

# **LJS NURSERY SCHOOL SELF EVALUATION, DEVELOPMENT PLAN AND INFORMATION FOR INSPECTION 2019/20**

## Introduction

Our detailed Self Evaluation Form is organised under the following headings:

- The context of the LJS Nursery School
- Action from our last Ofsted report
- Actions to continue to move our school forward and development plan
- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Outcomes for Pupils

## **The context of The LJS Nursery School**

The LJS Nursery School was founded in September 2004, by the current head teacher, the current Nursery chairperson and two current senior teachers, to serve the needs of the Liberal Jewish Synagogue and the local community.

We are a registered charity and the nursery schools advisory committee includes; our chairperson a very experienced teacher, the headteacher, a lawyer, the synagogue's treasurer, an ethics specialist and the synagogue's chairman, an ex-state school primary super head and the building DSL. The Nursery DSL is the head teacher and her deputy is the DDSL.

Our external monitoring and evaluation is provided by an ex HMI Ofsted inspector with many years varied inspection experience, who visits once a term.

Safeguarding has a very high priority throughout the school and the organisation, with safer recruiting practices, clear reporting lines, regular training, monitoring and supervision for all. Liberal Judaism, who represent the Liberal synagogues in the U.K., provides specialist Safeguarding advice and training to the synagogue and the trustees.

The school is based within the Liberal Jewish Synagogue, which is situated opposite Lords Cricket

Ground in St John's Wood, London. We are very near to Regents Park, London Zoo, local schools and shops. The progressive synagogue community is well known for its excellent educational programmes, social action and interfaith work. The building has wonderful facilities including spacious classrooms, a large community hall and a secure, well equipped, outside space. The building has excellent access including; ramps, a lift, accessible toilets which have just been refurbished and multiple fire escapes.

Our school community is very diverse, including many local children, children from other Jewish communities and multicultural international families who really value our welcoming community when they are sometimes far from home. Parent partnership and parenting support are highly valued and an integral part of our school. Our named behavioural specialist and LJS teacher is a trained clinical psychologist.

The school began with one nursery class of 12 children, in response to parent requests the school has expanded in an organic way. The school is now registered for 52 places and we currently have 4 classes, 2 parallel younger classes, 1 second year nursery classes and a Reception class. Each year we configure the classes to suit the needs of the children and their parents, sometimes having 3 parallel younger classes, one second year class and a Reception class. We have developed an extra classroom space to allow for this flexibility. This room is also available for small group work.

### **Our Mission Statement**

Our aim is to provide a safe, happy and nurturing environment full of opportunities for all, where children are heard and seen as unique individuals and valued for who they are.

We know our approach builds resilience, confidence and independence, as the children grow and develop in our programme feeling secure and safe both physically and emotionally.

We aim to build strong partnerships with parents and carers, so care and learning have common goals at both school and home. We constantly support families with parenting work, school readiness and exploring future school choices.

We aim to both support and challenge your child throughout their time with us, encouraging their interests, celebrating their achievements and helping them take their next challenging steps.

The LJS curriculum and programme provides an adventurous start to each child's journey, giving them both the valuable "cultural capital" and the skills they need, not only for their next transition but for life, by developing strong, positive relationships and an enthusiasm for play and learning.

### **The LJS Nursery School Community**

We welcome children with additional needs, and we have supported families who have children with high level needs successfully into mainstream schools and special education. We currently have no children on health plans but always support children with newly identified needs through a "team around the child" approach. We keep a careful eye on speech, sensory and behavioural needs working in partnership with outside specialists.

We currently, have 19 languages in the school including the staff team, some children have 3

languages and we focus heavily on communication support for all our children. We offer an English skills class when needed, and in the second year Spanish, Hebrew and French are choices for children who are secure in English. In one of our younger classes in the last school year, nearly all the children had two languages, and some had three; they all developed confident spoken English ready for transition to year 2. This was highlighted by our external school advisor as a great achievement.

Our current range of languages spoken, includes, Hebrew, French, Spanish, Japanese, Italian, German, Russian, Italian, Hungarian, Polish and Slovakian.

### **The Staff Team**

We have a stable, long standing, team of teachers who are all reflective practitioners and have a vast range of experience in working with children and families. In the 15 years since the nursery opened the head teacher has recruited and personally developed a multi-disciplinary team who can support different styles of learning, early care and engaging the children's interests. By developing each teacher's personal passion and ideas, and by encouraging teachers to undergo further specialist training, we have been able to develop and deliver new exciting activities designed to increase the children's "Cultural Capital". As a result, we have now launched classes in Art, Spanish, French, Yoga, Music, Cooking, Forest School and Folk dancing.

There are 14 teachers in total on the staff team including the head teacher and we have minimal staff turnover. Some members of staff have been with us since the school opened. We have no problem recruiting staff due to our excellent reputation. The staff team appreciate the excellent partnership with parents, the personal development opportunities and the supportive work culture where their ideas are valued; this helps them achieve their best. We recently asked our teachers about their "staff wellbeing" they all made personal statements which we have turned into a book. Everyone wrote independently that they had high levels of well-being at school and that they felt part of a very special family.

We are all passionate about what we do, and we use a wide variety of techniques to support the varying needs of the children. These are drawn from the expertise and qualifications of the staff team which include; QTS, NNEB, Montessori, Level 6 early years, NVQ 3, classroom learning support, teaching English as a foreign language, clinical psychology and behavioural therapy. We also have a Music specialist, Art specialists, a Yoga teacher and a Hebrew teacher. Our support staff include; a security guard and the synagogue's professional team who do not have access to the classrooms.

We work with a wide range of outside specialists including an educational psychologist, speech therapists, occupational therapists and a UKCP child psychotherapist, some visiting from the NHS and some in private practice. We welcome specialists to work in school with the children and teachers, so together we can set up meaningful opportunities in the school environment, this helps the children practise the skills they are working on in clinic.

### **Opening hours**

We are open in term times only, from 9-15 am to 12-15 for the morning session, the youngest children only stay for these hours in the first year (early drop off is available to this group once they are fully settled). The wide range of enrichment activities are available from the second year of the

programme until 2-30pm. We offer an early drop off every day from 8-30am for working parents and a late pick up until 3pm four afternoons a week. The Reception class hours are 9am to 3pm apart from Fridays when we finish after our whole school and parent Shabbat celebration.

### **What our parents think**

Our parent partnership and dialogue begins with our open-door policy when a child enters the nursery. During the separation process we build up a trusting relationship with the child and their parents, we also ask parents to contribute to their child's developmental baseline at this time, so parents feel comfortable to share their questions, ideas, opinions and concerns with us.

The head teacher and staff team are available every day at pick up and drop off to give daily feedback, listen to parents and to carry out developmental problem solving. Standards of care and emotional well-being are particularly important to us, so we are always keen to know if a child has not slept well or if we can support potty training or eating. If children or parents have any anxieties, we try to find the most flexible way of supporting them.

