



SELF-EVALUATION FORM

Name: Norcot Early Years Centre
Unique Reference Number (URN): 109751 Nursery School

A1.1 The context in which the school works.

Norcot Early Years Centre serves a mixed socio-economic community but is situated in a pocket of significant deprivation with many families living in 10-20% lowest super output and income deprivation areas.

The ward that Norcot is situated in has families from a range of ethnic groups; the highest of these being mixed/multiple ethnicities. There are significant amounts of people born outside the UK in particular The Americas and the Caribbean, South and Eastern Africa, Poland and India. The area has high numbers of Anti-social Behaviour Orders and significant numbers attending Accident and Emergency departments at local hospitals. The local primary school has significant numbers of children who are eligible for Free School Meals.

On entering the nursery school a large number of children have skills well below those expected for their age, with some being placed on the SEN register, including those already diagnosed. Approximately 16% of our children have special needs. Currently we have 34% EAL children on our nursery register: Increasingly the numbers of children attending the setting are at an early stage of acquiring English. We are successfully identifying and engaging families to register for Pupil Premium, aided by our Family Worker. Currently we have 23% on our register. These families are offered a range of support and activities such as additional support, family support, lunch club, small groups, Learning through Nature, 1:1 support etc.

At Norcot we have identified a significant number of 2 year olds and have accordingly made provision in the nursery taking advantage of government funding. Norcot has taken a part in research of language skills and identified and provided resources and training for staff and parents such as the Hello Project, Maths Project etc. Currently we have 13 two year olds in the nursery.

We have 3 SEND children who deferred taking up their Primary school place in September 2017 as their parents didn't feel there was adequate provision for them in the schools. This led to us setting up our Rainbow room, which has a high ratio of staff and works towards the children's EHC plans or IEP targets. We have received final copies of EHCP for 4 of those children.

Any child who needs additional support and would benefit from low disruption room, a high ratio of staff and targeted support will also be given the opportunity to join the Rainbow Room. The decision is made with the parents/ carers agreement.

In September 2017 we introduced supporting the 30 hour funding entitlement, we currently have 27 children in the nursery.

Norcot provides nursery education, wrap around care and holiday clubs, parent support and training and training for other early years providers and schools. We also offer services for vulnerable families such as Parenting Courses, Speech and Language and Family support. Our holiday club is fully inclusive and provides respite for parents of children with disabilities up to the age of 6 years and 11 months.

After consultation, research and training with colleagues in Norway we have developed an additional learning system called Learning through Nature using our local parks and open spaces. Initially this was to develop children's' resilience and physical skills, however it is proving equally valuable in developing communication, language and literacy and a sense of problem solving and adventure. We have a holistic approach to meeting the needs of the families who use the Centre which results in positive outcomes, responding to immediate needs and helping families to plan for change. We are able to respond quickly when families face crisis; it is key that parents are confident in approaching us for help.

The last full Nursery OFSTED (October 2014) was an inspection of education judged the Nursery outstanding in all areas.

Norcot provides a range of thought provoking and bespoke workshops, for local and regional Early Years settings. These are very well received, and have led to transformation of practice. The Head of Centre works in partnership with the LA and has been supporting early years practice across Reading. As part of the Head of Centre's role as NLE she has also been supporting settings outside Reading.

The Centre has strong links with local schools, liaising closely with the SENDco and reception staff particularly over a number of projects including transition and external moderation. .

We run a session of transition visits for children starting at the nursery the term before they start. In addition to transition sessions families starting at the nursery are offered home visits from their keyworker and an induction session with their parents, if they haven't attended our Star room we stagger their start dates on a reduced timetable to ensure their transition is smooth. Children consequently are more secure when they begin.

When children move to school we help the transition process for this by liaising with the schools and offering extra support from our family support worker and SENDco if more transition visits are required.

The impact of local and national changes has resulted in us having a more flexible approach which includes the introduction of paid for places to support parents back to work and changes our policy to allow flexibility instead of 5 mornings or afternoons. In addition we have successfully gained funding for full time places for children with additional needs or in vulnerable circumstances.

Sub-section A2: Outcomes: How well are pupils doing.

A2.1 Pupils' attainment

Grade: 1

Despite the low entry of our children they leave the Centre at least on target to exceed standards expected for their age in all areas of the curriculum. The percentage of children achieving age related expectation before they enter primary school is as followed.

