

Wentworth Nursery School and Children's

Centre

Headteacher: Ben Hasan

Summary Report for stakeholders and strategic partners

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Overall effectiveness	Outstanding	Behaviour and Attitudes	Outstanding
Effectiveness of leadership and management	Outstanding	Personal Development	Outstanding
Quality of Education	Outstanding	Effectiveness of early years	Outstanding

About the school

Wentworth Nursery School is an outstanding State maintained inner city Nursery School situated within the east of Hackney. Children at Wentworth Nursery School make excellent progress and attainment including children with Special Educational Needs (SEND) and our vulnerable children (including those eligible for two year old funded places or Early Years Premium). The school was judged to be outstanding by Ofsted in November 2017, and has subsequently been judged to be outstanding by our School Improvement Partner (SIP) most recently in November 2019 as well as consistently ensuring children make not only excellent progress but also attainment (See table 1 below relating to achievements of our children at the end of July 2019 (there was no data in July 2020 due to the national lock down resulting from Covid 19) as well as achieving above average in a Good Level of Development within the Early Years foundation Stage over the last three years; for example 86 % in July 2019 in comparison to both the London average of 74.1% and the national average of 71.8% see tables 2 for further information.

Context

The school has seventy-seven children aged two to rising five years of age on roll: comprising of eighteen part time two year olds and twenty-nine three to four year olds attending part time and thirty full time children (October 2020). Including both our two year olds and five children eligible for Early Years Pupil Premium makes up 27.8% of low income families in comparison to a Hackney average of 30%. Currently there are three children known to social services regarding concerns relating to safeguarding. No children currently are subject to a child protection plan or Child In Need in Plan or Looked After by the State. There are currently thirteen children (17%) with SEND including one child with an EHCP including six with complex educational needs where the school will be applying for an EHCP assessment. We have fifteen languages spoken in our school making up 28% of all children. 72% of children speak English as their first language, this has increased over the last three years 69% (2019); and 53% (2018). Our largest ethnic group is white English (20%), followed by white and black Caribbean heritage (16%). Families of Black African heritage have reduced from 20% last year to 5% this year. The school opened to all children in September 2020, after being subject to a national lock down, with the exception for children who had an EHCP, parent/carers being Keyworkers as identified by the DFE and children known to social services and in the latter part of the summer term to include children who would be leaving Wentworth in July 2020.

% GLD	National	Hackney	Wentworth Nursery School
2019	71.8%	69.6%	86%
2018	72%	70%	76%
2017	71%	71%	82.5%

Table 1.

Above: GLD over a three year period comparing Hackney, National with Wentworth.

Leaver's July 2019					
On entry			On exit		
Expected	Exceeding	AE & AE+	Expected	Exceeding	AE & AE+
22-36 months secure	30-50 months plus		Secure 30-50 months	40-60 months plus	
32%	4%	36%	23%	46%	70%
54%	16%	70%	23%	54%	77%
38%	18%	55%	18%	55%	73%
36%	11%	46%	29%	45%	73%
39%	9%	48%	29%	48%	77%
38%	5%	43%	32%	55%	88%
48%	8%	55%	27%	52%	79%

Table 2: (right) Progress and attainment achieved of Leaver's in July 2019.

Previous Inspection Report (24/11/2017)

What does the school need to do to improve further?

- Expectations in the new provision for two-year-olds to match the high aspirations of the rest of the nursery ^{SEP}
- Attendance and punctuality of two-year-old children improve further to accelerate the rate of progress and maximise outcome opportunities.

School Actions :

Since our Ofsted inspection in November 2017, the following actions have taken place to address the above recommendations:

- A new member of staff responsible for the Two year old provision has been appointed: April 2018.
- Implementation of the ITERS (Infant and Toddler Environmental Rating Scale has taken place with changes to the learning environment including provision for heuristic play.
- Introduction of Helicopter stories: April 2019.
- Two staff attended training on Physical literacy Spring Term 2019.
- Leadership team modelling practice in Two year old base: 15/3/19.
- Children targeted for out and about
- SALT provided drop in session: November 2018
- Library visits taking place on a weekly basis from October 2018
- Reviewed attendance policy (May 2018)
- Training and implementation of ITERS (academic year 2018-2019)
- Visits of other settings
- Leadership team working alongside two year old staff (started Spring Term 2018 onwards).
- Implementation of heuristic play.

