



Comet Nursery School - Self Evaluation Summary

September 2018	<div>Headteacher: Lisa Clarke</div> <div>Deputy Head: Kerri MacFarland</div>
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 122 children. Comet serves a diverse community with high levels of deprivation, social exclusion and social housing. We have 15 children who are in receipt of Early Years Pupil Premium (EYPP). The children are supported through our Natural Explorers programme, supporting speech, language and communication. 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 and many of our children start nursery at the early stages of learning English.</p> <p>We have 18 different 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 Educational Health Care Plans (EHCP); we currently have 18% of our children identified with special educational need, we expect this to rise over the coming year. Our SENDCo works with a multi-professional team, which includes a speech and language therapist, specialist teacher 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.</p> <p>The school was graded Outstanding from the last Ofsted inspection in February 2015. The Children's Centre was inspected as part of a dual inspection in March 2012; this was the first inspection for the Children's Centre and it was graded as Good. 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. 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>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 allows for children to free flow throughout the nursery for part of the session. 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>

School Organisation	<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 2 nursery classes each led by a teacher and two nursery education officers, who all act as key workers. The 2 year old provision has a lead NEO and is overseen by the Deputy Head. We have a dedicated SENDCo and another teacher that works across the whole nursery to provide additional support for identified groups of children. Our Learning Support team is strong and we also have dedicated Meal Time Supervisors that work with the children at lunchtime. This means that children are identified early if they need further interventions to support progress and attainment. 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 strong and experienced staff team.</p>												
School Development Priorities	<table border="1"> <tr> <td>1</td><td>To ensure that home learning is at the forefront of our continued successful work with parents.</td></tr> <tr> <td>2</td><td>To continue to develop and embed the quality of teaching and learning in the 2 year old provision.</td></tr> <tr> <td>3</td><td>To further accelerate attainment and progress in Maths development with a particular focus on 'number'.</td></tr> <tr> <td>4</td><td>To further develop our work in delivering quality provision which nurtures the necessary skills to access early phonics teaching.</td></tr> <tr> <td>5</td><td>To promote the importance of health and well-being through the physical literacy programme.</td></tr> <tr> <td>6</td><td>To further develop the provision in the Children's Centre, focusing on the universal stay and play offer and high quality interactions and support from practitioners based on their knowledge of families.</td></tr> </table>	1	To ensure that home learning is at the forefront of our continued successful work with parents.	2	To continue to develop and embed the quality of teaching and learning in the 2 year old provision.	3	To further accelerate attainment and progress in Maths development with a particular focus on 'number'.	4	To further develop our work in delivering quality provision which nurtures the necessary skills to access early phonics teaching.	5	To promote the importance of health and well-being through the physical literacy programme.	6	To further develop the provision in the Children's Centre, focusing on the universal stay and play offer and high quality interactions and support from practitioners based on their knowledge of families.
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Progress from previous inspection	<p>Ofsted – February 2015 targets</p> <ul style="list-style-type: none"> Put into action plans for supporting parents more in helping their children with learning at home. Share the school's effective practice of meeting children's needs by contributing further to school improvement locally and nationally. <p>Since the previous inspection we have focused on developing our work in the wider context. We have joined the East London Early Years and Schools Teaching School Partnership and as part of this work we have been involved in providing training and support. We are currently providing school to school support for schools and settings within HLT and the Headteacher has spoken at local, national</p>												

