3.12

Information about your setting							
Name of setting	Merrydays Montessori Nursery and Henley in Arden Montessori Primary			**Postal address incl. postcode**	Memorial Hall, Station Road, Henley in Arden, B95 5JP		
Head teacher	Helen Everley			**Website**	www.henleymontessori.co.uk		
e-mail	Helen.everley@henleymontessori.co.uk			**Tel.**	01564795722		
No of classes	1 x 2-3years, 1 x pre-school, Reception, Yr 1 and 2 and Yrs 3-6			**No of children on roll**	19 nursery, 31 primary		
No of teaching staff	**12**	**No of weeks open per year**	**38**	**Days of week open**	Mon -Fri	**Opening hours**	8.45 – 3.15

ME UK Recognition of Authentic Montessori Practice: Self-Study Questionnaire

Self-study: How we rate our own Montessori practice *(To be completed by setting)*			***Evaluation by ME UK Professional*** *(To be completed by ME UK)*		*Both setting and ME UK insert X as they think appropriate*	
Criterion	**Our view as to whether or not we meet this criterion –** *respond to the prompts below*	**Our evidence for making this judgement**	**ME UK View as to whether this criterion is met, with recommendations**	**ME UK evidence**	**Met**	**Not Met**
1.Safeguarding: Children are safe, secure and safeguarded at all times.	Safeguarding • High priority and procedures are robust. Safeguarding portfolio of policies, procedures and staff training includes: Safeguarding, child protection, Prevent, behaviour and anti-bullying. All staff participate, read and sign and training is implemented on a rolling programme to ensure most up-to-date information is available. Following training,	Policies: Safeguarding, Child Protection, Prevent, Behaviour, Safer Recruitment Staff training records/certificates Safeguarding Audits/Annual Reports From Ofsted "Staff demonstrate an excellent understanding about all safeguarding and child protection issues. They are very secure in their understanding of the nursery's procedures to follow should they have		Note Because all of this information is the responsibility of the regulatory authorities to check, ME(UK) professional advisers do not specifically scrutinize the systems described and will only highlight areas of concern that strike them as significant; either from discussions with staff members or from direct observations in the setting.	X	

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	• behaviour policy updated and all staff provided with guidance to implement restorative conversations, reparative responses. • Named DSL and deputy, four members of staff have had DSL training. • DSLs attend monthly Local Authority meetings • Safeguarding is on the agenda for every staff meeting • Clear procedures and record keeping (including behaviour records), regularly monitored/analysed and reviewed. Policies and procedures reviewed annually and also in response to new regulations, or when queries are raised within day-to-day practice. • Attendance is good and there are clear procedures for following up absences. • Termly chronology audit of records for behaviour, existing injuries and attendance • 3 members of staff trained in safer recruitment, thorough procedures in place including a checklist for ensuring all relevant checks are carried out and carefully recorded and	any concerns about children or adults working in the setting. The manager has clear procedures in place to ensure that adults working with children are checked for their suitability. Staff support children to identify and manage risks in their play. They talk to them about climbing safely on the outdoor equipment and ensuring there is enough space around them as they jump from one beam to another on the obstacle course they have made." In the Primary: The pupils' knowledge and understanding of how to stay safe and be healthy is very good demonstrated by their responses in PSHE, PE and Science. They have a good awareness of the need for internet, road and fire safety and can support younger children during fire drills. Pupils helped the school to gain the Healthy Schools Award. When carrying out risk assessments with teachers, pupils demonstrate a good awareness of how to keep safe.	Everybody is very mindful of security.	Each child's name and picture is on a board. Children were observed using it to indicate when they wish to go outside.		

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	safeguarding messages are made clear throughout recruitment process • School follows a model, provided by Warwickshire Safeguarding LADO, to ensure that the Single Central Record is accurate, fully compliant and kept up to date. Health and Safety • Clearly defined responsibilities for first-aid matters (maintenance of kits, records, medicines) • Pupils always well supervised, adult:child ratios maintained, clear roles and responsibilities, supervision needs are reviewed regularly and adapted in response to any changes in circumstance. • Daily risk assessments (plus those for any additional trips/activities), training and procedures maintain a risk assessed environment for everyone. • Clear policies, procedures and training for: first aid, health and safety, fire safety, Legionnaires/safe water supplies All staff trained in Safeguarding and Child Protection, training is updated through an established rolling programme.					

