

Equalities Information & Objectives



Date: November 2024 additions / evaluations in green

Review: November 2025

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff and families, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst governors, staff and children
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs and implement as necessary

All school and children's centre staff will have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (eg children or families with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg organising our Community Day outside of Ramadan, closing for religious holidays)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all families to be involved in the full range of activities on offer at our school and in the children's centre)

In fulfilling this aspect of the duty, the school will:

- Evaluate how children with different characteristics are progressing
- Use this evaluation to determine strengths and areas for improvement, implementing actions in response to findings

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the early year's foundation stage curriculum and school and children's centre events.
- Holding small events in the classrooms to share learning with children and parents/carers about different aspects of our different cultures and religions to promote cultural and religious understanding and tolerance.
- Working with our local community - organising school trips and activities based around the local community
- Promoting a sense of community through the development of the Oliver Thomas Food Bank and taking part in charitable events such as organising our annual Community Day

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. School closures include holidays placed over significant religious celebrations including both Eid supporting both staff, children and families.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip, activity or event is being planned, the school considers whether it -

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Has facilities suitable for all families

8. Equality objectives 2022 - 2026

Objective 1: Analysis of the termly parent survey to assess that the school is receiving feedback from groups across our community with particular attention to families of children with SEN/D.

Why we have chosen this objective: to ensure groups from across our school community recognise their views are encouraged and welcomed and can impact on the service for children and families. To achieve this objective we plan to carry out an analysis of contributions to the parent survey to assess engagement and satisfaction of different groups from our community and make adaptations in relation to our findings.

Progress we are making towards this objective:

- Evaluation of SEND core book packs from parents [see selection included: Appendix 1](#)
- Evaluation of bespoke parent session delivered by our specialist SEND team [see selection included: Appendix 2](#)
- Evaluation of play and communicate sessions delivered by our NHS speech & language therapist [see selection included: Appendix 3](#)

Objective 2: To continue to support children with Special Educational Needs and disabilities and their families through using our communication strategies designed in partnership with the speech and language service and other specialist agencies. We know these strategies simultaneously support children with English as an additional language.

Why we chose this objective: We have noted an upward trend in increasing numbers of children attending the nursery with complex SEN and disabilities and an increase of children with SEN qualifying for assessment places.

Progress we are making towards this objective:

- We have placed communication and language as our overarching priority on our school development plan **this continues as part of the SDP for 24-25**
- INSET on intensive interaction delivered by specialist teacher from Great Ormond Street ~~with delivery for parents programed for January~~ **INSET planned for 2025 by NHS speech & language therapist: 12.11.24; 10.12.24; 21.01.25 & 04.02.25**
- Parent evaluation of speech & language play and communicate sessions with bought in NHS speech and language therapist **see selection included Appendices**
- Monitoring provided by external agencies for rigor: Link SEND governor & school improvement partner (SIP) **see attached visit notes**
- Child Progress Reviews

Objective 3: For the school to consistently score 6 across all aspects of the Inclusive Classroom Practice Audit Tool.

Why we have chosen this objective: to ensure that there is consistency and quality in our Inclusive Practice through high quality practice and provision.

Progress we are making towards this objective:

- The yearly audit of the provision takes place this term (Autumn) and will create an action plan for supporting our next steps. **Audit to take place Spring 2025 in the light of the successful IQM**
- Achievement of the IQM **achieved June24 see summary report:**
<https://www.oliverthomas.org.uk/iqm-inclusive-school-award-2024/>
- ~~ITERS & ECERS data~~ **Spot checks & special book scrutiny**

Objective 4: Parents and carers are encouraged to be involved in school life and wider community and the school makes every effort to communicate with those families who are hard to reach

Why we have chosen this objective: We recognise the limitations imposed on the nursery and its local community due to the Covid-19 pandemic. We want to restore the connections with the local community and beyond to create strong home – school links to improve outcomes for children.

