

## Early Years Foundation Stage Self-Evaluation Form (SEF)

### Section 1: Barnes Primary Early Years Foundation Stage (EYFS) – overview of setting

**Nursery:** our nursery serves the local community of rising 4s. It consists of an indoor area, demarcated into specific learning zones, an enclosed garden area and an on-site forest school environment. In 2010 the nursery expanded from 56 to 78 part-time pupils. There are currently 39 children in the morning session and 38 children in the afternoon session. The nursery is staffed by two teachers, along with a leader of learning (our title). The children are arranged into three home groups of 13. We provide two 3 hour sessions each weekday (9:00 am – 12:00 pm and 12:20 pm to 3:20 pm). Nursery children have their own entrance and exit. In both sessions the children have a freshly cooked family service school lunch where they eat in their home groups. We currently do not offer 30 hours provision and this has had an impact on our afternoon admission numbers.

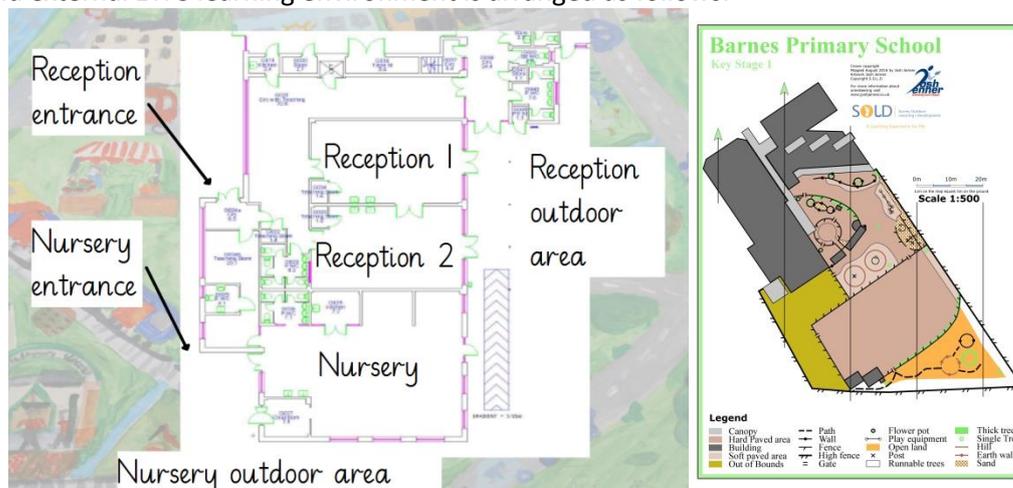
**Reception** is staffed by two full time teachers, three leaders of learning and three learning support assistants. We also have an EYFS School Direct member of staff working across the EYFS. The environment has an enclosed outdoor learning area and access to the forest school. There are sixty children. Three pupils are on the autism spectrum.

#### Admissions from nursery to reception

Year	Number transferred from our Nursery to Reception
2015	47 / 60
2016	48 / 60
2017	40 / 60

Within EYFS we provide a balance of adult led and child led activities that help children to think critically, play and explore and become active creative learners. High expectations, dedicated staff, clear systems and procedures with detailed induction processes (for children and families) ensure a smooth transition into the EYFS. Information from home visits, baseline assessment and ongoing observations are effectively used to plan personalised support for every child, ensuring that children achieve as much as they can from their individual starting point. The needs of all groups are catered for to ensure that we are inclusive and every child receive an enjoyable and challenging experience across all areas of learning. Modifications to our induction procedures, following evaluation, have ensured that we work closely with parents and carers, as partners in children’s learning and development.

Our indoor and external EYFS learning environment is arranged as follows:



### Section 2: Views of those who use your setting and work with you

We continually strive to improve our communication as we fully appreciate the importance of home school links and

developing a strong partnership with parents. We strive to be a listening organisation and continually review provision making adaptations, as required, to meet individual and cohort needs. We also run regular professional development courses specifically for early years practitioners.

Stakeholder views are collected in a number of ways.