The percentage is based on combined Good Level of Development.

All children – 81%

SEND children – 20%

EAL children – 71%

PP children – 81%

Boys – 71%

Girls – 92%

A2.2 The quality of pupils' learning and their progress.

Grade: 1

Target Tracker allows us to closely monitor the progress children are making and target those who are underachieving or who need to be stretched further. Pupil progress meetings are used to develop an action plan for children needing additional support: 1:1 meetings are used to discuss children's needs and progress. All children make good progress in relation to their starting points-baseline assessment. Our system enables us to identify areas that need to be further developed.

Pupils make exceptional progress due to high expectations and high levels of engagement. Staff respect children's own decisions and choices, they invite children to elaborate and explain, they offer and suggest their own experiences and adapt language to help children overcome difficulties. The strengths of quality of learning are:

- collaborating and working together
- demonstrating connections with other learning
- applying prior learning
- showing energy and enthusiasm for learning
- showing high levels of involvement
- engaging in sustained shared thinking with practitioners to make progress in their learning.

A 2.3 The quality of learning for pupils with special educational needs and disabilities and those with English as an additional language and their progress.

Grade: 1

Our tracking shows that children with identified special educational needs and disabilities and those with an additional language make similar progress to the rest of their peers. Every year the profile of needs of our SEND children is very different. Children's unique patterns of learning are well catered for which enables all children equal access to the curriculum. Children with SEND make good progress in relation to their starting points-base line assessment.

Due to the high needs of our SEND children we have created Rainbow room where the children receive specifically targeted support. They all receive training in Attention Autism, Sensory Processing, Social communication and/or Managing challenging behaviour. Any specific SEND training that staff receive is disseminated across the Centre where needed. The staff work on children's IEP and EHC targets. We receive exceptional funding for those children with high needs so that the staff can work with the children.

For those children who have English as an additional language we provide additional support. We write an action plans with next steps for them. Our centre has numerous multicultural labels around. .

A2.4 Pupils' achievement and the extent to which they enjoy their learning.

Grade: 1

Attainment is high and learning and progress are exceptional across all areas of the curriculum. Children have an extremely positive attitude to their education; this can be seen from the very high levels of involvement as observed during each nursery session. Children's progress is excellent because the curriculum is specifically designed to take into account children's individual learning styles, different starting points and personal needs. Staff evaluate and discuss children on a daily basis to ensure that all children are suitably challenged and stretched. This highly focused and personalised approach ensures the success of all children, including those from more vulnerable groups, for example, children with special needs and disabilities, EAL, looked after children, those who are economically disadvantaged and more able children. There are opportunities for embedding and rehearsing key skills across the Centre. For many of our children these are experiences they would not normally have. Furthermore the Centre's environment is exceptionally language and communication rich ensuring children make good progress in these areas.

A2.5 The extent to which pupils feel safe.

Grade: 1

Children feel extremely safe and confident within the nursery environment. This can be observed in the way that children are taking calculated and positive steps towards their own safety and that of others. For example, telling each other when they don't like something, asking a child who is doing something they don't like to stop, and seeking advice and guidance from adults if they are unable to solve the problem for themselves. Children are extremely supportive of each other and remind one another of the rules of acceptable conduct. Staff provide written risk assessments for additional learning opportunities ensuring that the children's understanding is skilfully managed by

staff and the children learn to take managed risks. Our children are particularly skilled at being able to successfully evaluate the risk factor in most activities including those of an adventurous nature, and thereby keep themselves safe. Staff are exceptionally skilled in giving children appropriate space to resolve conflict for themselves, whilst observing closely and judging if intervention is necessary. The vast majority of children are confident to talk to adults when they feel concerned about the behaviour of others towards them.

Termly review meetings which can include professionals from outside agencies show that children who have targets relating to sharing and negotiating with each other are achieving them well. The strong ethos in the Centre ensures that staff model assertive expression and encourage children's confidence and independence through listening and responding. All parents who completed leavers' questionnaires in July 2017 said that they strongly agreed or agreed that their child was happy at the Centre and felt safe. Results for questionnaires in previous years also echo these feelings.

A 2.6 Pupils' behaviour.