Impact of actions :

- Children over the last three years have consistently made accelerated progress in all Prime Areas of learning.
- Take up at WNS is 100% of two year old funded places in comparison to 61% in London and 72% nationally. Take up is currently at 90% due to Covid 19. Our attendance has increased from 88.59% in 2017 to 90.43% in 2019.

The leadership team (LT) comprises of the following personnel (Headteacher, Deputy Headteacher, Learning Support Co-ordinator, Children’s Centre Manager and Bursar) all of which promote a pedagogy of a motivating, challenging and in-depth curriculum; there is an un-relenting drive for a continuity of excellence.

Since March 2020 the Leadership team has been involved in ensuring children, staff, governors and visitors are as safe as is possible in light of the national pandemic relating to Covid 19. Consequently the LT have been involved in implementing a range of measures including the following:

- risk assessments,
- staggered drop off and collection times
- creation of three separate classes
- Clear focus on reviewing strategies and sharing, parents, staff and the governing body.
- Separation of the nursery garden to keep our year groups separated

The above measures are proving successful in terms of children are entering school safely and calmly and engaged in high quality learning, see learning walks October 2020.

The LT have high expectations of children’s learning and the quality of teaching and learning across the school and children’s centre. There is consequently a clear system of rigor to ensure high outcomes for all its children. This is achieved in the following ways:

- An ethos of learning that pervades all areas of learning.
- A culture of high expectations with the use of aspirational vocabulary over a period of time.
- (see SIP report: November 2019)
- An exceptionally skilled workforce, Wentworth was used by Ofsted February 2020 to film as a teaching tool to ofsted inspectors; at present this film is not available due to Covid 19.
- A clear value of books, where books supports all aspects of learning. (see learning environment and School Development plan 2020-21)
- LT provides a systematic process of both training and monitoring through a cyclical process of rigorous learning walks to move learning on. For example our current training is focusing on race and identity which has catalysed a review of our books, resources and practice within the school. Our learning walks are clear in their focus and ensure both feedback and action points are addressed and outcomes assessed.
- Termly pupil progress meetings that provides not only a process of accountability but also a coaching focus, to enable practitioners to develop in their practice.
- A systematic approach to Performance management which has recently been modified to ensure a greater focus on well-being in light of consultations with all staff following a pilot with the Leadership Team.
- An explicit process where assessment feeds into the planning process through a system of daily evaluations and thereby ensuring learning is perpetually developed.
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Consequently the LT makes its judgements of the quality of teaching and learning within the school utilising the following strategies:

- Periodic learning walks with timely feedback and review
- Planning and assessment processes that drills down on key strands of learning.
- Termly pupil progress meetings, that facilitates both accountability and coaching and thereby ensuring a continuity of learning and progress.
- Outward looking, application of an action research approach (see school development plan). Engagement with other schools such as reviewing Core books and how they are being used to enhance children’s overall literacy skills.

Strengths:

- The Leadership team outward looking for example is involved in co-ordinating an inter school working group within the context of core books and diversity
- Clear rigorous approach to teaching and learning
- High expectations of all, including the implementation of a motivating, challenging and in-depth curriculum; which is in the process of being reviewed.
- Systematic approaches that enable children and staff to thrive.
- Outward looking including the engagement in research.
- Training and development of staff within and outside of Hackney.

- Listening approach to staff; for example there have been training on well being of staff which has resulted in the formation of a positivity board, a clear strategic focus on well being within the school and lastly, changes to our performance management process.
- Practitioners have a clarity of learning and recognise the value of concrete motivating experiences.

