

Abercromby Nursery School Self Evaluation Form September 2022





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		[REDACTED]			
Chair Of Governors	Sue King	Tel	[REDACTED]		e-mail	[REDACTED]		
Actual number of children September 2022	4x Deferred Reception Entry (DRE) 42x 3-4 year olds 9x eligible for 30hrs offer 1x paying for 30hrs 0x discretionary places 23x funded 2 year olds		Classes	Willow Tree: 25 children at a time (4x staff incl. 1x teacher) up to 12x max 2YO and 13x 3YO (younger 3YO) Includes SEND resource provision (x4 PT places, 1x staff) Oak Tree: 30 children at a time (3x staff incl. 1x teacher) 30x rising 4YO and DRE				
Pupils with identified SEND	5 (7%) NB this is likely to increase through the year as we identify children with SEND	Pupils with EAL (Languages spoken)	50 (72%) Arabic, Somali, Turkish, Spanish, French, Kurdish, Urdu, Bengali, Vietnamese, Sinhalese, Persian, Farsi, Tigrinya, Tigre, Ukrainian		Looked After Pupils	1	EYPP	16 (Summer 2022)
Number of QTS	4x including HT (3.2 FTE)	Number of Teaching Support Staff	5x level 3 FT 1x level 3 PT (lunch and support) 1x level 2 PT (lunch and support) 1x level 3 FT agency (SEND provision)		Clerical Support	1x FT Administrative/Finance Officer 1x Administrative Assistant (0.6)		
Curriculum Enhancement	Forest School led by own staff PE Specialist		Other Support Staff		1x FT Site Manager Cleaning provided by agency 1.5 hrs/day			

2. Changes since last Ofsted Inspection July 2016

PROGRESS IN INSPECTION KEY ISSUES

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

<p>1. Improve the arrangements for moderating assessment judgments so that information is consistently accurate.</p> <p>2. Set more precise targets for improving teaching that focus upon the measurable impact of teaching upon children's progress.</p> <p>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.</p>	<p>1. Moderation is embedded in our practice with practitioners increasingly secure in assessing where their key children are in terms of typical development. Pupil progress meetings are held with the SLT, where there is robust dialogue about each child's progress. Teachers also take part in moderation sessions with other Maintained Nursery Schools and Network Schools.</p> <p>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.</p> <p>3. There was a complete overhaul of observation, assessment and tracking systems. From September 2016, Tapestry, an online Learning Journal system, was used to capture children's learning and progress i.e. formative assessment. This informed the Pupil Progress Profile tracking document, adapted from Development Matters. An accurate baseline was established for each child and summative data was collected at first four and then three points in the year. Five years of data were collated, which clearly demonstrated the progress all children made from their starting points. Children's progress was tracked, both individually and as a cohort, incl. vulnerable groups. Tracking systems fed directly into planning for individuals and for different groups, identifying gaps, and what would be provided to address those gaps. Tracking also identified more able children; pupil progress meetings were used to identify next steps to provide appropriate challenge.</p> <p>From September 2021, as the revised EYFS became statutory, with its aim to reduce workload for staff and enable them to spend more time working directly with children, we adopted the OPAL (Observation of Play and Learning) framework for observation and assessment. This focuses on each individual child's learning and progress against milestones for their age. After 5 years of embedding a robust assessment system, we had the confidence to take what we had learned and adapt it to a less onerous and time consuming process, whilst still continuing with relevant data collection to inform planning.</p>
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CONTEXT:

Abercromby Nursery School is situated in the heart of the Georgian Quarter, close to the universities and hospitals, and culturally diverse areas of Liverpool. This is reflected in our school community which is diverse culturally but also socio-economically, with an average of 60-70% of children having English as an additional language. The previous Head Teacher retired in July 2016 after the most recent Ofsted inspection and the current Head Teacher has been in post since September 2016. The school now provides education for children aged from 2-5 years.

