Arlesdene Nursery School and Pre-school
This is a SEF summary for 2026 – 2027
Please refer to the School Development Plan for priorities and next steps

Area	Grading	Strengths	Evidence
Attendance and behaviour	Expected	• Attendance monitoring procedures and processes are in place. • Highly strong relationships with parents and work collaboratively for the best outcomes for the child. • Relationships between children and adults are warm, nurturing and respectful. • Children's behaviour is consistently positive and supports learning. • Children demonstrate consideration and empathy towards others. • Leaders' actions have a transformational impact on how children with SEND achieve and flourish across all areas of school life.	• Leaders establish high expectations for attendance from the outset. New-parent meetings explain how regular attendance supports children's learning, well-being, relationships and readiness for their next stage. • Parents receive evidence-informed guidance about early brain development, helping them understand how consistent attendance and positive early experiences support language, learning, emotional regulation and longer-term outcomes. • Leaders build trusting relationships with families so that emerging attendance or well-being concerns are identified early. Families receive timely, proportionate and targeted support to address barriers. • Leaders monitor and analyse attendance regularly as part of safeguarding and wider monitoring processes. Patterns and emerging concerns are identified promptly and followed up consistently. • Regular attendance enables children to benefit fully from the curriculum, sustain relationships, make progress from their starting points and prepare successfully for their next stage of learning. • Feedback from external visitors and professionals consistently confirms that children behave well, feel secure and demonstrate positive attitudes to learning. • Consistent routines, clear boundaries and high expectations help children regulate their behaviour, engage purposefully for sustained periods and demonstrate resilience when learning is challenging. • Staff use emotion coaching consistently to develop children's self-regulation, emotional well-being and independence. Children increasingly recognise their emotions and use appropriate strategies with less adult support. • Staff monitor behaviour closely and identify emerging needs early. Timely, targeted support helps children participate successfully, maintain positive relationships and remain engaged in learning.

Inclusion	strong	Strengths	Evidence
		• SEND provision is a significant strength and is highly responsive to children's individual needs. Provision for children with complex needs is bespoke and effective. The partnership with Amwell View School strengthens opportunities for children with severe learning difficulties.	• Pre-milestones make the curriculum accessible and enable staff to identify appropriate next steps. Staff adapt teaching and provision skilfully, while strong partnerships with families and professionals support children with additional needs to participate, make progress and achieve well from their starting points. • Staff identify children's needs accurately and at the earliest opportunity through secure knowledge of child development, careful observation, home visits, transition information, in-depth assessment and analysis of barriers to learning. • Trusting relationships with families are sustained through an open-door approach, surveys, annual reviews and termly target-review meetings. Sensory profiles and risk-reduction plans are developed collaboratively so that children can access the same ambitious curriculum safely and successfully. • Staff receive regular, high-quality SEND professional development, including SENCo-led training, specialist training from Amwell View School and ongoing modelling and coaching from experienced practitioners. This strengthens the consistency and quality of inclusive practice. • Children's individual targets are understood and implemented consistently by all relevant staff. Early contact from the EYPP lead helps identify family circumstances and barriers so that additional support can be coordinated promptly. • Two SENCos, both members of the senior leadership team, provide strategic oversight of SEND. They monitor provision, support staff and ensure that inclusive practice remains central to school improvement. • The headteacher contributes to the SEND Partnership Board and DSPL Board, strengthening collaboration with local services and ensuring that current expertise and wider priorities inform the school's provision. • Leaders prioritise early intervention and help families access appropriate community-based and specialist support. Coordinated action reduces barriers and enables children to participate fully in school life. • Children and families known to social care receive timely, sensitive and coordinated support. Leaders work closely with families and partner agencies to promote children's safety, well-being, attendance and continued progress.

