



## LOW HALL NURSERY SCHOOL SEF 2018-19

### Our visions and values:

1. Protecting children's right to play learn and have a voice.
2. Keeping parents involved in children's development
3. Governors and staff leading the way on quality
4. Working partnership with health professionals and schools
5. Being ethical, respectful and tolerant.

### *Working together for all our children*

#### Self Evaluation (SEF) Report Low Hall Nursery School

At Low Hall Nursery School we are working to create a simpler version of our SEF for our staff, governors and families to easily see how we accurately assess our strengths and weaknesses. In this document we set out how well we think we are doing, and how we plan to improve to make ourselves even better including actions that relate to our School Development Plan or SDP. In the SEF we use the same criteria and grades to describe our achievements as Ofsted use. This year we are also building a combined evidence bank to add to our self-assessment process.

\* = a heading that Ofsted will award a grade to

#### Context

Low Hall Nursery School provides an inclusive education for 2-4 year olds. Our 2 year olds receive FEEE (Free Early Education Entitlement) of 15 hours. Our 3-4 provision is mixed with some children receiving flexible day care from 8am -6pm for 48 weeks of the year, others receiving 30 hours FEEE term time and part time children with the universal 15 hours FEEE. We also offer afterschool care for children from ages 3-8 years old and holiday clubs for the same age group. We currently have 76 children on roll, but have the capacity to provide 109 places or 60 full time equivalent places. Our intake changes regularly due to the number of families living in temporary accommodation, who are moved out of borough with very little notice. Our day care provision has been greatly affected by other local nurseries offering the 30 hour FEEE this year.

Low Hall Nursery sits in a highly populated, highly deprived ward with high levels of unemployment. The number of households where no one speaks English as their first language is high in comparison to the LBWF and National averages. Housing is highly priced, resulting in the majority of our families living privately rented or council owned accommodation. In our current cohort, most children on roll at the Nursery School live in the Markhouse, High Street and Lea Bridge wards of Waltham Forest, which are densely populated with people from diversely mixed socio-economic backgrounds. Our families come from a diverse mix of backgrounds.

Families attending Low Hall Nursery speak 1 or more of 17 different languages. The most widely spoken language in our family's homes is English followed by Urdu. We have 14 children who qualify for EYPP (Early Years Pupil Premium) in our 2018-19 cohort.



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#### Progress since last Ofsted inspection.

We have worked hard to ensure that all members of staff can support children to make rapid progress through continuous professional development, peer observation and mentoring. Our most recent governor and externally commissioned 'Learning Walks' have highlighted the exceptional practice of all our staff. On average, our children continue to make rapid progress in all Prime and Specific areas.

We have developed our information checking through moderation, pupil progress meetings and replaced SIMs with INSIGHT tracking. We have shared our expertise with other maintained nursery schools supporting their use of data. Assessment information is used well in our planning for children and ensures that all our children make progress including our most able. Staff training has been a priority throughout the federation, especially for those new to their roles. We are now beginning to share expertise and training with our partners in the borough to ensure that many more children have access to very high quality early education.

We continuously work on attendance for all of our children. Last year our morning children's attendance was 91% with our afternoon being lower at 82% (7 of this group left midyear, creating a lower figure). We continue to work hard with our families to ensure that children regularly attend their sessions.

**\*Overall effectiveness - this section is a summary of the rest of the report. We judge it to be outstanding.**

**\*The achievement of pupils at the school: - We judge it to be outstanding.**

Overall, attainment on entry is lower than the national expectations. Last year, the average child made 6 points of progress in the Prime areas and 5 in the Specific areas (4 points being 'good' progress over a year). On exit, almost half of the 3-4 year olds were operating in the 40-60 month age descriptors in all curriculum areas, above the national expectations. This ensures that they have a really good chance to get a good level of development or GLD in Reception, achieving their Early Learning Goals. On average 40% + of 3 and 4 year olds were operating within the 30-50 month age descriptors, in line with the age related national expectations. Both group's achievement demonstrates the substantial gains they make in narrowing the gap between their attainment and that of other children nationally. 15% or less were operating below the national average, and many areas were less than 10%. Children make outstanding progress in all areas of learning and leave Low Hall at national or above national expectations in their learning. Children attain particularly well in the Prime areas, Understanding the World and Expressive Arts and Design

**Action:** This year our School Development Plan highlights number as a focus. Children almost line with age related expectations will be planned for carefully to ensure that they are school ready with a greater chance to achieve their Early Learning Goal in Reception. Our senior teacher will work in partnership with Newham's ELEYSP and disseminate practice to the team through staff training. We will also continue to support our two year old FEEE children as they turn three. Although they make rapid progress they score well below the national expectations for their age, especially in the Prime Area, Speaking. We will use Tales Toolkit as a vehicle for this.



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#### \*The quality of teaching in the school: - We judge it to be outstanding.

