held centrally and by class teachers. RWInc co-ordinator file; school assessment trackers
4.6 Learning targets are known to learners and staff, supporting progress.	Sessions generally begin with the sharing of targets between teacher and class; specific group targets are shared during practical activities either from teacher, adult, supporting adults or from written targets which the more able are expected to access themselves. Levelled targets are shared in the front of pupils work books and reading diary. Targets are shared with parents formally three times a year, informally with 1 to 1 pupil discussion as needed; home school reading diary; 6 weekly phonic progress information Pupil progress meetings show clearly the detailed knowledge staff have of their pupils. SEF is shared with staff and Governors on a termly basis.	Work books of pupils – class based Home school reading diaries – child held.; Reading progress files – class based. Pupil Pogress meeting notes Performance management targets for all staff teaching and non – personal data held centrally. SEF – governor meeting minutes Emailed staff communication
4.7 Feedback from teachers, oral and written, and self-evaluation makes a positive contribution to learning.	Progress of the pupils. Comments from pupils during lesson observations by wider leadership team indicate that pupils are aware of their targets, what they are trying to show in their learning and	SEF - Headteacher Wider leadership lesson observations – co-ordinator files

	how to improve from last time. This is true of literacy and maths in particular with higher levels of observation, but also incidences for science, PE and PSHE	external advisor report - headteacher
4.8 Evidence of good achievement across all identifiable groups.	■ Children are below typical levels on entry to Nursery. We increasingly admit a number of children into our three Reception classes who have come from other providers and this coupled with the advances made by children who have spent little time in our Nursery means that the baseline for Reception (despite the progress made in our Nursery) is also below that typically found elsewhere and remains fairly constant year on year at this level. ■ At the end of Year R the history of results show that our children reach broadly typical levels (over three years at least), which signify at least good progress in EYFS. However, we do very well in some aspects and it is generally only writing scores that reduce our overall level in the end. ■ By the end of Y2 our children achieve significantly above average overall and have done so consistently for the last 5 years. This represents further good progress since the end of Reception and very strong progress from the beginning of children's time in our school, particularly in writing in KS1, but only sometimes in mathematics and lately in reading. ■ Our data dashboard (2013) supports our view about attainment as demonstrated by our second quintile picture across the board. The only differences between 2013 and 2012 being the individuals with marked complex SEN in the 2013 cohort. ■ Reading development throughout our school is good as shown by our results at the end of Year 2. However, we	SEF- Headteacher file External advisor report – Headteacher file Most recent Ofsted – class teacher files / Headteacher file Tracker Plus Class Venn Diagrams of vulnerability – class teacher/ tracker plus Data dashboard – headteacher file / report to Governors Raise online – Headteacher file Case studies – SENco file Headteachers report to Governors including reports from SENCo and safeguarding officer – most recently Nov 2014. This report covers all

	are learning a great deal from our, as yet unsuccessful, attempts to get children in Year 1 up to the national average in the phonics' check. We have changed our scheme for phonics to assist in this issue and are quietly confident that we will reach, or even surpass, last year's national average this year.	aspects in this section.
	■ Our major groups of pupils are: girls, boys, SEN, Pupil Premium and other vulnerable pupils (EAL/safeguarding/AEN):	Sheffield schools comparison data base; data dash board
	1. There is not a significant gender difference in terms of progress, as shown by our internal data, and attainment in RoL (by the end of Year 2) shows that while boys could have higher standards in reading and writing compared to our girls, our boys do as well as all pupils nationally and better than other boys nationally.	Raise on line
	2. Pupils in receipt of PP funding make good progress in YR, Y1 and Y2 as a result of speech and language interventions; Fisher Family Trust 1:1 work; ELS small groups; Small groups SEAL; and phonic booster groups.	
	3. The progress made by SEN pupils is good across the board in Year 1 and in Year 2 it is good in reading and mathematics. Current progress in Year 2 in writing is slightly slower owing to five pupils that we have targeted for extra support.	
	Many of our children fall into two or more groups, which makes them more vulnerable for slower progress particularly if they have safeguarding issues as many do. Our precise and very helpful Venn diagrams (designed to show the progress of groups especially where complexities exist) show that the 11 children (7: Y2; 3: Y1 and 1: YR) who possess the most complex make up of needs (e.g. FSM, SEN and	

	Safeguarding) are making good progress from their starting points. Our one-page case studies for these children show, in great detail, where their strengths and areas for development exist.	
4.9 Evidence of evaluation of outcomes and adapted practices, for all groups.	IEP evaluation leading to adaptation of provision mapping groupings and new approaches identified. Information shared in New IEP and / or School Action Plus review notes between parents and outside supporting agencies.	IEP's – class teacher / teaching assistant / SENCo file School Action Plus review notes – individual files; School Provision Map –SENCo file ; Individual case notes for pupils – confidential internal system; Case studies – SENCo file

Assessor's Comments - Element 4 Learner Progress and the Impact on Learning

As the school points out, and it is worth reinforcing, the number of families moving into the area who require additional support has increased markedly over recent years. In 2012-13 the school admitted 21 children mid-year, over half of these have additional social needs and are involved with other services. The number of vulnerable children and families the school supports has increased significantly over the last 2-3 years. The school currently has a number of children on its safeguarding/vulnerable log. Most children have English as their first language. Of the broadly average proportion of pupils with Special Educational Needs, 70% (23) are identified with speech difficulties; this temporarily impacts on their learning, particularly in literacy.