Developmental points:

- To successfully implement the full opening of the school in light of Covid 19
- To complete a curricular review to further enable children to excel in all areas of learning including how children are challenged in their reading.
- To review and develop our strategies in enhancing the well-being of all our staff team

② The Quality of Education

Grade

Outstanding

Intent

The school's aim is to nurture, motivate, inspire and challenge children in their learning, so that the nursery is a place where fascination, creativity and endless possibilities for learning are at the core of what we do and as such children learn clear dispositions, concepts, knowledge and skills and are firmly ready for the next stage of their educational phase.

Implementation

Our implementation of our curriculum is based on a clear pedagogical platform which recognises key principles and characteristics of effective teaching and learning.

Key principles are:

- every child is a **unique child**; we focus on using children's interests to effectively move them on in their learning combined with a clear recognition of different learning styles.
- children learn through **positive relationships** and **enabling environments** which engages parents/carers as partners in young children's learning. We have a key person approach and recognising an engaging environment is one that promotes both challenge and independence with effective interactions which facilitates children to progress rapidly in their learning be it a skill, knowledge, disposition or concept.

Key characteristics of effective teaching and learning : How we implement such characteristics

- **Playing and exploring – engagement**

Focus on hands on concrete learning experiences over a period of time; which enables children to sustain and extend their learning be it: knowledge, skills, dispositions and concepts.

Daily evaluations of learning that focuses on building on the learning: (knowledge –what we want children to know; skills-what we want children to be able to do; dispositions-behaviour we want children to display; and concepts-what we want children to understand).

High quality training: currently our staff have been involved in Race and Identity Training (Autumn Term 2020 this has enabled colleagues to reflect on their/our practice as well as consider we can be more effective in ensuring:

- All children are making rapid progress irrespective of cultural or ethnic background
- Our curriculum is diverse and rigorous in its content
- Our ethos and practice enhances tolerance and respect for all community groups

Active learning – motivation

This term (Autumn Term 2020) children have been involved in an extensive range of learning experiences that has enabled children to develop their learning across the breadth of the curriculum but with a particular focus on the Prime Areas of learning including: **personal , social and emotional development**, (ability to make choices, sustain concentration, understand and adhere to the routines of the nursery and establish relationships). **Communication and Language** focusing on expressing ideas and needs (including emotions), listening and acquiring vocabulary through stories and hands on learning experiences and lastly; **Physical Development** (ability to climb, balance, throw, catch, develop dexterity with fine motor skills and having a clear knowledge about what it means to be healthy). Within these areas of learning our children have been involved in:

- Re –telling familiar stories including developing a sense of empathy, knowledge of repeated refrains and story structure.
- Climbing, balancing and collaboration including working collaboratively and creating our own climbing circuit(all of which enhances children's PSED as noted by the extensive works of the neuro psychologist Sally Goddard Blythe)
- Creating their own stories through fantasy play
- Developing knowledge about how to make secondary and tertiary colours and teaching their peers
- Learning about different cultures through cooking, dance and talk using visual images of one's own family

The above has been achieved through the implementation of the following strategies:

- Circle times including use of a persona doll. Where we raise issues with children from turn taking to prejudice such as what do we do if a child says 'you can't play because I don't like you'.
- Individual needs: detailed discussions about children with a clear cycle of identifying children's interests, strengths and needs and review of strategies to further enhance learning.
- Focused learning experiences; where there is a very explicit learning objective determined by the adult for a targeted group
- Multi communication approach including : Makaton, Picture Exchange Communication System (PECS), communication boards and visual cues
- One to one sessions.
- Small group targeted sessions including intensive interactions, sensory play and out and about.
- Individual needs: detailed discussions about children, identifying strengths, areas for development and action points which are reviewed.
- End of day evaluations: daily review of learning
- Systematic learning walks

Impact

Since the beginning of the term to now, the following observations of learning have been noted:

Being School Ready

- Children are able to calmly separate from their carer
- Children are able to participate in learning experiences, demonstrating skills such as being attentive, able to work as part of a group and learning to take turns.
- Children are developing their skills in making choices
- Children are expressing their needs and interests through talk including talking about past learning experiences, telling stories, asking for help and helping others
- Children are showing a willingness to try new things such as trying different foods, dancing to music and dressing up in different clothes
- Children are demonstrating greater confidence in climbing and balancing (jumping from a range of heights)
- Children are developing their knowledge about how to make some secondary colours
- Children are developing their ability to mark make, with some children beginning to write phonetically
- Children are developing their ability to count with 1:1 correspondence

Developmental points

To develop the teaching of mathematics and deepen staff's knowledge and skills in developing children's scientific skills and dispositions.