- **Child:** child led planning; self-selection; our family lunch service (and time to talk during lunch); always 'listening hard' to verbal feedback from children
- **Parents:** induction and curriculum evenings; meeting and greeting on the door (twice daily); annual parental questionnaires; reading journal comments; '2Simple postcards'; parental contributions to the baseline report; '*Learning Love and Laughter*' observations (in term 2 for all parents); parent consultations; parental interviews during our annual, internal EYFS review. We also work closely with parents to ensure they are fully aware of any intervention taking place and support for ways to help at home is always offered.

The feedback we receive indicates that parents are very happy.

#### **EYFS Advisor feedback (2017) on parental engagement and satisfaction following parental interviews**

- *The developments in parental practice have paid off: all parents are extremely happy with the induction and settling process.*

#### **Involvement of the Local Authority and Senior Leadership Team to support development of EYFS:**

- Leadership support for EYFS leader from Local Authority EYFS advisor
- Joint observations with EYFS advisor and Local Authority School Improvement Partner
- Annual EYFS review (January) – governors, advisors and senior leadership team
- Working with Early Excellence to continually improve provision
- Whole team visits to outstanding providers – Early Excellence (Leeds); Oakwood (Leeds) and Windham (Richmond).

#### **Attached School Improvement Adviser feedback, October 2017**

*Children get off to a flying start in the EYFS. Immense thought and consideration go into implementing effective procedures and systems. Children are well supported to independently enter school and get ready for the day. Transition is seamless with adults purposefully and strategically positioned to observe, encourage and foster children's independence and resilience. Induction processes are highly effective, with adults knowing the children in their care extremely well. The children spend as much of their time outdoors as they do indoors. It is a vital part of how the school nurtures both academic and social progress. The highly stimulating environment allows children to play together in a multitude of different areas. This togetherness is important for their development. Staff expertise is exceptionally strong. While the environment purposefully allows children to interact, staff know when to intervene to ensure social development is smooth. This combination allows pupils to take risks. Children's impressive academic and social progress is directly linked to a learning rich environment in which they feel safe enough to take risks. Adults are highly skilled in talking to pupils to assess their learning, recognising which children need work that is more challenging, or when they need extra help in order to catch up. Staff work closely with parents and carers, who are very pleased with the way children settle into school life. The learning environment is purposefully set up to ensure excellent early years provision. Training and continuing professional development from the senior leadership team is a key strength to continuously striving for excellent practice in the EYFS.*

#### **Attached School Improvement Adviser feedback, February 2017**

*It is possible to detect the establishment of an ethos that permeates the Early Years provision. 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 school 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 re-assuring.*

#### 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 children and adapt activities according to need.*
- *an appropriate balance between adult led 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.*
- *adults spend time engaging children in extended conversation to check children's understanding, diagnose development areas or joining in their play to extend their thinking and develop their language.*
- *adults actively model the behaviour they expect from the children and promote language development at every opportunity.*

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

- *sustain their attention on activities for extended periods.*
- *follow instructions readily and want to imitate the adults around them because they seek their approval and affirmation.*
- *initiate their own activities and respond well to challenge*
- *play co-operatively with their peers, demonstrating positive social skills.*
- *apply phonic knowledge when writing independently in a range of situations.*
- *speak willingly to adults to explain their thinking.*
- *learn independently without close adult supervision.*

#### **Most recent moderation from the Local Authority, May 2015**

*I just wanted to say on a personal note what a pleasure it was to visit your school and work with your team. They were absolutely delightful and really well prepared which made the whole moderation process so much smoother.*

Head teacher, Holy Trinity CE Primary School

**External Continued Professional Development Training sessions and conference workshops.** The Deputy Headteacher and the EYFS leader run EYFS courses. These have proved to be very popular and often oversubscribed. In 2017 sixty-three people attended training. The feedback has been overwhelmingly positive and the impact of this work is seen across Richmond and Kingston by the Local Authority.