We have very experienced highly reflective staff team who constantly strive to enhance and adapt planning and teaching methods. They are very willing to learn themselves, regularly embedding new teaching strategies such as Tales Toolkit, a TSA storytelling method. The quality of teaching is outstanding. Staff work well as a team, sharing their expertise and reflecting on their own practice. Teaching is carefully monitored throughout the year through Governor and externally commissioned Learning Walks, Early Childhood Environmental Rating Scale (ECERS) and Shared Sustained Thinking & Emotional wellbeing (SSTEWS) scale, Professional Development Records, informal observation, mentoring and peer observation. We very swiftly establish children's strengths and areas for development through our assessment system, which feeds into our daily planning. We build very good relationships with parents and carers to ensure all children make progress from their starting points and continue to learn and develop at home. All staff have high expectations of all children in all areas of learning and use every opportunity to encourage learning, for instance snack times and shopping with children locally for food. We provide a rich and varied curriculum inside and outside and encourage children to value the natural world through gardening and caring for animals.

Low Hall Nursery School welcomes all children. As a result of this our provision for children with Special Education Needs and Disabilities (SEND) is highly thought of by parents and agencies that work with us in partnership to ensure that children get the very best start in life. Many of our two year old children come with undiagnosed special educational needs and we work hard with families and agencies to support these children. Of our current intake, 27% are receiving SEND support whether it be for complex learning difficulties, complex medical needs or delayed speech.

**Action:** This year our School Development Plan target is to embed the Tales Toolkit practice further into our teaching. Last year we observed each other once, this year we will do this twice to help us reflect on our practice. We have just used the ECERS rating to review our practice. The setting scored an average of 6.4 out of 7 for our ECERS review, helping us to action some changes we will make to our learning environment. We will also do an ITERS rating scale in the Spring term at both settings to ensure that our learning environment is the very best it can be.



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#### **\*The behaviour and safety of pupils: - We judge it to be outstanding.**

Our two and three year old groups are mixed into one setting. Our two year olds settle very quickly through support of their key person and show very good dispositions for learning and behaviour through the excellent model that our 3 and 4 year olds provide for them. With expert support our children become calm, confident, co-operative and very engaged with learning. A vast majority of our children feel safe, secure and make very good progress in the Prime Areas. Families report to us that a main strength of our practice is their children's wellbeing, emphasised through parents and carers exit statements and surveys. They praise our staff for their caring attitude and relationship with children. The safeguarding of children is our greatest priority and we ensure that our practice is up to date through training. We respond quickly to complaints, learning from them and adapting our practice where necessary.

**Action: This year our School Development Plan target is to update our staff training with whole federation training in January, including training on Looked After Children. We will continue to refer families to Early Help when support is needed.**

#### **\*The quality of leadership and management across the school: - We judge it to be outstanding.**

A strength of the nursery is the hard federation with Church Hill Nursery School, another state maintained nursery in Walthamstow. The schools have a single leadership in the form of a governing body, head teacher and business manager. Through this partnership we have established a shared vision and principled approach to early childhood education. Our governors and school leadership work closely to ensure this approach is evident in policies and practice. Our joint monitoring provides evidence that we offer families expert care across the federation, working together for all our children. The federation has ensured that expertise is shared amongst staff across both sites so that high levels of training provide excellent provision for children.

We have a newly appointed Executive Head Teacher who has been in post a year. She has begun to recruit staff across the federation to strengthen the links and develop working relationships further. The leadership is distributive, with the senior leadership working together to ensure excellent leadership is modelled throughout our structure of staff, ensuring that all staff have opportunities to lead and develop professionally. Across the federation our staff share a clear vision, working together for all our children. We believe that all children can achieve and do well ensuring they have the very best start in life. Our Governing Body plays a vital part in this leadership structure challenging us and helping us to ever develop our practice.

**Action: This year our School Development Plan target is to build further on the peer observation that staff did last year to develop their own practice. We also want to develop coaching in both schools.**



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#### **Spiritual, moral, social and emotional development:-**

We create a rich environment which stimulates a sense of wonder. Our leaning environment incorporates a variety of multicultural resources, fabrics and objects to help children explore their own culture and that of their peers. We celebrate our identities and cultures during our international day and with other events throughout the year. Children are proud of their cultural backgrounds and spiritual beliefs and are accepting of others. This helps to build greater understanding of what we have in common with each other. Children develop the nursery rules where we support children to voice their issues and resolve them, building a sense of justice and democracy. Staff model language to help our youngest children understand that they can say if they don't like something, ensuring that all children are gentle. Tales Toolkit has impacted on the children's own conflict resolution: they know that if there is a problem, there can also be a resolution! Children are kind and learn through their time here how to talk to one another respectfully and listen to what the other person is saying. Our Key Person system creates a warm, welcoming start to their time at Low Hall. Parents tell us that the Key Person relationship is vital to their child's emotional development, getting them ready for Primary School. Our Equality Objectives help us to support all families, so that all families regardless of their economic background can access all that London has to offer. Our school calendar and trips help families to access free local, and further afield, public spaces such as parks and museums. Our hub 'Arts in the Forest' was created to support our most vulnerable families, ensuring they can access the amazing artistic opportunities in Waltham forest. Our garden and school pets teach children how to be caring on a daily basis, building a relationship with the natural world every day.

**Action:** This year our School Development Plan target is to develop opportunities for our EYPP children and 2 year old FEEE children further by building on the Forest School training that we have started, Arts in the Forest hub, Kids Kitchen Partnership, HENRY Healthy Start training and dental monitoring.