Data analysis is well considered using 'Tracker plus' as a vehicle to enable focused discussion. A review of progress indicates that at the end of Year R results show that children reach broadly typical levels (over three years at least), which signify at least good progress in EYFS. However, the school does very well in some aspects and it is generally only writing scores that reduces the overall level in the end. By the end of Y2 children achieve significantly above average overall. This represents further good progress from the end of Reception, particularly in writing in KS1, but only sometimes in mathematics and lately in reading. As one response to this, the school has been proactive in the teaching/intervention work in phonics in response to levels attained. The school has also prioritised Maths.

The Head teacher and her team are fully aware of needs and are open and honest about ways forward. The staff interviewed were able to talk confidently about tracking. The senior team hold conversations with staff to explore learner progress and needs.

All staff use the common system of 'WALT' and 'WILF' to share learning objectives with children.

The importance of consistency in the way in which marking and feedback is tackled, has been addressed with staff and remains a priority. SMT have made clear expectations and explained that it is vital that children are made aware of 'next steps.'

There is clear evidence that data informs teaching and learning at an individual and group level. Files are up to date and well maintained. Governors are kept informed of attainment levels through appropriate reporting systems.

Strengths:-

- Data analysis is well considered using 'Tracker plus' as a vehicle to enable focused discussion and review of progress.

- Clear evidence of review of learner needs. Detailed IEPS (EHCPs) and specific interventions are in place and reviewed.

- A variety of approaches are used by staff to engage children e.g. practical, visual cues, Forest school activity and interventions.

- Planning shows differentiation, use of TAs and clear learning objectives.

- Learner targets are made clear to children; there is evidence of the use of 'WALT' and 'WILF' in classrooms.

- Termly progress meetings are held between the Head teacher and class teachers ensuring staff are clear about areas for development and that children are on target.

- Well-structured marking policy developed to enable children to know strengths and next steps. Feedback is recognised as important.

- Analysis of data enables achievement of groups to be reviewed and clear focus identified e.g. Maths and Phonics.

Areas for Development:-

- To make sure written feedback (marking) makes clear the 'strengths' and 'next steps' and uses the correct colour coding.

Element 5 - Learning and Teaching (monitoring)

School overview commentary (Evidence supplied from in-school monitoring visits. Comment on the breadth of opportunities available to support specific needs.)

Teaching and learning at Stocksbridge Nursery infant is graded as at least 'good'. Evidence that supports this judgement

- The majority of the teaching in the school is at least good with some being outstanding. This judgement is endorsed by formal and informal observations by the headteacher, assistant headteachers, subject leaders and external consultant. We set aspirational targets for every child; this encourages all classroom staff to have high expectations of what a child can achieve.
- Teachers plan, in their year group and key stage teams, a curriculum that fulfils statutory requirements and is based on real, first-hand, memorable experiences (new curriculum 2014). Children's ideas are regularly canvassed and incorporated into teachers' planning. Teachers also respond to the interests and needs of children and are able to adapt their teaching to alter the course of learning to better match children's learning.
- Teachers are aware of the needs of all learners, including vulnerable groups and differentiate planning to meet their needs. Teachers design opportunities for children to use and apply reading, writing, mathematics and thinking skills across the curriculum in order to make learning connected and meaningful for children.
- Teachers use a range of strategies including, 'The Learning Team' and Kagan strategies to promote children's speaking, listening, problem solving, and thinking and questioning skills. They promote independence and ensure that all adults engage in and understand the importance of high quality interactions with children. Teachers are reflective about their teaching and learning that has taken place in each lesson.
- Teaching assistants are well trained and supported to promote children's learning, planning is accessible to support staff so that they understand the intended learning outcomes.
- The school's Performance Management arrangements promote high quality teaching and learning by setting challenging objectives and keeping professional practice under continual review. In addition, meetings about pupils' progress enables staff to set objectives with a clear focus on making continual improvements to the quality of teaching and enhancing pupils' progress.
- Most teachers provide clear, specific and measurable objectives and success checks for children, classroom staff engage in ongoing dialogue with children about success and what it looks like. However, teaching is not yet outstanding because some staff need more support to reach consistently good standards in these aspects of their performance.
- Children are below typical levels on entry to Nursery. We increasingly admit a number of children into our three Reception classes who have come from other providers and this coupled with the advances made by children who have spent little time in our Nursery means that the baseline for Reception (despite the progress made in our Nursery) is also below that typically found elsewhere and remains fairly constant year on year at this level.
- At the end of Year R the history of results show that our children reach broadly typical levels (over three years at least), which signify at least good progress in EYFS. However, we do very well in some aspects and it is generally only writing scores that reduce our overall level in the end.
- By the end of Y2 our children achieve significantly above average overall and have done so consistently for the last 5 years. This represents further good progress since the end of Reception and very strong progress from the beginning of children's time in our school, particularly in writing in KS1, but only sometimes in mathematics and lately in reading.
- Teachers make good use of formative assessment to track the achievement and progress of all children. We have an agreed system of marking that gives pupils

information about the success they have had in fulfilling the learning objective of the lesson, remembered 'always' targets such as full stops and a thought bubble containing a simple to understand next step. However, we know that a great consistency in marking is needed for teaching to be judged as outstanding. Each child in Key Stage 1 has individual targets in English and mathematics; teachers use these to inform planning and help children understand the next steps in their learning.

