

## **Pre School Assessment Centre**

The Pre School Assessment Centre recently took part in an external validation which confirmed the judgments the centre made on itself across focused areas.

Three aspects were looked at in detail:

- Achievement against prior attainment
- Assessment
- Partnerships

### **Achievement against prior attainment**

*On the basis of available evidence the validation team tends to concur with the centre's judgment that achievement against prior attainment is a 'significant strength'.*

The validation team noted that the nature and work of the centre means that the children's progress cannot be documented in the same way as that of school aged pupils. Nevertheless, the centre has evidence to demonstrate that of 23 children who enrolled in September, 13 were at an appropriate level to be taught in the Derbyshire Language Programme. 87% of them made better than expected progress by February and overall as new children joined the programme, a total of 81% had made better than expected progress by July 2015. The centre also has evidence that 87% of children following the Peggy Lego Programme exceeded their predicted outcome between October 2014 and July 2015.

### **Assessment**

*The validation team concurred with the centre's judgment that assessment is a 'significant strength'.*

The centre has a clearly defined assessment process from the initial point of referral and screening from teachers through to teacher led multi-disciplinary assessments. Reports for the multi-disciplinary assessments are particularly detailed, insightful and informative leading to key worker devised individual education plans that include targets and learning strategies reviewed by parents to support achievement. Assessment is used to inform planning with individual education plans preparing short and medium plans for children's teaching and learning.

### **Partnerships**

*The validation team concurred with the centre's judgment that partnerships is a 'significant strength'.*

The centre has appropriate and effective mechanisms to consult, develop and engage in partnerships with parents and schools. Parents in particular are enormously appreciative of the nurturing care that their children receive at the Centre, of the clear explanations they receive about their children's needs and the way these needs are met. The centre builds up positive relationships with schools by sharing knowledge and strategies related to identified areas of need through its assessments, transition and training for practitioners in schools and settings. The procedure for children's transition into school is particularly good.

### **Other areas considered**

As well as the three specific areas of the SSRE on which it focused, the validation team also considered other judgments set out in the SSRE. It concurred with many judgments, including:

While they are at the centre, children become more confident, show more initiative and increase their ability to participate in learning.

Staff understand how individual essentials for learning link into 'next steps'.

Staff demonstrate a good command of specialist programmes to support children.

Staff have a good command of learning for children with mild to complex needs.

Training of others is a significant strength.

The centre's curriculum is based on the Early Years Foundation Stage Curriculum and a wide range of specialist programmes.

Staff match good quality resources to the needs of children.

Staff are deployed effectively to meet the needs of children.

Professional expertise from outside the centre is used well to support the needs of the children.

Staff understand the individual dispositions their children need to learn in order for them to enjoy and achieve.

Staff develop children's ability to engage, start, enjoy and finish an activity.

Staff, families and stakeholders are well informed.

There is a clear vision, sense of purpose and aspiration within the team.

### **Conclusion**

The validation team concluded the Pre School Assessment Centre to be a high quality facility that provides a very valuable and exemplary service to children, the parents and the wider community. It is regarded as a significant strength overall. It notes that the SSRE grade descriptors were designed for use by schools and are not always relevant to the Centre's particular circumstances. The suggestion was made, that the centre organise its commentary under headings taken from the grade descriptors where they are appropriate. This would make the SSRE easier to produce and to use. The validation team noted that the centre presents a full and informative SSRE, knows itself well and therefore in a good position to focus on, and plan for the further improvement of children's learning.

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