**The Healthy Schools London (HSL) Gold Award**

**Reporting Tool**



**School Details**

| **Name of School:** | | **Borough:** |
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| Ann Bernadt Nursery School | | Southwark |
| **Key contact and job title:** | Lynne Cooper – Executive Head Teacher | |
| **Date achieved HSL Bronze Award:** | 1st February 2017 | |
| **Date achieved HSL Silver Award:** | 21st June 2017 | |
| **Health and Wellebing Priority 1 (universal)** | **Group** | **Planned Outcome(s)** |
| Improve emotional health and well being of all EYFS pupils within nursery school  *Improve emotional health and well being of all EYFS leavers within nursery school* | For all Early Years Foundation Stage pupils  Currently 158 pupils  *For all Early Years Foundation Stage leavers*  *54 pupils* | * From baseline of 38% of pupils (60/158) achieving ARE, more pupils show rapid progress in Managing Feelings and Behaviour with a higher percentage from previous year (2016/17 45.8%) a 10% increase reaching Age Related Expectation of 40 – 60 months Emerging Target 48% (76/158) * *From baseline of 37% of pupils (20/54) achieving ARE, more pupils show rapid progress in Managing Feelings and Behaviour with a higher percentage from previous year (2016/17 45.8%), a 10% increase reaching Age Related Expectation of 40 – 60 months Emerging Target 48% (26/54)* * A 10% improvement from baseline of 38% of children (60/158) reaching ARE in Listening and Attention pupils Autumn 2016 to at least 48% of children (76/158) reaching ARE of 40 – 60 E Summer 2017) * *A 10% improvement from baseline of 37% of children (20/54) reaching ARE in Listening and Attention pupils in Autumn 2016, to at least 48% of children (26/54) reaching ARE of 40 – 60 E Summer 2017* |
| **Health and Wellbeing Priority 2 (targeted)** | **Group** | **Planned Outcome(s)** |
| Improve emotional health and wellbeing for children with low levels of well-being and involvement | For children with low levels of well-being and involvement - 20 children | * From spring baseline data of 76% of children (15/20) made typical progress and 29% of children (6/20) made rapid progress in the area of Managing Feelings and Behaviour. There will be a 5% increase in the Summer data for both typical and rapid progress. * From spring 2017 there will be two levels of gain against the Leuven scales of well being and involvement for children with initial low levels of well being and involvement. (Final figures will be included in the Gold report) * From baseline Autumn 2016 of 40% of children (8/20) meeting ARE in the area of Self-confidence and Self Awareness there will be a 10 % increase in percentage of pupils reaching ARE in this area for July 2017) |
| **Project Start Date** | April 2017 | |
| **Project End Date** | July 2017 | |
| **Consent to share Report and Photographs** | We agree that HSL may share this report and photographs.  Yes | |

Reporting Template HSL Gold Award: Health and Wellbeing Priority 1 (Universal)

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| Health and Wellbeing Priority 1 (universal) | Planned Outcome/s |
| Improve emotional health and well being of all EYFS pupils within nursery school  *Improve emotional health and well being of all EYFS leavers within nursery school* | * From baseline of 38% of pupils (60/158) achieving ARE, more pupils show rapid progress in Managing Feelings and Behaviour with a higher percentage from previous year (2016/17 45.8%) a 10% increase reaching Age Related Expectation of 40 – 60 months Emerging Target 48% (76/158) * *From baseline of 37% of pupils (20/54) achieving ARE, more pupils show rapid progress in Managing Feelings and Behaviour with a higher percentage from previous year (2016/17 45.8%), a 10% increase reaching Age Related Expectation of 40 – 60 months Emerging Target 48% (26/54)* * A 10% improvement from baseline of 38% of children (60/158) reaching ARE in Listening and Attention pupils Autumn 2016 to at least 48% of children (76/158) reaching ARE of 40 – 60 E Summer 2017) * *A 10% improvement from baseline of 37% of children (20/54) reaching ARE in Listening and Attention pupils in Autumn 2016, to at least 48% of children (26/54) reaching ARE of 40 – 60 E Summer 2017* |
| Group |
| For all Early Years Foundation Stage pupils  Currently 158 pupils  *For all Early Years Foundation Stage leavers*  *54 pupils* |

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| **Health and Wellbeing Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)** |