Progress we are making towards this objective:

- We have a Bengali mum's group beginning this term (autumn) which will run every half term. **We have merged this group in with the SEND parent sessions making sure we have Bengali speakers to support this group.**
- We have 'Parents in Mind' sessions running weekly to support parents with mental health issues. **This is ongoing**
- Every core book pack has a parent evaluation which is looked at by the head teacher once returned **This is ongoing and shapes our practice and next steps for home learning and core book packs**
- Data is collected for attendance at whole school events such as the seaside trip; community day in the summer and parent conference parent surveys are collected three times a year for analysis. **This year: Seaside trip: 269 attended Community Day: 348 attended**
- Parent conference attendance **94% attendance last year (23-24)**

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.
This document will be reviewed by the governing body at least every 4 years.

10. Links with other policies

This document links to the following policies and procedures:

- Accessibility plan
- SEND Policy & SEND information report
- IQM

- APPENDIX 1 Evaluation of SEND core book packs from parents summary

Parents are positive about the core book packs and are honest about how their children interact with them, indicating their unique needs and interests. It further supports our ideas about combining interactive games and resources with books as way in for these children so that initially they can enjoy the games whilst subtly introducing the books. Parents are also communicative about what they felt went well and what they would like next.

- APPENDIX 2 Evaluation of bespoke parent session delivered by our specialist SEND team summary

Parents comment a lot on the networking element of these sessions, of sharing experiences and realising they are not alone in bringing up children with SEND. We are thrilled to have been able to facilitate this and will continue to offer this as a way of supporting these families. Sharing their experiences with one another is so supportive for both them and their children. The sharing of strategies is also really effective with parents learning what we do in school to support their children and then being able to carry it on at home offers consistency and seamless learning for their children.

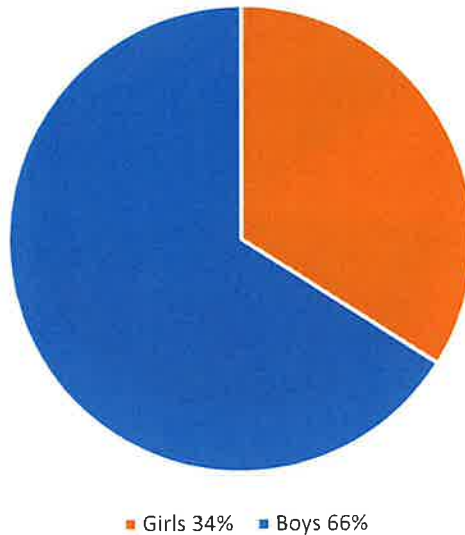
- APPENDIX 3 Evaluation of play and communicate sessions delivered by our NHS speech & language therapist summary

All parents agreed that the sessions were more helpful to hold at nursery in an environment that their children were familiar with. The sessions have helped parents to understand their child better and to learn some communication strategies that do not rely on speech and language. Again this means that interventions we are using at school can be continued at home with parents empowered and children with SEND making progress. It also offers us an opportunity to use Katie's reports so that we can fast track children for diagnosis and access support to be put in place prior to their transition to primary school.

Our School Community, equality information 2024

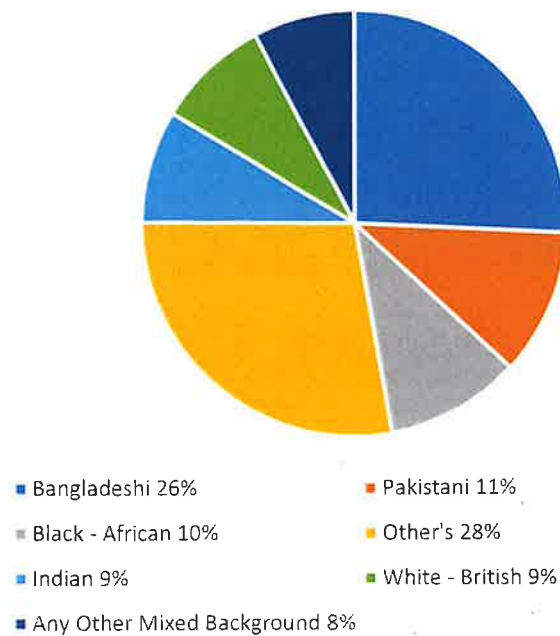
Autumn 2024, 116 children attending the nursery school the percentage of boys/girls are:

