



# Quality Mark

## EARLY YEARS VISIT FEEDBACK REPORT

<b>School/Setting name</b>	Early Years at Lyme Community Primary	<b>Visit date</b>	1.10.18
<b>Headteacher</b>	Marie Cribb	<b>NOR</b>	30 Reception, 22 Nursery
<b>Telephone number</b>	01744 678 350	<b>Assessor</b>	Janice Raczowska
<b>Quality Mark Contact email</b>	Marie.Cribb@sthelens.org.uk	<b>Quality Mark Contact Name</b>	Louise Mc Dermott, EYFS lead

### A brief context of the School/Setting

Part of a smaller than average primary school. Inspected in June 2017 with the Early Years judged as a strength of the school. School has a relatively new young staff team including in Reception and Y1.

<b>Visit Type</b>	Initial visit (IAV)
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### The Assessor spoke to the following people *(delegate as appropriate)*:

<b>Headteacher and/or Senior Leaders</b>	<b>Early Years Leader</b>	<b>Teaching assistant</b>	<b>Reception teacher</b>
YES	YES	YES	YES
<b>SENCo</b>	<b>Child representative(s)</b>	<b>Governors/Trustees</b>	<b>Parent representative(s)</b>
NO	YES	NO	YES

<b>Does the School/Setting meet the requirements of the Quality Mark?</b> YES	<b>'Learning Walk' completed?</b> YES
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<p><b>The previous development points have been implemented.</b>  <i>Not applicable as first assessment</i></p>	<p><b>List any noteworthy evidence.</b>                  The creation of a writing shed to encourage mark making and writing outside enhances the opportunities inside the classroom.                  The well resourced child led approach to play based learning is clearly having a positive impact on children’s progress and skills in English and maths.</p>
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<p><b>List of development points from the previous visit report and the resulting actions taken, if appropriate:</b>  <i>Not applicable as first assessment</i></p>
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<p><b>Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</b></p> <ol style="list-style-type: none"> <li>1. The stimulating learning environment could be further enhanced with more key words and labels to complement the ongoing drive by staff to develop children’s language, reading and communication skills. (Element 7)</li> <li>2. Children are selected for focus observations each week but consider strategies to evidence how adults record key moments of other children’s incidental learning or gaps in understanding when they join them in the activities. (Element 2)</li> <li>3. Consider strategies to annotate children’s writing and maths where appropriate, in order to evidence that any bad habits such as number reversal can be tracked to show they have been promptly addressed. (Element 5)</li> </ol>
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<p><b>Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:</b></p>
<p><b>Quality Mark Elements</b></p> <p><b>1. A whole setting strategy and planning to improve young children’s abilities and achievements</b>                  Following a review of data, a comprehensive Early Years action plan is formulated each year, an annual report is produced for governors to evidence how targets have been achieved and staff meet formally each week to discuss children’s progress and outcomes. Leadership of the department was recognised by Ofsted in 2017 as good and this remains as purposeful and focussed on the needs of the current cohort. A visit to the Early Years rooms shows how staff work as a strong, well organised team who know how to support children. There is good evidence of detailed planning, evaluations and monitoring timetables to ensure children develop as effective learners and achieve their best. Procedures reflect the department’s commitment to inclusion and developing the whole child not just in terms of literacy and numeracy.</p>

## **2. An analysis of the assessment of young children's abilities and achievements**

There is a continuous cycle of observation, assessment and planning; children's progress is summarised at the end of each day and formally discussed with all staff once a week. Paper Learning Journey sheets are completed for all children over the term, and for three children in Nursery and three in Reception selected for more detailed observations each week. Adults make assessments and respond to children throughout the day and in Reception particularly, record how pupils completed guided and focused sessions in maths and phonics. Noteworthy observations are also in putted into the electronic School Pupil tracker which holds baseline information, information from parents and any details which can help to identify the child's future needs. There is an improving trend of children achieving a good level of development by the end of Reception. In 2016, 66.7% achieved a good level and in 2018 this increased to 73.5%, above the national and local average. The assessment conclusions of the Early Years Foundation stage have been successfully moderated by the local authority.

## **3. Setting appropriately high expectations for young children's development**

Discussion with staff shows how they clearly know children well, even at the start of a new term because there is shared responsibility to monitor their learning and skills, and secure knowledge about the action to help them all progress. Children can begin Nursery or Reception from a low starting point in terms of their language and numeracy skills and increasingly more are recognised as having additional needs. There is good evidence of how the department fully understands child development and subsequently sets high expectations within quality provision using a wide range of different but very relevant opportunities and activities for children. Each child is treated as an individual with unique needs in terms of literacy and numeracy as well as other abilities. Staff communicate with the SENDco and link with other agencies regarding those children who are not making expected progress or have recognised additional needs. There is a well planned programme of intervention including Early Talk Boost available to reduce gaps in learning and communication skills.

## **4. Planning 'next steps' in learning for young children's development**

The adopted approach of "In the moment" planning for adults to enhance and extend each child's different route of learning is said to be having a positive impact on children's progress, and results at the end of the foundation stage in 2018 confirm improving achievements over time. All adults are involved in observations and parents too are encouraged to contribute in order to support their child. Staff observe children and decide when it is appropriate to intervene to support or enhance learning. Succinct notes are made on each child's learning journey sheet as the week progresses. As some young children are able to recognise what they can do and need to improve, a Child's View section has been added to the Learning Journey sheet so that this can be recorded. A learning walk in the department confirms how language, literacy and numeracy are integrated in all areas of the provision. There is a good sense of shared responsibility by staff to complete detailed observations then regularly discuss and highlight next learning steps in order to increase the pace of children's learning.

