

EYFS SELF EVALUATION SUMMARY

2018-2019



EYFS CONTEXT

Eatock Early Years Foundation Stage offers provision for 30 Reception children. The school offers 15 hours Nursery Entitlement per week (morning and afternoon sessions) and the 30 hours Extended Entitlement. There are currently 8 pupils accessing the 15 hours entitlement and 16 pupils accessing the 30 hours full time provision. Currently, there are 30 pupils on roll in Reception and 24 in Nursery (31 pupils in Nursery by January 2019). 17% FSM in Reception, 4% in Nursery 13% from minority ethnic groups and 7% EAL. The percentage of Reception pupils with SEN support is 23% which is in-line with National at 24% (2018). Deprivation indicators are lower than National. Mobility within the EYFS is 32%, with 9 Nursery pupils not entering Reception from Eatock Nursery.

The contextual profile of the EYFS shows that the large majority of pupils enter the EYFS below Age Related Expectations (AREs).

The EYFS team consists of: Nursery teacher and EYFS Lead, Reception teacher, one full time level four teaching assistant, a level three teaching assistant and a part time level two teaching assistant.

Evidence is available in school to support this self-evaluation summary.

Outcomes for Pupils

Suggested Grade: Outstanding (1)

Children start Eatock with skills and knowledge below those typical for their age in all areas of learning. The percentage achieving the GLD at the end of the EYFS 2018 was just below national (with 68% achieving the GLD). Leaders judge progress across EYFS to be at least consistently *good* or better and in most cases *outstanding*. The large majority of pupils make at least 'better than typical' progress.

In 2018, the large majority of pupils (65% - 79%) entered the Early Years Foundation Stage below Age Related Expectations in Communication, Literacy and Maths.

Evidence to support this judgement:

The EYFS has a proven track record of improving outcomes for pupils as a result of rigorous systems to accelerate progress. These rigorous systems are in place to further increase the percentage of pupils achieving 'Expected' and 'Exceeding' by the end of EYFS.

Robust and efficient systems of assessment are in place to secure accurate attainment 'On Entry' levels to Nursery and Reception cohorts. Target setting is rigorous and is continually under review. Targets are adjusted accordingly on a termly basis to raise attainment.

The teaching is successful in closing the gaps in attainment, even for those who remain below ARE at the end of Early Years Foundation Stage, to ensure pupils are Year 1 ready. (See school data). The impact of any interventions is precisely monitored and evaluated in a timely way to ensure that all pupils achieve the challenging targets set for them (see pupil progress files and leadership monitoring files in school).

Key successes overtime that support the capacity to further improve outcomes for pupils:

- From on-entry assessments of 84%-90% below ARE, the large majority of pupils made better than typical progress in the specific aspects.
- The GLD at the end of EYFS was broadly in line with national in 2018.
- Attainment of SEND pupils in all the Prime Areas was above the National (CL- +16%, Physical Development +55%, PSE +35%). Attainment was significantly above in Mathematical Development (+14%) and slightly below in Literacy (-4%) (Bolton Data Pack 2018)
- Attainment of Disadvantaged pupils in all the Prime Areas was above the National (CL- +8%, Physical Development +21%, PSE +4%). Attainment was significantly above in Mathematical Development (+15%) and slightly above in Literacy (+1%) (Bolton Data Pack 2018)

Identified areas of development:

- To increase the percentage of pupils achieving 'Exceeding' in Literacy, at least 17% to achieve Exceeding in Reading and 13% in Writing. In Mathematical Development (at least 13% to achieve Exceeding in Number and Shape Space and Measure. In Communication and Language at least 20% will achieve the Exceeding judgement. In Physical Development at least 23% will achieve the Exceeding judgement. (to ensure this is inline or above National figures).
- Accelerate progress of the disadvantaged pupils in Communication and language, Physical Development, PSE, Reading, Writing, Number and SSM to increase the percentage of disadvantaged pupils achieving the GLD at the end of EYFS.

Success Criteria (based on entry Reception data 2017):

- The percentage of pupils achieving Exceeding in Reading, Writing, Number, SSM Physical Development and Communication and Language will be in line with or above National 2018 percentages.
- The attainment difference between the Disadvantaged pupils and their peers will be diminished by the end of EYFS.

Actions in place to address identified areas for improvement and secure an outstanding judgement across each key stage:

- HT, DHT and EYFS leader to ensure quality first teaching is at least good and in most cases better.
- Early identification and early intervention re: barriers to learning
- Ensure high quality interactions (EYFS)
- Targeted, precision teaching to diminish difference
- Pupil specific interventions
- Additional 1:1 and small group interventions
- High focus on parental involvement
- Rigorous monitoring on the impact of interventions and improvements within the identified areas of weakness.

Projected outcomes:

- At least 73% will achieve a GLD by the end of EYFS.
- From 0% of the disadvantaged group being in line with ARE on entry to EYFS, 60% will achieve 'Expected' in Reading, 80% in Writing, 80% in Number and 60% SSM by the end of EYFS. As a result, the difference in attainment will be diminished from -24% to -16% in Reading, 0% to +8% in Writing, -8% to 0% in Number and -8% to 0% in SSM.

Evidence to support this judgement:

The EYFS is highly successful in accelerating progress of all pupils and groups, to ensure pupils who enter EYFS below ARE, leave EYFS at least inline, achieving the GLD.

