

EARLY YEARS FOUNDATION STAGE (EYFS) REVIEW

MONDAY 27th FEBRUARY 2017

EVALUATION REPORT

Purpose

- To recognise and celebrate the achievements of the EYFS Team
- To acknowledge the progress that has been with the 2016 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 work together, in partnership, to continually strengthen provision.

Approach

- analysis of pupil performance data (standards and progress)
- evaluation of teaching and learning through direct lesson observation and free flow learning observation
- 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
- environmental walk, plus short presentation by the EYFS team and subsequent future vision discussion.

1) Main findings – 15 strengths

- 1) **Overall pupil performance standards are high. Pupils also make strong progress** from their initial baseline starting positions. End of Key Stage pupil performance data is very impressive and overall standards rose in 2016. This is strongly indicative of the fact that provision is extremely good. Average point scores across the different areas of learning reveal a sharp increase from 2013-14 which has been sustained and built on since that time. In 2016 the average point score was 39.3. This was 0.4 points up on 2015, 2.2 points higher than 2014 and a huge 8.8 points in advance of 2013. There was an increase of 1.4% in the number of pupils achieving a Good Level of Development between 2015 and 2016. The number of pupils achieving a Good Level of Development in 2016 (82%) compares favourably with the local Richmond average (77%) and the national average (69%).
- 2) **There is a clear vision for the Early Years Foundation Stage (EYFS).** This vision is shared across the Key Stage. Staff show a clear commitment to achieving excellence and the continual and ongoing improvement of provision. Strong progress has been made with the recommendations from the 2016 Review (see comments below). There has been a clear focus and much hard work to secure these improvements. The ethos that exists and the culture that continues to evolve are both extremely positive. All adults working

in this part of the school know exactly what is expected of them and what their role is. An effective distributive leadership model exists and team members are given the autonomy to take a lead role. The upshot of this is a high degree of consistency in practice.

- 3) **The learning environment is outstanding.** The generous space that is available is used well, with considerable thought going into its design, so that it enables the maximisation of pupil learning and enjoyment. Some very positive developments have taken place since the last review. For example, there are more opportunities to write and diverse locations and positions that pupils can write in. In addition, there is scope for pupils to develop the necessary prerequisite skills required for writing: strength and stamina. The environment exudes calmness, as well as being suitably stimulating and thoughtfully demarcated. Both indoors and outdoors it is highly conducive to effective learning.
- 4) **Firmly embedded systems and routines are proving to be highly effective.** There is a clear and familiar structure to the school day. Alongside this there is a well balanced range of child initiated and adult led activities. The adults and the children know what is happening and when. Learning time is used in highly efficient ways. This is because routines are known and familiar. There is a clear pattern and continuity to children's learning experience. This makes them feel secure and ensures that they are in the optimum state for learning: relaxed alertness. This carefully thought out structure is a key element in the EYFS success story.

New staff who have arrived recently have been well inducted. They quickly learn about the systems, routines and protocols. Considering the induction requirements for new staff and the number of staff who have taken on a new role since the last review, the continuity in the quality provided to pupils is very impressive. The EYFS leader has been a significant player in this extensive induction and re-assignment process.

- 5) **Relationships are strong** and one of the many strengths that exist. Pupils feel safe and cared for. They are very comfortable with their teachers and they enjoy good relationships with other children. One of the positive impacts of these secure relationships is that children feel safe enough to explore and experiment; to take risks and be adventurous.
- 6) **The quality and range of available learning resources has been developed and enriched since the last review.** The variety of resources that are used in both reception and nursery have enriched the learning activities on offer. Simple activities, like the locks and hinges both inside and outside have enhanced provision. There is an increased attention to detail at the planning and set up stages. The upshot of this is that pupils tend to disperse amongst the full range of activities on offer. Subsequently, they tend to settle at an activity for an extended time slot, displaying strong levels of engagement and sustained interest. This is because what is on offer interests them.