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2.Qualifications of staff: Montessori practice is led by a Montessori qualified teacher; class teachers are qualified at, or working towards Montessori qualifications relevant to the age group they're working with; non-Montessori qualified staff are undertaking Montessori professional development.	*Montessori qualified Head teacher:*	*Name:Helen Everley* BA Hons, EYPP, Diploma Montessori birth to 6 years, Montessori St Nicholas, 2000 and Diploma Montessori Advanced, Montessori Partnership, 2021 *Date: 2000 and 2021*		Lead teacher: Helen Everley. Oversees the nursery but works primarily in the room with the 7-11 year old pupils, but supports when needed in all other classes. Art specialist and Forest School Leader. WellComm Screen co-ordinator (Speech and language support). PREVENT training coordinator.	X	
	Deputy Head teacher	Name: Linda Manning		Deputy head teacher: Linda Manning - Early Years specialist and has worked at Merrydays for 35 years and has attended Montessori conferences and follows the Montessori philosophy. Lead teacher for 2year olds. Teaches food technology in the elementary class.		
	Class teacher	*Name: Claire Wasley* *Montessori qualification awarded by:* Certificate in Montessori birth to 6 years, Montessori Centre International, 2008 *Montessori assistant Montessori Partnership 2022* *Date: 2008 and 2022*		Claire Wasley – with 7-11yr pupils, teaches music to all elementary pupils and supports teachers with SENDCo children. Also leads and supports in Reception and Yr1. QTS lead.		

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	Class teacher	*Name:Catherine Whitfield*		Catherine Whitfield – with 5-7yr pupils. Yr1 and Yr2. GDPR co-ordinator.		
		Montessori assistant Montessori Partnership 2022				
		Date: 2022				
	Class teacher	*Name: Jenny Atherley*		Jenny Atherley - with 5-7yr pupils Yr1 and Y2.		
		Montessori qualification awarded by: Montessori assistant Montessori Partnership 2022		Speech and language support. PE specialist.		
		Date:2022				
	Class teacher	*Name: Kate Hammond*		Kate Hammond - assists with 5-7 pupils, sometimes 1:1 support, also supports the (Children's House) nursery room.		
		Montessori qualification awarded by: Bournemouth Montessori Centre International Diploma				
		Date: July 2001				
	Class teacher	*Name: Anna Tchorz*		Anna Tchorz - assists with pre school pupils (Children's House)		
		Montessori qualification awarded by: MCI International Diploma in Montessori Pedogogy				
		Date: May 2014				
	Class teacher	*Name: Katy Grant*		Katy Grant - leads and assists with Nursery and pre school pupils and DSL for the nursery pupils.		

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		Montessori qualification awarded by: Montessori assistant Montessori Partnership 2022				
		Date:2022				
	Class teacher	*Name; Tara Williams*		Tara Williams - supports and assists with nursery pupils.		
		Montessori qualification awarded by: Foundation Certificate Montessori Centre International, 2008		Lunch time supervision.		
	Class teacher	*Date:2008* Name: Naomi Cowan-Norris	Our recommendation is, as a long term plan, to encourage non-Montessori qualified teaching staff to develop their Montessori understanding by taking formal Montessori training and for those trained at assistant's level to aim to gain their Montessori Diploma.	Naomi Cowan-Norris Early Years Specialist, QTS. Lead teacher for outside and the youngest children.		
	Non-qualified staff undertaking Montessori professional development: Please list them and give brief details of the qualification they're working towards.	Name: Sophie Fay Name: Patrice Legros	Our recommendation is to encourage non-Montessori qualified staff to develop their Montessori understanding by taking formal Montessori training.	Sophie Fay - lunch time supervisor and helps with the 2 year olds. Currently on a government funded apprenticeship. French specialist. Teaches French in the Elementary class. Other duties include: Lunch time supervsion; supporting in the outside space with the youngest children. Forest School Assistant.		
3.Vertical grouping: Classes	In the Nursery envrinoment children from 2 - rising 5 years work together in the same room. They come together in groups daily.	Registers Nursery and Primary floor plan		It was evident that all classes have a mixed age group.	X	

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are a mixed-age group.	In the Primary environment pupils are split into 2 classrooms 4 – 7 years and 8 - 11 years, due to space restrictions. In addition to small group lessons within their classrooms, they regularly have opportunities to come together as a whole group. Nursery and Primary often come together as a whole school, for example when visitors come into school, and also share the outside space for part of each group's lunchtime, when younger and older children can choose to play together with shared resources.			Because of the nature of the free flow between the rooms children can share activites easily. We observed how a child fromt he Children's House (Reception) came to collect an activity from the adjoining room and took it to his own classroom and then returned it confidently. In answer to a question about larger groups in primary, the response was that this tends to happen in the afternoons when for example the children are working on the great lessons.		
4.The work cycle: The working time lasts for an uninterrupted period of at least two and a half hours, preferably three. During this time, the children mostly work individually but come together when they wish to, in small or larger groups.	*The work cycle lasts for an uninterrupted period of at least two and a half hours, preferably three:* The Nursery morning runs from 9am-12pm, with free flow snack and access to outside. During this time teachers may invite children to join a group activity. The Nursery afternoon sessions include adult-led and planned activities such as Yoga, Music and PE. Primary pupils arrive at 8.45 and, following a group Brain Gym activity, their morning runs from 9am-12pm with free flow access to snack.		It was evident that the full work cycle continued throughout the morning in all classes.	In all classes the children were busy choosing work and applying themselves to what they had chosen. The primary children were observed having snack when they were ready. The youngest children had a lot of adult support, and the written observations confirmed this. No larger groups were observed in the nursery class, so the work cycle was not interrupted.	X	

