



Annual Evaluation of Flagship Project and Next Steps



School/Academy Name:	Edith Kerrison Nursery School and Children Centre		
School Address:	Sophia Road, London E16 3PB	Tel No: 020 7476 1735	
Exclusions (for previous 12 months given as a whole number)	0	Number on Roll:	144
		Attendance:	85%
Fixed Term:			
Permanent:			
Headteacher's/Principal's Name:	Jo Aylett	Email:	joanne.aylett@edithkerrison.newham.sch.uk
IQM Co-ordinator's Name:	Suprima Pillai	Email:	suprima.pillai@edithkerrison.newham.sch.uk
School Website:	www.edithkerrison.newham.sch.uk	Twitter Name:	

IQM Cluster Group:	Cluster 9 'drive to Thrive'	Ambassador:	Sue Rush
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Flagship Project Outline/Guidance



The overarching aim of Flagship status is that an individual school which has achieved this status can now further its work in Inclusion through internal research activities. A school will develop an outline for a classroom/school-based research project which will help build on the already excellent inclusive practice going on in school. This will require a project outline which will replace the targets set at Centre of Excellence stage. This outline will be further split down into key steps with individuals or groups identified with responsibility for these and a timeline for the successful completion of each step. Whilst it is acceptable for a project to run across three academic years, there will be an expectation for a detailed review annually with the next steps clearly identified as carrying on from the progress achieved to date.

It is important to keep in mind the criteria for Flagship Status:

- A school that has held Centre of Excellence for at least three years prior to attaining Flagship status for the first time
- Agrees to produce an annual written update of progress against the identified project outline as the basis for the annual review
- Be willing to be an active member of an IQM cluster group of COE and Flagship Schools
- Attendance at IQM Cluster meetings is a prerequisite to maintaining Flagship Status
- Willing to engage in classroom level research activity that explores inclusive practice
- Capacity to share and disseminate good inclusive practice across a broader cluster of schools
- Share practice/staff/visits/training
- Committed to sustaining the IQM ethos through collaborative activities
- Be willing and able to support other schools to become IQM schools or Centres of Excellence
- Prepared to contribute to the overall development aims of IQM supporting the need for expertise or trialling practice



Flagship Project Outline/Guidance



Flagship Project Evaluation of Progress



Evidence and Impact

Project 1: The wellbeing Quality Mark/or equivalent

We will look into pathways to actively promote and protect whole school wellbeing as a priority for school improvement. We will aim to improve the wellbeing of staff, parents and children. We will offer provision and interventions that match the needs of the children, families and staff.

There are many varied opportunities to identify and monitor vulnerable children at Edith Kerrison. These children are vulnerable in many different ways and due to a variety of family circumstances which can impact negatively on their levels of well-being and involvement in learning. Our systems for identification and monitoring involve keyperson observations, Team Talks, Teacher Talks, Team around the child meetings, Special week observations and meetings with parent/carers, family support and Early Help.

During 'lockdown' keeping in touch phone calls were carried out weekly by keypersons to families and children across the Children's Centre and Nursery. Any concerns were logged and reported to SLT and followed up with advice, guidance, support and doorstep visits where necessary.

Families were supported with learning at home with a blend of packs of EYFS curriculum activity ideas, daily text messages signposting to activities on websites such as Easy Peasy and weekly plans linked to favourite familiar stories. The weekly plans were supported with video

Next Steps

Ensuring all children have high levels of emotional well-being is embedded as a key priority across the school community.

Ensuring staff have high levels of emotional well-being is a key priority across the school community.



Flagship Project Outline/Guidance



clips of teachers demonstrating activities within the plans. Families were encouraged to send in their child's learning weekly to their key person. This level of support was greatly appreciated by parents, especially the 'Send a hug' project in July.

To support transition from home to nursery, teachers made video clips introducing themselves and reading a story. The school also produced a 'Tour around the school' video with a headteachers welcome as well as a series of videos from the HT and DHT explaining the changes that had been made due to the virus and keeping safe. These videos were sent to all new starters and returners to aid with settling in September. As a result of the video's and carefully timetabled induction meetings, sometimes in the park, nearly all children have transitioned smoothly, happily leaving their parents at the gate. Parent feedback throughout 'lockdown' and all children returning has demonstrated the effectiveness of our approaches.

The school has also invested in extending the contract of an excellent Early year's teacher to support with the settling of children and ensuring well-being is at its highest.

Edith Kerrison Children Centre was a HUB for delivering milk powder, nappies, family boxes, food vouchers and other necessities to our vulnerable families.

SLT and team leaders were in regular contact with all staff through regular well-being calls. Each team leader had a script to help frame the conversation, any concerns were logged and reported back to SLT where appropriate. Staff who were self-isolating were contacted by SLT. All staff have been fully consulted and trained with risk assessment and all to date have remained healthy throughout the pandemic.



