

EARLY YEARS FOUNDATION STAGE (EYFS) REVIEW

WEDNESDAY 13th JANUARY 2016

EVALUATION

Purpose

- To recognise and celebrate the achievements of the EYFS Team
- To acknowledge the progress that has been with the 2015 Review recommendations
- To evaluate current provision across the stage by establishing a 'snapshot' of current practice
- To jointly agree future development plans designed to build upon existing successes and further develop the quality of practice
- To evaluate the impact of the forest school environment on pupils' learning
- To work together, in partnership, to continually strengthen provision.

Approach

- evaluation of teaching and learning through direct lesson observation
- analysis of pupil performance data (standards and progress)
- interviews with a selection of parents
- joint reflection on key routines, systems, structures, protocols and approaches, by considering all aspects of the learning environment and all other arrangements made to support pupils' learning
- presentation by the EYFS team and subsequent discussion.

1) Main findings – strengths

1) More progress has been secured in the year between the January 2014 review and the 2015 one than on any previous occasion. This is the ninth EYFS Review. Progress has always been made between reviews, but never has so much been achieved within a twelve month period. A paradigm shift has occurred; some aspects of provision have been transformed: a new performance level has been reached. All EYFS staff are to be commended for their combined efforts to enable such positive change to take place during this highly productive period. EYFS provision in January 2016 is creating the probability of the cognitive acceleration of pupils as a direct result of these changes.

Pupil outcomes have risen and are now outstanding. Whilst there is negligible difference in the number of pupils meeting the Early Learning Goals between 2014 and 2015, there is a marked rise in the the number exceeding the Early Learning Goal in 2015, when compared to 2014. Whilst cohort factors may account for some of this improvement, an 8% rise is significant and suggests that enhanced provision has resulted in higher outcomes. A further contributory factor in the improvement in pupil outcomes appears to be the rise in pupils who are joining the school in the nursery and then progressing to reception at Barnes. The impact of two years in a consistent learning environment seems to be appreciable. As our popularity and 'catchment area' reduces, and more children

transfer from nursery to reception, we anticipate the potential for attainment to increase further.

- 2) The quality of provision across the EYFS is outstanding.** The quality and range of the learning activities offered is the best that has been observed. Pupils are frequently captivated by the opportunities available. This is manifested in the fact that many were observed remaining at a single activity for an extended period of time. This was because the activities intrigued them; they were suitably interesting and challenging. Many pupils became deeply engrossed in what they were doing. Their attention was sustained; their focus was prolonged. The upshot of this was deeper, richer and more satisfying learning. More pupils were observed playing collaboratively together than in previous reviews. Pupils were seen to be more immersed in activities and for more extended time frames.
- 3) The adaptations and additions to the learning environment have had a significant positive impact on pupils' experience and substantially improved the quality of provision.** A year ago, in the 2015 evaluation report, the learning environment was described as '*enabling*'. The instillation of open units containing baskets, or trays, of learning resources has had a profound impact upon the learning culture in the EYFS. Pupils are more autonomous. They can see the available resources and they are able to access them very easily. They are less reliant upon adults and they make more independent decisions. There is more to choose from and this enhances the learning possibilities, providing scope for greater expansion in their thinking; their imaginative response; their problem solving skills; their creativity and their knowledge and understanding of the world.
- 4) The richness, range and diversity of the available learning resources has resulted in transformational improvements to pupils' learning experience.** Put simply, there is more available and what is on offer is better organised and better presented. There is an attention to detail that has not been seen previously. For example, a home group phonics session in the nursery was enriched by the use of a spinning carousel containing a series of small models. Large puppets were used to create a 'learning story'. Pupils developed their understanding of rhyme through an elaborate, highly engaging conceit. Some pupils were mesmerised by the beautiful and intriguing carousel. Not surprisingly, they remained engrossed for the full duration of this teacher led activity. The increased use of concrete, often natural, resources is increasing pupil engagement.
- 5) The EYFS benefits from outstanding leadership.** The EYFS leader is committed to continuous improvement. She actively seeks out new ideas, using everything she has gleaned from professional development to improve EYFS provision and practice. She is not the only leader though: leadership is dispersed amongst the team, with responsibilities effectively delegated. So, for example, one of the nursery teachers leads on the knowledge of the world strand and has made arrangements to attend a professional development course about teaching science to EYFS pupils. Some excellent guidance material have been created for staff, including a forest schools activities

booklet and a role play activities book. These, alongside quality 'ideas books' and the ideas introduced following attendance at courses, ensure breadth and diversity in learning activities.

