



Comet Nursery School - Self Evaluation Summary

October 2021	Headteacher: Lisa Clarke Lead teacher & 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 122 children in the nursery school. We also run 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 have 52 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. 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 27 languages spoken at Comet with Turkish being our largest group 12.5%. 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 20% of our children identified with special educational needs and currently have 3 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.</p> <p>The school was graded Outstanding from the last Ofsted inspection in December 2018. 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. In the summer holidays 2021 we provided a playscheme as part of the HAF project for our children entitled to free school meals. We will run another shorter playscheme in the Christmas holidays 2021.</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, 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 we have recently updated the outdoor environment while 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.</p> <p><u>Current Covid secure procedures</u></p> <p>A comprehensive risk assessment has been developed throughout the covid restrictions to support and protect our children, families, staff team and visitors. Current Omicron guidelines ask visitor to wear a mask inside the building and parents continue to drop off and pick up their children from the gardens. The staff team are doing twice weekly lateral flow tests.</p>												
School Development & Children's Centre Priorities	<table border="1"> <tr> <td>1</td><td>Work within the revised EYFS framework to provide a broad curriculum offer and clear assessment procedures that supports individual children's progress.</td></tr> <tr> <td>2</td><td>To further improve children's opportunities to develop their creativity across all curriculum areas.</td></tr> <tr> <td>3</td><td>Review and develop our support for children's physical development in the outdoor area.</td></tr> <tr> <td>4</td><td>To review current systems and further build a secure understanding around the processes of SEND by embedding robust systems.</td></tr> <tr> <td>5</td><td>Build the area of self-regulation and executive function into the nursery curriculum.</td></tr> <tr> <td>6</td><td>Development of children's centre services over 2 sites will be strategic and provide a breadth of provision.</td></tr> </table>	1	Work within the revised EYFS framework to provide a broad curriculum offer and clear assessment procedures that supports individual children's progress.	2	To further improve children's opportunities to develop their creativity across all curriculum areas.	3	Review and develop our support for children's physical development in the outdoor area.	4	To review current systems and further build a secure understanding around the processes of SEND by embedding robust systems.	5	Build the area of self-regulation and executive function into the nursery curriculum.	6	Development of children's centre services over 2 sites will be strategic and provide a breadth of provision.
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<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 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 HLT and the Headteacher has spoken at local, national and international conferences. We have won the National Early Years Pupil Premium Award 2017.</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 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 the 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>Quality of Education Grade: 1</p>	<p><u>Intent</u></p> <ul style="list-style-type: none"> • The broad and balanced curriculum that is offered at Comet 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. • 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. • We offer our children who are entitled to EYPP our Natural Explorers programme. This builds on children's experiences through developing their speech, language and 	<p><u>Impact</u></p> <ul style="list-style-type: none"> • Monitoring has shown that teaching and learning is consistently good or better and is linked to children's interests and teacher knowledge. This was monitored through learning walks, formal observations and our assessment procedures. • There are high expectations of children and their learning and progress, this is seen in our revised termly pupil progress summary. • 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 ensure impact on children's learning and next steps.

	<p>communication skills. We offer experiences in Forest School, gardening, outings and culturally rich experiences. We place a high value on developing children's cultural capital and experiences provided through our curriculum offer. This areas has been restarted now after the restrictions on us taking children out during the pandemic.</p> <ul style="list-style-type: none"> • We will 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. <p><u>Implementation</u></p> <ul style="list-style-type: none"> • Practitioners use open ended questions, comments and sustained shared thinking strategies 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 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. • 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. 	<ul style="list-style-type: none"> • 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 way of self-evaluation and they provide appropriate feedback for the children's age and stage. Special books show impact of the work between school and home. We welcome and encourage parent's voice to be added to the book. • 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. (ITERS and ECCERS). • 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 starting to show progress in and knowledge of phonics.
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	<ul style="list-style-type: none"> • 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. • Assessments are made throughout the day through observations, photographs and teacher knowledge. This feeds into our termly pupil progress summary to allow us to track progress and attainment of individuals and groups. This supports planning for future learning both within nursery and the next stage of the children learning. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Encourage more parents to complete family voice in their child's Learning Stories and Special Books. • PSED and PD opportunities to be a priority this year to support any COVID related learning that has been missed through lockdown. • Last year's unconscious bias training to be embedded in the work we do with our families so assumptions are not made. • New assessment procedure and tracking to be developed and embedded into our practice. • Use the newly revised EYFS framework in our daily planning and assessment. Practitioner knowledge is secure and used when making assessment and judgements.
<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, however we also understand children's age and stage of learning and understand that children will be trying out a range of learning behaviours. • The SLT encourages good attendance even though as a maintained nursery school we are non-statutory. We inform 	<ul style="list-style-type: none"> • Children are made aware of their safety through carpet session and everyday planning and support. • 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. 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

