

Appendix 1: Full case studies

Maple Court, Midlands

Maintained nursery class

On school site

Maple Court is a maintained nursery operating on the site of Maple Court Academy primary in Stoke on Trent in the Midlands. The nursery is currently in its fourth year of operation, offering 26 places for three-to-four-year-olds, led by the school's assistant principal.

Maple Court Nursery offers full-time places, covering 30 hours per week. The setting accepts both the 30 hour and 15 hour funded entitlements, with the majority on the 15 hour entitlements. It charges a £15 per week top-up fee to those only eligible for 15 hour offer to help to cover costs, with staff interviewed commenting this was in their view as low as they could keep this additional charge. The setting does not offer hours outside of term-time, but does have a morning breakfast club. Maple Court follows a full term-time operating model which is replicated across all nurseries that are part of the Alpha academy trust. Staff interviewed said that seeing the success of a neighbouring school's nursery provision motivated Maple Court to open a nursery class. They also said that the school were keen to support children entering their reception classes from an earlier age so that they were more likely to reach expected development goals.

Additional funding for the nursery above government entitlements is provided by the main school. Staff interviewed said that at the time of the nursery opening, the school was in the midst of a school improvement push and therefore there were additional members of staff employed, including early years practitioners. They also said that the nursery was staffed beyond the required ratios, which in their view ensures that the children attending were given the very best start to their school journey.

The nursery also reported strong links to other nurseries in the area, including other settings that are part of their trust as well as private settings, some of which are feeder settings for the Maple Court reception classes. These links particularly focus on transition of nursery year groups into primary years.

Staff interviewed said it was through working with other nurseries in their trust that they noticed what they felt was a major benefit for their setting, that those arriving in reception from the school's attached nursery were

having more settled starts to school. They felt that children were more familiar with school routines, and that meant teachers could get going with typical learning activities quickly. Staff interviewed said that in their view, it is the natural path for children to attend the primary school, which is helped by the overlapping catchment area.

“I've tracked very closely our children who have attended our nursery from the beginning and those children who started with us in reception and year upon year those children who attended our nursery outperform those children who don't. We find that they are more ready for school - for example, toileting has already been addressed. We've already got those strong relationships with parents. The rules, the expectations are already embedded. So as soon as they start school in September, they're ready to continue their journey.”

Staff from the setting also sit on the school's senior leadership board. They felt that this gives them a strong position to advocate for the early years, working with others to identify and solve issues faced both in the nursery and primary school. They said that both the nursery and school share policies that are shaped by circumstances seen amongst cohorts from the early years onwards.

To support those from low-income families, the nursery provides services such as a hygiene bank (offering toiletries to families) and uniform recycling service. They also provide children with waterproofs to ensure they can use the outside area on site – something the staff member interviewed highly values, as it is *“shared with the younger years from the primary school.”* While the nursery building is separate, the nursery often connects with the primary school through assemblies and celebrations across the year. The staff member interviewed said they feel this unifies the year groups and creates a family-like atmosphere.

They also said that they felt the nursery children who have siblings at the primary school benefit from seeing them, and that in their view enhances connections between parents and both the nursery and school staff, who engage with parents at the school gates.

Setting staff said they would like to increase the number of children the nursery can take, but would need further capital funding in order to expand both their indoor and outdoor space. Staff said they have seen benefits in their reception classes for those who have come through from the nursery, and this has been a key driver for expanding. Currently, the nursery operates in one large indoor space which can be sectioned off to allow activities in smaller groups. But staff reported they would like to have more breakout spaces, particularly for communication and language activities,

which they felt run better in a quieter space. While there are spaces in the school building that the nursery could use, staffing ratio requirements limit the ability to utilise this.

Staff interviewed were supportive of the expansion of school-based nurseries as they said they *“have seen first-hand the good foundations the settings can help to build for young children before they head to school.”*

Whitefield Primary School and Nursery, Liverpool

Maintained Nursery classes

On school site

Whitefield Primary School in Liverpool has maintained nursery classes on site for three-to-four-year-olds. The nursery operates in the same building as the school, offering morning and afternoon sessions. The nursery accepts the government’s 30 hour funding entitlements. Both Level 3 practitioners and nursery teachers work in the nursery, which can accommodate 52 places.

The nursery has always been part of the school, with staff at the nursery interviewed for this research stressing the importance of the Early Years Foundation Stage (EYFS), who stated *“if we get it right in early years, we get it right for everybody through the school.”* There are numerous joint policies and documents between the nursery classes and primary school, such as their teaching handbook and policies on play, which are embedded across all year groups. After evaluating the impact of play in the nursery, outdoor playtime was extended for all year groups. They feel that this embedding is an important feature of running a successful school-based nursery:

“At Whitefield, the early years is not seen as tokenistic and I think that staff in key stage one and two really benefit from working alongside our nursery. Our senior leadership team understand the importance of early years and use those skills really well through the school to actually upskill and develop understanding amongst staff. If a school were to see nursery as an add-on, I think it may encounter issues.”

The staff member interviewed reported that an increasing number of children from deprived backgrounds have been joining the nursery, and they have had a recent push on communication and language to support this group. The nursery has been involved in both regional and national interventions, such as training in the Share attention, Respond, Expand, Conversation (ShREC) approach (an evidence-backed intervention for

attention and conversation). They said that, alongside nursery teachers, they work with teachers across the school to understand what skills, knowledge and understanding needs to be developed in order to be school ready and in terms of meeting a Good Level of Development (GLD).

Staff interviewed felt that nursery staff build secure connections with parents, setting strong foundations for the primary years, which they said in their view is particularly important for disadvantaged families. For example, the setting's nursery teacher connects with parents via a digital classroom. They provide guidance on how to support their children with the topics they are currently learning, such as key vocabulary, as well as support for development and school readiness, ranging from early reading and writing to eating and using cutlery. Information on local services like family hubs is also shared. Staff said they felt that such connections "*stay beyond the early years and into key stages one and two, fostering strong relationships to support parents with their child's learning and development.*" Nursery staff also offer home visits for children before they start; another example of building strong relationships with parents, and the EYFS lead said "*this element of admissions is something those looking to set up a school-based nursery should consider. This can be valuable for children with Special Educational Needs and Disabilities (SEND) who may not yet have been diagnosed or have had limited interaction with health visitors. The setting can offer support to families applying for an EHCP.*"

However, the nursery's staff also said that not all nursery children go on to get placed at the primary school for Reception, as the school is oversubscribed. In their view, this is one limitation of the local authority handling admissions, and limits the benefit of the school-based nursery model. Staff described how the nursery does also have strong links to other settings, as well as other primary schools in the area, so practitioners and teachers are able to meet to discuss incoming reception cohorts and arrange visits to new settings for the children. The nursery has previously supported local primaries in submitting EHCPs for their incoming reception classes.

