

EARLY YEARS FOUNDATION STAGE (EYFS) REVIEW

MONDAY 15th JANUARY 2018

EVALUATION REPORT

Purpose

- To recognise and celebrate the achievements of the newly established Early Years Foundation Stage (EYFS) Team
- To evaluate provision across the stage by establishing a 'snapshot' of current practice
- To further support the professional development of new colleagues within this new team
- To review success in the progress towards meeting the recommendations made in the last internal review (February 2017)
- To provide an opportunity for the EYFS Team to outline their vision for future development, continuous improvement and the achievement of excellence
- 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

- self-evaluation by members of the EYFS Team
- evaluation of teaching and learning through direct observation
- evaluation of provision through an evaluation of all aspects of the learning environment and the provision on offer
- evaluation of sample Early Year assessment profiles
- semi-structured interviews with selected parents of nursery and reception aged pupils
- joint reflection on key routines, systems, structures, protocols and approaches, by considering timetables, all aspects of the learning environment; additional, targeted intervention provision and deployment, plus all other arrangements made to support pupils' learning.

Review Team: Sue Jepson; Jade Huxley; Anna Freeland; Mark Hartley; Jenell Chetty, Local Authority School Improvement Adviser; Elizabeth Baggalay, school governor & the EYFS Team

I) Main findings – 15 strengths

A) Strong leadership is manifested in the creation of a distinct vision, a culture of continuous improvement and cyclical opportunities for evaluation and reflection. This vision is a shared one, as it has been clearly communicated and exemplified through ongoing effective professional development that is tailored to the needs of EYFS practitioners. The EYFS leader, the senior professional in the nursery and the Deputy Headteacher work with other willing and dedicated colleagues to continually develop this expansive vision.

- B) There is an overriding sense of effective organisation.** This underpins everything else. Highly effective structures, systems, routines and protocols exist. These are known and familiar. As a result there is a pattern to each and every school day. Firmly embedded and effective routines begin at the classroom door, where staff greet the children. They continue throughout the time pupils are at school and are rounded off with a fond farewell as pupils leave at the end of the session, or day. This familiar pattern instills within pupils a strong sense of security. A byproduct of this is that pupils present as relaxed, but alert – the optimum state for effective learning.
- C) Parents are very pleased with the quality of provision on offer and the close partnership that is forged between home and school.** They appreciate the home visits that are undertaken, viewing these as a great starting point in the establishment of an effective home-school relationship. They are delighted that their child enjoys coming to school each day and are grateful for the fact that early years staff members know their child. They applaud a culture that recognises children as individuals and nurtures them.
- D) The range of activities and the quality of the learning resources used in freeflow learning result in high levels of pupil engagement.** A diverse range of different activities, both inside the classroom and outside, that cover all seven areas of learning were observed. What was most noticeable was the quality of the resources available to children. For example, in reception a large number of pupils made potions in the role play area whilst wearing their witches and wizards outfits. The obvious pleasure they were deriving led to many staying at the same activity for an extended time frame. An even greater richness, diversity and ‘colour’ were noticeable when compared to previous reviews.
- E) Strong relationships, familiar routines and challenging activities result in high levels of pupil confidence.** The upshot of this is that pupils are not afraid: they are prepared to try things out, sometimes taking risks. For example, in reception freeflow two pupils were observed at an expressive art and design area. One was using a small hacksaw (correctly); the other was using a small drill and bit. In the nursery pupils were keen to try jumping from one rubbery mound to another, or experiment with either spinning or balancing in one of the newly purchased bilibos. An absence of fear meant that a number of pupils ventured outside in the rain on what was a blustery and rather dismal morning.
- F) Assessment systems are suitably rigorous and robust.** They provide information that informs future planning. This is key to evaluating the progress made by all pupils, and particularly those who require additional intervention support. The 2Build a Profile electronic portfolios provide a detailed picture of individual children’s development across all seven areas of learning. Clear next steps are given to ensure continual progression in knowledge and skills. Baseline ‘assessment’ is seen as a guide to pupils’ individual starting points when joining the school, rather than as a strict assessment. This is an important distinction. It ensures that children are not categorised too quickly.

Instead, it is appreciated that they are at different developmental stages. The newly implemented lanyard system helps to focus staff attention on the target areas for development for specific pupils.

