

# Abercromby Nursery School Self Evaluation Form May 2021





## From Little Seeds, Do Great Trees Grow

### MISSION STATEMENT

An oasis in the heart of Liverpool;  
our large mature garden hosts  
Forest School. We are a multicultural School of Sanctuary,  
a place where all our little people thrive and learn.

### OUR AIMS

Our aims for you, our children, are to:

- ♦ Provide you with a welcoming, safe and caring environment,
- ♦ Enjoy your uniqueness,
- ♦ Respect your home culture,
- ♦ Provide an exciting and tailor made education,
- ♦ Nurture you, supporting you to make the best possible progress,
- ♦ Include you in all we do.

Our aims for you, our families, are to:

- ♦ Embrace our families, recognising your importance,
- ♦ Value all backgrounds, faiths and cultures,
- ♦ Work in partnership to support your child's well being and learning.

Our aims for you, our staff, are to:

- ♦ Value your commitment and professionalism,
- ♦ Communicate well, to involve you in everything,
- ♦ Provide you with opportunities for your own development.

Our aims for you, our Community are to:

- ♦ Build and nurture good relationships, to work together,
- ♦ Share good practice and learn from each other,
- ♦ Be a special place for all to share.



# Abercromby Values

As a school we are required to teach British Values; these are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths, beliefs, and those without faith. These are all embedded as part of our ethos and practice and to make them meaningful for our children and school community, we have adopted them as our "Abercromby Values".

**A** all friends at Abercromby

**b** believe in yourself

**e** everybody is important

**r** rules to keep us safe and happy

**c** children help to choose

**r** reach out to all

**o** our choices matter

**m** make a difference

**b** be kind and helpful

**y** your voice counts



# 1. Key Information

School Name	Abercromby Nursery School						
Type Of School	Maintained Nursery School						
Address	Falkner Street, Liverpool, L8 7QA						
Local Authority	Liverpool	Diocese (If VA or VC)	NA	Other	NA		
Telephone	0151 709 5114	Fax	0151 707 2497				
Headteacher	Tamara Bennett		e-mail	tamara.bennett@abercromby.liverpool.sch.uk			
Chair Of Governors	Sue King	Tel	07533 938321		e-mail	dragontwin@btinternet.com	
Number of Under 5s May 2021	4x Deferred Reception Entry (DRE) 61x 3-4 year olds 12x eligible for 30hrs offer 17x funded 2 year olds		Classes	<b>Willow Tree:</b> 25 children at a time (4x staff incl. 1x Teacher) up to 12x max 2YO and 13x 3YO (younger 3YO)  <b>Oak Tree:</b> 30 children at a time (3x staff incl. 1x teacher) 30x rising 4YO and DRE			
Pupils with SEND	7 (8%)	Pupils with EAL (Languages spoken)	55 (66%) Arabic (majority), Somali, Turkish, Spanish, Portuguese, Urdu, Swahili, Greek	Looked After Pupils	1	EYPP	7 (May 2021)
Number of QTS	4x including HT (3.2 FTE)	Number of Teaching Support Staff	4x level 3 FT 1x level 2 FT 1x level 3 PT (lunch and support) 1x level 2 PT (lunch and support) Regular agency staff also support	Clerical Support	1x FT Administrative/Finance Officer 1x Administrative Assistant (0.6)		
Curriculum Enhancement	Forest School assistant/gardener Beatlife music sessions PE Specialist		Other Support Staff		1x FT Site Manager Cleaning provided by agency 2.5 hrs/day		

## 2. Changes since last Ofsted Inspection July 2016

### PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed

1. Improve the arrangements for moderating assessment judgments so that information is consistently accurate.

1. In house standardisation takes place half termly as part of weekly staff meetings. Practitioners are increasingly secure in assessing where their key children are, in terms of typical development. Each practitioner has an exemplification booklet compiled by East London Early Years and Schools Partnership, to refer to, when making judgements. Pupil progress meetings are held with the SLT at three points in the year, where there is robust dialogue about each child's progress. Teachers also take part in standardisation sessions with other Maintained Nursery Schools and Network Schools.