On Roll by Gender

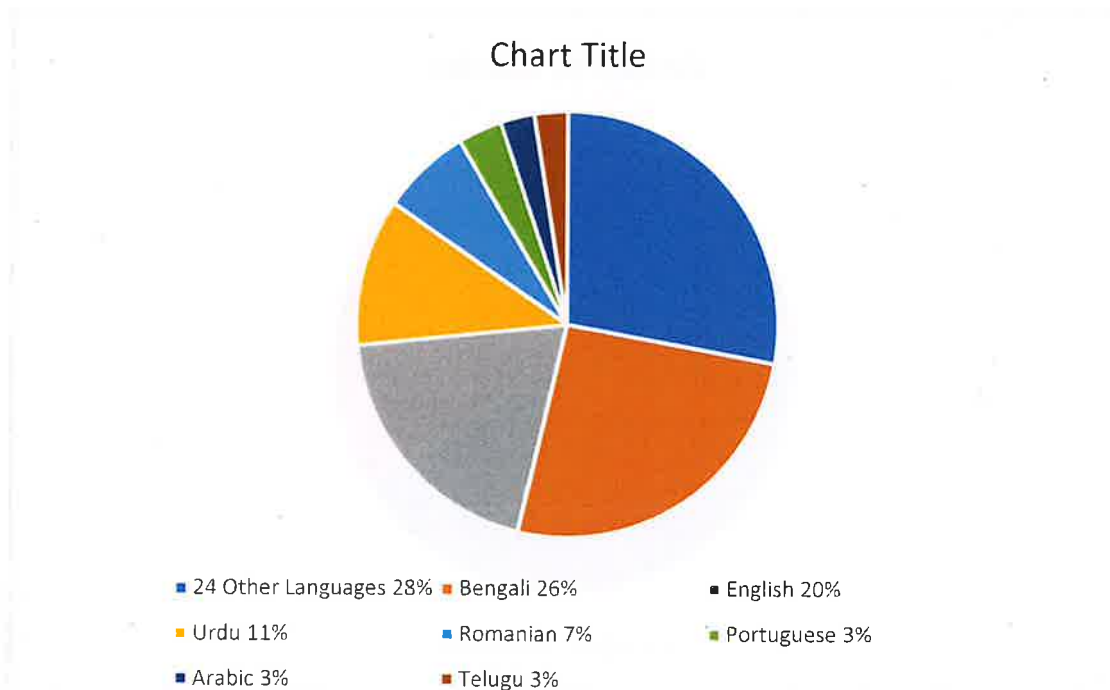


Children from 24 different ethnic categories attend the nursery school, the largest groups are:

