



## **Self-Evaluation**

### **Introduction -How was our self-evaluation developed?**

- High quality data and assessment information: from Hillview Children's Centre (local context); nursery school (leadership and management; quality of education); and from local partner schools (longer term outcomes of children who attended Hillview Nursery School; Memorandum of Understanding with Roxeth Primary; collaboration with Woodlands Special School)
- Parent feedback
- Governor input: governors triangulate the different information they have through Headteacher reports etc., with first-hand experiences of the nursery provision and work with families
- Staff and governors worked together to create the 2024 - 2025 School Improvement Plan

### ***Context***

Hillview Nursery School is the only maintained nursery school in Harrow. We have a very strong history of providing early education, care and support to children and their families in an inclusive environment. We have close partnerships with the co-located Hillview Children's Centre Hub (known as Early Support), LA special needs schools and other professional agencies. As part of Harrow's SEND strategy to increase the number of SEND places in the Early Years we have an additionally resourced nursery provision for 12 children with complex needs.

Hillview Nursery School is located in a highly populated area with high unemployment rates with a rise in people claiming unemployment benefits since last year. (National Statistics) The Broxbourne Ward of Harrow has an average rate of 16.7% and 15.8% proportion of residents experiencing income deprivation (Harrow Council). Many of our families require financial support from the local authority regarding housing and benefits.

From our home visits we know that many of our children live in exceptionally overcrowded and sub-standard housing. Home visits tell us that some children have poor health, are under or overweight, and have limited experiences of outdoor play and early learning. 18 of our children access the Early Years Pupil Premium (EYPP). Our core values include building on family strengths and believing that every child

can become a more powerful learner with the right support. We regularly refer families to local food banks or collect donations for our own food bank specifically for our parents. We make referrals to Early Help to support families experiencing the effects of poverty and offer continued support where possible.

We have 2 Co- Headteachers and a Deputy Manager who leads a team of 14 Nursery Educators and 2 Class teachers. Currently we have 83 children in attendance. 18 children are accessing 30 hours. 9 of the SEND children have an Education Health Care Plan (EHCP), 8 children have a support plan. We have 27 children who receive EYPP funding. 10 of our children are two-year-olds, 4 children are subject to a Child in Need plan (May 2025)

### ***Children's starting points.***

Children start at Hillview with varying levels of development approximately 40% are significantly below in all areas of learning (baseline assessment Autumn 1) the levels suggested by the age bands according to Birth to Five and *Development Matters in the Early Years Foundation Stage*. In addition, we know from home visits that many children live in exceptionally overcrowded and sub-standard housing.

Home visits show that some children have poor health, are under or overweight, and have limited experiences of outdoor play and early learning. Many (90.28%) of our children have English as an additional language, however we have assessed that this significantly impacts .....% of children's learning and development.

Our core values include building on family strengths and believing that every child can become a more powerful learner with the right support.

Our school improvement plan (SIP) is effectively a plan of action to develop areas identified in the school's self-evaluation. When conducting our self-evaluation, we assess processes against the key Ofsted judgements. This is designed to help us consider ways in which proactive leadership can have a positive impact on developing our school and improving outcomes for pupils.

Any planning for learning will need to create opportunities for pupils to build their self-confidence and readiness to learn whilst at the same time allowing some of the children to cover any lost ground and build on their learning.

**Hillview Nursery School is committed to providing a broad and balanced curriculum. We believe that all children should feel safe, happy, valued, celebrated, challenged and have fun whilst learning.**

In bringing this SIP together we looked at the following:

- Statutory framework for the early years foundation stage (November 2024)
- Early Years Ofsted Reports
- Financial information
- Results of staff, parent and pupil surveys
- Governors' Reports
- Reports from External adviser
- Local Authority Reports
- Previous SIPs/SEF and their outcomes