Whitefield's nursery is open plan and operates in the same place as the primary school, with a shared outdoor area. Sensory pods and room dividers have been used to create spaces for smaller groups, which staff said have been designed with muted colours and comfortable materials so that those with sensory issues are at ease. Reception classes operate in the same space as the nursery. The nursery's EYFS lead feels that having more space suits differing needs better – they said "*that without the ability to run the nursery and reception in the same space, one or the other would feel small.*"

The setting has recently begun offering wraparound care through a breakfast club and after school club. It is also connected to local services like walking buses.

Staff interviewed said they feel there is value in extending provision to two-year-olds if funding was available for building and the employment of qualified staff that the setting would need – they reported they have noticed more schools in the local area are beginning to offer this provision.

Abbey Wood Nursery School, Greenwich, London

Maintained Nursery school

Abbey Wood Nursery in London is a long-established maintained nursery for two-to-four-year-olds. It is a standalone maintained nursery school, which is a different delivery model to a school-based nursery, but has been included for comparison purposes. First built in the 1940s to offer support for parents working in Woolwich Arsenal. The school currently has 120 children, including from lower income families on the 15 hour entitlement for two-year-olds, and working families on the 30 hour entitlement. The school did offer wraparound care for three-to-four-year-olds in the early 2000s, which was later discontinued, but has recently been reintroduced, following what the staff said was increased pressure for this provision from parents. However, staff reported that initial take up of the offer has so far been limited.

The demographic make up of the school's pupils is varied, with a large number of children from families with no recourse to public funds, as well as increasing numbers of families in multiple occupancy homes, alongside better off families moving to the area, which staff said they felt has occurred since the opening of the Elizabeth Line nearby. The school has around 30% of its pupils from FSM eligible families, and also has nearly half of its pupils on the SEND register. Of these, about 20% have severe and complex needs, whereby staff felt that they will likely need an EHCP in the future.

A member of the senior leadership team at the nursery identified a number of challenges facing the setting. These included limited funding and resources, high demands for SEND support (which in their view is not always adequately funded) and the need to manage what they felt were increasingly demanding parental expectations and engagement.

The nursery has a close relationship with a neighbouring primary school (about 100m away at the end of the road), where 80% of their pupils go for

reception, though the remainder attend up to 14 others in the area. The setting is on the border between two London boroughs, with different political leadership and educational offerings, with one including selective schools. Staff interviewed felt this affects parental choice of feeder primary schools to some degree.

The nursery organises transition visits to the neighbouring primary school each year from May. These will usually be in small groups of five or six children. For SEND pupils, staff said this would be more individual and complicated, including supporting parents to make early applications for the support their children would need in primary school. Staff reported that other primary schools have generally not taken up the opportunity to organise similar transition visits when offered. The nursery also has good relationships with staff in the primary school, some of whom have also spent time in the nursery on secondment.

A school leader at the nursery spoke about what in their view are the risks of the government's School-based Nursery Programme. They said they valued the autonomy of a maintained setting nursery where pedagogy and educational support could take priority over narrower targeted preparation for reception. From their experience, they said there is a clear risk that school-based nurseries would effectively become 'pre-reception' classes with a focus on whatever would make children adapt better to the school's needs in reception. They felt this is fine for children that fit normal expectations, but for those who are anything other than that they felt there is a risk that their individual needs are likely to be missed or neglected while focusing on getting children to comply with the norm. They also questioned how far primary schools were prepared to deal with the extra work and complications that come with nursery education. They felt the school could be pleased and proud to have its own nursery but be ill-equipped to deal with the high demands of individual children, parents who demand additional cover, the complications dealing with lunchtimes and so on. Their concern was that more school-based nurseries would constitute another step away from more child-centred approaches that characterised nursery education a few decades ago. They pointed to the need for consistency in provision and the danger that schools might see their nursery cover as an 'add-on'.

The leader also expressed some concerns about club-based wraparound care:

“Children who are two, three and four need consistency. They need people that know them. They don't need someone who's walking into the room at 3pm in loco parentis, who's a club leader, who's going to take them across to a completely different environment, to have three hours with people who don't know them, who

don't know what they were doing... we've got to start putting under-fives at the centre of our policy. Not as an add on.”

Other challenges the policy could lead to identified by staff include parental expectations of a guaranteed place in the school, when that would not be possible given the local authority handles school admissions. They also suggested that some schools and Private, Voluntary and Independent settings (PVI's) would not accept children they can see have SEND. Indeed, should the policy further threaten maintained nursery settings – which are already in decline – they said that their future could be in some kind of specialist SEND offering.

City Academy Whitehawk, Brighton

School run

On school site

Hatchlings Nursery is a school-based and school-run nursery, sharing a site with its primary school, City Academy Whitehawk. It's located in one of the most disadvantaged parts of Brighton. The early years setting was opened in 2019, following positive experiences of other school-based nurseries in primaries in the organisation, Aurora Academies Trust.

The nursery has space for up to 16 three-year-olds at anyone one time, but staff reported they do not currently have the physical space to expand for younger children. Most of the children are on the 15 hour entitlement, with a few taking up 30 hour places. However, staff said that in an aim to maximise the number of school-ready children, the nursery has chosen to take two cohorts of 16 across the week: with one running from Mondays to Wednesday morning and the other from Wednesday afternoons through to Fridays, based on the 15 hour entitlements.

Looking at IDACI statistics, 80% of the children on roll are in the top 10% most deprived in the country and around 65% of the school is eligible for free school meals. The school is 83% white British. Prior to joining Aurora Academies Trust, the school was rated as inadequate in 2012. Since joining Aurora, the school has been on a journey of rapid improvement and received its first outstanding judgement for its Early Years provision in its 2017 inspection. Staff interviewed reported that pupils in the area have generally achieved fewer than half the number of GCSEs per pupil than other parts of Brighton and Hove. The school-based nursery was seen by those staff as a key pillar in the strategy to address and challenge that trend. The school works with a 'next-phase-ready' strategy for which pre-school preparation has been key.