2. Set more precise targets for improving teaching that focus upon the measurable impact of teaching upon children's progress.

2. Appraisal Targets for teachers and nursery officers are now linked into the School Development plan with SMART targets; they relate to children's progress, increasing accountability. These are now reviewed each term. The introduction of regular supervision meetings has introduced another forum to discuss professional development and children's progress.

3. Make sure information about children's progress includes timely, clear analysis of the progress made by groups of children, including the most able children, in each area of learning.

3. There has been a complete overhaul of observation, assessment and tracking systems. Tapestry, an online Learning Journal system, is now used to capture children's learning and progress ie formative assessment. This informs the Pupil Progress Profile tracking document. An accurate baseline is established for each child summative data is collected at three points in the year. Four + years of data have now been collated, which clearly demonstrates the progress all children make from their starting points. Children's progress is tracked, both individually and as a cohort, incl. vulnerable groups. Tracking systems feed directly into planning for individuals and for different groups, identifying gaps, and what will be provided to address those gaps. Tracking also identifies the more able children and pupil progress meetings are used to identify next steps to provide appropriate challenge.

## OTHER CHANGES TO PROVISION SINCE THE OFSTED INSPECTION 2016

2016-7

- The Mission Statement and Aims were reviewed (as many versions existed), streamlined and renewed, and then shared widely.
- Abercromby Values (incorporating British Values) were developed by the whole school team, drawing on the existing intrinsic and historic values held by the school community. These were reworded to make them meaningful and accessible for our young children and community.
- After consultation with stakeholders, a new logo, new website (with App) and uniform were launched to raise the school's profile and to aid marketing.
- To improve our "shop front", new school signs were commissioned, with the new logo, attractive photographs and updated information
- After consultation with the staff over the variety of methods used to capture children's learning, including post it notes, photos, and 2Simple, it was decided to move to one method.
- Tapestry online learning journal was chosen to record children's progress. Each staff member now has their own mini iPad to facilitate this.
- This has increased parental involvement, as parents can log on and see what their children have been doing, and add their own moments of learning. The photos and video are very accessible for our families with EAL.
- Practitioners still use a Pupil Progress Profile booklet to track progress, rather than Tapestry as practitioner knowledge of children will provide a more accurate assessment.
- Planning systems continue to be refined and priorities from the Tracking Data now feed in.
- Each room introduced a focused weekly team planning meeting.
- Numbers of children attending the school were low in Autumn 2016, and so we started a family and toddler group, Little Seedlings, which was very successful in drawing new families in.
- Another fruitful initiative to raise numbers, has been the introduction of an Open and Fun Day, held for the last three years on a Saturday in early Summer. Sadly, this wasn't held in 2020 or 2021 due to the Covid pandemic, but will be reinstated, as soon as we can do this safely.
- To secure the Nursery's long term future, following training and preparation, 2 Year Olds (mainly funded 2 year olds) were admitted from April 2017,
- Communication with parents improved further through a new monthly newsletter, translated into Arabic.
- Half termly family involvement events such as Stay, Play and Learn sessions were introduced. The themes are planned in response to identified gaps in learning e.g. Communication, Language and Literacy, and inform and support families with ideas for learning at home.
- "Together Time" was introduced where all children and staff come together with the Head Teacher and learn about our Abercromby Values in a fun and relevant way.
- End of School Reports for leavers were introduced.

## 2017-8

- Home visits were introduced for all new starters, to support children to settle, foster the development of strong partnership working and enable identification of accurate starting points..
- Classes changed from 2 parallel classes of 3-4 YO historically, to 1 class of 2YO and rising 3YO (renamed Willow Tree), and 1 class of rising 4 YO (renamed Oak Tree). This enables the organisation of appropriate provision for each group of children, in terms of learning environment and experiences planned.
- Lunchtimes were reviewed to sharpen the focus on learning and a policy was written; all staff support this on a rota basis and it is seen as an important time, with children developing self-help skills including serving themselves and being encouraged to try new foods, whilst learning about how to grow up healthily.