Grade 1

Children show high levels of confidence, independence and self-esteem. Staff continually value and praise their achievements. Children play extremely well together and are able to negotiate with each other and demonstrate respect for themselves and others. They show concern for each other and have good strategies for managing difficult situations. Children interact with each other very well with only a few incidents of conflict which need resolving by an adult. Incidents of inappropriate behaviour decrease as children assimilate the consistent and exemplary modelling of strategies for conflict resolution.

Staff seek internal and external advice and support for children with challenging behaviour, any training that staff members receive is disseminated across staff teams and where necessary 1:1 support is provided for the child.

A2.7 The extent to which pupils adopt healthy lifestyles.

Grade: 1

Our Learning through Nature programme and use of outdoor areas and gardens enables us to have a highly integrated and innovative approach which enhances children's learning to become healthy, active and energetic learners. Healthy lifestyles are positively promoted at every possible opportunity in order to give the children maximum exposure to the understanding and knowledge they need to make informed choices where they can. The children are enthusiastic about being involved in planting, growing, harvesting, cooking and consuming fruit and vegetables. Parents/carers are actively encouraged to contribute to healthy snack times. We encourage children to try healthy food from different ranges of cultures. We have comprehensive systems for managing cultural and medical dietary needs. Our Family Worker runs parenting groups that promotes healthy lifestyles. We offer advice on what to put into lunch boxes to ensure that the children are being encouraged to eat healthy food.

There are many varied exciting opportunities which children enthusiastically participate in which challenge them physically. As a result, virtually all children choose to play outside for substantial and sustained periods of each session, regardless of the weather, showing high levels of stamina and resilience. Evidence can be seen in children's resilience and stamina when taking part in our off-site Learning through Nature programme, walking for well over a mile and engaging in vigorous physical activity. Buggies are only used for children who have a physical disability. Parents who accompany us on these outings have learnt a great deal about the benefits of outdoor learning and play, and report that they take their children out and about more at the weekends and during the school holidays. All of these initiatives and routines enable our children to understand how to keep healthy and influence their future life choices.

Children are encouraged to talk about and understand a range of feelings, both in themselves and others. They know that there are consequences to their actions and feelings they create in others. The children know that they have rights which come with responsibilities. The staff respect individual children's needs.

A2.8 The extent to which pupils contribute to the school and wider community.

Grade: 1

Children's understanding of the wider world and their place in it develops very well during their time with us as they begin to understand the different cultures, celebrations and customs of others within the setting. We are fully committed to providing more meaningful opportunities for children to fully demonstrate their knowledge, understanding and empathy for each other. As a result incidences of any kind of discrimination or prejudice are extremely rare. Any learning walk, lesson observation or engagement with children will clearly demonstrate the strength of their commitment to a sense of their own responsibilities and their respect for the rights of others. They manage their relationships well and clearly show the use of negotiation and problem solving skills. Pupil voice is strong across the setting as children feel confident to express their views, likes and dislikes and are guided to do so in appropriate ways e.g. by engaging in food tasting, drawing plans, discussing, choosing stories and songs. Their understanding of the need to protect and care for the environment is encouraged through our participation in a recent project on re-cycling, whilst their concern for the more vulnerable people in society is supported through charitable and fund raising opportunities e.g. food collections for Cirdic (Churches in Reading Drop in Centre) and collecting produce for Harvest Festival.

We value the input from parents, staff and people from the local community to share their cultural knowledge and experiences and people who help us to provide positive learning opportunities for all.

A2.9 Pupils' attendance.

Grade: 2

Encouraging and maintaining high levels of attendance is an aspiration and ongoing goal. We have high expectations for children's attendance and actively encourage them to attend every session and to be on time in order to maximise the learning and social opportunities that are needed as a basis for success. We actively strive to involve parents in improving attendance. We monitor attendance regularly and contact parents/ carers if a child is away and we have not been informed so that we have good intelligence about the welfare of our children. Childhood illnesses such as chicken pox can and frequently do decimate our attendance rates as most children are being exposed to these for the first time.

Our Family Worker liaises very closely with our parents/carers to help families to understand that they are vital partners in ensuring regular attendance and they need to secure good attendance percentages as this is an essential pre-cursor for their preparation for transition into Primary School. We support their attendance by identifying and removing barriers that may hinder attendance.

