

Ronald Openshaw Nursery Education Centre

Self Evaluation – January 2018

School type	Community
Address	Henniker Road, Stratford, London E15 1JP
Telephone number	020 8534 6196
Email	info@ronaldopenshaw.newham.sch.uk
Website	www.ronaldopenshaw.newham.sch.uk
DFE number	316 1003
Number on roll	115
URN	102703
LA	London Borough of Newham
Religious character	None
Last inspection	3.10.13 (school) / 22.07.14 (2 year olds)
Overall grading	Good/ Good
Other Specific details	PMLD resource provision/ 2 year olds/ 30 hours places
Summary judgement: L&M	Grade 1
Summary judgement: T&L	Grade 1
Summary judgement: PD, Behaviour and Welfare	Grade 1
Summary judgement: Outcomes	Grade 1

	Headteacher: Alison Lentz	Assistant Head: Tim Hawley
School Context	<p>RONEC is all about providing an inclusive experience for a very diverse community located within an area characterised by lone parent families, unemployment, social/temporary housing, and a high crime rate. We are the named school for the local traveller site. There are several up and coming housing developments alongside the redevelopment of the former Olympic Park.</p> <p>RONEC combines a maintained nursery school (60 FTE) with provision for 30 hours and 2 year olds (24 places). The staff team, led by qualified teachers, delivers the Early Years Foundation Stage through play with a strong emphasis on outdoor learning influenced by a Forest School approach.</p> <p>The school is resourced for children with profound and multiple learning difficulties (6FTE) in addition to being funded for high needs children (9) and provides a differentiated and sensory approach to the EYFS curriculum. The SEND register indicates that in January 2018 30% of children are on the COP. There are currently 2 children with draft EHCP plans and 4 applications in process.</p> <p>RONEC serves a diverse multicultural community in East London with 22 ethnicities and 29 languages recorded in January 2018. It acknowledges the importance of engaging parents to have a positive impact on children’s progress and delivers many formal/informal opportunities for parents to join in with nursery life (Stay and Play, Out and About, Workshops, ESOL classes).</p>	
School Organisation	<p>The school is organised over four rooms:</p> <ul style="list-style-type: none"> • 2 year olds are in a small and secure environment with supervised access to the main nursery. • 3 & 4 year olds are organised across 3 classrooms, each led by a teacher. • All children have a key worker and a base room but the nursery is free flow and learning is play based. • All children are included in a class, have access to a SEND teacher and have support as needed. <p>The nursery supports parents as their child’s first educator by providing: Stay and Play sessions; Parents Workshops; ESOL classes for parents. FORON, the charitable arm of RONEC, funds a range of extracurricular activities to benefit the development of children e.g swimming sessions, Forest School, Home loan.</p> <p>Newham’s SEND Hub for early years is based at the nursery thus extending the excellent SEND knowledge and skills into the PVI settings of the LA. The nursery currently supports 6 local PVI settings through the Learning Without Limits project (a joint nursery school/advisory team initiative) to support practice development and raise quality across the sector.</p> <p>The nursery offers extended work placements for school/college students with SEND and prioritises parents/former parents for placements when enrolled on relevant training courses to support them back into the workforce.</p>	
Progress from previous	<p>Governors require improvement. They do not know the areas for development, including teaching and the impact of attendance on achievement, well enough to support and challenge leaders effectively.</p> <p>UPDATE: Governors underwent an external review in December 2013 and, as a result, appointed a new Chair, and developed roles and responsibilities through a new structure of sub committees and link governor working. Since then, Governors have been proactive in the running of the school, a new Chair has been elected and all Link Governors have made at least 3 visits per year to scrutinise Safeguarding, SEND provision, and community engagement. Governors have participated in joint observations for monitoring Teaching and Learning. In 2017/18 we have provided bespoke training re: Planning in the Moment as well as the opportunities for training through NPW.</p>	