CONTEXT: OTHER CHANGES TO OUR SCHOOL SINCE THE PREVIOUS OFSTED INSPECTION JULY 2016

2016-7

- The Mission Statement and Aims were reviewed, as different versions existed and then shared widely.
- Abercromby Values were adapted from British Values by the whole school team, drawing on existing intrinsic and historic values held by the school community. This makes British Values meaningful and accessible for our very young children and diverse community.
- A new logo, new website (with an App) and uniform were launched to raise the school's profile and to aid marketing, after consultation with stakeholders.
- New school signs were commissioned to improve our "shop front" incorporating the new logo, photographs, and updated information.
- Historically, there had been a variety of methods used to capture children's learning, including post it notes, photos, and 2Simple. After consultation with the staff, it was decided to move to one consistent method and the Tapestry online learning journal system was chosen to record children's progress, their formative assessment.
- This increased parental involvement, as parents logged on and saw what their children were doing and could add their own moments of learning. Photos and video are very accessible for our families with EAL.
- Practitioners used a Pupil Progress Profile booklet, adapted from Development Matters, to track progress and for summative assessment. rather than the Tapestry generated assessments, as practitioner knowledge of children provided a more accurate assessment and rounded picture of each child.
- Planning systems continued to be refined and priorities from the Tracking Data fed in.
- Each room introduced a focused weekly team planning meeting.
- Numbers of children attending the school were very low in Autumn 2016, and so a family and toddler group, Little Seedlings, was set up, a very successful initiative in drawing new families in.
- Also fruitful in raising numbers and awareness in the community, was the introduction of an Open and Fun Day, held 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) became part of our school community 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 began. The themes are planned in response to identified gaps in learning e.g. Communication, Language and Literacy, and aim to inform and support families with ideas for learning at home.
- “Together Time” was introduced where 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 early identification of accurate starting points.
- Classes changed from 2 parallel classes of 3-4 year olds historically, to a class of 2 and rising 3 year olds (renamed Willow Tree), and a class of rising 4 year olds (renamed Oak Tree). This enables the organisation of appropriate provision for each group of children, in terms of learning environment and curriculum.
- 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 such as serving themselves and being encouraged to try new foods, whilst learning about how to be healthy.

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 made them easier for all to understand, especially as over half of our parents have English as an Additional Language (EAL).
- All staff were trained in Signalong, to support children’s language development.
- We began 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 enabled a move to two sittings, supporting a calmer atmosphere.
- Family consultation days were reviewed and held termly. 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 lived through the Covid-19 pandemic and indeed continue to deal with it.
- Due to initial Government Covid self-isolation advice, only 30% of staff were available for face to face work from March 2020 onwards. 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 delivered Remote Education through Tapestry.

- Staff also 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.

2020-21

- The school continued to adapt its provision to the ongoing Covid-19 pandemic, dynamically risk assessing in response to the national and local situation.
- The staff worked in 2 separate bubbles inside and outside, adhering meticulously to the risk assessment. Our families were on board with all the safety measures. We felt fortunate not to have to close any bubbles during the academic year.
- The remote education offer was further refined during the lockdown at the start of 2021, with the focus on supporting families with ideas for learning at home, regular Zoom teaching meetings and providing daily stories and rhymes read by our own staff.
- Staff worked in innovative ways to build up positive relationships with our families, with phone regular phone calls and Zoom meetings taking the place of face to face meetings and stay, play and learn sessions.
- The process for transition to Primary was reviewed with the teachers filling in the Local Authority transition forms. Each new Reception teacher received a summary of the child's development and attainment, along with a memory stick containing the downloaded Tapestry learning journal.