| **A: Record results and outcomes**   1. **Overview:**:   **The Prime Areas of the Early Years Foundation Stage curriculum are the building blocks of future success in life.** In particular, Personal, Social and Emotional development is essential for young children in all aspects of their lives. It helps them to:   * Relate well to other children and adults * Make friends and get on with others * Feel secure and valued * Explore and learn confidently * Feel good about themselves   Social and emotional wellbeing is important in its own right, but it also provides the basis for future health and life chances. Poor social and emotional capabilities increase the likelihood of antisocial behaviour and mental health problems, substance misuse, teenage pregnancy, poor educational attainment and involvement in criminal activity. For example:   * Aggressive behaviour at the age of 8 is a predictor of criminal behaviour, arrests, convictions, traffic offenses, spouse abuse and punitive treatment of their own child (Farrington et al 2006) * 50% of lifetime mental illness (excluding dementia) starts by the age of 15, and 75% of mental illness (excluding dementia) starts by mid twenties. * In 2006 Egger et al found that the average prevalence rate of any mental health disorder in 2 to 5 year olds in Great Britain was 19.6%.   **School Data**   * Analysis of data for 2016/17 revealed that only 45.8% of pupils met Age Related Expectation of 40 – 60 months emerging in the area of Managing Feelings and Behaviour * Following discussions with the Local Authority in Spring 2, the Nursery school resolved to record data for percentage of children reaching a Good Level of Development on transition to school. The Prime Areas including Managing Feelings and Behaviour are integral to children achieving a Good Level of Development therefore the school has decided to focus on enhancing development in this area. * The school roll has grown from 70 on roll in September 15 to an anticipated 150 for May 2017. The school has opened new classrooms for 2 year old provision as well as three year old provision. With the increase in roll the percentage of children with SEND has increased from 6% last year to 22% this year with a much broader spread of special Education Needs and Disabilities with staff managing a greater range of behaviour issues * Previously the school had 0 children with a behaviour plan in spring 1 2017 there were 5 – staff performance management and supervision has revealed a need to develop techniques to manage these challenges whilst enhancing the emotional well being of the child * A high proportion of families face significant life challenges including no recourse to public funds, low income, overcrowded, multi-occupancy housing, limited outdoor play provision and inadequate nutrition. The community scores highly on the IDACI index with the majority of pupils falling between bands 2 and 4. This impacts on children’s behaviour and staff have reported issues in managing a greater range of behaviours particularly at carpet time which impacts on the learning of all children * The number of CIP cases has increased from 0 the previous year to 4 for this year and with this the need for emotional resilience in our children has increased. * The percentage of FSM has increased from 10% in 15/16 to 16% for this current year and with this increased stress on children and families has led to increased need for emotional resilience in our children   We introduced Peer Massage at Ann Bernadt because:-  It helps to provide an open, safe and secure environment for children to grow and develop   * Gives positive touch a context * Develops children’s ability to self-regulate * Enables children to become familiar with appropriate forms of touch and develop their awareness of boundaries * Empowers children and practitioners, strengthening the bond between them * Develops fine motor skills, enhancing flexibility and dexterity * Improves circulation * Allows children to be fully present in the moment, aiding relaxation * Supports children in building empathic, trusting and nurturing relationships with others * Provides a foundation for intimacy where children receive the care, love and attention they deserve * It offers children time and space to reflect, relax and unwind  1. Planned outcome: 2. From baseline of 38% of pupils (60/158) achieving ARE, more pupils show rapid progress in Managing Feelings and Behaviour with a higher percentage from previous year (2016/17 45.8%) a 10% increase reaching Age Related Expectation of 40 – 60 months Emerging Target 48% (76/158)   *From baseline of 37% of pupils (20/54) achieving ARE, more pupils show rapid progress in Managing Feelings and Behaviour with a higher percentage from previous year (2016/17 45.8%), a 10% increase reaching Age Related Expectation of 40 – 60 months Emerging Target 48% (26/54)*   1. A 10% improvement from baseline of 38% of children (60/158) reaching ARE in Listening and Attention pupils Autumn 2016 to at least 48% of children (76/158) reaching ARE of 40 – 60 E Summer 2017)   *A 10% improvement from baseline of 37% of children (20/54) reaching ARE in Listening and Attention pupils in Autumn 2016, to at least 48% of children (26/54) reaching ARE of 40 – 60 E Summer 2017*   1. Outcomes achieved and **Detailed results:**   *N.B. An error was made in calculating the number of children illustrated