We are extremely diligent about not removing children from our school roll until we are absolutely certain that they have been enrolled in another establishment. We alert the local authority should this not happen. This action has been praised by a number of our partners as exemplary practice.

A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being.

Grade: 1

Developing children's aspirations and expectations of the world of work is a significant driver for the school given the number of families in generational poverty and long term unemployment within our school catchment. Our curriculum ensures that children gain an understanding of the range of different occupations through role-play of work place scenarios such as shops, builders' yard, cafe, garden centre, vets, fire station and travel agent. We organise visits from parents and other people who talk about and demonstrate their work such as refuse collector, emergency services etc. Our Centre Development Plan includes Centre enrichment plans that support and further extend every topic. Through the use of technology children invent and innovate, plan and design, demonstrating skills that will enable them to succeed in the future.

A2.11 The extent of pupils' spiritual, moral, social and cultural development.

Grade: 1

Our pupils show a developing understanding of, and respect for the world around them and the people who inhabit it. We provide innovative opportunities for children to experience awe, wonder and inspiration as a regular feature of our learning experiences, e.g. hatching ducklings, collecting eggs, Diwali chapatti cooking, Easter egg hunt, Chinese New Year banquets, police and fire engine visit etc. Children are immersed in different cultures from around the world being involved in festivals, dance, music, food and environments through stories and various creative activities. Children have unlimited learning opportunities to suspend disbelief and enter a world of imagination and aspiration which will hopefully extend their life choices. The ethos of the Centre is to develop children's ability to make choices, express their feelings and to strengthen their

understanding of right and wrong and show mutual respect for each other. All children enthusiastically play and work together irrespective of similarities or differences. Children leave the Centre having developed strong self-esteem.

Sub-section A3: How effective is the provision.

A3.1 The quality of teaching

Grade: 1

Lesson observations show that teaching is of a very high standard.

The large majority of teaching within the nursery is outstanding with the rest being good.

The strengths of our teaching are:

- Staff use a range of innovative practices to fully stimulate engagement of learners, e.g. range of communication systems (symbols, signs etc).
- Learning Through Nature/Woodside.
- Staff create an exciting and innovative environment which inspires in children the desire to learn.
- Highly skilled knowledge of child development enables staff to develop personalised learning for each child.
- Staff encourage and allow children to lead in their learning and to shape the curriculum.
- Staff are empowered and confident to be spontaneous and respond to exciting and unusual events and occurrences and maximise children's enjoyment and learning in these situations.
- Staff are skilled at selecting innovative resources and technologies to challenge and enhance children's exploration. They immerse the children in the learning experiences promoting high levels of engagement.
- All staff understand that the children are at the heart of **everything** that happens. They know that they must be exemplary models of appropriate behaviour and interaction at all times.
- Planning is centred upon the needs and interests of the children, it is evaluated on a daily basis and the next steps for identified children are written.

As a result of the above our approach is sharply focused on promoting a positive learning environment. Staff focus on the process of children's learning rather than the product, therefore children feel encouraged and valued. Through non-judgmental, open questioning and comments children are able to assess their own learning. For example a little boy who made a space rocket, through discussion with the adult, decided upon modifications to his design which meant that it would float in water when landing back on Earth.

A3.2 The use of assessment to support learning.

Grade: 1

Our systems of assessment are extremely detailed and rigorous. We meticulously gather a mosaic of information to create a holistic picture of each child's development. This is done through highly effective formative assessment; data analysis with learning walks, focused observations, photos of work, learning journals using Tapestry, discussion with parents and daily team evaluation. This information is very effectively used to develop individual child's needs and to ensure that children's individual learning styles are imaginatively catered for. The use of formative assessment is excellent, open questions and comments are used extremely effectively to draw out and develop children's understanding. Parents and carers are actively involved in their child's learning and are encouraged to contribute to their Learning Journals. Comprehensive 'All about me' information is completed with parents during home visits and inductions to ascertain the child's individual interests, learning style and needs. Parents have an ongoing dialogue with their child's key worker to jointly appraise progress and share successes. Keyworkers hold termly meetings for parents to discuss their child's progress. Home/school tasks are valued by parents and help to maximise children's learning opportunities. Parents have online access to their child's profile at any time and the opportunity not only to discuss this with key worker but also to contribute to it. We work in partnership with the parents to support children's learning through sharing ideas in the newsletter e.g. phonics, topics, songs, supporting your child at home leaflets, questionnaires etc.

