

A young child with short, light-colored hair is smiling warmly at the camera. They are holding a white cup with both hands. The background is slightly blurred, suggesting an indoor setting. The entire image is overlaid with a semi-transparent blue filter.

Self Evaluation

Nursery - 2017/2018 - Edited September 2017



60
PUPILS

Kingsland Nursery is larger than average with **60 pupils** currently on roll. It is a two form entry school in which the very large majority of pupils are White British.

	Male	Female	FSM	PP	Non PP	EAL	SEN	SEN Support SA+	EHC Plan	Non WBRI	Total
Pupils	34	26	18	27	33	6	24	23	1	10	60

45%

Students eligible for Pupil Premium.

40%

Students with Special Educational needs and/or disabilities.



The nursery has excellent links with the Academy



The nursery school is shared with a school and The Lighthouse Centre



The nursery is led by the primary school Principal and leadership team.



The main challenge in the coming years is the building of new homes in the school catchment which will increase the population and may change the demographics. The Governors and SLT are looking at strategic plans to ensure that the potential increase in student population is led and managed well so that high quality teaching and learning are maintained.



Although nursery children are funded for 15 hrs, Kingsland offers 60 fully funded, full time places. We also offer 30 hours funded for eligible parents.



- Kingsland has a culture of high expectations for all which is enabling pupils to achieve well.
- Rigorous self evaluation and performance management ensures that any weaknesses are rapidly identified and systems and procedures to ensure good outcomes for pupils are effective. There is a clear monitoring and evaluation plan for each half term which includes learning walks and lesson observations.
- Action planning ensures well informed strategies are put in place to sustain and develop provision. Professional development is implemented for both teachers and teaching assistants which addresses common areas of development and reflecting a focus on effective teaching and learning.
- Staff opinions are sought and used to inform and develop provision.
- Best practice is modelled and shared, resulting in better opportunities for pupils to learn. Leadership has been quality assured for Teaching and Learning by an Ofsted trained improvement consultant each half term since the last Ofsted inspection (March 2014).
- Leadership and management has been strengthened by the appointment of three Specialist Leaders in Education (July 2016). All leadership focuses on pupil progress across all areas. The impact of this can be seen in improved use of performance data for ensuring that all pupils make at least expected progress or more than expected progress when compared to National.
- As part of the strategic partnerships with SBAT school works collaboratively with School Direct, and the Executive Principal is a member of the School to School Strategic Board.
- There is constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and offer challenge when needed. They arrange visits to the school and they have high expectations for outcomes and provision for pupils. Financial resources, including the Pupil Premium are managed effectively. Budgets are driven by school improvement priorities.
- The EYFS lead and nursery staff work collaboratively to ensure all the requirements of EYFS are met.
- Staff continually reflect and analyse working practises to ensure that children have the best outcomes.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe.
- The EYFS leader has excellent links with the leaders around the St. Bart's Trust. This partnership regularly carries out moderation.



On our journey to Outstanding we need to:

Continue to develop the effective practice of EYFS Leader to ensure further impact on key areas of improvement.

Continue to develop governance so that governors systematically self evaluate effectiveness and demonstrate a good knowledge of the context and challenges for specific groups of pupils.