by the percentages. The percentages that we measure are for our yearly leaver’s cohort so whilst the percentage is right, the cohort size needs adjustment. This applies for the baseline as well as the exit data. We measure our leavers cohort for validated progress and achievement data so the cohort size was 54 not 158. Whilst we work in the same way with all children we would only measure our leavers against ARE. So the cohort “Leavers’” is 54 children Therefore 37% of pupils is (20/54). Our target was for 48% of children (26/54) to achieve ARE of 40 – 60 E. In addition, due to the school’s mobility rate and the changing number of starters and finishers over a three year cycle, we decided to prioritise only the yearly leavers. The changes we have made above can be seen in the italic text.*   1. 54% of children i.e 29/54 children achieved ARE of 40 – 60 months Emerging in the area of Managing Feelings and Behaviour.   Our target was 48% of children so we have exceeded our target  In Early Years we also calculate the number of children “on track” for achieving ARE, these are the children who we would expect to be achieving the ARE by September as they transfer to school and includes summer born children. 69% of children (37/54) were “on track” achieving 30 – 50%. 13 of the children in the cohort have complex needs and would be unlikely to achieve an ARE of 40 – 60 months emerging.   1. 57% (31/54) children achieved ARE in the area of Listening and Attention. 72% of children “on track i.e. (39/54) children. Our target was 48% so we have exceeded our target |
| B: Approach   1. Describe how you achieved the outcomes:   Peer Massage was first introduced into our federated nursery school Nell Gwynn in September 2016 following a successful grant application highlighted by the Healthy Schools Team. Staff were trained in supporting peer massage and a policy was developed to encompass the work. Workshops were also held with parents to help them in their understanding of why we were introducing it. Below is some of the feedback we received from parents.  “*It was absolutely fabulous. It has really been of great help. It helps my son to relax and be calm especially when he is unsettled and he needs to go to sleep at night. It has been useful to me too because I have been able to teach my partner. The massage stroke (that’s the signals), have been of great help. Thank you so much for the massage workshop. It has been really helpful.”*  *“The massage is very interesting and helpful for my boys. Thanks so much.”*  *“The massage workshop was worth the wait. I really enjoyed and learnt a lot of techniques of helping my child and others feel relaxed. I have started practising at home. A big thank you. More of this please!”*  As part of the work it was agreed that members of staff at Nell Gwynn would be trained as Massage Champions who could cascade the ethos and techniques to a wider base.  Here is a link to a video on the Nell Gwynn website to illustrate what has been discussed so far:-  <http://nellgwynn.southwark.sch.uk/peer-massage/>  On 18th April 2017 Ann Bernadt held an Inset day for all teaching staff on Peer Massage. The session was run by Lisa Butcher, Head Teacher of Beormond School, assisted by the two Massage Champions from Nell Gwynn Nursery School  The aims of the day were:-   * Explore pupil emotional wellbeing and mental health issues * Explore the benefit of touch * Discuss appropriate touch * Introduce and practice the Peer Massage programme * Define Peer Massage practise and policy at Ann Bernadt   Feedback from practitioners on the day included:  “At first I wasn’t sure about massage, i.e. safeguarding, but seeing the techniques reassured me and engaged my mind about peer massage”  “this course is very interesting to stimulate children’s learning and promote interaction between peers”  “A well presented course which will be valuable to the children. I’ve enjoyed everything about the course especially using the different massage names”  “the course was very well organised – underpinned by theory but plenty of time given to think about how to put it into practice in our setting”.  “Peer massage will be an excellent addition to our PSED within the school and I feel it will have a positive impact on staff and children”.  Following on from the training the Policy was completed and Peer Massage was introduced in to the classrooms at Ann Bernadt School.  In tandem with the introduction of Peer Massage we re-evaluated our group times. This was achieved through a Peer Review which was carried out on 25 April 2017. We were examining “to what extent the group time supported children as early readers”. Through this Peer Review we realised that the two group times that each class held at the end of the morning session were not equitable and one group was receiving a much longer group time than the other. As Peer Massage is mostly delivered during the group sessions it was important to make the groups equitable so that all children had the chance to benefit.  