Around one in four pupils across the school are on the SEND register and a senior leader at the school explained that the school has secured Additional Support Funding (ASF) from the government which enables it to cover costs associated with additional needs plans for children living with SEND. Staff interviewed said that to help facilitate a smooth transition between nursery and reception, the two groups share the same physical space in the school. *"This means we can really follow a stage not age approach for our children with the curriculums completely aligned to provide opportunities for stretch and challenge as well consolidation"*, a senior leader explained.

The nursery children are also involved in various whole school activities, from Nativity plays through to sports days and using the library in order to normalise this transition. However, staff interviewed also acknowledged the importance of avoiding the 'schoolification' of their nursery which they recognised could be inadvertently achieved if efforts are made to include the nursery under the umbrella of the school without a strong understanding of the unique approach needed for the Early Years. They explained that the team focuses on building children's development in the three prime areas so that they are ready for school, but not starting the school curriculum – for example on phonics – before the children are ready. For the nursery staff, building a strong sense of belonging is seen as key to this process. Staff also said having a secure understanding of child development and trajectories of key knowledge and skills is important.

Nursery and primary school staff share Continuing Professional Development (CPD) across the settings and nursery staff are also included in school meetings. School policies are also shared across both stages, though staff reported these are adapted as appropriate (for example the behaviour policy) for the younger children in nursery.

Staff interviewed also said the school is strongly committed to supporting parents and families and involving them in their children's education at the school, including work from a school welfare officer to signpost local services that families may need in the area. The nursery also invites parents into the school once every short term – i.e. six times a year – to see what the school is doing in classroom events, and staff said with the aim of making it a welcoming environment for both children and parents. Staff felt this is crucial for building relationships that will be important as the children later move through the school.

A school leader commented: *"I think the nation's narrative around areas of socioeconomic deprivation can be shame heavy. The rhetoric there can be heavy on shame for families who might be needing to do a better job or they're out of work and they're part of the problem. We just don't believe that to be true. And so we can't afford for that to be the school's outward*

view because it's not. And so those families need to feel that they're really welcome here."

Strongly supporting the expansion of school-based nurseries, one school leader outlined what they felt are the advantages of school-based settings:

“You have access to so much additional provision, but also that understanding of where children are coming in and where they're going to and that sort of oversight of their journey. Also from a safeguarding perspective, having nursery children sitting under the umbrella of really strong whole school practices is a really, really good thing because I think it runs really safely and efficiently and we're really benefiting from that. Also, in terms of the SEND pathway, it means we can get children accessing support really early, which really improves their outcomes later on. So I think the expansion of school-based nurseries is something that's really exciting and definitely has benefits. Equally it is important that leaders have a strong understanding of the Early Years and ensure that this practice is understood across the whole school.”

Billesley Primary School and Nursery, Birmingham

School run

On school site

Billesley Primary School is a three-form entry school in Billesley in Birmingham. The school has around 700 pupils from a wide number of different ethnic groups, though the majority are from either White British or Pakistani backgrounds. The school has had a school-based nursery for several years, which currently has 52 pupils from age three, and is situated in an area with high levels of deprivation, with around half of the pupils receiving Pupil Premium funding. Many students are English as an Additional Language (EAL) learners, around 26% have SEND needs and around 4% have EHCPs.

The school offers wraparound services for children in both primary and nursery, from 7.45am to 5.30pm. Staff interviewed reported that around half of the nursery pupils take up the government's 30 hour offer, with the other half on 15 hours, divided into morning and afternoon sessions.

Staff said that the nursery is strongly integrated with the primary school, and they felt the two function act as one unit, rather than as a primary school with an added nursery. A senior leader at the school explained how this is important for the preparation of the children for reception and to facilitate as smooth a transition as possible. Nursery and reception classes

are physically close to each other in the school and teaching is carefully planned and coordinated across the settings.

“The lessons that reception teach, are also taught in nursery. So we mirror ourselves in that way. The lesson content is just different. So, the transition into reception is not a major change for the children. We teach in family groups in nursery; we teach in family groups in reception. We teach English maths and phonics in nursery, we teach English maths and phonics in reception, with different content at different ages. That transition is very smooth.”

Staff reported the school puts a strong emphasis on parental engagement: *“We do a lot around parents knowing how important their role is.”* Parents of children in nursery are invited into the school on a weekly basis giving them an opportunity to see what their children are doing, but staff interviewed also stressed what they felt was the importance of these visits to build up a good relationship with the parents. This includes involving them in the learning process, such as getting them to help with modelling at home the vocabulary the children are learning at school. The nursery also runs an interactive online journal for children and parents where they can upload and share examples of their home learning activities.

School leaders pointed to, in their view, the difference in preparation between children from their nursery and those from the many other settings that feed into the school: *“When the children transition, there’s a stark contrast with the children who come through our nursery and how well they settle; their behaviour, their expectations.”*

For this reason school leaders were enthusiastic about government plans to expand school-based nursery provision. For them, there are clear advantages for the children who are already integrated into the primary setting. Children participate in all-school assemblies and other activities while also eating lunches together with the primary children.

Staff interviewed also felt that another important advantage of their set up, a school-based nursery with a strong feed into the primary, is for children with SEND. School leaders explained what they feel is the importance of their set up allowing for early identification of any SEND requirements in children from the very start of nursery. They said that they felt they are very attentive to nursery joiners, including also the school SENCO in assessment of children, so that action can be taken early and support put in place before the child starts primary. They that in their experience, children coming from other settings was more challenging, as they have no prior awareness of the child’s needs.

However, a senior leader at the school did point to some of the challenges that this policy may face, most notably about finding and keeping good staff, particularly for early years teachers: *"It's difficult getting people who love early years to work in early years... we struggle sometimes in terms of retention and recruitment. Even within our school, staff are reluctant to move down to early years, but it is also a national issue."* Staff suggested that any large-scale expansion of school-based nurseries, although to be welcomed, would need to be accompanied by the necessary investment in early years teacher training.

Another major challenge for many schools, they suggested, is likely to be space. The school benefits from relatively spacious grounds and buildings. However, school leaders pointed out that even they don't have room to expand their nursery intake, which is oversubscribed with a waiting list. They suggested that this would be an even greater problem for many other schools with already more limited estates.