We recently asked our parents their level of satisfaction and how we could improve our school by way of a questionnaire. From the responses, parents strongly agreed across the board that their child was happy, safe, was making good developmental and educational progress and was very well looked after at LJS. Parents strongly agreed that they felt welcome at LJS, they had a good parent partnership, that the school was well led and managed and there were high standards of developmentally good behaviour. Parents also said they could approach the school with a question or concern and quickly get an appropriate response.

### **Evaluation Actions Parental involvement**

A few parents wanted to play a more active role in school life using their talents, so we now have a vetted a volunteer mother who teaches Yoga, another who is leading charity projects and another who is using her sewing talent to make props. As a result of the questionnaire we have improved feedback for working parents by phoning them at work to keep them in touch with their child's development and progress. Our Reception teacher is also meeting with parents to support any children who are early spontaneous readers.

We were delighted to receive some lovely parent comments from the summer term including;

**"Once my child is at school, I don't have to think if he is safe and happy, I am sure he is at any moment"**

**"We are extremely happy at LJS and can't wait for our younger son to start there too"**

**"This school is MAGNIFICENT and has made a world of difference to the happiness and well-being of my children and the whole family"**

**"LJS is an incredibly special nursery. My two boys joined in September and have loved every minute of their time since day one. We have had the opportunity to build relationships with a number of teachers who are all so passionate, happy and wonderfully nurturing with the children."**

**We are sorry to be saying goodbye to Caroline and her team but will continue to recommend LJS to anyone looking for a local nursery”**

**“My child has thrived at LJS, I couldn’t have chosen a more nurturing and supportive environment for my son. Caroline and the whole staff team offer a friendly and approachable environment for parents and children”**

**“A truly unique school where everyone is treated with warmth and feels part of a family. The head teacher and staff are very supportive of the children and parents. The activities are absolutely lovely, and the atmosphere is nurturing and happy. My little boy has asked to stay there until he is 14 years old!**

#### **ACTION FROM OUR LAST Ofsted report**

**To further improve the quality of the early years provision the provider should; **develop further opportunities for the children to explore the natural world.****

#### **The natural world -Forest School**

Our Forest School was developed through a kindergarten twinning project between us and a specialist family ecology centre in the Galil, Israel. The Galil region is remote and mountainous and some of the region is deprived with large families of different ethnicities. Children are brought into specialist family centers particularly connected to parent support, ecology and gardening. Our teachers have taken part in CPD learning exchanges in October for the last six years, with our Israeli colleagues visiting us each year in July. This has been invaluable not just for the Forest school development but for peer supervision and how nature benefits all children particularly those with extra needs. The two leaders who deliver our afternoon Forest school class have developed the programme after being part of the exchange. The Head teacher has been involved with some joint Arab, Israeli education initiatives as part of her CPD and has a diploma in transcultural counselling.

**Since our last inspection we have made Forest school part of our continuous provision for all classes as we feel it really contributes to the children’s overall well-being.** The youngest children were proud to grow and eat their first strawberries this year after tending to the plants. They also saw the first flowers on our potato plants. There is a specialist Forest School class each week to promote growing fruit and vegetables to eat at school to keep our bodies healthy. **The children now take part in the whole cycle through planting, growing and maintenance until the food reaches their lips. This year we have created teams who rotate through the activities making sure everyone gets a chance to have a go, this now includes muddy kitchen, naturalistic small world play and gardening.** Each year we have whole school nature projects and nature days when we go bug hunting, hatch butterflies and pick our produce to eat so the children see the whole growing cycle from seed to plate! The second-year class have been learning about ripening with tomatoes and watching the decay process with bananas. We are planning to have a Forest School Inset training day to further develop our activities.

**LJS NURSERY SCHOOL EVALUATION AND DEVELOPMENT PLAN 2019/2020**

**Last updated November 2019 (marked in red)**

<p><b>Ofsted target last inspection</b></p> <p><b>Ofsted EIF September 2019</b></p>	<p><b>Develop further opportunities for children to explore the natural world.</b>  <b>Forest</b> school programme ongoing and now rolled out for the entire school.</p> <p><b>To implement the new inspection framework in full for September 2019.</b>  <b>All training term 1 focus on EIF, INSET, TEAM MEETINGS, CLASS LEADER FORUM, CURRICULUM BOARDS, STAFF WELL-BEING, CULTURAL CAPITAL, PILOT OF NEW OBSERVATION GRID AND LEARNING JOURNEYS.</b></p>
<p><b>Pupil achievements and Cultural capital</b></p>	<p><b>Whole School Target, to extend cultural capital and learning for all wherever appropriate. To encourage less preferred activities and to support any delays, ensuring no gender inequalities, not having English as a first language or developmental delays are barriers to progress.</b></p> <p><b>Class leader’s supervision group and psychologist working with parents and teachers to give advice, ongoing.</b></p> <p><b>Increasing the home visits offer to parents and new termly individual plans being piloted.</b></p> <p><b>Piloting new individual plans for each child beginning with SEND. Home visits have been really valued by parents and teachers alike.</b></p> <p><b>Cultural capital.</b></p> <p><b>First term focus; World Music, eating as a family and table manners, library, Forest school and nature learning, making cards for charity.</b></p>
<p><b>Quality of Education and Curriculum</b></p>	<p><b>Create a school curriculum board in each class to inform parents and guide teachers about the nurseries stated curriculum.</b></p> <p><b>Complete now adding impact evidence.</b></p> <p><b>Use the knowledge and resources from the teachers who attended the Nursery World conference on the EIF and changes to EYFS next year.</b></p> <p><b>Introduce Maths teaching ideas from the Nursery World training seminar.</b></p> <p><b>Developing a rich language area in Penguins.</b></p> <p><b>Using books, drama, props, visual word cards, poetry and rhyme resources.</b></p> <p><b>Improve links between a child’s home language and school.</b></p> <p><b>Parents of children with EAL invited in to read a book in their language and English in their child’s class.</b></p> <p><b>Staff member to attend Makaton training to aid non-verbal children.</b></p> <p><b>Quality targeted observations rather than quantity of observations.</b></p> <p><b>Testing new observation slips based on the characteristics of effective learning.</b></p>