**There were three recommendations from the 2019 OFSTED inspection:**

- Leaders know what aspects of the school could be even better. Governors should strengthen the senior leadership team so that it has the capacity to secure further improvements in mathematics and Early communication.
- When leaders review aspects of mathematics, they need to consider precisely what they want children to know and the order in which they will be taught. Leaders need to help staff to plan precisely. Staff need to know how to check children's understanding systematically and identify any misconceptions they might have. This will ensure that gaps in children's knowledge do not arise.
- Staff need to build on the effective ways that they teach communication skills through singing and story times, during other parts of the nursery day. It is important that children get as many opportunities as possible to speak. Leaders should ensure that all children, including those who are at the early stages of speaking English as an additional language, learn to speak confidently and fluently, using the new vocabulary they are hearing. This will give them a strong foundation for their future learning, particularly in reading.

**1. Quality of Education is GOOD**

- **The curriculum is ambitious** and designed to give children, in particular disadvantaged children and those with high levels of SEND and additional needs the knowledge, self-belief and cultural capital they need to succeed.
- We effectively plan each week for children's learning experiences by linking observations and our knowledge of the children to the next steps of children's learning.
- Our long-term curriculum details our aspirations for all of the children to achieve at the end of each year towards future learning, skills and employment.
- **Teachers and leaders use assessment well** to inform the next stages of planning.
- We ensure the curriculum planning reflects the interests of all children, including disadvantaged children, SEN children and our two-year-olds, to stimulate their critical thinking skills. All focused activities have a learning intention to ensure that the most able are stretched and the least able are supported.
- The curriculum is adapted for those children with SEND and is ambitious in meeting their individual needs. Targets set by professionals are weaved into the overall plan and appropriate support and intervention is given to those children in order for them to make the best progress.
- Each child's culture capital is considered at every point of our planning in order to meet their individual needs. We are continuously building on children's experience to learn knowledge, skills, and vocabulary beyond their initial interest (cultural capital).
- Each child has an individual plan reviewed every term to ensure that we are meeting their individual needs and interests. As their interests change, planning is adapted to reflect this, and staff scaffold the learning appropriately. The continuous provision is set up to incorporate **children's interests** and targets
- During key person time, focused activities and group time staff are checking children's understanding of what they have learned. Misconceptions are corrected and learning intentions or activities adapted and revisited.
- Children's creations and achievements are displayed and celebrated.
- For children who are either not at expected levels of development or who are exceeding expectations, intervention groups are in place in order to support continuous progress. These groups are assessed each half term.
- Focused observations of children's learning carried out by Key carers in the setting feeds through into the planning process.
- Children have the learning experience of working on a one-to-one basis, in small groups and in larger groups. All small intervention groups are planned and evaluated to meet all individual children's needs and next steps.
- The curriculum overview identifies the learning intentions set out each term, these intentions are taken from different ranges of the Birth to Five framework to ensure they are appropriate for all children.
- The quality of teaching has been judged to be consistently good as demonstrated by its impact on children's learning and progress over time.
- **The curriculum is designed and adapted to be ambitious in meeting the individual needs of all children.**
- The environment is warm, inviting and stimulating and reflects the needs and interests of the children.
- The continuous provision is planned carefully to support child-initiated play with hooks and props which link and reinforce to the learning intentions.
- **Early reading is prioritised** and is incorporated into daily activities. A reading space in the reception area encourages parents to read with their little one before / after the session.
- Our lending library provides families with a new book each week to encourage reading at home with parents, books are returned the following week and swapped with a new book.
- We further promote a love for reading in our designated reading areas but include books in all areas of the room ie Cookery books and menus in the home corner and books, maps, leaflets and tickets in the construction area.