The executive head and assistant head teachers reconfigured the groups so that no group had more than 13 children, new group spaces within the school were identified, additional staff were hired to facilitate the change and school “pick up” times were extended by five minutes. With the addition of peer massage and smaller group sizes staff reported that groups were more manageable, children more attentive, behaviour improved and children’s progress became more rapid.  The school has had an aspirational target of 80% of children achieving Age Related expectations on exit. The target has been in place for 5 years and in Summer 2017 the target was both met and exceeded for the first time when 81% of children (excluding SEND children) met Age Related Expectations. |
| **C: Analysis of results**   1. Include details of what worked and why  * After introducing Peer Massage at Group time we found that children are calmer and more settled at group times so they are more receptive to the teaching and learning at group time. * Using calming music at the beginning of the session as a cue to begin massage worked, with all children soon able to make the link between the music and what was about to happen. * Summer data analysis confirmed what staff were seeing in practice  1. Include details of what did not work and why  * We found it works better in small groups so when we separated the groups into smaller units it worked much better. * We found that some children did not want to participate. We do not pressure children to participate. We found that if a child could work with an adult they became more receptive to the idea then gradually they would begin to work with their peers.  1. Unintended outcomes/ wider impact:  * We found that calmer children supported the transition from free play to group time and from group time to lunch time/home time * In particular we found that the peer massage supported children who had difficulty communicating verbally, (children who had been selectively mute). There were two children in particular who found this a way to interact with both the adults in the room and the other children. * It was also supported some of the children with severe behavioural issues to learn positive touch. * It has helped reinforce safeguarding by enhancing children’s understanding as children have learnt to ask each other for permission before touch takes place. * Provided a time for children and adults to be still and to focus on spirituality * Parents reported that children were keen to show them what they had learnt in school about massage which helped to allay any negative connotations the parents may have held about what we were doing. |
| **D: How activity is being sustained**   1. Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.  * We intend to share our work with peer massage by holding parental workshops this term at Ann Bernadt Nursery School. * We intend to host an early years network meeting at Ann Bernadt to cascade the benefits of peer massage with other settings * The activity is sustained at group time by introducing our latest cohorts of children to peer massage * Peer massage is supported in the school by the senior leadership * Learning walks and observations undertaken by senior leadership ensure that the activity is monitored and sustained. * New members of staff are trained in the procedures. * Leavers cohort 2018: there are 39 children in school who will be in the leavers cohort for 2018 and validated data so far suggests that: * 59% of children (23/39) met the ARE at baseline in the area of Managing Feelings and Behaviour 71% (28/31) were on track in July 2017 for achieving the ARE in 2018 * 56% of children (22/39) met the ARE at baseline in the area of Listening and Attention 90% (27/30) were on track in July 2017 for achieving the ARE in 2018 * As part of being a member of Southwark’s Healthy Schools Champions Team, our school development plan includes an objective on becoming “gender-neutral” in all we offer, and we plan to research best practice from other countries and the research base. |

Reporting Template HSL Gold Award: Health and Wellbeing Priority 2 (Targeted)

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| Health and Wellbeing Priority 2 (Targeted) | Planned Outcome/s |
| Improve emotional health and wellbeing for children with low levels of well-being and involvement | * From spring baseline data of 76% of children (15/20) made typical progress and 29% of children (6/20) made rapid progress in the area of Managing Feelings and Behaviour. There will be a 5% increase in the Summer data for both typical and rapid progress. * From spring 2017 there will be two levels of gain against the Leuven scales of well being and involvement for children with initial low levels of well being and involvement. (Final figures will be included in the Gold report) * From baseline Autumn 2016 of 40% of children (8/20) meeting ARE in the area of Self-confidence and Self Awareness there will be a 10 % increase in percentage of pupils reaching ARE in this area for July 2017) |