<p>inspection October 2013</p>	<p>We continue to work with our GB Clerk to ensure minutes of meetings reflect the full range of issues raised and the challenge brought by members.</p> <p>Issues of low attendance have not been monitored fully. Patterns or trends have not been fully identified or addressed. UPDATE: Key Workers monitor attendance daily and respond swiftly to any issues which has made parents more accountable for absence- in Autumn 2013 5.51% of absences were unauthorised but by Autumn 2015 this had reduced to 0,93%. Data is monitored every half term and 100% attendance is celebrated. Attendances of under 80% are closely scrutinised and, if there is no acceptable explanation from parents attendance letters are sent. This has reduced unauthorised absences. Furthermore, we have recently begun to monitor lateness more systematically: parents/carers are expected to give an explanation in the late book before a child is admitted to the session. Where the average of late arrivals exceeds 1 session per week, and no satisfactory reason has been given, parents will be challenged with a letter. We have already seen an impact on regular lateness.</p> <p>Teaching is not outstanding because leaders have not completed their revised policy on this and staff occasionally miss some opportunities to move learning on. UPDATE: The Monitoring of Teaching and Learning cycle was introduced in Spring 2014 ensuring that, in addition to any Performance Management observations, all staff working directly with children are observed by a member of SMT and a peer throughout the year. Outcomes show the strength of the teachers with no observations less than Good (100% in Spring 2014) and a significant shift towards higher levels more recently (25% Good, 50% Good-Outstanding, 25% Outstanding in Spring 2017). SMT challenges any signs of underperformance swiftly. In both 2015/16 and early 2016/17 we were able to identify two consistently underperforming support staff which, although supported through PM and coaching, resulted in resignation. Overall performance averages indicate that observations of Outstanding practice has increased from 18% (2014) to 30% (2017) and Requiring Improvement has dropped from 18% (2014) to 8% (2017)</p>
<p>Main Development Priority</p>	<p>Introducing a ‘planning in the moment’ approach to our teaching to refocus staff input to capture the ‘teachable moments’ with children, reorganise resources to provide continuous provision, and to ensure that all children are able to access appropriate teaching to move forward in their learning.</p> <p>Target for July 2018 To introduce a ‘planning in the moment’ approach across the nursery to refocus staff time and attention to interacting with the children and recording the impact of ‘teachable moments’ on the individual.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • All children to have 1 focus sheet per term in their Special Books with observations from a cross section of nursery staff • All parents to have met with their Key Worker following the focus week (1 x term) • ITERS/ECERS audit tool to evaluate our environment as outstanding • Monitoring of T&L to evaluate level of adult-involvement and inform performance management targets <p>Links to our Aims and Values Enable all children to be confident, independent learners and achieve their full potential</p>

Learn from and share quality practice across the Early Years sector.

Update January 2018

Staff seem to have embraced the new way of working and planning. SMT have noticed higher levels of staff engagement and this is being reflected well through special books which are now highly personalised. By the end of Autumn 2017 all books contained a focus week profile, with teachable moments highlighted, were discussed with parents and next steps identified. Specific areas for development have been picked up through staff PM.

Monitoring of T&L in October 2017 indicated some high levels of adult:child engagement: of 84 observations the results were as follows

Level 1	8 observations	10%
Level 2	10	12%
Level 3	16	19%
Level 4	36	43%
Level 5	15	15%

58% of all observations were assessed to be at the higher end of the scale. Where staff scored more than one Level 1 during the week this was addressed immediately.

Governors were provided with a training session on how the changes have impacted on the accuracy of pupil progress and increased staff engagement.

Update May 2018

Final Evaluation

Effectiveness of Leadership and Management

Further strengthening Leadership and Management by equipping staff with the skills to share their expertise effectively with colleagues from within and beyond the school.

Target for July 2018

To develop coaching as a tool for staff development and a way of working together with other early years settings.

Success Criteria

- Coaching conversations to be an integral part of Monitoring T & L and PM for all staff