## 2018-9

- Pupil Progress Profiles were rewritten with the “What to expect when” statements, (produced by 4Children in 2015), to track progress, rather than using the Development Matters statements (also known as Early Years Outcomes). They describe the same learning but are written from the point of view of the child as “I can” statements in plain English. This makes them easier for all to understand, especially as many of our parents have English as an Additional Language (EAL).
- All staff have been trained in Signalong, to support children’s language development.
- We took part in the 18 month URLEY project (Using Research tools to improve Language in Early Years), which provided a sharp focus on how to improve provision to better support children’s communication, language and literacy development.
- Due to financial restraints, the school had to move from hot dinners to children bringing in their own packed lunches. This has enabled a move to two sittings, supporting a calmer atmosphere.
- Family consultation days were held termly, where the school was closed to normal sessions, and families had quality time for an appointment with their child’s Key person.

## 2019-20

- This was a very challenging year as we all live through the ongoing Covid-19 pandemic.
- Due to Government Covid self isolation advice, only 30% of staff were available for face to face work. These staff supported the key worker and vulnerable children in the Liverpool hubs from March through to June.
- The rest of the staff rose to the occasion and quickly learned how to deliver Remote Education through Tapestry.
- Staff provided regular support to their key children and families through Tapestry and phone calls.
- The whole school team worked together on risk assessing our environment, so we could re-open to more children from June onwards.
- Communication with families was further improved by subscribing to ParentMail, rather than our previous text based system. This allows for longer and more effective communication with families, with a translation feature, essential during this period of continuing uncertainty.

### 3. Self Evaluation

#### a) QUALITY OF EDUCATION:

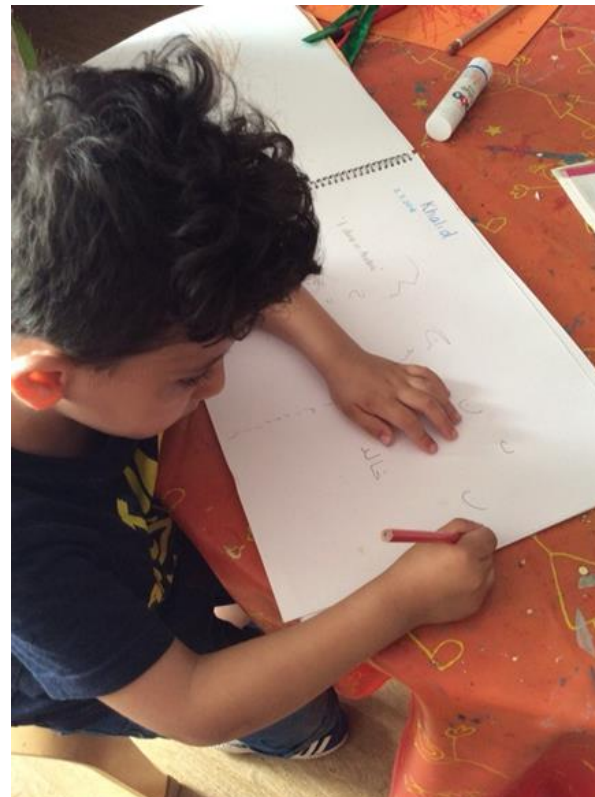
**Grade 2/1, Good/Outstanding**

##### INTENT

- Our intent is that each child makes accelerated progress from their starting points, through a personalised curriculum, so that they are very well prepared for the next stage of their education, as they move on to Reception.