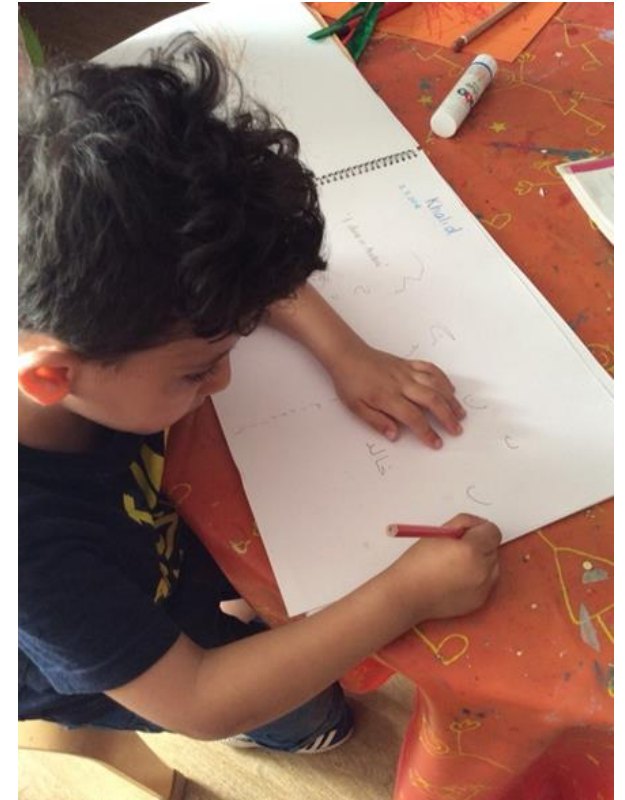
2021-22

- The school responded to the requirements of the revised EYFS. With the aim to reduce workload, a new observation and assessment system, OPAL, was successfully introduced.

3. Overall Effectiveness

Abercromby Nursery School has been on an evolution of continual improvement since Ofsted judged it to be a good school in 2016, and we feel it now provides outstanding education. The quality of education has improved because the curriculum is designed effectively to ensure that every child has a rich, exciting and extensive array of opportunities, tailored to their individual needs and interests. Children are sensitively nurtured, and inspired to aim high, resulting in most children making excellent progress. Children become sociable and have respect for everyone in our community as they develop the language and personal qualities to succeed in life. Their horizons are broadened as they develop their knowledge of the wider world around them.

- A major strength of the school is our knowledgeable and highly skilled staff team, who have a secure understanding of child development; many have decades of experience in educating small children. There is a strong team ethos, where everyone works together to provide the very best education for our children, alongside a “growth mindset”, with staff always keen to improve their practice.
- The leadership team and governing body share an aspirational vision and have a clear view of what the school does well and what it needs to do to improve further. By taking appropriate action, the school is constantly evolving, striving to ensure that the high quality of education is sustained, enabling children to make the most of their time with us.
- Children receive a high quality of education which is broad, balanced and challenging and is led by their learning needs and interests. We recognise that our children need to experience the natural, diverse, exciting and cultural world outside of their immediate experience and so provide a curriculum and opportunities which address this.
- The school successfully tackles the gaps in children’s learning, particularly in language and communication skills, so that by the end of their time with us, as they move on to Reception, children are on track to achieve well, often from low starting points.
- A highly effective key person system ensures that each child and their family is welcomed and known. Each key person understands their children and their home context extremely well, supporting identification of appropriate next steps for learning, enabling every child to make good and often outstanding progress.
- The personal development of pupils is a particular strength; through learning about our Abercromby Values and taking part in Forest School, children develop the social skills, self-confidence, strength of character, resilience and determination to succeed in their future lives. As a result, children learn to make friends, keep themselves safe and healthy, and appreciate the diversity in their communities and beyond.
- Inclusion is at the heart of the school’s philosophy. We have developed strong systems for identifying children with SEND. There is a high incidence of special educational needs in the community we serve and so we have developed inclusive provision over many years, as well as SEND resource provision for children with significant SEND. Children with SEND who join the school make very good progress from their starting points.