Percentage of lessons at good or better = 86% +

Policy **Yes**/No	Practice **1** 2 **3**

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- Embed revised marking policy.

- Training for presentation of work and marking planned for March 2015.

- Training for RWInc planned for the academic year starting November 2014-15.

- Pupils to take a more active role within their SEN support plus reviews.

- SENCo training for staff and parents / carers on New Code of Practise

- Increase the number of visits and visitors accessed by all pupils through-out the year.

- Geography curriculum to make greater links to national community cohesion

- Ensure new curriculum element of British Values is threaded throughout the curriculum.

- Emphasis in Foundation Stage upon Knowledge of The world, the world, to widen experiences generally.

Criteria	Organisation Evidence	Evidence Location
5.1 Performance management targets have an impact on learning and teaching.	Performance management whole school targets for all teaching staff 2013-14 + 14-15; review notes 2013-14 show that most teachers achieve targets. Where targets are not met staff had given reasonable evidence of work towards meeting the target. Performance management targets for TA's also relate to whole school targets. 2013-14 most TA's meet targets. Where targets are not me developmental work is organised through team triangulation of group issues. Review of interventions by SENCo show that most children make progress to meet intervention targets. Those who do not have complex learning needs with multi agency support. Specific staff working with members of the SLT where teaching is not classified as 'good'.	Performance management – SLT space. Triangulation plan and focus. Headteachers report to Governors Headteacher observation notes. Joint observation between headteacher and advisor. Performance management review letters to staff to clarify outcome and pay scale point awarded.
5.2 The school Learning and Teaching policy is well implemented and monitored.	SLT and subject co-ordinator reviews show that most teaching is at least good with significant elements of out-standing. There is a time table of moderation, observation, review and feedback to whole school and individuals.	Co-ordinator files; Ofsted trained advisor report summer term 2014 (Roger Gill) Subject co-ordinator reviews Subject leader 'post cards'

		reviewing their subject. School calendar
5.3 L&T plans and schemes of work are adapted to local (individual) needs.	Geography curriculum making greater consideration of international community cohesion and use of local resources. Continued positive links with Gambia. Science links with Forrest schools to make greater use of local environment.	Curriculum plans 2013-13; Curriculum plans 2014-15; Subject co-ordinaot plans
5.4 Awareness of, and provision for, individual learning needs.	Provision mapping 2013-14 half termly to discuss needs of all pupils to ensure safety and progression. Provision mapping and data tracking lead the SENCo to formulate the termly intervention support plan. This is reviewed half termly with teachers and TA's. Pupil progress meetings to focus on an elements of whole school development (performanace management related). Inclusion book – class teacher record relevant information on a daily basis to feed into provision mapping. Termly SEN Support plus reviews with class teachers and parents. Exceptional Needs SENCo team for family of	Provision mapping Termly Intervention plan. Special needs register; Additonal needs register; PSHE assessment grids; class venn diagrams. Pupil progress meeting minutes (headteacher + class teacher). Class confidential Inclusion folders; archive. Individual SEN files; class confidential inclusion file SENCo exceptional needs minutes

	schools to plan to meet the needs of the pupils within our locality. This group is lead and co-ordinated by SNI school SENCo.	and notes.
5.5 Awareness of expected outcomes at year end.	Staff meetings to discuss new nationally raised bar and the impact for all age group and end of age expectations. Links to APS and sublevels.	Staff meeting minutes
	Introduction of new Sheffield STAT grids as the government remove levels of attainment. Moderation of work within the family of schools to share experiences and agree outcomes.	FOS meeting minutes
	FS weekly meetings over a month to review statements in each aspect of the curriculum, to ensure joint understanding and agreed age stage descriptor evidence.	Development matters highlighted, annotated sheets; FS leader file; FS staff files;
	Moderation within school for writing and reading. Feedback from book scrutiny shared with staff and targets agreed and set.	Staff meeting minutes; subject co-ordinator files.
	Review of subject targets in line with new curriculum by co-ordinators.	Maths and reading target sheets – cordinator files; children's work books.
5.6 Lessons have clearly articulated purpose, including clear differential expectation and engaging contexts for learning are developed where appropriate. A range of L&T approaches used.	Lesson observations show that most lessons are at least Good' with a high proportion of elements of 'Outstanding'.	Subject / SLT observation notes.
	Staff meeting to discuss use of WALT and WILF and use of marking policy. Use of I can statements and a	Staff meeting minutes; children's