Behaviour and Attitudes	Grade	Outstanding
<p>The behaviour and attitudes of children at Wentworth Nursery School is exceptional as children are highly motivated to learn, as there are effective relationships between children and all staff including their key workers. Children display a caring and collaborative approach to their learning throughout the school. Children are developing their ability to make choices and sustain concentration. Children have excellent attitudes to learning, as practitioners are engaging and learning experiences are highly motivating for example children have been learning to re-tell the story 'The Three Billy Goat's Gruff' by not only acquiring all the resources to re-create this story but also able not only tell the story, but do so with empathy and are now teaching some of their peers.</p> <p>Attendance over the last two year years has been consistently over 90% with (2017-18) being 91.37% and in the following year (2018-19) 90.89% respectively. Currently for the autumn term attendance is 91.24% (September 2020)</p> <p>Strengths in this area:</p> <ul style="list-style-type: none"> • Children developing skills in taking turns • Children display a caring disposition towards their peers such as helping them if they have hurt themselves. • Children are developing their ability to make choices and sustain concentration such as through child-initiated play. • Children take measured risks and persevere such as learning how jump from a height. <p>Next steps</p> <ul style="list-style-type: none"> • To further develop the school's and CC actions and impact in relation to race and identity <p>To conduct an action research to explore to what extent if at all do social bubbles promote enhanced PSED for our children at WNSCC.</p>		

The school has been focusing extensively on the well being of both its children and staff as well as enhancing our practice in relation to race and identity. Children’s well being is deemed to be very positive as children are able to:

- Separate from their main carer
- Display a happy and motivated disposition
- Make choices
- Developing their ability to sustain concentration
- Developing their ability to take turns
- Developing relationships with their peers including working collaboratively

The well being of staff is positive as there is and continues to be a continuous focus on well being. In a survey relating to training received on well being some key findings included:

Do you think the sessions helped somewhat in empowering you to improve your own well-being?

85% said yes and 15% no

Do you think the sessions helped you to support the well-being of others?

95% said yes and 5% no

How could the session be improved?

There was a range of responses including:

1. Keeping the agenda of Well being within the school and children’s centre
2. Means for further meetings
3. Smaller groups

Our work on race and identity has begun and is already having a positive impact in terms of the following:

Our books and resources are being reviewed to ensure a more positive focus on diversity

Staff are better placed to raise issues relating to diversity for example we recently had a circle time discussion on prejudice with our children, which clearly illustrated prejudice are behaviours which have been learnt. Our school development plan has a clear focus on diversity both within the curriculum and also within the context of specific pedagogical strategies such as the use of Persona Dolls (dolls with a family history) and helicopter stories (the means for children to tell and act out their stories, whatever the stories may be).

- Learning about different cultures cooking different types of foods, dressing up different clothes and dancing to a range of music

British Values are embedded within our curriculum for example children are taught respect by not only being exposed to different cultures but by valuing the choices they make and that of their friends.

Strengths in this area:

- A clear focus on well being and diversity within the context of enhancing learning and social cohesion.
- Rich and challenging learning experiences
- Highly effective learning environment
- Children are able to engage in learning attentively
- Children are happy and attentive in their learning.

Next steps:

To review and implement the use of Persona Dolls and Helicopter stories in circle time provision as strategies to enhance children’s PSED and communication, language and literacy development.

- The quality of education is outstanding as it provides highly motivating and challenging learning experiences combined with a highly effective teaching staff.

