Pound Park Nursery School Self-Evaluation

Summary – July 2025

<table>
<tr><th colspan="3">Responding to a changing educational landscape, and ensuring we continue to meet the needs of all children at Pound Park</th></tr>
<tr><td rowspan="4">1
School Improvement Priorities</td><td colspan="2">1) Strengthen the curriculum and opportunities for every 2-Year-Old, including SEND ensuring progress in all Prime Areas of Learning, these include Personal, Social and Emotional Development, Physical Development and Communication and Language</td></tr>
<tr><td colspan="2">2) Develop Mathematical subject knowledge of all staff to support children developing a deep understanding of numbers to 10</td></tr>
<tr><td colspan="2">3) Develop early reading skills, phonological awareness, and a pedagogical understanding</td></tr>
<tr><td colspan="2">4) Continue developing a deep understanding of Equality, Diversity and Inclusion and how this is reflected in our curriculum, policies and ethos of Pound Park</td></tr>
<tr><td rowspan="2">2
Progress made towards the next steps</td><td colspan="2">Next Steps: Continue to develop and sustain a curriculum that supports two-year olds</td></tr>
<tr><td colspan="2">Over the past year, we have made significant progress in shaping a curriculum that is inclusive, responsive, and developmentally appropriate for our two-year-old cohort. Our primary aim has been to ensure that the provision meets the diverse needs of all children, regardless of age or ability.

Key actions and developments include:

• Inclusive Provision Planning: We have carefully evaluated and adapted our environment and routines to support children at varying developmental stages. This includes differentiated resources and flexible approaches to learning that promote engagement and independence.
• Focused Group Time Planning: Group times have been thoughtfully structured to build listening and attention skills progressively. Activities are designed to be short, engaging, and interactive, with clear routines that support children's understanding and participation.
• Cohort-Sensitive Scheduling: We have been mindful of the differing needs of our morning and afternoon cohorts. Adjustments have been made to reflect variations in energy levels and attention spans, ensuring that all children have access to high-quality learning experiences at times that suit their developmental rhythms.

These efforts are part of our ongoing commitment to providing a nurturing and stimulating early learning environment that lays strong foundations for future learning. We will continue to monitor and address how we plan for our youngest learners.</td></tr>
<tr><td rowspan="2">3
Quality of Education</td><td>Strengths</td><td>Areas for Development</td></tr>
<tr><td>At Pound Park, we are deeply committed to delivering a high-quality, inclusive education that</td><td>As part of our ongoing commitment to reflective practice and continuous</td></tr>
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	nurtures every child's potential. A central focus of our curriculum has been on developing confident communicators—recognising that communication takes many forms and is fundamental to all learning. We have embedded a communication-rich environment that supports both neuro-typical and neuro-divergent learners. Our approach values spoken language, non-verbal cues, visual supports, and alternative communication methods, ensuring that every child has a voice and a means to express themselves. To strengthen this work, staff have engaged in targeted professional development with a range of specialists, including: • **Speech and Language Therapists (SALT)** • **The Early Communication Team** • **Educational Psychologists** These partnerships have enhanced our understanding of early communication development and informed our day-to-day practice. Staff work collaboratively to implement consistent strategies, adapt provision, and reflect on progress—ensuring that all children, regardless of their starting points, are supported to make meaningful progress in their learning. This collective effort reflects our ethos: that every child is capable, every voice matters, and high-quality education must be both inclusive and ambitious. Over the past year, we have worked consistently to promote a clear understanding of maths mastery. This has involved embedding key principles such as depth over breadth, mathematical language, and the use of manipulatives to support conceptual understanding. Through targeted staff training, collaborative planning, and reflective practice, we have	improvement, we have identified key areas to further enhance the quality of education at Pound Park. A central focus moving forward is the **embedding of the SHREC approach** (Sustained Shared Thinking, High-Quality Interactions, Responsive Teaching, Emotional Connection, and Child-Led Learning) within continuous provision. This framework will guide staff in deepening their interactions with children, ensuring that learning is both meaningful and responsive to individual needs. We are also placing a renewed emphasis on back-and-forth conversations, particularly during lunchtimes and small group sessions. These moments offer rich opportunities to model language, extend vocabulary, and build strong communication foundations. By being intentional in these everyday interactions, we aim to further support children's language development and social confidence. This focus aligns with our broader goal of creating a language-rich environment where every child is supported to express themselves, connect with others, and make progress across all areas of learning. Moving forward, we will continue to sustain and build on this positive practice by: • Providing ongoing professional development and coaching. • Embedding mastery approaches into continuous provision.