	WAGOLL.	work books; marking policy
	Learning walls to exemplify WAGOLL and model work.	
		Classroom walls.
	Staff meeting led by guest advisor to discuss methods of learning for 'all' children with a lesson. Peeling off and peeling in. Need for teacher to work with SEN children at a higher rate than TA.	Performance management targets; Staff meeting minutes; Lesson planning.
5.7 All resources, including TA and ICT are used appropriately and effectively to enhance learning.	Lesson observations show that most lessons are at least "Good" with a high proportion of elements of 'Outstanding'.	See above
	Rolling program of newer and faster hard drives to enable more efficient use of programs and resources	ICT co-ordinator file.
5.8 Communication within classroom effectively supports learning.	Lesson observations show that most lessons are at least "Good" with a high proportion of elements of 'Outstanding' for both TA and teacher. Where practise was observed below 'good' a member of the SLT has / is working with that staff member.	Performance management targets of all staff and Assistant Head / SENCo.
	Whole school agreed expectations for practise and provision monitored as part of lesson observations. The vast majority of classrooms have good visual communication that effectively supports learning. Where rooms are not 'good' the SENCo has worked with the staff involved to meet the standard by July 2014 – and did so.	Performance management review notes; pupil progress review notes. Non negotiables. School calendar of moderation.

5.9 Effective engagement with learning and oral feedback and guidance supports learning. Self and peer assessment supports learning. Written feedback offers guidance for future learning. Lesson outcomes inform developing planning. Teacher records monitor progress and identify interventions.	Marking policy updated Sep 2014 to increase time available for positive interaction and feedback. Use of stickers with clear WALT and success criteria to be marked green for 'grow' and pink for 'tickled pink' success. 2 stars and a wish for targets. Subject co-ordinator discussions with pupils show that the vast majority of pupils are aware of their targets and how to reach them. Tracker plus used by all staff to monitor progress. Children highlighted on daily lesson planning who require further input / special provision.	Marking policy; pupil's work books. Co-ordinator review / feedback notes for staff. Staff session plans Provision mapping notes; confidential class inclusion book
5.10 Reports to parents are detailed, informative and support future learning.	Parent questionnaire	

Assessor's Comments - Element 5 Learning and Teaching (Monitoring)

A performance management policy is clearly in place, targets are determined, focusing on progress of pupils and development needs linked to the strategic development plan. The positive approach to monitoring seeks to ensure learning and personal needs of children are addressed. It is a tool to support staff and is understood by staff. The strategies of book reviews, learning walks, observations, lesson study, and performance management meetings are used to monitor progress and gather information to support teaching and learning. Governors have shown interest in developing their own understanding of monitoring and joined in some learning walks.

The school teaching and learning policy sets out the 'non-negotiables' and clearly focuses on appropriate key principles including inclusion.

Lesson planning viewed shows evidence of learning objectives and involvement of other team members deployed in the classroom, reflecting appropriate differentiation.

The school has developed a range of opportunities to report to parents. Policies are in place and all staff are familiar with the content. The SEN policy reflects the setting and whole school policy and approach.

Deployment of support staff is effective. The teamwork of lunchtime supervisors and staff endeavour to ensure continuity of behaviour management. Support staff understand pupils' needs including social and emotional and respond appropriately. Each has a clear focus for work in or out of the classroom and they understand their role. There is a good level of communication evident between TAs and teachers as exemplified in a TA meeting held on the day of the assessment.

Strengths:-

• The Head carries out learning walks, observations, lesson study, work scrutiny and holds performance management meetings in order to monitor progress.

• Performance management is undertaken rigorously and is understood by staff. This identifies strengths and areas for improvement.

• The school learning and teaching policy sets out the 'non-negotiables' and clearly focuses on appropriate key principles including inclusion.

• The use of 'Forest school' principles encourages children to 'take risks' and learn at first hand.

- Good reflection by SMT and staff on the new curriculum and planning for this is in place.

- Lesson planning viewed showed evidence of learning objectives and involvement of other team members deployed in the classroom showing appropriate differentiation.

- Good level of communication evident between TAs and teachers exemplified in TA meeting.

- Parents speak positively of feedback from teachers.

Areas for Development:-

- To ensure children have clear written feedback.

- To continue to widen children's experience e.g. link with Sheffield City School.

- To further extend use of IT to enhance learning; QR readers, Skype and 'Mystery Skype.'

Element 6 - Parents, Carers and Guardians (referred to as parents in document)

School overview commentary (please include results of surveys/questionnaires)

Our ethos is one of inclusivity and working with all children and their families. We strive to make positive relationships with all of our stake holders, especially those who are hard to reach. We seek their views in a wide range of subjects and take those views to affect policy and practice. Our school has an 'open door' policy, to foster the above.

There are two Assistant Heads within our leadership team, Alison Priest leads on learning and is the SENCO and Ruth Heavens leads on Community Partnerships. Ruth has achieved the leading Parent Partnership Award 19th September 2014 and there were no recommendations for further development other than to continue with our outstanding practice.

Policy Yes/No	Practice 1 2 3

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- Continue to consult with parents to reflect upon practise and provision made through our own school services and also within the wider community. Seek further co-production on policy review and practise.

- Support parents of pupils with SEND (under the new Code of Practise for SEND April 2014) to feel empowered to lead the decision making process and work in co-production with support agencies.

- Create a community SEND forum to discuss issues relating to the family of schools and how best to meet the needs of children with SEND and their families within our community.