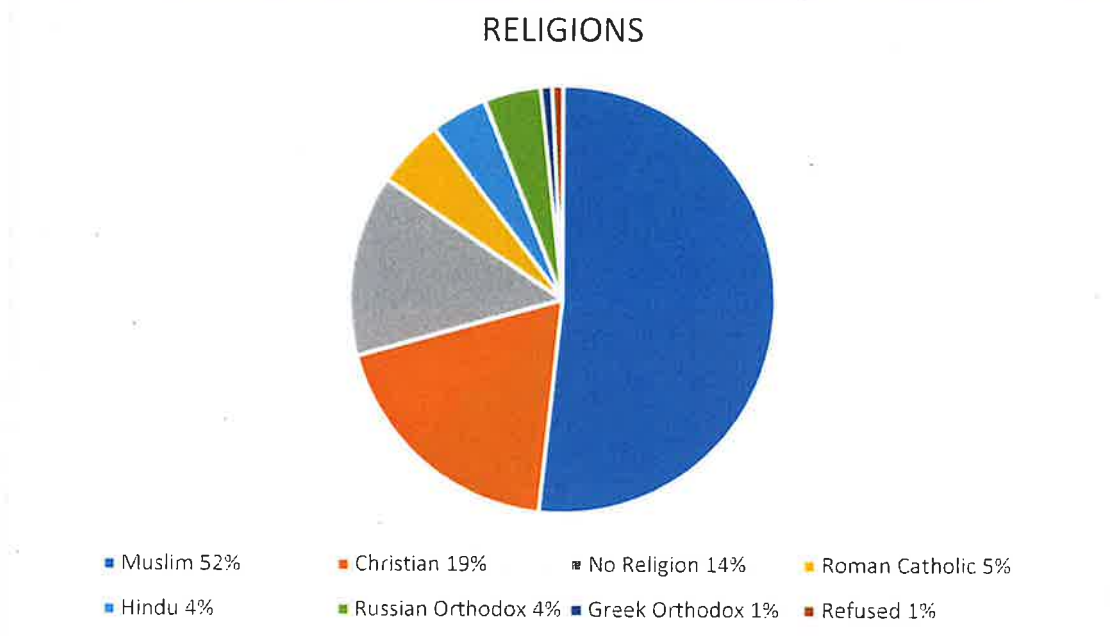
ETHNICITY



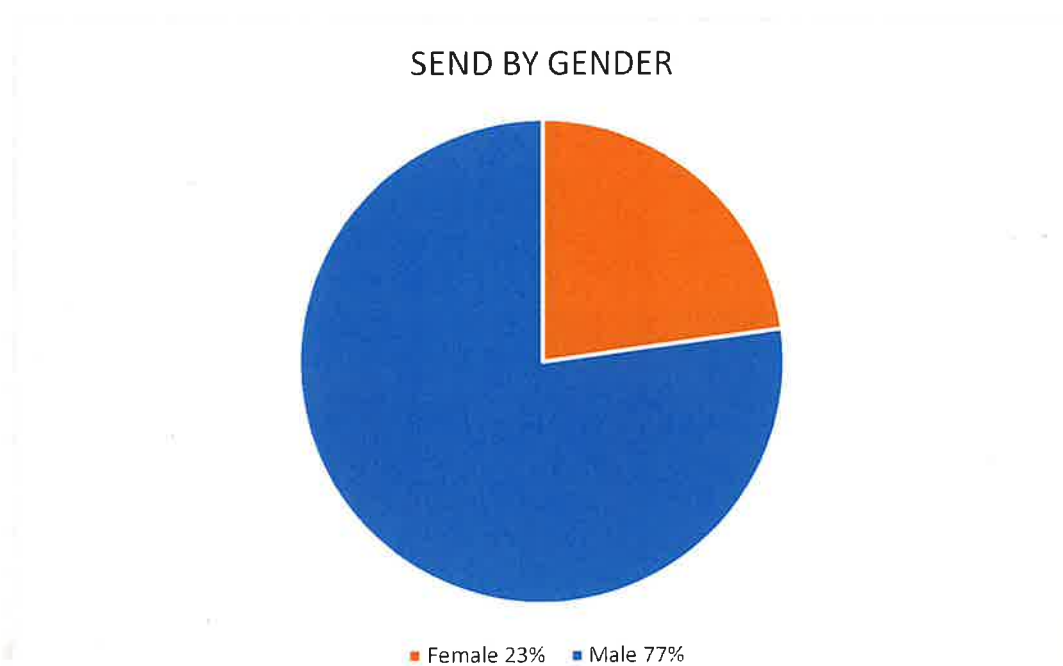
There are 31 first languages spoken by families attending the nursery. The most spoken first languages are:



In the nursery 7 religions are followed:



30% of children attending Oliver Thomas have SEND, the gender split is:



● APPENDIX 1

Evaluation of SEND core book packs from parents summary

Parents are positive about the core book packs and are honest about how their children interact with them, indicating their unique needs and interests. It further supports our ideas about combining interactive games and resources with books as way in for these children so that initially they can enjoy the games whilst subtly introducing the books. Parents are also communicative about what they felt went well and what they would like next.