- **Staff read to children in a way that excites and engages them.**
- Resources to support early reading include a relaxing and comfortable space to enjoy a story, story sacks, dual language books, puppets, factual and fictional books, magazines, maps, labels, posters, photographs and instruments in the environment. The environment is language rich.
- Phonics sessions, singing time / Rhyme time is integrated into key family time and the daily routine as well as spontaneously throughout the day
- Opportunity for mark making is in all areas such as clip boards for 'health and safety checks' in the outdoor space and opportunity for children to write their name down on the snack time list.
- We endeavour to provide **exciting learning opportunities** each day to ignite children's curiosity and intent to learn.
- Progress is reviewed every half term and impact is reflected in the termly attainment overview.
- We encourage the children to be reflective learners by asking them what they have learnt that day and celebrate their achievements during group times.
- Practitioners have **high expectations of every child** and are determined that children at the lowest levels of development, those disadvantaged and SEN children on entry will be given the extra help and support they need.
- We host open days for all new children and parents to familiarise them with the setting and to help prepare them for the journey at Hillview
- 3 / 4-year-old check before commencing nursery to understand the child's starting point, and to signpost to intervention groups such as toilet learning if required.
- During home visits and throughout the settling-in period, parents and staff jointly start the process of assessment and thinking about next steps for the child. Parents communicate regularly with key carers and there is a termly Progress Day meeting between parent and key person to review progress and to collaborate in setting a target for the child's next key development.
- Themed / topic-based Parent workshops in partnership with Early Support, open days and coffee mornings take place regularly to encourage parental involvement in their child's learning in areas such as phonics, toilet learning, behaviour management, healthy eating and supporting parents of SEN children.
- Home learning has been introduced through
- **Assessments are used well** to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Daily and weekly evaluations of activities and the provision indicate areas of learning and development, achievement and reflection and actions are implemented.
- Parents are carefully and consistently **engaged in their children's learning**. Each half term parents receive a home learning sheet; this details activity ideas that link with our curriculum overview and children's targets for parents to carryout to reinforce the learning at home.
- Children and parents are well supported in **preparation for school and transitions are smooth.**
- We have built strong links with schools to ensure a smooth process of transition to local schools and special schools.
- Children are making progress in all areas including maths as we ensure **maths is a focus** in all areas of the environment.
- A phonics group has been introduced for a group of children that are ready for this
- Children going to school are ready for the **next stage in their learning.**

## 2. Behaviour and Attitudes is OUTSTANDING

- Hillview has **high expectations for children's behaviour**, Children learn about boundaries and rules from the onset, and this is modelled by the older children and the staff team. Children are aware of the expected behaviours in the room and the staff and parents work in partnership to implement this.
- **Staff manage behaviour well**
- Children settle very well and strong relationships between the child and key carers are established, the children feel safe and valued
- With the support of experienced key carers, the children are encouraged to be calm, confident, cooperative and engaged in their learning.
- **The environment created focuses on the children;** to build on children's curiosity and critical thinking. Our ongoing monitoring shows that the overwhelming majority of children are eager and willing to learn as shown by their active participation in nursery activities.
- There is a caring ethos in the nursery, and this impacts well on the way in which the children interact with each other. For example, physically able children show a heightened awareness of children with additional needs in the way that they communicate with them showing high levels of care.
- **Positive behaviour** is effectively promoted from this base of emotional security. **Clear boundaries are set**, and staff explicitly help children to understand how to manage their feelings and how their actions can be helpful or hurtful to others. Where necessary, the wider team will offer extra help to a family through individualised Early Help. As a result, children are observed to behave very well and be considerate to each other, with the occasional difficulties which are inevitable with this age group being calmly managed by the highly skilled staff team. Children are observed to learn well both independently, and in adult-guided groups, in a very calm and purposeful environment.
- Attendance is recorded on the school's SIMS system and monitored by the child's key person. Attendance records are analysed regularly Parents are contacted if the child is absent from Nursery and if parents have not called to notify the nursery.
- Children are beginning to manage their own feelings and behaviour, and to understand how this has an impact on others. They are developing a sense of right and wrong.
- Pupils display positive levels of engagement.
- Behaviour management techniques are shared and are consistent amongst all staff.
- A trained member of staff who leads on supporting self-regulation, she supports the staff and children.