- 6) The thorough, detailed organisation of the data on pupils' performance is enabling pupils' progress to be tracked far more robustly.** The class trackers, developed since the last review, enable a comprehensive picture of every pupils' progress to be captured. This database offers ease of access and the fast, reliable and efficient interrogation of data. The quality, organisation and analysis of data has never been better. The thorough, detailed assessment and moderation of data enables all EYFS staff members to be involve in evaluating the progress of every pupil. The findings from data analysis are used to identify where supportive intervention or extension is required. Data informs future planning, the way in which staff responsibilities are apportioned and the information communicated to parents.
- 7) The excellent communication with parents, through a wide range of well thought through formats, ensures that there is an extremely strong, productive home-school partnership that supports pupils' learning.** Parents are confident that EYFS staff know and understand their child. This reassures them. They appreciate the home visit by nursery and reception teachers, the polished and highly informative presentations by staff and the clarity of communication from the school. These and other factors combine to create a strong working partnership which is extremely beneficial to pupils. More, and better, home learning transpires as a direct result of these arrangements. The new settling arrangements for pupils in reception have proved to be very successful. Parents found the early, and extended, parent consultation meetings to discuss the baseline assessment helpful and informative. They particularly liked hearing, so early on, what their child's targets for development were.
- 8) EYFS staff have made outstanding use of a range of different professional development opportunities.** The customised approach to EYFS professional development has resulted in significant professional growth. The tailored programme offers a diverse range of in-school and external opportunities. The trip to an Early Excellence Centre in Leeds, and Oakwood Primary School, an outstanding provider nearby, has proved to be a powerful catalyst for change. The CPD provided by a Local Authority EYFS consultant has had a similar, positive impact. Team members have also contributed to the programme. The sustained focus on specific areas of practise – such as role play – has deepened pedagogic understanding. The valuable input and the discussion these activities have provoked has led to positive action being taken.
- 9) Role play areas have improved immensely over the course of the last year.** They are richer, more varied and more dynamic than previously. They are changed more frequently; there are a wider (and ever expanding) range of resources available and there is more modelling by staff, who demonstrate to pupils what they can do there. Internal and external role play areas are regularly enhanced and enriched. They link to the learning themes that are

focused on, or the high quality texts pupils engage with. The use of text within role play areas is assisting in the development of early reading skills.

- 10) There is clear continuity between pupils' experience in the nursery and their experience in reception.** The reorganisation of teaching staff, involving a teacher experienced in the nursery moving to reception and her teacher colleague moving in the other direction, has proved successful. It has facilitated closer links in routines, systems and structures. The increasing number of pupils who attend the nursery and then transfer to reception enjoy the benefits of a consistent approach in a shared learning culture, with an identical ethos.
- 11) The forest school initiative not only extends the range and type of provision offered, it is also having an impact on the way pupils approach their learning.** They are becoming more resourceful: the skills they develop in the forest school are being transferred to learning in the nursery and reception environments. This results in them approaching tasks in different ways, seeing more possibilities in the available activities.
- 12) Leaders of learning and learning support assistants play an important, influential role in enabling all pupils, particularly those whose development is slower, or those with additional learning needs.** They work extremely hard, leading learning with confidence and showing considerable insights into how very young children learn. They are consistently positive in their interactions with pupils. More examples of additional adults eliciting and extending pupil talk were observed than has been the case in previous reviews. Peripatetic service staff have commented positively on how much this is helping pupils who have speech and language needs.
- 13) The home book bags that have recently been introduced in the nursery are an exceptional resource of the very highest quality.** They are an example of a rich, beautifully presented learning resource. They are also evidence of a well thought through, major initiative that emerged through the identification of need. The large investment of time required to create them was time very well spent. They add a new dimension to home learning for the very youngest pupils.