4. Self Evaluation

a) QUALITY OF EDUCATION:

Grade 1, Outstanding

INTENT

- Our intent is that each child makes accelerated progress from their starting points by delivering a personalised, coherently sequenced, and engaging curriculum, so that children are very well prepared for the next stage of their education. We recognise that for our children to succeed, we must offer a wide-ranging, challenging, exciting and interesting curriculum, encompassing all seven areas of learning in the EYFS. The development of communication and language with a love of books and reading, underpins everything. Therefore, we have reviewed our curriculum approaches and are successfully implementing a coherently sequenced curriculum, that provides progression, breadth and balance.

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 have high expectations of every child.
- The highly effective key person system fosters warm trusting relationships with each key child and their families. As children join the school, home visits (or visits to school during the pandemic), focus on understanding each child and their family context, with ongoing conversations building an accurate picture of each child's starting points, their strengths, interests and learning needs.
- All this ensures that the curriculum is sequenced appropriately for each individual child as next steps for learning are identified.
- Our practitioners are extremely skilled in their interactions with children, using a variety of strategies to support children's learning. These include observing, modelling, playing alongside, scaffolding, reflecting, providing running commentaries, sustained shared thinking and appropriate, careful questioning.
- The learning environment, inside and outside, is carefully planned and organized so that children access high quality continuous provision with open ended resources to encourage independent learning and creativity.



Evidence sources:

Our children

Learning Journals

Learning Environment

Tracking Progress File

Staff interactions

Continuous Provision Plans

Room Planning Files

- The continuous provision is designed to develop each child’s knowledge and skills in all seven areas of learning, ably supported by the adults. Excellent classroom organization and carefully structured daily routines means that even our youngest children soon become independent and engrossed in their learning.
- 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, allowing for 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, captured in short and medium term planning. As well as the more formal processes outlined above, our staff are so tuned into their key children and learning needs, that next steps for learning are usually identified and followed up “in the moment”.
- 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, for progress to be identified 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, staff have been trained in Signalong, to support children’s ability to communicate.

- We are also part of the North West URLEY project (Using Research tools to improve Language in Early Years), which enables settings to become more strategic in the way they support children’s language skills. Our school was one of the lead schools, tasked with mentoring 6 other settings. Using appropriate items from the ECERS (Early Childhood Environment Rating Scales) and SSTEW (Sustained Shared Thinking and Emotional Wellbeing) scales, we regularly evaluate our provision to pinpoint improvements in our practice, so children become confident and skilled communicators. The URLEY principles are now embedded in our everyday practice.

- The main take away from our involvement in URLEY was developing a sharper focus on reading and books. Each room has a cosy and attractive book area with carefully selected books. Books are also strategically placed throughout the provision inside and out. Children are read to all the time and key people target reluctant readers and those children less likely to be read to at home, in their key groups for an extra “dose” of reading. With this approach, each child develops a love of books and stories, choosing to read to themselves, retelling their favourite stories and increasing their vocabulary.



- We are developing a Maths Mastery approach where younger children are supported to develop their mathematical thinking at their level through their everyday play and number rhymes. Older children are carefully taught about number, pattern, shape, space and measure through a carefully sequenced approach, building on what they know already.
- Learning is captured using the OPAL (Observation of Play and Learning) framework. When children have a full or half birthday they are assessed against milestones for that age during a “Spotlight” assessment. The child’s interests and learning needs are also captured and uploaded to “Learning Journals”. As well as the 6 monthly Spotlight assessments, incidental learning stories are added, capturing a full and rounded picture of a child’s learning and competencies. Next steps for learning are then fed back into the planning.
- Key people share observations with their children, talking about their next steps for learning together. As children work towards these, new knowledge and skills are celebrated,

so children develop their metacognition and see themselves as competent learners.