	<p>and international conferences. We have won the National Early Years Pupil Premium Award 2017. The HT and chair of governors spoke at the EECERA conference in August 2018 on the schools EYPP work.</p> <p>To provide home learning support for parents we have organised a range of information and workshop sessions, informal coffee mornings and a help yourself activity card/handout system. We have also added 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 now emailed and parents have said they use the web links to find out about the places.</p>	
<p>Effectiveness of Leadership and Management</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • 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 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 robust systems are in place to hold staff to account. • 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 targets and is focused on pupil progress and SCDP priorities. • 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, challenge and hold the school to account. • Data management/analysis is effective and robust. The system shows progress and attainment and informs future priorities. We use the ECAT monitoring tool to further monitor the children who are eligible for Early Years Pupil premium funding. 	<ul style="list-style-type: none"> • 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. • SLT increased and developed. SBM now part of SLT and more defined roles with DHT. The Extended Services Manager (ESM) is currently being shared between the members of the SLT while we recruit. • Working with the East London and Early Years Teaching School Partnership to develop our practice and work with schools to support CPD. • HT providing school to school support within Hackney. • The curriculum is led and driven by the HT and DHT to promote creativity and breadth of experiences. • Data and tracking system is robust and provides evidence for progress and attainment. This is shared with other stakeholders and the analysis informs future plans. • Use of EYPP has a clear rationale and is focused on children's speech, language and communication. The impact and outcomes for children are monitored. <div> <p>Areas for Development</p> <ul style="list-style-type: none"> • Continue to embed DHT role in leading Moon Room provision so it provides outstanding opportunities for children. • Continue to monitor the 30 hours offer and the impact on the children's development including the children 15 hour children • Develop a spreadsheet for EYPP children to show multiple needs and patterns. </div>

<p>Quality of Teaching and Learning and Assessment</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • The quality of teaching, learning and assessment is outstanding and motivates children to be resilient and determined in their learning. • All groups make excellent progress from their starting points including our children with special needs and EYPP. • Teaching and learning is judged using a range of criteria to form secure judgments this includes learning walks, classroom observations, pupil progress, assessments and the learning environment. We also use other recognised programmes such as ITERS and ECCERS. • There are high expectations of children and their learning and progress, this is seen in termly pupil progress data. • Practitioners use open ended questions, comments and sustained shared thinking strategies to ensure children are given opportunities to develop their language for thinking skills. • Monitoring of Special Books and Learning Stories are robust and ensure impact on children's learning and next steps. • Monitoring of Key Worker files are also robust and highlights any gaps in our knowledge of children's learning and progress. • Practitioners use children's Special Books as a way of self-evaluation and they provide appropriate feedback for the children's age and stage. • Effective planning using the EYFS and 'Characteristics of Learning' ensures that children have a broad and balanced curriculum that is underpinned by our principles of early education and promotes independent active learners. • Quality observations and Learning Stories are used to inform practitioners of children's progress and future planning. • Practitioners use children's interest as a stimulus for planning both daily and for specific themes. Our knowledge of children's interests is developed by our work with parents. 	<ul style="list-style-type: none"> • 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. • 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. • Parental voice stamp has been successful in the Special Books but continues to need embedding. <div data-bbox="1301 635 2047 1102"> <p>Areas for Development</p> <ul style="list-style-type: none"> • Continue to develop a home learning programme to provide ideas for parents and support children's continued learning. • Encourage more parents to complete family voice in their child's Learning Stories. Support new practitioners through a robust induction programme for support and to offer mentoring activities. </div>
	<ul style="list-style-type: none"> • Personal development, behaviour and welfare is outstanding at Comet. • Safeguarding procedures including the single central record are robust and policies are diligently applied. 	<ul style="list-style-type: none"> • Attendance is monitored regularly, we promote good attendance with our very young children and their families through newsletters, parent consultations and Comet information.

