

Comet Nursery School - Self Evaluation Summary



June 2024	Headteacher: Lisa Clarke Assistant Headteacher & SENDCo: Rowan Smith Deputy Headteacher & SENDCo: Simran Spencer
School Context	<p>Comet Nursery School and Children’s Centre is based in Hoxton in the south of the London Borough of Hackney. We are a standalone Nursery School and Children’s Centre with capacity for 123 children in the nursery school. We also lead and manage Comet@Thomas Fairchild Children’s Centre which is located close by to us on the Islington border. Comet serves a diverse community with high levels of deprivation, social exclusion and social housing. We 62% of children who are in receipt of Early Years Pupil Premium (EYPP). The children (3 & 4 years old) are supported through our Natural Explorers programme, supporting speech, language and developing a broad vocabulary. We provide opportunities for families to access their entitlement to services in a supportive and welcoming environment. The children come from an ethnically diverse community and from a range of socio-economic backgrounds. Many of our children start nursery at the early stages of learning English. We base the children's learning and our teaching on the children's interests and stages of development. Planning is completed on a daily basis for both indoor and outdoor provision.</p> <p>We have 28 languages spoken at Comet with Turkish being our largest group 11%. Outstanding teaching provides children with a range of activities and experiences that provide challenge and support for all children; this also builds children’s confidence and self-esteem. Comet is an inclusive setting with a high number of children attending the nursery who have additional needs. This includes children with Education, Health and Care Plans (EHCP); we currently have 34% (42 chn) of our children identified with special educational needs and currently have 5 children with an EHCP. Our SENDCo works with a multi-professional team, which includes a Speech and Language Therapist, specialist teachers and an Educational Psychologist to support the children appropriately; they have high expectations of the children’s achievements and progress. This high level of expertise helps children make good and sustained progress due to the tailored support and provides them with plans to aid transition to primary school. We have 10 funded assessment places at Comet and the staff are trained in Team Teach, Makaton and PECS.</p> <p>The school was graded Outstanding from the last Ofsted inspection in December 2018. We have extended provision for children who attend the nursery. Breakfast and tea clubs are available in term time, these provide care for children whose parents may be working, studying or needing time to care for others. In the Summer, Easter and Christmas holidays we provide a playscheme as part of the HAF project for our children entitled to free school meals. Working with The Felix Project we are able to provide families with the extra essentials in this challenging economic time.</p> <p>Our 2 year old room provides education and care for up to 32 children on a part time basis. This provision works as part of the nursery school and transition is smooth and allows for individual needs and early identification through the integrated 27 month reviews. We have developed this to support the local and national priorities for the free entitlement for 2 year olds.</p>

<p>School Organisation</p>	<p>The school is organised over four rooms and the nursery classes (3-4 year olds) are set up as a single unit provision. There are two nursery classes each led by a teacher and two nursery education officers (NEOs), who all act as key workers. The 2 year old provision has a lead NEO and is currently overseen by the Assistant Headteacher, who is also the SENDCo. Our Learning Support team is strong, this means that children are identified early if they need further interventions to support progress and attainment. We also have dedicated Meal Time Supervisors that work with the children at lunchtime. The outdoor area is well resourced and our learning environment is set up to free-flow between all areas of the nursery provision. We do this so we can maximise the amount of learning opportunities for all the children. We have a sensory pod that is used by children with additional needs and creates a quiet space for play and story groups. We have a committed and experienced staff team where well-being is an important part of our commitment. We have gained the Bronze Award for Rights Respecting Schools and also the IQM Award (Inclusion Quality Mark).</p>
<p>School Development & Children's Centre Priorities</p>	<ul style="list-style-type: none"> • Use the Comet Curriculum to develop and support children's learning and progress • Develop opportunities for fine and gross motor skills through the mark making provision • To continue to develop mathematical opportunities across the curriculum • To continue to develop strong and inclusive practice for the children with SEND across the nursery provision • Develop opportunities for children to build vocabulary, develop use of gesture and opportunities for communication and language • To have a secure understanding of leadership and work within your centre and across both centres to develop the children's centre offer and parental engagement
<p>Progress from previous inspection</p>	<p>Ofsted – December 2018 targets</p> <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> •They continue to work closely with parents to understand the changing needs of children eligible for the pupil premium so that any gaps in knowledge and understanding can be addressed •The exemplary practice continues to be shared beyond the school. <p>Since the previous inspection we have focused on developing our work in the wider context. We have led training in different forums including the Newham MNS conference, Hackney Early Years Conference and also offered support for a range of practitioners both through the teaching school and Hackney Education. We have provided school to school support for schools and settings within Hackney Education and the Headteacher has spoken at local, national and international conferences.</p> <p>We have provided home learning support for parents with a range of information and workshop sessions and informal coffee mornings. We have a home learning section in the newsletter to update parents on our current work and also links to places of interest both locally and further afield. Newsletters are emailed and parents have said they use the web links to find out about the places.</p> <p>During the covid restrictions the staff team provided home learning videos on our website that supported children's home learning and provided activity ideas for parent. We use social media such as Facebook and Instagram to provide parents and others with photos and information about what we offer at the nursery and children's centre as well as home learning ideas.</p> <p>The Headteacher is currently working for the DFE covid recovery programme as an 'Expert' supporting two settings a term.</p>