| Group |
| Improve emotional health and wellbeing for children with low levels of well-being and involvement |

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| **Health and Wellbeing Priority 2: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)** |
| **A: Record results and outcomes**   * **Overview:** * Spring 2017 data revealed that 76% of children made typical progress and 29% of children made rapid progress in the area of Managing Feelings and Behaviour. * The Leuven Well being and Involvement Scales is a tool developed by Ferre Laevers. It focuses on two central indicators of quality early years provision: children’s well being and involvement. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good “mental health”. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development. * Whilst a good deal of work has been done to enhance the environment at Ann Bernadt Nursery School, observations of children, learning walks and data revealed that there were groups of children with low level involvement in activities on offer. * Observations revealed that this is linked to the environment with some groups of children preferring to use equipment offering low levels of involvement. The outside play provision in the school was more akin to a playground rather than a learning environment with particular reference to a large helter skelter which invited children to engage repetitively with it with little or no educational benefit whilst taking up one member of staff’s time to ensure safety by watching the children use it.   Analysis of summer data for 2016 revealed that only 47.9% reached Age Related Expectations in the area of Self confidence and Self Awareness  Planned outcomes   1. From spring baseline data of 76% of children (15/20) made typical progress and 29% of children (6/20) made rapid progress in the area of Managing Feelings and Behaviour. There will be a 5% increase in the Summer data for both typical and rapid progress. 2. From spring 2017 there will be two levels of gain against the Leuven scales of well being and involvement for children with initial low levels of well being and involvement. (Final figures will be included in the Gold report) 3. From baseline Autumn 2016 of 40% of children (8/20) meeting ARE in the area of Self-confidence and Self Awareness there will be a 10 % increase in percentage of pupils reaching ARE in this area for July 2017)   Outcomes achieved and Detailed Results   1. From spring baseline data of 76% of children (15/20) made typical progress and 29% of children (6/20) made rapid progress in the area of Managing Feelings and Behaviour. There will be a 5% increase in the Summer data for both typical and rapid progress. At the end of the project 85% of children 17/20 made typical progress on exit and 45% 9/20 made rapid progress. **This means that we exceeded our target of “typical” progress by 4%** and were **1% below target for rapid progress** 2. From spring 2017 there will be two levels of gain against the Leuven scales of wellbeing and involvement for children with initial low levels of wellbeing and involvement. From the table below we can see that 2 of the 5 children made at least 2 levels of gain against the Leuven scales of wellbeing and involvement and the other 3 children made at least 1 level of gain against the scales. We therefore partially met our target   **With regard to the Leuven Scales we have selected five of our children as case studies. The table below shows the change in levels of wellbeing and levels of involvement for these 5 children**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Child | Context | Levels of Well Being | | Levels of Involvement | | |  | | Spring | Summer | Spring | Summer | | Child Y | Possible issues around social communication, awaiting Paediatric assessment, found it very difficult to share, at the end of the summer term child Y is managing her behaviour much better and is able to join others in extended role play. Child Y is engaged in Peer Massage at carpet time. She asks an adult “Can I” and shows the sign for Massage. She watches the other children and starts to massage the adult. She repeats the words “round, round, squeeze” she then goes to another adult and repeats the actions. | 2 | 3 | 2 | 3 | | Child S | Child S had safeguarding issues around neglect and presented as a behaviourally challenging child with low well being and involvement. Child S really enjoyed getting involved in planting up our new vegetable growing area. He particularly enjoyed watering the plants. Over the period April to July his Level of Well Being and Involvement increased this is evidenced in the observations in his Learning Journey. His behaviour improved dramatically and he was able to make and sustain peer relationships. On 