

Article 2; The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**School Context**

Jakeman Nursery School offers maintained nursery school provision for children from two to five years of age. From September 2016, we have been federated with Shenley Fields Daycare and Nursery School. From September 2018, we joined eleven other nursery schools to form the Birmingham Federation of Maintained Nursery Schools. The twelve schools have a shared governing board and also a local committee which focusses on the running of individual schools. Within the federation, we are in a local cluster with Shenley Fields Daycare and Nursery School and Allens Croft Nursery School. Our three schools share an Executive Head Teacher.

Jakeman is a happy school where children thrive. Our relationships with parents, carers and other professional are crucial elements of our success and are highly valued.

All children make significant progress from their individual starting points. This progress can be attributed to adults working with the children tuning into and developing their interests in order to deliver a curriculum that promotes play, exploration, problem solving and risk taking. As a result, children enjoy high levels of self-esteem. Engagement levels are high and relationships are strong.

Jakeman is located in the centre/south of Birmingham:

* The majority of families that attend Jakeman live in the surrounding roads.
* A significant number of our families live within the 0-20% most deprived communities in the UK.
* Attainment on entry is typically well below the national average.
* These children make significant progress from their individual starting points with us.
* 96% of these children are of non-British ethnic origin (Autumn Term 2019)
* 68% of these children have English as an additional language (Autumn Term 2019)
* 4% of these children are eligible for a funded 30-hour place (Autumn Term 2019)
* 4% of these children are eligible for EYPP
* The percentage of children with SEN is broadly in line with other local schools. We are a highly inclusive setting and pride ourselves on the support we offer children

Significant changes since last inspection:

* The federation with Shenley Fields Daycare and Nursery School.
* The addition of 2 year olds onto our school role.
* The wider federation of 12 nursery schools.

**Leadership and Management**

**Self-Assessment Grade: Good**



Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Jakeman continues to thrive as a result of committed and effective leadership. We benefit from an extensive leadership skillset as a direct result of working in a federated model of schools. We are committed to continually improving standards over time. Our creative curriculum, ability to retain high expectations of every child in our care and work in supportive partnerships with parents/carers all have a positive impact on progress and well-being.

Our governing board shares our ambition that we support, nurture and challenge each individual towards the best possible educational outcome. We understand the tremendous importance of each child’s self-esteem and nurture this. We create a ‘can do’ culture and continuously develop and tweak our curriculum to match the needs and interests of children.

Staff morale, commitment and retention are all high. Ensuring our staff team continually maintain the knowledge and skills required to perform their roles to a high standard continues to be a priority for us. We plan carefully to ensure that our statutory obligations are met and that renewal dates are carefully scrutinised (see training plan). We identify likely areas of need amongst out team as part of the school improvement plan and draw links between this and each individuals performance management objectives. Feedback from staff questionnaires confirm that all staff enjoys working at the school and feel children are safe and make good progress.



Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Our safeguarding procedures and practices are robust and well publicised. We recognise that to truly safeguard a child from harm requires the shared responsibility of a whole community; parents, carers and professionals included. We adhere to all statutory responsibilities and endeavour to continuously challenge one another to strive for the very best outcomes for all children. To this end we:

* Have an up to date child protection and safeguarding policy, which is regularly reviewed by staff and governors. This is familiar to and available to all staff, students, supply staff, visiting professionals and parents.
* Have 3 Designated Senior Leads (DSL’s) This is widely publicised via displays, our website, during staff/student/volunteer/child inductions and explained on entry.
* Benefit from regular monitoring from our safeguarding governor (see G.B file)
* Ensure that all necessary recruitment and selection procedures are followed; all necessary steps are taken to discourage inappropriate applications. Safer recruitment training is up to date and background checks are routinely undertaken to protect children.
* Ensure every member of staff receives safeguarding training no less than once every 2 years and provide regular updates and reminders via staff training days and weekly group emails. DSL’s have attended WRAP training and all staff have received PREVENT and Equalities and Diversity training.
* Are able as a whole staff team to translate British Values into our curriculum for all children.
* Routinely record circumstances, concerns, disclosures and/or trends using My Concern.
* Convene a weekly ‘safeguarding panel’ of DSLs to review actions and review new concerns.
* Publicise Whistle Blowing and Position of Trust issues and reporting procedures regularly to all staff. Our policies are routinely available to all staff. There is an expectation of all staff to say they have both read and understood the policy.
* Place safeguarding is a standing agenda item at all team meetings.
* Undertake supervision meetings with staff, students and volunteers. They are regularly reminded of the need to self-evaluate their own well-being to ensure their ongoing suitability to work with children. Individuals are also asked to report any concerns they have regarding the conduct of others, including the Head Teacher (via the Chair of Governors).
* Offer a secure building, staff always wear identification. CCTV is utilised on all main entrances/exits.
* Run e-Safety forensic monitoring software on all personal computers. This is regularly monitored by the Executive Head Teacher and Head of School
* Require all staff to sign an acceptable user agreement and comply with our eSafety policy prior to being provided with a ‘log on’ to our computer network.
* Regularly practice fire evacuation drills with children and adults, record findings and use this to update our procedures.
* Ensure our building and grounds are checked each morning to ensure the safety of children.
* Require our Building Services Manager to undertake relevant training to ensure all statutory requirements are met (storage of hazardous chemicals, legionella water testing, emergency lighting, fire warning and fire fighting resources etc).
* Require staff working with children to audit the safety of spaces and resources. Risk assessment also features within the regular curriculum planning documentation.
* A high percentage of staff hold a paediatric first aid qualification. Two others also hold the full ‘first aid at work’ qualification.
* Liaise closely with other professionals and organisations in order to ensure safeguarding information is shared in the best interests of the child.
* Have a named Mental Health First Aider

Our Governing Board plays an active and critical role in the life of our organisation. They endeavour to meet all of their statutory duties and see their role as a critical friend. They are passionate about keeping children safe from harm and achieving a rounded early years education that provides them with the tools required to live out a safe and fulfilling life. We employ a knowledgeable and experienced clerk to document the activities of the group.

**Quality of Education**

**Self-Assessment Grade: Good**



Article 28 (right to education) Every child has the right to an education

Our monitoring shows us teaching continues to be no less than good. Staff are given clear written feedback on their performance (see supervision file). Performance management targets, closely linked to the School Improvement Plan, ensure that staff are aware of improvements required and the support available to enable them to be achieved.

Delivery of the curriculum is achieved through a balance of child initiated and adult led activities and experiences. All staff are skilled in the use of observation and understand the importance of this in order to identify children’s interests and skill levels, plan next steps in order to improve outcomes for children.

By capitalising on opportunities for sustained shared thinking with children, ideas and interests can be fully explored and developed across all curriculum areas. Children have high levels of motivation and engagement and quickly become confident learners as they acquire and consolidate skills at all levels.

Our planning is organic in that it follows the interests of the children as they evolve and develop.

Robust and rigorous assessment ensures that accurate next steps for all groups of children can be identified and support/challenge be implemented as required. Our data shows that children make significant progress from their individual starting points in all curriculum areas.



Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Our provision for children with SEND is outstanding. Our cluster SENDCo/Inclusion lead coordinates the support and provision required to ensure that the rights and needs of all children are met. All teaching staff have received AET ASD tier one training. The Nursery Manager has also undertaken Tier 3 training which provides strategic lead level for the school. The school is proactive in the identification and delivery of training for individual medical and educational needs. This has included Allergy and Asthma Awareness and Positive Handling. The school has strong professional links with a number of external agencies who can advise and support continuous professional development. The SENDCo also provides relevant whole school training and regular advice and support. The use of Wellcomm as a speech and language assessment tool is embedded in our practice.

We carefully plan curriculum enrichment opportunities which include early writing, developing mathematical skills through the use of open-ended resources, Tapestry (to enable families to success their child’s online learning journal and see how they are making progress in all EYFS areas) and guidance on healthy lunch boxes to support everyone to learn about healthy eating.

Our focussed group time sessions concentrate on rules and boundaries, feelings and emotions, global issues linked to our RRSA work, stories and Letters and Sounds.

We have used our EYPP to launch the Bedtime Story Challenge. This is a 10-week challenge which links to our focus on developing early reading skills. Children will choose a book to take home which they will share with parents/carers at bedtime. Children choose a new book each week and will receive a certificate in recognition of their achievement at the end of the 10 weeks.

**Behaviour and Attitudes**

**Self-Assessment Grade: Good**

Jakeman is a happy school where children feel nurtured and thrive. High priority is placed on all aspects of PSED as a means to supporting children to learn how to be together in a way which actively promotes harmony, positive relationships and learning. Positive reminders such as “please remember your walking legs inside” help children to understand, remember and adhere to boundaries in a way that does not have a negative impact on their self-esteem. After only a short period of attendance, children can often be overheard reminding each other of the expectations.