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	strengthened our collective knowledge and confidence in delivering high-quality maths experiences. Children have been given rich opportunities to explore number, pattern, shape, and measure through purposeful play and real-life contexts. Staff have developed a deeper understanding of progression in early maths and how to scaffold learning effectively.	• Using assessment to inform next steps and ensure all children are challenged appropriately. • Sharing best practice across the team to maintain consistency and high expectations.
4 Behaviour and Attitudes	**Strengths**	**Areas for Development**
	One of Pound Park's key strengths lies in the consistency and professionalism of the team in modelling high expectations for behaviour. Staff demonstrate a deep understanding of child development and use this to guide children in building positive relationships, self-regulation, and respectful interactions. Through calm, consistent language and clear boundaries, practitioners create a safe and predictable environment where children feel secure and understood. Expectations are communicated in developmentally appropriate ways, and staff model respectful, empathetic behaviour throughout the day—whether during transitions, play, or group times. Importantly, the team works collaboratively to ensure a unified approach. Behaviour strategies are shared, reviewed, and refined together, allowing for consistency across the provision. This collective effort supports children in developing a strong sense of belonging and emotional wellbeing, which in turn contributes to a positive learning culture. The team's commitment to nurturing respectful, confident, and emotionally resilient children is a cornerstone of the high-quality education provided at Pound Park.	As part of our ongoing commitment to inclusive practice and continuous improvement, we are focusing on further developing our understanding and approaches to behaviour, particularly in relation to our neuro-divergent learners. A key area of development is our collaboration with Kerry Murphy**,** whose expertise will support staff in deepening their knowledge of neurodiversity and inclusive behaviour strategies. This partnership will help us refine our practice, ensuring that our responses to behaviour are rooted in empathy, understanding, and developmental appropriateness. Through reflective dialogue, targeted CPD, and practical guidance, we aim to: • Strengthen staff confidence in supporting neuro-divergent children. • Embed inclusive strategies that promote emotional regulation and positive social interactions. • Ensure that all children are supported to make progress in their

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		personal, social, and emotional development. This work will be integral to creating a learning environment where all children feel safe, understood, and empowered to succeed.
5 Personal Development	**Strengths**	**Areas for Development**
	At Pound Park, we are proud to offer a broad and enriching curriculum that extends beyond the classroom, supporting children's personal development in creative, physical, and emotional domains. Our carefully curated extracurricular activities are designed to nurture curiosity, confidence, and a lifelong love of learning. Children benefit from a wide range of experiences that promote holistic growth, including: **Yoga** – Supporting emotional regulation, mindfulness, and physical wellbeing through calming, child-friendly sessions. **Forest School** – Encouraging resilience, independence, and a connection with nature through outdoor exploration and risk-taking in a safe, supported environment. **Music and Dance** – Fostering self-expression, rhythm, coordination, and joy through movement and sound. **Woodwork** – Developing fine motor skills, problem-solving, and perseverance as children safely explore tools and materials. **Loose Parts Play and Creative Exploration** – Inspiring imagination, collaboration, and critical thinking through open-ended resources that invite children to create, construct, and innovate. These opportunities are embedded into our provision and reflect our belief that personal development is not a separate strand, but a vital part of every child's daily experience. Through	Building on the EYFS principles, the next steps for personal development will focus on three interconnected areas: physical development, oracy, and identity. Firstly, we will continue to strengthen children's physical development through targeted activities that support both gross and fine motor skills. These are essential for developing the coordination and control needed for early writing and other literacy tasks, while also fostering confidence and independence. In parallel, we will place a strong emphasis on developing children's oracy skills—the ability to express themselves clearly and confidently through spoken language. This includes creating rich opportunities for conversation, storytelling, role play, and group discussions, enabling children to build vocabulary, articulate their thoughts, and actively listen to others. This work is further enriched by our involvement in the EDI (Equality, Diversity, and Inclusion) research project with Greenwich University, which focused on nurturing a strong sense of belonging and ethnic identity. Through this project, we supported children in developing a positive sense of self and encouraged them to proudly use their voices to share their