Criteria	Organisation Evidence	Evidence Location
6.1 Parents have opportunities to be involved in their child's education.	Parents evening and target sharing twice per year Annual report with discussion to support and foster further development During Spring 1. Stay and Learn sessions for each year group termly. Review highlights areas for improvement, extension and introduction. Subject workshops in aspects highlighted by parents in Stay and Learn evaluations. School has an 'open door' policy to encourage parents to come and discuss issues of concern. Parents of children with SEND are offered three meetings a year in which to share discussion around progress and barriers to learning for their child. Targets are set for home and school. Parents of those children receiving wave 3 intervention are invited to watch a session take place and discuss strategies for use at home with the teaching assistant. Information about the curriculum and events are posted on our website and sent in weekly news letters. Termly newsletters are sent from each year group informing parents of what their child will learn and tips are given as to	All of the evidence related to within this section will be located in the LPPA assessment file + Newsletters, Assessment file within school secure ICT system Web site; parent feedback forms Record of conversation notes; class teacher Inclusion books Inclusion notes and individual pupils files SAP review records Letters ; SENCo; parent anecdotal evidence; SEND forum notes Website; newsletters; school notice board

	how learning can be enhanced at home.	
	Workshops are offered to targeted parents to support learning needs of pupils from Nursery through to Year 2. This has led to a 'performance' being given by one group to classes of children in years 1 and 2.	Web site; curriculum letters; class parent boards; Family Learning records / LPPA leader
6.2 Two-way communication, by a variety of means, is easy and effective, supporting inclusion.	Home school diary for comments about reading and literacy.	Class teacher;
	Open door policy.	Newsletter; website
	An on-going program of parent workshops and support groups.	Questionnaires – co-ordinators; LPPA lead
	Website with contact details for school which parents are invited to use.	
	Staff will endeavour to phone parents with regards to appropriate issues of concern or with important information should the parent not be available at the end of the day.	Record of conversation - Class inclusion book / SENCo
	Specific children have home school diaries where there are issues with PSHE. These children may or may not identified as SEND issues. A variety of methods are used to communicate the day's events including stickers, rebus symbols and descriptive prose.	Class teacher; provision map; class displays of motivational posters / charts
	AFA meetings for pupils and their parents where under achievement is a concern, regardless of levels of achievement. Meetings are held with class teachers and / or the assistant Head with responsibility for all inclusion (SENCo).	SENCo - meeting review notes; provision map; class inclusion book

6.3 Parents are confident that their children are valued and included.	Results of the 2014 questionnaire show that the vast majority of parents are satisfied in this aspect. Nominated for 'Sheffield school of the year' by a parent for our inclusive approach to children and their families. We won! Positive responses from parents asked this question at SAP review meetings. Responses from Stay and Learn workshops. These were used by staff to discuss and plan future focus for 'Stay and Learn' including refreshments being made available and extending the timing of the session	Headteacher feedback from yearly questionnaire to parents and staff; Report to Governors SENCo – newspaper cuttings; Award itself! SENCo questionnaire reply forms Feedback forms; staff meeting minutes.
6.4 Parent-teacher discussions and reports are productive and supportive of learning progress.	SAP / PEP reviews (see above);Termly target setting meetings though school AFA discussion (see above) Discussion notes and outcomes are recorded in the class confidential inclusion book and reported though provision mapping meetings termly. Information is provided every six weeks to support phonic development.	Individual pupil files SENCo file Class teacher notes; provision mapping (securspace) Assessment co-ordianator file; RWInc group leader information
6.5 Parent concerns are addressed.	Action plans are written from all questionnaire responses through school by co-ordinators. Feedback from questionnaires including actions to be taken are communicated with parents.	Staff meeting minutes; Co-ordinator files Weekly newsletters LPPA lead file

6.6 Parents are involved in decisions about their child.	6.1 and 6.2	
6.7 Parents value the school.	The returns of the 2014 parent questionnaire indicates that the vast majority of parents feel valued in our school and value the work that we do to support their child.	LPPA assessment file
	Positive uptake of parent places in family learning opportunities throughout the year.	Family learning log; anecdotal evidence from parents
	The high level of participation at Stay and Learn events throughout the year by family members.	LPPA assessment file
	The high level of attendance at parents evening.	As above
	The low level of complaints year on year indicates that parents value the endeavours and work of the school and its staff.	Headteacher data file; report to Governors
	Our award for 'Sheffield school of the year' 2013, nominated by a parent	The award proudly displayed in the school entrance.
6.8 The school regularly seeks parents' views on a range of school issues.	Questionnaires used throughout the year to seek parents views and year on year.	LPPA assessment file
	Evaluations of stay on learn throughout the year.	As above
	Parent groups used to review policy and practise year on year in various aspects of school life. For example SEND provision, anti-bullying and SRE.	Co-ordinator files
		SEND forum notes; co-ordinator files; termly report to governors

Assessor's Comments - Element 6 Parents, Carers and Guardians

Parents clearly value involvement with the school; they feel able to approach all staff and the Head teacher. The school endeavours to establish strong relationships with parents and involve other agencies if needed.

Parents are welcomed to a range of events during the school year, including valued 'stay and learn' sessions, open door arrangements and review meetings. Engagement in reading is fostered through a home/school reading record book.