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	The uninterrupted work cycle allows time for working with materials for as long as needed, repeating and revisiting as they wish.					
	The children mostly work individually during the work cycle: Teachers observe and carry out individual presentations and children are free to work with materials which they have been shown. There are clear systems for recording where children are, supporting communication between teachers. Teachers ensure that children have a wide range of activities to chose from and are skilled in observing and guiding children to make choices if necessary. On entry into the setting children are introduced to the cycle of activity, and adults observe and support them with their growing independence. Through Grace and Courtesy and adult role modelling, children are able to work without disturbing others and know how to approach their teachers to ask for help. In the Primary classroom pupils have a good awareness of what they could choose to do, supported by record keeping in their diary, and they work individually for most of their work cycle, with guidance from teachers if necessary.	Montessori coaching observations Teachers' classroom observations Weekly planning and evaluations Photos of activities (children's records, Facebook)		Apart from the youngest ones all the children worked individually in the Children's House (Nursery) Reception and Primary. Individual activities observed: In Children's House: Sponging, a lot of sorting and transferring activities, Spindle boxes, colour box 2, sorting using a blind fold, large and small threading, Classified pictures (vehicles), Pouring with support.		

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	The children come together when they wish to in small groups: Children enjoy choosing to work with a friend on paired activities, or to look at a book together with a friend or two. During their time outside they often play in small groups with shared resources. In the Primary classroom pupils often spot opportunities to collaborate, as well as participating enthusiastically in regular small group lessons with their peers.	Montessori coaching observations Teachers' classroom observations Weekly planning and evaluations Photos of activities (children's records, Facebook)		A small group of children joined a French class in the elementary classroom. The youngest children were exploring a sensorial activity on a large tray. Two primary children were observed collaborating on a maths activity. The French sssion involved discussing animals in French. The French lesson took place in a corner and children were observed joining the French teacher sitting there, as and when they wanted to.		
	The children come together when they wish to in larger groups: Children respond positively to their teachers' invitations to larger group activities, such as stories where they all gather on the mat. Primary pupils regularly come together as a larger group within their Key Stage. They enjoy joining in lessons and 'big conversations', they listen well to one another and respond thoughtfully to others' ideas.	Montessori coaching observations Teachers' classroom observations Weekly planning and evaluations Photos of activities (children's records, Facebook)		The youngest ones were observed gathering with a teacher close to the cosy corner tent in preparation for a story.		

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5. Care: Care routines embody the Montessori ethos.	The environment is well set up for children's growing independence with Care of Self. A self-care station with tissues, mirror, bin and hand sanitiser, and an accessible sink are in the main hall for the Nursery children. They have access to toilets adapted for their needs with step stools, toilet seats and potties. When children are potty training teachers work in partnership with home, for example bringing in their own potty or toilet seats. During nappy changes children are encouraged to be as independent as possible, for example helping to remove clothing or shoes. Children are helped to learn how to manage fastenings on their clothes and put on their coats. As snack time children sit on appropriately sized furnitutre and use small jugs, glasses and plates. They serve themselves and wash up afterwards. Primary pupils have access to their own bathroom, with child-sized toilet and sinks.	Photos of the environment.		Care of self is supported with a self-care station where children can blow their nose, brushing hair, dental hygiene, hand washing, A nursery was observed washing their hands independently. Care of environment; A younger child noticed a table with water on it and was seen to dry the table with a cloth. Outside children were clearing areas with leaves using appropriately sized garden tools. In response to a question the adviser was told that nappy changing is done sympthetically. The child will collect his bag from the cloakroom and is encouraged to help himself to become more independent by taking his shoes and socks off. Older children are good role models and love to help - the beauty of the mixed ages in the same class.	X	
6. Prepared environment: A Montessori 'prepared environment', suitable for the ages and stages of	*Environment suitable for all the ages catered for:* Nursery occupy the large main hall. Their prepared environment includes: curriculum shelves of graded materials, reading area, nature table, art area and an area designed to meet the needs of the youngest children including activities suited to their	Floorplan and photos of the environment		The prepared environment consists of three classrooms, all accessible, with free-flow movement for everybody apart from the very youngest children, throughout the day. Children were seen to collect activities from each other's rooms	X	