Book Title:

Peekaboo moon

Can you write briefly how you and your child enjoyed and responded to the book?

Dax's favourite page was peekaboo tick tock. He really likes clocks. It was nice to be able to share an interactive book with him and turn it into an interactive game. (Peekaboo).

How well did your reading session together support your child's listening and attention? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1 2 3 4 5

Which web links did you watch together and what did you learn from them? Did you enjoy reading and watching together? Did you find out some fun facts?

We watched both web links that were recommended. Dax didn't show much interest. He is very rigid in what he watches on devices.

Was the home learning book pack easy and helpful to use with your child? (1 being 'no', through to 5 being 'yes'. Please circle)

1 2 3 4 5

Any other comments?

Dax does not show much of an interest in books other than to bite them so it was nice that this book caught his attention.



Name of child: Dax Ellis

Date & Class: 09/07/2024

Penguin room.

Check out this book on our website: www.oliverthomas.org.uk/curriculum/literacy-book-packs/



Received of

From the Treasurer of the
Board of Directors of the
City of New York
for the sum of \$100.00
on the 1st day of January
1900.



For the sum of \$100.00
paid to the City of New York
for the purchase of
the sum of \$100.00
on the 1st day of January
1900.



For the sum of \$100.00
paid to the City of New York
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on the 1st day of January
1900.

Received of

for the sum of \$100.00

Appendix 1. (2)

Arham (Panda)

Book Title:

The very hungry caterpillar.



Can you write briefly how you and your child enjoyed and responded to the book?

Arham was very happy doing counting and finding caterpillars behind the fruits. He was listening to me nicely.

How well did your reading session together support your child's listening and attention? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

2

3

4

5

Which web links did you watch together and what did you learn from them? Did you enjoy reading and watching together? Did you find out some fun facts?

Was the home learning book pack easy and helpful to use with your child? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

3

4

5

Any other comments?

He got really happy to see butterfly in the end.
Colorful fruits really cheered him up.



Name of child: Arham

Date & Class:

28/2/24

pandora reon

Check out this book on our website: www.oliverthomas.org.uk/curriculum/literacy-book-packs/

all well

Appendix 1 . (3)



Book Title:

What's that sound spot?

Can you write briefly how you and your child enjoyed and responded to the book?

Pierce wasn't that engaged with the book however he liked the sounds that were made

How well did your reading session together support your child's listening and attention? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

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Which web links did you watch together and what did you learn from them? Did you enjoy reading and watching together? Did you find out some fun facts?

MR TUMBLE AND FRIENDS PLAY MUSIC

Was the home learning book pack easy and helpful to use with your child? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

3

4

5

Any other comments?

I do want to keep trying reading activities with Pierce



Name of child: PIERCE KIMBOWA

Date & Class: PENGUIN

Check out this book on our website: www.oliverthomas.org.uk/curriculum/literacy-book-packs/



Book Title:

Peekaboo car

Can you write briefly how you and your child enjoyed and responded to the book?

miles enjoyed listening to the story and looking at the sliders. He particularly liked trying to turn the pages and the final mirror page.

How well did your reading session together support your child's listening and attention? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

2

3

4

5

Which web links did you watch together and what did you learn from them? Did you enjoy reading and watching together? Did you find out some fun facts?

We watched the OT peekaboo song link then had a go together with the fabric.

Was the home learning book pack easy and helpful to use with your child? (1 being 'no', through to 5 being 'yes'. Please circle)

1

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Any other comments?

We'd love to have a look at some more peekaboo books or lift the flap books please.



Name of child: miles

Date & Class: 15/6/24 lion

Check out this book on our website: www.oliverthomas.org.uk/curriculum/literacy-book-packs/

● APPENDIX 2

Evaluation of bespoke parent session delivered by our specialist SEND team summary

Parents comment a lot on the networking element of these sessions, of sharing experiences and realising they are not alone in bringing up children with SEND. We are thrilled to have been able to facilitate this and will continue to offer this as a way of supporting these families. Sharing their experiences with one another is so supportive for both them and their children. The sharing of strategies is also really effective with parents learning what we do in school to support their children and then being able to carry it on at home offers consistency and seamless learning for their children.