#### **Feedback from those attending EYFS CPD at Barnes 2016 and 2017**

- *I came away with so many practical ideas and have already spoken to my Deputy Head about the changes I would like to make.*
- *Really enriching and sent me off with fantastic ideas for my classroom and environment*
- *It inspired me and I have spent time making big changes to my classroom which I hope have a positive effect on the children learning.*
- *Really insightful day. The photos really helped*
- *Excellent course and presenters - a valuable learning experience*
- *It has allowed me to see how our reception may be set up and given me a very useful insight into early years*
- *It will improve our learning environment inside and outside and allow the children to have better quality child initiated learning experiences.*
- *The practical ideas delivered by the trainers were excellent and will enable our own school environment to*

develop

- It allowed me to re-think my classroom environment and how I can set things up to meet the needs of the children.
- A really insightful day with loads of wonderful things to take away and apply at school.

### Section 3: EYFS quality and standards – how well the EYFS provision meets the needs of children

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
<b>2016-17</b>	<b>39.2</b>

Year	Measure	Barnes	National	Richmond	Kingston
2017	Good Level of Development	78%	71%	78	76
2016	Good Level of Development	82%	69%	77	75
2015	Good Level of Development	80%	66%	71	72

#### 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%. This cohort 4 children with significant

educational needs: one child who transferred to a Special Resourced Provision (SRP) at the end of the year; two children with Education Health and Care Plans (EHCP) (32.5 hours and 25 hours); and one child who was diagnosed with autism 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. Both groups compare favourably with the national (77% and 62% respectively).

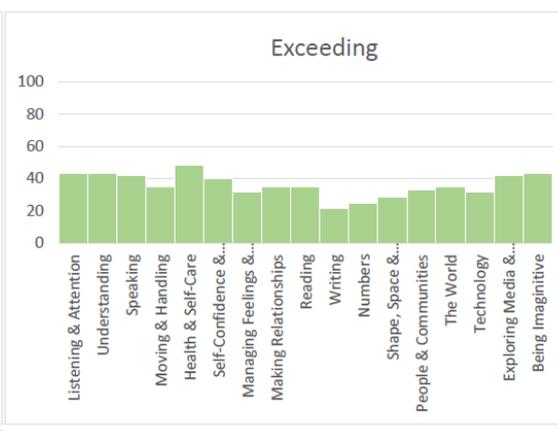
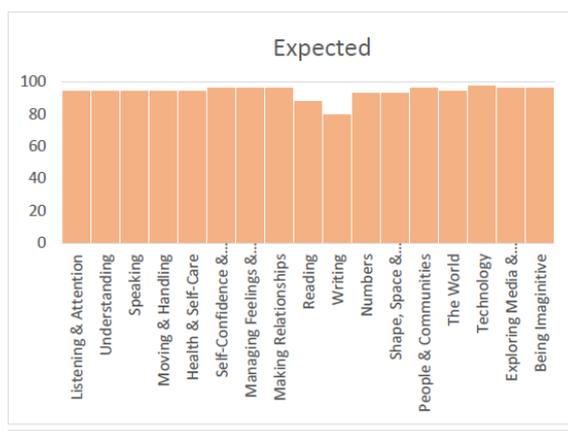
### The Early Years Foundation Stage – end of reception outcomes 2016: comparative data

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%

### 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

% Exceeding	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	-	43	43	42	35	48	40	32	35	35	22	25	28	33	35	32	42	43
Boys	30	-	33	33	30	20	33	20	13	13	30	20	20	23	20	20	23	37	23
Girls	30	-	53	53	53	50	63	60	50	57	40	23	30	33	47	50	40	47	63
PPG	0	-																	
EAL	11	-	18	18	9	27	36	9	18	18	18	9	18	9	0	9	36	36	36
ECHP	3	-	33	33	33	0	0	33	0	0	33	0	0	0	33	33	0	0	0
SEN Support	1	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



### 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 the leadership mentoring is effective.
- The outcome in writing was lower in 2017. This impacted negatively on the number of pupils who reached a good level of development. This is partly cohort related (see above).
- **There are currently no children on FSM or PP in our EYFS settling.** In 2016 we had 1 pupil who had a good level of development in all areas of the curriculum
- **Pupils with special educational needs are well** catered for. Pupils are identified early; intervention is focused, targeted, planned for and effective. We work very closely with other services to meet the needs of the child and family and aim for early intervention.
- Both **boys and girls** are doing well. Girls are currently attaining better than boys though.
- Pupils who speak **English as an additional language (EAL)** are developing well and attaining above the borough average. In 2017 there were 11 EAL children and 73% of these attained a GLD, with several children achieving exceeding in several areas.