- G) The quality of the curriculum children are offered throughout their time in the early years is outstanding.** Children have rich and varied opportunities to play and to explore. Crucially, they are excited about coming to school because what happens there is interesting and fun. Progress has been made in the further development of provision in all seven of the areas of learning. The range of activities and the quality of the resourcing have improved since the last review in February 2017. For example, the range of small world learning opportunities has been extended. There are more little figures in different background settings located in more places throughout the environment. A further example is the wider range of materials, textures and colours that are available in the expressive arts and design areas.
- H) The phonics sessions that are taught continue to be taught very well.** Staff use interesting and creative ways to teach this essential early reading skill. The time dedicated each day to whole class or home group teaching is well judged. These sessions are lively and fun. Pupils really enjoy the opportunities they have to come up to the whiteboard, play simple games, or move around the room finding examples of a particular sound. The simple phoneme frames that are used in reception classes are particularly useful in assisting pupils to appreciate the order that the sounds within simple words appear in. It is important that the 'Letters and Sounds' publication is being closely followed and that phase one phonics is being taught every day in both nursery and reception classes.
- I) Transitions are seamless.** This is due to the clear structuring of children's learning experience and the thoughtfully devised timetables. The consequence of this is that learning time is maximised, with very little being wasted. Visual timetables are available and these help to anchor the children, as they know what is happening and when. For example, the way pupils in the afternoon nursery responded to the sound of a tambourine signalling the end of free flow learning and the start of snack time was quite extraordinary. Within no time at all they had gathered in their home groups and were sitting beautifully, ready for their milk and an apple.
- J) The learning environment continues to be outstanding.** Tweaks, adaptations and amendments have been made since the last review and these have proved valuable. For example, the simple decision to remove some chairs has had a noticeable positive impact on children's experience. They are encouraged to stand at activities and this develops their core strength. They also sit, lie on their tummies or their backs and climb. The skills of the school's Display Coordinator have been utilised well to enrich aesthetics. The introduction of environmental audits has ensured that staff have valuable cyclical opportunities to evaluate quality. In the nursery the function of the hut close to the large sandpit changes over time. On the day of the review it was an Adventure Island, full of stimulating photographs of different locations.

- K) Revisions to the preparatory work that takes place before children enter the school have proved extremely valuable.** The updated admissions form captures important information about individual children's needs. As a result, there is scope, if required, for the school's SENCo to become involved in working with staff and parents at an earlier stage. Home visits are highly valued by parents and are part of the reason why they believe that early years staff know their child well. Highly professional, high quality presentations for parents are delivered before children join the school. These are rich with practical advice that parents greatly appreciate.
- L) Greater attention is being given to planning activities that will ensure pupils make rapid progress in their physical development.** The incredibly high standards that children achieve in handwriting in the first term of Year 1 are a direct result of the range of activities offered in the early years. These are designed to develop pupils' proximal and distal muscles. The tyres that are a common feature in the nursery outside area are bulky. Moving them around helps to develop children's strength. Activities such as sticking thinly rolled spaghetti into plasticene in the nursery, or using tweezers to pick up small objects in reception help to develop fine motor skills. It was most pleasing to see pupils using scissors to cut when making their magic wands in reception freeflow learning.
- M) Multi-layered professional development opportunities ensure that all staff become ever more skilled and knowledgeable.** This is not only beneficial to newly appointed staff, but to those who are more experienced. Alongside this there is a positive mindset amongst all staff members: they want to offer the children the very best and know that if they can do what they do even better the children will benefit even more. The commitment and dedication that is shown is highly commendable. The comment made by the newly qualified nursery teacher summed this up attitude perfectly.
"Being here has enabled me to begin my career with a vision, feeling fascinated and excited."
- N) Communication is highly effective.** Parents greatly appreciate the clear home-school communication. The early years team functions well because strong communication is at the heart of strong teamwork. The ways in which staff talk to children and listen to them is a further example of this outstanding communication.

II) Views and perspectives

a) Jenell Chetty, Senior School Improvement Adviser, Achieving for Children

- The learning environment is well-planned and well-organised, allowing children to have rich and stimulating experiences. It provides a structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good

progress. A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.

