

THE LJS NURSERY SCHOOL SELF EVALUATION AND DEVELOPMENT PLAN 2021/22

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 our 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 school advisory committee includes our chairperson a very experienced educator, the headteacher, a lawyer, the synagogue's treasurer, an ethics specialist and the synagogue's chairperson, an ex-state school, primary super head. Parents have also been invited to join us for fundraising. The Nursery DSL is the head teacher, and her deputy is the DDSL, there is also a building DSL.

Our external monitoring and evaluation is provided by a former Ofsted inspector with many years' varied inspection experience, who visits once a term and stays in touch regularly. Her last visit and safeguarding audit was on the 5th of May 2021.

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 teaching team renewed their level 3

Safeguarding certificates with external scenario training in January 2021, this will be repeated in January 2022.

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 recently been refurbished and multiple fire escapes. We have a security guard on duty each day.

Our school community is committed to being diverse, with two teachers recently attending unconscious bias training. Our pupils include 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. We have gained great insights and practice in supporting the children's behaviour by working with a clinical psychologist who was on our team for the last five years.

The school began with one nursery class of twelve children, and 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 class and a Reception class. Each year we configure the classes to suit the needs of the children and their parents, having up to 3 parallel younger classes, one second year class and a Reception class. We have developed an extra classroom space to allow for this flexibility.

Our Mission Statement

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

We know our approach builds resilience, confidence, and independence in our community. 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, SEND, 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 always welcome some 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 we always support children early on, 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 had up to nineteen different languages in the school including the staff team, some children have three languages, and we focus heavily on communication support for all our children. We offer an English skills class for children with EAL, and in the second year Spanish or French are available 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, Dutch, Hindi, Italian, Bulgarian, Russian, 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 18 years since she founded the nursery 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 interests 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 twelve 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 ask our teachers regularly about their “staff wellbeing” they have contributed to a book of personal statements and photographs, writing independently that they have high levels of well-being and that they felt part of a very special family. Our school family has been especially important during the pandemic, when the team experienced, family bereavement, Covid infection, crisis with elderly relatives and a lack of contact with family in the UK and abroad. The willingness of the team to work through their holidays and conquer the technology through the first lockdown, to create a virtual school from scratch, was inspirational.

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 and SEND. We also have a Music specialist, an Art specialist, and a Yoga teacher as part of our team. Our support staff include a security guard and the synagogue’s professional team who do not have access to the classrooms.

We are supported by our local authority Westminster, and 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. This year staff training from a senior speech therapist and a teacher of the deaf has been invaluable.

Opening hours: The timings below, are currently adjusted to support our two class bubbles to operate separately. We will be extending these timings in January 2022 to support parents.

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 all finish after our whole school 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 key staff team are available every day at pick up and drop off to give daily feedback, we listen to parents carefully and 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. Extra specialist support and communication is in place for the pandemic and the headteacher is on the door every day.

We regularly ask our parents about their level of satisfaction and we ask them how we can improve our school. Parents tell us that they know their children feel happy and safe at LJS, that they make good developmental and educational progress and are very well looked after. Parents strongly agree they feel welcome at the LJS, they have excellent parent partnerships with us and that the school is well led and managed and there are high standards of developmentally good behaviour. Parents also feel they can approach the school with a question or concern and quickly get an appropriate response often on the same day.

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 volunteer mother to teach Yoga, another who is leading charity projects and another who is using her sewing talent to make props. As a result, 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 on StarLeaf to support any children who are early spontaneous readers.

Here are some comments from parents about the school.

"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 centres particularly connected to parent support, ecology, and gardening. Our teachers took part in CPD learning exchanges in Israel every October over 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 an integral 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 last summer 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 or sand 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 learnt about ripening with tomatoes and watched the process of decay with bananas. We are planning to have a Forest School Inset training day to further develop our activities, in the near future.