## **5. Regular review of progress made by all children**

There are regular discussions about children's developing literacy and numeracy skills. Daily and more formal weekly meetings with all Early Years staff, pupil progress meetings with the Headteacher and

reports to the governing board ensure children's progress is robustly tracked. A planned programme of termly assessments in school, complemented by home sheets for parents to complete, ensures that the department is always aware not only of literacy and numeracy learning at home but also if there may be any potential barriers or current incidents which may impact on a child's attitude or progress. In Reception, writing and maths books record any work that is completed as part of a guided activity or independently; books viewed generally show children not only making progress but show their improving confidence to complete more lengthy writing or more challenging sums.

#### **6. A commitment to improving the skills of all practitioners**

As a relatively new staff team there is a strong commitment to ensure staff are skilled and knowledgeable about the Early Years Foundation stage and the expectations for young children to prepare them for the national curriculum and Y1. Staff attend an Early Years network and leadership network, have accessed a range of training including learning Maketon and are enrolled on a "Developing maths fluency in Early Years course". The Early Years leader is mentoring the Reception teacher and supporting induction.

#### **7. A balanced use of child-initiated and adult guided play-based learning**

A rich and exciting resource bank enables the environment inside and outside to be predominantly play based with specifically planned teacher led activities in Reception for maths, phonics, writing and reading at set times in the day. There are long periods of continuous free flow provision where adults effectively interact with the children. In the classrooms and outside, adults offered frequent questions to children as they played. There are many opportunities to talk about numbers, for example, when an adult helps a child to recognise the correct number size on a welly when dressing to go to the mud kitchen outside looking for worms. There are also lots of communication friendly spaces such as a willow structure outside, role play areas and a reading corner where adults and children interact and set up an area together. Children are encouraged to be self sufficient and to develop their independence and resilience. The development of children as effective learners is strongly promoted in the department. As soon as children enter the Early years classrooms in the morning they have to self-register by finding and copying their name. Reception children are set an extra challenge involving numbers or letter sounds. Parents can stay and play for a while to settle their child and complete the task together. During a learning walk children were engrossed in their activities and confident to chat about what they were doing. A parent of a child who was visiting the early years for a first visit before starting full time was impressed by the range of activities on offer and very pleased that her child was looking settled with the other children, staff and in the environment so quickly.

#### **8. The use of appropriate environments and resources**

The planning in the moment approach encourages a wide range of well organised resources and spaces to be utilised throughout the day. Children are encouraged to self select resources according to their interests. Resources for literacy and numeracy appear plentiful and are always available. There are several stores of books in rooms inside and outside a writing shed allows children to go somewhere warm and dry to write if they wish. The learning environment inside is vibrant and contains several teaching and learning prompts for children and supporting adults. Photographs on display are powerful evidence of the varied literacy and numeracy opportunities for children as they

play and learn. The development of early writing and mark making includes using new climbing equipment, small tool and small world activities to improve large and fine motor skills. Leaders regularly review the learning environment to ensure it is effective, accessible to all children and is appropriately resourced.

### **9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development**

Parents are very supportive of the Early Years, and some can recount how the department has given their child a good start to their education and really prepared them for Y1. Parents appreciate how they are regularly informed about what their child is learning in literacy and maths and say they find staff very approachable if they have any concerns. Staff regularly consult with parents and clearly promote a strong partnership for the benefit of children. When a child is selected for focus observations the parents are informed and asked to contribute something about home life or the child's activities. The school website is up to date and very informative including an Early Years class web page with photos of what the children have been doing. Guidance about reading, maths and phonics is available and a phonics workshop is planned as part of a programme of meetings for parents over the year to help them support their child. A weekly newsletter and plenty of notice about meetings are appreciated by parents. Parents also say that staff fully support all children and will provide extra challenge in literacy and maths if appropriate. A learning mentor is said to be very visible at the start and end of the day to meet with parents; any barriers to learning are said to be promptly addressed and supported. Twice yearly parent meetings are said to be informative and confirm how staff know children well. End of year reports are comprehensive and for Reception children highlight next learning targets in reading writing and maths. An included sheet of photographs showing the child at work and play over the year gives a very powerful message to parents about the importance of English and maths and education.

### **10. An effective procedure for monitoring, planning and assessing improvement in practice and provision**

The setting regularly audits provision using the ECCERS (Early Childhood Environment Rating Scale) audit and has more recently deployed the SSTEWS (Sustained Shared thinking and emotional well being scales) audit as it better reflects what the department are trying to achieve in ensuring effective and reflective provision. The SSTEWS scale evaluates adult-child led interaction alongside the planning and organisation of learning spaces and focuses on the impact of the adult role. This is a new audit tool which was first completed last September and subsequent action plans were devised and then re-evaluated throughout the school year to be shared with the governing board. Termly reviews are organised by the school senior leadership team to assess progress against targets set in the school development plan. The Early Years lead, English and maths subject leads also monitor provision. Access to school networks where good practice can be shared and pedagogy debated encourages staff to constantly reflect on Early Years policy and practice, particularly with a focus on securing children's English and maths skills. Discussion with leaders shows how they are open to new ideas and ways of working if it improves or enhances provision. The use of School Pupil Tracker enables a range of assessments to be gathered centrally about a child; Keyworkers update information formally to make judgments about children's achievements and progress four times a year. Parents have access to the

School Pupil Tracker and can view their child's learning journey and upload any additional evidence from home.

**A brief summary of the strengths/ developments since the last visit:-**

Not applicable as first assessment

**Additional Comments**

The Early Years department shows to be maintaining the effective provision noted at the last Ofsted inspection in 2017. Children's outcomes continue to show an improving trend, particularly for boys. The strong staff team show to be passionate and interested in young children's development and work hard to ensure every child develops their English and maths skills according to expectations.

Congratulations on achieving the Quality mark.