- There is a strong ethos of placing children at the centre of practice. Systems and processes are developed, with the wellbeing and development of the children in mind. There is a clear vision of what leaders want to achieve for the children in their care, and these clear goals inform all areas of practice and provision.
- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned well. It is based on rigorous and sharply focused assessments of children's achievement, so that every child undertakes challenging activities.
- Teaching is of a high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Each child's individual's development is supported through the wide range of experiences that are purposefully set up. For example: the post office, Goldilocks props table, the construction area and creative table
- Children's interests are reflected in the activities on offer. For example: the football and writing areas.
- Staff have established excellent routines which allow children to become independent learners. This is evidenced by the confidence in which the children independently access the plethora of resources on offer. In addition, transitions between activities are seamless.
- The quality of interactions between adults and children are consistently high. Adults model language effectively, using purposeful questioning to extend learning and deepen children's understanding.
- Open ended experiences are planned in, developing children's critical thinking skills and promoting creativity.
- Children are highly motivated and very eager to participate. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. For example, children use real hammers, nails and drills with great care and confidence.
- There are a wide range of resources and activities set up both inside and outside to promote writing. This includes activities to develop children's gross and fine motor skills.
- Children are extremely well prepared academically, socially and emotionally for the next stage of their education. This is evidenced by the high standard of writing that children go on to develop in Year 1.
- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to maintain the highest levels of outcomes, for all children over a sustained period.
- Highly focused professional development improves the quality of teaching.

Areas to consider for further development:

- Purposefully teach children the vocabulary and process of reasoning mathematically.

b) Elizabeth Baggaly, School Governor

During the morning I spoke to both nursery and reception parents about the induction process and observed a nursery maths session followed by free flow learning and snack time. I was also shown the data analysis and tracker system in place.

The parents I spoke to were all very happy with the induction they received before their children entered nursery or reception. All praised the home visits which they felt led to the children entering the year feeling more secure. One parent who had worried about her child entering reception without having attended the nursery found her fears unfounded as the systems in place led to her child settling in happily. These parents also appreciated the two way communication between themselves and the school and liked receiving the learning intentions of the week and the suggestions for what they could do at home to support this learning.

The nursery is a colourful and creative place to spend a morning. It has a real sense of purpose. It is calm and very well organised, with activities set up for free flow learning that are designed to enhance the more directed learning. In this instance a maths activity: numbered post boxes relating to the Post Office role play, which was very popular and engaging, and an activity putting numbers of pompoms into patty tins. It was good to see girls and boys playing together in the construction corner with no obvious gender stereotyping. Teachers were involved where needed, but children were very much left to choose their activity and teacher interventions were considered and appropriate.

Outside during free flow learning (in the rain!) I saw an enthusiastic session of mud pie making. *'What are you making? 'Banana porridge'; 'Banana cake'*. The teacher wrote this on the board beside the mud. Elsewhere children were quietly queuing to have a go at the new stomp canon. The rain restricted what equipment could be used, but it was not hindering the session and it was good to see children outside regardless. Neither inside nor outside did I notice any child not engaged in an activity, nor did I notice quarrels or disputes over equipment. When one child appeared to be hindering the others he was asked very quietly if he was *'playing with the girls, or playing differently?'* A good question! The children were not bothered by my presence. At one point a 'postman' came up to me and delivered a parcel. He then went away and came back with a pencil and card so I could sign for it. Writing was encouraged in several contexts. For example: a table set up for writing letters to take to the post office to get a stamp.

Learning continued to be reinforced during the well organised snack time. The children were encouraged to join in counting out the cups and apples. One child was chosen to give out the milk and each child on receipt of their cup said thank you to which the encouraging reply was *'You're welcome'* or *'It's a pleasure'*. So good to see! While the children were eating they were treated to a lively retelling of 'Goldilocks and the Three Bears', complete with props. This story had formed

the core of the maths activity earlier on. More counting and reinforcement of language were observed.

The tracking system, explained with great enthusiasm and commitment by the Early Years Leader, is comprehensive. It is obviously enabling teachers to note each child's progress at a glance. Additional notes show actions to be taken in individual cases. This can only enhance provision for each child.

Thank you for the opportunity of seeing the early years provision at the school at first hand. It was a very worthwhile morning and I feel children beginning their education at Barnes Primary are very fortunate indeed.

c) Jade Huxley, Key Stage 1 Leader

Thank you for such an enjoyable and interesting morning. The EYFS is a delightful place to be. There are many new members of staff, but you would not know that this is the case.

The routines and systems in both reception and nursery are outstanding. All staff know exactly what they are expected to do, children know exactly what is expected of them and the timetable runs smoothly - to the minute. Extremely positive relationships exist between staff and the children. If I was a young child I would feel safe, secure and confident. This was evident throughout the whole morning.