A3.3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.

Grade: 1

Our innovative, exciting and inspiring curriculum is rich, being specifically designed to meet the needs and interests of a wide range of individuals and groups. We deliver a curriculum which is flexible and unlimited, open to the suggestions and needs of our children.

Long term planning is shaped by community, social and world events that have an impact upon our children and their families with excellent opportunities for children to influence its content. This ensures that themes have a real relevance and engage the children in their learning building upon their skills and experiences. Our curriculum is enhanced through the use of a wide variety of visitors who provide our children with inspirational experiences, e.g. regular multi-cultural projects, local artists who developed the outdoor area with the children etc. We have global links such as trips to Norway (Learning through Nature). The curriculum allows us to have an exceptionally inclusive approach for all children through the creation of a language and communication rich environment which enhances access to the learning experiences.

We are developing increasing community links with local business to support our curriculum such as Tesco Farm to Fork, Bags of Help, Waitrose Communities Matters, B&Q Community Resource Bank, links with other schools and local colleges.

A3.4 The effectiveness of care, guidance and support.

Grade: 1

We are committed to ensure that every child and their family have the very best support and advice we can give or obtain from others. We have forged strong and effective relationships with a range of partner professionals such as the Portage Service, Speech and Language, Health Visitors etc. We have our own Family Worker which means that we can give fast and effective advice to our families. Children and families acknowledge and really appreciate the care they receive and trust us to help.

Transition arrangements both in and out of Centre are very good for all children. Our Family Worker and SENDco work closely with our primary schools to ensure that smooth transition for our most vulnerable children e.g. SEND, LAC, CP, CIN, EAL, PP. For example our 1:1 staff have been employed by schools to ensure the continuity for the children. Vulnerable families flourish at the Centre because they feel safe, secure, nurtured and have their physical and emotional needs met. Our attendance at child protection conferences, core groups, LAC, CIN and team around the child meetings are given very high priority throughout the year so that the families needing the support can access it any time during the year.

When children and families leave our setting it is always a time of mixed emotions because of the exceptionally close relationships we have with them and the confidences that have been shared. However, we know that children are very well prepared for the next stage of their education and we look forward to hearing of their successes.

Sub-section A4: How effective are leadership and management.

A4.1 The effectiveness of leadership and management in embedding ambition and driving improvement

Grade: 1

There is a relentless pursuit for raising standards and further enhancing all aspects of the Schools activities. We promote democracy, individuality and innovation across the workforce and staff ideas are valued and considered seriously with a view to action. For example, during our Centre Annual Conference in September we gather all staff views and put together and review our Centre Development Plan and contribute to SEF. Staff are highly motivated because of the clarity of the shared vision. The Centre is constantly checking out what we do and everyone is empowered to make changes that will further improve systems and practice. The corporate sense of responsibility and ownership is exceptionally strong and this means that morale is high. When staff move on it is usually for promotion or more lately retirement. Recruitment is not an issue because of the reputation that the Centre has as being an excellent place to work and transition arrangements between staff are seen as a key element of continuity and success. In partnership with local colleges we support apprentices and students to gain their qualifications and support them into employment including replacing qualified staff at Norcot.

Staff appraisals are used as an opportunity for staff to think about their professional development and what training they feel will help them within their role as well as giving them ambition to improve themselves professionally whilst having positive improvements for the children and families.

Our staff fulfil representative roles within the local authority and beyond. The Head of Centre is an NLE and successfully supports other schools. During her absence the Deputy Head of Centre and Centre Development Manager lead the setting. Our Centre Development Manager is a safeguarding trainer for Reading and regularly attends Designated Safeguarding updates which she then disseminates to all staff. The setting also operates a highly effective outreach service for other nurseries that need additional help and support. We provide training for parents and the local community and we run training programme for other local Early Years Practitioners.

A4.2 The leadership and management of teaching and learning.

Grade: 1

We have a comprehensive system for evaluating teaching and learning. We have a range of meticulous and extensive monitoring and evaluation opportunities which occur on a daily, weekly, termly and annual basis. These are timetabled and vigorously adhered to. These included:

- Tapestry Learning journal monitoring
- Learning walks
- Observations of teaching and child led learning
- 1:1 supervision
- Pupil progress meetings
- Data scrutiny
- Planning scrutiny

These all lead into an annual triangulation exercise which in partnership with the leadership team allows staff to evaluate their progress. This then feeds into staff performance management, further training and the Centre Development Plan, leading to improvements in the quality of teaching and learning which are key to our success.