- Staff set high expectations for pupil outcomes which demonstrates an ethos of pride and engagement in learning.
- Teacher's planning demonstrates good subject knowledge and is effective in ensuring that pupils are challenged. Monitoring systems and procedures inform ongoing CPD which is evaluated for impact. As a result, pupil outcomes are improving.
- Monitoring and evaluation systems were revised, implemented and more rigorous from September 2015. They are more responsive to issues and concerns; focus now on 'typicality' via unannounced drop ins and learning walks.
- Regular whole school monitoring and evaluation triggers individual coaching and mentoring programmes and where concerns are identified, support and training is implemented. (Senior Leaders or SLEs have also provided structured support from SBAT.)
- Teaching assistants are able to provide high quality support for children both in the classroom and in target groups. (Training for Teaching Assistants by BTSA provided staff with strategies to increase questioning of pupils in order to further enhance progress.) Monitoring shows TAs being more effective in their role, and latest observations indicate all TAs are good or better.
- Systems for assessment and evaluating the effectiveness of provision mean that pupils are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEND and disadvantaged pupils.
- Each child is given a copy of the book they use every half term as part of our text based curriculum, this is developing children's reading experiences and encouraging a love for reading.
- The Kingsland Website informs parents of the topics to be studied and how they can support their child at home. Termly meetings explain how well their child is progressing and what they need to do to improve.
- Staff complete regular ongoing monitoring using an online tool to track and assess each child as an individual against the EYFS curriculum.
- Children within the early years make very rapid and sustained progress despite the majority of children coming in at well below age related expectations.
- Groups of children are closely monitored through the use of pupil trackers, EYFS profile and clear on entry assessment.
- The staff have great expertise in early learning and are all focussed towards the development of key skills and school readiness.
- The children and parents have support through workshops, parent meetings and an open door policy to access home school books that support the essential literacy and numeracy skills at home. This also creates an excellent relationship with the staff and the children in the early years.
- The nursery is an open and exciting learning environments with access to an outdoor area that promotes all areas of learning. The rooms provide a celebration of the children's work and support the learning at every opportunity.
- The EYFS achievement at the end of this year has shown the potential of all the children who start here at Kingsland Nursery. The excellent management and partnerships with parents ensure that all children get the best start on their learning journey.

On our journey to Outstanding we need to:

Ensure that there is a consistency of approach in all areas across all areas.

Continue to develop staff subject knowledge to support the successful implementation of the curriculum and assessment expectations.

- Pupils behaviour and the extent to which they feel safe at Kingsland is outstanding. Supported by the outstanding ethos children demonstrate thoughtful behaviour which creates a positive environment as well as being a significant factor in their learning. Pupils are very supportive of each other within the nursery environment and the behaviour of all groups around the nursery is excellent. Pupils at Kingsland encourage others to conduct themselves well, and there are many well embedded role models such as lunchtime helpers and buddies.
- The nursery works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this alongside the dedicated school staff ensure a high quality of pastoral care.
- Kingsland has a robust anti bullying and positive behaviour policy. Two members of senior staff are CEOP trained, and one member of staff leads Prevent training for Kingsland and other schools.
- Children and parents understand the importance of regular attendance, and a number of initiatives have resulted in attendance improving year on year.
- Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in this school.
- Children in the EYFS are focussed and organised. They are able to access a large range of resources and are eager to join in all activities and experiences. They have excellent concentration skills from very early on and have developed high levels of curiosity and excellent listening skills.



On our journey to Outstanding we need to:

Ensure that the Kingsland ethos is quickly embedded with any children or members of staff joining the school.

Continue to ensure children are provided with a wide range of opportunities to explore British Values.

- Effective assessment procedures ensure that children's learning is personalized to their needs in order for them to make progress.
- High expectations and exciting learning opportunities have ensured that, from very low entry points, the proportion of pupils making expected or better than expected progress is good.
- By the end of Nursery, in all areas of learning, children have started to close the gap in preparation for the next phase of their education.
- In 2015-16 43% of the cohort entered at below age related expectations and 57% were well below for Communication and Language. 40% of this cohort exited at age related expectations.
- In Literacy 67% of children entered school at well below age related expectations, and 33% were below. 22% of children exited at age related expectations, an increase of 7% from the year before.
- In Maths 77% of children entered school at well below and 23% of children entered at below age related expectations. 47% of children exited at age related expectations, an increase of 23% from the previous year.
- In all areas of learning more children exited Nursery working at age related expectations in 2016-17 than in 2015-16. Showing Year on year the gap is closing.

Year	NURSERY				
	PSED	Physical Development	Communication & Language	Maths	Literacy
14/15	22%	50%	18%	24%	15%
↑	+16	+20	+22	+23	+7
15/16	38%	70%	40%	47%	22%
↑	+22	+7	+15	+16	+27
16/17	60%	77%	55%	63%	49%



On our journey to Outstanding we need to:

Increase the percentage of pupils making better than expected progress in all groups by ensuring all children are engaged in opportunities to use and apply maths and literacy skills.

Develop interventions to identify and accelerate the learning of more able children.