



## Bloomsbury Nursery School Self-Evaluation Summary 2022/23

Overall Effectiveness	Outstanding	1
The Quality of Education	Outstanding	1
Behaviour and Attitudes	Outstanding	1
Personal Development	Outstanding	1
Leadership & Management	Outstanding	1

### Ongoing Priority Areas

We are fully understanding of the detrimental impact covid has had upon our youngest children, and indeed the Early Year's sector as a whole. It is our intention to engage with the DFEs Early Years Covid recovery programme; through accessing training, engaging with the Education Endowment Foundation and leading the Stronger Practice Hub for the Midlands in partnership with the HEART Stronger Practice Hub.

**Safeguarding** for all is to remain our utmost priority. Through ongoing rigorous CPD, it is our intention that all staff will be able to identify and act upon signs of abuse, neglect or radicalisation, and make referrals and access support as necessary. We recognise that the pandemic has impacted considerably upon our children and families and intend to ensure our school responds with the support required, in partnership with CC/ Early Help and other local professionals.

As we begin to recover from the pandemic, we hope to further develop and embed a united, supportive, committed staff team; with a strong focus on staff wellbeing. It is our intention to ensure that all staff members feel well supported and able to complete their roles and responsibilities (**My Appraisal, Supervision, Staff Wellbeing CPD**) We will ensure mental health first aid is available, along with support as required through Occupational Health & Employee Assistance.

### Leadership & Management

To further develop and embed a robust, secure and effective 'Leadership Team' right through the school; including Governors, Senior Leaders and Middle leaders.

To develop a shared leadership structure between Bloomsbury Nursery School & Good way Nursery school, developing expertise and ensuring outstanding provision across both schools. SD (Head teacher) to lead across both Schools, developing and strengthening leadership capacity at all levels within each school independently.

SLT to continue to lead the Ladywood & Perry Barr Districts of Birmingham; Birmingham Early Years Networks & Developing Local Provision Projects.

To work collaboratively with Partner Schools, Education Endowment Foundation, DFE & National Children's Bureau to lead the HEART Stronger Practice Hub for Birmingham and the Midlands.

Governance at Bloomsbury is robust and thorough. The Governing Body plays an active role within the school's development and self- evaluation, providing challenge and scrutiny, whilst offering supporting and acknowledging strengths. The intention is for Governors to continue to work effectively with leaders to communicate the vision, ethos and strategic direction of the school , providing effective challenge to ensure an ongoing culture of ambition.

### Looking Forwards

**Sustainability** – To develop a robust and effective dual leadership model between Bloomsbury & Goodway Nursery Schools.

To embed a shared leadership structure between Bloomsbury Nursery School & Goodway Nursery School. To develop shared systems and processes that will enhance the quality of expertise across schools, including Peer to Peer support and moderation. To further develop shared School Business Systems and processes; e.g. HR, ER and other procurement to ensure cost efficiencies. This will support the future sustainability of both schools.

To continue to work actively with BAMNs and continue to work collaboratively with the Birmingham Nursery Schools Collaboration Trust. To explore further innovative leadership structures across nursery schools within our central locality.

To continue to work as system leaders within Ladywood & Perry Barr, leading the BEYN/ DLP projects for these districts To continue to collaborate with APPG, BAMNs and Bham Nursery Schools Collaboration Trust.

### Priority Areas for Development – SDP 22-24

**Priorities are not documented in order of priority – they are all equally important and interconnected.**

**Priority 1; Parents and Carers** are positively engaged and better able to support their child's learning as they are involved in the wider life of the school. With recognition of the challenges covid has presented us with, it is more important than ever that our parents and carers work in partnership with us to ensure learning continues beyond the classroom.

**Communication & Partnership:** To ensure good communication internally & externally, involving parents in their children's learning & working with parents to ensure attendance in line with national expectations

**Priority 2; Further Strengthen Governance** – Ensure Governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school, ensuring a continued culture of ambition.

Provide a balance of challenge and support to leaders, understanding the strengths and areas requiring further and ongoing development. We have recently welcomed newly appointed Parent Governors, whose contribution is much valued. We recognise support and training for our newest members will strengthen their capacity.