Alexandra Park Nursery, Stockport

Maintained nursery classes

On school site

Alexandra Park Nursery is a maintained setting in Stockport for three-to-four-year-olds, operating as part of Alexandra Park Primary. The nursery has been operating for three years in an area which school staff interviewed reported as diverse; with pockets of high deprivation, but staff said with house prices rapidly rising in some parts of the area, which they felt has contributed to a decline in the number of FSM children at the setting.

The school used to have a PVI operating on-site, which rented a room at the school, but this closed, which school staff interviewed said was due to staffing issues and difficulties in offering the wraparound care they felt parents were looking to secure for younger children. The current maintained setting is full and only has one intake across the academic year to fill all places – the school's deputy head says in their view *"this eases settling in and transition period workload."* The maintained setting is now operating in a larger space, with access to an outside area shared with the school's reception class. Staff interviewed said there was pushback from the local authority when setting up the maintained setting, as there were concerns regarding the impact on places at other settings. But the school used evidence of demand from parents in the local area to get approval. In terms of expanding their space, they said in their view *"is relatively straightforward to extend classroom space, but toilets and changing areas have been a continuing difficulty to ensure needs are met."*

A child can attend Alexandra Park's nursery five days a week, from 7.30AM to 6.00PM. Staff reported this offer was designed to meet a clear demand from parents in the area, with around 70% of the current cohort eligible for the 30 hour offer. One day is split into two sessions, and each child must attend for at least five sessions per week. The setting opened with this model, so staff were recruited on contracts designed to work for it. School staff interviewed said: *"When we set up our nursery, we could employ staff on our own terms, and we could create the admin and finance systems to make that work. I can see it being more difficult for existing school-based nurseries to extend their offer, if their current staff cannot work the additional and-or flexible hours."* The wraparound offer brings in additional funding, so overall running costs for the school are minimal. School staff interviewed said that as their school is *"in a strong financial position, we are able to fund additional sessions for some children on top of their entitlements if they are benefiting from a particular learning intervention"*, often for those from a disadvantaged background or those with SEND needs.

"The offer is based around complete flexibility for children. Our whole motivation for opening the nursery is have as many of our 60-reception cohort into our setting a year earlier so we can do all of the things that we know is going to really benefit them."

The school's deputy head has a strategic lead role for the nursery, while early years lead who only works for the setting manages the day-to-day leadership of the nursery. Currently there are three teaching assistants at the setting, with nursery-qualified staff with the children at all times. Reception staff who are Level 3 qualified also engage with the children to ease transition from the nursery into their reception class; which staff reported is the path of the majority of the nursery cohort. Staff engage with parents through home visits and they also collect consensual data such as national insurance numbers to understand more about difficulties that children may be facing relating to disadvantage, which the school's deputy head says goes beyond FSM eligibility. Home visits also facilitate early identification of SEND needs in the cohort and help to build relationships with families.

The setting is term-time only, which school staff interviewed reported can be tricky for parents. Staff said that, in their view, parental engagement is key for the setting to maintain a strong attendance to the nursery, and they try to show the benefits of routine to a child's development.

Roots Federation, Hertfordshire

Various settings (maintained nursery schools)

The Roots Federation is a group of three maintained setting nursery schools, one with day care including younger ages, in Hertfordshire. The three schools operate in very different communities with different levels of need, disadvantage and SEND needs. One of the schools takes children from six months through to five while the other two only take three-and-four-year-olds for their nursery year. Intakes range from 75 to 210. With slight variations between them, all of the settings offer wraparound cover from around 8am to 6pm.

A member of the senior leadership team at Roots Federation pointed to what they feel is a problem with school-based nurseries: *“The initiative from the government is to get people back to work,”* they said, *“but schools typically don’t allow nursery aged children in wraparound care. So, they operate school hours from 8.50am to 3.15pm. So the initiative of 30 hours to get people back to work and the reality of school-based nurseries don’t go hand in hand.”*

One of the settings, in one of the wealthier areas, has a higher level of children with recognised additional needs: 35% have EHCPs or are expecting to have one soon and 46% are on the SEN register. The senior leader attributed this concentration in one setting to two factors. The first is reputation: as the setting has a good reputation, there are children travelling long distances and from other local authorities to attend it. The second is socio-economic background: *“Sadly, money buys diagnosis and money buys a tribunal hearing and money buys legal support to get the right paperwork in place and the same level of affluence just isn’t there in other places and where our other nurseries are.”*

Across the schools, the Federation offers considerable support for disadvantage families. Pupils on early years pupil premium (EYPP) with a 15 hour entitlement are offered 30 hours funded by the school. This is achieved through budgeting at the federation level and cutting costs elsewhere. They also give all children a small library of books and supply school uniform and book bags.

Two of the nurseries feed into multiple schools, state and private – one more than 20 and the other 15. However, the third school feeds predominantly into one local primary school, described as *“on the doorstep.”* In the latter case this enables a closer relationship with the feeder school, where most of the children will go. Children and staff from the nursery go to the primary throughout the year – to watch the Christmas concerts for instance. If there are shared families across the

schools they have meetings together and work in close liaison particularly for children with SEND.

The Federation senior leader, who also had experience working with and advising other nursery settings, including school-based nurseries, pointed to some of the advantages of both maintained and school-based nurseries. One of the advantages of school-based nurseries, they said, is their quality and the longer relationships they have with children and families. *"You get qualified teachers and people who know families for a lot longer. You get people who will have more knowledge of communities and charities and wider services available to families and they've got an investment in the family because ideally they'll be there for the next seven years and we all know early intervention works."*

By contrast, they said, a typical maintained nursery school only has the children for one or two years. *"I think for us, that is why relationships with primary schools are so important,"* they said. *"We often send staff to them to remember what reception looks like and they often send staff to us to look at where the children have come from, what transition points can look like and what early years provision can look like."*

Senior leadership recognised that maintained nursery settings perhaps have more flexibility to focus on the individual child compared to school-based nurseries where the focus is on pre-reception preparation. However, they pointed out that this flexibility is limited. *"So, yes, our settings are very child-focused. They're based around the children, but we have to keep in mind where they are going and, whether we like it or not, they are going into a reception class which will deliver daily phonics, daily maths and expect them to write their name. What often gets forgotten is we're the starting point to a system even if that system isn't currently fit for the children we have."*

They explained that maintained nurseries did have the advantage of being able to be fully focused on smaller group of children, which they contrasted with primary settings where the headteacher has to think about year groups from nursery to Year 6. However, they said that only having the children for a relatively short time meant their potential impact was always going to be limited.