### 3. Personal Development of pupils is OUTSTANDING

OUTCOMES FOR PUPILS IS JUDGED TO BE GOOD

- Hillview puts the highest priority on ensuring that children are well cared for, primarily structured through the Key Person Approach (KPA). The KPA has a positive impact from children's very first encounters with the nursery school, from their settling in period and throughout their time in the nursery with the close support of the parent. KPA remains key to their whole nursery experience.
  - We celebrate and **nurture children's characters** and encourage them to become **independent learners**. Staff encourage children to **take proportionate risks** giving them the time and space to complete activities thereby enhancing self-esteem and creating a sense of achievement.
  - Once the children are settled, we observe high levels of **engagement and enjoyment** in activities
  - Children are encouraged to contribute to planning and activity ideas so that the environment reflects their interests.
  - The environment has been created to include wellbeing areas to allow for quiet and cosy spaces allowing children space and time to relax.
  - Some children start nursery with health issues, because of poor diet (leading children to be overweight, underweight, and prone to ill-health) and limited experience of walking, running and playing outdoors. Children eat healthy snacks in nursery and learn to prepare and eat food independently. They are observed to be autonomous and to be making **healthy choices**. The garden strongly promotes active physical play and engaging with, assessing and overcoming risks. Hillview are currently working towards the London Mayor Healthy Eating Silver Award following the Healthy Eating Bronze Award (2020)
  - The children that join us for lunch are required to bring in a healthy lunch each day from home. We discuss with parents the various options for a healthy lunch and refer them to the NHS Better health website for suggestions. We talk about healthy and unhealthy foods during meal / snacktimes.
  - We have introduced a toothbrushing scheme called the Whittington programme. We have included a tooth brushing session into the routine for the children that attend a full day. This is to support **oral health** and encourage good daily hygiene routines.
  - A number of parent workshops are carried out each term to support our families, this could be healthy eating, toilet training, behavioural, phonics, play etc
  - We host a number of events to involve parents in their child's life at nursery. Coffee mornings / afternoons bring the community together and encourage parents to get to know each other; creating a network of support from families who often have no family or friends close by. All festivals and special occasions are celebrated here at Hillview. Parents are greeted with a coffee and some cakes before joining their children for a singalong, a party or a play session
- We regularly invite parents for stay and play sessions offering additional opportunities for parents to interact with their child, observe activities and discuss children's progress and new targets.
- **British values are weaved into the routine**, daily interactions and conversations and everyday practice.
  - The environment **reflects the community** and children at Hillview have a sense of belonging and learn to take pride in their environment. The children
  - We actively promote and celebrate festivals from all cultures, children understand, appreciate and respect difference in the world and in people. We encourage **parent involvement** to support specific teaching and learning.
  - Children are involved in fundraising for Children in Need and make donations for food banks as well as providing a foodbank for our families, we explain to them why this is important and do our best to instil these important values of caring for others in the community.
  - Motivation Monday, wellbeing Wednesday and feel-good Friday reinforce our culture of **mindfulness and wellbeing** amongst the staff and children. These sessions are active and fun encouraging movement, relaxation / yoga and good health.

