

School Background/Context

St. James' Primary School

Location: County of Swansea

The school has 120 pupils on roll between the ages of 3 to 11, including 20 part-time nursery students. The school has 8 classes with one teacher per year group. 30% of pupils are eligible for free school meals. 40% of students have English as a second language. The school identifies 23% of pupils as having additional learning needs, which is line with the national average. The school was last inspected on September 2018.

Rationale for meeting

Since the recent Estyn inspection, the school have continued to adjust the school development plan for the national priorities in raising standards of literacy, numeracy and educational attainment of those from deprived areas. However, there are other areas that are in need of improvement. These have been identified through the self-evaluation performed by the school which will then be incorporated in the school development plan.

An area that will need to be developed further is the early years transition from home to school; focusing on children with separation anxiety. There have been cases (nearly every year) where a part time learner in the nursery class has demonstrated signs of separation anxiety. The staff feel apprehensive at times to address situations where the child would not want to be separated from their parent(s)/carer. The result of this behaviour will include crying, temper tantrums, shyness and refusal to speak. Estyn identifies the planning for this as adequate. As a result, the foundation phase leader will present an intervention to help overcome this barrier to learning.

Meeting

Agenda for Transition

Role: Foundation Phase Leader & Nursey Teacher

Audience: governing body, nursery staff

What will be addressed during this section of the meeting:

- Estyn report feedback and recommendations on social and personal development (transition);
- Transition from home to school (nursery);
 - importance;
 - interventions;
 - school development plan;
 - funding

Estyn Report

Foundation Phase

Key Question 2: How good is provision?	Adequate
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Care, support and guidance: Adequate

The school makes appropriate arrangements for promoting healthy eating and drinking. Fruit snacks are available at break times and there are numerous opportunities for pupils to be physically active in lessons and in after-school clubs. The school works well with several specialist agencies such as the police, health and social services. Liaison with the ethnic minority advisory service is particularly effective and enables the majority of pupils to make suitable progress in acquiring English as a second language. The provision and intervention within literacy and numeracy are restricted: demonstrating some differentiation. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Teachers identify pupils who require additional help and use a variety of interventions to support them. However, the effectiveness of interventions on pupil progress in social and personal development is limited. Some pupils find it difficult to transition from the home to school, hence there is a barrier to initial learning. The headteacher and phase leader is aware of the issue and has made appropriate changes to provision. However, it is too early to measure the difference these changes are making to pupil progress.

Recommendations for this specific area

R1 Raise standards of attainment of pupils within literacy and numeracy: using effective differentiation.

R2 Improve and provide specific interventions for pupils transitioning from home to school.

R3 Ensure that self-evaluation and improvement planning are effective tools to raise standards of teaching and learning.

St James' Primary School

Nursey and Reception Transition Policy

To ensure that children experience a smooth transition into nursery and reception, St James' Primary School provides systems and procedures in which children, parents/carers can feel secure and confident when facing the challenge of transitioning into a new setting. We take into consideration the different circumstances each family has and endeavour to provide for these individual needs.

Aims:

- Allow for a successful transition from home to Nursery and to Reception for both the child and their parent(s)/carer.
- Make the child's emotional well-being as the priority.
- Communicate effectively with pupil, parent(s)/carer and staff.
- Provide awareness to parents about school routines and ways to support their child. Their perceptions about transition are explored and valued.
- To ensure that assessment information is effectively communicated.

Equal Opportunities

Continuity of support is important at times of transition. A Key Person is identified early to help this process and contact any other professionals who may be involved with the child and/or family. Transition Plans are completed for children with additional needs.

At **St James' Primary school** we are committed:

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners.

- To ensure information is shared between different settings in terms of children's development, learning records and any other information.
- To ensure parents, children and practitioners have adequate information relating to transition • To ensure the children settle quickly into their new setting or year group.

Nursery

Parents and children will be given the opportunity to come into the Nursery and have a 'taster' afternoon. Parents/carers can enrol and register their child when its suitable for them. They can enrol their child as part-time or full-time depending on the circumstance. The meeting regarding this transition will be held in the summer term prior to the start of Nursery. During this meeting, information will be given regarding the school times, routines and transition process. To cater for the child's needs, the SENCO liaises with agencies.

Reception

Nursery and Reception share the same outdoor space for play, therefore they are encouraged to visit each other's classrooms. This helps with the transition process for Nursery pupils. The staff work together to support and assess the children in their levels of development. This is also discussed with the parents. A reception information meeting will be held in the summer prior to the start of school. Information regarding suggestions as to how they can help their child with the transition process will be discussed. Children who attend our Nursery will move straight on to Reception. Those starting who are unfamiliar with the school may take on a part-time role if appropriate.

St James' Primary - School Development Plan

Priorities for 2018-2019

Priority: Raising standards in the effectiveness of interventions on pupil progress in social and personal development.			Accountability to the Governing Body: J. Barrientos	
Recommendations by Estyn: R1: Provide specific interventions for pupils transitioning from home to school.			Context: interventions supporting pupils with 'separation anxiety.'	
Aims	Who?	Timeline	Actions	Monitoring
Communicate effectively with parents/carers and child.	Teacher/teaching assistants parents, child	Summer term (prior to starting school) – Autumn term 1 (Sept-Oct)	Early visits to school and home visits- 'Taster' afternoons in the nursery classroom and introduce child to staff.	Child will be familiar with environment and other adults and children.
	Teacher, parents, child	Summer term (prior to starting school) and throughout the year	Frequent scheduled meetings with parents/carers and child before the child starts school and during the transition process. Share a Twitter account with parents to update on child's progress.	Informs planning for unique individuals/families' circumstances.
Engage child with the environment and objects.	Teachers/teaching assistants, child	Autumn term (Sept-Oct)	Allow child to develop relationships with more than one member of staff.	Child is reassured.
	Teachers/teaching assistants, child	Throughout the year	Ask parents/carers to create a 'chatterbox' with their child and put in items such as family photos, favourite toys. Bring into school and discuss items. Read books about starting school e.g. <i>My First Day at Nursery School</i> by Becky Edwards.	Child becomes distracted from tantrum and crying. Instead they are engaged.
	Teachers/teaching assistants, child	Autumn term – Spring term (Oct-Jan) - estimation	Communicate to the child through establishing routines e.g. times for: goodbyes, and routine phone call to parents. Nurture group	Through predictability, child will feel more at ease when separating from parents/carers. More likely to engage in play with peers.
CPD opportunities for staff.	Phase Leaders	Summer term (July)	Train staff to be more aware of emotional well-being.	Identify low levels of well-being in children and plan for interventions to overcome them.

Cost and Financing
- Improving health and well-being course - £185 - Supply cover for meetings & courses - £500
Review/Evaluation