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development of the children within it, is set up and maintained so they can actively engage with materials and activities that are designed from a developmental point of view and which lead them to successive levels of discovery about their world.	developmental needs and a cosy, quiet space. Furniture and activites are appropriately child-sized. Primary pupils occupy two classrooms, again with appropriately-sized furniture and materials graded on curriculum shelves. The Primary pupils snack and lunch area is separate from their classroom.			and then return them when they'd finished with them. There is also an inviting outside area for the children to access real nature. The large room is divided for the youngest children. They occupy one part of the large hall with much lower shelving for easy access. The activites on these shelves are suitable for the young age group with many simple practical life activities. To make the room more cosy there is a cloth tent to one side for quiet time or rest time. Book shelves are nearby. The room is divided by larger blue and yellow tables which are used during snack and lunch times by everybody. This could be seen later on when a social scene was developing with the older children having snack together. The other half of the room is for the nursery aged children who also occupy another space nearby. The Elementary (Primary) class is next door with free access for everyone. Even though the primary class is less spacious the		

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				children were observed moving thoughtfully and with consideration for others as they were busy doing their activities. The walls have interesting displays of children's art and science projects, for example on planets. The classroom was a busy place where a small group were learning French, another teacher was listening to a child reading – it seemed like a big family.		
	Set-up and maintenance of the environment: For 23 plus years the owner and teachers have set up and checked the shelves daily. Other members of staff arrive ahead of children to prepare the environment. All staff are trained in how to prepare the environment, including non Montessori trained staff, and throughout the day they will observe and maintain the environment.		It is most impressive how the underpinning organisation of routinely setting up the environment completely, enables the children to pick up where they left off the previous day.	The large hall is beautifully set up each day. Shelf lists show suitable activities for each room according to children's development.		
7. Activities, materials and presentations: Children have continual and free access to a full	*Continual and free access:* All areas of the environment are available at all times, including free flow snack and access to the outside area (with supervision).			The planning documentation for indoors and outdoors is really thorough. The outside area is well planned with excellent detailed lesson plans for the Children's House (Nursery, Pre-school and	X	

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range of the Montessori materials and other materials and activities based on Montessori philosophy that are appropriate for their ages and stages of learning. Materials are displayed in an orderly way, well maintained and complete. Presentations of materials are frequently and routinely given.			This deliberate following up of a recent presentation shows the staff member's understanding of this child's developmental needs and their ability to meet them.	Reception) to share with staff with suggestions what to do across the ages. The outside space offers a very inviting environment for exploration of real nature with mud, water, puddles, leaves, branches and also some planned activities, sticks and printing with apples. The older children had collected the apples from Forest School which is a 30-40 minutes walk away; or creating a sun flower café on a large tray with sunflowers, oranges and other natural objects. Other practical life activities were included. The planning also shows the link to each learning area. Activities observed outside: Wheelbarrow,counting activity, cleaning cars, large bug hotel, getting wet in the puddle. During the visit the elementary children were not observed outside. Outside, a re-presentation on how to sweep leaves could be seen. Inside, one of the youngest children had a re-presentation on how to use locks and keys - "Find the key." The activity had been introduced for the first time the day before.		

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				Nature tables were evident in the classrooms with big trays full of autumnal objects. The apples from the Forest School visit were linked in. Science was evident: Exploring bones – one child in the elementary (Primary) class was seen to look at real bones in a container and pictures of animal skeletons. During a further visit to the Elementary classroom (Primary) we observed a child with a book which she had brought from home. The 7 ½ year old was very fond of the book and happy to 'read' it to us. The text was not in English but she knew it by heart. She only looked at the pictures. It was part of Black History month and her work on the Great Stories and big conversations. The child could explain and summarise the plot of the story as shown in the Primary (Elementary) Record of Achievement for comprehension.		
	Full range of materials available for ages in class: School has a full range of Montessori materials for the 3-6 and 6-12 age ranges, complemented by additional activities	Photos of the environment Shelf lists		All the classrooms are very well resourced. In the Elementary (Primary) class the pupils were studying for example, parts of your body, when		

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	selected and prepared by teachers or resources such as BeeBot for technology. Teachers have carefully selected developmentally appropriate activities for 2 year olds. The Primary Montessori curriculum is supplemented with additional schemes where appropriate (PSHE, RSE, Protective Behaviours, Online Safety). Rich and varied experience sparks pupils' interests so that they are enthusiastic and want to learn including: French, music, trips, First Aid training, participation in larger projects (such as working with Birmingham Science Museum to create a children's mini museum or working with a puppeteer to create puppets and produce a show)		It might be useful to expand on this to have a table specifically for snack preparation to promote social development.	the children draw the outlines of each other's body. They were learning about planets, exploring nature with leaf prints using symmetry, and making leaf men. They were also exploring the relationship and connections to real artists such as Miro and others. Both pictures by the artists and by the children were carefully displayed on the wall. Another project was "Best part of me" where a photo had been taken of, for example, an ear. All the art work looked independently created by each child/group. Other materials observed: the Roman Arch, Colour box 3. We also observed work with long multiplication, fractions, classified pictures. In response to a written question it was established that snack preparation is available in the Children's House (Nursery) as part of the Practical Life activities for individual children to do although this was not seen happening during the visit.		