The leader expressed some concern about the new government policy to expand school-based nurseries: that, in their opinion, parents were not suitably well informed to know what is best for their child and this could negatively impact PVI settings. Many parents, they said, believe that a school-based nursery is best for their child because it will automatically give them a place in the primary school, but that is not the case. Meanwhile, they said that in their view, PVIs can offer much fuller

wraparound and year-round care that school-based nurseries do not and for some families that would be more beneficial.

Talking about the threat that the expansion of school-based nurseries could have on both PVIs and maintained settings, they said they *“worried about their longevity.”* There was a risk, they said, that parents would be drawn to school-based nurseries as a result of the policy, more PVIs and maintained nurseries would be closed down and consequently there would be a lesser offer from the sector. *“There’s a place in the system for all these settings,”* they said, also pointing out that all settings, including school-based nurseries, are already vulnerable to dropping enrolments due to demographic changes. So in a few years time, school-based nurseries may struggle to survive while in the meantime the alternative offer from PVIs has disappeared.

“This is the problem with the policy. It has not been viewed as a joined-up initiative... Everything is standalone. There’s no stand back and look at the five, ten, fifteen-year focus.... We know early intervention works and is critical and crucial for SEND children, but also disadvantaged and EAL children. Do I believe this policy is going to support those children when we are placing them in a community of many more children? No, I don’t. And that is the consideration that hasn’t been made. The consideration is for working families and getting people back to work.”

Lift Montgomery, Midlands

School run

On school site

Awarded funding in SBN phase 1

Lift Montgomery is a primary school in the Midlands and is part of the Lift multi-academy trust. Montgomery has accessed funding through the first round of the government’s School-based Nursery Programme to extend their established nursery provision to two-year-olds. The school’s headteacher says their maintained nursery classes are a continuous part of their school, saying the setting has children from ages two to 11. Senior leadership, including the early years lead for the setting, were interviewed.

An early years staff member said that a key motivation to expanding to younger ages was related to children’s development. They were also keen to strengthen relationships with parents and facilitate a smoother transition into the primary year groups. Senior leadership added that it was these factors that brought the local authority on board for their expansion, as there were initial concerns on whether places would be filled.

“Most of our children start with us in reception with a two-year language delay on average. So language is now a real, real focus for us within the early years, as well as throughout school. So obviously starting now with the two-year-olds, we are excited to really try and push and embed language as well as really crucial development factors in the early years from two.”

The nursery classes have 10 spaces for two-year-olds and 26 places for three-to-four-year-olds. The classes run for two and a half days per week, offering provision for 15 hours. At age two, senior leadership said that many of those taking places in the nursery classes qualify under low-income eligibility criteria, even if their parents are working. They said the school have worked closely with families to determine their hours eligibility so they can still get their child into the class.

Staff interview said that for three-and-four-year-olds, there are some families choosing to send their child to Montgomery for 15 hours a week, even though they qualify for 30 hours. They said that this is because there is often one parent at home in these families, so they are not looking for full-time childcare, but instead are sending their child to aid their development and ease their transition into primary school. The school is ranked as Outstanding based on previous Ofsted criteria, which the school's senior leadership says, alongside key activities to promote the nursery classes, contributed to places being filled. They said in their view *“there appears to be interest from some parents in sending their child for full-time, as they can see it will help with their transition into primary school”* therefore the headteacher hopes in the future that the school will be able to offer this.

When expanding to age twos, staff said they had the experience from staff working in the existing nursery class and knowledge of staffing ratios and qualifications which aided the setup. They said that anecdotally, other schools looking to set up their first early years setting had found these elements challenging. They added that their trust were helpful with the logistics of the application for the government funding. They raised concerns over how a school without that support may be able to submit a successful application.

After receiving the outcome of their funding application in the spring, the school's senior leadership representative said they had to move quickly to carry out building work for the new nursery class to open in September 2025. They said that as their early years team are experienced, they felt they were well equipped to work to tight deadlines for renovations and recruitment.

A member of staff interviewed said that funding from the scheme was used to add changing spaces and a sink into the nursery classroom. They have also used resources accessed through the government grant to plan curriculum-rich activities for the nursery classes. They also highlighted an area for improvement - the location of the toilets *"the toilets are nearer to the year one classroom so [children] have to walk over to reach them, which means [they] have to walk over in groups to maintain staffing ratios."*

Orion Little Stars Ravensworth, London

School run

On school site

Awarded funding in SBN phase 1

Orion is a Multi Academy Trust (MAT) which has been successful in gaining funding for nurseries at three of their primary schools from the School-based Nursery Programme – one of which is Little Stars Ravensworth, based in Ravensworth Primary school. Classroom staff and representation from the nursery's senior leadership (specifically the area management team) were interviewed for this research.

A senior staff member said that originally the school had planned to set up an early years setting on site via a private entity, open all-year round. However, after work to understand the needs of parents in the area, they decided to offer term-time only provision and applied for government funding to set up their own setting.

A staff member said that most children attending the setting are only eligible for 15 funded hours, with some parents choosing to top up to allow their child to come for additional hours or days per week, for example to have breakfast in the morning. They explained that this was because many families applying were in social housing and some were not currently in work or training:

"A notable commitment for us is helping families in our community back into work. By sending their young children to us even for just a part of the week, they can go out and look for work or jump on a course at college or university. They can then grow and develop, potentially moving to full-time employment."

While Ravensworth does offer spaces from 7.30am to 6pm, the majority of children come in from 8am-4pm. Children aged two, three and four attend the setting, with these age groups all in the same space. Staff interviewed told us there are plans to move these groups to separate classes in the future, to better suit the needs of different ages, and that currently *"staff*

adapt activities as well as staffing ratios to suit the different ages in the room.” Nursery staff also said that there was demand from parents for them to take on two-year-olds as soon as the setting opened – some even wanted to send younger children. However, the setting decided they could not accommodate younger age groups, due to differing space and staffing needs.

Looking at ways of working between the school and nursery, the senior leadership staff member interviewed said during the process *“there was a sudden realisation that [the school] needed to be far more involved than initially expected, particularly as [they] thought the setting may be a private entity.”* They pointed out Ofsted requirements and creating shared policies on issues like safeguarding as particular examples. They said the school’s headteacher held a key role in bringing the nursery and school teams together.