- Families can access Learning Journals at home and a review process is an integral part of each Spotlight assessment, enabling effective partnership working. The visual impact of the photos and videos helps our families get involved, many of whom who have EAL. Families can also add photos and videos of moments of learning from home, creating a true two-way dialogue of learning.
- Pupil progress meetings are held through the year, where the SLT and key person discuss each child’s progress and attainment. Gaps for individual children, vulnerable groups and cohorts of children are identified and the curriculum adapted and sequenced to meet those learning needs.
- Through the week, children take part in various curriculum enrichment activities to develop their Cultural Capital: **Forest School** which develops children in a holistic way, improving their self-confidence, self-regulation, ability to risk assess and independence, and teaching them a love of the outdoors and Nature, **PE sessions with a PE specialist, Martin**, where children work on developing their physical skills, core strength and coordination, through moving their bodies in different ways and manipulating small equipment,

Gardening where children learn how to look after our beautiful garden, helping to grow fruit and vegetables, and then harvesting, cooking and eating them, and **Woodwork** where children learn how to use the woodwork tools skillfully and carefully to design and make their own models.



- Through the year, we further enhance our curriculum and develop Cultural Capital 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 (SEND) are quickly identified through attending Little Seedlings, our toddler group, home visits, talking with families and Spotlight assessments.
- Most 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, Educational Psychologists and Community Paediatricians. We signpost families to further support in the community such as the local Children's Centre and Isabella Trust. This early identification alongside targeted teaching strategies, enable children with SEND to make excellent progress in relation to their starting points. Where children have significant SEND, the SENCO will apply for assessment for an Education, Health and Care Plan.
- We have an excellent reputation for our work supporting children with SEND, with the Educational Psychologist citing us as an example of good practice, and from April 2021 opened a SEND Resource Base with x4 part time places.

IMPACT

- We assess children to see if they were working at typical development for their age and therefore on track to achieve a Good Level of Development or GLD (the statutory Early Years Foundation Stage Profile assessment at the end of the Reception year). Our baseline data shows that most children arrive working below typical development for their age in many areas, with only 39% meeting developmental milestones (October 2021). When children leave the Nursery to start Reception in a Primary School, 68% (July 2022) now meet their developmental milestones and are therefore on track to achieve a GLD.
- Children enjoy their learning and participate eagerly and enthusiastically. As a result of the creative and stimulating curriculum we provide, children flourish and develop into confident, motivated and independent learners. They

understand right from wrong and are ready for the next stage of their education, having learned to manage their own feelings and behaviour, understanding how these impact on others.

- Our network of feeder schools (16 in July 2022) report that children from Abercromby arrive in Reception “school ready”, well prepared for the next stage of their education, continuing to make good progress.

Areas for Further Development:

- Refine the OPAL assessment system, introduced in September 2021.
- Embed the Maths Mastery approach.
- We will continue to develop our work with our families so they can support their children’s learning at home.

b) BEHAVIOUR AND ATTITUDES

Grade 1, Outstanding

- Children show love, care and concern for each other and for the adults in the nursery and there is a happy, harmonious, calm and purposeful atmosphere.
- 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 causes of challenging behaviour. They support children, in age appropriate ways, to understand why they are reacting in this way and what is expected, co-regulating with them. With this developmentally sensitive approach, children learn how to behave appropriately, developing emotional literacy and self-regulation.
- We also work with our families to set up consistent strategies that support good behaviour at school and at home.
- Children who show maturity in their behaviour, social interactions and emotional responses, are encouraged to solve relationship issues themselves, although an adult will always support if needed.
- We are passionate about nurturing each child’s instinct to learn, encouraging them to see themselves as strong, capable learners. Each child is encouraged to develop all the Characteristics of Effective Teaching and Learning in everything they do.
- As a whole school we are committed to a “Growth Mindset” When a child may say “I can’t do it”, we respond with “you can’t do it yet, but keep trying and you will”, so children learn they can achieve great things with practice and effort.