The quality of free flow provision is excellent - it has really improved since my last visit. It was clear what the focus of learning was, and the activities on offer consolidated whole class and home group learning. As a result, there was very little 'wandering' taking place. Children were actively engaged in activities across all seven areas of learning.

Leadership of the phase is strong. The high quality professional development on offer is having a positive impact and staff are ensuring that ideas from training are quickly put into practise.

My particular favourites were:

- the reception potion laboratory, with many mark making opportunities available
- the newly improved design and making area in Amber class
- the maths games on offer in Topaz class
- the tummy time area in nursery and the opportunities for mark making
- the subtitising games on offer in the maths area in nursery
- the visual motor integration board outside nursery.

I look forward to continuing working with the team to develop consistency across the EYFS and Key Stage 1.

d) Anna Freeland, SENCo

I was so impressed with the children in the EYFS. At 8.45 a.m. the reception children were all arriving and independently hanging up their coats, getting their

reading journals out of their bags, before putting them away in their trays. This included some children with quite significant additional needs. Everything was very calm and efficient. That is testament to the hard work of the teachers and support staff in reception who have concentrated so hard on developing systems and routines. This was mirrored when I went through to nursery. Here the vast majority of children were enjoying a range of activities outside, despite the relentless rain! *"There's no such thing as bad weather, just bad clothes"* sprang to mind.

I observed several children working one-to-one, and in small groups, with support workers: there was some excellent provision using a variety of multi-sensory activities, that were well modelled and quick paced to 'overlearn' different concepts.

e) Sue Jepson, Deputy Headteacher

Thank you for a most enjoyable and inspiring morning. It is very pleasing to see the progress that has been made in eleven months. It is privilege to work with a team that is relentlessly ambitious, continually striving to improve and always willing to have a go. You should be exceptionally pleased with all that you have achieved - and the role that you have each played in making the EYFS the success that it is. The children are provided with the highest standard of provision. The care, passion, commitment and professionalism with which you deliver this, day-in-day-out, is nothing short of inspirational. The endless drive, enthusiasm, determination and enjoyment that radiates across the Early Years Foundation Stage is evident for all to see. It is an exciting place to be.

The EYFS team is ever evolving. It is the team that has had the most staffing changes over the past few years. Because there are such strong systems and routines in place, this enables new staff to settle into their roles quickly and efficiently so that they are quickly able to have an impact and make a difference. A consequence of the openness, transparency, desire to learn, relentless ambition to continually improve and effective reflection is that the team is not afraid to try new approaches or resources. There exists an excitement and enthusiasm for change.

Relationships between: children, staff, parents and other colleagues continue to be a significant element in the success of the EYFS team. The commitment to fostering positive relationships from the outset (before the children start) is highly commendable. New admission forms; well organized and professionally delivered induction evenings; carefully structured home visits; effective (non-intrusive) play based baseline evaluations; thorough extended parental consultations; weekly newsletters; excellent twitter feeds and a comprehensive baseline report all ensure a smooth start. The parents are happy and relaxed about their children starting nursery or reception and know the areas for development from very early in the first term. In addition, this helps staff to know the children even better, so that assessments are accurate and informative. They ensure that support can be put in place quickly to meet both individual or cohort needs. The detail seen in pupil performance trackers suggest provision and intervention are more specific and focused than ever before.

Leadership of the EYFS is strong (and has been for many years). As the 2017-18 academic year progresses, and the phase leader takes her maternity leave, there will be opportunities for staff to grow and take on greater leadership responsibility. This will ensure that EYFS team members (and especially the reception team members) continue to develop and evolve as professionals. The journey of continual improvement should be ongoing. It is the attention to detail, alongside the continual reflection and adaptation of provision that ensure that the needs of each cohort of children are met. All staff know the improvement foci for this 2017-18 academic year: writing and mathematics. The continual emphasis that has been placed on these areas of learning must continue if significant positive change is to be secured.

The number of areas within the EYFS learning environment (indoor and outdoor) is significant. It is most pleasing to see that even with such an extensive environment the following improvements have been seen: greater use of enhancements; efficient storage of the enhancement resources on offer; high quality texts continuing to be available; strong organisation of free flow learning and the use of interesting artefacts.