Child's name, date and class

JAY AAROSE OKE PENGUIN

Can you write briefly how you found the SEND parent session?

It's very interactive & you can easily relate with other parents going through similar journey with their children.

How well did the session together support your understanding of special educational needs? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

2

3

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5

Which piece of information was the most helpful?

Intensive interaction
but then lead.

Would you now be able to use some of the strategies at home? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

3

4

5

Any other comments?

Celebrate little win with your children.

Child's name, date and class

Rose Richards

Lion class 3/7/24

Can you write briefly how you found the SEND parent session?

Helpful as usual - a reminder of how far Rose has come with these techniques.

How well did the session together support your understanding of special educational needs? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

2

3

4

(5)

Which piece of information was the most helpful?

Intensive interaction videos

Would you now be able to use some of the strategies at home? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

3

4

(5)

Any other comments?

Send support at Olive Thomas is excellent.

Appendix 2 (3)

Child's name, date and class ANTIMH. K. SICHANT.
PIERCE 10 PENGUIN

Can you write briefly how you found the SEND parent session?

I found it very useful especially hearing other parents experiences is very encouraging I understood the importance of understanding my children and being open to other ways of communication

How well did the session together support your understanding of special educational needs? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

2

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Which piece of information was the most helpful?

- The handouts
- Hearing other parents experience
- Intensive communication
- The usefulness of visuals

Would you now be able to use some of the strategies at home? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

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Any other comments?

Child's name, date and class

02/07/2024 ARIO BARGHI - Elephant class

Can you write briefly how you found the SEND parent session?

It was amazing. at least I found other parents ~~are~~ in similar situations and we're not ~~not~~ alone. I enjoyed ~~the~~ listening to other people's experiences

How well did the session together support your understanding of special educational needs? (1 being not much, through to 5 being they maintained attention throughout. Please circle.)

1

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Which piece of information was the most helpful?

How to use the core board.

Would you now be able to use some of the strategies at home? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

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Any other comments?

thank you so much for this opportunity

● APPENDIX 3

Evaluation of play and communicate sessions delivered by our NHS speech & language therapist summary

All parents agreed that the sessions were more helpful to hold at nursery in an environment that their children were familiar with. The sessions have helped parents to understand their child better and to learn some communication strategies that do not rely on speech and language. Again this means that interventions we are using at school can be continued at home with parents empowered and children with SEND making progress. It also offers us an opportunity to use Katie's reports so that we can fast track children for diagnosis and access support to be put in place prior to their transition to primary school.



Speech & Language
therapist: Katie Clegg



Can you write briefly how you and your child enjoyed the play and communicate (PAC) sessions?

The two session that we had went well. only wish we could have had more.

How well did your PAC session together support your interaction with your child? (1 being not much, through to 5 being I learned new ways to engage with my child. Please circle.)

1 2 3 ④ 5

Was it better to have the session in the nursery or would you find it more helpful to go to a clinic?

I think the nursery was better because of the environment

Do you think your child is well supported at Oliver Thomas nursery school? (1 being 'no', through to 5 being 'yes'. Please circle)

1 2 3 4 ⑤

Any other comments?

no. still progressing

Name of child: Owen / Isaac

Date & Class: penguin / 17/7/22

Speech & Language
therapist: Katie Clegg



Can you write briefly how you and your child enjoyed the play and communicate (PAC) sessions?

I really enjoyed the PAC sessions, it helps a lot to learn strategies to communicate and understand my son.

How well did your PAC session together support your interaction with your child? (1 being not much, through to 5 being I learned new ways to engage with my child. Please circle.)

1 2 3 4 5

Was it better to have the session in the nursery or would you find it more helpful to go to a clinic?

In the nursery

Do you think your child is well supported at Oliver Thomas nursery school? (1 being 'no', through to 5 being 'yes'. Please circle)

1 2 3 4 5

Any other comments?

Thank you so much for your help and support.