Flagship Project Outline/Guidance



Where staff have suffered anxiety and mental health issues, they have been supported through by our school's mental health champion and/or signposted to therapy sessions that the school has brought into.

Project 2: The great outdoors

Staff, parents, children and governors will be involved in the development of our outdoor provision. We will continue with implementing features of the forest school approach when planning for stimulating activities outdoors.

Outdoor learning provision has been significantly developed and improved resulting in children having ample opportunities to be physically and mentally healthy outdoors. The redesigned outdoor learning environment promotes all aspects of effective learning with a focus on greater opportunities for challenge and risk taking. Children are fully engaged and wallow in a range of activities that encourage them to work collaboratively with imagination, creativity, and curiosity. The sensory garden includes a fire pit which has been used regularly by staff to provide children with the experience of fire, promoting awe and wonder as well gaining important health and safety knowledge. Forest school camp fire training for all staff was led by DHT and gave all staff the necessary expertise to be confident building fires with children .In the Autumn term we were able to develop engagement beyond the school gates by providing a programme of educational visits for all children who were identified by team leaders to benefit from additional support to develop their self-confidence, self-awareness, vocabulary and cultural capital. The structure of these visits enabled parents to

Ensuring children's health and physical development is embedded as a key priority through engagement with the outdoors and nature.



Flagship Project Outline/Guidance



bond over time and create friendships. Professional development for staff will have an outdoor learning focus during the 2021 Spring term. The benefits of nature to well-being is well acknowledged and given high priority as part of the core curriculum offered at Edith Kerrison. This training has been carried forward from the summer term due to COVID 19.

Outdoor learning areas are zoned and clearly defined as they have opportunities for children to develop their physical skills, storytelling, representational play, sensory exploration, and engage in elaborate water play using the water pump. Planning shows that team leaders are actively thinking about developing children's interest and ensures that outdoor learning reflects Characteristics of Effective Learning and core curriculum experiences.



Flagship Project Developments for the Next Academic Year



Please give as much detail below as possible using the grid on the next page to outline the main steps in the project with the named individual members of staff responsible for each step identified and a timeline provided. It is acceptable for a project to run across three years. Schools will have to be able to show progress annually and the proposed next steps in the project. (Maximum 400 words). Schools may find that they are working on multiple actions incorporated into the project as a result of their ongoing self-evaluation.

Project Title: The Wellbeing Project

Outline of Project: We will focus on social and emotional wellbeing for children. Social and emotional well-being will be a core area of our curriculum at Edith Kerrison in response to our children's needs as a result of the pandemic and as part of our recovery curriculum. This will be supported by practitioners developing their expertise in 'planning in the moment' to embed learning through high quality free flow play with sensitive adult interactions tuning into teachable moments. A programme of CPD will be developed and enhance staff expertise in this area. Children with SEND will have equal access to the curriculum through provision mapping and elements of the SCERTs programme with a focus on emotional regulation for children with Autism.

We will give high priority to the well-being of staff through the establishment of a staff well-being working party and professional development for leaders (line managers) focussed on fostering growth mindset, a strong identity with the working environment and encouraging innovation and creativity for all resulting in strong staff engagement and reduced staff anxiety.

We will embed the development of our outdoor provision in response to our children's need for safe access to the outdoors and nature to ensure children's health and physical development remains a high focus as a direct response to the pandemic and potential spread of the virus. We will explore the Froebelian ethos and approach to support with this work.



Flagship Project - Steps Outlined



Task (What)	Actions (How)	When and By Whom?	Termly Milestones and Impact
<p>Ensuring all children have high levels of emotional well-being is a key priority across the school community</p>	<ul style="list-style-type: none"> • Emotional well-being identified as a core curriculum area in School development planning as part of recovery curriculum • Whole staff professional development for Emotional Wellbeing using SSTEW scales. • Whole staff professional development for ‘Planning in the moment’ • Professional development for staff on Rethinking play with a focus on progression • Lead teachers to present workshop for Newham early years professionals at Newham Nursery Schools annual conference focussing on progression through play. • Termly Reviews of planning 	<p>Autumn 2020 (JA)</p> <p>Autumn 2020 (JA)</p> <p>Autumn 2020 (JA)</p> <p>Autumn 2020 (JA)</p> <p>Spring 2021 (JA)</p> <p>Autumn /Spring/Summer (JA/team leaders)</p>	<ul style="list-style-type: none"> • Audits of provision in the summer term are judged as excellent using the SSTEW scales (JA) • Governors are aware of progress in this area through termly HT reports and monitoring visits (JA) • Reviews of dialogue with staff shows their confidence in demonstrating sensitive interaction and teachable moments (JA) • Where children’s levels of well-being are assessed as low in