We have weekly meetings such as SMT, team and staff meetings, teaching and learning meetings and planning meetings. We arrange and organise staff development training, inset days and the annual Centre conference.

The leadership team use Target Tracker system to monitor children's progress and highlight areas of strengths and weaknesses for individual children and across key workers groups enabling us to provide training in a more focused way.

The quality of teaching is therefore exemplary and this leads to very good outcomes for our children because they are totally immersed in the specifically designed, innovative and inspirational curriculum experiences.

Through research into best practices leaders at all levels are able to provide the best possible learning environment for our children. This is exemplified by the facilities we provide which ensure that all children have the opportunity to access good quality and highly appropriate learning opportunities, for example the low sensory room for children who have attention and listening difficulties.

A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.

Grade: 1

The Governing body are fully aware of their responsibilities and hold the Centre to account. They review policies on a regular basis and organise frequent focused visits to the Centre such as health and safety, equality etc.

The Governors are actively involved in providing support and challenge to the Centre, using their wealth of experience and knowledge to the best advantage. They take their strategic development role very seriously and are comfortable in participating in or leading searching discussions. They also act as champions for the setting and will relentlessly pursue things that will make a difference.

Governors actively take responsibility for developing their own skills and abilities - this can be seen in the Governor section of the Centre Development Plan. Training is offered to the Governors on key issues such as roles and responsibilities. They are becoming rigorous in their analysis of data on children's progress ensuring that the Centre Development Plan prioritises outcomes that could be better. As a result the quality and format of data shared with the governors has changed as their challenge has become more pertinent.

The committee members are effective in ensuring that the welfare of everyone who uses the Centre is safeguarded through their regular monitoring visits, analysis of accident data and checking of risk assessments. As a result systems are used appropriately and the numbers of minor accidents have declined.

A4.4 The effectiveness of the school's engagement with parents and carers.

Grade: 1

Parents/carers acknowledge the many and various strategies we employ to keep them informed about their child's learning, development and wellbeing.

We actively cultivate positive relationships with parents/carers so they feel able to substantially engage with the Centre and to share their views. We seek parents' viewpoints in a number of ways, e.g. questionnaires, facebook, face to face progress meetings.

We have a good return on our leaver's questionnaire and responses show that all parents strongly agree or agree with the statements. We use the information we get from parents to inform the Centre Development Plan.

Sometimes comments bring about immediate change such as when a parent suggested we offered advice on how to continue education over the holidays. This led to us changing the children's leavers reports to add a next steps suggestion for parents to continue. We also devised parent leaflets about learning opportunities at home.

We have a vast array of strategies for further engaging parents, e.g. newsletters, texts, emails and daily whiteboard information which shows parents what children are learning, giving suggestions for what can be done at home and request help for specific tasks. We tailor make workshops in

response to research and parental requests, particularly when it helps them to support their child's learning.

In September 2017 we began using Tapestry across the Centre this will help our engagement with parents even more as they are able to access their child's learning journal at anytime and add comments and contributions.

During induction to the nursery we organise a talk for parents to inform them about key information such as safeguarding, communication, curriculum etc. Parents of children attending day care are given a Parent Information Pack and this is discussed during individual show rounds.

Our Family Worker is very skilful in supporting specific groups and individuals, particularly around early intervention.

A4.5 The effectiveness of partnerships in promoting learning and well-being.

Grade: 2

We work in successful partnership with a diverse range of agencies. The impact of this gives substantial additional support to our children and families, enabling them to fully benefit from our provision. We have effective partnerships with Speech and Language, the Visually Impaired Teacher, Portage, Health Visitors, Sensory Consortium, Health and Children's services. We have a good rapport with the diabetic team who recommend our Centre to parents knowing that staff have competence and confidence to help assist diabetic children.

In November 2017 we trialled running the Health visitor 2 year old health checks at the Centre along with the parents and keyworker so that the health check and progress check could be done at the same time, this was successful and is ongoing.

A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination.

Grade: 1

Personalised learning, respect and treating each child as an individual are our non-negotiable core values. Children's strengths and skills are very frequently celebrated.