“As a nursery we have different statutory requirements to the primary school. I need to recruit. I need to make sure financially the nurseries are viable. I need to market. I had all those additional things as well, while the school’s head teacher needs to lead the school as a whole. I previously worked in nurseries outside of schools so this was a new way of working, but from early on the school’s senior leaders were open to our suggestions and wanted to work together. The head was willing to listen and give us the resources and backing for staff we needed to succeed. I think that is really important.”

Senior staff from the nursery said that the care and education experience for younger children was a key driver for Orion as a Trust to set up nurseries. They said that the Trust saw this as a key part of tackling speech and language issues that they had seen in their cohorts, particularly amongst those from low-income backgrounds. From September 2027, those at the nursery will have a priority place at Ravensworth Primary, which the manager again feels will be beneficial for a child’s development.

When reflecting on the setup of the nursery at Ravensworth, management staff raised that while pilot funding supported the initial building, there were further costs for furnishings and then recruitment. The school was assisted by an external consultant, but the manager said that as they were not from the local area, there was sometimes a misunderstanding of the local-level needs driving demand for places. Senior staff said they reached out to settings featured as case studies by the government and they found their views helpful in developing their setting over the past year. They also spoke to other local settings to understand the hours needed by local families.

A member of early years staff said that the new space funded by the School-based Nursery Programme is very adaptable; for example, there are tables that can be moved for mealtimes. One small limitation mentioned was the toilets which they said could be moved nearer to the classroom. A member of the area management team added that the building work for the nursery, including the toilets, was planned before they arrived. They raised that *“if there were early years practitioners involved in the setup of the setting, the toilet issue may have been realised earlier, as it is common for toilets to be in a nursery classroom.”* They also said that they had to raise the issue of confidential spaces, for example to speak to parents in, as it had not been picked up on before they started.

Little People Nursery, Oxford

PVI setting

On school site

The Little People Nursery in South Oxford was set up as a collaboration between the People charity, the Oxford Academy secondary school and Oxford County Council in late 2018, incorporating the charity’s Peep Pre-school into the nursery the following year. The nursery is an independently run PVI setting even though it sits on the site of the Oxford Academy and has arrangements for Academy staff to have priority use of the nursery. The nursery benefits financially from only having to pay a very small nominal rent. In addition to running the nursery, People is a charity offering training and support to early years practitioners and parents.

Little People Nursery can take up to 44 children from age six months to four years. Currently the setting looks after 12 under twos, 12 two-to-three-year-olds and up to 20 three-to-four-year-olds each day. Children come from a range of different backgrounds with some funded by the 15 hour government universal entitlement, some the 30 hour working family entitlement and some privately funded. Education and care are offered from 8am to 5.30pm. Parents can opt for either 48 weeks or term-time only cover with the option also to spread their government funded hours over the 48 weeks if preferred. *“We basically try to be as flexible as we can that supports the parents to enable them to use their hours that suits their working days,”* a member of the senior leadership team explained.

According to senior staff at the nursery up until the last year, the first to break even, government funding has generally not covered costs and the nursery has had to be subsidised by the charity. They put the improved financial situation down to increasing the numbers of small babies, which they charge at a higher hourly rate. For this reason, filling available spaces is important for the nursery and this can affect the ability to offer care for

low-income families. *"We have a baby room for six months to twos, and then... we have to make sure we've got enough places in our twos for our little ones to move into. So that has affected how many eligible twos we've been able to offer places, though it has got a little bit better now."*

A nursery leader explained what they feel is the importance of building up relationships with parents, particularly for more disadvantaged families. *"The relationship is the first thing we build. We have the key person approach and we offer home visits. Then you really start to understand the living accommodation that they're in, what their needs are, what the children's lives are like, and to let the parents know that they are just as important. A lot of parents, particularly the more disadvantaged, are very down on themselves and don't think they're great."*

Parents are also included and supported in preparations for transition to primary schools. Working with the People Learning Together Programme they run parent groups for all those going to school. Staff also liaise with all their feeder primary schools who sometimes send teachers to the nursery to meet the children they will be welcoming the following year: *"Meeting the teacher that they're going to go and be with in reception is so important and that seems to really help."*

Staff interviewed at the nursery were positive about school-based nurseries and pointed to possible convenience for parents and good transition for older children. However, they also pointed out the need for trained, experienced staff particularly for caring for the youngest children and treating them in an age-appropriate way. They also explained that different settings were more suited to different families and their varying needs. For some term-time only and school hours would not work while for others it could. Consequently, it will be important to ensure a full range of options remain available in the sector.

Footsteps nursery, Paulton, Bath

PVI setting

Next to school site

Footsteps Nursery in Paulton, is a family-run PVI setting in a rural area between Bristol and Bath. The nursery currently has 117 children on roll and takes children from birth to age five, although the staff member interviewed said that in practice the youngest are rarely less than six months old. Staff also said children at the setting come from a range of different backgrounds, with the nursery serving some commuters who pass the nursery on their way into nearby cities, but also children from the surrounding villages. Most children in the nursery are using their

government funded entitlement to either 15 or 30 hours, with approximately half of each group.

The nursery was set up in 2011. The senior leader interviewed said that in their view the sector had changed considerably in that time. Government regulation, they said, has become more precise which they thought was overall a good thing giving clearer direction to nurseries and clearer expectations to parents. They also said that *"over the last twenty years or so the expectation that children go to nurseries has increased greatly partly, due to government funded entitlements. Whereas once it was considered clearly optional, now many parents feel they need to be sending their children to nursery."*

Although most children in the setting are government funded, the staff member interviewed said the funding is insufficient for their setting *"The funding doesn't cover what it costs to come to nursery. So there's a shortfall per child per hour."*

The nursery is situated on a piece of land right next to a primary school, and has built up what the staff member interviewed said was quite a close relationship with that school. Footsteps staff run both morning breakfast and after-school clubs for the school children, walking them over to and picking them up from the school. Given the proximity, a large number of the children (around 85%) at the nursery also go on to the primary school, and staff reported there is a lot of collaboration on transitions. They said this starts with meetings between staff and school leaders and the SENCO. In the last term before entering reception, the children also start spending time in what will be their new classroom, having lunches in the school and meeting their future teachers to make the transition as smooth as possible. For children with SEND needs, staff explained, one-to-one accompanied visits to the school are arranged. They said that the nursery does not have a large number of SEND children but staff will work with parents to submit applications for EHCPs or other support as necessary.