Flagship Project - Steps Outlined



	<ul style="list-style-type: none"> • Programme of targeted support for practitioners • Termly Monitoring and reviews of provision for SSTEW • Children’s levels of well -being and involvement assessed Autumn and Summer terms to identify concerns and support and assess progress and effectiveness of support programmes • Parent workshops for well-being and engagement • SCERTs training for key staff • Appointment of EYs SEND teacher for early identification and to support and develop staff expertise across the setting • Programme of support for inclusion team • SEND high priority in CC development plans and development of more 	<p>Autumn/Spring/Summer (JA/team leaders)</p> <p>Autumn/Spring/summer (JA)</p> <p>Autumn/Summer (all staff)</p> <p>Spring/Summer 2021(CC)</p> <p>Spring 2021 (SP)</p> <p>Autumn 2020(JA)</p> <p>Autumn 2020 (SP)</p> <p>Spring 2021 (LF/SP)</p>	<p>the Autumn term progress is evident in the summer term (JA)</p> <ul style="list-style-type: none"> • Observations show targeted staff demonstrate key features of SCERTs training (SP) • Observations show children have high levels of well -being and engagement in the sensory room (SP/inclusion team) • Feedback from staff shows increase in staff confidence and expertise in strategies supporting children with SEND (SP) • Feedback from parents of children with SEND shows they feel listened to and supported. (SC)
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Flagship Project - Steps Outlined



	<p>groups to support children with needs e.g. little champions, early talkers</p> <ul style="list-style-type: none"> • Support sessions are targeted for families with children with diagnosed or undiagnosed SEND needs (EPATs) • Creation of sensory room to meet children’s sensory needs 	<p>Summer 2021 (SC)</p> <p>Spring 2021 (SP/MM)</p>	<ul style="list-style-type: none"> • Families are identified and registers show good attendance to EPATs/Little Champions (SC/CC) • Children are able to access the sensory room and observations show their needs are met (SP/MM)
<p>Ensuring staff have high levels of emotional well-being is a key priority across the school community</p>	<ul style="list-style-type: none"> • Establish a well-being working party to engage staff with the process. • Working party establishes a series of goals and actions • Survey staff for levels of well-being • Invest in expert training for middle leaders in growth mindset • Incorporate well being into staff appraisal targets • Ensure standing item on meeting agenda’s 	<p>Autumn 2020 (SP)</p> <p>Spring 2021 (SP)</p> <p>Autumn/Summer (SP)</p> <p>Spring 2021 (JA)</p> <p>Autumn 2020 (JA/SP)</p> <p>Autumn and on-going 2020/21 (JA)</p>	<p>An action plan with agreed goals is in place (SP)</p> <p>Surveys show an increase in staff levels of well-being (SP)</p> <p>All staff are trained in growth mindset and reflect on strategies (JA)</p> <p>All staff have appraisal targets linked to well-being (JA)</p>



Flagship Project - Steps Outlined



			Minutes of meetings show well-being a standing item (JA)
<p>Ensuring children’s health and physical development is a key priority through engagement with the outdoors and nature.</p>	<ul style="list-style-type: none"> • Invest in professional development as part of GLA hub for two identified teachers to undertake training in the Froebelian approach. • Professional development for whole staff on Froebelian approach to nature and core outdoor provision. • Development of EK continuous provision plan for nature with clear steps of intent, implementation and impact. • Parent workshop for health and well-being through nature • Monitoring of children’s engagement with outdoors and nature and progress in physical health and emotional well being 	<p>Autumn 2020</p> <p>Summer 2021 (LK)</p> <p>Spring 2021 (JA)</p> <p>Spring 2021 (JA)</p> <p>Termly (JA/SP)</p>	<p>Teachers attend training sessions and cascade training to whole staff (JA)</p> <p>Parents support outdoor learning and dress their child appropriately to enable comfort while playing in the garden. (JA)</p> <p>Surveys/audits/observations /assessments show impact of training and planning on children’s physical health and emotional well-being (JA)</p>



Cluster Meetings



As part of the Flagship & Centre of Excellence programmes, IQM cluster groups have been set up. Each Centre of Excellence and Flagship School will have been allocated a cluster group and assigned an IQM Ambassador. Each group will meet at least once per term with possible additional meetings being set up between individual schools. This is an excellent avenue for Flagship schools to use to develop their project further and test hypothesis developed in school. The table below is a record of cluster meetings attended and the impact these have had on your individual school, (please complete as fully as possible). This record will be used as part of your future reviews.

Impact of Cluster Meetings

Date of Meeting	Location of Meeting	Topic(s)	Outcome(s) for School
22April 2021	Virtually via Microsoft teams		



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