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	Suitable for ages and stages of development in class: Teachers grade the shelves providing a visual long term plan for the children to access. Pupils are free to move between classrooms to select appropriate materials and activities.	Photos of the environment Shelf lists		An abundance of language activities could be seen. Teachers' observations show how each child is moved forward at their own pace and following their interests to build up their confidence. In discussion it was explained that when children join the Elementary class (Primary) they are introduced to various topics/subjects and then build on that interest and knowledge throughout KS2.		
	Orderly display: Materials are graded on the shelf, left to right and top to bottom. Teachers take care to ensure adequate space between materials on the shelf.	Photos of the environment Shelf lists		The precise display of the materials, from simple to more complex makes it easy to access for the children.		
	Well maintained: Anything that is broken or missing is replaced or repaired. Teachers continually observe and monitor the environment.	Photos of the environment		The materials appeared to be in good condition.		
	Complete: All staff are trained to recognise what makes each material complete and why it is important. Materials which are incomplete would be removed from the shelf and until missing items can be located or replaced.	Photos of the environment				

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8. Classroom management: Classes are run in such a way that they promote the children's freedom to make spontaneous choices; to be independent; to complete cycles of work; to develop a sense of responsibility within the group and to use the materials appropriately.	*Freedom to make spontaneous choices:* Children are introduced to a range of materials, allowing them the opportunity to make independent and spontaneous choices. They are free to choose from the shelves, snack or the outside area. Clear systems for recording children's work enable every adult in the environment to guide and support children with choosing if needed. In the Primary classroom Pupils are expected to: be self-motivated, select and carry out work independently, seek their own answers, keep themselves accountable through their diary (recording and evaluating their work and, in KS2, setting weekly goals with guidance from their teacher). Pupils take ownership of their own learning and with this comes self-discipline.	Shelf lists/records Primary pupil diaries		In response to questions it was explained that when a young child first joins the nursery he is shown practical life activities and will join small groups to get to know his friends. Settling in starts with ½ hour and depending on the child, the time will increase gradually - being able to make own choices and is guided to learn at his own pace. We observed a sensorial exploration activity with a large tray with 2 year olds. To manage outside and snack: To promote independence and free choice the children have special cards with their photo, on a floor mat by the door to take if they are going outside. There is another set of photos to be used for snack time.	X	
	Independence: Children are encouraged and supported with their growing independence from the time they arrive at the door in the morning: removing and putting on their coats, hanging personal belongings on their peg, selecting using and returning activities, washing their hands, serving snack and washing up, toileting.			No instances of children misusing materials were observed during the visit.		

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Criterion	**Our view as to whether or not we meet this criterion –** *respond to the prompts below*	**Our evidence for making this judgement**	**ME UK View as to whether this criterion is met, with recommendations**	**ME UK evidence**	**Met**	**Not Met**
	Completion of cycles of activity: From their entry into Nursery, children are introduced to the cycle of activity and teachers continue to observe and support them to do so independently, selecting an activity and working with it before returning it to the correct place on the shelf. Children are shown how to replenish parts of an activity if necessary e.g. cotton wool and polishing cloths. Teachers support children to carry out a cycle of activity in other areas, such as snack followed by washing up.			The children were busy completing their own work. We observed a child with colour box 3 which he had completed on his own. Another child chose colour box 2 and completed it.		
	Having a sense of responsibility: Children return materials to the shelf, in the correct place, so that they are available to others. Children are involved in maintaining a prepared environment for others, for example preparing te easel when they would like to paint and cleaning it afterwards to leave it ready for others. Everyone recognises the importance of taking care of the materials; they are real and breakable, and there is only one of each. The older pupils act as role models, as do the teachers, helping and supporting one another. Behaviour policy and procedures are clear, every pupil knows what is expected of them, pupils follow classroom rules and are excellent role models for younger pupils and, if they arise, resolve conflicts amicably. Teachers' expectations of pupils' behaviour and their attitude to learning are consistently high and pupils endeavour to live up to this.			One child finished her activity and got up to put it back on the shelf. However, she then realized that she had not pushed her chair under the table and rushed back to do it. A feeling of responsibility and a deeper awareness was developing - with the help of the absorbent mind. Young children's sense of responsibility is primarily developmental arising from the freedom to operate and socialize freely and independently in the classroom. The staff were observed to be effective role models by moving discreetly around the classroom and in the way they spoke to the children.		