- 7) Talk between adults and pupils is of a higher standard than it was in 2016.** Adults interact, but they also show more awareness of when not to interfere. There is greater quality and depth to interactions when compared to a year ago. There is a higher expectation for the quality of pupil talk, with some positive modelling and scaffolding being used to support the development of pupils' expressive language skills. For example, there is a noticeable focus on children using full sentences to ask questions, or to provide responses. Staff make a conscious effort to 'open up pupils' talk'.
- 8) Significant improvements have been made in creating more opportunities for pupils to write.** In addition, the environment has been adapted so that pupils can write in different places and in different physical positions. These developments, alongside a noticeable focus on providing pupils with opportunities to strengthen their core, their proximal muscles and their distal muscles (from small to big), have combined together and resulted in pupils securing faster learning progress. The unusually high quality of Year 1 handwriting, observed at the end of October 2016, is a direct result of the successful preparatory activities in the EYFS that have enabled pupils to perform so well. There is now greater knowledge and knowhow amongst the staff team with regards to this key aspect of pupils' literacy development.
- 9) Significant improvements have also been secured in the quality and organisation of role play activities.** Some interesting new ideas have been gleaned from visits to the Early Excellence Centre, attendance on training courses, informal reading, the process of developing a role play booklet and colleague-to-colleague discussion. Variety in the provision on offer has been enhanced and there have been good developments in the use of new, additional resources. These enhancements, the attention to detail, the use of quality texts and the development of new scenarios have all contributed positively to the better role play experiences for pupils.
- 10) Phonics is very well taught.** Pupils make fast progress in both the nursery and reception because the teaching is strong and the challenge well-pitched to pupils' relative developmental needs. The provision on offer, and staff subject knowledge, have both improved. In the nursery the focus of the phonics home group sessions was based upon oral segmentation and blending. These sessions were well resourced and carefully prepared in advanced. Going forward, staff might want to think about how they track children's phonics skills and participation in sessions. This will enable them to ensure that all children make good progress.
- 11) Strong progress has been made in the implementation of the maths mastery approach.** The use of concrete resources and simple visual diagrams is assisting pupils to develop strong foundation understanding. The pace of learning and the use of conceptual variation (looking at a concept in a range of different ways) are designed to ensure that all pupils succeed. In addition, pupils are expected to speak with precision when explaining their understanding. Marked improvements in mathematics teaching have taken place over the last two years.

- 12) The continual professional development programme is customised and tailored to the needs of the team.** Very good use is made of all training opportunities. Team members take their ongoing professional development very seriously. They make very good use of what they learn, bringing new ideas or adaptations of existing ones, into their practice. The greatest impact on future practice is achieved when the whole EYFS team train together, or go on a visit together. The visits to The Early Excellence Centre and the trip to see provision in Leeds have had a profoundly positive impact.
- 13) Individual pupil needs are quickly identified and the additional support provision that follows makes a difference.** The ongoing assessments conducted by team members result in the identification of need. Additional support is focused on helping individual pupil make faster progress in a specific aspect of their learning. This is well organised. In addition, important communication between school and home takes place quickly.
- 14) Children's interests are increasingly taken into account when planning learning activities.** More evidence of this was seen when compared to previous years. This creates a more personalised approach and may be especially helpful to those pupils who find it harder to settle and access what is available.
- 15) The transitional arrangements between reception and Year 1 remain thorough and well organised.** The regular evaluation of their impact results in useful insights. These in turn lead to further positive adaptations. For example, the improvement in spelling provision to prepare pupils for higher expectations in Year 1. In addition to these arrangements the EYFS team work more closely with Key Stage 1 to develop consistency and progression. Joint Key Stage meetings have been held on topics such as handwriting, spelling and mathematics. These have resulted in the sharing of good practice.