Ensure both Bloomsbury MNS & Good way MNS have 'full Governing Bodies', with required depth of skills and expertise.

**Governors** will have a secure knowledge of the quality of education across the Nursery and be able to confidently articulate the nursery school's strengths and areas to develop further

Attendance at FGB Meetings & Curriculum Committee meetings will be consistent

All Governors will conduct monitoring visits termly and feedback to FGB.

**Priority 3; Sustainability.** Bloomsbury Nursery School is outward looking and works collaboratively with other schools to make cost savings which contribute to financial sustainability. The goal is to ensure the high quality of teaching continues, and that the school is financially viable.

**Priority 4; Teaching & Learning.** To maintain teaching to be at least good and mostly outstanding

**Attainment:** To ensure the large majority of children are working within expected developmental milestones. To ensure all children's individual needs are met; especially our most vulnerable children including SEND, EYPP & LAC

**Progress:** To ensure all children make progress from their starting points

To continue to design, develop and reflect upon our bespoke Early Years Curriculum for the children who attend Bloomsbury Nursery School; with a strong focus on communication, language, vocabulary development and enrichment. It is our intention for our curriculum to be inclusive, to celebrate our diversity whilst championing childhood. We will intentionally plan for a balance between **adult directed**, objective led teaching, with opportunities for learning to be consolidated through high quality, well planned continuous provision.

**These areas were considered, discussed and agreed during staff INSET November 22**

#### **Progress from Previous Inspection ( Outstanding February 2018)**

Our last **Ofsted report** asked us to ensure an equal focus is given to mathematics alongside other areas of learning in the Sunflower classroom and the teaching of mathematics provide greater levels of challenge for older children.

Our revised 'Curriculum Goals' clearly document our intention for mathematical development, what we believe children need to learn in line with the EYFS. This is threaded through our weekly objective led teaching, linked to our core books.

#### **Our Strengths – How We Judge ourselves and why.**

##### **Overall Effectiveness – We judge ourselves to be Outstanding**

Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils

Children of **all abilities and backgrounds make excellent progress** because they enjoy and respond well to our bespoke curriculum that is designed to be child centred with a balance of objective led, adult directed teaching. This is reinforced through a well-planned learning environment, with a strong emphasis on high quality interactions. When children leave Bloomsbury Nursery School, the majority are attaining in line with typical age related milestones, despite the standards of attainment on entry being below expected milestones.

Children with **complex and significant** needs access outstanding provision, through our curriculum that is intentionally inclusive, led by our strong belief in children's rights and entitlements. We are very well supported through ongoing collaborative work with a number of professional agencies, including the Communication and Autism team, Educational Psychologist, Children's Centre, Speech and Language Therapists, Occupational Therapist, and Pupil and School Support. We have a very experienced SENCo who leads with confidence and expertise. Indeed, we are currently leading a project to further develop expertise and provision for children with SEND; through working with settings across our district. We host a community Stay & Play, offering support and advice to settings and families.

Our nursery school is situated in the most deprived ward in Birmingham. Our families experience high levels of deprivation and poverty. The **large majority of children at Bloomsbury have EAL**; we recognise that learning a second language is hard and that children need skillful support from us.

We recognise the direct link between poverty, communication and language development and future outcomes. Because of this, **our curriculum is designed with a strong emphasis on communication and language and high**

**quality interactions.** We all use Makaton to support language development. This universal language ensures all children, including children with EAL, or SEND are included and enabled to express their wants and needs.

We recognise the cultural capital our children and families bring to nursery school. Whilst this may not present as typical, our strong sense of community, with faith based connections and organisations, and families from all across the world ensures our nursery school is richly diverse with many opportunities **to learn with and from one another.**

We provide many additional opportunities to ensure that all of our children, despite economic barriers, access a range of experiences and opportunities to enhance their cultural capital. These include weekly Forest School sessions, Stay & Play family sessions, visits to our local library and shops, Sign a Story sessions and termly opportunities for families to join us in nursery school.

We are proud of our diverse school community. We ensure that our children are encouraged to become global citizens, with an understanding of their rights and responsibilities.