### Feedback from the 2017 internal EYFS review

**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%).

**The quality of provision**

**EYFS Adviser feedback, 2017**

Strengths:

- *Transition to Year 1 has developed well this year. In particular Year 1 teachers attending the YR parents' evenings, teaching the children and introducing free flow learning.*
- *Interactions have developed well and the level of language used by children is high. It is clear that leadership has been effective as you would not know that the team was relatively new.*
- *Strong phase 1 phonics practice was observed in 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.*

**Feedback from the 2017 annual parent questionnaire**

- *Overall we are extremely happy with Barnes Primary School. The academic standards achieved by my children continue to amaze me. But also, we love the atmosphere at the school and the focus on the children becoming well rounded, kind and considerate.*
- *Very structured environment that's made engaging for the children through varied activities and constant changes in the play/class areas.*
- *The imagination used in the classroom and the school. The organisation and methodical approach to teaching reading and phonics.*
- *The nursery teachers are wonderful. They are so calm, patient and enthusiastic. They really engage with the children in a way that makes them listen and learn. The facilities of the nursery are also excellent, especially the large outside space which was one of our main reasons for choosing it.*

Our practice (is):

<b>Outstanding: our practice is exemplary</b>	<b>X</b>
Good: our practice is strong	
Requires improvement: our practice is not good enough and I know it needs to improve	

## Section 4: The contribution of early years provision to children's wellbeing

### Personal development, behaviour and welfare

Personal development, pupil behaviour and pupil wellbeing are outstanding. The evidence from internal and external audits of the learning environment - using Leuven scales, our own evaluation system and Early Childhood Environment Rating Scales (ECERS) - demonstrates that the learning environment is calm, purposeful and well resourced. Staff have good relationships with the children and with each other. Secure emotional attachments are formed.

### Attainment in Personal, Social and Emotional Development (PSED)

Expected or above	2017	2016	2015
Listening and attention	95%	97%	95.1
Understanding	95%	98%	95.1
Speaking	95%	98%	93.4
<b>Exceeded</b>			
Listening and attention	43%	40%	
Understanding	43%	33%	
Speaking	42%	33%	

### Commentary

- This data is very positive. Pupils have been given an extremely good start to their personal, social and emotional development.
- The percentage of children achieving at least expected in all aspects of PSED is consistently above 95% over the past 3 years. The number of children exceeding in PSED has risen significantly, with above 42% of the cohort in 2017 attaining exceeding
- 10 of our 11 EAL children attained at least expected in PSED.

Induction and transition arrangements at the start and end of each year, along with arrangements for transition into Key Stage 1 are exemplary. Extended parental interviews within the first three weeks of school have ensured we work closely, in partnership, with parents from the outset.

### EYFS Adviser feedback 2017 on parental engagement and satisfaction, following parental interviews

*Parents report that the children have settled well, there are clear routines and that the staff know so much about the children. They are well informed about what their child can do and how they can support at home.*

The children are happy, excited and motivated by their experiences. They are well behaved, play cooperatively and develop their independence during their time at Barnes. Attendance is 98% in reception and 90% in nursery (this latter figure includes closure days for parental consultations and a staggered induction at the start of term).

Adults are skilled in their interactions with children: they know when to intervene and when to stand back. All staff had had training on being an effective interactor (rather than an 'interferer'!).

98% of children in the EYFS have a freshly prepared school lunch. Nursery eat as a home group in a served family service. This time is used effectively to talk to the children, develop healthy eating habits, and encourage them to eat a wide range of foods. In addition, children build relationships with their

peers.