**Quality of Education
Grade: 1**

Intent

- The broad and balanced curriculum provides children with creative, reflective and responsive activities and experiences that are based on their interests and prior knowledge.
- The curriculum and high quality teaching motivates children to be resilient and determined in their learning.
- Comet's Core Curriculum is used as part of our planning procedure. This provides sequential steps of learning for all children, it is inclusive and aspirational.
- Home Learning and focused sessions for parents are planned to support their understanding of how children learn and how best to support their children. We are mindful to not make assumptions about families and a deficit model of parenting.
- We support children's cultural capital through a range of experiences. It is important for us to understand the children's home culture and lived experiences.
- '5 by 5' - 5 things to do before you're 5 compliments are work on developing cultural capital. Parents are encouraged to use this as well as at nursery to celebrate children's involvement in the wider community.
- Children who are entitled to EYPP are our Natural Explorers. This initiative builds on children's experiences through developing their language, communication skills and extends vocabulary. We offer experiences in Forest School, gardening, outings and culturally rich experiences.
- We base our work on our understanding of children's lived experiences and 'funds of knowledge' from their home environment.
- We plan for and understand the need of our groups of children such as the children with SEND, children who are deemed 'disadvantaged', children with EAL, particularly our Turkish speaking children.

Impact

- Monitoring shows that teaching and learning is consistently good or better and is linked to children's interests and teacher knowledge. This is monitored through learning walks, formal observations and our assessment procedures.
- We have high expectations and aspirations of children and their learning and progress, this is seen in our termly pupil progress summary and Spotlights.
- Quality observations and Learning Stories are used to inform practitioners of children's progress and future planning.
- Monitoring of Special Books and Learning Stories is robust and ensures impact on children's learning and next steps.
- Monitoring of Key Worker files is robust and highlights any gaps in our knowledge of children's learning and progress.
- Practitioners use children's Special Books as a means of self-evaluation with children they provide appropriate feedback for their age and stage. Special Books show impact of the work between school and home. We encourage parent's voice to be added to the book.
- All groups make excellent progress from their starting points including our children with SEND and EYPP. The SEND tracking celebrates small steps of progress.
- Teaching and learning is judged using a range of criteria to form secure judgments this includes learning walks, classroom observations, pupil

Implementation

- Practitioners use open ended questions, conversations, comments and sustained shared thinking strategies and the ShREC approach to ensure children are given opportunities to develop their language for thinking skills (metacognition).
- Effective planning, daily evaluation and reflections along with using the EYFS and 'Characteristics of Teaching and Learning' ensures that children have a broad and balanced curriculum that is underpinned by our principles of early education and promotes independent active learners.
- Effective engagement with parents ensures that children's progress and achievements are communicated to parents through formal and informal processes. We are always looking for new ways to engage parents into meaningful involvement. This could be through workshops, showcasing children's work and performance.
- Practitioners use children's interests as a stimulus for planning both daily and for specific themes. Our knowledge of children's interests is developed by our partnership with parents.
- Practitioner subject knowledge is secure and is used to support and challenge children's learning particularly for those more able children.
- Our learning environment is well set up both inside and outside. Natural materials are used as much as possible so as to offer creativity within the children's learning. Attention to detail is vital in our planning as this supports children's curiosity as well as extending language heard and used.
- Book corners, core books and a diversity in our offer of books excites children and promotes a sense of enjoyment and love of 'reading'. This is mirrored in our library for home learning book borrowing.
- Phonological awareness is planned for and implemented through everyday activities but also through our differentiated carpet sessions.

progress, assessments and the learning environment.

- The high quality curriculum supports and provides challenge for all groups of children based on their individual starting points and needs.
- Children are confident with accessing books and are developing a love of books and reading.