<p><b>Quality of Education And Curriculum</b></p>	<p>Working on new observation training in the team meetings.</p> <p><b>Piloting a new observation and learning journey method in Fish class.</b> Post it observation grid in place and mini journeys recorded monthly, class leader has presented evidence so far to management team for evaluation.</p>
<p><b>Behaviour and Attitudes</b></p> <p><b>Personal Development</b></p>	<p><b>To maintain our behavioural support programme using our in-house clinical psychologist for parents and teachers. New initiative on behavior for SEND.</b></p> <p>The programme has been running for two years and is highly valued by all, parent feedback is excellent with high levels of success all round. Focusing on sleep, eating, separation, challenging behaviour, sibling rivalry to improve parenting confidence.</p> <p><b>Repeating our Mitzvah day project for children in need.</b></p> <p>Sending handmade cards to disabled children with messages from our children.</p> <p><b>Working with the community in-house social worker to launch an inter-generational project</b> The children and elderly members of the community. The plan will include baking, social interactions and a concert performed by the children.</p> <p><b>Joining the healthy years London project.</b> Have made contact and registered.</p> <p><b>Looking at sensory integration with the teachers in our youngest class.</b> Teachers looking at research awaiting a visit from an occupational therapist.</p> <p><b>Launching our intergenerational project between Reception class and the elderly film and tea club.</b> Teacher training in the importance of intergenerational learning, attending a lecture at The Museum of childhood Bethnal Green.</p>
<p><b>Staff well being</b></p> <p><b>Leadership and Management</b></p>	<p><b>Focus on staff well-being and support.</b></p> <p>Daily team meetings, early morning and afternoon advice surgeries with the staff team, with an opportunity to talk about workload, priorities and any personal issues. Compiling a book of personal views and photographs with the staff team on their well-being. Celebrating each staff members birthday, the annual staff dinner and working lunches. Tutor visiting from PSLA to start new training for NVQ 3.</p> <p><b>To continue to ensure the whole organisation continues to exceed in SAFEGUARDING and maintaining standards for “Keeping Children Safe in Education 2019”</b></p> <p>External assessor took us through a Safeguarding check October 2019, all in place.</p>

<b>Leadership and Management</b>	<p><b>Maintain our detailed staff matrix, launch of two updated policies using specialist help from Dialogue, plus SCENARIO TRAINING FOR ALL NURSERY STAFF. Level 3 training refreshed for leaders and trustees.</b></p> <p>Safeguarding and staff matrix done, current Safeguarding training plan complete throughout organisation. External training completed for 2019 booking 2020. Policies launched.</p>
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The children’s engagement in their LJS experience is tangible; by the way they run into nursery each morning full of enthusiasm, their social relationships with peers and teachers and the conversations we hear as children spontaneously sit with their learning journeys remembering what they have learnt. Their pleasure and joy in their wide variety of LJS experiences is evident.

## The Quality of Education

We believe the quality of Education at LJS is outstanding

We have high ambitions for all our pupils in all areas of the EYFS and life, no matter what their developmental pattern is, their background, parental situation, perhaps not having English as a first language, their gender and culture. We aim to provide all our children with the individual knowledge and cultural capital they need to succeed in life, this is always in the context of our parent partnership.

**We are particularly passionate about SEND inclusion and ensuring any child with extra needs achieves their maximum potential whilst they are with us.**

We identify SEND needs in a variety of ways; through information or concerns from parents, our starting baselines, weekly observations, the two-year progress check with parents and the through the child's EYFS learning journey. We are constantly evaluating and assessing all areas of the child's development so if a child is showing any early concern in any area they are flagged at the weekly team supervision and mentoring meetings, so an action plan can be put in place. When there is a suspected or diagnosed special need we consult our clinical psychologist and our head teacher who has a wealth of SEND experience, we all liaise closely to create "a team around the child" with their parents. Specialists are brought in e.g. OT, speech, our educational psychologist, family therapy etc. A one-to-one support teacher is assigned if appropriate. In the past, we have adapted our morning routine, provided an extra room, created specialised activities and taken part in an ASD research project, always ensuring that children have full access to their early year's education without any limitations.

A parent of a child with special needs says;

"From the start, LJS has been one of the best choices I ever made for my child. Within a month of joining, the principal was the first to spot that our child needed extra assistance in certain areas and was beyond helpful in gathering her very experienced and qualified members of staff along with a number of external therapists to work with us immediately. They are always open to discussing any concerns we may have as a parent. I have absolute faith in them in every respect. It is more than a nursery. It is a home away from home where my child feels safe and comfortable"

### **The Learning Journey**

#### **Baselines- starting points recorded in conjunction with parents**

We ask parents before entry and on arrival about their child's development, this could take the form of a visit to the nursery school, a home visit or a parent meeting. Where there are SEND concerns, it is likely all three will take place. Parents are asked to record their child's interests, development and their family relationships on an "All about me" page.

The key person and class team complete a developmental baseline for each child following conversations with parents as the children are settling and separating. This is the starting point to measure the child's learning journey at LJS. This information is updated again as the children transition to new classes.

Our curriculum is designed as an enriched version of the EYFS, and our high expectations for children

to be ready to enter the next year in the school. Eventually working towards school readiness for Reception at LJS or in other schools both in the UK and internationally.

We have developed an LJS curriculum board in each classroom this summer in line with the new EIF inspection framework, based on the EYFS, our ethos, what we know works and what the children enjoy.

This informs parents and guides teachers through our stated curriculum:

**The curriculum boards focus on the three I's from the new inspection framework**

**OUR INTENT** - what we are teaching and the skills we are developing for the children to achieve by the end of each year. We focus on developing “sticky knowledge” in all areas.

How we will **IMPLEMENT** curriculum through our pedagogy, learning and play, observational knowledge, activities and parent partnership.

Finally, we use the children’s work, photographs, speech bubbles and observations to demonstrate the **IMPACT** of our curriculum on the children’s development, learning and play. Aside from the stated taught curriculum, we are passionate that each child’s learning journey is happy, stimulating, enjoyable, child centered and is individualized to each child’s unique developmental pattern.

**Quality Observations**

We ensure each two-week planning cycle, is based on our stated curriculum, quality observations and the children's most recent interests; each observation includes a small next step for each child, which is supported by the planned learning activities and our continuous provision.

The teachers evaluate the **IMPACT** of our planning each day by making small notes in red, in terms of the characteristics of effective learning, observations and evidencing progress on the planning. This means we can then make adjustments based on the children’s engagement during the rest of the cycle, and these notes can then be carried forward for future, learning and curriculum.

Each observation is generally supported by a photograph or piece of work and these are collected in the child’s learning journey along with any artwork. The learning journeys are freely available in each classroom for the children and parents to share and enjoy. In the younger classrooms the children are encouraged to sit with their teacher as they compile their journey, in the older classrooms the children can access their journeys on their own and share them with a friend or parent. Some of the older children are confident to talk about their own journey with accompanied visitors.

**Evaluation Actions**

Testing new observation slips based on the characteristics of effective learning.

Piloting a new observation and learning journey method in Fish class

Working on new observation training in the team meetings.

**The two-year progress check and identifying any gaps through observation and tracking**

The children enter our programme between two and two and a half, we prefer to have at least half a term or a full term to compile their progress checks, unless there is an early concern. This is so we can eliminate any settling and separation issues affecting the progress check and really get to know the child’s emerging personality, confidence and language skills. We are delighted that most parents are able to attend the progress check meeting with the class teachers, so we get a real picture of their child at home as well as at school.