The school is proactive in seeking out the opinions of parents and carers. Parent questionnaires are used to identify issues and actions. Communication is enhanced through use of the school website, texts and email. The school provides newsletters in paper format and electronically to parents and carers and newsletters are considered to be timely and informative. The school has worked towards the Leading Parent Partnership Award, reiterating the value they place on engagement with parents.

The school has established a home/school agreement which reinforces some key values/issues, namely attendance, issues which may affect a child's behaviour or progress, school uniform, the school's 'Golden Rules' and making the right choices about behaviour, attending meetings to discuss a child's progress, appropriate respect for professionals, support with reading and other home learning activities, developing independence, sense of responsibility and consideration of others.

Strengths:-

- Positive response from parents in terms of the way in which the school endeavours to inform them of their child's progress.

- Parents value 'stay and learn' sessions, open door arrangements and review meetings.

- Parents value text messaging and emails used by the school to give information and reminders.

- Newsletters are considered to be timely and informative.

- Discussions about progress are deemed worthwhile.

- Parent questionnaires are used to identify issues and actions.

- The school values parents' involvement in school and seeks to engage them further if possible.

Areas for Development:-

- To develop focus groups to enable further discussion with small groups of parents on specific issues and review policy; following up issues noted in responses to questionnaires.

- To consider the use of a TV monitor in entrance areas to share reminders, positive information about attendance and celebration of work.

Element 7 - Governing Body and Management - External Accountability/Support

(LA, Academy Trust, external validation)

School overview commentary

The Governing Body has been through a significant period of change over the past year. At this current time the Governing body has one vacancy. The Chair is new to post as are several parent governors.. The Governing body are a very enthusiastic and committed team, but as a whole are relatively inexperienced.

Both the SEND and Safeguarding Governors have many years of experience within the field of education, both playing a practical role and within context of the school working day.

The safeguarding Governor is vice Chair and has acted as Chair following the retirement of the previous longstanding Chair of Governors (18 years)

Policy Yes/**No**	Practice 1 2 3

Two Governors have carried out a questionnaire with parents to ascertain views and feelings with regards to school's response to inclusion.

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- SENCo to continue to inform Governors of the changes within the new SEND code of practice.

- To ensure new Governors safeguarding training has been completed.

- Re-assess how we use and inclusion assessment and data now that all our pupils access a free school meal. Governors to have clarity about Pupil Premium and the finical funding implications this may have upon school in its widest context and then to Inclusion.

- SEND Governor and SENCo to update and review the SEND policy and inform parents.

- Next questionnaire to be based upon parental view with regards to schools ability to respond to emotional well-being.

- We would like to encourage a wider range of Governors to experience school within the working day.

- Appoint a 'link' Governor to be part of work pertinent to transition to our feeder schools (Junior and High).

Criteria	Organisation Evidence	Evidence Location
7.1 The Governing Body is committed to the Inclusion ethos of the school and related policies.	Termly agenda item as part of the Head teachers report written by the SENCo. This includes data indicating progress; range and level of support offered and level of support required through school. This report is then discussed and challenged by members of the Governing body to ascertain efficacy of the data. Governors financial sub-committee agree the financial plan to support Inclusion, based upon data provided by the Assessment co-ordinator and SENCo. This decision is brought to the full Governing body for ratification. SEND Governor works closely with the SENCo. They meet regularly to discuss issues affecting Inclusion. She observes children within the classroom setting to gain first-hand experience of the level of need within our school. SEND Governor will report back at full Governor and sub-committee level (curriculum).	Headteachers termly report to Governors Financial plan School Development Plan Sub-committee minutes. Anecdotal evidence. Governor minutes. SIP
7.2 The Governing Body has undertaken training across a range of needs and has a plan for future identified needs.	The Governing body has accessed Safeguarding and New Ofsted framework training. The SEND Governor has accessed training with regard to:- • Headteacher's performance management. The Headteacher's management targets are clearly linked to inclusion.	Records of Governor training

	• Accessing and interpreting data with a focus upon pupil premium. The Governing Body has completed an audit of its own skills and training requirements. This has influenced the Governor vacancy adverts; advertising for skill gaps.	Skills audit
7.3 There is a named Governor linked to SEND, inclusion, safeguarding.	Yes see above sections for evidence throughout	
7.4 Governors are clear in their support and challenge roles.	Sub committees for finance, curriculum, premises and personnel meeting termly. These committees feedback appropriate information to the full Governing body. All sub-committee meetings are minuted. The Headteachers termly report is discussed and challenged on a termly basis. Named Governors (Safeguarding, SEND, Early Years) work with and challenge individual staff members responsible for those aspects of school development. This is done on an informal termly basis. Governors worked closely with the Headteacher following the Ofsted inspection, to formulate action plans from aspects arising.	SIP Minutes. Anecdotal evidence SIP 2011-12 and 2012-13
7.5 Governor committee agendas and minutes show evidence of Inclusion discussions.	See section 7.1	