Grade: 1	<ul style="list-style-type: none"> Coaching conversations to be an integral part of dissemination SEND expertise across the SEND Hub. Coaching conversations to be an integral part of working together across our local PVI network <p>Links to our Aims and Values Provide a fun, warm and welcoming environment Learn from and share quality practice across the Early Years sector.</p> <p>Update January 2018</p> <p>10 staff have undertaken intensive Coaching Skills training with the overall effects of: growing confidence within the team to apply these skills into everyday practice; a better understanding of how to give feedback to colleagues, parents and children; an understanding of the different cognitive mind frames to develop a clearer picture and make coaching more effective.</p> <p>In January whole school INSET focused on the importance of ‘coaching conversations’ to support and develop staff. Several staff are already using this approach and we will review in July.</p> <p>Update May 2018 Final Review</p>
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<p style="text-align: center;">Quality of Teaching and Learning and Assessment</p> <p style="text-align: center;">Grade: 1</p>	<p>Further improving Teaching, Learning and Assessment by supporting staff with specific areas that could easily be impacted by the introduction of a ‘planning in the moment’ approach – necessitating a move away from group work to a more individualised working</p> <p>Target for July 2018 To be confident that a PIM approach has a positive impact on children’s learning</p> <p>Success Criteria Progress data to indicate that the EYFS can be delivered effectively through a PIM approach with appropriate adaptations as necessary to ensure the needs of all learners are met.</p> <p>Links to our Aims and Values Provide a fun, warm and welcoming environment Learn from and share best practice with parents and carers Enable all children to be confident, independent learners and achieve their full potential</p>
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	<p>Maintain an inclusive environment meeting the needs of all children</p> <p>Update January 2018 RONEC has moved over to a new web-based data collection system (INSIGHT) which will be better in the long run (as it will allow for cross setting benchmarking) but the initial input of data had been challenging and required considerable time and effort on the part of Megan and the class teachers. However, individual progress data indicates that the PIM approach is providing observations across all areas of the EYFS and capturing 'teachable moments' with increasing accuracy. Moderation of the Focus Week sheets back this up.</p> <p>Final Review</p>
<p>Personal Development, Behaviour and Welfare</p> <p>Grade: 1</p>	<p>Further improving personal development, behaviour and welfare by supporting children with ASC to be more independent within the setting</p> <p>Target for July 2018 Staff to use visual aids routinely with all children identified through their individual Support Plan.</p> <p>Success Criteria All staff to be familiar with PECS symbols, visual timetables, objects of reference and feel confident to use these routinely to meet the needs of identified children. Identified children to respond to the use of visual aids and, thus, increase their independence skills. (shown in the progress data)</p> <p>Links to our Aims and Values Provide a fun, warm and welcoming environment Provide a safe and secure place to learn Enable all children to be confident, independent learners and achieve their full potential Maintain an inclusive environment meeting the needs of all children</p> <p>Update January 2018 All staff have been issued with new and simplified visual supports using the newly purchased Board Maker technology. Parents of children who have ASD have also requested visuals for use at home which the nursery has been able to supply which promotes consistency between the home environment and nursery. All children's toilets and hand washing areas now have visual supports</p>

	<p>RONEC has seen a sharp increase in the numbers of children on an ASC/ Speech and Language pathway and the use of the PECs symbols and visual timetables is benefitting a much larger group than initially anticipated.</p> <p>Update May 2018</p> <p>Final review</p>
<p>Outcomes for Pupil</p> <p>Grade: 1</p>	<p>Further improving Outcomes for children by developing our engagement of parents</p> <p>Target for July 2018 Parents of children about to enter 3 year old provision are already engaged in school life and children are ready to learn.</p> <p>Success Criteria Increase number of 'engaged parents' from 52% (2016/17)</p> <p>Links to our Aims and Values</p> <ul style="list-style-type: none"> • Learn from and share best practice with parents and carers • Enable all children to be confident, independent learners and achieve their full potential <p>Update January 2018 The introduction of an 'Out and About' group targeted at Beech children and their families had a good take up in the autumn term,, culminating in a whole class trip to a soft play session. If we can engage the parents of our youngest children this will, hopefully, continue as they pass through nursery and have a beneficial impact on progress and attainment. This works in conjunction with Parental Workshops. We have organised six workshops, one each half-term, and these will take place in room 5. The aim of these is to involve parents in discovering about how their children learn at nursery and also cover essential topics such as safeguarding and keeping children safe.</p> <p>Update May 2018</p>

	Final Review
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2 Year Old Provision	<p>To improve attainment in 'speaking' by using the URLEY (Using Research to develop Language in the Early Years) approach.</p> <p>Target for July 2018 For children in Beech Group to begin to become happy confident talkers.</p> <p>Success Criteria To have raised progress and attainment scores in Beech Group based on previous years.</p> <p>Links to our Aims and Values Provide a fun, warm and welcoming environment Enable all children to be confident, independent learners and achieve their full potential Maintain an inclusive environment meeting the needs of all children</p> <p>Update January 2018 The Senior NN who leads Beech Group has nearly completed her URLEY training and is working hard to raise communication and language levels for our youngest children. She has been modelling and sharing good early language development practice to the other team members. One member of staff has recently left so she will work with the new NN to ensure that the good practice within the two year old team is continued. Extra support will be put into the two year old room to further release the Senior NN to use her SEND expertise to do some 1:1 support for the children with severe language delay/ASD in the group.</p> <p>Update May 2018</p> <p>Final Review</p>			
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Groups (As of 29.01.18)	Number on roll 3&4 year olds: 87 Including 15 in 30 hour places 2 year olds: 29	SEN Resourced Provision : 4 High Needs : 8 (inc 2 FT) SEND: 22 Total: 34 30 %	EAL 81%	EYPP 3%
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APPENDIX 1