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	Using materials appropriately: All teachers use materials in appropriate fashion and encourage children to do the same. Older children act as role models. Staff are clear in what is expected, having undergone shared training or discussions in staff meetings.					
9. Teachers' attitudes and activity: Attitude of staff reflects Montessori ethos and respect for children and colleagues; ground rules are adhered to and promoted; general classroom awareness is evident; teachers all give frequent presentations in line with Montessori principles and in accordance with their level of training.	*Attitude reflects Montessori ethos and respect:* Teachers have high aspirations for every pupil. For example in music every Primary pupil will learn to play an instrument. These aspirations are shared with pupils and their parents through their progress reports, records of achievement, photos and examples of work in pupil files and opportunities to share and perform e.g. open days, Christmas concerts, plays. Children have opportunities to be successful, their contributions are welcomed, and their individuality is celebrated. Ideas that the pupils suggest are listened to valued and acted upon in collaboration with their teachers,	Parent testimonials		The staff move around the classrooms in a discreet manner. They observe and notice if a child needs support. An example from a written observation: A child was busy cutting paper strips and then put his work back on the shelf. The teacher reminded him to replace the paper strips for the next child.	X	
	Ground rules adhered to and promoted: Ground rules are underpinned by the beahviour policy Rules and expectations have been discussed and agreed upon by the whole staff team. Updates following training have been shared at staff meetings.	From most recent Ofsted report "Staff manage children's behaviour exceptionally well. They give clear and ageappropriate explanations to children. Staff act as superb role models, interacting with children in a kind, polite and caring manner. Children		We observed a young child working with a water transferring activity and another child was reminded not to interfere. The teacher dealt with the situation calmly and respectfully. Another example from a written observation:		

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		listen to and respond attentively to requests from staff."		A child explored a torch and pointed the light to his friend's eyes. The teacher dealt with this in a kind but firm manner explaining how to treat your friends.		
	General classroom awareness: Staff skills and understanding are further developed through Montessori Coaching. Communication between staff is strong, with clear systems for recording observations, evaluations and planned next steps, promoting effective delivery of well-timed lessons for pupils. Staff meet regularly to discuss observations, review pupils' achievements, moderate and plan. Teachers collaborate well, share expertise and use their enthusiasm and subject knowledge to make lessons interesting, including specialisms in music, art and French.	Montessori coaching		The teachers' presence was observed to be calm and positive. In the nursery some of the youngest children were guided with their activities. For example exploring the large sensorial tray, looking at books, art activities. In the Elementary classroom a teacher was listening to a child reading while other children were busy. The French teacher continued his lesson and the four children seemed to enjoy learning the names of animals. Then two more children joined the group. It was evident that the children were used to a busy classroom with everybody exploring different topics and areas of learning.		
	Frequent presentations: These are planned by individual teacher. Supported by systems in place to identify child's next steps, accessible to all staff so everyone can support the child. Presentations given by trained Montessori staff.	Montessori coaching Individual plans		The Montessori coaching document shows each child's progress and which areas of learning need to be supported more.		

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				We observed some re-presentations with the younger children. For example 'locks and keys'. This activity had been first introduced the day before and the child needed further support.		
10. Observation, planning and assessment: Informal observations occur throughout the day; formal written observations are regularly carried out to inform assessment, review and planning of all Montessori aspects of the provision.	*Informal observations:* Teachers observe daily, making notes which inform their plans for the child and for the group. Observations are shared at staff planning meetings. Teachers make good use of photos as well as written observations which are shared with parents in the child's learning journal.	Daily notebooks Monthly planning meeting minutes		The teachers' daily note books give a continuous insight into specific children's choices, do they need encouragement, can they choose an activity independently, levels of concentration, social skills. For example, from one written observation, one child was observed to take out one activity and then putting it away without being able to engage. This was repeated with pegging, keys and locks, and a knobbed puzzle. Finally the teacher suggested an activity and the child was able to engage in the activity with the teacher's support. The teacher recognized that very young children's independence will grow but with emotional support.	X	
	Formal observations: Montessori Coaching of rooms as a whole to support staff and give them ownership of what staff are doing.	Montessori coaching		More formal and specific observations are done with the Montessori coaching documents. These show how the children progress through the term, areas of interest and what each child chooses to be engaged with.		