We do not overly focus on tracking, but the team finds this a concrete support when compiling the

two-year progress checks, for quantifying any significant gaps a child may have in learning and development and for ensuring all areas of the EYFS are fully covered.

Tracking is moderated across year groups by the class leaders and by the head teacher to check progress across the school and to compile the termly summative assessments in the second year and Reception classes. By tracking the children against their age and the EYFS we can see if the children are entering, developing or secure in the seven areas of learning in their developmental age bracket. We can then use this information to make individual plans for each child for their next steps and build in support and extension activities where necessary. We can also see if there are any curriculum areas we need to enrich.

Evaluation action

**Piloting new individual plans for each child beginning with children who may have SEND.**

### **Summative assessments for termly parent meetings and school applications.**

**We offer our parents an opportunity to meet and discuss their child's progress each term as well as our daily feedback.** As part of our service, we prepare termly summative assessments for our second year and Reception class meetings and for parents to use during the selective school's application process. These documents help us measure developmental progress during the year. We avoid marking children as exceeding, so they always have somewhere to go, but by the end of the year the evident high standards of behaviour, focus, listening, engagement and confidence tangibly exceed developmental expectations.

### **The Foundation Stage Profile**

Reception work towards completing their Foundation Stage Profiles in the third term, and also have two termly summative assessments. The very high standards in this class due to the small class size and the level of attention we provide, this means all the children are reading, writing and solving number problems successfully by term 3.

### **Curriculum**

Our taught curriculum promotes children's learning and development by creating planned and sequenced pedagogy delivered in a safe, rich and challenging environment, where managed risks can be taken physically and academically. We teach that by sometimes making mistakes and "having a go" we learn more. We make sure the children are happy and motivated by creating a love of learning, through exposure to our wide range of cultural capital classes both during the morning and the eight choices we offer over four afternoons.

We work to create close bonds between the teachers and their key children using firm, fair, consistent boundaries, modelling, positive reinforcement, and challenge, helping the children to learn in a developmentally appropriate and well-rounded way.

We are very flexible throughout the school ensuring both individual and group needs are met. We turn most pedagogy into games so learning and play are pleasurable and motivate the children to take part and learn. We link the children's interests to motivate them in the areas new skills are emerging.

When there is a particular focus on an area of learning, we assess at the beginning and the end of the planned activity to evaluate whether the children have absorbed the information focusing on "sticky knowledge". We have consolidation weeks to measure progress and consolidate learning. We always keep the learning experiences positive using challenge, praise and nurturing. The staff team

are very creative when planning the learning environment; they are also flexible to adjust the plans during the morning if needed.

When a particular child led activity or interest emerges the teachers expand the environment to extend the learning, trying to promote all the areas of development, sometimes using “planning in the moment”.

Throughout the morning the children have access to a wealth of amazing resources; the main resources are changed every planning cycle so the child can learn through repetition and to ensure they are exposed to a variety of toys and activities.

Every day the children are exposed to child led and adult lead activities, each teacher is a very skilled at knowing where each child is on their learning journey; supported by experience, observations by teachers and parents and our tracking. We work towards the children becoming independent, resilient learners and being able to think critically.

The team constantly looks critically at the programme to ensure it remains relevant; the teaching staff have high expectations of what is developmentally appropriate for each child. We are very careful to not pressure child to learn a skill which they are not ready developmentally to learn. However, we do challenge the children to take next steps by using praise sensibly, so they are motivated to achieve.

When a child has a particular skill or interest in one area, we make sure this is extended but we are aware it is vital to develop areas which are less preferred or underdeveloped.

For example, we use the children’s interests to motivate them to take part in less preferred activities e.g. a child who was not taking part in art, was very interested in space so a teacher created a multimedia planetary system to motivate him to join the art table. Another child found social interactions difficult but loved numbers, so we made a supermarket role play area which the children gathered the materials for. The child’s role was to make the money he was very motivated to write numbers down then happily took part by being the cashier.

## **Communication and Language**

**Our INTENT is to help children acquire a rich version of the English language, a wide vocabulary and the confidence to speak with and eventually in front of their, peers, teachers and parents. We IMPLEMENT this by using many techniques to encourage communication, such as teacher modelling, small world and role play, show and tell, music, rhymes, felt stories, drama, games, library, the talking table and bring and show.**

During snack and lunchtime children practise social conversations encouraged by their teachers. The children are more relaxed to chat at these times. We teach language for sharing and negotiation, using repetition and modelling particularly when children are still developing language.

We ensure each classroom has “communication friendly spaces” a quiet area in the soft book corners to be read to by a teacher, a mark making area and art centre to talk about creative ideas and skills, carpet play and tabletop activities to share ideas about play. All these areas facilitate different types of communication with peers and the practitioners. Our daily circle times, songs and stories encourage the development of language skills. We also use children's activity photos, the learning journeys, display and homemade books to prompt conversations.

Inset training from speech therapists including the screening of children that parents or teachers are concerned about helps to identify children who may be falling behind with communication skills. We use visual timetables on a daily basis to help the children adapt to the daily routine and any changes. We encourage children to use age appropriate descriptive language about what they see, feel, hear and smell through different activities e.g. books, gardening, music, corn flour play, baking, making fruit smoothies etc.

Each key worker monitors the language development of their children especially if English is not a first language and works closely with parents to support this development. We have gathered a pack of specialist resources to dip into where necessary.

**The IMPACT of our communication and language curriculum** is the developmental confidence our children gain as English speakers, when learning English as an additional language, when communicating with peers and adults and enjoying talking about their families and interests to others. Where speech is delayed, we have success in supporting children acquiring first communication skills.

#### **Evaluation Actions**

Developing a rich language area in Penguins.

Parents of children with EAL invited in to read a book in their language and English in their child's class.

Staff member to attend Makaton training to aid non-verbal children.

#### **Physical development**

**The INTENT of our Physical development programme is to develop strong and coordinated gross and fine motor skills, which enable the child to be independent in life, learning and self-care. We want to instill the joy of movement and exercise, so children can express themselves, take part in sport and adopt a healthy lifestyle for the rest of their lives.**

**We IMPLEMENT this by using the following curriculum**

Fine and gross motor development begins from day one at LJS, through learning independence skills such as tidy up time, trying to put on your coat, learning how to use mark making tools, creative art activities, manipulating different materials and sensory play. Mixing, digging, pulling, pushing, pedaling, kneading, balancing, climbing, rocking and stretching are all incorporated into the programme. We have provided sensory diet and exercise programmes for children with developmental dyspraxia, ASD and sensory issues. We encourage all the children in the class to join with these exercises.