<p>Quality of Education and Curriculum</p>	<p>Create a school curriculum board in each class to inform parents and guide teachers about the nursery's stated curriculum.</p> <p>Complete now adding impact evidence.</p> <p>Use the knowledge and resources from the teachers who attended the Nursery World conferences on delivering the changes to the EYFS.</p> <p>Introduce Maths teaching ideas from the Nursery World training seminar.</p> <p>Developing a rich language area in Penguins.</p> <p>Using books, drama, props, visual word cards, poetry, and rhyme resources.</p> <p>Improve links between a child's home language and school.</p> <p>Parents of children with EAL invited in to read a book in their language and English in their child's class. Holding a word list for children who are new to the school of familiar words in their home language.</p> <p>Staff member to attend Makaton training to aid non-verbal children.</p> <p>Quality targeted observations rather than quantity of observations.</p> <p>Working on the move to new forms of verbal observations for the new EYFS in September 2021 in the class teams. SEND children will require written observation.</p>
<p>Quality of Education And Curriculum</p>	<p>Piloting a new observation and learning journey method in Fish class.</p> <p>Extensive work on the "LJS at Home" project ongoing. Mini journeys recorded monthly, now implementing into learning journeys. Our curriculum and our skills have been enriched by finding creative ways to deliver curriculum live and online both separately and as a hybrid model.</p>

<p>Behaviour and Attitudes</p>	<p>To FIND WAYS OF maintaining our behavioural support programme for parents and teachers. New initiative on behaviour for SEND.</p>
<p>Personal Development</p>	<p>The programme has been running for five 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. Looking at how to support children with language delays behaviourally.</p> <p>Repeating our Mitzvah day project for children in need.</p> <p>Sending handmade cards to charities with messages from our children and sending cards to a care home.</p> <p>Working with the community in-house social worker to launch an inter-generational project.</p> <p>The children and elderly members of the community. The plan will include baking, social interactions and a concert performed by the children. This is now going online. The reception children had an online meeting with a 100 year old member of the synagogue supported by their teacher.</p> <p>Joining the healthy years London project.</p> <p>Now ongoing and registered, teacher coordinating the award E. Hedger.</p> <p>Looking at language support for speech delays with the teachers in both classes.</p> <p>Speech expert has visited twice to train staff for SEND child and offers Head regular advice. Teacher of the deaf has delivered online training.</p> <p>Two termly meetings with second speech therapist</p> <p>Launching our intergenerational project between Reception class and the elderly film and tea club. Going online due to Covid.</p> <p>Teacher training in the importance of intergenerational learning, have previously attended lecture at The Museum of childhood Bethnal Green, working with our social worker at the synagogue.</p>

<p>Staff well-being</p>	<p>Focus on staff well-being and support particularly through the pandemic.</p> <p>Daily distanced team meetings, early morning, and afternoon advice surgeries with the staff team, with an opportunity to talk about workload, priorities, and any personal issues. Supporting members of staff who live alone and helping staff to visit family abroad by giving time off to quarantine/work from home. Celebrating each staff members birthday, planning the annual staff dinner, and working lunches.</p>
<p>Leadership and Management</p>	<p>To continue to ensure the whole organisation continues to exceed in SAFEGUARDING and maintaining standards for “Keeping Children Safe in Education.”</p>
<p>Covid security</p>	<p>Our external assessor takes us through regular Safeguarding checks. We update our Level 3 Safeguarding qualifications annually.</p> <p>Maintaining daily supervision of all Covid risks and assessments, including entry and exit from the building, health precautions and illness, quarantine, cleaning schedules, activities, testing and staff and parent information.</p> <p>Maintain our detailed staff matrix, updating policies, plus SCENARIO TRAINING FOR ALL NURSERY STAFF. Level 3 training refreshed for nursery team with two rabbis who sit on the synagogue council, to be repeated in January 2022.</p> <p>Safeguarding and staff training matrix up to date checked by advisor November 2021, current Safeguarding training plan complete throughout organisation. External training completed Jan 2021 updating January 2022; living Policies updated.</p>

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.