The use of light boxes and provocations is very enticing and stimulating for the children. Vocabulary, questions, images and prompts are effectively used to engage children and encourage them to explore. Pictures of the children learning across a wide range of activities reinforce the Learning Love and Laughter that takes place in all areas of the learning environment. There are more opportunities than previously for writing and recording across the environment. Staff place a greater focus on ensuring that children practice the prerequisite skills necessary for writing. In nursery the story writing boards are working well. These support children to develop their vocabulary and their understanding of story. It would be wonderful to capture these stories in home group books that the children could take home.

The detailed trackers and 2Simple profiles provide a robust pupil progress tracking system. Carefully planned interventions, involving effective use of additional adults, ensure that these interventions are more bespoke. Everyone is working with real determination to improve the writing results. A continued focus on detail and individual need will reap positive benefits. In addition, closer tracking should assist in closing the significant gender gap that has been evident over the past couple of years.

There is evidence of the EYFS continuing professional development focus on writing being implemented. It is anticipated that the forthcoming term's sessions will move the standard of provision to an even higher level. Peer-to-peer observations are working well. Further opportunities for a member of the leadership team and an EYFS teacher to carry out a joint observation will be scheduled. This approach enables an insightful dialogue about pedagogy and good practice.

Thank you for a most enjoyable morning. You are a wonderful team to work with.

III) Do the strengths identified in February 2017 remain 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. Pupil performance standards remain high. There was a slight fall in the number of pupils reaching a Good Level of Development (GLD) in 2017 (78%) when compared to 2016 (82%) and 2015 (80%). This small reduction was cohort related. Over a three year period the average point scores across the different areas of learning reveal consistency. These outcomes have been achieved despite a number of staffing changes. This suggests that the systems and structures that have been set up are robust. Alongside this, leadership mentoring is clearly effective. Lower pupil performance in writing (2017: 80% ; 2016: 87%) had an impact on the number of pupils reaching a GLD last academic year. All staff know that this is a key area for development.
- 2) **There is a clear vision for the Early Years Foundation Stage (EYFS).** This vision is shared across the Key Stage. Staff show a strong commitment to achieving excellence and the continual, ongoing improvement of provision. This vision continues to evolve over time. It is clear and it is shared. As a consequence of this there is a tangible purposefulness in evidence. All members of the team know what the development priorities are and how these can be achieved. The challenge ahead is to maintain this clarity of purpose when the EYFS leader takes her maternity leave before the start of the Summer Term.
- 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. What is pleasing is the relentless ambition of the team to further improve this rich learning environment.
- 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. These systems and routines remain. They underpin everything positive that is happening in the EYFS.
- 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.

The quality of relationships remains a core strength of the early years. Children are made very welcome when they arrive; they are listened to whilst they are at school and they are bid a sincere and cheery goodbye when they depart. No wonder they want to keep coming!

- 6) The quality and range of available learning resources has been developed and enriched since the last review.** The diversity in the resources that are used in both reception and nursery enriches the learning activities on offer.

This process continues, as has been alluded to above. The quality of the resources being purchased - and the positive impact they have had on children's learning - is most encouraging. A wide range of exciting new books will be arriving shortly.

- 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.

In general this remains the case, though there are a small number of examples of adults doing too much of the talking and, as a result, restricting the amount of talk children do. The vast majority of staff members appreciate that young children need space if they are to talk and sometimes the default position taken by an adult should be to listen, not to talk even more.

- 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 improvements referred to above have been maintained. Outcomes in writing were not quite as high in 2017 as they were in 2016. As has been stated, the cohort profile was a key factor in this fall. Going forward staff should seek out even more opportunities for children to write during freeflow learning time. It is particularly important to find ways in which boys can be encouraged to mark make and write.

- 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.

The role play areas remain a significant strength. They were very popular with children on the day of the review. Some noticeable progress has been made with how pupils respond to deconstructed role play areas.

10) Phonics is very well taught. Pupils make fast progress because the teaching is strong and the challenge well-pitched to pupils' relative developmental needs.

This remains a strength, as has been commented on above, but it is important going forward that all pupils receive a daily phonics session.

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) should 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.

Those improvements continue. It was noticeable how much importance one of the reception teachers placed on children speaking in full clauses, or sentences. Going forward, early years staff should look at extending opportunities for pupils to use reasoning to solve simple problems. Whilst continuing to adopt the core principles of the maths mastery approach, staff should also use their professional discretion when making decisions about how to challenge children and move them forward if it is clear that their understanding is in advance of what they are being taught.

12) The continual professional development programme is customised and tailored to the needs of team members. 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.