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				It also tells us which Montessori materials are in use and future plans. One example was a 2 year old child's settling in period.		
	Planning: Weekly/fortnightly. Specifically for topic or group activities Each Primary pupil has an individualised plan informed by observation, based on individual starting points and taking into account needs and interests.	Weekly plans and evaluations		The Primary (Elementary) class pupils do their own self assessment and some of the planning and learn to balance between the Montessori activities with support of the teacher. For long term planning for the younger children every single point of Development Matters and the Early Learning goals has been linked to the Montessori Curriculum. It is easy to see how it all links. Termly plans and weekly plans show planned Montessori activities and evaluations with next steps and IEP. Weekly plans for possible group activities to do inside were seen.		
	Assessment: In the Primary classroom Teachers observe and assess daily, taking into account pupils' self-assessment, and update pupils' individual plans. English and Maths papers are used diagnostically to identify areas for	Weekly plans and evaluations Shelf record sheets		Each child keeps a diary for each day and makes a note of which subjects they have covered and how long they have spent on it. At the end of the week they assess and plan what they should		

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	further teaching. Progress is tracked twice a year, in each subject. Teachers check pupils' understanding through questioning, through pupil self-assessment (diaries) and through monitoring learning/work. Misconceptions are quickly identified and follow-up tasks provided, well timed questions extend and reinforce learning.			be doing next, together with their teacher. One child's example from the diary: Maths 10.45 -11.45 decimals six pages, Writing 9.45-9.48 corrections. They also note down what they are proud of - 'my nearly finished art', 'I'm proud that I've done everything…' "I like mathematics, maybe I need to do more writing…" The children learn to evaluate and plan what to do next and set themselves next week's goals. Montessori Curriculum plans show a monthly planning meeting summary. The time table for the elementary pupils - KS1 and KS2 - shows the program for each week. …'Forest School', 'change home reading books', music …		

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11. Montessori-driven management structures: Management structures allow for the implementation of Montessori principles and support staff in their professional development.	*Management structures allow implementation of Montessori principles:* • Qualified, experienced staff, many of whom hold both mainstream and Montessori qualifications • Montessori accreditation: ensures that school continues to embody the highest Montessori standards, keeps the SLT accountable • Montessori coaching: to raise/maintain standards of good Montessori practice and engages staff in the process of regular, ongoing self-evaluation • Head manages staff effectively so that a high teacher: pupil ratio is maintained, allowing teachers to get to know the children well and support their education and their personal development. • Primary pupils remain with their teacher for several years means teachers get to know pupils well and are well placed to support and challenge, and plan activities which are well matched to pupils' needs. •	Staff certificates Montessori coaching Staff meeting minutes		The majority of staff have some level of Montessori qualification as well as mainstream QTS. It was evident that with most staff having a Montessori qualification the ethos and approach to everything was true Montessori. The school supports staff in further professional development and encourages staff to further their understanding of the Montessori Method. The excellent planning documents also guide and support staff in their teaching.	X	

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	Management structures support staff in CPD: • Opportunities for further training including in-house training from Headteacher and during staff meetings • Additional staff training including: safeguarding, first aid, food hygiene, Prevent, health and safety, risk assessment, manual handling, protective behaviours, SENDCO Level 3 • The school's leadership creates a culture of teamwork where all staff strive to improve their practice and work hard to provide best possible experience for pupils, The headteacher acts as a role model. Contributes to/creates an environment where all staff are positive about pupils' personal development and committed to ensuring their well-being. • SLT plans CPD and conducts staff training, observes and coaches • Staff engage in further professional development: keeping informed and up to date, sharing good practice with others within/beyond the independent sector, Headteacher/Manager meetings, SENDCO surgeries, ISA webinars, Montessori webinars	Appraisals Supervision meetings Montessori coaching CPD records Staff meeting minutes		All staff are excellent role models, led by Mrs Everley. A clear management structure is evident. Open communication is clear.The details on the appraisal form and supervision record are comprehensive and show how to help an employee recognize how to grow and develop. Support is given throughout. The staff minutes and records of inset days, lists clearly what will be covered short term and longer term. The teams are allocated various responsibilities. It is clear that with Mrs Everley's enthusiasm, she encourages her staff to further their understanding how to support all children.		