Summary of the SEND Register (Spring 2018)

Breakdown			
Level 1	Level 2	Level 3	Level 4/ RP
6	8	8 (1 x FT)	5 (4 x FT RP)
Total - 27			

This shows that 30% of the children at Ronald Openshaw Nursery currently have Special Education Needs. The types of SEND vary and are as follows:

Breakdown of types of SEND						
ASD/Social Int	CL	PMLD	Sensory	Behavioural	CN	HI
6	12	5	0	0	3	1

For the large majority of the children with SEND their main area of need is communication and language. This need is reflected in our provision mapping where we run a wide variety of groups to aid development in this area such as Box Clever, Music Interaction, Play Skills and TacPac.

APPENDIX 2

Languages / Ethnicities 2016/17 and current year

Ethnicity	No in 16/17	No in 17/18	Ethnicity/Sub group	No in 16/17	No in 17/18
Afghan	1-1		Latin/South/Central American	0-1	4-4
AO Black	4-4	2-2	O Asian	1-2	1-1
AO Mixed	4-7	9-13	Other Black African	10-13	9-12
Arab	0-1	0-2	O Ethnic	0-3	0-1
Bangladeshi	13-18	20-24	Other GRT	1-1	1-1
Black Nigerian	4-3	1	Pakistani	1-4	4-3
Black Caribbean	7-8	3-4	White British	10-10	7-9
Chinese	1-1	2-4	White Irish	-	1-1
Filipino	1-1		White and Asian	5-7	2-2
Indian	6-9	3-3	White and Black African	0-4	2-2
Kosovan	0-1	1-1	W and Black Caribbean	3-6	0-4
Kurdish	1-1		White Eastern European	9-10	9-10
			White Other	8-9	5-10
			Romanian	4-5	
			Polish	2-1	
			Lithuanian	0-1	1-1
			Bulgarian	5-5	2-4
			Hungarian	1-0	
			Slovak	1-1	
			Spanish	-	
			Italian	1-2	2-2
			Russian	1-1	
			French	-	3-3
			Greek	0-1	

Language	No in 16/17	No in 17/18	Language	No in 16/17	No in 17/18
Albanian		1-1	Lingala	-	0-1
Amharic	1-1	1-1	Lithuanian	-	1-1
Arabic	3-5	2-5	Luganda	-	1-1
Bengali	12-21	21-23	Other		1-4
Bulgarian	5-5	2-4	Pashto	2-	
Chinese	1-1	2-4	Polish	2-1	
Creole	1-1		Portuguese	3-4	2-6
English	33-36	25-32	Punjabi	2-3	4-4
Farsi	1-0		Romanian	4-5	5-4
French	4-3	3-3	Russian	1-1	
Greek	0-1		Slovak	1-1	1-1
German	-		Sango	1-2	
Gujarati	2-4		Spanish		6-4
Hausa	1-1	0-1	Swahili	0-1	1-1
Hindi	2-4	1	Thai	0-1	
Hungarian	1-0		Tigrinya	-	1-2
Igbo		0-1	Tiv	1-1	1-1
Italian	1-2	2-2	Twi	0-2	
Japanese	0-2	1-2	Ukranian		0-1
Kurdish	1-1		Urdu	1-2	2-1
Latvian	-	1-2	Wolof	1-1	
Latvian	-	1-2	Yoruba	1-1	1-1