16 May after general reluctance to take part in Peer Massage he felt comfortable for the first time to join in touching the teachers back using gentle touch. | 3 | 5 | 3 | 5 | | Child M | In April child M was a selective mute who had found it very difficult to settle at nursery and preferred to stand by the door to engaging in activities. By July her confidence and independence had improved so much that she was using single words to communicate, joining in with a range of activities and beginning to form relationships with other children. She was also happy to engage in a massage session | 2 | 4 | 1 | 4 | | Child F | Had a behaviour plan in April, he did not get much access to parks or outside areas as he was living in temporary accommodation with parent and travelling in a great deal every day. There were also safeguarding issues due to witnessing domestic violence. This child really enjoyed the availability of the growing area. In July he would come to the growing area. The teacher explained that some of the plants were wilting and what the reason was for this. Child F decided that they needed watering. He filled a bucket. The teacher pointed out the dry soil and Child F continued to look for dry soil as a sign that the plants needed watering. 10.07.17 child F comes to the woodworking area and says, “I want to make a guitar”. He selects a long piece of wood, and confidently hammers in nails. As he bangs he says, “it’s so loud”. He turns to the teacher to say he wants an elastic band. The teacher finds a selection of sizes – he says, “a this is a long one ...I want a short one”. He stretched it over the nails, “it’s stretching he says”. | 3 | 4 | 3 | 4 | | Child L | Spring targets had been set as “to become more confident at finding and settling at a chosen activity” this was achieved by July 17. On the.24.4 17 the teacher modelled the spelling of the vegetables and flowers that the children had been planting. Child L wrote the vegetable and flower names with confidence. When child L wrote a new word the teacher read it out. The child cut the words out and placed them in a laminating pouch. Then went with the teacher to the laminator to prepare them. | 4 | 5 | 3 | 5 | |  |  |  |  |  |  |  1. From baseline Autumn 2016 of 40% of children (8/20) meeting ARE in the area of Self-confidence and Self Awareness there will be a 10 % increase in percentage of pupils reaching ARE in this area for July 2017. When we looked at the data in July we could see that there had been a massive increase of 27% so that 67% of all children in cohort (13/20) achieved ARE of 40 – 60 E. **This means that we exceeded our target** |
| B: Approach  Describe how you achieved the outcomes:   * In April 2016 we identified a training need for the introduction of the Leuven Sales for use in assessing children’s Well Being and Involvement. * We researched the best possible training methods to ensure that all staff could gain a broad understanding and ability of how to evaluate and assess against the scales. * Training was implemented over two twilight sessions at the beginning of April 2017 * The staff use the Levels of Involvement and Wellbeing to assess the provision and adapt it ensure it is meeting the children’s needs. This is done on a constant cycle for example if children are not accessing certain resources the provision will be reviewed and adapted. There have been several enhancements to the outside art area, children were not accessing large paint brushes due to the way they were displayed and the paint pots being too small to fit them so we reduced the number of large paint brushes, displayed them individually at the child’s level and added large palettes for paint and large paper. Since then children have been very engaged and highly involved in painting in this area. * We adapted our Learning Journey Sheets to allow for the recording of children’s Well Being and Involvement Levels. * We monitored and moderated learning journeys to ensure that this was being implemented by staff * If a teacher identified a child who had low well being and/or involvement senior leadership supported them to consider how to raise a child’s attainment in this area. * Discussion during pupil progress meetings further supported staff to consider different ways the environment can enhance progression in this area. * Concurrent to this the Assistant Head completed training in ECERS (Early Childhood Environment Rating Scale) and SSTEW (Sustained Shared Thinking and emotional Wellbeing Scale) * The Assistant Head used the ECERS sub scales to evaluate the quality of the provision with regard to Nature and Science. In April 2017 the provision scored 5 on sub scale 22 Nature and Science, after initiating a programme of improvement designed by the Executive Head Teacher the school achieved the highest scoring of 7 in July 2017.   To achieve this we carried out low cost but highly effective measures to improve the environment. This included:   * Removing a metal fence preventing access to a digging area * Rebuilding the vegetable raised beds * Removing a steel shipping container to provide more space * Donating used plastic resources from within the shipping container * Removing the Helter Skelter from the outside area * Providing more resources in the outside shed to produce an outside “home corner” * Providing an enhanced water play area * Providing an enhanced woodworking area * Provision of herb garden * Opened up previously fenced off area where lifeless small pond was to provide small woodland setting area * Opened up unused area at back of garden to provide an area for fire pit activities. |