Additional comments

- The EYFS leader and her team are to be commended for **their professional generosity in accommodating a high number of visitors** since the last review. Over the last twelve months EYFS staff have hosted over seventy-eight professionals, with twenty-two more already scheduled before the end of the current academic year. In addition, the EYFS leader and the Deputy Headteacher have presented at the Richmond and Kingston EYFS conference and an EYFS leaders meetings. Through all of this valuable partnership work EYFS team members have had a positive impact, through the teachers they have worked with, on pupils beyond Barnes who they will never teach.
- **Parents are extremely grateful for the opportunity to spend time in reception or nursery classes through the Learning, Love and Laughter observations scheme.**
- Their feedback is very positive and this initiative makes such a difference to parental understanding of what happens in the EYFS. It also strengthens the relationship between team members and parents.

II) The views of Chris Byrne, Senior School Improvement Advisor, Achieving for Children

This is the third annual Early Years review I have contributed to and it is an opportune time to take stock of the progress that has been made over the last few years from an external perspective.

It is possible to detect the establishment of an ethos that permeates Early Years provision that has evolved during that time. This ethos appears to be shared by all staff, which is a testament to the ambitious and learning-centred leadership of senior school and Early Years leaders. At its heart is a drive to continually tailor the learning environment to the needs and interests of the 3-5 year olds that the school serves. Every opportunity is taken to reflect on how the learning environment and quality of adult interaction can be improved to advance the learning needs of the children. The year on year increases in pupil outcomes are a vindication of the success in translating the school's Early Years vision and ethos into reality.

Parents express high levels of satisfaction regarding the provision that their children receive. They particularly appreciate the regular communication they obtain from teachers regarding their children's learning while at school. They find school staff approachable. Parents contribute to the children's learning profiles and find the information and pictures of their children participating independently in reception reassuring.

Key features of provision

- Routines and expectations are clear. Highly organised resources, which are attractively displayed and readily available, create an inviting and encouraging learning environment for the children.
- Adults know the children well and use this information to differentiate their interactions with them and adapt activities according to need.
- An appropriate balance between adult-led (for example, the phonics sessions and the maths sessions) and child-initiated activities ensures that teaching is targeted, but at the same time children are enabled to express their natural curiosity and make sense of the world around them.
- A wide range of activities provide children with opportunities to experience a broad and balanced curriculum. For example, in reception children were observed writing lists, forming letters with a range of equipment, engaged in constructing artefacts with hammers, developing gross motor skills with bats and balls, and ordering numbers.
- Adults spend time engaging children in extended conversation that check their understanding, diagnosing developmental needs, or joining in their play to extend their thinking and develop their language.
- Adults actively model the behaviours they expect from the children and promote language development at every available opportunity.

As a result of the provision that has been created, the children display positive learning behaviours.

- sustaining their attention on activities for extended periods of time

- following instructions readily and want to imitate the adults around them because they seek their approval and affirmation
- initiating their own activities and responding well to challenge. For example, they create their own imaginary play games in role play areas; make their own models; extend and deepen their thinking, or re-work further previous efforts when prompted by an adult
- playing co-operatively with their peers, demonstrating positive social skills.
- applying phonic knowledge when writing independently in a range of situations.
- speaking willingly to adults to explain their thinking
- learning independently without close adult supervision.

Future issues to consider

- Continue to stress the importance of language development, especially in the use of the maths mastery approach, so that children confidently articulate their mathematical methods and thinking using the appropriate vocabulary.
- Evaluate the progress and attainment of different sub-groups of children (for example, boys, girls, children eligible for Pupil Premium funding) to inform strategic evaluation of the impact of the Early Years provision as part of the school's drive to continually adapt and improve according to the children's needs.