2) Views of external visitors

a) Views of the Local Authority School Improvement Adviser

- Over the last few years, provision in the Early Years has developed considerably. This is reflected in a significant increase in the percentage of children attaining a Good Level of Development since 2013. Similar increases in the percentage of children exceeding the expected level are also evident especially in Personal, Social and Emotional Development, Literacy and Numeracy Early learning Goals.

- This is attributable to leadership at all levels demonstrating a commitment to continual improvement in Early Years practice. Leaders and practitioners actively engage with research and practice in other schools. They display an appetite for external review, constructive feedback and new ideas. This has resulted in practice that is continually evolving. This is evident in the forest school initiative, home reading resources, new electronic assessment programs and the reorganisation of outside areas.
- As a result of modelling from Early Years and senior leaders, practitioners demonstrate high expectations and have enabled a shared vision of practice and provision at the school. The Early Years team has developed into an ambitious, cohesive high performing unit.
- Children appear relaxed and secure in the Early Years because:
 - ✓ there are clear routines and expectations that children understand and adhere to.
 - ✓ adults are genuinely interested in children's contributions and spend time listening and speaking to them.
 - ✓ a rich and stimulating learning environment, covering the range of learning areas, has been created which capture children's imagination and interest.
 - ✓ adults act as positive role models. Children are keen to gain their approval and are keen to imitate them.
- The teaching of phonics has developed since the last review. There is greater differentiation in challenge. For example, leaders of learning now work with smaller groups and tasks are matched to the varying abilities of the children, based on their prior assessment.
- Teaching in group sessions is fast paced. This encourages children to learn in a multi-sensory way. Teachers pick up on misconceptions and encourage children to explain and justify their reasoning. Teachers model activities to children and this supports them during independent activities.
- Children display positive learning behaviours. They were observed:
 - ✓ sharing their ideas enthusiastically from the moment they enter the building in the morning.
 - ✓ sustaining their attention for extended periods in various learning areas, either with their peers, or independently.
 - ✓ collaborating with their peers in imaginary play scenarios. For example, in the fruit shop in nursery.
 - ✓ practising and experimenting with language forms.
- Pupil profiles provide a rich commentary on each child's development. Contributions appear to be drawn predominantly from free flow activities. These are very much appreciated by parents. Entries are accompanied by photos and are referenced to the Characteristics of Learning and the Early Learning Goals.

Suggestions for consideration

- Could the entries in the learning profiles be more **evaluative**?
- Each entry in the learning profiles generates a next step. Should next steps be limited to areas that will make the biggest difference to a pupil's progress/development, so that follow-up is more manageable in future planning and assessment?

b) Views of the Local Authority EYFS consultant

Parental Communication and Links

Strengths:

- Parental links are strong and parents speak highly of the team at Barnes. They value the support that they and their children receive from the school. Parents report that children settled really well and that although they were anxious about the changes to the induction process, they have found these beneficial. They commented that staff respect that children may be tired at different points in the day.
- The nursery staff prepare the children well for their time in the rest of the school. Parents have seen a difference in their children who attended the school nursery and their older children who did not. They report that the children have been quicker to settle and have grown in confidence.
- Staff make a real effort to get to know the children and parents are pleased that they treat them as unique individuals. They are impressed that they tailor experiences and interactions to meet their needs.
- Staff keep parents regularly informed about the progress and attainment of their children and always provide a big picture as to why the children need to learn particular skills. Parents like the fact that this is now earlier than in previous years. They receive electronic information regarding their child's learning and ideas about how to help at home.

Areas for development: To ensure consistency in use and quality of 2Simple for communicating learning to parents

- Linked to the EYFS Team's action point of 'Embedding the use of 2Simple', parents report that there are some discrepancies between the regularity and the amount of observations made. It is recommended that staff develop some form of tracking system and a minimum expectation regarding the amount of communication to parents.
- In addition, some of the learning profiles scrutinized tended to focus on 'descriptive' observations, rather than 'evaluative' ones that unpick the learning that is taking place. Perhaps less observations, but higher quality ones (less is more!) should be considered by the team. This might be combined with some training on 'what makes a good observation'.