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<tr><td></td><td>these rich, hands-on activities, children build confidence, resilience, and a strong sense of self.</td><td>experiences, cultures, and perspectives. These efforts align with the EYFS goal of supporting children's personal, social, and emotional development, and contribute to a more inclusive and empowering learning environment.

Together, these areas of focus will ensure that children are not only physically and academically prepared for primary school, but also confident in their identity and communication skills—ready to thrive in the next stage of their learning journey.</td></tr>
<tr><td rowspan="2">6 Leadership and Management</td><td colspan="2">Leadership and Strategic Planning</td></tr>
<tr><td colspan="2">The leadership team at Pound Park continues to demonstrate a clear and ambitious vision for inclusive, high-quality early years education. Our strategic decisions are rooted in a deep understanding of the needs of our community and a commitment to ensuring that all children—particularly those with additional needs—have access to nurturing, accessible, and well-resourced learning environments.

A key development has been the decision to open the Butterfly classroom and adjoining bathroom, making the space more accessible and developmentally appropriate for our two-year-olds and children with additional needs. This adaptation reflects our inclusive ethos and ensures that our youngest learners can access high-quality provision in a space tailored to their needs.

We received funding to refurbish the vacated Children's Centre, with a long-term vision to transform it into a dedicated space for supporting children with additional needs. Our goal is for this space to become a Local Authority Resource Provision (LARP) by 2026/27, offering specialist support within a familiar and inclusive setting.

In the interim, we plan to utilise the refurbished space from 2025/26 to:

• Provide targeted support for neuro-divergent children during school hours.
• Offer wraparound care outside of school hours, ensuring continuity and consistency for families who need extended provision.

These forward-thinking plans reflect the leadership team's proactive approach to inclusion, sustainability, and long-term impact. By investing in our spaces and securing external funding,</td></tr>
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	we are laying the foundations for a more accessible and equitable future for all children at Pound Park.
	Leadership Development and Strategic Focus
	To further strengthen the leadership team, Clare will take a leading role in the strategic development of the school alongside Solin. This partnership will ensure a cohesive and forward-thinking approach to school improvement. **Key priorities for the coming year include:** • Further develop a rich, inclusive curriculum, ensuring it is responsive to the developmental needs of all learners. • Place a clear emphasis on high-quality two-year-old provision, with a focus on nurturing environments, early communication, and secure attachments. • Embed inclusive practices that support neuro-divergent learners, ensuring the curriculum is flexible, accessible, and underpinned by a strong understanding of neurodiversity. • **Family Engagement**: Build on the strong foundations laid this year to deepen partnerships with families, fostering trust, collaboration, and shared responsibility for pupil outcomes. • **Equality, Diversity, and Inclusion (EDI)**: Continue to drive forward our EDI objectives, ensuring that equity and representation are embedded in all aspects of school life. • **Oracy Development**: Sustain and expand the focus on children's oracy skills, creating a culture where spoken language is valued, taught explicitly, and used confidently across the curriculum. This strategic alignment will support a cohesive and inclusive approach to leadership, curriculum, and community engagement, with a strong foundation in early years practice.