III) The views of Helen Gillespie, Early Years Consultant for Schools and EYFS Profile Manager, Achieving for Children

Strengths:

- Leadership is strong. The reflective nature of the EYFS leader has ensured that all staff have a shared and deepened ethos and understanding of EYFS pedagogy. It is clear that leadership has been effective, as one would not know that the current team is relatively new
- A clear vision exists and plans for further development are in place
- The developments in partnership work with parents have paid off: parents are extremely happy with the induction and settling in process. The inconsistencies in the number of 2Simple observations in different pupils' profiles, and the sharing of this information, seem to have been ironed out.
- Parents report that their children have settled well; there are clear routines and that the staff know a great deal about their child. They are also well informed about what their child can do and how they can support at home
- The transition process to Year 1 has developed further. A particularly positive feature is the fact that Year 1 teachers attend the reception parents' evenings
- Adult-child interactions are very positive and the level and quality of language used by children is high
- Strong Phase 1 phonics practice now exists in the nursery
- Data clearly shows progress for individual pupils and the cohort. This is the first year that start point from nursery will be able to be tracked.

Quick wins and issues to consider:

- Writing is the area of learning where the largest percentage of children currently do not attain the Early Learning Goal (ELG). Lower attainment in boys' writing was highlighted in the last review. Therefore it would be prudent to consider the following points:
 - ✓ how children's mark making is displayed and valued in the nursery. Staff should consider the consistency between the children's writing displayed in reception and how that can be implemented in nursery.
 - ✓ Where else can mark making / writing be displayed in the classroom other than in the writing area? Could it be displayed in the construction area, where many boys are to be found?
- The EYFS leader has requested some time out of class for leadership tasks, including monitoring and data analysis. This time could be utilised to develop the following:
 - ✓ a consideration of how performance data can be used to track the progress of sub-groups, as well as cohorts and individuals, towards their performance targets and a Good Level of Development. This would give a more strategic view of the attainment and progress of groups from their starting points. It is an ideal time to do this now as it is possible to track pupils from their starting points in the nursery
- Ensure consistency between the language richness of snack times between classes and EYFS year groups.
- Parents have politely requested if a more extended notice period could be given regarding school trips and helpers. Some parents would like to help, but are unable to due to a 4 week notice period that is required at their place of work.

IV) The views of Jane Greatholder, School Governor

The reception and nursery classes provide a caring environment, well set up for children to learn through play. Staff talked about the careful balance of letting children explore independently yet intervening when a child needs more encouragement or guidance to leave their comfort zone. I saw children really getting on with their activities and concentrating on their tasks: watering the garden, peeling vegetables, making observational drawings, writing lists for the garden.

In reception, I observed two teacher-led learning sessions; phonics and maths. Both sessions used the learning theme of gardening and growing in an engaging way. The children were attentive and keen to learn. Thank you to all the team in Early Years/Foundation Stage for allowing me in to see the great work that is going on.

V) Self-Review

Developments that have taken place in response to the EYFS Review 2016 recommendations.

Ensure consistency in the use and quality of 2Simple for communicating learning to parents

- 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?
- New guidelines are now in place for how observations are written up.
- All staff attended a CPD session run by the EYFS leader. The team looked at the difference between evaluative and descriptive observations and had time to trial this new way of conducting observations
- The terminology '*Next steps*' has been changed to '*Next step at the point of learning.*' The follow up on *next steps* was always a challenge. We now make a note of what we shared at the point of learning with the child. All practitioners naturally give a next step to children. For example, correcting their pencil grip, or their formation of a particular letter. This allows parents to see what we have been working on with their child
- These new guideline have made observing children a more skills driven process. It has encouraged practitioners to continually develop children's learning
- In nursery 'focus children' are in place each week. This allows practitioners to concentrate on a specific child's individual targets.

Our future developments:

- Maintain and embed high quality evaluative observations
- Set up a robust tracking system for observations in reception
- Continue to develop the quality and quantity of parental contribution to observations
- Ensure feedback on the observations carried out is given to all support staff every term.