##### IMPLEMENTATION

- At Abercromby, our staff are the jewel in the crown; they are experienced, long serving and highly trained. They are extremely knowledgeable about child development and all have high expectations of every child, knowing how best to support each individual little person.
- We have a highly effective key person system in place, with key people making it their priority to get to know each of their key children and families very well. As children join the school, home visits, All About Me booklets and ongoing conversations with families, help to build an accurate picture of each new little person's starting points, their strengths, interests and learning needs.
- All this ensures that the curriculum is sequenced appropriately for each child, with appropriate and detailed next steps for learning identified.
- Learning is captured using Tapestry online learning journals. Observations of learning are a mix of incidental "wow" moments of learning and planned termly Focus Observations, all linked into the EYFS curriculum. Next steps for learning are identified and fed into planning.
- Key people share observations with their children, talking with them about their learning and identifying next steps for learning together. As children work towards these, new knowledge and skills are celebrated, so children develop their ability to see themselves as competent learners.
- Each child's progress is carefully tracked, by their key person, through the Early Years Outcomes statements, in a Pupil Progress Profile. We use the "What to Expect When" statements, which describe the same learning as Early Years Outcomes, but are written from the view of the child as "I can" statements in plain English. This is easier for our families to understand.
- We hold pupil progress meetings at three points in the year, where the SLT and key person work together to discuss each child's attainment and



Evidence sources:

Our children

Tapestry Online Learning Journals

Pupil Progress Profiles

Tracking Progress File

Learning Environment

Continuous Provision Plans

Room Planning Files

enter it into our school tracking systems. At the same time, any gaps for individual children, vulnerable groups and cohorts of children are identified enabling the curriculum to be adapted, so that next steps for learning can be fed into our planning systems.

- Families can log on at home and see what their child has been doing and how this links into their development. The visual impact of the photos and videos helps our families get involved, many of whom who have EAL. Families can also add their moments of learning from home, creating a true two-way dialogue of learning.
- Partnerships with our families are further strengthened with regular opportunities for consultation. Each family has quality time with their key person, looking at Tapestry and the Pupil Progress Profile, celebrating the progress made and identifying gaps and next steps for learning together.
- The learning environment, inside and outside, is carefully planned and organized with the intention that children access high quality continuous provision and open ended resources independently to develop their knowledge and skills, ably supported by the adults. Excellent classroom organization means that even our youngest children become independent and engrossed in their learning.
- Daily routines enable children to explore activities inside and outside without time constraints. Skilled practitioners use a variety of strategies to support children's learning. These will include for example, observing, modelling, playing alongside, scaffolding, reflecting, providing running commentaries and careful appropriate questioning.
- Next steps for learning are informed by observations of children at work and the tracking data, and so the curriculum is developed by our room teams, working together to plan for learning across all seven areas, through a mix of adult directed and child initiated learning. There is plenty of time of time to revisit learning and consolidate new skills.
- In their weekly room meeting, adults plan for group times and enhancements as appropriate, through short and medium term planning.
- As well as the more formal processes outlined above, our staff are so tuned into their children and their learning needs, that next steps for learning are usually identified and followed up "in the moment".
- Through the week, children have the opportunity to take part in various curriculum enrichment activities to develop their Cultural Capital:  
**Beatlife music and drumming sessions** which help to develop children's listening and attention skills, phonological awareness and a love for music,





**PE sessions with Martin** where children work on developing their physical skills, strength and coordination, through moving their bodies in different ways and manipulating small equipment, **Forest School** which develops children in a holistic way, improving their self-confidence, self-regulation and independence, and teaching them a love of the outdoors and Nature.



**Gardening** where children learn how to look after our beautiful garden, helping to grow fruit and vegetables, and then harvesting, cooking and eating them.

- Through the year, we further enhance our curriculum and develop the Cultural Capital of our children through outings and visits. These might include a walk to Chinatown to find out more about Chinese New Year, visits from the police and fire brigade, pantomimes, a bespoke visit to our local theatre, using external providers such as Eggucation, an ethical rare breed hatching programme, and welcoming the expertise of our local community e.g. our local Rabbi sharing how his family celebrate Hanukkah.



