



## **HILLVIEW NURSERY SCHOOL WORKING IN PARTNERSHIP WITH ROXETH SCHOOL**

### **WORKING SELF EVALUATION (SEPTEMBER 2016)**

#### **CONTEXT**

- Hillview Nursery School is situated within Hillview Children's Centre, and is located in South Harrow.
- Day care and education for children aged 2 to 4 years old is provided between 8.45 am and 3.15 pm
- We have 25 part time children on role, of which 8 have SEN, the 8 SEN children have Education Health Care Plans. 1 two year old and 1 is on the child protection register.
- We have one teacher, three Early Years Educators and One Early Years assistant working within the staff team delivering the Early year's curriculum.
- Differentiation is in place to meet individual children's needs and a holistic approach is practiced to meet the needs of the whole family.
- Breakfast club is provided for children aged 3 – 11 years. We currently have 16 children on role of which 14 attend Roxeth Primary School.
- After School Club is provided for children aged 4 – 11 years. We currently have 34 Children on role, of which all children attend Roxeth Primary School.

#### **LEADERSHIP AND MANAGEMENT**

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- Leaders of the setting have made good progress against the two key areas identified for improvement at the last inspection. For example the setting has developed sharper and more robust systems for tracking the progress of children.
- Leaders have created a tracking system which now clearly identifies 2year olds, SEN children and 3-4 year old.
- Children's needs are quickly identified and met through effective partnerships with parents and other professionals.
- Leaders have created a system to track the achievement of children who were referred to Hillview Nursery School when they were two and have moved on to Roxeth School. Data is therefore available on a three year trend for children's achievement.
- Tracking of children's progress is entered into the Sims management system; this ensures accuracy of assessment and tracking.
- Leaders have introduced a moderation system working in partnership with Roxeth School. This ensures accuracy in the baseline assessment data as well as the on going assessment and tracking processes.
- Leaders pay particular attention to achievements of pupils of minority ethnic groups, pupils with EAL, pupils from lower income families as well as boys and girls. As a result leaders are able to demonstrate narrowing of achievement gaps between these groups.
- Leaders have worked on creating more effective planning frameworks incorporating sharper differentiation to meet the needs of children at different stages of learning and

development. For example, ability groups are identified where the most able are stretched and the and the least able are supported appropriately

- The children's interests are identified early through their baseline assessments and parent involvement and planned for accordingly. A 10 day diary model has been introduced to capture the learning and development of children at the time they enter the Nursery School. This ensures greater rigour and accuracy
- It is evident in the weekly planning that we promote fundamental British values through focused activities, displays and discussion.
- Partnerships are strong with parents and external professionals; we are focussed on meeting the individual needs of children. For example, Strong links with the Education Psychologist has enabled barriers to learning for individual children to be removed.
- Key workers meet with their key children's parents on a termly basis to discuss their child's progress and next steps for learning.
- Leaders have developed a strong partnership with parents. For example, through the creation of a parent rota to encourage the parents to come and share stories with the children in their home language, cook or join in activities, they are welcomed and encouraged to participate in their child's learning experiences.
- Leaders have created strong links with the local schools in the community to ensure smooth transitions. Local Authority Transition documents are completed on all children transferring to school.
- As part of our robust transition arrangements, Hillview Nursery makes contact with all local schools and invites them in to see and observe children that will be moving to their setting.
- Self evaluation, including performance management, is a strong feature of the setting's work. For example, the quality of teaching is closely monitored and professional development is linked to the outcomes of performance management.
- The Head Teacher of Roxeth School, Nursery Acting Head Teacher and Nursery Teacher carry out regular observations on the quality of teaching and learning in the nursery. The outcomes of these observations are triangulated with evidence from achievement data and progress seen overtime in children's Learning Journals. All these strands are given careful consideration when making judgements on the quality of teaching.
- The Acting Head Teacher's performance management is carried out on an annual basis by a group of governors who are advised by our Local Authority Senior School Improvement Advisor.
- Staff have one to one supervisions with the Acting Head teacher on a 6-8 weekly basis setting professional targets and identifying areas of development. There is strong evidence that governors play a stronger role in self evaluation than they did at the time of the last inspection.
- All Governors receive a written report from the Acting Head Teacher on a half termly basis, this report informs them of the monitoring and evaluation of the quality of teaching and the achievement and progress of all groups of pupils.
- The Nursery's Safeguarding policy meets all statutory requirements. Governors have received this policy and regularly attend safeguarding training organised by school leaders.
- Governors challenge the Acting Head teacher during termly meetings by asking focused questions and following this through at subsequent meetings.
- Management have identified that extending children's learning, creating next steps and tracking children are training needs for the staff team.