The LJS has a great designated, secure, safe outdoor space for central London and we have an all-weather awning which means the children can play out in all weathers, this was provided by a parent fundraising project. We enjoy whole school nature projects with the children taking part in gardening, bug hunting, butterfly hatching and ecological activities, this is in partnership with our twin forest school and family centre in Israel.

The teachers are continuously evaluating outside play in order for the children to get the most out of the environment. Our reception team has done a brilliant job of connecting the outside play to the concepts the children are learning in class, through taking out visual prompts to support, counting and project work. The play structure in the playground includes a hopscotch area, a climbing frame, muddy kitchen, a carpet home corner, sand play, a Wendy house, mark making, a book and construction area. We have a bench for children who want to sit quietly. A parent has kindly just made new curtains for our playhouse.

The older children now are able to spontaneously and independently start group play activities amongst themselves outside. The teachers have chosen not to put the bikes a couple of days a week, so on these days the activities rotate between adult led activities such as parachute games or child led activities using balls or simple props. This strategy has increased the amount of social interaction,

spontaneous peer play activities, imagination and a curiosity about the world around them. Recently the children created a play rockery with foam boulders, small pot plants and found objects.

Indoor physical activities are strong in the school, a mother introduced Yoga ten years ago and when she left, we paid for one of our teachers to qualify as a Yoga teacher for children. The children are taken on an imaginative journey to learn the Yoga poses, which have really improved their co-ordination and listening skills. A parent volunteer who is a yoga teacher has also been vetted to support the class teachers with yoga in the school. A teacher who is a trained folk dance teacher has used this skill to form a dance troupe focusing on pair and group work. The children carry out an amazing performance for their parents each year at our graduation concert. Each week Niki our qualified Music teacher uses the Kodaly method to teach music throughout the school using props, actions and her guitar. The children all love learning Music with her.

We have developed an afternoon dance class called "Happy feet" (named by one of the children) where a variety of dance styles are taught.

**The IMPACT of our Physical development programme** shows in the way children are confident to increasingly manage their own self-care, are able to select and tidy up their own resources, can move freely and with confidence in a variety of ways, during gross motor physical activities both inside and outside, how they are able to manage the stairs safely, use a variety of tools to make marks and be creative in Art.

Evaluation Actions

Introduce the Yoga programme to the second year and Reception after half term.

Visiting OT to do new sensory diet training for teachers.

## Mathematics

### The INTENT

**We encourage the children to think about the world around them mathematically and through their environment, we teach real life Maths during our everyday life in school. We aim for the children to learn, to use and to enjoy their developing Maths skills in Art, construction, problem solving, cookery, puzzle making and in all areas of the curriculum**

### IMPLEMENTATION

We combine counting with one to one correspondence, using fingers to count or point. Counting happens daily throughout the school using songs, felt stories and during sharing and lining up. The children count each day at circle time and sometimes in each other's languages. We consolidate this by teaching numbers with sandpaper numerals; white boards and finally number boards with unifix cubes and Numicon.

Reception uses more formal Maths materials and works on addition and subtraction using real quantities. Board games are popular, and we have a wide range of attractive games to introduce turning taking, dice recognition, memory skills and patterns.

We base Maths display boards on current project work e.g. a song we are learning, the concept of 8 at Chanukah, counting the 10 plagues or the 10 commandments or our birthday candles. We have a vast range of construction inside and outside.

The children learn to seriate, 3D concepts, design and problem solving. Patterning is often used in art activities e.g. the story of Elmer. Positional language is taught using real children or homemade people and turned into a game. Puzzles are offered each day with varying degrees of difficulty from basic to complex. The children choose these from our shelving storage and can complete them with a teacher, on their own or with a friend. Some puzzles are 3D, some have a sound element and we broaden this by using mosaics and tap-a-shape. The children learn sorting skills with a variety of objects. We use Maths language to describe size, quantity, measurement in fun activities throughout

the day. Maths is also used in creative activities such as pair work in dancing, baking, and art projects.

The children have just taken part in a termly Maths Challenge to test skills in a fun way, they were all very proud of the certificates they received for taking part.

### **IMPACT**

**The children enjoy learning and playing with numbers as part of their everyday activities, Maths concepts are turned into practical real; life skills for the future.**

### **Evaluation Actions**

**Introduce ideas from the Nursery World training seminar and to prepare for the change in emphasis in the new EYFS 2020.**

## **Literacy**

**The INTENT of our Literacy curriculum is to promote a love of books, stories, rhymes and poems every day at school. We promote parents reading at home with their children, by sending weekly library books. In Reception we meet with parents to explain phonics, reading readiness, emerging reading and supporting their children as they learn.**

**We IMPLEMENT our Literacy curriculum by sharing our** love of books and reading with the children. Each class has a story of the week sometimes with props, plus a well-stocked book corner for the children to relax in and to enjoy looking at books or being read to, some books have been donated by parents. The children are very proud to take a library book home each week in their special LJS book bags. We have just finished developing, a whole school library space in the back of Fish class; with story boards, book racks and some sensory equipment which is available to all. We have arranged visits by the St John's wood library in the past to create a link for the children with their local library.

We invite the parents or grandparents of children who do not have English as a first language to come and read a story to the class in their home language and then the English version. This term Japanese and Israeli parent have taken part. We currently have a number of Israeli children, so there are Hebrew books available for them, as Hebrew is read right to left, we can use this to teach the children English is read left to right. We also have Spanish and French children's books available.

Jolly phonics in conjunction with the high frequency words is part of our reading programme in Reception. Our Reception teacher leads a love of literacy throughout the school. Fun phonics is also taught in year two beginning with rhyming activities and progressing to letter of the week. Each year we have one or two children in the second year who are emerging readers extension activities are available for them and home support is always available from our Reception teacher.

We have a wide variety of books in the school fiction and nonfiction, multicultural and interactive some have been donated by parents, we also use story sacks and homemade felt stories to teach sequence and concepts. We use the barefoot books series which has stories set to music for the younger classes, they really enjoy these. Reception learns their letter sounds through the jolly phonics programme, tracing letters in sand and on each other's backs and making them in dough. We use the Ginn, Oxford reading tree and Rigby Star schemes. We make books with the children using photos and drawings with their own marks or writing. For each Jewish festival we act out the

Biblical narrative as a group with all the children using moral values e.g. the king who could not share.

**IMPACT** the high levels of interest and engagement in books and stories throughout the school and the staged progression to learning to read in Reception.

### **Understanding of the world**

**INTENT**, the nursery excels in this area. We first focus on what the child knows and then expand their knowledge from a secure base in order to increase their curiosity and understanding about the world closest to them.

