



# Boldmere Infant and Nursery School

## School Strengths 2022-23

Key strengths, based on self-evaluation and monitoring processes, including school improvement partner validation.  
Our vision: To empower all children to embrace learning, achieve their best and build their emotional, social and physical well-being.



### Area 1: Quality of Education – Good to Outstanding

- Consistently above Birmingham and National averages for Key Stage 1 outcomes in English, Maths, Science
- Well above National average phonic results in Year 1
- Systematic approach to teaching phonics.
- Strong culture of reading, which is at the core of our curriculum
- Curriculum offer is bespoke and responsive to the needs of our children and the context of school
- Curriculum is carefully sequenced to ensure progression
- Teachers/Teaching assistants make adaptations within lesson to meet the needs of all children
- Teaching is purposeful and highly effective with “nothing left to chance”
- Children demonstrate enthusiasm for learning
- Warm and welcoming school environment supports learning and celebrates achievement

### Area 2: Behaviour and attitudes- Good to Outstanding

- Children demonstrate enthusiasm for learning
- High expectations of behaviour and attitudes to learning from children and staff
- Shared school values modelled by staff and children and recognised by visitors
- Holistic, reflective and restorative behaviour approach supports children in taking responsibility for their behaviour choices
- Supportive parents/carers

### Area 3: Personal development- Good to Outstanding

- Wellbeing & safety of children, families and staff is always a priority
- Regular wellbeing team meetings identify pastoral needs and appropriate support provided in timely manner eg nurture groups
- Teachers and teaching assistants have exceptional knowledge of the children and their academic and pastoral needs
- Staff trained in delivering pastoral care, including Learning Mentor and Emotional Literacy Support Assistant (ELSA)
- Utilise skills of outside agencies and specialists
- Children play active part in school life eg lunchtime helpers, litter pickers, school council
- Inclusive environment meeting needs of individuals
- Extra curriculum offer
- Overall school attendance is always above 90%, wellbeing team monitor regularly

### Area 4: Leadership and management- Good to Outstanding

- All staff equally valued and we pride ourselves on our “team” ethos
- All staff contribute to school improvement, a shared responsibility
- High expectations of children, ambitious curriculum
- SLT facilitate focused & effective staff CPD and provide opportunities to develop leadership skills through mentoring/coaching
- Clear vision of school improvement shared by all staff and driven by SLT
- SLT make decisions for improvement based on knowledge of school, children and families rather than being pressured into making unnecessary/ inappropriate changes.
- Collaboration with other schools and engagement with parents
- School Improvement plan is written in response to needs of children
- SLT take account of staff wellbeing and workload in order to strengthen quality of the workforce of staff –part time facilitated

### Area 5: Early Years – Good to Outstanding

- Highly effective, specialist Early Years staff
- Curriculum is objective led & ambitious, follows children’s interests and child initiated
- Independence and application of skills is encouraged through continuous provision and nurturing environment
- Systematic approach to teaching phonics and reading
- Outdoor provision offers bigger, louder, messier learning opportunities
- Children well motivated to learn, cooperate and try hard