Provide opportunities for children to use the forest school environment 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.
- One of the teaching team has taken on a lead role in the forest school
- Another has attended a week long forest school training course.
- Nursery trialed sessions using the forest school as an extended outdoor area. Staffing and safety was a concern here with only 3 members of staff.
- Child-initiated learning in the forest school has been introduced during sessions for both year groups
- The forest school is being used during intervention sessions in reception.

Quick Win: To reduce the amount of writing being 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.

- This has been reviewed and changed. Snack times now have a focus on communication and language. There is a clear focus on encouraging children to speak in loud clear voices and in full sentences.

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.
- More writing opportunities have been introduced across the whole of the EYFS, alongside more activities for pre-writing skills.

Recommendations for future development

l) The EYFS team have **a clear plan for further, continuous improvement.** This includes:

- Maintaining the very high pupil outcomes achieved in 2015
- The highest EYFS outcomes were achieved in July 2016: 82% of children left the EYFS with a Good Level of Development
- Extending opportunities for peer observation, with a view to further improving the quality of teaching
- Peer observations have been taking place since the last review. A variety of different observations have occurred: ten minute routine observations, whole lesson observations, joint peer observations and specific peer observations.
- Following the changes in staffing in January peer observations will remain a strong focus throughout the Spring and Summer Terms 2017.
- Embedding a distributed leadership model
 - Work has been done on all staff leading and taking ownership of different areas of learning.
- Extending pupil self-selection throughout the EYFS
 - Enhancements are added to the self-selection. These are focused on cohort interest and needs.
- Introducing a maths mastery approach across the EYFS
 - As part of the 2015-16 School Improvement Plan a huge piece of work has taken place on maths teaching within the EYFS
 - A new mathematics planning overview has been introduced in reception and nursery.
 - Early maths skills are now being taught in the nursery
 - A progression of skills map has been mapped out across both year groups
- Strengthening transitional arrangements between reception and Year 1

- Year 1 teacher continue to come to the reception summer parent consultations
- Year 1 and reception teachers meet several times during the Summer Term to talk about the whole cohort
- There are more joint Key Stage meetings between EYFS and Key Stage 1 teachers.

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.

- Noticeable progress has been made, as outlined strengths: point 6.

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.

- Noticeable progress has been made, as outlined in the strengths section: point 3.

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.

- An EYFS role play overview has been completed
- All staff use this document as a check list when setting up role play areas
- Role play boxes have been sorted and organised to ensure only high quality resources and prompts are used
- Deconstructed role plays have been used in both year groups.

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.

- See the feedback from Helen Gillsepie above.

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.

- All key information for the EYFS is typed up in separate documents. The next step is to collate all the information into a handbook.

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.

- Greater use is certainly being made of the forest school environment for child-led, self-initiated activities. Successes over the past year should continue to be built upon.

VIII) A succinct, pithy, evaluative EYFS self-assessment form (SEF) of not more than two sides of A4 paper should be created and updated, at cyclical intervals. With the support of the Deputy Head a SEF for the EYFS is now almost complete.