Team cohesion and Professional Development

Strengths:

- It is clear that the team have worked hard to become a cohesive unit. The EYFS Leader has ensured that all staff share the same vision and understand

the purpose for adaptations, amendments, fine tweaking and new developments.

- All staff have engaged in varied, tailored EYFS continuing professional development. This has been in both general practice and specific areas of responsibility. The impact of these sessions is noticeable in both the environment and the teaching. For example, following phonics training, a recommendation from the previous review, the sessions observed were clear in their purpose, differentiated sympathetically, active and fun. The visit to the EEX Centre and various centres of excellence have had a massive impact on the environment and how the children use it.

Forest School

Strengths:

- The forest school is a strength. The sessions observed were lively, interactive and fun. Children rush to get to the sessions and are enthusiastic to find out what 'Hazel the Tree Sprite' wants them to do this week.
- The impact of the forest school is evident in the other areas of the Nursery/Reception environment. Children show strong signs of independence because they are allowed to dress and undress for forest school independently. This includes galoshes, rubber overalls and wellington boots - all very difficult, but handled by the nursery children with considerable ease.
- Children take the skills learnt in the forest school and transfer them to their learning in the classroom. They are autonomous in making decisions and mix the available resources as they see fit.

Considerations/Areas for Development: Provide opportunities for children to use the forest school area more than once a week - for free exploration and the application of skills taught inside the classroom in this outdoor area.

- Whilst the Forest school is exciting and 'hands on', the opportunities currently tend to be fairly adult directed, with a specified outcome at the end.
- Further the use of the forest school throughout the week, for more free exploration and learning opportunities, is recommended.

The storage and use of resources for learning across the EYFS environment

Strengths:

- The environment is highly stimulating and enabling. Changes made to the layout of provision - particularly the storage of resources - have enabled children to have the autonomy to choose what they need to complete learning, solve a problem, or complete an investigation.
- The new mark making area, based on the tummy time pedagogy, has had a big impact on the nursery children: they engage happily in mark making.

Snack Time in Nursery

Strengths:

- The first part of the snack time was effectively used to encourage children to ask questions, respond in full sentences and learn other children's names.

- The staff had previously been asked to use snack time as an opportunity for different learning, not just mathematics. The staff did this on the review day: they modelled writing with the children.

Quick Win: To reduce the amount of writing modelled while children are eating snack.

- Whilst the session observed was good - and the intention was right - perhaps the team should look at writing and modelling one part/sentence of a story at a time. This would reduce the amount of speaking children need to do whilst eating with a full mouth. It would also provide opportunities for teachers to extend sentences and rehearse them.

Provision of and opportunities for writing within the Environment:

Strengths:

- The EYFS team have worked really hard on this, introducing pre-writing and fine motor development in nursery (plus the amazing tummy time area).
- In reception there are plenty of opportunities to write and apply phonic knowledge. Both the message board and lower tables for writing have helped entice more children. However, most of the writers observed were girls. Boys did write, invariably when they wanted to keep a model they made.

Area for development: Increase the proportions of boys who engage in writing outside of the construction area.

- Whilst the boys do write, they were only seen writing in certain areas during the visit. Consider how best to ensure that there is an expectation that some writing is attempted by boys for a variety of purposes. For example, there were a large group of boys in the water tray who were experimenting with how far they could squeeze the water out. Using prompt words, taken from the Characteristics of Effective Learning, to engage and entice, the team could pose challenges or competitive ideas to get the boys writing. For example, *'Predict how far the water will go, record it, do it, check if you were you right? How can we record whose x went the longest, second longest . . .*
- Not only will this use of prompts support boys to write for a purpose, it will also support staff to ask more challenging questions. It will also introduce a clearer element of challenge for all children, based on what they are learning.

3) Have the strengths identified in January 2015 been sustained?

A) Positive relationships, combined with clear structures and routines result in pupils feeling secure and happy.

This continues to be the case. Clearly communicated routines, that pupils understand and follow, are at the heart of the learning culture. These are embedded by a process involving regular revisiting, rehearsing and refining. Pupils know what is expected of them; they know the sequence of the day and what will happen next and they are aware of where things belong. This creates high levels of security and low levels of stress. Consequently, pupils are in the optimum state for learning: relaxed alertness. They are more likely to experiment

and try things out. Relationships are based upon kindness and the following of simple protocols. Everybody is happy.