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, 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 in the daily supervision and mentoring meet ups; so, an action plan can be put in place. When there is a suspected or diagnosed special need, we consult specialists 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 years, 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 and observations 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 in line with the 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 Is” from the 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** our curriculum through our pedagogy, learning and play, observational knowledge, activities, and parent partnership.

Finally, we use the children’s conversations, knowledge, 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 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 daily notes on the planning, 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.

Observations can be 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

Thinking about new forms of observation in line with the recent EYFS changes in September 2021, based on the characteristics of effective learning.

Ongoing observation conversations throughout the staff team and training by the class leaders, including CPD opportunities for all.

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

We completed all our progress checks in the last school year despite the pandemic and we are now beginning to compile our progress checks for this school year.

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 school.

We do not overly focus on tracking, but the team finds this a concrete support when compiling the two-year progress checks, ensuring all areas of the EYFS are being covered and for quantifying any significant gaps a child may have in learning and development.

Tracking is moderated across year groups by the class leaders and by the head teacher to check progress across the school against the EYFS, 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 termly individual plans for each child beginning with children who may have SEND and for the second-year nursery children.

Designing a new tracking scheme based on the EYFS 2021.

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. Since lockdown we have phoned or FaceTimed parents or have given distanced verbal feedback outside. Live meetings are now being reintroduced.

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 fully achieving, 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 class work towards completing their Foundation Stage Profiles in the third term, and also have two termly summative assessments with parent meetings. The very high standards in this class are due to the small class size and the level of attention we provide, which 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 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 where 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 led activities. Each teacher is a very skilled at knowing where each child is on their learning journey; supported by experience, the observations of the teachers and parents and the child's interests and interactions with the curriculum. 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 a 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, cornflour play, baking, making fruit smoothies etc.

EAL- 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. We run an English skills class each week.

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

To continue developing a rich language area in Penguins and Reception.

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

Training from speech therapists to support SEND for communication delays, language disorders and hearing issues.

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, pedalling, 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 shelters, which means the children can play out in all weathers. 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 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 out on 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 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

Further sensory diet training for teachers to expand our sensory play programme.

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, use, and enjoy developing Maths's skills in Art, construction, problem solving, cookery, puzzle making and 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 rhymes, 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 or Numicon.

Reception uses more formal Maths materials and works on addition and subtraction using real quantities. Board games are popular with everyone, 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 and 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.

Evaluation Actions

Introduce ideas from the Nursery World training seminar for the change in emphasis in the new EYFS 2021. Focus on number bonds to 10.

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 have invited 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. 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 that English is read left to right. We also have Spanish and French 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. Currently we have a few children in the second year who are being given extension activities and home support is always available from our Reception teacher. As our new class bubble has two-year groups, we are offering extension for all those who are ready 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, and 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 class learn 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.

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, who are very supportive of the Jewish festivals and enjoy bringing their cultures to school with grandparents and family members to dressing up, preparing food, and telling 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 worked in partnership this year with 3 Hindu parents to celebrate Diwali. Our American families always celebrate Thanksgiving and Halloween with us 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.

Evaluation actions

We are currently adopting the Healthy London Awards. This term we have explored oral hygiene and fruits and vegetables with the children.

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. We visit 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. Previous questions have included "how does the toilet work?" and "how do trains work?" The Reception Science programme has been a big success, 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 to help the children learn about technology. Two classrooms have supervised PCs and we have access to the synagogue's white board and a school iPad. 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 children's level of curiosity about the world around them, their wide range of new interests, the questions we are asked and the interactive pleasure they show in this area is evidence of the impact.

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.

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.

We have developed this work with a clinical and behavioural psychologist over the last five years..

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 the 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 has worked with our 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 as the container for difficult feelings and strong emotions that young children are learning to manage.

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, tabletop 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, to 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.

Evaluation actions

Launching our intergenerational project between Reception class and the elderly film and tea club (now going virtual).

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. We recently attended an unconscious bias training organised by the synagogue community.