- Children with special educational needs and disabilities are identified quickly through attending our Little Seedlings, our toddler group, home visits, talking with families and our baseline assessments. The majority of children with SEND have not previously been identified as having needs, or have had no prior intervention before starting Nursery. We work closely with parents to identify mutual concerns and implement the Graduated Approach. We involve other professionals to offer support and guidance e.g. Health Visitors, Speech and Language Therapists and Educational Psychologists. We signpost families to further support in the community e.g. the local Children's Centre. This early identification alongside targeted teaching strategies, enables children with SEND to make excellent progress in relation to their starting points.

- We have an excellent reputation for our work supporting children with SEND, with the Educational Psychologist citing us as an example of good practice.

- Around 65-70% of our children have English as an Additional Language (EAL); they need to develop their skills in Communication and Language and speaking English, to make progress in other areas as well. Although the school has decades of collective experience in supporting children with EAL, we are continually looking at ways we can improve outcomes for our children. To that end, all staff have been trained in Signalong, to support children's ability to communicate.

- We are also part of the North West URLEY project, which supports settings to improve the way they support children’s language skills. Using selected scales from the ECERS-3, ECERS-E (ECERS stands for Early Childhood Environment Rating Scales) and SSTEW (Sustained Shared Thinking and Emotional Wellbeing), we evaluate our provision to improve our practice in helping children become confident and skilled communicators. The URLEY principles are now embedded in our everyday practice. Our school was one of the lead schools, tasked with mentoring 6 other settings.

**IMPACT**

- We track children to see if they are working at typical development for their age and are therefore on track to achieve a Good Level of Development or GLD. This is the statutory Early Years Foundation Stage Profile assessment at the end of the Reception year. This enables us to follow children’s progress diligently, throughout their time with us, even from starting as a 2 year old.
- Our baseline data shows that most children enter school working below typical development for their age in many areas, with less than 10% on track to achieve a GLD.
- When children leave the Nursery to start Reception in a Primary School, 66% (July 2019) are now on track to achieve a GLD. Our network of feeder schools (19 in July 2019) are very positive about our children and report that children from Abercromby arrive in their new class “school ready”, well prepared for the next stage of their education, continuing to make good progress.
- Four+ years of data demonstrate that children, including those more able or with special educational needs, make accelerated progress from their baseline.



Areas for Further Development:

- We continue to develop our understanding, knowledge and skill in supporting children’s language development.
- We began working with two year olds in April 2017 and are continuing to develop our practice with this younger age group.
- We will continue to develop our work with our families so they can support their children’s learning at home, both when the school is open, and when a bubble or the school has to close due to the Covid-19 pandemic.

**b) BEHAVIOUR AND ATTITUDES**

**Grade 1, Outstanding**

- Children show love, care and concern for each other and for the adults in the nursery. We all work hard together to ensure there is a happy, harmonious, calm and purposeful environment.

Evidence sources:

- On occasions, some children present with challenging behaviour. All staff are consistent in their approach, following our values, policies and procedures. Practitioners are experienced and skilled in identifying what the causes of this behaviour might be; they support children, in an age appropriate way, to understand why they are reacting in this way and what is expected, giving children strategies, so they learn how to behave appropriately in our community.



- We also work with our families to set up consistent strategies that support good behaviour at school and at home.
- Our approach enables children to understand their feelings and behaviour, helping all our children develop emotional literacy.
- Children who are more mature, are encouraged to problem solve themselves relating to their behaviour, social interactions and emotional responses – although an adult will always support if needed.
- We are committed to nurturing a child’s natural instinct to learn, helping them to see themselves as strong, capable learners. Each child is encouraged to develop all the Characteristics of Effective Learning in everything they do.
- Our “Growth Mindset” culture extends to our children. Where a child may say, “I can’t do it”, we will say, “you can’t do it yet, but you will”, so children realize they can achieve great things with practice and effort.
- Rather than praising children for being clever, we use “Process Praise”, where we celebrate the effort put in, and achievements linked to positive attitudes, encouraging children to keep on trying until they have consolidated that new skill.
- The attendance policy has been rewritten and procedures have been tightened up. From the beginning of their time at Abercromby, all families are informed about the vital importance of good attendance and punctuality.
- Non-attendance is followed up on a daily basis. Attendance of less than 80% will trigger a conversation with the Head Teacher.
- However, due to our non-statutory provision, we also have a flexible and common sense approach to non-medical absences. For example, we have a high percentage of children from overseas, whose families have come to Liverpool to study and so may return to their home countries at different times.
- We also tend to get periods of lower attendance due to bouts of infectious childhood illnesses, such as chicken pox.