- After an Ofsted visit to Roxeth School on 14 October 2015 it states in the report:  
*The short visit to the Nursery shows a clear commitment to inclusion. Children work happily alongside disabled children and those with special educational needs from the children's centre. Staff sensitively and expertly support those with additional needs. Staff track children's academic and personal development well and can measure the impact of their practice accurately. As a result, the indoor and outdoor environments offer a wide range of resources and opportunities for learning.*

***The leadership team has maintained the good quality of education in the school since the last inspection. You have made sure that the areas for improvement identified at the time of the last inspection have been resolved. You have secured further improvements. Ofsted March 2016***

## **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

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- Our ongoing monitoring shows that the overwhelming majority of children are eager and willing to learn as shown by their active participation in nursery activities.
- There is a caring ethos in the nursery and this impacts well on the way in which the children interact with each other. For example, physically able children show a heightened awareness of children with additional needs in the way that they communicate with them showing high levels of care.
- Staff encourage children to take proportionate risks giving them the time and space to complete activities thereby enhancing self esteem and creating a sense of achievement.
- Children are aware of the expected behaviours in the room and the staff and parents work in partnership to implement this.
- Attendance is monitored by the child's keyworkers. Attendance records are kept in the child's learning journals. Parents are contacted if the child is absent from Nursery.
- All staff will regularly update their Safeguarding training Level 2.
- Single Central Register is completely up to date and meets the statutory requirements including the new requirements of Disqualification by Association.
- Key Safeguarding policies are regularly reviewed by governors. For example, Behaviour policy, child protection, SEN including the schools local offer.
- A morning and evening Health and Safety check is carried out on a daily basis ensuring the setting and toys are safe to use and of a high standard.

***You have created a dedicated team of staff who share your high expectations. Staff have forged an exemplary partnership with parents. They have no qualms about leaving their child with their key worker, because they know that the welfare and safety of their child is paramount. Ofsted March 2016***

## **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

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- The Teacher and the staff team plan effectively for children's learning experiences by linking the outcomes of activities to the next steps of children's learning. This means that assessment information is used well to inform the next stages of planning.
- Staff ensure the curriculum planning reflects the interests of all children, including SEN children and two year old, to stimulate their critical thinking skills.

- All focused activities have a 'Success Criteria' to ensure that the most able are stretched and the least able are supported.
- Weekly evaluations indicate areas of learning and development, achievement and provision and actions are implemented.
- Each child has an individual plan reviewed weekly to ensure that we are meeting their individual needs and interests.
- Each child becomes a focus at least once every term; this is to ensure that we have a holistic approach to the child's learning and development in all areas including particular interests.
- Focused observations of children's learning carried out by all adults in the setting feeds through into the planning process. These observations identify Characteristics of Effective Learning, involvement and well being scale and next steps.
- Children have the learning experience of working on a one to one basis, in small groups and during carpet time in larger groups. All small intervention groups are planned and evaluated to meet all individual children's needs and next steps.
- All the planning for focused activities show three levels of differentiation using success criteria, which enables the adults to focus their teaching at the appropriate level to match the child's learning.
- The quality of teaching has been judged to be consistently good as demonstrated by its impact on children's learning and progress over time.
- Attainment groups have been identified, focusing on the most able, EAL, PALS and SEN. The planning highlights these groups so that appropriate provision can be made for them.
- Themed/ topic based Parent workshops, open days and coffee morning take place on a half termly basis to encourage parental involvement in their child's learning.
- Home learning has been introduced and is well received by parents. Most parents have responded very positively and the evidence they have gathered has contributed to the good progress seen in children's learning journals.
- From analysing the baseline data the teacher and Acting Head teacher have set challenging but achievable end of year achievement targets for all children.
- Staff encourage the children to be reflective learners by asking them what they have learnt that day and celebrating their achievements during group times.

***You are determined to secure further improvements, because there is a clear focus on developing the quality of teaching, learning and assessment. The robust tracking system you have introduced confirms progress is good for all key groups of children and that some make rapid progress. This is particularly so in children's communication and language skills – Ofsted March 2016***

## **OUTCOMES FOR CHILDREN AND LEARNERS**

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- Baseline assessment is carried out for all children when entering the nursery. This shows that children's skills and knowledge are below that expected for their age. Most children on entry fall into the 22-36 month band.
- Children's progress is closely tracked throughout the year using learning journeys, observations and identification of next steps. This process is carried out across all seven areas of learning and development.
- Staff have regular internal moderation sessions with the teacher and Acting Head teacher to ensure that attainment and progress judgements are accurate; this is supported by evidence from children's learning journals , observations and assessment records

- The medium term learning goals set by nursery staff show that a large proportion of children attain in line with age related expectations or above (30 – 50 / 40 -60 month band) by the end of the year. In relation to children's starting points which are below that expected for their age, this demonstrates securely good progress over time.
- Achievement and progress is evident throughout the year as the children are tracked closely every half term, evidence demonstrates that all children make good progress in all areas of learning.
- Data analysis shows how different groups of children are achieving. The nursery is successful in closing achievement gaps between disadvantaged children and their peers as a result of well planned and focused teaching.
- All children who may be achieving below age related expectations have been identified and additional support has been put in place.
- Support plans have been put in place for individual children who will require an Educational Health Care Plan with a clear set of outcomes against which their progress is closely tracked.

***Continual daily and half-termly assessments enable staff to build up an holistic picture of each child's strengths and areas for development. – Ofsted March 2016***

## **OVERALL EFFECTIVENESS**

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As all aspects of the Nursery School's work have been judged as good. The Nursery provides very good opportunities to promote children's spiritual, moral, social and cultural development. In addition the Nursery pays due regard to Equalities Act 2010, and fully promotes equality of opportunity for all. Therefore overall effectiveness of the Nursery School is judged as good.