B) The learning environment is enabling.

The learning environment is even more enabling than it was twelve months ago. It has improved significantly. The use of open storage, combined with baskets, or trays, offers freer access to pupils and, in so doing, encourages autonomy. There is far more on offer in the outside area, particularly in the nursery, when compared with a year ago. Good attention to detail, plus thought and care have gone into the design of the available learning spaces. Small details, such as the beautiful storage of books in the reception listening area and the creation of a message board in Amber class, when aggregated together are making a substantial difference to the quality of pupils' learning experience. Who wouldn't want to mix some liquids and materials together to make a 'potion' when they are organised and presented so attractively?

C) Provision is securely good, with a number of outstanding features.

Overall provision is now outstanding and this is the result of the improvements outlined above. Greater breadth in pupils' learning is possible because there is more on offer. Even more importantly, the quality of what is available, especially the resourcing of activities, has risen. For example, having some new, alternative natural resources to create patterns and pictures in the reception 'L' shaped area is extending pupils' thinking by providing them with increased possibilities. Their senses, such as smell, are also being developed. Having a range of intriguing materials available to stick on large sheets of paper on the easels in reception offers a different option to painting and reveals an imaginative use of an apparatus that is available to pupils every day. In addition, pupils have independent access to continual provisions resources: pastels; water; colour and paint pallets.

D) The assessment tracking system that is used to evaluate pupils' progress is thoroughly organised and increasingly well used.

Much has been achieved since the last review. Major improvements have been secured. The electronic data recording sheets are a robust mechanism for recording and tracking pupil progress. The move from using the Orbit software to the 2Simple program was managed well. Going forward, the effective use of this newly adopted program should be embedded. It is important that there is broad equity in the number of entries recorded for each pupil. In addition, assessment comments need to be more evaluative, rather than descriptive. Parental involvement in this ongoing process is crucial in capturing a comprehensive picture of each child. A substantial future focus on how to get parents contributing on a regular basis will be important going forward.

E) The regular moderation of pupils' progress, including the moderation of the measure assigned to their performance, is creating greater accuracy and validity in assessment

This continues to be the case. In addition, the EYFS Leader has taken positive steps to continue regular locality moderation meetings. The cross-fertilisation of assessment practices, along with joint, cross-school assessment, is most

important, as it will establish standardisation within the local area. Ultimately this will benefit all pupils, not just those at Barnes.

F) Significant positive improvements have been secured in the way in which the outdoor forest school environment is used.

As mentioned above, the forest school experience is broadening pupils' thinking. There are some noticeable, positive by-products for pupils. Important milestones, such as the faster development of undressing and dressing skills are accelerated.

G) There has been a noticeable increase in the use of technology and technological devices to enhance pupils' learning opportunities.

The developments noted in January 2015 have been built upon. Many new resources have been purchased and these have continued to enhance children's learning experience.

H) The partnership between home and school is a strong one.

As previously mentioned in 'Strengths, point 8', there is a very close, highly effective home-school partnership. Parents speak very positively about their child's experience. They are very grateful for the regular communication they receive and the high quality information meetings that are offered.

I) Phonics is systematically taught and pupils are making strong progress in their understanding of the correspondence between letters and sounds.

This has become an area of strength, as outlined in the comments above.

J) In reception much thought has been put into the creation of attractive writing areas that pupils find appealing.

This remains the case. In addition, much thought and care has been put into creating an intriguing writing area in nursery, one where pupils can write whilst lying, comfortably, on their tummies! Comments made above allude to the observation that more girls than boys seem to be choosing to write. Greater consideration has been given to creating writing opportunities in all areas of provision. The addition of clipboards, vertical chalk boards and the intriguing new nursery mark making house have all made a positive difference.

K) In nursery some highly appealing developments in external provision have enhanced the range and quality of activities on offer.

These have been built upon extremely well. The outside area is now a well used, effectively organised, enticing environment for three and four year old pupils.

4) Feedback on areas for future development highlighted in January 2015

a) Focused senior leader support to secure outstanding teaching, standards, progress and provision on a consistent basis.

