

Ronald Openshaw Nursery Education Centre

Self Evaluation - September 2017

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	122
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 combines a maintained nursery school (78 FTE) with provision for 30 hours and 2 year olds (24 places). It delivers the Early Years Foundation Stage 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 be funded for high needs children (9) and provides a differentiated and sensory approach to the EYFS curriculum.</p> <p>RONEC serves a diverse multicultural community in East London with 33 ethnicities and 38 languages recorded in July 2017.</p> <p>The SEND register indicates that by July 2017 25% of children are on the COP.</p> <p>RONEC is 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>	
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.</p> <p>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.</p> <p>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. 4 Governors have participated in joint observations for monitoring Teaching and Learning.</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>inspection October 2013</p>	<p>Issues of low attendance have not been monitored fully. Patterns or trends have not been fully identified or addressed.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>School Development Priorities</p>	<ol style="list-style-type: none"> 1. An inclusive approach to Forest School: linking all children, targeted children, parents and other nursery schools. Developing FS practice/ approach both in the forest and at nursery. (FP 1) Use forest School to develop PSED in targeted children requiring support in this area (FP1) Continued focus on Forest school (FP1) to support staff and child development 2. Developing the SEND Hub for Newham (Focus Priority 2) 3. Develop an holistic approach to mathematical learning across both provision and curriculum to ensure fewer missed opportunities for all children (FP3) Maths: an increased focus on holistic mathematical learning across both the provision and the curriculum to ensure fewer missed opportunities for all children (FP 3) 4. Expressive arts: more role play activities and areas will be evident in the planning. Staff will focus on observing children in this area and there will be increased evidence in special books (FP4) Raise outcomes in EAD by planning more role play activities/opportunities, focus staff observations and provide increased evidence in children’s special books (FP4) 5. Continue to use environmental rating scales (ITERS/ECERS) to evaluate the quality of the environments to maximise opportunities for learning (FP5) Using environmental rating scales to evaluate the quality of provision and maximise opportunities for learning (FP 5) Develop leadership and management capacity through NPQSL/ML project and URLEY project (Focus Priority 5)
<p>Effectiveness of Leadership and</p>	<ul style="list-style-type: none"> • There is a highly effective correlation between assessment, self-review and the School Improvement Plan, demonstrating a strong commitment to the pursuit of excellence. • The vision ‘Play Your Way to Success’ was further embedded with all stakeholders. • Strong and proactive governing body. (See progress from last inspection) • The school is currently developing innovative support for the early years sector across Newham and other local authorities, e.g. through Learning Without Limits, the SEND HUB, Early Education, Newham’s Best for All Inclusion strategy.

<p>Management</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • The qualified and experienced SENDCo leads the resourced provision. • The leadership team guide and inform through a consultative approach. • The Assistant Head Teacher has NPQSL status which shows embedded leadership capacity. • The SMT use regular staff meetings to inform, support and maintaining excellent practice. • A peer coaching style has been used to improve Teaching and Learning . This now needs embedding through further training and support. • We know that children do better if their families are engaged so we have a strong commitment to parental engagement through active involvement in nursery life. • Weekly meetings of the Safeguarding Team ensure that safeguarding is robust at all levels and this is communicated to staff, parents, students and volunteers through our policies and practices. <p>AREAS FOR DEVELOPMENT</p> <ul style="list-style-type: none"> • To support the new chair of the GB in their development as a leader • Further strengthening Leadership and Management by equipping staff with the skills to share their expertise effectively with colleagues from within and beyond the school.
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<p>Quality of Teaching and Learning and Assessment</p> <p>Grade: 1</p>	<ul style="list-style-type: none"> • There is much evidence of steady and sustained improvement in teaching overall (see Appendix 4)Regular observation of teaching, both for performance management and the development of teaching and learning, demonstrates a strong commitment to learning. Staff are keen to embrace new initiatives and identify development needs to support these. • All keyworkers develop excellent relationships with their children / families, maintain records and identify individual targets. • Underperformance is addressed through PM and coaching and this approach, based on self-reflection, has led to occasions of staff deciding they could not sustain improvement and moving on. • The impact of the joint project (NPQSL/ML) on forest school has led to developing sustained symbolic play and well considered interactions. (See PIM) • Moderation of special books/progress data indicated that quality learning more often happens in child initiated play rather than planned teacher lead activities. This has led us to review how we plan (PIM). • There is a robust system for identifying and addressing under achievement. Progress made indicates this is highly effective. • EYFS teaching in the nursery is holistic and is characterised by child initiated, play based, cross-curricular learning experiences both on and off site, with a clear focus on the needs of the children. • All staff took on board training in ‘incidental maths’ and used their skills in their everyday practice. This is evident in the children’s special books and in the data. • Using the environmental rating scales (ECERS) led us to consider continuous provision as opposed to focus activities. (PIM) <p>AREAS FOR DEVELOPMENT</p> <ul style="list-style-type: none"> • 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. • Further improving Teaching and Learning and Assessment by supporting staff to deliver phase one letters and sounds. • Reviewing the ‘Provision Map’ in line with PIM.
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	<ul style="list-style-type: none"> • Use a more reliable assessment tool to gather accurate progress data and support effective moderation (INSIGHT)
<p style="text-align: center;">Personal Development, Behaviour and Welfare</p> <p style="text-align: center;">Grade: 1</p>	<ul style="list-style-type: none"> • Continuous training throughout the school year on safeguarding children has led to a well-informed and very responsive staff. • The Early Help Worker and the Family Support Worker (Local CC) have supported us in identifying families requiring low level input. • Personal, Social and Emotional Development (PSED) is an integral part of daily provision with children making outstanding progress in this area. If necessary children are referred to appropriate outside agencies for more intensive support. • There are effective policies and procedures in place supporting provision for the behaviour and safety of children with staff establishing clear and consistent boundaries and standards of behaviour are high with an ethos of using positive reinforcement and a range of techniques to foster and maintain positive behaviour. • The keyworker system in place allows children to form close relationships with familiar adults which we know, through attachment theory training 'Love Matters', increases their confidence and independence. • Consideration is given to the unique needs of two year olds within all areas of the nursery for their differing needs. This has led us to evaluate our provision in term of their well-being and safety. • Increased numbers of children with ASD/SLD has impacted on levels and type of support we can offer. Development is needed around improving our environment to increase independence skills for identified children. • Regular 'Family days' are used to support and foster parent partnerships. • Fundamental British values are consistently modelled by staff and the impact on the children is evidenced throughout our record keeping. • Strategies for children with additional needs are developed through their support plan and at the monthly Forum as required and additional support may be given. We are committed to Positive Handling (TEAM TEACH) and training now needs to be updated. • We continue to work with families through parental engagement to stress the importance of regular attendance. (see progress from previous inspection) Continued work is needed with our NEG2 families to ensure early engagement with the setting. <p>AREAS FOR DEVELOPMENT</p> <ul style="list-style-type: none"> • Maintain the monitoring of attendance and punctuality to increase parental accountability and ensure poor attendance and punctuality is kept to a minimum • Supporting children with ASD/SLD to develop independence skills through the use of visual supports. • Develop opportunities for Parental Engagement through focused groups especially for parents of government funded 2 year olds. • Embed the new Early Help Framework to target support for low incidence families
<p style="text-align: center;">Outcomes for Pupil</p> <p style="text-align: center;">Grade: 1</p>	<p>(See Appendix 6 Attainment and Progress)</p> <p>Data for 2016 / 2017 was gathered on the Pupil Tracker in the 7 areas of the revised EYFS curriculum:</p> <ul style="list-style-type: none"> • Average progress across the curriculum was 4 levels of development. This cohort was expected to make 1.8 levels of development based on the time each child spent at the nursery. This is outstanding progress. • 97% of children made more than 1.8 levels of expected progress. • 58% of children made 4 levels of progress (outstanding) or more • Children made 3 levels or more of progress across all seven areas of the curriculum. • Average attainment on entry is well below age expectation (12) for all areas at 10.6. On exit it narrowly misses age expectation (15) with a level of 14.6.