Our children

Settling In Policy

Abercromby Values display

Attendance Policy and Information sheet for families

Areas for Further Development:

- We will continue to work with our families to support good attendance and punctuality

## c) PERSONAL DEVELOPMENT

### Grade 1, Outstanding

- We know that each young child will develop in the best way, when they feel safe and secure and have healthy attachments to their significant adults, including those in our school.
- We therefore adopt a child centred approach to settling in, that is tailored for each child. Some confident children who have been to other settings, may be doing their full sessions after a couple of days, whilst other children will need a much more gradual introduction, so they do not suffer separation anxiety and mental stress.
- We have developed our practice using attachment theory, based on an effective key person approach. In all cases we work with our families so that usually, all children are happy and settled within a few weeks.
- We use the same approach when children transfer between rooms and when they leave our school to go to a Reception class in a Primary School. The current key person will work closely with the new key person and teachers, to help them get to know their new little people. We encourage two way visits to help children build relationships with their new grown ups and plan lots of transition activities to help children adjust to the changes ahead.
- Children show a good understanding of our Abercromby (British) Values. These run through everything we do, like “Blackpool” through a stick of rock. Children learn about them on a daily basis, and there is a special focus in our weekly “Together Times” through social stories and songs.
- Our Safeguarding curriculum is implicit in all we do. Safety issues are explored through play, so that children are taught about how to keep themselves safe as situations arise, e.g. by taking turns climbing into the tree house, the importance of wearing sun cream on a sunny day and so on.
- We encourage the children to be involved in assessing risks; for example, when using the fire during Forest School, the children suggest that they sit back at a safe distance, and walk around behind the log seats to prevent possible injury. We encourage the children to take risks to challenge their thinking and skills, learning to risk assess for themselves.
- Children also learn about ways to keep themselves healthy through becoming increasingly independent in helping to make the snack, managing personal care and developing good personal hygiene.
- Children are taught about the importance of being physically active for good health; they enjoy PE sessions and make good use of our spacious garden to develop their gross motor skills at their own level.



Evidence sources:

Settling In Policy

Abercromby Values display

Abercromby Life display

- The Nursery is part of a very diverse community. We explore and celebrate a variety of different festivals from the range of religions and cultures represented in our Nursery. We invite our families to come in and share their celebrations e.g. the local Rabbi, whose daughter attended the Nursery, came in and spoke to the children about Sukkot, and one of our mums who is Sikh, showed us how she and her little girl celebrate Diwali. As we are in the city centre, surrounded by amazing buildings, we walk out to explore them further e.g. visit Chinatown to learn about Chinese New Year. In all we do we aim to develop the children’s awareness, understanding and respect.

Areas for Further Development:

- Continue to develop our safeguarding curriculum e.g. introducing the NSPCC pants programme.

**d) LEADERSHIP AND MANAGEMENT**

**Grade 1, Outstanding**

- All staff, governors and the school community have been involved in articulating the shared vision, aims and the values by which we work.
- Rigorous evaluation of all aspects of the Nursery School and its community is ongoing, with all stakeholders involved in reviewing and writing the yearly School Development Plan. This reflects the strategic direction of our Nursery School with a clear focus on school improvement, raising standards, and securing its long term future.
- An active and committed Governing Body ensures that we are constantly evaluating and evolving to improve further. Elections were held for Parent Governors, as so many parents were willing to get involved. Governors attend regular training, which enables them to ask challenging questions (see GB minutes).
- We now have another school leader from our local network of schools on our governing body, which has further strengthened governor knowledge and expertise.
- Swift action was taken to address low numbers of pupils in the Head Teacher’s first year, 2016-7, fully supported by staff and governors, with initiatives such as a Family and Toddler Group, an Open and Fun Day and starting with Two Year Old Provision. These have all borne fruit so that by Summer 2018, the school was full, with a healthy waiting list.
- Progress data is analysed at three points in the year and areas for development in teaching and learning are quickly identified with provision amended accordingly, to ensure children achieve the best possible outcomes.