Children understand the varying degrees in others abilities to make choices and are tolerant of their needs. Staff support children in this understanding such as explaining that not all children can sit still for the duration of snack/group time.

We are vigilant in identifying gaps in achievement and ensure that the gap narrows. An example of this would be the development of a communication environment which strives to ensure that every child is able to communicate to the best of his/her abilities and to access the learning environment as fully as possible.

The Centre celebrates cultural diversity and actively involves parents, staff and children in promoting their different cultures through dance, music, costumes, props, food etc.

All Centre staff are aware of the need to promote Fundamental British Values; freedom for all, rule of law, democracy and respect and tolerance for others these are integrated into the weekly planning.

A4.7 The effectiveness of safeguarding procedures.

Grade: 1

This is an aspect of our provision which has an exceptionally high priority throughout the Centre. Our Centre Development Manager is a Universal Safeguarding trainer and trains all of our staff in the Centre including governors. We have 10 designated Safeguarding Officers. The Centre always has at least one designated safeguarding officer on site at all times or available to be contacted. Procedures are rigorous, well established and continually evolving and improving. The Centre Development Manager attends local authority safeguarding meetings and relays information back to designated safeguarding officers and other staff. Staff feel confident about their safeguarding responsibilities and would rather report their concerns than err on the side of caution. Parents are informed about our safeguarding policy through meetings and parent packs and are aware of our duty of care to the children.

Our policy and related policies such as Use of Mobile Phones, Social media, Camera use etc. are regularly reviewed, updated and circulated to staff. Safeguarding is a key part of induction for anyone who spends time in the Centre, e.g. work experience students and volunteers.

The Centre has a generic risk assessment which covers all basic risks such as slips, trips, climbing and use of basic equipment. Risk assessments are put in place for individual learning opportunities where there are perceived risks this includes all outings and use of unusual tools etc.

Children are taught to keep themselves safe. We actively involve children in risk assessing both on and off site, such as when climbing trees children are taught about the thin and thicker branches and which ones are safe to climb on. We cook on open fires and children know about keeping a safe distance away from the flames. Our accident records show that the children do not hurt themselves when participating in these learning opportunities. Children are taught to talk to an adult if they have any concerns.

The Centre is kept secure and children are kept safe with the use of gates around the Centre, high handled doors and doors with combination number pads. At induction we ask the parents to help with safety and security by closing gates/doors behind them and not letting other children through without an adult. We have a password system for parents/carers to use if someone different is picking up a child to ensure they go home with the correct person.

A4.8 The effectiveness with which the school promotes community cohesion.

Grade: 2

Our Family Worker is key in helping the most vulnerable families to access the Centre and its resources. Children are immersed in different cultures through music, dance, role-play, stories, food and the celebration of festivals. They develop a strong moral code and readily inform staff and peers of the difference between right and wrong. Their spiritual development is well developed because of the many and varied activities they have to reflect upon the world around them.

We support volunteers some of whom are completing their NVQ 2 in childcare and education, we have work experience pupils from local schools and colleges all of which we give guidance and encouragement within their placements. We support them and our apprentices to understand work place values and ethics and the importance of building confidence and resilience which leads to them gaining employment.

We work with local Pre schools, supporting their children with Special Educational Needs and disabilities ensuring all children across Reading receive the education and care that is appropriate to their needs.

We work closely with Reading Borough Council to promote good Early Years education.

A4.9 The effectiveness with which the school deploys resources to achieve value for money.

Grade: 1

Our finance systems are proven and robust, being rigorously monitored by the Governor's Finance Committee. We are clear that cheapest is not necessarily the best value for money and our purchasing decisions are influenced by the needs of the children, e.g. the most safe electric gates possible, not the cheapest. The Head of Centre, Deputy Head and bursars have monthly meetings to meticulously monitor the budget. We generate additional income from wrap around services such as holiday club, breakfast, snack, tea and lunch club, paid for places, community schemes, our Head of Centre being a local leader in education and NLE, our family worker facilitating parenting courses in other schools and our Centre Development Manager running universal safeguarding courses in other settings. The Centre has the principles of sustainability and has many features which reduce cost, e.g. LED lighting, grey water collection and air source heat exchange system. The accommodation is well maintained, bright and welcoming.