Areas for Development

- ***Encourage more parents to complete family voice in their child's Learning Stories and Special Books.***
- ***Comet's Core Curriculum is embedded in our planning and assessment procedures, children's progress is evident within the sequential steps of learning***
- ***Spotlight system of observing children is used effectively providing practitioners with a clear picture of the child's progress***
- ***Strategic planning for story time groups, core books and development of literacy to be embedded into our practice***
- ***Maths opportunities embedded in everyday practice***

Curriculum analysis tells us that:

50 % of children in nursery are OT for literacy. Training provided to aid assessment. Spring 2024. This is due to a number of children starting in the Spring term

51% children in the nursery OT for maths. This area forms part of our SCCDP. Spring term, more children joined in the Spring term.

	<ul style="list-style-type: none"> • Assessments including Spotlight feeds into our termly pupil progress summary, tracking progress and attainment of individuals and groups. • Tracking criteria – Not Yet, On Track and On Track+ allows practitioners to observe progress made and areas for support. We observe and analyse progress between cohorts. • Planning incorporates our 5 by 5 and Comet Core Curriculum offer. 	
<p>Behaviour and Attitudes</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • Behaviour and attitudes are outstanding at Comet. • The learning environment is calm, productive and purposeful, the children move around the nursery independently and access a range of activities and experiences of their choosing. • Practitioners encourage children to try out, persevere and show curiosity in their learning. • There is high expectations of children’s behaviour and relate this to the children’s age and stage of learning. • Staff are Team Teach trained, this provides a consistent approach to working with children who may have challenging behaviour or need more physical support • The SLT encourages good attendance. Attendance is monitored regularly, we promote good attendance with our very young children and their families through newsletters, parent consultations and Comet information. • We promote a positive learning environment and use carpet sessions as one way to explore children’s feelings, friendships and triggers for disagreements such as sharing and turn-taking. • Children are encouraged to manage risks and challenge their skills; they build an understanding of what it means to be safe. • Forest School activities promote self-confidence, resilience and skills in self-regulation. • Children are made aware of their safety through carpet session and everyday planning and support. 	<ul style="list-style-type: none"> • Children are encouraged to be active and independent they demonstrate outstanding behaviours for learning. • Children’s behaviour is excellent and the staff have a consistent approach to supporting appropriate behaviours which they share with parents. Support will be given by the SENDCo • Children have good manners, they are beginning to understand the need to respect others and develop their self-confidence. Modelled by practitioners throughout the day. <div data-bbox="1301 820 2045 1267" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none"> • <i>Work alongside parents to promote positive behaviours with their children.</i> • <i>Continue work to embed teacher knowledge of self-regulation and executive function.</i> • <i>Working towards the Silver Award for Rights Respecting School – this is now completed and awarded the Silver Award in March 2024.</i> </div>

<p style="text-align: center;">Personal Development Grade: 1</p>	<ul style="list-style-type: none"> • Personal development is outstanding at Comet. • Children are encouraged to manage risks and challenge their skills; they build an understanding of what it means to be safe. • Half termly School Awareness and pupil progress meetings monitor children’s needs and vulnerability, supporting early identification of need for individuals and groups. • The children are curious about the world they live in, they are motivated and engaged in activities, this is supported and extended through high quality effective teaching. • We offer children opportunities to discuss our values at Comet including our focus on Rights Respecting School. Develop a sense of belonging and community. • We have been awarded the Inclusion Quality Mark (IQM). • We ensure that children’s spiritual, moral, social and cultural (SMSC) is developed through well planned activities, linked to their lives and meaningful experiences while taking account of our diverse community. • Weekly Spanish sessions for our more able children, enhances confidence and understanding of different languages. • Natural Explorers to borrow balance bikes to promote a healthy lifestyle. • Children are curious about the world they live in, they are motivated and engaged in activities, this is supported and extended through high quality effective teaching. • Children are encouraged to understand the importance of their personal health and well-being. We do this through planned activities, gardening and outings. • Staff well-being is important to us at Comet, their well-being has an impact on the well-being of our children. • We have be awarded Eco School Green Flag award. 	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Areas for Development</p> <ul style="list-style-type: none"> • <i>Continue to develop our Natural Explorers programme promoting healthy living through gardening, self-confidence and self-regulation.</i> • <i>Embed the lending scheme for balance bikes</i> • <i>Embed our Eco Schools offer, children will participate in a range of activities that will raise their awareness of environmental issues.</i> </div>
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**Leadership and Management
Grade: 1**