Excellent use is made of all forms of professional development. This has resulted in the newly qualified nursery teacher making rapid professional progress. The new Leaders of Learning in reception and the nursery have also made swift progress during the short period they have been in post.

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 pupils 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.

The newly implemented lanyard system is a promising addition to the customised approach that is in operation. The fact that assessment information is uploaded onto pupil trackers on a half-termly basis ensures that needs are noticed quickly and can subsequently be responded to.

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.

This remains the case.

- 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.
Transitional arrangements continue to be excellent.

IV) Progress with areas for future development noted in the February 2017 evaluation report

- 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.

A decision was taken not to take on the 30 hours provision in September 2017. However, not doing so has left the team pondering the question '*Would our afternoon nursery be full if we offered the 30 hours provision?*' This is an area that will continue to be explored. The Deputy Headteacher is currently preparing a new proposal regarding a new response to the thirty hours offer.

- 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.

The Headteacher has not taken a prominent role, but more, positive amendments have been made to the EYFS tracker. Summary boxes have been added to it so that the team is able to comment on the sub groups which have been highlighted above. The Deputy Headteacher and the EYFS Key Stage leader meet termly to analyse the data that has been inputted from the previous term. In addition, the EYFS team have had two professional development sessions, along with Key Stage meetings, looking at the tracking system. Training has been delivered to all team members on how to use pupil performance data effectively and all staff have been given greater ownership of the trackers. Staff have all made comments about how much more confident they feel about analysing this data.

- 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.

The EYFS leader was given two mornings to observe across the whole of the EYFS and also time to meet with the Deputy Headteacher to feedback and to analyse data. Since September 2017 the Deputy Headteacher has observed all members of the EYFS team and the EYFS Leader has observed several members. Classroom observations will continue throughout 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.

Writing has been a huge focus across the EYFS. In addition to more writing being displayed in both nursery and reception areas, steps have been taken to boost writing. Professional development sessions, Key Stage meetings and environmental audits have all had a writing focus. Environments have been developed and adapted to allow more opportunity for pre-writing skills and writing activities. The importance of mark making has not only been communicated to all staff members, but also to parents. The EYFS Leader has also met with the school's Display Coordinator to further develop the profile of writing. Staff are very excited about the changes that have happened so far.

- 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.

This has been another huge focus. The EYFS Leader has created two yearly overviews with the support of the Key Stage 1 Leader (who is a specialist teacher for the mastery approach). These look at the teaching and progression of maths skills across the EYFS. Maths planning across both year groups has significantly changed and will continue to be adapted. Two professional development sessions have been planned with the Key Stage 1 Leader for the Spring Term. The next step to develop the approach is to take time looking at the progression of lessons, ensuring the correct resources are being used and that learning is supported within the environment. During a recent trip to the Early Excellence Centre money was spent on resources to support maths learning within the everyday environment.

- F) Completing an Early Years Self-Evaluation Form (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.

The Deputy Headteacher has completed an EYFS SEF. This will 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. An audit of all images was completed and many images have been changed. This is something that all staff working in the EYFS should remain alert to.

- 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.

The environment enables children to explore, discover and learn. Areas are set up to ensure this can happen on a daily basis. In addition to this the lightbox 'investigation areas' have been adapted to allow more free exploration for the children with the science equipment. The Nursery Leader has also been developing the Forest School to enable this to become a major area for investigation of the natural world.

- 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 become accustomed to them.

Promoting talk is always a high priority. Since the last review expectations for talk have significantly changed. Speaking frames and talk scaffolds can now be seen in all planning documents. This ensures that all team members are aware of the talk they need to model to children. In reception classes talk scaffolds are used on flipcharts and children are made aware of these. Within the environment more questions have been added to support members of staff to promote talk.

- 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.

A timetable has been formulated to ensure adults are aware of the spaces available and when these can be used. Timetables have been adapted to ensure all adults have a comfortable, warm, clean space to use when working with the children.

- 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.

With the support of the Deputy Headteacher a large order has been placed to buy more books. Staff members look forward to their arrival.

- 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.

Most members of the reception team attend support staff training on Wednesday. Due to the staffing ratios needed to support nursery lunches there are still several members of the team who are unable to attend these sessions. Timetables and staffing have been considered, but unfortunately this is something that cannot be changed.

- 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.

This target remains ongoing. There has been a rethink and an electronic document is being created. It would be good if this could be completed before the end of the 2017-18 academic year.