Children’s behaviour is excellent. We work in close partnership with parents/carers and, where appropriate, external agencies to ensure that we fully understand and support the needs of all of the children. We pride ourselves on our partnership working to achieve consistency and strategies for children to promote well-being, participation and learning.

At Jakeman Nursery School, we have been working towards becoming a UNICEF Rights Respecting School. We are always striving to create the best possible learning environments for our children and this shows that we are committed to promoting and realising children’s rights and encouraging adults, children and young people to respect the rights of others in school.

Silver aware is the second stage of the Rights Respecting Schools Award and comes after Bronze Rights Committed. This was granted by UNICEF UK to Jakeman Nursery School in June 2018. Jakeman was able to show excellent progress towards embedding children’s rights into the school’s policy, practice and ethos as outlined in the RRSA strands and outcomes.

Jakeman Nursery School showed evidence that:

* Our school is explicitly embedding the UN Convention on the Rights of the Child in its policy, practice and culture.
* Our school is promoting knowledge and understanding of the convention throughout our school community.
* Jakeman is putting into action and developing the plans outlined on our action plan for silver.
* Our school is beginning to see the positive impact of these actions on children and young people, staff and on the school’s ethos, practice and environment.
* Children see themselves as rights respecting global citizens and advocates for fairness and children’s rights both locally and globally.

We have both a child and an adult steering group to support us through this process

We are now working towards our Gold Rights Respecting School Award

**Personal Development**

**Self-Assessment Grade: Good**

Children tell us that they really enjoy coming to nursery and they commonly attribute this to the activities they enjoy, adults they have formed strong relationships with and their friends.

Children have a good working knowledge of emergency routines such as what to do when they hear the fire alarm. Children have e growing understanding of safety issues such as wearing sun hats and sun cream during the summer.

All staff have high expectations of the children and view them as competent and capable learners. We offer environments and resources which challenge children and encourage them to understand and manage risk confidently within a well-planned and supported curriculum.

All children have a key person who provides emotional security and a safe base from which to explore, take part and make friendships with other children. Our experience confirms that this relationship is pivotal to a child’s well-being and confidence.

Our sensory room is a fantastic addition to our existing environments and enables us to further support children with specific and complex needs. This is having a positive impact on the children in terms of their well-being, relationships and outcomes.

We have undertaken the Health for Life Award. This is an initiative which seeks to make a sustained demonstrable improvement in healthy lifestyle across Birmingham. Our focus for this project is growing food and increasing the children’s knowledge and understanding of the link between this and a healthy lifestyle. The children are creating and extending our nursery gardens for growing fruit and vegetables. They are also looking at sustainability by saving seeds, rotating crops, collecting rain water and using school produced compost.

We have registered to begin our journey towards being a plastic free school. This is defined as:

“A ground-breaking programme equips and empowers young activists with the tools to create positive, lasting environmental change”

In order to be awarded the plastic free school status, we will all work together towards a series of objectives to reduce the single use plastic footprint of Jakeman Nursery School. We will link this campaign to our RRSA work. UNICEF has introduced 17 goals to support the ambition of a better world by 2030 in terms of sustainability and natural resources. We will focus on goal 12 which is “to ensure responsible consumption and production, we all have to take action”

Our collaboratively written British Values statement identifies how these principles are embedded at Jakeman and reflects how children learn and engage with each value. This promotes children’s moral and social development.

**Outcomes for Children (Impact)**

**Self-Assessment Grade: Good**



Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full.

Our children really enjoy coming to nursery. They grow in skill and confidence in all curriculum areas as a result of carefully planned and resourced indoor and outdoor environments and the input of skilled and attuned adults who understand and develop their interests and scaffold their learning through meaningful play experiences.

Our assessment data highlights that from their individual starting points, all children make significant progress in all curriculum areas.

We make effective use of our data to inform planning of next steps for all groups of children to ensure that all opportunities for learning are maximised.

Parental feedback (see feedback forms) also supports that children are making sustained progress.

Parents have been offered opportunities to attend a number of workshops with their children to support and maximise opportunities for learning at home. These include early writing, developing mathematical skills through the use of open ended resources, Tapestry (to enable families to success their child’s online learning journal and see how they are making progress in all EYFS areas) and healthy lunch boxes to support everyone to learn about healthy eating.