| **C: Analysis of results**   1. Include details of what worked and why  * Removing the Helter Skelter from the playground worked really well as it did not facilitate play that was at a deep level. It provided low level repetitive play opportunities and as such did not fulfil the needs of the children. The provision of an accessible growing area provided a much more varied environment for the children to develop and progress in their learning  1. Include details of what did not work and why  * There are still aspects of the provision that need redeveloping, staff are very creative in achieving this on a budget for example we are currently creating a large sandpit which we are making ourselves from donated old tyres and three tonnes of sand which the children will transport themselves, gradually!  1. Unintended outcomes/ wider impact:  * Gravel was used as the medium between the raised vegetable beds, surprisingly this was very attractive to many of our SEND pupils, many of whom removed their shoes and enjoyed the sensory experience of walking on gravel * Transporting and problem solving opportunities were provided as the children were encouraged to top up the gravel and soil from a “depot” area at the other side of the playground. * Our school roll has been growing as word of mouth has spread information about the school and the facilities that it offers. * Children have been able to observe the growing process and see how the food they have grown is cooked. * The company who carried out the building work donated two large tractor tyres for the provision. Children were very creative with these tyres and children problem solved to make their own paddling pool out of them during the summer. * Now we have seen how successful opening up the play area has been by removing railing it has encouraged us to remove further railings to provide access to a shaded walkway.  1. Detail changes that have been made to the school and/or local environment  * The school now has its own viable vegetable growing area. * The environment is much more open with greater visibility across the site (the old Helter Skelter created blind spots) * Staff can devote more time to interacting with children and delivering teachable moments if they are not having to supervise safety on a piece of play equipment. * The children are more involved in deeper level play * The school won a London flower society Silver Award in July |
| **D: How activity is being sustained**   1. Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.  * The resource of the vegetable growing area is permanent and will be available for the children and staff to make use of in years to come. * We will continue to use the ECERS and SSTEW scales to evaluate and improve our provision on a continual cycle. This work has begun and we are beginning to roll this out to our federated nursery. * Staff inset is planned to introduce staff to the scales so that an increased number of staff become competent in its use. * Staff will be benefitting from International CPD over the next two years – this learning will support the further improvement of the provision * Staff have used the scale in the Autumn 1 at AB to study the environment further and introduce a large sandpit. This has been created with discarded tyres, tarpaulin and of course sand. Children’s engagement has been enhanced through the introduction of this resource. We have provided information on our website and through our twitter account on how we achieved this in both the 2 and 3 year old provision and the idea is being picked up and considered by other schools. Surrey Square have made personal enquiries investigating further. * The Executive Head Teacher is committed to providing the best possible environment to enhance children’s well being and involvement and is considering the next stage of the development to include the removal of further fences to allow the children access to a shaded walkway, low – level pond. * All provision is evaluated daily during staff meetings and that which is not working is removed, and that which is, is enhanced. * Share our practice through innovative ways, e.g: <http://www.telegraph.co.uk/food-and-drink/features/winning-race-against-food-waste-unwanted-ingredients-reach-need/?WT.mc_id=tmgoff_fb_tmg>​ |