Name of child: Neyon Baptista Lani

Date & Class: 24/01/23 Phonics Room

Speech & Language
therapist: Katie Clegg



Can you write briefly how you and your child enjoyed the play and communicate (PAC) sessions?

My child and I enjoyed PAC session very much.
My child little progress I've seen after this session
And I really happy for that.

How well did your PAC session together support your interaction with your child? (1 being not much, through to 5 being I learned new ways to engage with my child. Please circle.)

1

2

3

4

5

Was it better to have the session in the nursery or would you find it more helpful to go to a clinic?

It is better to have this in the nursery
otherwise I wasn't have knowledge about PAC.

Do you think your child is well supported at Oliver Thomas nursery school? (1 being 'no', through to 5 being 'yes'. Please circle)

1

2

3

4

5

Any other comments?

Oliver Thomas is really very helpful about
children's progression. Really they are gem.

Name of child: FADAL RABBY

Date & Class: 22/11/22, L10M

Education Setting Name	Oliver Thomas Nursery School
Headteacher Name	Lorna Prynne
Chair of Governors Name	Julie Ann Nicholls
Date of visit (dd.mm.yy)	07.02.24
SIA Adviser Name	Barbara Breed
Focus of Visit	<ul style="list-style-type: none"> • Quality of CLL in the school • SEND provision. <p>Timetable</p> <ul style="list-style-type: none"> • Catch up with headteacher. • Learning walk looking at CLL in all areas. • Meeting and learning walk with Sendco – who is also assistant head. • Meet two support staff working with high needs children. • Feedback

Visit Notes
<p>Lorna has introduced two new initiatives since a recent court case, which had left her feeling unsupported and angry, despite the successful outcome for the school. She wants to take a more positive approach and has accessed some local knowledge from a member of NPW, who will now support her through any ongoing parental issues. There are not many, and the vast majority of the parents are supportive and reasonable, but a significant amount of leadership time is being taken up addressing the challenges of a few difficult parents. She has introduced a wellbeing strategy, involving some governors, no longer on the complaints panel, who will work with her monthly, exploring issues and being a sympathetic ear. The first session started last week, and Lorna found it extremely helpful.</p> <p>Another initiative she has introduced is a video project outlining the purpose and content of outdoor learning, empathising the Froebel approach, learning through the 20 things and explaining that children will get dirty, will be developing their gross motor skills through climbing and exploring, and hopefully, will advise and reassure parents. This will be shown before future home visit and discussed during the visit. I watched the video, which was thoughtful and reassuring, while at the same time letting parents know that some inevitable planned for risks will be taken. I advised that she should share both of these initiatives with colleagues, as they may learn from them.</p> <p>Recruitment is an issue, and one of her experienced teachers, who was going to be leading on CLL, has left as she prefers teaching in a primary school. The school will hopefully recruit to this post next week and, in the meantime, there are some agency staff in class. Lorna has ensured that they have all received training so that they can teach in the Oliver Thomas way. We discussed the possibility of the maths subject lead taking over CLL, and I would recommend this if an experienced member of staff can't be recruited.</p> <p>During our learning walk, we could see evidence towards an area for development from the last inspection – bringing the outside in. The two year olds have been learning about Lunar New Year and had carried out their own Dragon Dance, with a display showing the dance and the learning coming from it. It was good to see these young children working in</p>

①

②

③

④

pairs, singing rhymes and sharing books. In all areas of learning I noted that one activity was encouraging children to learn across the different subjects. For example, a water activity in the two year olds room was encouraging children to sing Five Little Frogs together, developing their language, their maths understanding and their fine motor skills.

Outside I saw an adult led activity, engaging many children, where they were finding and holding a wriggly worm. These children were learning new vocabulary, reading books about worms – fiction and nonfiction, using a worm calculator to measure them, counting the worms, mark making and were totally excited and enthused by the experience. The practitioner was modelling excellent language skills and displays outside had captured the learning and also gave examples of next steps for individual children.