The school also has relatively few children on Early Years Pupil Premium (EYPP), with staff interviewed saying that consequently they are able to discuss with parents the best way to use those funds in the interests of the child and the family. They explained that this could be buying particular resources for the child or could be used to discount the cost of additional wraparound care.

Asked about the range of nursery providers and settings, staff at the nursery said there is a need for all kinds of nurseries and also childminders: *"Parents' needs are so different."* In particular, however, they said in their view that private nurseries are often better placed to look after younger babies: *"I don't think necessarily having young babies in a school*

environment is going to be the best way to go... when you look at a private setting like ourselves, the amount of training that the staff have and the level of qualification and the level of experience is very high, I would say. I think that's a huge advantage for coming to a private setting because we put so much time and money and effort into the staff being trained."

They said that in their view the key advantages of school-based nurseries were likely to be convenience for parents who may have children also at the primary school, some advantages in transitions for the older children but also costs given the ability to cross-subsidise nurseries in some schools. Nursery staff said they could see that a well-functioning pre-school in the school setting could have a lot of advantages, but that babies would be better served in a private setting. Staff interviewed also felt this means that the nursery can build up strong relationships with families:

"It will be very sad [if PVIs close] because we see those children through from when they're about 8 months old right the way up until they go to school and actually most of them come back after school and breakfast club. So we have an amazing relationship with the families. We spot things that, you know, that a school-based nursery may not spot because they don't have those relationships, you know, because those parents are coming to you when they've got a seven or eight-month old and putting their entire trust in you. So we get very, very close with our families and can head off lots of problems."

Mead Vale, Weston Super Mare

PVI setting

On school site

Mead Vale Community Primary is based in Weston Super Mare, a coastal town in the South West of England. The primary has an Ofsted rating of Good, with early years provision in the school rated as outstanding. The school admits four-to-11-year-olds and has around 200 pupils.

Mead Vale hosts two early years settings on site, the Play and Learn Pre-school - a PVI pre-school for all children (including those with SEND), and Springboard Early Years Autism Hub, a charity which is a specialist early years provider for children with SEND. Play and Learn Pre-school has just under 30 children, aged two-to-four. For this case study, staff from the Play and Learn Pre-school and the primary school itself were interviewed.

The Play and Learn Pre-school has been on the site for over five years, with the setting originally based on a different site locally. The pre-school's

owner also owns another early years setting locally, based in a primary school in a small village, so had previous experience of running a school-based nursery. When discussing the initial set up, they explained:

“I’d been working locally for 30 years, so I knew staff at the local authority [North Somerset] well. I was already running another setting in a local primary school, and they came to me to say they wanted a new pre-school in a local community centre. I ended up opening that pre-school, and I got in touch with the headteacher at Mead Vale Primary to say we had a new pre-school opening, and did he want to visit. I think it’s good practice, we’re all in it together. It’s easier for them and easier for us to work together. He did and it was great. Then, years later, I had a letter from that same Head, saying they [Mead Vale Primary] were really interested in putting a pre-school on site, and whether I was interested.”

Before the space was used by the pre-school, it was used by the primary for a breakfast and afterschool club for older children. Staff at the pre-school explained *“it was not the tidiest or cleanest room, and we had to share it when we first came in. After we asked, we stopped sharing the space and those clubs moved to the school hall. The head found money to get us a new floor, they weren’t able to help with decorating it but were happy for me to paint it. We changed all the furniture to make it more modern and friendly. I’ve spent a lot of money on the space, but it’s well spent as we’re hoping to be here for a long time.”*

The pre-school is only open during term time, and operates from 9am to 3pm (with many doing half days). Staff said *“every year we ask parents, are you happy with the hours? Do you want the setting open for longer? I think because we cover the hours for the funding they get, they’re happy with that. There’s lots of other provision locally for parents who want longer hours for work if they do need it.”*

Staff at the pre-school reported most of the parents of children in their settings worked, accessing government funded hours. They also had children receiving two-year-old deprivation funding.

The pre-school and primary school have a strong relationship. Staff at the nursery said *“We have a great relationship with the headteacher. She’s very approachable, and she comes over to visit us often. She reads stories to the children and they see her with her dog. She knows their names. The reception teacher is also lovely. We’re invited to school events like nativities, sports days and the summer fayre. Even though we’re a private business, we’re part of the school.”*

Staff at the primary shared a similar sentiment *"for the children the transition is more straightforward, as soon as they get to know us. If I'm out on field and they're in the outside area, they'll shout out and want to share things and can see their siblings.... We're constantly re-enforcing this wider community, that they belong to Mead Vale Primary Community as well as the pre-school."* Both staff members interviewed across the two settings stressed the importance of their personal relationship and shared understanding to get the full benefits from the set up in the school.

Benefits were also highlighted of having the pre-school specifically on site, including the ease of inviting children and families to wider events. The school said *"we have invited a wider group of settings to these events before, but it's really tricky to do in a normal business day. It's hard for people to travel."*

Other benefits highlighted by staff at both the pre-school and the primary came from how easy being nearby made transferring information between the two settings - *"if we have a child with SEND who moves up to the primary, we may have a TA just pop over to ask what we did with them when they were with us. We'll say this is what we found worked.... Every child has a transition document with info from the EYFS, but there are things you can't put in there but teachers need to know. They say the information we give them verbally is more helpful, talking a bit about the family."*

Similarly, the school said *"especially for SEND students, it's so helpful to just be able to go over and talk to them. The pre-school really sets them up well, we listen and replicate some of what they're doing to help smooth that transition. Conversations can happen so quickly, that something that could have become a bigger issue just doesn't."*

The two settings share some general policies including for fire drills, and the school (via its academy) has provided management training to staff at the pre-school. They have also shared book-lists, and the school has provided resources from other pre-schools run by the same academy chain.