We are proud of our links relationships with local settings and schools. We lead the Birmingham Early Years Networks for the Ladywood District, encouraging strong partnerships with local early years' settings across our district. This work prioritises effective transitions to primary school.

We work closely with our feeder schools, to ensure our children are ready for their next phase when they leave nursery school. Our curriculum is designed to ensure our children are **ready and prepared for the challenges that await them after nursery school.**

### **The Quality of Education - We judge ourselves to be Outstanding**

The quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND

We place children at the heart of **all decisions that we make.** We believe that every child can and will achieve. We believe that childhood is precious, a time to be enjoyed and celebrated – not to be rushed.

A strong and effective transition into nursery school, involving the family and relevant professionals, ensures educators know each child well. Keyworkers use their professional expertise, and knowledge of child development, to understand each child's starting points and to identify where next.

Educators have high expectations and aspirations of children, & of themselves.

Teaching is well planned, based on effective assessment, and responsive to children's needs and interests.

We have a balance of adult directed, objective led teaching, reinforced through play in a high quality, well planned environment, where adults scaffold learning through their meaningful interactions. **We recognise and believe that activities are not enough; our well planned environment provides opportunities to revisit, embed and scaffold learning taught through adult directed teaching.** We understand that children need to continually revisit learning, for learning to remain in their long term memory. We plan for intentional opportunities to revisit concepts.

We are a truly inclusive setting. We seek to overcome barriers to learning through our inclusive ethos and curriculum. Our highly skilled team; led by our committed and dedicated DHT & SENCo, ensure that through reasonable adjustments we enable equity, allowing each child to have a fair chance and to thrive. We have accessed a wealth of CPD to further develop our knowledge and expertise of strategies to support children with SEND, including; Attention Autism, Play Interact and Communicate training, L3 SENCo training, AET Level 2 for all staff, Makaton, Wellcomm, Communication Friendly Environments etc. to name but a few. We are currently accessing Attention Autism training.

As a team we have worked hard to design a bespoke curriculum that is intentionally aspirational, inclusive and based on a strong understanding of early learning. We recognise the challenges that living in high levels deprivation can present. We understand the impact covid has had on our youngest children. We understand the need for a curriculum that is intentionally focused on communication, language and vocabulary development.

**'The development of children's spoken language underpins all seven areas of learning and development.' EYFS 2021**

We recognise the delays in children's speech and language development, and the impact covid has had on children social development. **We understand that there is a wide variation regarding young children's exposure to vocabulary.** Correlations between vocabulary size and life chances are documented in research.

In response to this we have designed a 'core book curriculum', which ensures all children access adult directed, objective led daily teaching, focusing on communication, language development and oracy.

Daily exposure to high quality books promote back and forth interactions, the introduction of new and ambitious vocabulary and the opportunity to use new and embed new words. We have carefully selected our books, which we continually reflect upon.

**Our books have been selected to be inclusive, challenging and representative of our diverse families.** We have chosen vocabulary which we will intentionally teach through each book. Children love to use new words, especially ambitious words, in their play. Our core books have associated rhymes and songs. We recognise the need to sing songs and nursery rhymes as a premise for language development and early reading, as well as for simple enjoyment. Opportunities to develop early literacy skills including speaking and listening, writing, and early reading are utilised effectively by all teaching staff.

We have observed that children require more support to develop play skills, take turns and share. **Covid meant that many of our children experienced far fewer, if any, opportunities to play with other children before starting nursery school.** Because of this, many children require lots of support to play co-operatively with their peers. Sharing toys can present many challenges.

We have **intentionally built into our curriculum** opportunities for children to develop their understanding and use of emotive vocabulary. Each day begins with a discussion on how we are all feeling. We teach the vocabulary of emotions and encourage children to talk about how they are feeling.

We have continued to develop our approach to conflict resolution, with a firm belief in empowering children to acknowledge and solve their own problems, with the support of an adult. We have ensured that our curriculum provides ongoing opportunities for children to develop their social skills, with an emphasis on high quality adult interactions. Our use of sustained shared thinking encourages children to reflect and identify solutions.

**WE are a trauma informed school,** with an understanding of the correlation between adverse childhood experiences and behaviour, which we recognise to be a communication. As a team we access half termly CPD to further develop our understanding of the impact of ACEs on children's behaviour.