The outcomes achieved during this academic year (to date) and those of the previous year are as follows:

Summary of Assessment Data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| On Entry | Mid-Point | End Point | Children eligible for 2 year old funding | Children with EAL | Children with SEN |
| **11 (48%)** | **15 (65%)** | **18 (78%)**  **30% increase from baseline** | **Entry = 11 (48%)**  **Mid = 15 (65%)**  **End = 18 (78%)** | **Entry = 8 (38%)**  **Mid = 10 (47%)**  **End = 15 (71%)** | There are 2 children with SEN. They have both made progress from their individual starting points. |

**Little Nursery (2-3 year olds) Number and Percentage of Children Working at Expectation in the Prime and Specific areas of learning**

**Academic Year 2017 - 2018**

**Big Nursery (3-4 year olds) Number and Percentage of Children Working at Expectation in the Prime and Specific areas of learning**

**Academic Year 2017 - 2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| On Entry | Mid-Point | End Point | Children eligible for pupil premium | Children with SEN | Children with EAL |
| **24 (38%)** | **35 (55%)** | **53 (84%)**  **46% increase from baseline** | **Entry = 4 (27%)**  **Mid = 10 (67%)**  **End = 13 (87%)** | There are 12 children with SEN. They all made progress from their individual starting points. | **Entry = 20 (36%)**  **Mid = 33 (60%)**  **End = 40 (73%)** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| On Entry | Mid-Point | End Point | Children eligible for 2 year old funding | Children with EAL | Children with SEN |
| **8 (47%)** | **8 (47%)** | **10 (59%)**  **12% increase from baseline**  11 (65%) of children have made at least 3 points progress from their individual starting points in comparison to 2 (13%) of children at the spring assessment. This is a 52% increase | **Entry = 6 (46%)**  **Mid = 6 (46%)**  **End = 13 (62%)**  8 (61  8 (61%) of children have made at least 3 points progress from their individual starting points in comparison to 2 (15%) of children at the spring assessment. This is a 46% increase  8 (61**8** | **Entry = 3 (33%)**  **Mid = 4 (44%)**  **End = 6 (67%)**  5 (55%) of children have made at least 3 points progress from their individual starting points in comparison to 3 (33%) at the spring assessment. This is a 22% increase. | There are 3 children with SEN. They all made progress from their individual starting points. |

**Little Nursery (2-3 year olds) Number and Percentage of Children Working at Expectation in the Prime and Specific areas of learning**

**Academic Year 2018 - 2019**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| On Entry  **Big Nursery (3-4 year olds) Number and Percentage of Children Working at Expectation in the Prime and Specific Areas of Learning**  **September Starters Academic Year 2018 - 2019** | Mid-Point | End Point | Children eligible for pupil premium | Children eligible for 30 hrs | Children with SEN | Children with EAL | Children who have previously been in Little Nursery | Children who were previously 2 yr old funded |
| **10 (28%)** | **10 (28%)** | **11 (31%)**  26 (74%) of children have made at least 3 points progress from their individual starting points in comparison to 8% of children at the spring assessment. This is a 66% increase  **26 (.** | **Entry = 2 (15%)**  **Mid = 3 (23%)**  **End = 4 (31%)**  10 (77%) of children have made at least 3 points progress from their individual starting points in comparison to 8% of children at the spring assessment. This is a 69% increase | **Entry = 2 (40%)**  **Mid = 3 (60%)**  **End = 3 (60%)**  3 (60%) of children have made at least 3 points progress from their individual starting points in comparison to 20% of children at the spring assessment. This is a 40% increase | **Entry = 1 (10%)**  **Mid = 1 (10%)**  **End = 1 (10%)**  5 (50%) of children have made at least 3 points progress from their individual starting points in comparison to 10% of children at the spring assessment. This is a 40% increase | **Entry = 3 (14%)**  **Mid = 3 (14%)**  **End = 4 (19%)**  15 (71%) of children have made at least 3 points progress from their individual starting points in comparison to 10% of children at the spring assessment. This is a 61% increase | **Entry = 4 (23%)**  **Mid = 4 (23%)**  **End = 5 (28%)**  13 (72%) of children have made at least 3 points progress from their individual starting points in comparison to 11% of children at the spring assessment. This is a 61% increase | **Entry = 4 (24%)**  **Mid = 5 (29%)**  **End = 5 (29%)**  13 (76%) of children have made at least 3 points progress from their individual starting points in comparison to 12% of children at the spring assessment. This is a 64% increase |