7.6 Governors make regular visits to the school in connection with their roles and responsibilities.	See sections above for evidence through out Headteacher records all visits to school by Governors	Headteacher records
7.7 External views are sought to validate and support school development.	Governors have received a report from Roger Gill (external advisor) informing them of school practice and achievements. This report also advised Governors about improvements that could be made towards the 'Outstanding' mark. An external advisor is appointed to support the performance management review of the Head teacher.	Governor minutes
7.8 There is partnership with and support for local and other linked schools.	Shared training between the Locality of schools; for example safeguarding and the New Ofsted framework. In our present re-build circumstances school has strengthened its links with the High school. They have been very supportive and keen to accommodate our needs. We plan for this shared connection to be maintained. Governors are closely advised by the Local Authorities 'Governor training' section to maintain yearly procedures.	Governor minutes Governor minutes Governors Handbook.
7.9 There are systems to evaluate the effectiveness of the Governing Body and management of the school in inclusive practice.	Self evaluation Skills audit completed in the last academic year Governors are closely advised by the Local Authorities 'Governor training' section to maintain yearly procedures.	Full Governing Body minutes

	Governors responded to and took an active role within our last Ofsted. Governors within this report were graded as 'Satisfactory'	Ofsted report (2011)
	Training on Governor Body effectiveness.	
	Have worked with National leader of Governors on efectiveness	Minutes

Assessor's Comments - Element 7 Governing Body and Management

When possible, governors are keen to be involved in the life of the school, attending celebrations and events, taking their part in a range of activities and supporting the school. They are fully aware of the Inclusion and the SEN agenda and are keen to ensure that all children receive their entitlement.

Of those I interviewed, it was evident that they are supportive and aware of roles and responsibilities. The Governing Body receive detailed reports from the Head teacher which they find informative.

The role of the Governing Body is shared on the school's website. The Governing Body helps the school provide the best possible education for its pupils. It provides the Head teacher and the staff with support, advice and information, drawing on its members' knowledge and experience. The Governing Body has the responsibility for monitoring and evaluating the school's effectiveness in the interests of the school and its pupils. The full Governing Body meets at least twice per term. It is made up of five sub-committees; Personnel, Pay Policy, Curriculum, Premises/Health and Safety and Finance.

Information about governors' meetings, minutes from meetings and information about becoming a governor is made available on the parents' information bookcase, near the school secretary's office.

The Head teacher's performance management is carried out by an external advisor, thereby effecting an independent and objective review of targets.

Participation in the 'Yorkshire triangle' of schools enables staff to develop skills and knowledge and is a positive development in the school.

Strengths:-

- The Governing Body are supportive and aware of roles and responsibilities.

- The Governing Body representatives ably talk about aspects of their work and the hard work of the school team.

- The Governing Body receive detailed reports from the Head teacher which they find informative.

- An external advisor works with the school (particularly SMT) to develop procedures and advice.

- The Head teacher's performance management is carried out by an external advisor.

- Participation in the 'Yorkshire triangle' of schools enables staff to develop skills and knowledge.

- Governors participate in meetings, sub-committee meetings and events.

Areas for Development:-

- To continue work with governors ensuring they are fully cognisant of new developments and data analysis, particularly important as new governors join e.g. new SEN Code of Practice and new curriculum changes.

Element 8 - The School in the Community - How this supports inclusion

School overview commentary

At Stocksbridge Nursery Infant school we believe that all providers within the community should work together in order that pupils and their families achieve their potential. We are active members of our Family of schools (FOS) leading on moderation, inclusion and exclusion. We organise and facilitate FOS meetings, planning of future work including training and development opportunities of parents. Our Head teacher plays an integral role in the Local schools Headteacher group. As a school we are also part of the Yorkshire Triangle, working closely with a school from Derbyshire and Doncaster to evaluate, moderate and develop best practise; we work with each other and external advisors to ensure progression and development of skills and knowledge.

On an annual basis we support local community groups in bulb planting, (Stocksbridge in Bloom).

Our literacy co-ordinators facilitate pupils from Key stage 1 to attend debate sessions between Sheffield schools. The governors have personally supported this event, attending with the group.

The local leisure centre plays an integral role in our after school clubs and PE planning. They have shared organisation and delivery of activities at the annual sports day, also donating prizes for winners. Also delivered teaching sessions during Healthy Schools week. We work together to promote a healthy life style for pupils and their families. At this current time we are working to increase the number of pupils with SEND or additional needs attending after schools clubs, with personal invitations being sent to those pupils identified by their class teachers.

Our school council is working in conjunction with two other FOS members to share ideas to address issues within the community; for example 'please don't swear' posters.

Our Nursery teacher works very closely with 'feeder' private nurseries to plan and evaluate IEP's for those children that we share with dual registration. She also works closely with these partners to evaluate and moderate practise for a shared community experience.

Policy Yes/No	Practice 1 2 3

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

- Continue to work in partnership with the FOS, leisure centre, Locality G headship group, Exclusion team and Steel City Partnership

- Foster links with the neighbouring Care home to develop singing, clapping games and story-telling.

- Extend the schools council group to include our junior and High schools.