#### 4. Leadership and Management is GOOD

- There are **strong shared values, policies and practice** resulting in highest expectations for all.
- Leaders work closely with the staff team to ensure high standards of care and education is consistent.
- Leaders are dedicated to developing staff's expertise in providing high quality interactions consistently through training, peer on peer observations, learning walks and weekly team planning meetings.
- The Single Central Record is up to date and meets the statutory requirements.
- Key policies are regularly reviewed and updated by governors
- We have been involving staff in the decision-making process towards a model of distributed leadership through questionnaires and group discussions
- **Children and families are well supported.**
- Staff are more empowered and show more initiative. Early Years Educators have taken on more responsibilities and developed professionally. The impact is that we are developing a highly cohesive staff team, with both stability and opportunities for development, enabling us to continue to improve the quality of our provision and outcomes for children.
- Staff have champion areas which they are responsible for, these decisions are made as a team so that all staff are onboard.
- We have **created strong links with the local schools in the community** to ensure smooth transitions. Online Local Authority Transition documents are completed on all children transferring to school or other settings. As part of our robust transition arrangements, Hillview Nursery School makes contact with all local schools and invites them in to visit and observe children that will be moving to their setting in order to support the child's next stage.
- Early support are working with the nursery and provide parent training during nursery hours in subjects such as toilet learning and behaviour management
- We have formalised our relationship with our ex-partner school Roxeth through a Memorandum of Understanding to carry out termly observations by the Head of Early Years on the quality of teaching and learning in the nursery school. The outcomes of these observations are triangulated with evidence from achievement data and progress seen over time in children's Learning Journals. All these strands are given careful consideration when making judgements on the quality of teaching.
- Leaders regularly support staff with planning, assessment, routines, environment and working with parents
- We have created a network of local PVI's in the South Harrow area to work collaboratively to share training opportunities through a successful bid for inclusion funding. We also meet regularly to share best practices and pedagogy.
- We work with local schools and colleges and to provide weekly work experience for students.
- Leaders have a **strong focus on staff wellbeing** from carrying out appraisals and 1:1 catch ups to ensure staffs needs are being met, open door policy, training, feel good Friday treats and providing a comfortable space for them to relax.
- **Staff feel supported and valued.** Relationships are a great strength, from the friendly start to the day experienced from gate to key person greeting in class. We develop constantly our partnership with parents. For example, through the creation of a parent rota to encourage the parents to come and share stories with the children in their home language, cook or join in activities, they are welcomed and encouraged to participate in their child's learning experiences. We meet the parents of the most vulnerable children more frequently to ensure that they have more help. The impact of this culture of collaboration and these procedures is that parents say that they are well-informed about how to help their child to make further progress.
- Parents can see the weekly noticeboard which will advise them what activities have taken place in order to start the conversation with their child and extend learning.
- Governors provide exceptional support, and challenge, to the school, but are also ready to challenge where necessary or to suggest approaches to improve our effectiveness. Governors know the many strengths of the nursery school; they are also aware of the areas where we are seeking to improve further and monitor actions carefully for impact. In the spring term one of our governors provided support for extending mathematical concepts in the environment. In the summer term a governor provided support in SEN and in the Autumn term another governor provided support and advice in safeguarding. The



nursery is fortunate to have governors with a wide range of experience including a deputy head of a local primary school, a children centre hub manager and a nursery manager, which is utilised to broaden the depth of scrutiny and support to the nursery.

- The **provision of a broad, balanced, and inspiring curriculum** can be seen through the children's high levels of engagement, evidenced in their Learning Journeys. Hillview promotes equality strongly, together with British Values, across the nursery and the wider community.
- Our **Safeguarding is effective**, and the quality and impact of the culture of Safeguarding at Hillview going beyond the required protocols as discussed below.
- Self-evaluation is a strong feature of the setting's work. We have gathered feedback from parents, carers and the other stakeholders via a parent's questionnaire which received a 37% response. Together we review this information and identify the areas where we have to improve. For the spring term, parents had asked for guidance in transition to school. Response to this was via the parent newsletter in April 2019, which explained to parents how this will be supported in the summer term. A further questionnaire will be sent to parents in the Autumn term to gather feedback on the settling in/back for the new academic year. Any constructive feedback will be used to develop our practice further.
- We use performance management as a tool for fostering professional and organisational growth and it is integral to the development of the whole school.
- All aspects of **safeguarding are effective and safeguarding procedures are embedded** into the culture of the setting. All requirements are securely in place. Going beyond requirements and protocols, Hillview has a strong culture to promote safeguarding. This is visible in the effective approaches of working with parents to address concerns and act to ensure that children are safer, healthier, and developing better (or being referred to high level and more specialist services). All staff regularly update their Safeguarding training with regular safeguarding updates and refresher training.
- 5 staff have completed DSL training and monthly meetings and updates with this team.
- All concerns/incidents/accidents with children are recorded. Some are escalated to the appropriate professionals, and some are kept within individual safeguarding files (Records of concern) to identify potential patterns which may require intervention at a later stage.