#### **IMPLEMENTATION**

We are a faith school; we celebrate the Jewish year through song, drama, traditional food and art. We are also proud to celebrate the festivals and cultures of our multicultural community led by our families. Our families are very supportive of the Jewish festivals and enjoy bringing their cultures to school often bringing grandparents or family members to dress up, prepare food or tell stories. We celebrated Chinese New Year with one family donating decorations from China for every class and touring the school to explain the traditions. One of our grandmas visited from Pakistan to celebrate Eid with our Reception class bringing a present for each child. We are working in partnership with a Hindu parent to celebrate Diwali after half term. Our American families always celebrate Thanksgiving and Halloween each year.

We aim to give the children a love of nature, ecology and learning through their senses using stories, gardening and animals. We have two harvest festivals a year where we explore different fruits and vegetables and each class carries out a healthy bodies project during each school year. We use this as an opportunity to help the children try less preferred foods at snack and lunch. We inform parents with displays on portion sizes, healthy snacks etc. healthy eating is actively promoted from when a child starts at LJS. We have opened a cafe on occasion so children can serve their parents breakfast.

Geography projects based on where the children come from are popular. The older classes open a travel agent using maps, the globe and making passports to travel in the classroom. This year they visited virtual Spain, France and the U.K. trying foods, learning basic greetings and hearing stories from our Spanish, French and English teachers firsthand.

Regular Science activities take place, exploring concepts such as floating and sinking, colours, flying, light and shade etc. We ask the children to predict what will happen and why. Children are encouraged to experiment to see how things work in play, construction and everyday life. Recent questions have included "how does the toilet work?" and "how do trains work?" The Reception Science programme has been a big success this year, with the children wearing white coats and goggles, there is a wonderful book showing their experiments in Reception. Questioning and Answering are being extended in bring and show with children being encouraged to ask their own questions of each other. Our ICT programme uses battery operated toys and a bee bot (a programmable robot) to help the children learn about technology. Two classrooms have supervised PC's and we have access to the synagogue's white board and two school iPads. These are only ever used under supervision in conjunction with our online policy. Reception has access to the Education city Maths and Literacy programmes with a home log in for parents to access the educational games at home.

**IMPACT** The level of curiosity our children display in the world around them is prompted by our stimulating curriculum and the interaction with their teachers and parents.

## **Expressive Arts and Design**

### **INTENT**

**We believe children need to express themselves freely in a variety of ways through mixed media, Art, Music, Dance, Drama and imaginative play.**

### **IMPLEMENTATION**

There is always a daily art or design project in each class which is based on the developmental stage of the children and the class learning. This can be large scale e.g. making and painting a car, robot or space rocket out of cardboard for play or small scale e.g. making birthday cards or dragon masks for Chinese New Year. There are a wide variety of media to choose from including clay, playdoh, salt dough, collage, paint, Modroc, oil pastels, chalk, crayons, feathers, fabric etc. We adopt a step by step approach to build on skills but like really free experiences as well using hands and feet, sensory materials and asking the child to choose and create. Our afternoon Art school for the older children undertakes ambitious group projects using a wide variety of techniques.

Our Music, Dance and Drama programmes take the children on a magical imaginative journey which we see reflected in their play as well.

### **IMPACT**

**The teachers who lead our well-established Dance, Music, Art and Cookery programmes, develop skills that allow the children to be creative throughout the curriculum.**

## **Behaviour and Attitudes**

We believe the quality of development, behaviour and welfare is outstanding

Our named behavioural advisor Lina Wassel Antich teaches in the school and is a trained clinical psychologist.

### **INTENT**

**As stated in our mission statement “Our aim is to provide a happy, nurturing environment where children are heard and seen as unique individuals and valued for who they are”.**

### **IMPLEMENTATION**

**The first priority for the teachers is that** the children form appropriate bonds and secure emotional attachments with their key carers. In the first term, we settle the children and build on creating healthy bonds between them and their teachers in addition to their peers. In addition, daily contact with their parents and an ‘open door policy’ to meet with the head teacher, Caroline Villiers, creates a strong team which ensures that the children are happy and healthy. Any concerns with attachments are taken into consideration in a confidential class meeting with the teachers.

Individualised separation action plans are set up by the key person and the parent to ensure that child is secure emotionally and is bonding appropriately. Within the class we have a really high level of care which allows the child with time to feel happy and comfortable in our special environment.

Supportive care practices are vital at LJS, children are valued and listened to, and young children are often unable to express what they are really feeling so we carefully observe their behaviour for signs of stress. We do not expect children to be toilet trained to come to LJS we work on this process with the parent/carer when the child is developmentally ready. Children are supported to be more independent with their self-care as they grow. However, in the early days a very high level of home from home care is required so the child feels secure. Children with SEND need a much higher level of care and a multi-disciplinary plan is provided for them. The staff team are very caring when a child is tired, upset or unwell, in these situations one to one support is given, the head teacher is always aware via staff reporting during the session and her hands-on teaching and management. We

evaluate our practice verbally on a daily basis to ensure the children are happy and enjoy what they are doing.

**Our behavioural psychologist works with parents, children and teachers to give them strategies to address any issues that may arise in parenting, development or teaching practice.**

## Personal Development

### Personal, Social and Emotional Development

#### INTENT

**We believe our children's PSE development is intrinsic to their future happiness, satisfaction and personal success throughout their lives, so this area always has a high focus in our school.**

#### IMPLEMENTATION

**We have a high standard of care embedded from the beginning of our programme** and the teachers work to build emotional confidence, which helps the children feel secure and happy. In the child's first term of the programme, the child's key person works closely with their parents to ensure that the child will happily separate and trust the new environment and the teachers. Each child and parent are in different places emotionally during separation, so we are very flexible and supportive with the gradual withdrawal of the child's parents or carers. The child's interests are observed early on and key activities are put out in the class to ease this process. We base our separation process on attachment theory using initially the parent and then the key person as the child's secure base and the container for difficult feelings and strong emotions young children are learning to manage. Sometimes because of life or early childhood experiences a parent is not ready to separate from their child, in this case we offer a home visit to make a joint plan and a consultation with our psychologist, plus an offer of a later return to the class this, is to ensure the rest of the class are not confused by the longer term presence of a parent in the class.

As the child becomes more independent and confident in the class we continue to expose them to various personal development activities, such as show and tell, singing in front of their friends, the class leader role, speech exercises, imaginative play scenarios, increasing their self-help skills, parents breakfast café, the graduation concert, acting out songs and stories for parents, jobs in the classroom, birthday rings and welcoming visitors.

We instill pride in what children have accomplished and teach the importance of "having a go" even if they think the task is too difficult. Through play the children learn how to make relationships with their peers. The teachers facilitate play as it develops from parallel play to co-operative play. Throughout the day there are lots of opportunities to bond with peers. During the morning planned learning and play the children move through the different activity stations having conversations with teachers and peers, these include construction, small world play, imaginative play, arts, table top activities (such as puzzles, board games, cd games, etc.), the talking corner and book corner. Children are encouraged to have a go in each area. Teachers help to strengthen peer bonding and interaction through teaching children the appropriate language for sharing toys, taking turns, expressing their emotions, and finding their strong voice when a child does not like something.