	<ul style="list-style-type: none"> • Maths was targeted as an area of development for the nursery and a more holistic approach was adopted. As a result Maths became the area of the curriculum with most progress (4.6 levels of development) and attainment rose from 10.2 on entry to 14.8 on exit. • Expressive art and Design was also a targeted area and outstanding progress of 3.7 levels of development was achieved. Attainment went up from the previous year by 0.3 to 14.5. This was the lowest progress made in any curriculum area and next year's focus on planning aims to further improve the levels of progress in this area. • Children eligible for EYPP made 4.5 levels of progress (outstanding). This compares with an average of 3.9 levels of progress for all other children.
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2 Year Old Provision	<ul style="list-style-type: none"> • On entry average attainment across all areas of the curriculum is below national expectation and only 20.4% of children entered at age expectation. This is lower than 2015/16 • Self Confidence and Self Awareness made the greatest progress of 3.4 stages from baseline, indication a high level of happy and settled children. • Physical Development had the lowest number of children achieving expected levels and made the least amount of progress. SMT felt that the free movement of two year olds throughout the nursery meant that opportunities for accurate observation were sometimes limited and a reorganisation of the two year old routine was necessary. • Due to unavoidable staff reorganisation the work using ITERS was not consolidated and must be revisited and combined with an understanding of early language acquisition. The two year old lead (recently promoted Senior Nurse) will undergo further training in order to lead her team effectively as well as supporting other setting in the local area.
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Groups (As of 31.3.17)	Number on roll 3&4 year olds: 113 Including 25 in 30 hour places 2 year olds: 28	SEN Resourced Provision : 4 High Needs : 7 SEND: 19 Total: 30 26 %	EAL 70%	EYPP 6%
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APPENDIX 1

Summary of the SEND Register (Spring 2017)

Breakdown		
Level 1	Level 2	Level 3
11 4 x RP FT 2 x 30 hours 5 x PT (incl. 1 NEG2)	5 2 x 30 hours 1 x PT	14 2 x 30 hours 13x PT
Total - 30		

This shows that 25% 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
5	16	4	1	1	2	2

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 2015-17 and current year

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

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

APPENDIX 5

Attendance

	2014-15 (%)	2015-16 (%)	2016-17 (%)
Autumn Term 1	87.69	85.39	87.38
Autumn Term 2	80.61	81.54	85.13
Spring Term 3	85.44	84.63	84.89
Spring Term 4	84.64	83.52	85.65
Summer Term 5	89.33	86.43	85.01
Summer Term 6	82.82	82.82	84.78
Average	85.17	83.54	85.47

APPENDIX 6

Attainment and Progress- 3 & 4 year olds

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

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