We have observed a regression in children's independence and care skills. The large majority of our children start nursery wearing nappies and many children require with self-help skills e.g. feeding themselves. In response to this, we have introduced a universal breakfast offer, and our lunch times have been revised to encourage greater involvement. The children are encouraged to lay the tables, select their choice of lunch and serve themselves.

We are passionate about **learning outdoors.** The large majority of our children live in tower blocks; we recognise the need for outdoor play to promote physical skills and mental health and wellbeing. Children are able to free flow between the indoor and outdoor environment throughout the day. We have recently developed our own on site Forest School garden. All children have the opportunity to access Forest School sessions. We also provide a weekly Forest School session for families and the community.

We understand that collaborative **working with parents is fundamental.** We understand that children who have rich learning experiences regularly at home will typically go on to achieve better in school. They will be better behaved and show more signs of emotional wellbeing. Informative and enjoyable Sign a Story sessions, shared with children and families, and regular family workshops, support children in their learning both in school and at home.

We work hard to build positive and purposeful relationships; these begin with home visits, workshops, celebration's etc. Parents are invited into school at least once each half term to meet with keyworkers to celebrate progress and agree on shared strategies to promote further learning.

### **Behaviour and Attitudes - We judge ourselves to be Outstanding**

How leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others

Our whole school belief in The **Rights of the Child** has fostered a can do culture of self-belief; through our **Child Centred Curriculum** educators empower children to develop self-confidence and self-awareness. Behaviour is consistently good; through our approach to **Conflict Resolution** our children are empowered to resolve problems independently, resulting in a sense of achievement and pride. Positive behaviour is recognised, acknowledged and celebrated.

Our **inclusive curriculum** provides an opportunity to explore different ideas and beliefs; festivals and celebrations enable our children to learn mutual respect and tolerance of different faiths.

We complete a termly questionnaire with the children and families each term; the result of which are published on our website. Our children tell us with their words and through their behaviours, that they are happy and feel safe and secure at nursery school. Our structure of the nursery day, with well-established routines which are visual through language and our visual timetables, create and nurture a sense of security which in itself promotes calmness and positive behaviour. Children know what is happening now and what is happening next. Our embedded **key worker**

**system** recognises our commitment to strong and secure attachments. Keyworkers have a secure knowledge of each child in their Family Group and are attentive to each child's needs.

**Attendance at nursery** is carefully monitored; through establishing positive, supportive relationships with parents and carers we identify barriers to poor attendance and punctuality and offer support to ensure children attend nursery in line with national average expectations. Our consistent approach means first day phone calls are made to ensure all absences are explained. Home visits are made if we are not able to explain an absence, in line with our safeguarding policy. A recent emphasis on the need to be punctual has improved timekeeping. Supporting children to gain independent skills means they can utilise the characteristics of effective learning to build resilience and become curious and interested learners.

Our very close working relationship with our district Children's Centre means we are able to signpost families to access support services as required, e.g. Promoting Happy Parenting, Child Development Clinics, Stay & Plays etc. We are also able to support families with Early Help support, working with other relevant professionals.

### **Personal Development - We judge ourselves to be Outstanding**

Schools support pupils to develop in many diverse aspects of life

We place children at the heart of **everything** we do. We are committed to the Unicef Rights of the Child and use them and our British Values to help children develop a respect for each other and become thoughtful, caring members of our school and community.

We have been awarded '**Health for life in Nursery Schools**' in recognition of the focus we have on healthy food, life styles and planting and growing.

We work with families to support the holistic needs of each child as necessary.

We are a Trauma Informed school with a secure understanding of how adverse childhood experiences impact on children's mental health, wellbeing and development. It is our intention to support all children to build resilience and to know how to keep mentally and physically well.