Evidence sources:

Our children

Settling In Policy

Abercromby Values display

Attendance Policy and Information sheet for families

Behaviour Policy

- We use “Process Praise” rather than praising children for being clever or good. We celebrate the effort put in, and achievements linked to positive attitudes, encouraging children to persevere, until they have achieved that new skill. We want children to become proud of themselves, their effort and accomplishments, not pleased they got a sticker.
- The attendance policy has been rewritten and procedures have been tightened up. From the beginning of their time at Abercromby, all families are clearly informed about the vital importance of good attendance and punctuality.
- Non-attendance is followed up daily. Poor and irregular attendance 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, as children who have not been in group provision before develop their immunity, e.g. colds and bouts of infectious childhood illnesses, such as chicken pox.

Areas for Further Development:

- We will continue to work with our families to promote 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 individual. Some confident children who have been to other settings, may be doing their full sessions after a couple of days, whilst other children may need a more gradual introduction, so they do not suffer separation anxiety and mental stress.
- We have developed our practice using attachment theory, dependent 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



Evidence sources:

Settling In Policy

Abercromby Values display

Abercromby Life display

Eco schools board

class in a Primary School. The current key person will work closely with the new key person and teachers helping 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 various transition activities to help children adjust to the changes ahead.

- Children develop a good understanding of our Abercromby Values (adapted from 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 intrinsic to 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 challenge their thinking and skills, learning to risk assess for themselves.
- Children also learn about ways to keep themselves healthy, becoming increasingly independent in making 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 and coordination at their own level.
- Abercromby is blessed to be 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 Abercromby, 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. a visit Chinatown to learn about Chinese New Year or to the Anglican Cathedral. In all we do, we aim to develop the children’s awareness, understanding and respect.
- We are teaching our children how to care for our world and have worked hard to achieve green flag Eco school status.



Areas for Further Development:

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

d) LEADERSHIP AND MANAGEMENT

Grade 1, Outstanding

- All staff, governors and the school community are involved in articulating our shared vision, aims and the values by which we work.
- 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 wanted to get involved and we recruited two school leaders from our local network of schools which has further strengthened governor knowledge and expertise. Governors attend regular training, which enables them to ask challenging questions (see GB minutes).
- 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 sets the strategic direction of our school with a clear focus on school improvement, raising standards, and securing our long term future.
- 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. Initiatives such as a Family and Toddler Group, an Open and Fun Day and starting with two-year-old provision all bore fruit so that by Summer 2018, the school was full, with a healthy waiting list.
- Progress data is regularly analysed and areas for development are quickly identified with provision amended accordingly, to ensure children achieve the best possible outcomes.
- The Senior Leadership Team has 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.
- Appraisal processes have been refined, with targets focused on both personal effectiveness and whole school areas for development. This robust appraisal system challenges, encourages and supports improvements in teaching.
- Staff reflect on their professional needs with a desire to improve their skills. They access continuing professional development, tailored to the school focus and their specific needs, and areas of interest.



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

- Good staff mental health and well being is addressed primarily through staff feeling they are a valued and supported member of our school team. This is further facilitated 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 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 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 school 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 enable opportunities for regular training and a forum for staff to raise issues for everyone to discuss and solve together.

- Our relationships with families are a strength of the school. Home Visits begin that supremely important process of getting to know each other so we can work together effectively.

- 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 regular conversations inform our assessments. A weekly learning

blog outlines the focus for learning in each room, with ideas for families to try at home.

- 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.
- Families are actively encouraged to give their views on how the Nursery is run, through regular informal chats, and more formally through the end of year parent questionnaires, modelled on Ofsted’s Parentview. All families strongly agree or 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 Head Teacher as Safeguarding lead regularly reviews all safeguarding requirements and is vigilant to respond to issues and concerns that arise with individual children, and for example with radicalisation and extremism.
- British values have been adopted as our “Abercromby Values” and are an integral 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 socioeconomics. 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, renewed in 2018 and 2022 in recognition of its exemplary practice in this respect. The highlight of the year 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.