- The school is graded as outstanding, it has a strong leadership team and Governing Body in the school with an ambitious vision and aspirations for our children.
- The SLT has a shared ethos and philosophy for the school and Children's Centre.
- The SCCDP, which is closely aligned to the SEF is used to drive key priorities and evaluated regularly for impact.
- The SLT have high expectations of children and staff, this is communicated effectively and a robust systems are in place.
- The SLT work closely to promote the school's ethos, culture and aims so that all stakeholders are clear about what Comet stands for our local community.
- Planned actions arising from monitoring are quickly followed up to ensure outstanding provision and teaching is sustained and groups of children are monitored effectively.
- Robust systems for appraisal and professional development are in place, it promotes capacity to improve at all levels, outlines personalised CPD.
- Experienced governors are from our diverse community; they have appropriate skills and knowledge and play a full part in the life of the school. They provide support and challenge.
- We work closely with Hackney's Children's Social Care to identify any risks to children and act in a timely fashion. We also support families who are open to MAT.
- Safeguarding at Comet is a priority for all staff, they are trained and understand what it means to keep children safe.
- Safeguarding procedures including the single central record and safer recruitment are robust and policies are diligently applied.
- Designated safeguarding leads (DSL) have regular training and are robust and effective in their practice. Staff training, regular updates and induction are offered to all staff on safeguarding.

- The strategic calendar provides a timeline for leaders at all levels and ensures deadlines are met.
- The monitoring and evaluation cycle informs the SEF and ensures key priorities are met.
- HT has provided school to school support and is an 'Expert' on the DFE Covid recovery programme.
- The curriculum is led and driven by the HT and AST to promote creativity and breadth of experiences within the curriculum.
- Robust assessment procedures are in place and provides evidence of progress and attainment. This is shared with other stakeholders and the analysis informs future plans.
- Use of EYPP funding has a clear rationale and is focused on children's speech, language and communication. The impact and outcomes for children are monitored and is aspirational for all children.
- Half termly School Awareness and Pupil Progress meetings monitor children's needs and vulnerability, supporting early identification of individuals and groups.

Areas for Development

- ***Development of the strengths of the SLT with new AST while DHT on maternity leave.***
- ***Continue to develop a culture of compassionate leadership and a sense of well-being for the Comet team.***
- ***Include new supervision and GROW model programme into the professional development cycle.***
- ***Spotlight assessments to be developed and will strengthen knowledge of children's progress. This will ensure that workload of staff is reduced.***
- ***Use CPOMs to streamline safeguarding workload***

	<ul style="list-style-type: none"> • Risk assessments are clear, regularly reviewed and actioned. • Regular health and safety walks with the BCM, site supervisor and governors ensures the building is safe and secure at all times. 			
<p>The Effectiveness of the Early Years Curriculum</p> <p>Grade:1</p>	<p>The curriculum at Comet is broad, varied and driven by children’s interests and progress. The learning environment is engaging, stimulating and open ended, allowing the children to be active and independent learners. The children are curious about the world they live in, they are motivated and engaged in activities and experiences and this is supported and extended through high quality effective teaching. Assessments support children’s future learning; they make good rates of progress building on their starting points which is documented in various ways. Different groups are monitored and planned for and children with special educational needs do well due to the high level of expertise within the staff team. Children are encouraged to manage risks and challenge their skills; they build an understanding of what it means to be safe and their behaviour is good. The children are encouraged to have good manners, to respect others and develop their self-confidence. Parents are welcomed into the school. One parent commented that <i>“I love Comet. What an incredible place you guys operate. I feel so happy leaving my son there with you every day and he has developed so much since he came to Comet. The teachers are engaging and obviously really care about the children”</i>. This reflects the general opinion of many of our parents. We have robust policies and procedures throughout the nursery and the senior leaders are always looking for inspirational ways to further develop opportunities for children to build on their skills, knowledge and understanding. Children are supported to be ready for the next stage of heir learning in primary school.</p>			
<p>2 Year Old Provision</p>	<p>Moon Room is led by a senior NEO and has a further 3 NEOs. Practitioners are supported by the AST who is the curriculum lead. All children are eligible for the free early years entitlement. The provision is calm, nurturing and tailored to the needs of 2 year olds, understanding that there is a difference between children that are just 2 and the rising 3 year olds. Transitions between Moon Room and the nursery is strong, children are confident and ready for the next stage. The environment provides challenge and security and the outdoor area is available throughout the sessions. We have recently developed the outdoor provision by providing more open ended spaces for learning. A quiet space provides a place for children to rest and relax, if needed. The practitioners support children in their development of speech, language and communication skills and know that is integral to future learning. Caring for the children’s individual needs creates the foundation of everything we do and supports the philosophy that runs throughout Comet. We are flexible in our approach and know the importance of working closely with the parents to provide a trusting and partnership approach to support children’s early experiences away from the home environment.</p>			
<p>Groups and NOR</p>	<p>91 - Nursery School</p> <p>32- 2 year old provision</p> <p>Total - 123</p>	<p>SEND</p> <p>34%</p>	<p>EAL</p> <p>61%</p>	<p>EYPP</p> <p>62%</p>