The Deputy Headteacher has worked closely and effectively with the EYFS Leader and her team. The team are particularly grateful for her work on the

role play guidance document and the reorganization of books in the school nursery.

b) Further develop the quality, accuracy and organization of baseline assessment and staff confidence in measuring how much progress pupils are making from their baseline assessment.

A new reception baseline and induction period has been instigated and reviewed. This includes a twenty minute consultation for every parent to share the findings of the baseline assessment and offer guidance on how to support their child. The settling period is described by the EYFS Leader as '*the best it has ever been*'. A new nursery baseline has also been made more personal to each child. The baselines in both classes provide relevant information to the parents - information that they are able to use to support learning at home.

c) Greater use of manipulatives (concrete apparatus) is required in all mathematics teaching.

EYFS teachers report that there has been a major focus on this. All mathematics planning has been reviewed and changed to ensure that concrete resources are a consistent feature within mathematics sessions. All support staff are given time to prepare intervention boxes to ensure they have concrete resources that can be used during mathematics intervention sessions. Manipulative resources are more available and accessible in the maths area.

d) Whilst the teaching of phonics is systematic, lively and fun, it is important that teachers always ensure that there is an opportunity for pupils to see the point of their learning, by having a context for it.

Phonics planning has been reviewed and the phonics teaching observed was greatly enjoyed by the pupils. Some well-judged differentiation ensures that all pupils are suitably challenged. Narrative contexts and simple problems to resolve are created by teachers.

e) Reception teachers are asked to consider if it would be possible to use the additional adults available (leaders of learning and learning support assistants) to enable differentiated phonics (and early reading skills) sessions and differentiated mathematics sessions.

Strong progress has been made. A detailed intervention plan is now being put in place each term. This highlights the needs of specific pupils. Phonics groups are split in the second half of the Spring Term, once all the sounds have been taught. All children remain in class for the initial input. Subsequently, a small group is taken away to focus on specific areas, according to their individual needs.

f) Re-allocate the curriculum area responsibilities so that all members of the EYFS team are able to focus on the development of one or more specific aspects of provision.

All EYFS team members have a specific learning focus and 'phase time' is being used constructively to create valuable management time.

g) **The creation a tailored, customized continuing professional development programme for all EYFS staff.**

As mentioned above, the customized continuing professional development programme has had a pronounced impact on professional growth.

h) **In order to ensure that there is variety, interest and the possibility of new learning from continuous provision the EYFS team should create some simple teacher resource books**

A number of very useful books have been created, such as books on messy play, sensory play, forest schools and role play. These have helped to enhance provision.

i) **The planning for forest school provision should be further developed so that it becomes an integral part of EYFS provision.**

A detailed forest school plan, containing a range of activities that progress in their level of challenge, has been created. This has proved extremely valuable to EYFS staff.

j) **Role play areas:** would benefit from the further development of resources so that pupils are enticed to visit more frequently and 'linger longer' in this part of the learning environment. In addition, it is suggested that staff spend some time with pupils in the role play area, modeling the types of exploratory play that could take place there.

Provision has been enriched and enhanced. An excellent guidance document, produced by the Deputy Headteacher, has supported staff to develop the range and quality of role play activities. Pupils use indoor and outdoor role play areas more frequently and for more extended periods of time.

k) **The storage of high quality, rich, learning resources:** in the most effective EYFS provision high quality, rich resources are continually collected by staff: unusual items; thought provoking items; aesthetically beautiful items; items made of different materials; old fashioned items and resources for the role play areas. These resources should be carefully stored within a familiar storage system.

Some very good work has been carried out in organizing the storage of learning resources. Staff remain challenged by the confines of the available space though. Going forward, the Deputy Headteacher will continue to work closely with the EYFS Leader and the school's Display Coordinator to find additional space.

5) Standards

2014-15

The following table shows outcomes for reception pupils at the end of the last two years: 2014-15 and 2013-14. The data shows that a similar number of pupils reached the Early Learning Goals in the 17 learning strands in both years. There is, however, a sharp rise in 2015 in the average number of pupils exceeding the Early Learning Goal. Cohort issues may be a factor in this improvement, but an 8% rise is significant and suggestive of enhanced provision, resulting in higher outcomes.