APPENDIX 3

Rationale for Intervention Groups

Ready, Steady, Go	To energise and refuel the body so that the child is ready to engage and learn. To complete daily physio and OT programmes. To use their senses to begin to understand the days of the week and regular personal timetables.
Communication CD	To develop early communication skills including turn taking and choice making.
Sensory Integration	To increase physical coordination and confidence. To increase muscle tone. To increase understanding of where we are in space. To stimulate vestibular and proprioceptive development (body awareness). To support children to integrate themselves and their senses into the world around them.
Boys Group	To raise attainment in boys PSE, C&L and Writing skills
Forest	To provide challenging cross curricular activities to develop the whole child
EMA	To ensure all EM children make good (3 stages) or more progress across all areas of the EYFS
SEAL	To develop social skills. To provide the vocabulary necessary for children to identify and reflect on their feelings. To consider alternative ways of channelling extreme emotion.
Music Interaction	To develop children's social and group interaction, listening skills, concentration, hand eye coordination and early communication skills.
Box Clever	To develop speech, language, and communication skills
Bright Sparks	To develop early reading and phonic skills.
Music	To raise attainment levels, mainly in literacy and maths, through gaining skills in music
Play Skills	To develop early play skills with a peer using small world toys
Swing	To develop early communication skills such as eye contact and simple signing. To engage the body and mind ready for learning.
Swimming	To develop physical skills, strength and muscle tone.
Little Discoverers	To use their senses to explore and discover.
Sensory Room	To develop the use of their senses to make sense of the world around them.
Signalong	To develop their use of simple sign to communicate.
TacPac	To make sense of the world around them using a multi sensory approach

APPENDIX 4

Staff Performance – Monitoring Teaching and Learning

Staff	Spring 14	Summer 14	Autumn 14	Spring 15	Summer 15	Autumn 15	Spring 16	Summer 16	Autumn 16	Spring 17	Summer 17
Teacher 1	G	G	G		G	G/O	G	O	G	O	
Teacher 2	G	O	O		G/O	G/O	O	G/O	O	G/O	O
Teacher 3					G/O	O	G/O	O	G/O	G/O	G
Teacher 4							G/O	G	G/O	G	G/O
NN 1	O	G			G/O		G/O		SEND6		
NN2	G	G			G/O			O		G	
NN3	O	O	G/O	G/O	G/O		G/O	G/O		G	Retired
NN4					G		G/O	G		G/O	G
NN5	G		G		G/O	G			G		G/O
NN6					G	RI/G		G	G		O
NN7				RI		RI	G	RI	RI/G	left	
NN	RI	RI		left							
NN8				G/O					G/O	O	
NN9		G	G				G	G			
NN10									New	RI RI/G	Left
NN11									New	RI RI/G	
NN12											RI/G
ANN											(RI/G)
SEND1	G	G	RI/G		RI		G	G		G	G
SEND2	RI	RI	RI			RI	RI	left			
SEND3	G	G	G		G	G		G		G	G
SEND4	G	G	RI				RI/G	left			
SEND5							New		G	RI	END
SEND6											G/O
TA1				G		left					
TA2						new	G	O		G/O	G
TA3							G		O		O
TA4									G	On leave	On leave
TA5										G	
TA6											G
Overall average	3 (G)	3 (G)	2.7	3 (G)	3.4 (G)	2.9	3.3 (G)	3.6	3..5 (G)	3 (G)	3.6

Staff Performance – Monitoring Teaching and Learning

	Autumn 1 2017					Autumn 2 2017					Spring 1 2018					Spring 2 2018					Summer 1 2018					Summer 2 2018				
T1	4	4	1	5																										
T2													5																	
T3	5	4	2	5	5						5	4		4	5															
T4	5	5	4	5	5						5	5	5	5	4															
N1	2	3	1	1	3						5	4	4	4	3															
N2	4	3	1	4	5						5	3	4	4																
N3	4	3	3	3	2																									
N4	2	2	3	3	3						3	5	5	4	4															
N5	1	4	4	4	4						5	3	4	5	5															
N6	3	2	2	2	2						4	4	4	4	4															
N7	1	4	5	4	3						5	2	3	2																
N8																														
A1	2	3	4	3	4								4	4	5															
S1											5	4	1	5	5															
S2	3	4	5	4	4						5	4	5																	
S3	4	4	5	4	4																									
A2	4	1	1	4	4						5	4	1	4	5															
TA1	5	4	4	3	5						5	5		5	5															
TA2	4	4	3	4	4						5	3	4																	
TA4	4	4	4	4	4						5	4	1	4	5															
M1																														
M2																														

APPENDIX 5

Attendance

	2015-16 (%)	2016-17 (%)	2017-18 (%)
Autumn Term 1	85.39	87.38	81.76
Autumn Term 2	81.54	85.13	82.19
Spring Term 3	84.63	84.89	
Spring Term 4	83.52	85.65	
Summer Term 5	86.43	85.01	
Summer Term 6	82.82	84.78	
Average	83.54	85.47	

APPENDIX 6

Attainment and Progress- 3 & 4 year olds (2016-17)