Throughout the child's time at LJS the children work consistently on understanding emotions. We teach the children to use words to describe how they feel, read books on emotions, look at how characters in stories feel and discuss why, learn facial expressions from our emotion dolls and in real

life, and gain an awareness of how our friends feel and how our behaviours effects how they feel. It is important for children to have some quiet time in order for them to modulate their behaviour. During the day, the child is free to go to the cosy corner. In addition, we have a daily relaxation time after outside play and the children learn breathing exercises during yoga.

**IMPACT** The children and parents feel secure in our care, transitions to new schools are successful and our LJS and parenting programme makes a real difference for the future lives of our children and families.

#### **Evaluation actions**

**Launching our intergenerational project between Reception class and the elderly film and tea club. Teacher training in the importance of intergenerational learning attending a lecture at The Museum of childhood.**

#### **Equality, inclusion and acceptance**

Our ethos of acceptance for all, inclusion and cultural diversity is actively promoted. The school is known for being extremely accepting, caring and nurturing, nothing is too much trouble and we have a keen eye for detail. Each family and child has an individual special relationship in school guided by the head teacher and the staff team. This has included welcoming families who belong to other Jewish communities and actively helping all families with parenting challenges and the school application process for the next stage. We have experience supporting families with; transitions from other countries, SEND, parents with life threatening illnesses, children from different religions and cultures, children who do not have English as a first language, children who have failed to survive in other settings occasionally with school phobias, children with health and allergy conditions, children with behavioural and separation issues, children from mixed faith families and families with financial constraints. Our programme is very flexible and provides an open admissions policy and a therapeutic way of working.

#### **Children's, spiritual, moral and social development**

We are an integral part of the synagogue and are based in a religious building so the children have a very positive idea of spirituality as their school is part of a faith community. They are also aware Everyone's culture and faith are equally valued and celebrated during the year.

We have strong moral values that are universal to many faiths; the children learn these through our British values which are evident on the discussion boards in each classroom they include;

We understand right from wrong we know that we are special  
We try to help other people we treat everyone equally  
We respect the culture and beliefs of others  
We listen to and respect other people's opinions.

We learn to act out moral stories in our festival celebrations e.g. the king who could not share and the concept of slavery in simple terms by acting out the Passover story. Simple puppet shows are used to help the children see how to treat each other in different situations.

The synagogue is known for its social action work both inside the community and in the wider local community. Every month at the weekend there is a refugee drop in offering play opportunities for refugee children, medical advice and counselling. The nursery and playground are used by the

visiting children over the weekend while we are not in session. Our parents have generously donated clothes and toys to this project.

Each year for our harvest festival the children each make a decorated shoe box and fill them with fruit and vegetables; this is donated to a local halfway house. This festival commemorates the giving of the Ten Commandments, so the older children make their own rules for the classroom. Each class has its own set of simple visual rules to help the children understand simple boundaries.

We teach the children about children who are less fortunate and how we can help, this year families sent stationery to a refugee camp in Iraq and the children made cards. This project was led in partnership with a parent.

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#### **Evaluation actions**

Mitzvah day making cards for disabled children.

Celebrating the Jewish festivals and the festivals of our current multicultural community.

#### **Healthy bodies**

We believe helping the children understand how to keep themselves safe and healthy throughout their lives is a vital. Each year we promote, exercise through Yoga, Dance, P.E., playground games, walking up and down the stairs, balancing in the classroom and tidying up jobs. The children begin to understand the effect of physical activity on their body through relaxation and breathing exercises which happen every day as part of their routine.

Each class learns about what food our bodies need to be healthy through our growing and cooking programmes. We promote healthy snacks and lunches from home e.g. giving parents' advice on portion sizes and healthy lunch boxes. The youngest children are doing activities around teeth cleaning and cleaning their teeth at nursery as well! We use the books "Handa's surprise" and "The Hungry caterpillar" with story sacks to make this come alive. The older children have opened a restaurant and learnt about menus, waiting skills and portion sizes, they made faces out of vegetables and ate them, and we talked about having occasional treats. Some years if there are any feeding concerns, Reception have made their own lunch, to teach food preparation skills, expanding their tastes and trying less preferred foods, this has helped the children prepare for eating hot

lunches in their new feeder schools.

#### **Evaluation actions**

Joining the healthy years London project.

Looking at sensory integration with the teachers in our youngest class.

## **Leadership and Management**

We believe the effectiveness of our leadership and management is outstanding.

### **The Safeguarding and management structure of the synagogue**

Chair of the Synagogue and trustee (overall synagogue DSL) SUE HEAD Level 3 Safeguarding LCSB

Trustee trained in Safer Recruitment (level 6) KAREN NEWMAN Level 3 Safeguarding LCSB

### **The management and Safeguarding structure of the nursery**

Chair of the Nursery Committee, ex trustee and synagogue member, a highly experienced educationalist specialising in Maths. BARBARA FIDLER Level 3 Safeguarding LCSB

Founding Head teacher (DSL and Safer Recruitment) School management, SEND and administration systems. CAROLINE VILLIERS Level 3 Safeguarding LSCB

Deputy and Reception class leader/teacher (DDSL) SAM GRIFFITHS Level 3 Safeguarding LSCB

Class leaders and managers 6 teachers, 2 who are (DDSL'S) ALEX BUXTON and ELAINE HEDGER Level 3 Safeguarding LCSB

Class leader and school administrator (DDSL and Safer Recruitment trained) ELAINE HEDGER

Teachers and classroom assistants (Educare safeguarding training certificates and termly

Safeguarding scenario training) **In April 2019 the whole staff team acquired an external Level 3**

**Safeguarding qualification.**

N.B. All staff have termly safeguarding training and have completed online Educare Safeguarding training during induction which is refreshed. All teachers have an awareness of FGM, up to date pediatric first aid certificates and Prevent training. **All teachers are currently completing a new certificate in positive behaviour management.**

As you can see from our management and reporting structure Safeguarding is taken very seriously at the LJS. We are continuing to work with "Dialogue" a specialist consultancy of social workers and child protection officers who have a high level of expertise in the field. This is what they said following our Safeguarding scenario training;

"I was very impressed by the knowledge you and your staff had regarding safeguarding, it was clear

that everyone understands the nursery safeguarding processes and they utilise supervision routes to raise any concerns they have. The engagement in group work was excellent and the conversations generated through this learning showed how focused the leadership and teachers are on the “child” and how willing they were to understand their safeguarding responsibility in a wider context than just the nursery. My overall sense was that you are leading a nursery where safeguarding is an open topic, where the staff feel comfortable to discuss and raise safeguarding issues” Deb Wardknott, May 2018

Dialogue have worked with us to produce a new visual Safeguarding policy for our whole nursery community, which is accessible to all and clearly and repeatedly reinforces reporting lines and what to do if you are concerned about a child or an adult. This living policy is on our website under Safeguarding, a copy is also available outside each classroom with a whole set of school policies [We have launched, replacement Whistleblowing and Managing allegations policies for 2019/20.](#)

We believe robust safeguarding systems underpinned by safer recruitment are essential for the safety of our children. Living risk assessments, accident reporting, first aid training, health care plans and fire training are essential for the health and safety of our community and school.