<p>Personal Development, Behaviour and Welfare</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • Designated safeguarding leads (DSL) have regular training and are robust and effective in their practice. Staff training, updates and induction are offered to all staff on safeguarding. This also includes policy and procedures to ensure • Children's behaviour is excellent and the staff have a consistent approach to supporting appropriate behaviours which they share with parents. When children need further support for behaviour the SENDCo will offer a meeting with parents and plan for the child at nursery. • Children have good manners, they are beginning to understand the need to respect others and develop their self-confidence. • Children are encouraged to manage risks and challenge their skills; they build an understanding of what it means to be safe. • School Awareness meetings monitor children's needs and vulnerability, supporting early identification of individuals and groups. • Inequalities and inappropriate behaviour are dealt with sensitively and in a timely manner. • Risk assessments are clear, regularly reviewed and actioned. • Regular health and safety walks with the SBM, site manager and governor ensures the building is safe and secure at all times. • Children are encouraged to be active and independent they demonstrate outstanding behaviours for learning. • The children are curious about the world they live in, they are motivated and engaged in activities and this is supported and extended through high quality effective teaching. • Forest School activities promote self-confidence, resilience and skills in self-regulation. 	<ul style="list-style-type: none"> • We ensure that children's spiritual, moral, social and cultural (SMSC) is developed through well planned activities, linked to their lived experiences and meaningful experiences while taking account of our diverse community. • The children are encouraged to understand the importance of their personal health and well-being. We do this through planned activities, gardening and outings. • Training has also been provided to staff regarding their own well-being. • Children are made aware of their safety through carpet session and everyday planning and support. • We offer children opportunities to discuss the values at Comet and British Values. A display outlines the importance we place on these values. <div data-bbox="1305 671 2042 1010"> <p>Areas for Development</p> <ul style="list-style-type: none"> • New staff to be trained in paediatric first aid (if appropriate) and safeguarding procedures • Continue to develop our Natural Explorers programme promoting healthy living through gardening. </div>
	<ul style="list-style-type: none"> • Children's achievement at Comet is outstanding. • The majority of children make rapid progress and achieve highly, often beyond age expectations from their starting points (see data analysis). 	<ul style="list-style-type: none"> • Children are ready for the next stage of their learning, this is both in their independence and knowledge, skills and understanding. • Use of EYPP funding is targeted to encourage development of speech, language and

<p>Outcomes for Pupil</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • Children take part in both adult led activities and their own child initiated learning and are challenged through individualised questioning and comments. • School data is gathered termly and analysed to demonstrate progress and attainment. On entry data shows that children's starting points are often below age expectations while the exit data shows that children leave either being secure within the EYFS curriculum or working beyond their age range. • Different groups, such as EYPP, EAL and gender are monitored and planned for, they attain highly due to the high level of expertise within the staff team. • Children who start nursery at the early stages of learning English progress well. Turkish speaking children are currently our largest group, they make good progress particularly when working in small groups. • Children with SEND make excellent progress supported by experienced LSAs and the SENDCo. We have high levels of children with additional needs compared to other nursery provision locally. • Children's Special Books demonstrate progress and attainment and outlines learning and achievements over time. The Special Books include Learning Stories outlining children's significant learning. • Termly pupil progress meetings require staff to outline children's achievements this ensures appropriate challenge for next steps of learning and identifies any risk of underachievement. • Through training and ongoing CPD, practitioners have good subject knowledge and confidence in the teaching of phonics through meaningful activities. 	<p>communication skills as well as broadening their understanding of their world.</p> <ul style="list-style-type: none"> • We offer children in receipt of EYPP opportunities to go on small group outings to support and broaden their cultural capital. • Any attainment gaps are identified and teachers work to close the gap through targeted support. <div data-bbox="1312 456 2047 823"> <p>Areas for Development</p> <ul style="list-style-type: none"> • Focus on Maths (Number) and Phonics (Letters and Sounds) as part of the key priorities of the SCCDP • More able children to be challenged through sustained shared thinking to develop their ideas as well as knowledge and skills. Group time is differentiated to tailor learning to children's needs and ability. </div>
<p>The Effectiveness of the Early Years Curriculum</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 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 while building on their starting points. Different groups are monitored and planned for and children with</p>	

Grade:1	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 love the learning experiences and environment at Comet and believe it’s hugely beneficial to both children and parents” . 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.			
2 Year Old Provision	Moon Room is staffed by a Lead Neo and a further 3 NEOs who are all key people to 8 children each, while the practitioners are supported by the DHT who is the curriculum lead. All the children are eligible for the free early years entitlement. The provision is calm and 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. The environment provides challenge and security and the outdoor area is available throughout the sessions. The children are able to free-flow for part of the session and this allows for peer learning as well as an opportunity for children to develop their physical skills further using the larger outdoor space and more challenging climbing opportunities. 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.			
Groups and NOR	70 - Nursery School 32 - 2 year old provision Total - 102	SEN 18%	EAL 40%	EYPP 22%