EYFS Area	On Entry	Progress	Mid-Point	Progress	On Exit	Overall Progress
	Average level	Average stages	Average Level	Average Stages	Average Level	Average Stages
PSE: Making Relationships	10.7	2.2	12.9	1.9	14.8	4.1
Self-confidence & self- awareness	11.5	2	13.5	1.4	14.9	3.4
Managing Feelings & behaviour	10.7	2.3	13	1.5	14.5	3.8
PSE	11	2.1	13.1	1.7	14.8	3.8
C&L: Listening and Attention	10.8	2.2	13	1.6	14.6	3.8
Understanding	10.6	2.3	12.9	1.9	14.8	4.2
Speaking	9.9	2.5	12.4	1.4	13.8	3.9
C&L	10.4	2.4	12.8	1.6	14.4	4
PD: Moving and Handling	11	2	13	2	15	4
Health and Self Care	10.8	2.5	13.3	1.8	15.1	4.3
PD	10.9	2.2	13.1	2	15.1	4.2
Lit: Reading	10.6	2.3	12.9	1.7	14.6	4
Writing	10.7	2.5	13.2	1.7	14.9	4.2
Lit	10.6	2.5	13.1	1.7	14.8	4.2
Maths : Numbers	10.2	2.3	12.5	2.3	14.8	4.6

Shape, space & measures	10.3	2.3	12.6	2.1	14.7	4.4
Maths	10.2	2.4	12.6	2.2	14.8	4.6
UW: People and communities	10.3	2.3	12.6	1.7	14.3	4
The world	10.5	2.3	12.8	1.6	14.4	3.9
Technology	10.7	2.2	12.9	2	14.9	4.2
UNSTN WORLD	10.5	2.2	12.7	1.8	14.5	4
EAD: Exploring media & materials	11	2	13	1.6	14.6	3.6
Being Imaginative	10.5	2	12.5	1.9	14.4	3.9
ART & DESIGN	10.8	2	12.8	1.7	14.5	3.7
ALL	10.6	2.2	12.8	1.8	14.6	4

Attainment and Progress – 2 year olds (2016-17)

EYFS Area	On Entry Attainment		Progress		Mid-Point		Progress		On Exit		Overall Progress	
	Average level	% at expected 9	Average stages	% at expected	Average Level	% at expected 10.5	Average Stages	% at expected	Average Level	% at expected 12	Average Stages	% at expected
PSE: Making Relationships	7.8	38.4	1.7	35.7	9.5	14.2	0.9	54%	10.4	34%	2.8	36%
Self-confidence & self-awareness	7.7	28.2	2.1	39.2	9.8	21.4	1.1	73%	10.9	57%	3.4	60%
Managing Feelings & behaviour	7.7	25.6	1.7	39.2	9.4	14.2	1	65%	10.4	38%	2.9	40%
PSE	7.8	23	1.8	38	9.6	14.2	1	64%	10.6	43%	3.0	45%
C&L: Listening and Attention	7.9	35.8	1.9	39.2	9.8	17.8	0.9	65%	10.7	54%	2.8	56%
Understanding	7.9	41	1.8	32.1	9.7	10.7	0.7	50%	10.4	46%	2.5	48%
Speaking	7.4	15.3	1.6	39.2	9.0	7.14	0.7	54%	9.7	27%	2.5	28%
C&L	7.7	12.8	1.8	35.8	9.5	14.2	0.8	56%	10.3	42%	2.6	44%
PD: Moving and Handling	8.3	33.3	1.8	39.2	10.1	17.8	0.6	27%	10.7	42%	2.3	44%
Health and Self Care	7.8	17.9	1.6	32.1	9.4	10.7	0.7	38%	10.1	31%	2.3	32%
PD	8.0	25.6	1.7	35.6	9.8	17.8	0.7	32.5%	10.4	36.5%	2.3	38%
ALL	7.8	20.4	1.8	36.4	9.6	15.4	0.8	50.8%	10.4	40.5%	2.6	42%

KEY	0-11m		8-20m		16-26m		22-36m		30-50m		40-60m	
Emerging	0-11 E	1	8-20 E 4	4	16-26 E	7	22-36 E	10	30-50 E	13	40-60 E	16
Developing	0-11 D	2	8-20 D 5	5	16-26 D	8	22-36 D	11	30-50 D	14	40-60 D	17
Secure	0-11 S	3	8-20 S 6	6	16-26 S	9	22-36 S	12	30-50 S	15	40-60 S	18