We work closely with parents to safeguard their child’s welfare offering parenting support from our behavioural psychologist, extra appointments with the head teacher and class teachers on request and support for potty training, healthy eating and exercise through in school projects and advice to parents.

### **Supervision, Mentoring, Training and ongoing personal development**

**“We are ambitious for the children and teachers at LJS and we have created a culture where teachers and children can take pleasure in growing and excelling”**

The Head teacher, the class leaders and the teachers at LJS work reflectively and therapeutically with the children and their families and each other. Each class team is supported through an individual weekly supervision and mentoring meeting with the head teacher, to talk about the children’s welfare, development and learning plans including support and/or learning extension. Every Tuesday afternoon the head teacher and the class leaders meet for peer supervision and to progress the ongoing school development plan and to evaluate its implementation. Every Friday there is a whole team staff meeting focusing on safeguarding, policies, health and safety, new initiatives and staff training. The head operates an open-door policy for staff supervision and before school opens most mornings teachers regularly come in for advice, support and to explore new ideas. The head also uses this time to speak to staff about targets, performance and any outside support they may need personally. The head teacher receives supervision through her line manager the chair of the nursery and the synagogue family support group which includes the lead professionals, the rabbi, a magistrate, the in-house social worker and two senior psychologists.

As a result of our close-knit supervision and mentoring system we have a clear understanding of areas we need to develop both personally and in the wider sense. We have always adopted a creative and proactive approach to our work which we see as a vocation.

There are six INSET training days a year delivered by experts, focusing on all aspects of our practice; previous training includes: Safeguarding, speech development, First Aid, sensory integration, British

values, early care, Yoga and Music. Each new member of staff has a mentor, normally their class leader who supports their induction, ongoing training and develop. Teachers are encouraged to be innovative and to use their skills and interests to develop different areas of the curriculum; as a result, we have supported advanced training in Music and children's yoga and food hygiene for our cookery teachers. Two years ago, two French speaking teachers started a French club, as result a bilingual child in the class, is now much more confident to speak French with his father at home. Our main focus for training this year has been extra Safeguarding training for all including our line managers and trustees. One classroom support teacher and our student will shortly be starting NVQ 3 qualifications through the Pre School Learning Alliance.

Under performance is tackled immediately with training, support and monitoring particularly if the issue is time keeping or attendance. We have a very supportive working environment and we actively support staff with family or health issues.

All staff are part of our performance management system which begins with induction and training for an initial period of six months, during this time they are assigned a mentor normally their class leader. Each class team has an individual mentoring and monitoring meeting weekly and a whole staff evaluation meeting every Friday. The class leaders meet every Tuesday afternoon for peer supervision and all the staff team take part in a yearly appraisal which feeds into the staff training plan and the SEF. Under performance is highlighted early with further training and support offered, we give clear guidance and targets if necessary. In cases of underperformance due to family problems the LJS is a very supportive employer, however the children's needs always take top priority and extra teachers are on hand to support. The Head teacher is supervised by the chair of the nursery committee and peer supervision from the family support group. The trustees and the nursery hold regular safeguarding reviews and meetings.

### **Evaluating our practice and ongoing school improvement**

We welcome the views of others, parents, peers, the children, our advisory committee, the local authority, the trustees, visiting specialists and our school's inspector and we use them in a variety of ways to measure and improve our school.

### **Monitoring internal and external**

We evaluate our practice regularly as a team and also by using our school's consultant and ex Ofsted inspector who visits once a term to challenge our practice and for quality control. We find this external monitoring and support invaluable in terms of translating new legislation effectively, ongoing school improvement and testing our standards.

## **Outcomes for pupils**

### **Strong, sustained progress in EYFS in both the Prime and Specific areas**

From our regular reviews of the children's achievements from when they started in our nursery, we

continue to place an emphasis on personal, social and emotional development, communication and language and physical development. This is evident in the children's positive, cooperative interactions throughout the school, their tangible level of happiness and engagement, language development and independence to carry out physical tasks. We know these skills are strong outside school as well due to the excellent feedback from parents and compliments from our feeder schools about the children's high level of school readiness.

The children's tracked progress through the EYFS is sustained and secure with both scaffolding and challenge as skills emerge. Our success in gaining places at the local oversubscribed selective schools such as Arnold House, St Christopher's and Highgate school, is testament to the children's confidence and high level of pre academic achievement at LJS.

We value the importance of the children's voices throughout our setting and these can be heard in the interactions with their teachers and peers during the day. We demonstrate our children's voices by using photography, speech bubbles and planning based on the children's interests.

We believe the outcomes for pupils are outstanding

The evidence we demonstrate from children's journeys starting with initial baselines, through to observations and next steps, learning journeys, tracking, progress checks and summative assessments shows strong progress in all areas.

Our school's consultant and ex Ofsted inspector has advised due to our small class sizes the cohort progress checker we previously used could be inaccurate.

The three groups the checker looked at were any differentials between children who did not have English as a first language, any differentials between girls and boys and the same for children with SEND.

We are confident we have a high success rate of children without English on arrival at nursery gaining English by the end of the first year or sooner. Regarding any differential between girls and boys our strategy this year to further challenge any gender stereotypes within society that may impact on the children in our care has increased this year within the staff team. Our Reception teacher attended a workshop organized by the Mayor's office on gender stereo typing as a result our dressing up costumes are being adapted. Currently we have no SEND children but any child with mild sensory issues or slight language delay automatically receives extra support.

The positive feedback from parents regarding their children's progress can be seen from our recent parent satisfaction questionnaire. Parents have told us the progress their children make both inside and outside school which they attribute to the nursery programme is as follows:

In the first year programme

The children are really happy to come to nursery, an increase in language skills, acquisition of English, physical independence skills, social skills, the ability to share, follow instructions and to cooperate, a repertoire of songs, the first understandings of the world around them, shape, colours and numbers.

In the second year programme

The children can't wait to come to school, they still ask to come to school at the weekend, in the holidays and when they are unwell, an increase in the confidence to act and speak, work as part of a team, form meaningful social relationships, increased fine motor control, an ability to listen and take turns, a love of books and an interest in phonics, knowledge of numbers and concepts.

### In Reception

A real love of school life, pride in the rapid acquisition of literacy and numeracy skills, problem solving skills, excellent behaviour, willingness to learn, wanting to act as leaders in the school and a joy of exploring new learning.