V) Performance data 2017

Children consistently attain significantly above the national average at the end of the EYFS. The principle evidence for this judgement is the consistently high attainment. By the end of EYFS attainment and achievement compare very favourably with schools, both locally and nationally.

EYFS pupil average point scores:

2012-13	30.5
2013-14	37.1
2014-15	38.9
2015-16	39.3
2016-17	39.2

Year	Measure	Barnes	National	Richmond
2017	Good Level of Development	78%	71%	78%
2016	Good Level of Development	82%	69%	77%
2015	Good Level of Development	80%	66%	71%

Early Years Foundation Stage (reception) 2017

Area of Learning	Expected	Exceeded
Communication - listening	95%	43%
Communication - understanding	95%	43%
Communication - speaking	95%	42%

Moving & handling	95%	35%
Health & self-care	95%	48%
Self-confidence & self-awareness	97%	40%
Managing feelings and behaviour	97%	32%
Making relationships	97%	35%
Literacy - reading	88%	35%
Literacy - writing	80%	22%
Maths – numbers	93%	25%
Maths – shape, space & measures	93%	28%
Understanding the world – people & communities	97%	33%
Understanding the world – the world	95%	35%
Understanding the world - technology	98%	32%
Exploring & using media and materials	97%	42%
Being Imaginative	97%	43%

Higher than 2016

Lower than 2016

In 2017, 78% of pupils achieved a Good Level of Development (GLD). This represents a decrease of 4% from 2016. The school remained above the national average of 71%. The cohort contained 4 children (7%) with significant educational needs: one child who transferred to a Special Resource Provision at the end of reception; two children with Education Health and Care Plans (EHCP) (32.5 hours and 25 hours); and one child who was diagnosed with autism spectrum disorder during his reception year (and now has an EHCP: 26 hours per week). A greater proportion of girls achieved a GLD, with 90% doing so compared to 67% of boys. Attempts to close this gap need to continue to be considered. Both groups compare favourably with the national average (77% and 62% respectively: note, however, the smaller attainment gap).

The Early Years Foundation Stage – end of reception outcomes 2016: comparative data

Area of Learning	Expected	Exceeded
Communication - listening	96.7%	36.7%
Communication - understanding	98.3%	31.7%
Communication - speaking	98.3%	31.7%
Moving & handling	91.7%	25%
Health & self-care	100%	28.3%
Self-confidence & self-awareness	100%	33.3%
Managing feelings and behaviour	100%	28.3%
Making relationships	100%	30.0%
Literacy - reading	99.3%	41.7%
Literacy - writing	86.7%	25.0%
Maths – numbers	93.3%	21.7%
Maths – shape, space & measures	86.7%	20.0%
Understanding the world – people & communities	93.3%	31.7%
Understanding the world – the world	100%	33.3%
Understanding the world - technology	100%	28.3%
Exploring & using media and materials	100%	36.7%

Being Imaginative	100%	25.0%
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Barnes

% Expected	Cohort	GLD	Listening & Attention	Understanding	Speaking	Moving & Handling	Health & Self-Care	Self-Confidence & Self-Awareness	Managing Feelings & Behaviour	Making Relationships	Reading	Writing	Numbers	Shape, Space & Measure	People & Communities	The World	Technology	Exploring Media & Materials	Being Imaginative
All	60	78	95	95	95	95	95	97	97	97	88	80	93	93	97	95	98	97	97
Boys	30	67	93	93	93	93	93	97	97	97	83	67	93	93	97	93	100	97	97
Girls	30	90	97	97	97	97	97	97	97	97	93	93	93	93	97	97	97	97	97
PPG	0																		
EAL	11	73	73	73	73	73	73	82	82	82	82	73	91	82	82	73	91	82	82
ECHP	3	33	67	67	67	67	67	67	67	67	33	33	67	33	67	67	67	67	67
SEN Support	1	0	100	100	100	100	100	100	100	100	100	0	100	100	100	100	100	100	100

Key

- **Good Level of Development:** the child has achieved at least the expected standard in the early learning goals in all prime areas of learning, mathematics and literacy
- **Emerging:** a lower developmental level
- **Expected:** the nationally expected developmental level for a 5 year old
- **Exceeded:** a higher developmental level for this age group.