Our **curriculum extends beyond the academic**; it is our intention to build on the cultural capital that our children bring to school through providing additional, enriching opportunities and experiences. Weekly yoga and forest school sessions are an example of this. We encourage a love for reading through weekly visits to the library, and Sign a Story session. Our families are our partners, and the child's first teacher. Each half term we provide opportunities to learn alongside their children through family workshops. These follow our annual calendar and capture every opportunity to celebrate and appreciate our diversity. We celebrate Eid, Chinese New Year, Black History Month, Diwali, Christmas and Easter, with additional celebrations in response to our ever changing cohort and community. At the end of each school year we celebrate with a community school trip; many of our families are new to the country, and often have limited knowledge beyond Bham. We also have an annual Carnival event, a real celebration of our nursery year which is always well attended. **Carnival provides an opportunity for our many cultures to come together as one and celebration all we have in common.**

### **LEADERSHIP/MANAGEMENT - We judge ourselves to be Outstanding**

How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement, appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships

Children are at the heart of all we do and we regard **safeguarding as our highest priority**. We have a shared and collective understanding that safeguarding is everyone's responsibility. An ongoing cycle of CPD, focusing primarily on varying aspects of working together to keep children safe, including Prevent, is accessed by all staff members each half term. This year we have accessed training on Modern Slavery, Domestic Abuse, FGM, Prevent and Fabricated & Induced Illness. We are an Operation Encompass school with a commitment to supporting victims of Domestic Abuse.

Leaders and Governors have created a culture of high expectations, inspired by a **belief that all children can and will be successful**; this is achieved through sharing a clear vision, a sense of place, positive relationships with our whole school community, respect, appreciation and pride. As a team we are all very clear about our plans for ongoing improvement; at the start of each year we identify our strengths and agree areas for further and ongoing development. Our School Development Plan is a working document, created by our school community. Our ambitious, yet achievable targets, are the result of all stakeholder's contributions; our children, families and teachers.

Governors work closely with the school and have a clear vision of how we will work as a school with our community to provide the best possible start for our children. Since the revised EYFS was introduced, and in response to our schools' recovery from covid, senior leaders have led the schools ongoing development of a bespoke curriculum. Ongoing dialogues focusing on pedagogy and curriculum have enabled the team to review our approach and ensure as a team we have identified key skills we want our children to learn. These have formed our curriculum goals, which we are continually reflecting on. Staff have accessed intentional, high quality CPD, focusing on curriculum and pedagogy. An ongoing focus on inclusive practice has enabled additional educators to access training focusing on SEND. We have never, and would never, exclude or reduce a child's provision.

Governors, school leaders and all staff are all committed to an on-going cycle of self-evaluation and a passion to improve to provide high quality nurture and education for our children. Each Governing Body meeting begins with a Learning Walk throughout the nursery school to ensure Governors observe nursery school in practice. Strengths, along with areas to consider for further development, are shared with the team during staff meetings.

This rigorous approach to monitoring ensures that standards and expectations are consistently high for all pupils; Performance Management, My Appraisals, Learning Walks, Observations, Training & On-going CPD, along with weekly Professional Conversations, ensures whole school accountability and a sense of collective responsibility.

We have joined a number of partnerships to strengthen our provision and to help make us sustainable into the future. The Head teacher leads the Ladywood District Birmingham Early Years Network and Developing Local Provision project. The Nursery School is a member of the Birmingham Maintained Nursery Schools Trust and BAMNS; Birmingham Association of Maintained Nursery Schools. Bloomsbury is the lead setting for the Midlands Early Years Stronger Practice Hub. We are currently engaged in a Peer Review network, working in partnership with colleagues from across varied Early Years provisions. We have developed strong and purposeful relationships with professionals within our local community. Particularly the local Children's Centre, led by Barnardos. We work in partnership to provide Family Support, Parenting Classes and Stay & Play Sessions. We also work closely with our local Health Visitors, hosting weekly child development clinics for the community from our nursery school. We recognise and believe in strength in partnerships.

Leaders recognise that as a school community we are all learning all of the time. Our children are constantly learning, as are our educators. As a community we are aspirational, driven and committed. We want our children to be successful. We want our nursery school to be a place of possibilities.

We recognise that the nursery school is as good as the team. We invest in high quality CPD and do all that we can to promote mental health and wellbeing. We recognise that the early year's sector has been impacted significantly through covid. It is our intention to always value our dedicated and committed team including our cleaners, our cook, our caretaker and our team of educators.

Together, we can make a difference and we do make a difference.