- Continue with joint work between other local Infant schools

Criteria	Organisation Evidence	Evidence Location
8.1 The school has audited the local and wider community as a resource.	Geography and science co-ordinators have identified aspects of the local area which can be used to support the new curriculum. These identified resources are being planned for on a rolling program which began in the summer term 2014.	Science and geography co-ordinator files.
	The School council lead is proactive in her pursuit of joint work and making links with FS members.	School council lead file.
	The Literacy co-ordinators are proactive in their use of schools advertising site (Schools point) to identify local authority arranged activities.	Literacy co-ordinator file
	PE co-ordinator has worked with the leisure centre to discuss possibilities for future joint work.	PE co-ordinator anecdotal evidence
	LPPA lead has worked with Stocksbridge Children's Centre to discuss possibilities for family learning opportunities over the year.	LPPA lead file; anecdotal evidence
8.2 There are links with local and wider clubs and organisations.	We are members of the RHS. We are on level 2 of their gardening scheme, having achieved level 1.	Forrest school lead co-ordinator file
	We are members of the Early Education.	
	Links support PE development.	Headteacher notes and minutes of meetings to Foundation stage team; anecdotal evidence.
	City wide ESCAL support development with literacy.	
	Stocksbridge tennis club supported our PE delivery allowing	CPD co-ordinator emails; finance

	us to use their courts summer term 2014 free of charge.	training log; literacy co-ordinator
		PE co-ordinator planning; anecdotal evidence
8.3 Expertise and resources are shared to advantage pupils.	We share expertise during our FOS and Yorkshire Triangle meetings to support development of skill, knowledge and understanding of the curriculum, assessment, terminology and the use of interventions. We have worked with Ofsted trained inspectors to support our understanding and impact of the Ofsted framework. We share expertise in the delivery of training for other locality members. Recently this has been in Read Write Inc and phonics. PE co-ordinator has been videoed to share practise net wide in dance (Imoves)	SENCo file – exceptional needs file; FOS meeting minutes; maths, literacy, ICT, early years, senior leadership teams - Yorkshire triangle meeting minutes Headteacher file; headteacher report to Governors IMoves website
8.4 The school is valued by the local community.	Parental questionnaire responses are mostly positive. LPPA award 2014	Parental questionnaire feedback 2014 LAAP lead
8.5 The school is involved in community life.	This has been stated in the introduction. Also:- Our Year 2 choir visit the neighbouring care home at Christmas to sing and share songs and carols.	Newsletter; website; anecdotal evidence

	We work with Stocksbridge In Bloom on an annual basis to plant bulbs with the pupils to enhance to visual presentation of the local high street.	Newsletter; website; Forrest schools co-ordinator
	We have requested support from Steel Valley project with landscaping works. We are currently waiting for a response.	Forrest schools co-ordinator
	In January 2015 we are to host a parents evening for all parents with the FOS to discuss the SEND new code of practise. Our SENCo has lead on this work, organising and facilitating meetings and te event itself. We have invited members from Parent Partnership and other child care providers, plus supporting agencies; for example Educational Psychology	SENCo file – exceptional needs
8.6 The community is involved in the life of the school.	This has been stated in the introduction. Also:- We invite residents of the care home to attend our annual sports day.	Anecdotal evidence
	Review of policies to support shared understanding of practise, procedures and protocol; for example anti bullying, SEND, Sex Realtionship Education	School policies file; Newsletter / website.
	Reading volunteers drawn from Sheffield, either Ex parents / grandparents, John Lewis staff or other local schools.	Literacy co-ordinator; Safeguarding teacher / headteaher ; inclusion planning
	The local library often visit.	Literacy co-ordinator; weekly newsletter; school website

8.7 The school has systems to canvas local opinion, evaluate outcomes and act on findings.	Questionnaire's for local residents prior to the large and extensive building works. Their opinions were acted upon.	Headteacher file

Assessor's Comments - Element 8 The School in the Community

Stocksbridge Nursery and Infant School aims to be an inclusive school and develop children as caring, tolerant young citizens who are respectful of themselves and people of different races, faiths and cultures.

Stocksbridge Nursery and Infant School seeks to enhance the curriculum and promote positive attitudes and values through the use of the local community. Classes carry out walks around the locality; use the town centre, make visits to the fire station and establish links with the local care home. Sponsorship of a planter in the main street in Stocksbridge for 'Stocksbridge in bloom' enables children to begin to build respect for the local community.

The school promotes membership of local groups e.g. Boys' Brigade and the Girls' Brigade, who have established meetings for primary school aged children based at the local Christian Centre.

There are developing links with the Children's Centre and secondary schools to support transition. The Head works hard to foster team working throughout from the outset, engaging collaboration and cooperation. The school is developing contacts with, and support for, Early Years' providers, sharing and modelling good practice thereby fostering positive links.

Strengths:-

- Good use of local community e.g. visits to the fire station.

- Sponsorship of a planter in the main street in Stocksbridge for 'Stocksbridge in bloom' enables children to begin to build respect for the local community.

- Developing contacts with and support for Early Years' providers, sharing and modelling good practice thereby fostering positive links.

- The school choir goes out into the local community at key points in the year.

- Links are established with local care homes.

- The school encourages 'volunteer readers' to work with children to raise the profile of reading.

Areas for Development:-

- To continue to enable children to recognise the importance of respect for the local community.

- To consider developing a school notice board in the local Children's Centre and changing the content periodically. Making use of it to share good work and raising the profile of the school in the community.

- To consider how best to enable children to understand their location in relation to Sheffield City; perhaps twin with a City School and use it as a focus for a maths or language link, developing use of IT and Skype to facilitate.