Children are physically active. The learning environment is large and includes an onsite forest school. There are limited chairs (just four in nursery) within the environment. This encourages children to have 'tummy time', to squat or kneel at a variety of height surfaces. External areas have been designed to develop core stability and upper body strength. There are places to climb, hang and roll. All reception children have 2 hours of specialised PE a week. 95% of children learn how to cycle a bike; 100% of children travel to school using sustainable travel methods, with most walking, scooting or biking. Our children are fit and healthy. We encourage participation in competitive events and have a Nursery Sports Day (with races). Reception pupils participate in our annual sports day, along with Key Stage 1.

#### Parental Communication

##### Strengths:

- parental Links are strong and parents speak highly of the team. They value the support that they receive from the school. Parents report that children settle really well
- the nursery staff prepare the children well for their future learning journey. Indeed parents have seen a positive difference in their children who attended the school nursery and their older children who did not: they report that the former have been quicker to settle and grown in confidence.
- staff keep parents regularly informed about the progress and attainment of their children and always provide a big picture as to why the children need to learn particular skills. Parents receive electronic information regarding their child's learning and ideas on how to help them at home.

##### Quotations from the 2017 annual parent questionnaire:

- *I think the school has done what is in the best interest of my child and has treated my child as an individual. The school has the capability to individualise learning when beneficial to the child.*
- *It is a friendly and safe environment*
- *I like the community feel and professionalism with the teachers and that they engage the children to be interested in learning and their development.*
- *Fantastic teachers. Children come home happy and love learning. Our child loves writing, reading and learning!*
- *Caring nature of all the staff while still providing a great academic environment*
- *I feel my child's best interest is the focus of all activities*
- *Friendly, safe, local 'village' feel to the school. Inclusivity - mums all very friendly adding to the overall team building atmosphere.*
- *I like the school's positive attitude about acceptance of people and students from different backgrounds and cultures. Also a good blend of various backgrounds.*
- *The community feeling, the nursery facilities & the lovely teachers*

##### Our priorities for improvement

- evaluating the possibility of 30 hour provision at Barnes
- ensuring consistency and continuity while the EYFS leader is on maternity leave
- reviewing of the nursery induction and settling options
- developing staff pedagogic knowledge and opportunities for writing and mathematical vocabulary development
- mentoring less experienced colleagues with a view to developing their knowledge and understanding about how young children learn

Our practice (is):

<b>Outstanding: our practice is exemplary</b>	<b>X</b>
Good: our practice is strong	
Requires improvement: our practice is not good enough and I know it needs to improve	
Inadequate: our practice requires significant improvement	

## Section 5: Effectiveness of EYFS leadership and management

Leadership and management of the EYFS are outstanding. An effective distributed leadership model is well established. As a result, roles, responsibilities and expectations are clear. There is a specialised EYFS CPD programme which is tailored to meet the needs of all staff. Pedagogical skills are developed through regular one-to-one joint observations with our School Improvement Adviser. The Early Years Consultant ensures that assessment judgements are robust, accurate and agreed. Leadership skills are honed through teacher involvement in the extensive partnership work that is undertaken with local schools.

Both governors and the local authority play an active part in evaluating EYFS provision. For example, each year a governor, the EYFS consultant, the School Improvement Adviser, the Headteacher, Deputy Headteacher and Key Stage 1 leader jointly conduct a one day internal EYFS Review. These annual internal reviews are a well-established practice: they have been taking place for nine years. They inform and guide continual improvement.

### **EYFS Advisor feedback, 2016**

*I would like to take the opportunity to reiterate that in my view the journey towards excellence that you as a leadership team and the whole EYFS team have embarked on has been incredible. It is clear that the team have worked hard to become a cohesive unit. The leadership of the EYFS has ensured that all staff share the same vision and understand the purpose of why adaptations are being made. All staff have engaged in varied, 'EYFS tailored' professional development, in both general practice and specific areas of responsibility. The impact of these opportunities is noticeable in both the environment and the teaching.*

A robust, high quality continuing professional development (CPD) programme has a very positive impact on teaching standards and EYFS provision. This is considered to be an entitlement for all staff. It consists of four elements: internal opportunities; external courses; 'learning walks' to quality providers and regular peer observation. This programme continues to have a demonstrably positive impact on the quality of teaching. The time spent making whole team visits to other schools is well utilised to evaluate current provision and plan future developments. The CPD programme includes sessions focused on developing areas of the curriculum identified as in need of improvement. In 2017-18 our focus is writing (and especially improving the rate of progress of boys). In addition, a peer observation and coaching programme ensures that all teachers and leaders of learning are continually evaluating and refining their practice.