Commentary

- Average point scores across the different areas of learning reveal consistency. These outcomes have been achieved despite a number of staffing changes. This suggests that the systems set up are robust and leadership mentoring is effective.
- The outcome in writing was lower in 2017. This impacted negatively on the number of pupils who reached a GLD. This is partly cohort related (see above).
- Both boys and girls are doing well. Girls are currently attaining better than boys though. This is an issue to look at closely during the 2017-18 academic year
- Pupils who speak English as an additional language (EAL) are developing well and attaining above the Richmond average. In 2017 there were 11 EAL children and 73% of these attained a GLD, with several children achieving exceeding in several areas.

VIII) Recommendations for future development, January 2018

- a) **An interesting challenge ahead will arise when the influential and highly effective Early Years Leader takes maternity.** It is recommended that her absence is viewed as an opportunity for other staff to grow and further develop their influence on early years provision. Senior school leaders will make a decision, in consultation with EYFS teaching staff, regarding who will be the classteacher of Amber class for the Summer Term. The Deputy Headteacher will temporarily take on the role of Early Years Leader during the Summer Term. There is no reason why the quality of teaching and the overall provision in reception should remain anything but outstanding, as it is now. In

order for this to happen everyone will need to continue to work closely together and fill the leadership space that will be created.

- b) At the time of writing the Deputy Headteacher is in the process of formulating **a proposal to offer 30 hours a week nursery provision**. She will continue to consult with members of the EYFS team, the Headteacher and the school's Business Manager with the intention of firming up this proposal and putting it to the governing body during the Summer Term. A firm decision will be made regarding this within the next twelve months.
- c) **Modelling is a key pedagogic skill**. It is used to provide guidance, clarity of expectations and set standards. The very best teachers not only make no assumptions (leaving nothing to chance) and break learning down into small, manageable steps, they also model, very clearly, exactly what they expect. This can involve showing children what not to do, as well as what to do. More experienced teachers should continue to emphasize to colleagues who are less experienced just how essential effective modelling is to the teaching process.
- d) **The pedagogic development of the newly qualified teacher, the teacher in her second year of teaching and other less experienced members of the team should remain a priority**. The highly effective mentoring thus far has already had a demonstrably positive impact on practice.
- e) **The additional opportunities that have been created for pupils to write during child initiated learning are acknowledged. Even more opportunities should now be created**. At the planning stage staff should continue to look at all possible opportunities to encourage writing, and especially boys' writing.
- f) **It is most important that a daily phonics session is taught in both nursery and reception classes**. Over the past five years there has been clear evidence of how well prepared pupils are at the start of Key Stage 1 and what rapid progress they are capable of making in reading when this level of provision has been offered. The teaching of phonics has long been a strength in reception class (and subsequently in Year 1). The introduction of daily phonics teaching in the nursery has been identified as a positive factor in this success. Daily home group phonics sessions should be offered as part of nursery provision.
- g) **A balance should be struck between staff remaining true to the principles of the maths mastery approach, whilst ensuring that all pupils are stretched and challenged**. Mastering basic concepts through progressing slowly, keeping pupils together and ensuring conceptual variation (looking at the same concept in different ways) should be balanced with ensuring that some pupils who joined the school at a high baseline of understanding are not bored by the fact that what they are doing is insufficiently challenging. Day-to-day, formative assessment findings should be used to ensure that this is the case. **More opportunities for pupils to use reasoning and critical thinking would further enhance the quality of**

the mathematics curriculum on offer. Pupils will benefit from being exposed to more opportunities to engage in simple problem solving. **Finally, short whole class mathematics sessions that focus on shape and space should be closely linked to number work whenever possible.** Later, in both Key Stage 1 and Key Stage 2, pupils are expected to solve some shape problems that combine these two elements of the mathematics curriculum.

- h) The focus on continually developing the quality of the learning environment should be retained.** Both continuous provision and enhancement activities should be planned for and set up as important activities within freeflow learning.
- i) There are many helpful visual labels and visual guidance in the early years environment. These should be added to.** The software program Widget mixes stick diagrams with simple text. Further labelling throughout the environment will help to develop pupils' early reading schools.
- j) The newly implemented lanyard system** is a very useful strategy for reminding staff about the focus areas for improvement for specific pupils. This strategy is still relatively new and the system that has been introduced should now be evaluated and further refined so that this highly effective practice becomes embedded.

Jenell Chetty; Elizabeth Baggaly; Jade Huxley; Anna Freeland; Sue Jepson, Mark Hartley and the EYFS team.