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. School families sent stationery to a refugee camp in Iraq and the children made cards. This project was led in partnership with a parent.

Evaluation actions

Making cards to deliver to a charity.

Continuing to celebrate the Jewish festivals and the festivals of our multicultural community.

Healthy bodies

We believe helping the children understand how to keep themselves safe and healthy throughout their lives is 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

Working on 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

Rabbi Igor and trainee Rabbi Matt Turchin both attended the January 2021 Level 3 Safeguarding and Scenario training.

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

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

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

Class leaders and managers 6 teachers, 2 who are (DDSLs) ALEX BUXTON and ELAINE HEDGER Level 3 Safeguarding.

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 and January 2021 the whole staff team acquired an external Level 3 Safeguarding qualification. This will be repeated in January 2022.**

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 from **September 2020** and we renewed Prevent training in **March 2021**.

As you can see from our management and reporting structure Safeguarding is taken very seriously at the LJS. We are continuing to use The Safeguarding Network 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 Warnott

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 head teacher and extra appointments with our 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 meetings with the head teacher, to talk about the children's welfare, development and learning plans including support and/or learning extension. 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 are 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 daily 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. Three 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. Our student will complete her NVQ 3 qualification through the Pre School Learning Alliance in November ably supported by the class leaders.

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. The class leaders meet on different afternoons 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 during the pandemic

- **School was only virtual during the first lockdown we have remained open from June 2020.**
- **Our virtual school "LJS at Home," posted videos and curriculum from March 2020 onwards and kept in touch socially and educationally with our families in the UK and internationally, until the last children were able to finally able to return in January 2021.**
- **Our Covid risk assessments and operational management of Covid from February 2020 to the present day have been second to none.**
- **The management of the school during this period including Health and Safety, Safeguarding, supporting parents and children and staff well-being have been of the highest standard.**

- **There has been strong and sustained progress in the EYFS in both the Prime and Specific areas despite the lockdowns. The Social and Emotional needs of the children have been prioritised.**

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 has been particularly vital since the pandemic. 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 and often ahead 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, The Hall, South Hampstead, and Highgate school, is testament to the children's confidence, focus, behaviour, 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 encourage the children to choose, vote, be independent and to care for each other.

We believe the outcomes for pupils are outstanding.

The evidence we demonstrate from watching children themselves in our setting, their journeys from starting points to achieving next steps through to school readiness learning journeys, progress checks and summative assessments shows strong progress in all areas. All the children have remained happy and secure and are ahead in their individual development despite the pandemic.

Our school's consultant and ex Ofsted inspector has advised that 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 organised by the Mayor's office on gender stereo typing, and as a result our dressing up costumes have been adapted. Two teachers recently attended unconscious bias training. Any SEND children suspected or diagnosed automatically receive a high level of support any any child with mild sensory issues or slight language delay automatically receives extra support.

The ongoing positive feedback and compliments from parents regarding their children's happiness and progress at LJS is outstanding. 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 following a supported separation based on attachment theory. There is a marked increase in language and listening skills, fast acquisition of English, emerging physical independence skills, blossoming social skills and first friendships. The ability to share, follow instructions and to cooperate, a repertoire of songs, the first understandings of the world around them, a love of books and being read to, exploring our world and an interest in shapes, colours and numbers. This is all supported by our excellent parent- teacher partnerships and advice from the head teacher.

In the second-year programme

The children cannot 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 express themselves fluently, verbally, and emotionally, the ability to work as part of a team, forming 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. exploring the world through a wide range of cultural capital projects. They are thoroughly prepared to be ready for entry to Reception.

In Reception

A real love of school life, pride in the rapid acquisition of literacy and numeracy skills, great curiosity and problem-solving skills, excellent behaviour, willingness to learn, wanting to act as leaders in the school and a joy of exploring new learning. Still retaining a love of play, performing, asking questions, discussing, and elaborating on their own ideas. Great success in school transitions and growing maturity. A recognition that LJS has been an important and special place for them.