	<p>parents of the need for good attendance and will discuss the barriers to attendance with them.</p> <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. 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 both on and off site promote self-confidence, resilience and skills in self-regulation. 	<p>their self-confidence. This will be modelled by practitioners.</p> <div data-bbox="1301 140 2045 619"> <p>Areas for Development</p> <ul style="list-style-type: none"> SBM to monitor attendance and bring reports and any concerns to the SLT. Work alongside parents to promote positive behaviours with their children. Forest school activities to be restarted at the local school. This is aimed at the Natural Explorers programme. Work to understand and develop teacher knowledge of self-regulation and executive function outlined in the new EYFS and how this work impacts on children. </div>
<p>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 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 and British Values during carpet sessions, it's important to us to have a sense of belonging and community. 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. Natural Explorers can borrow balance bikes to promote a healthy lifestyle. 	<ul style="list-style-type: none"> The 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 are working towards the Eco Schools accreditation. <div data-bbox="1301 1005 2045 1528"> <p>Areas for Development</p> <ul style="list-style-type: none"> Continue to develop our Natural Explorers programme promoting healthy living through gardening, self-confidence and self-regulation. Focus on developing Physical Literacy for children to provide further physical development for children particularly in large muscle movements and general fitness and well-being. Restart the lending scheme for balance bikes for NE Develop our Eco Schools offer, children will participate in a range of activities that will raise their awareness of environmental issues. </div>

	<ul style="list-style-type: none"> 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. 	
Leadership and Management Grade: 1	<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 SBM is part of SLT, we currently have employed a Lead Teacher until while is on maternity leave. 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 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. 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. 	<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. HT has provided school to school support within Hackney (where possible). The curriculum is led and driven by the HT and Lead Teacher in the absence of the DHT to promote creativity and breadth of experiences within the curriculum. A new assessment procedure is in place to support the revised EYFS (September 2021) this will provide evidence of progress and attainment. This is shared with other stakeholders and the analysis informs future plans. Use of EYPP funding has a clear rational 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 meetings monitor children's needs and vulnerability, supporting early identification of individuals and groups.

	<ul style="list-style-type: none"> • Safeguarding within 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 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. • Safer recruitment practices are in place. • 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. • Training has also been provided to staff regarding their own well-being. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Development of the strengths of the SLT with current Lead Teacher while DHT on maternity leave. • Continue to develop a culture of compassionate leadership and a sense of well-being for the Comet team. • Development of a new assessment procedure to take into account the revised EYFS priorities and change to Early Learning Goals. • New EYFS is embedded into our daily planning and curriculum offer.
<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>"he is very confident and independent and that's due to all you hard work at the comet where it all started..... we still miss the comet and it will always hold a special place in our hearts"</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.</p>	
<p>2 Year Old Provision</p>	<p>Moon Room is led by a senior NEO and a further 3 NEOs who are key people to 8 children each, while the practitioners are supported by the Lead teacher who is the curriculum lead. All the 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. 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. The children are able to free-flow</p>	

	<p>across the outdoor nursery provision for part of the session and this allows for peer learning as well as an opportunity for children to further develop their physical skills, 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.</p>			
<p>Groups and NOR</p>	<p>72 - Nursery School 32 - 2 year old provision Total - 104</p>	<p>SEND 20%</p>	<p>EAL 54%</p>	<p>EYPP 50%</p>