VI) Performance data 2016

EYFSP Setting Summary
Scores

End of EYFSP / 2016

2028 : Barnes Primary School

Total cohort: 60, Total eligible: 60, Total excluded¹: 0

Early Learning Goals		% Eme	% Exp	% Exc	% Exp or Exc	Avg Points
Good Level of Development²					81.7	2.38
PRIME LEARNING GOALS	Communication and Language					
	Listening and attention	3.3	56.7	40.0	96.7	2.37
	Understanding	1.7	65.0	33.3	98.3	2.32
	Speaking	1.7	65.0	33.3	98.3	2.32
	Physical Development					
	Moving and handling	8.3	63.3	28.3	91.7	2.20
	Health and self-care	0.0	70.0	30.0	100	2.30
	Personal, Social and Emotional Development					
	Self-confidence and self-awareness	0.0	63.3	36.7	100	2.37
	Managing feelings and behaviour	0.0	68.3	31.7	100	2.32
Making relationships	0.0	68.3	31.7	100	2.32	
SPECIFIC LEARNING GOALS	Literacy					
	Reading	6.7	51.7	41.7	93.3	2.35
	Writing	13.3	61.7	25.0	86.7	2.12
	Mathematics					
	Numbers	6.7	65.0	28.3	93.3	2.22
	Shape, space and measures	0.0	71.7	28.3	100	2.28
	Understanding the world					
	People and communities	0.0	68.3	31.7	100	2.32
	The world	0.0	63.3	36.7	100	2.37
	Technology	0.0	61.7	38.3	100	2.38
Expressive arts and design						
Exploring media and materials	0.0	56.7	43.3	100	2.43	
Being imaginative	0.0	66.7	33.3	100	2.33	
AREAS OF LEARNING	Communication and language				95.0	2.33
	Physical development				91.7	2.25
	Personal, social and emotional development				100	2.33
	Literacy				86.7	2.23
	Mathematics				93.3	2.25
	Understanding the world				100	2.36
OVERALL	Prime learning goals				90.0	2.31
	Specific learning goals				86.7	2.31
	All learning goals				81.7	2.31
	Average Total Points for Cohort					39.3

2016	Measure	National	Richmond	Barnes
EYFS	Good Level of Development	69%	77%	82%

**EYFSP Setting Summary
Scores**

End of EYFSP / 2015

2028 : Barnes Primary School

Total cohort: 61, Total eligible: 61, Total excluded¹: 0

Early Learning Goals		% Eme	% Exp	% Exc	% Exp or Exc	Ave Points
Good Level of Development ²					80.3	2.47
PRIME LEARNING GOALS	Communication and Language					
	Listening and attention	4.9	57.4	37.7	95.1	2.33
	Understanding	4.9	55.7	39.3	95.1	2.34
	Speaking	6.6	54.1	39.3	93.4	2.33
	Physical Development					
	Moving and handling	4.9	59.0	36.1	95.1	2.31
	Health and self-care	8.2	70.5	21.3	91.8	2.13
	Personal, Social and Emotional Development					
	Self-confidence and self-awareness	3.3	47.5	49.2	96.7	2.46
	Managing feelings and behaviour	4.9	49.2	45.9	95.1	2.41
Making relationships	6.6	50.8	42.6	93.4	2.36	
SPECIFIC LEARNING GOALS	Literacy					
	Reading	4.9	36.1	59.0	95.1	2.54
	Writing	14.8	65.6	19.7	85.2	2.05
	Mathematics					
	Numbers	8.2	55.7	36.1	91.8	2.28
	Shape, space and measures	8.2	60.7	31.1	91.8	2.23
	Understanding the world					
	People and communities	6.6	70.5	23.0	93.4	2.16
	The world	3.3	67.2	29.5	96.7	2.26
	Technology	1.6	57.4	41.0	98.4	2.39
	Expressive arts and design					
Exploring media and materials	4.9	73.8	21.3	95.1	2.16	
Being imaginative	4.9	73.8	21.3	95.1	2.16	
AREAS OF LEARNING	Communication and language				93.4	2.33
	Physical development				90.2	2.22
	Personal, social and emotional development				93.4	2.41
	Literacy				85.2	2.30
	Mathematics				90.2	2.25
	Understanding the world				93.4	2.27
	Expressive arts and design				95.1	2.16
OVERALL	Prime learning goals				90.2	2.33
	Specific learning goals				80.3	2.25
	All learning goals				78.7	2.29
	Average Total Points for Cohort					38.9

Key

Children are defined as having reached a **good level of development** at the end of the EYFS if they have achieved at least the expected **level** in: The early learning goals in the prime areas of learning (personal, social and emotional **development**; physical **development**; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.