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	• The Headteacher's initiatives for staff development have further developed staff skills with regards to supporting pupils' well-being including training for Looked after Children, Bereavement and Mental Health.					
12. Policies and procedures: Effective policies and procedures relating to implementing the Montessori approach and monitoring its effectiveness are in place, and available to staff and parents.	*Policies and procedures relate to implementing Montessori approach:* All policies are underpinned with Montessori values and approach. School aims are reflected in policies and procedures. School aims are displayed within the setting and online. In-house training and support, plus Montessori coaching, help to ensure a shared approach. The setting has increased the number of Montessori qualified staff.	School aims Policy file Montessori Coaching notes CPD records		All policies are available to be read at any time.	X	
	Policies and procedures are monitored and reviewed: Leadership team writes and reviews policies, full-time presence, oversees implementation of policies and procedures Policies are reviewed annually and in response to any changes to statutory guidance.	Policy file				
	Policies and procedures are available to staff and parents: All staff read and sign policies. Updates to policies are shared and discussed in staff meetings. Policies are available on website and also as paper copies on request. Policies	Policy list Policy file Welcome Pack Staff meeting minutes				

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	are shared with new parents in Welcome Pack					
13. Partnership with parents: There is an effective partnership with parents.	Strong partnership with parents, helping to achieve best outcomes for pupils • 2022-23: Positive engagement with parents during the Wellbeing Award process and since then have repeated stakeholder surveys for Wellbeing, with plans to regularly revisit • Lots of opportunities for parents to come into school informally, giving pupils the chance to share their enthusiasm/successes: monthly open mornings, coffee mornings e.g. Macmillan fundraiser, singing to parents, celebrating together e.g. birthdays, sharing their own experiences (e.g. Sikh festivals) Excellent provision of information (increased further in response to parent Wellbeing surveys) strengthens links between home and school and shared investment in learning and school activities/the school community • sharing information about the curriculum in newsletters • Information/policies/reports available on school website,	Newsletters and school news/events Evidence from Wellbeing Award portfolio (including parent surveys) Facebook posts Parent testimonials Materials to signpost parents to appropriate services/support Parent skills survey From Ofsted: "Partnership working with parents is strong. Parents feel extremely well informed about their children's time at the nursery. Parents express how satisfied they are with the nursery. They say that they would highly recommend it to others. Parents say that their children are progressing above and beyond their expectations."		A strong partnership with parents and wider community is evident from all the information provided. Mrs Everley and her team have created a village with personal touches for everybody to feel valued. Visiting the school's website and the newsletters convey to parents that Mrs Everley leads the school with enthusiasm, hope and humour to make it the best experience for everybody, and in the course of discussions with the adviser, Mrs Everley repeated more than once that her aim was, 'Montessori all the way!' The comments on the website and parents' testimonials show how Mrs Everley has gained the trust of the families and community through communicating at parent meetings, engaging with community projects, and by working full time in the school. She keeps the parents up to date with what the children are experiencing and doing. She makes each child	X	

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	displayed on school notice board, paper copies in file and available to parents and inspectors • Full written report annually and parents evening, termly progress updates and parents invited to share comments and/or meet with teachers to discuss further, • Website with contact details, policies, etc, • School aims on website and displayed in school • Complaints procedure is in place to manage any complaints that may arise. There have been no complaints raised since the school was opened in 2007. Creating a 'village' to support children and their families (supportive partnership benefits pupils) • putting new parents in touch with others (for example where they share a home language or live nearby) • Using Facebook to signpost parents to relevant activities or support networks • Opportunities for parent 1st aid and mental health training • Induction get together for new Reception parents			and family feel like a valuable community member. The parents trust Mrs Everley to educate their children with a team who are skilled and know each child's potential. Mrs Everley makes sure that she is at the door when the morning session starts to be able to greet each child and family.		

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	• Parents visiting to talk about their own cultures and faiths • Parent skills survey • July 2023: Added an 'ideas for home' comment to annual report • Personal touches/knowing children and families well e.g. being able to check in on home circumstances, signpost, etc in less formal way/more approachable, parents tell us more so can help child more effectively			And also to say goodbye at the end of the day.		

From the evidence made available to the professional adviser, and observed during the virtual visit, it is clear that the practice at Merry Days Montessori Nursery and Henley-in-Arden Montessori Primary School is authentically Montessori. This quality of practice is strongly underpinned by the frequent, detailed and current observationsthat are routinely carried out, by the impressively thorough planning system, covering outdoors as well as the indoor environment, and by the unobtrusive but efficient organisational administration. There is a culture of CPD led from the top, and the staff are generally well qualified, but there is scope for encouraging staff who do not yet hold full formal Montessori diplomas to work towards achieving these.

I confirm that the information given above is correct at the time of completion and that I am unaware of any actual or potential conflicts of interest that might prejudice the outcome of the recognition process.

Signed:

Name: ***Helen Everley*** ***Position held:*** ***Headteacher*** ***Date: 11.12.23***
Updated October 2024

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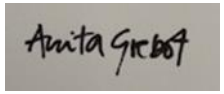
For ME UK: 

Date: 1 November 2024

Name: Anita Grebot
Professional adviser

For ME UK:

Date: 4.12.24

Name: Helen Prochazka

For ME UK:

Date: 4.12.24

Name: Martha Mason

For ME UK:

Date: 16/12/24

Name: Margaret Dillane

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