			• The partnership with Amwell View School, including the satellite class, extends specialist expertise and provision. Children benefit from carefully planned opportunities, appropriate adaptations and supported inclusion across specialist and mainstream contexts.
Curriculum and Teaching	Expected	Strengths	Evidence
		• Leaders have designed a precise, rich, sequential and ambitious curriculum. • Staff know children exceptionally well and use this knowledge to provide meaningful learning experiences. • Curriculum implementation is particularly effective during child-initiated learning.	• Leaders monitor curriculum implementation regularly. Evidence shows that curriculum intent is implemented securely across the setting, with particularly strong practice identified and shared to improve consistency further. • Communication and language are central to the curriculum. Staff use appropriate vocabulary, questioning and high-quality interactions to develop children's speaking, listening and understanding; the strongest practice enables children to communicate ideas with growing confidence. • Staff know children well and adapt teaching, resources and the environment to meet individual needs. These adaptations reduce barriers and help all children, including those with SEND, participate and make progress from their starting points. • Children in specialist provision learn successful strategies within a supportive specialist environment before applying them in other contexts. Transitions are carefully planned, with appropriate adaptations and barrier reduction supporting participation, inclusion and continued progress. • Leaders evaluate curriculum implementation accurately and identify strengths and areas for development. They take appropriate action and review its impact, with the strongest improvements becoming embedded across the setting. • The curriculum is ambitious and sequenced, with pre-milestones clarifying progression for children working at earlier developmental stages. Staff use these to identify suitable next steps and help children build knowledge and skills over time. • Staff can explain children's starting points, current knowledge and skills, barriers to learning and next steps. They use this information to adapt teaching and review progress. • Professional development, modelling and coaching are linked to curriculum and improvement priorities. Staff apply this learning in practice, contributing to secure teaching and where implementation is strongest, improved outcomes for children. • The school's approach to early reading develops children's phonological awareness, language and enjoyment of books. Letters and Sounds, core stories and Talking Time provide regular opportunities to revisit and apply key knowledge and vocabulary.

			• Leaders review and refine the curriculum using assessment, monitoring and feedback. Curriculum goals remain ambitious and responsive to children's different needs and starting points, with changes evaluated to support continued improvement. • Leaders use monitoring, professional dialogue and targeted support to maintain effective teaching. Actions are followed up and their impact reviewed, supporting improvements in children's engagement, learning and progress.
Achievement	Expected	Strengths	Evidence
		• Children acquire knowledge and skills across all areas of learning. • Children develop confidence, independence and communication skills. • Children with SEND achieve well from their starting points.	• Leaders consistently demonstrate a secure understanding of curriculum end points and how knowledge and skills build progressively over time. • Staff consistently use accurate knowledge of children's starting points to adapt provision and ensure learning is appropriately matched to need. • A carefully sequenced curriculum consistently enables children to develop secure foundational knowledge and skills from their individual starting points. • Ongoing assessment is used consistently to inform teaching, ensuring learning builds on prior knowledge and prepares children for future learning. • High-quality interactions, explicit teaching and regular opportunities to revisit and apply learning consistently help children make the best possible start. • Children at risk of falling behind are consistently identified early and receive timely, targeted support to enable them to keep up with their peers. • Assessment information, observations and professional discussions consistently demonstrate that children make strong progress from their starting points. • As a result, children consistently develop the knowledge, skills and confidence needed to be ready for the next stage of their learning.
Personal Development and Wellbeing	Strong	Strengths	Evidence
		• Children's wellbeing is prioritised throughout the school. • Children are confident, independent and enjoy attending. • Staff have strong knowledge of children's individual needs. • The school dog positively supports emotional wellbeing across the community.	• Observations show children developing independence and resilience. • Parent relationships are strong and wellbeing initiatives are viewed positively. • Children demonstrate high levels of confidence, independence and resilience in their learning and play. • Children are supported to recognise, understand and manage their emotions effectively and increasingly use strategies independently. • Children form strong, positive relationships and show empathy, respect and kindness towards others. • Staff promote children's physical, emotional and mental well-being through a nurturing and inclusive environment.

		• Parents' wellbeing is also valued and supported.	• Children develop independence, self-care and decision-making skills that prepare them well for their next stage of learning. • Strong partnerships with families support children's well-being, personal development and sense of belonging. • As a result, children are happy, confident learners who are well prepared for future learning and life beyond the setting.
Leadership and Governance	Expected	Strengths	Evidence
		• Leadership capacity has expanded through clearly defined roles and responsibilities • Leaders are reflective, improvement-focused and actively seek external validation. • Safeguarding is effective and embedded throughout the school. • The leadership team shares a clear vision and commitment to inclusion.	• Self-evaluation processes are robust and informed by external feedback. • Professional development is prioritised and linked to school improvement priorities. • Strong partnerships with parents support ongoing development. • Leaders have a clear understanding of the strengths and areas for development within the setting. • Leaders ensure the curriculum meets statutory requirements and supports children to make progress from their starting points. • Monitoring and evaluation activities are used to identify priorities and improve outcomes for children. • Leaders work positively with parents, external agencies and other professionals to support children's learning and well-being. • Governors/trustees understand the setting's priorities and provide appropriate support and challenge. • Leaders ensure resources are used effectively to meet the needs of children. • The setting has a positive culture where children are safe, valued and supported to be ready for their next stage of learning.