Staff at the school discussed the benefits they felt having a pre-school on site meant for their own recruitment - *"This school is bucking the trend, although numbers locally are declining, we are almost at capacity and for September I think we'll be full. I think our Ofsted rating is a part of that, as has local outreach work. The relationship with Play and Learn has been integral. They have really supported us, sharing our posts on their facebook page, encouraging parents to come to our events."*

Asked about the government's school-based nursery expansion, staff from the pre-school commented *"I think the government should be looking at what's in the local area, and if the school wants a setting on site - ask people [PVI]s to apply. There's a wealth of experience in the private sector, they can take on a new manager to allow them to expand onto a school site. There's a risk that if schools decide to open them themselves, parents can think it's better quality because it's the school, and local settings could go out of business."*

School staff highlighted what they felt were major benefits of having a setting on site, and were supportive of the School-based Nursery Programme, but also raised issues for government to consider *"The sooner we can make contact with families and build those relationships and that sense of belonging, the better. But alongside that you need the right skillset and trained staff to be able to manage that, and the physical space. You can't just shoehorn them into a classroom, and nine-months-old are very different to four-year-olds. Schools will want to know the environment is fit for purpose, and that needs money."*

The school was not looking to take part in the next stages of the pilot itself *"with two early years settings on site already, we just don't have any space to set one up ourselves."*

Ark Start John Keats

PVI

On school site

Awarded SBN phase 1 funding

Ark Start John Keats opened in October 2025 as part of the first phase of the government's School-based Nursery Programme. The setting is on the site of Ark John Keats Primary in North London, and is operated by Ark Start, a charitable early years provider which sits within the wider Ark network. For this case study, a member of staff was interviewed who works across both Ark's primary schools and Ark Start, and was involved in the initial setup of the setting, as well as other nurseries in the group. The primary school has its own site, sitting just across the road from Ark John Keats Secondary and Sixth Form. All the schools have an Ofsted rating of good.

The nursery serves a socio-economically mixed community, including a sizable group eligible for the disadvantaged two-year-old offer, alongside others accessing the 30 hour entitlement. Staff described the setting as broadly representative of the local area, including a large local Turkish community.

Ark Start John Keats is the sixth nursery set up by Ark Start, with the staff member interviewed explaining *"the process of setting up always starts with finding the right space. Very young children need something very different from older students. As we've done this lots of times, we know what makes it easier for staff to really focus on high quality interactions with children. We thought about the space we had and how to make it as comfortable as possible for the kids, so the staff can just focus on them, with no worries on health and safety. We have a holding space on entry that you can't get into without an adult, we don't need to worry about kids being able to slip out."*

Before entering the pilot, the school previously had another school-based nursery on site, roughly half of the footprint of the new SBN, which only took three-and-four-year-olds, with children accessing 15 hours over three days either in the morning or afternoon. The expansion took over and converted what was previously the school hall, which has hours. Ark Start John Keats now takes children from nine months of age.

"The network [Ark] more widely had worked with younger children already, when they were looking at extending the offer and reducing down the age range, the big consideration was - do we have the domain specific expertise and knowledge? Ark Start was born out of the idea that we know how unique the early years are, and can bring that expertise."

The nursery and primary school are very closely aligned, aided by having a staff member working across both, as well as other settings. She did however emphasise the importance of unique policies within the early years settings themselves - *"There are just such different needs for younger children. In the network, even where the school itself is running the early year setting [rather than Ark Start], we still have different policies for those different age groups."* Across the network, whether run by Ark Start or an Ark school itself, early years staff would get the same CPD, and use the same curriculum.

When asked about the relationship between the school and Ark Start, the staff member said *"every nursery in the network has a manager, and all our schools have an early years lead. Where there's a setting on site, the manager and the EY lead will be in regular communication. We use the same assessment framework across all settings, so the EY lead will be very familiar with the information they get from the early years manager, there's no information lost in trying to decipher it. We haven't done the transition here yet, but in other nurseries we've got reception teachers doing shared lunch to help to give them a familiar adult, and have children going across to school and spending time in their new classrooms and being taught by their new teachers. There's a huge benefit in being*

collocated, it's easier to have regular conversations on the considerations around individual children, as well as on curriculum considerations."

“We make sure SEND need is assessed in the same way in the early years setting as we do in our schools, so all the information the school will need is there, and if we can't complete the EHCP process when they're at Ark Start, the school doesn't need to start again from scratch.”

When asked about the government's SBN policy more widely, she said *"I think it's a great policy, it supports children and families to access really great early years education, but I also don't think it's the only way that can happen either."* They also stressed there are important questions in how SBNs are run, and was cautious about schools being tasked with running them directly – *"the difficulty isn't can a Headteacher run a nursery, it's is it right to ask a Head. They're already running a school, it's a whole new job to run a nursery, at a time we're asking heads to do more with less."*

She also highlighted the need for wider support in the early years, particularly for children from poorer homes *"going forward, irrespective of this policy, we need to consider how disadvantaged funding is done, and I would like to see an increase in early years pupil premium - to primary school level at least, or potentially even higher! We know early investment is so important for outcomes later on."*

Name	Location	Region	Town/city	In new rollout	Setting Type	Above average FSM?	High SEND?	Age range	Wraparound care?
Roots Federation (multiple settings)	Hertfordshire (East)	SE	Town	No	MS	No	Yes	6 months-5 and 3-4 (in different settings)	Yes
Whitefield Primary School	Liverpool	North	City	No	MP	Yes	Yes	3-4 years	Yes
Ark Start John Keats	Enfield	London	City	Yes	PS	Yes	No	9 months to 4 years	No
Maple Court	Stoke	Midlands	City	No	MP	Yes	No	3-4 years	Yes (term time only)
Play And Learn Preschool - Mead Vale	Weston Super Mare	SW	Town/Coastal	No	PS	No	Yes	2-4 years	No
Abbey Wood Nursery School, Greenwich	Greenwich	London	City	No	MS	No	No	2-4 years	Yes

City Academy Whitehawk	Brighton	SE	City	No	MP	Yes	Yes	3-4 years	No
Alexandra Park Primary School	Stockport	North	Town	No	MP	No	No	3-4 years	Yes
Billesley Primary School	Birmingham	Midlands	City	No	MP	Yes	No	3-4 years	Yes
Little Peeple	Oxfordshire	SE	Town	No	PO	No	No	6 months to 4 years	Yes
Orion Little Stars Ravensworth	Bromley	London	City	Yes	MP	Yes	No	2-4 years	Yes
Lift Montgomery	Birmingham	Midlands	City	Yes	MP	Yes	No	2-4 years	No
Footsteps nursery and preschool	Bristol	SW	Rural	No	PO	No	No	6 months to 4 years	Yes

Key to provider type	Abbreviation
Nursery provision in a maintained primary (school's headteacher/school's governing board, need to follow primary guidance)	MP
Maintained nursery school (standalone - own headteacher/own governing board, need to follow primary guidance)	MS
Private, Voluntary or Independent (PVI) in a school	PS
PVI outside (with links)	PO