- Website
- School Development File
- Early Years Quality Mark Report
- SIP reports
- Safeguarding File
- Governing Body Minutes
- Appraisal File
- Supervisions File

- A Senior Leadership Team has been established with a clear, shared vision. This meets monthly, to celebrate good news, develop our curriculum offer, problem solve issues and work together to move practice forwards.
- An effective cycle of appraisal for all staff is now in place, with targets focused on both personal effectiveness and whole school areas for development. This robust appraisal system encourages, supports and challenges improvements in teaching.
- Staff reflect on their professional needs with a desire to improve their skills. They access continuing professional development, tailored to their specific needs, areas of interest and school focus.
- Staff mental health and well being are supported through regular supervision meetings, mentoring and coaching, so that appropriate support can quickly be put in place. Activities with a mental health and well being focus are built in to the school year. Many of our staff have personally experienced a challenging and often sad time over the last few years, but they remain positive and committed to the children and school, working together for the good of our children. A whole school review of mental health and well being in Autumn 2020 identified our strengths in this area.
- A “Growth Mindset” culture is being established in the school, with all staff being willing to take on new challenges and work in new ways. This has resulted in a shared ownership and responsibility for how the Nursery is run, evident for example, when staff are proactive in managing pupil: staff ratios, especially important now that we have two year olds. Weekly staff meetings, provide a forum for staff to raise issues for everyone to discuss together and solve, as well as training opportunities.



- Our relationships with families are a strength of the school. The introduction of home visits begins that supremely important process of getting to know each other so we can work together well. During the pandemic, we have replaced Home Visits with “Meet the Staff” visits carried out in a Covid safe manner after school.
- Tapestry online learning journals enable parents to engage in their child’s learning at home (even those with EAL). Many parents now add comments or upload their own photos and video related to their child’s learning with them, and attend regular key person consultations, which inform our assessments.
- In non pandemic times, there are half termly events for families to get involved in, e.g. Stay, Play and Learn events and Internet Safety coffee mornings. During the pandemic, these have continued via Zoom.

- Families are actively encouraged to give their views on how the Nursery is run, both through regular informal chats, but also through the end of year parent questionnaires, modelled on Ofsted's Parentview. The majority of families strongly agree that the school is led and managed well (see parent questionnaire data). Also, families strongly agree that the school listens to their concerns and suggestions, showing that excellent parent partnerships are in place.
- Safeguarding of all children is the primary concern of our whole school community, supported by regular training for all staff. The safeguarding team regularly review all safeguarding requirements and are vigilant to respond to issues and concerns that arise with individual children, and for example with radicalisation and extremism. We now have two more staff fully trained as Designated Safeguarding Leads to provide cover.
- British values have been adopted as our "Abercromby Values" and are an essential part of our ethos, seamlessly interwoven into everything that we do. The children own them and talk about them with their peers – and go home and tell their families about them too!
- We are blessed with an amazingly diverse community in every sense of the word, both in terms of culture and socio-economics. All members of our community are encouraged to be respectful of equal opportunities, freedom of choice and our expectations and routines.
- The Nursery received a "School of Sanctuary" award in 2015, and this was renewed in 2018 in recognition of its exemplary practice in this respect. The highlight of the year (in non pandemic times) is our Celebration Day in July, where all families are invited to celebrate every child's progress and join in with a garden party, bringing food for everyone to share – the world on a plate!



#### Areas for Development:

- Continue to further develop the SLT in their role of curriculum development and monitoring.
- Continue to review strategies, policies and procedures to support mental health and well-being.