An effective performance management system is in place to ensure that staff are supported, challenged and professionally developed. Staff performance is evaluated through pupil performance outcomes (measured using average point scores in our new, internally devised pupil assessment system); cyclical lesson observations and annual internal EYFS Reviews. The high quality of oral and written feedback on lessons that have been observed has been a significant factor in raising and maintaining teaching standards. This is because feedback clearly pinpoints effective features of practice, whilst sensitively highlighting areas for future development. Clear reference is made to the national teacher standards and development points raised in previous observations. We ensure all staff regularly observe each other teach a session and then have a professional dialogue about what was observed.

Safeguarding arrangements and strategies to ensure pupil welfare are outstanding. All staff attend a whole school first aid and safeguarding training session at the start of each academic year. Seven members of staff in nursery are paediatric first aid trained, one is forest school first aid qualified and three members of the reception team are paediatric first aid trained.

Frequent on site risk assessments take place to ensure that our pupils are safe indoors, outdoors and in the forest school. Regular off site trips form part of our provision. Safeguarding standards for these visits are outstanding. At a reception visit to The Science Museum in 2017 there was an emergency situation which resulted in the museum being evacuated. Barnes staff knew immediately what to do and handled the situation calmly, with skill and professionalism.

*The visit to the science museum was cut short due to an evacuation alarm. I just wanted to let you know how calm and professional your teaching staff were under difficult circumstances. They made several very quick and sensible decisions throughout, including securing safe assembly points outside the building. They found safe shelter for the kids to sit in the warmth and have lunch in the university building next door. They organised getting the bus back early to pick the kids up and were in contact with the school too. They even had a contingency plan if the bus couldn't get to us. You should be very proud indeed of all of your staff on the trip and for their excellent preparation.*  
Parental feedback

The pupil tracking system is continually refined and improved to ensure that all areas of learning are included. Assessment is consistent informs future planning and intervention strategies. These are reviewed half termly, with intervention and planning adapted accordingly to meet the needs of individual children. Provision is continually evaluated. The information gleaned is used to identify priorities for development, set staff targets, devise a bespoke CPD programme and continually improve provision. Equality and diversity are promoted: resources, images, texts and school lunches reflect our pupil population.

The physical environment has been improved significantly, with cyclical major infrastructure development projects that continually improve the EYFS environment, indoors and outdoors. During 2012-13, working in conjunction with members of the Parent Teacher and Friends Association, we planned a series of successful fundraising events (for example, a pupil sleepover; a Spring Ball) that raised money for the development of a new outdoor forest school environment. In 2011 £5,000 was raised to enable the nursery to have astroturf and this year (2018) the PTFA have kindly supported the improvement of our and books to support learning and our enhancement activities.

The curriculum is broad, balanced and engaging. The development of self-selection, independence and continuous provision ensure that there is scope for children to follow their own lines of enquiry and play. Staff amend provision to follow and engage the children.

We have successfully developed our induction for pupils, parents and staff. The planning and meticulous attention to detail ensures tht all pupils settle quickly and can perform to their maximum. This approach also ensures a smooth and effective transition to Key Stage 1. The changes implemented in September 2015 have been very effective.

**Your priorities for improvement**

- ensure consistency when the EYFS leader takes maternity leave
- successfully induct all new staff
- support a classteacher to pass their Forest School Training award
- improve teachers' confidence and knowledge in the teaching of writing
- improve teachers' confidence and knowledge in the teaching of early maths.

Our practice (is):

<b>Outstanding: our practice is exemplary</b>	<b>X</b>
---	----------