During a den building activity, a group of boys were working purposefully together, and it was encouraging to see them drawing and mark making on clip boards, suggesting that this is a normal routine for them. Throughout the outdoor area, I heard and observed high quality language modelling and development. Using commentary, what if, I wonder and not just relying on questioning.

In the three and four year old classrooms, there were many displays capturing children's conversations with adults and the impact of the practitioner. All displays were assessing progress and outlining next steps and there were also progress boards showing developments in mark making and vocabulary. We also looked at some special books, which had improved even more from my last visit, showing significant progress and specific next steps, using SMART targets.

There are currently 40% of the children identified as SEND in the school and the SENDco explained the different strategies being used and the impact they were having on the children. Many of the children have language disorders and 'See and Learn' has been particularly successful in encouraging children to make their needs known through language or signing.

During our learning walk, it was obvious that Jo knows these children and their families extremely well and that the support staff have been well trained. All staff have received Adult Child Interaction (ACI) training, and this was obvious throughout the school. It was good to see how well SEND children, including high needs, are integrated into the learning activities and how all children interact so well together.

Again, the special books show the progress and next steps and parents' comments in the books show that they are positive about the provision for their SEND children. Some staff are carrying out a research project for SEND in terms of communication and will share this with other staff and governors. Other projects are on maths and Two Year Olds provision.

I interviewed two support staff, one working with a child with Spina Bifida working at expected levels academically but not physically and one child with Cerebral Palsy, working below all areas of development. I was impressed with the SEND experience they have and how they are both used to working with external agencies. It was good to hear how well they know their children and the expectations they have for their next steps. For example, the SB child has been encouraged to make decisions for herself in terms of when to carry out her physiotherapy, and her targets include physical progress as well as academic progress – in terms of reading- anticipating and predicting and learning new vocabulary.

The CP child is more mobile now, thanks to the physio in school and he is more open to learning and socialising. His next steps were about signing, and I had observed him doing some simple signing in class. The school is working with his parents so that they can all sign together. Both members of staff were positive about the support and CPD received in school.

During discussion with leaders, we looked at measuring progress. 87% of the children entered the Nursery at below expected and Lorna will be measuring progress at the end of term – something for my next visit. There are 30 EYPP children, who are obviously a focus for monitoring.

We agreed that, during my next visit, it would be good to involve governors, with me leading a learning walk and discussing strategies and areas for development. This will take place on either Wednesday, 15th or Thursday, 16th May.

It was good to see the progress since my last visit, and particularly impressive that leaders have supported agency staff, through CPD and coaching, to deliver a high quality curriculum that is as effective as permanent staff. I am pleased that outdoor provision reflects the quality of inside, something many schools are struggling with, and I look forward to working with governors during my next visit.

Recommendations

New Recommendations

- Lorna to share new initiatives with her headteacher colleagues
- Consider asking the maths subject lead to lead on CLL
- Lorna to measure progress of children from their starting points and share the outcomes during my next visit.
- Lorna to contact governors about joining my visit in the summer term

Previous Recommendations

- Leaders to consider how to further extend the mark making displays to show next steps and progress by my next visit
- Leaders to consider the role of special books and what needs to be identified as significant progress, including showing development in language and mark making
- Leaders to consider how to develop CLL even further through the use of the outdoor area – how can we encourage children who prefer to be outside to develop their language and reading skills?
- During my next visit, I will focus on SEND provision, including the new Resource Provision and meet the newly appointed literacy lead to discuss her action plan and progress towards my recommendations above

Progress / Impact

- Mark making displays are everywhere in the school and outline the progress and next steps of children.
- Special books are more purposeful now and targets and next steps are clear and SMART.
- Outdoor provision is excellent and clearly develops language and learning, The 20 things are the key to this success.

Practice To Share

I would recommend Early years setting in primary schools visit the outdoor learning to show how an activity can develop a range of areas for learning

Date of Next Visit

Wednesday, 15th May or Thursday, 16th May 2024

Planned Areas of Focus

- Meet governors and take them on a learning walk.
- Lead discussion with governors on strengths and areas for development.
- Look at data outcomes with Lorna.
- Discuss recruitment