- Early Learning Goal – the government’s ambitious performance target for all 5 year olds
- Eme – Emerging: a lower developmental level
- Exp – Expected: the nationally expected developmental level for a 5 year old
- Exc – Exceeded: a higher developmental level for this age group (advanced developmentally at this stage)

Points – Pupils are given 1 (Emerging); 2 (Expected) or 3 (Exceeding) points for all 17 areas of learning.

Analysis

- Both performance data sets are positive and reflect effective practice and provision
- In the nine strands of the three prime areas of learning pupils achieved better outcomes (those at Expected or Exceeded) in 2016 than they did in 2015. The one exception was in the moving and handling strand of physical development. The reason for this was a cohort related factor and the gap (3.4%) between the two years was not great (it represented 2 children).
- A marginally higher percentage of pupils achieved a Good Level of Development in 2016 when compared to 2015 (81.7 to 80.3). In 2016 pupils average point score was just slightly down on 2015: 2.38 to 2.47.
- There was variability between these two sets of data in the number of pupils who reached the higher ‘exceeding’ category. Overall slightly more did in 2015, though there were increases from the previous year in 2016 in understanding, speaking, moving and handling and writing.

VII) Do the strengths identified in 2016 remain strengths?

1) More progress has been secured in the year between the January 2015 review and the 2016 one than on any previous occasion.

The progress that has been made has been sustained and built upon.

2) Pupil outcomes have risen and are now outstanding.

Pupil outcomes remain outstanding.

3) The quality of provision across the EYFS is outstanding.

This is still the case. Both external and internal members of the review team were unanimous in this judgement.

4) The adaptations and additions to the learning environment have had a significant positive impact on pupils’ experience and substantially improved the quality of provision.

They continue to do so and more adaptations and additions have been secured.

5) The richness, range and diversity of the available learning resources has resulted in transformational improvements to pupils’ learning experience.

Once again, strengths have been built upon over the course of the last year, since the last review.

- 6) The EYFS benefits from outstanding leadership.**
Not only is there strong leadership from the EYFS leader, there is also greater distributed leadership, with different members of the team leading on specific areas of learning.
- 7) The thorough, detailed organisation of the data on pupils' performance is enabling pupils' progress to be tracked far more robustly.**
The assessment tracker remains an invaluable tool for assessing the progress pupils are making and identifying specific additional needs. As outlined above the next focus should be on developing this so that it has the capacity to assess the performance of sub groups of pupils.
- 8) 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.**
Communication with parents continues to be clear and helpful. Parents are extremely grateful for this and it makes the home-school partnership highly effective. Home learning tasks also encourage parents to contribute to their child's profile.
- 9) EYFS staff have made outstanding use of a range of different professional development opportunities.**
This is outlined in the strengths section, above (point 12).
- 10) Role play areas have improved immensely over the course of the last year.**
Further progress has been made and this too is also outlined in the strengths section, above (point 9).
- 11) There is clear continuity between pupils' experience in the nursery and their experience in reception.**
This continuity is even clearer to see. For example, there is clear progression between the early phonics work pupils do in nursery and the subsequent learning they do in reception.
- 12) 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.**
The forest school continues to be a very valuable addition to the EYFS learning environment. During the last year pupils have had more opportunities to engage in self-selected activities there. Going forward further ideas from the one week intensive professional development course that both of the nursery teachers have attended can be implemented.
- 13) 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.**
EYFS teachers are fortunate indeed to have such talented and committed support. Leaders of learning and learning support assistants make a

substantial difference. The care they show to individual children, especially those with additional needs, is exemplary.

14) The home book bags that have recently been introduced in the nursery are an exceptional resource of the very highest quality.

It would be a considerable task to find commercial book bags that offered greater scope for imaginative learning than the ones that have been produced in the Barnes Primary School nursery.

VIII) Recommendations for future development, February 2017

A) Senior professionals will conduct an extensive consultation process within our local community over the government's policy of offering pupils the possibility of thirty hours nursery provision. Feedback will be closely analysed and the governing body will decide upon our school's response to this legislation. If this provision were to be offered the start date would be likely to be September 2017, so it is important to reach a decision quickly.