Overall 80.3% of pupils at Barnes achieved a good level of development. This compares favourably with the local, Richmond average of 71.2%. No comparison is given for Barnes pupils against the national average, as the baseline of our intake is much higher than that average. Overall pupils at Barnes should always be well above the national average. Comparisons are, of course, only meaningful if assessment is consistent across all schools.

Strand (17 in all)	Area of learning	Early Learning Goals met 2015	Early Learning Goals met 2014	Early Learning Goals exceeded 2015	Early Learning Goals exceeded 2014
Listening & attention	Communication & Language	95%	96%	37%	42%
Understanding	Communication & Language	95%	93%	39%	33%
Speaking	Communication & Language	93%	93%	39%	26%
Moving & handling	Physical development	95%	93%	36%	21%
Health & self-care	Physical development	92%	93%	21%	21%
Self-confidence & self-awareness	Personal, social & emotional	97%	96%	49%	39%
Managing feeling & behavior	Personal, social & emotional	95%	97%	46%	27%
Making relationships	Personal, social & emotional	93%	94%	43%	30%
Reading	Literacy	95%	83%	59%	33%
Writing	Literacy	85%	77%	20%	15%
Numbers	Mathematics	92%	84%	36%	22%
Shapes, space & measures	Mathematics	92%	93%	31%	18%
People & the community	Understanding the world	93%	96%	23%	19%
The World	Understanding the world	97%	96%	30%	30%
Technology	Understanding the world	98%	100%	41%	32%
Exploring & using media & materials	Expressive arts and design	95%	98%	21%	30%
Being imaginative	Expressive arts and design	95%	98%	21%	21%
		2015	2014	2015	2014
Averages		94%	93%	35%	27%

6) Recommendations for future development

I) The EYFS team outlined **a clear plan for further, continuous improvement**. This included:

- Maintaining the very high pupil outcomes achieved in 2015
- Extending opportunities for peer observation, with a view to further improving the quality of teaching
- Embedding a distributed leadership model
- Extending pupil self-selection throughout the EYFS
- Introducing a maths mastery approach across the EYFS
- Strengthening transitional arrangements between reception and Year 1
- Embedding the use of the 2Simple assessment program that was recently introduced.

These targets should be realized over the coming twelve months.

II) **The quality and breadth of learning resources should be extended with a view to ensuring that all learning activities are resourced with rich, aesthetically beautiful items.** A recommendation made in January 2014, and repeated a year later, has been achieved. Now the team should continue to build upon the excellent baseline they have established.

In the most effective EYFS provision high quality, rich resources are continually collected by staff: unusual items; thought provoking items; aesthetically beautiful items; items made of different materials; old fashioned items and resources for the role play areas. These resources should be carefully stored within a familiar storage system. This will ensure that they are easily accessible and that the time spent on locating them is minimized.

III) **Steps need to be taken to encourage boys to write more.** A challenging target would be to achieve parity in the number of occasions when boys write and the number when girls write.

IV) **The positive developments in the role play area should be built upon.** Further thinking about how to set up 'deconstruction role play' opportunities is required. The range, resourcing and display of role play areas should be developed even more, using the ideas in the recently published guidance handbook.

V) **A clear protocol should be created and followed to ensure that there is greater parity in the number of entries in pupil 2Simple profiles. In addition, the observations made should be evaluative, not descriptive.** It is recommended that there are fewer 'next steps', with the most important ones featured and that structures are established to check on whether these steps have been taken.

VI) **An EYFS handbook of outstanding practice should be created.** This would be used as a guidance document, outlining the key principles and

characteristics of outstanding practice in the different areas and aspects of EYFS learning.

VII) Unstructured, child initiated learning opportunities should be available to pupils in the forest school environment. This will foster ever greater pupil autonomy and could, if set up well, result in further cognitive acceleration.

VIII) A succinct, pithy, evaluative EYFS self-assessment form (SEF) of not more than two sides of A4 paper should be created and updated, going forward, at cyclical intervals.

**Helen Gillespie, Chris Byrne, Sue Jepson, Mark Hartley and the Early Years team
20.1.16**