B) The Headteacher needs to spend more time analyzing EYFS performance data. This analysis should take place on a termly basis. It should include an evaluation of the performance of different sub-groups. These include boys; girls; pupil premium children/non pupil premium children; pupils speaking English as an additional language/first language English speakers; pupils with special educational needs and those with no additional needs. The Deputy Headteacher and the EYFS leader will analyse the data first, and complete the new summary box on the class tracker documents for both year groups. The Headteacher will subsequently look at this and share his views with EYFS teaching staff.

C) Ensure termly release time for the EYFS leader. This would be used to monitor; analyse data; evaluate the effectiveness of interventions and mentor, or coach, team members. The priority focus should be on extending highly effective pedagogy. The Deputy Headteacher has already timetabled this on a termly basis for the rest of the academic year.

D) Further raise the profile of mark making across the Key Stage. Staff should consider the consistency between the children's writing displayed in reception and how that can be implemented in nursery. Further opportunities to display mark making in different locations should be considered.

E) Further embed the maths mastery approach. A good start has already been made and it will be interesting to evaluate the impact of this approach, over time, through an analysis of EYFS maths outcomes and future Key Stage 1 outcomes. At this time some more concrete, manipulative resources are needed, especially to develop pupils' understanding of shape. More shape puzzles are required.

F) Completing an Early Years SEF and keeping it updated. This would be a valuable overview that could be shared with all EYFS team members. Much

work has been done already – this work should be completed. This SEF should be updated on an annual basis.

- G) The images displayed throughout the EYFS should be chosen to counter any common cultural stereotypes about the roles of men and women.** A greater range of images of people from different ethnic backgrounds is also recommended. Pupils need to see diversity and a wide range of different possibilities. Visual messages such as these are powerful.
- H) A wider range of science equipment, including interesting collections of items, would further enrich pupils' experiences.** The wonderful National History Museum in the nursery outdoor area is a superb example of creative role play. How about recreating The National Science Museum? Could there be a designated science area where resources are stored and easily accessible? These might include microscopes and digital images. The use of natural objects could also be developed further from the strong current baseline.
- I) The very helpful talk scaffolds that exist should be developed further so that they are used consistently across the Key Stage.** Some very good practice was observed, but alongside this there was one example of young learners struggling to express their understanding. Talk scaffolds have proved remarkably effective in Key Stage 1. For the youngest children, in nursery, 'spoken talk scaffolds' should be used regularly by adults so that pupils get used to them.
- J) Further consideration should be given to the use of space for adults to work in and for children to learn in.** This presents a challenge, but not an insurmountable one (what is an insurmountable challenge at Barnes?). The area by the Key Stage 1 toilets is rather smelly and the entrance to reception can be cold. Some creative thinking is required here.
- K) Some money should be spent on developing a greater range of books.** There could be more variety in what is available to the children: more non-fiction; books of different sizes and in a variety of formats; bi-lingual books and simple class made books.
- L) Arrange for some members of the EYFS team to attend support staff training, from 11.30 am to 12.00 pm on a Wednesday morning.** This is a challenge in terms of staffing capacity. Not everyone will be able to attend, but it should be possible for some colleagues to do so. Newer and less experienced members of staff should take priority. These weekly sessions have proved extremely useful for support staff members working in Key Stages 1 and 2. A number of the topics discussed (for example, presentations by the school's speech and language therapist) are highly relevant to EYFS practice.
- M) An EYFS handbook of outstanding practice should be produced.** This should prove a reasonably easy piece of work – it simply involves collating

existing (and separate) documentation. This piece of work would further cement continuity in practice.

Helen Gillespie, Chris Byrne, Anna Freeland, Jane Greatholder, Sue Jepson, Mark Hartley and the EYFS team.
1.3.17