Why achievement is not the grade below:

When looking at the grade descriptors for 'good', school leaders are confident that they can provide evidence that pupil's achievements **exceed** most of these descriptors.

School Leaders are confident that the school meets the majority of the descriptors in '*outstanding*' and therefore applying the 'best fit' approach results in Grade 1.

Teaching, Learning and Assessment

Suggested grade: Outstanding (1)

School leaders judge teaching, learning and assessment in the EYFS to be Grade 1. This is achieved through a rigorous triangulation approach taking into account the analysis of school progress data, the range of monitoring and evaluation strategies conducted by senior and middle leaders over time, (e.g. monitoring of Learning Journeys and Tapestry records, learning walks, pupil voice discussions, drop in and formal observations) and by providing appropriate support and CPD.

Evidence to support this judgement:

Leadership at all levels supports and challenges Early Years practitioners to consistently implement early years pedagogy ensuring high focus is given to develop communication and language skills and PSE skills to ensure this, impacts positively on the children's learning in the specific areas.

Communication and Language, Writing, Reading and Moving and Handling are high focus for high quality interactions in Nursery. Communication and Language, Reading and Writing are high focus for high quality interactions in Reception. Rigorous systems across EYFS ensure precision, targeted teaching has a positive impact on accelerating progress. Learning interventions that are closely matched pupils' needs are implemented effectively. High level of pupil engagement across the continuous provision.

Children consistently apply and use their literacy and numeracy skills across all areas of the provision.

Senior leader monitoring of standards 2017-18 and Ofsted inspection judgement July 2016. In 2017, the very large majority of pupils (84% - 90%) entered the Early Years Foundation Stage below Age Related Expectations in Literacy and Maths. By the end of EYFS, 68% achieved the GLD.

The judgement of teaching, learning and assessment is based upon the extent to which it addresses the identified weaknesses.

Identified areas for improvement:

- To increase opportunities for Communication and Language within the revised curriculum (on-entry data 2018).
- To continue to support the teaching assistant in Reception in developing her understanding of teaching Phonics.
- To work closely with the Year 1 teacher and Key Stage 1 Lead to develop knowledge of how to best teach the children who are working within the Exceeding judgement (National Curriculum) to ensure accurate and rigorous assessment of the children.

Actions in place to address identified areas for improvement and secure an outstanding judgement across the EYFS:

- Refer to ***Actions to support the development of Communication and Language / All Staff/Data and statistics/ 2018-2019/ EYFS***
- Identified areas for development are linked to TA Performance Management objectives. Ongoing coaching and mentoring from EYFS Lead and Reception teacher
- EYFS staff to use the *Assessing Without Levels* to support the teaching and learning of the children working within the Exceeding judgement. EYFS Lead and Reception teacher to observe teaching in year 1 and develop the mastery approach to learning within EYFS.

Ofsted July 2016:

"The quality of teaching is outstanding. Adults demonstrate excellent subject knowledge and are highly skilled at asking questions to draw out children's understanding. The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise their letters and sounds, and use numbers. For example, children outside building a 'zombie cafe' were also writing menus and short sentences about what 'zombies' might eat and drink. Provision is very well organised to create a rich and varied learning environment for all children both inside and outdoors. Displays are colourful and celebrate children's learning and interests. Activities are fun, regularly led by the interests of the children, capture their imagination and allow them to practise their skills."

Why teaching, learning and assessment is not the grade below:

Leaders judge teaching, learning and assessment to be *outstanding* over time, leading to the *outstanding* achievement described in the previous section.

Leaders are confident that the outcomes of monitoring support the '*best fit*' view that '*much of the teaching across the Early Years is outstanding and never less than consistently good.*'

Leaders emphasise to staff that they are not judged on individual lessons but on the balance of their overall performance as seen through its impact on pupil outcomes across the period of time.

Personal Development, Behaviour and Welfare

Suggested grade: Outstanding (1)

School leaders judge the Personal Development, Behaviour and Welfare of pupils at the school, as *outstanding*.

Evidence to support this judgment:

EYFS adheres to the whole school Behaviour Policy and adapts this to the age of the children. Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.

Children develop a positive sense of themselves and their place in the world. Practitioners give children a wide range of experiences that promote understanding of people, families and communities beyond their own. Staff teach children the language of feelings and provide opportunities for them to reflect on their differences.

We are constantly seeking to strengthen our partnership with parents and carers and have implemented actions, linked to home learning, based on parent feedback.

Children develop a very good understanding of how to keep themselves safe, including managing risks and challenges effectively. This is due to the high expectations of all adults being established from on entry to Nursery and Reception and the exemplary relationships between staff that provides an excellent role model for children's behaviour towards each other. Children are involved in deciding the rules and behavioural expectations in the EYFS. Parents are also made aware of the School's Behavioural Policy and classroom rules, so they can share them at home. This is shared in welcome meetings, within the information given in the welcome pack and is available on the school website.

Staff ensure all children feel settled and secure, and work closely in partnership with parents to achieve this. Practitioners skilfully support children's transition, both within the setting and to others settings. All key persons ensure that all children are emotionally well prepared for the next stages in their learning. The warm and welcoming approach of the EYFS team at Eatock enables and encourages children to discuss and manage their feelings effectively.

A very high percentage of pupils achieved at least the expected level in Managing Feelings and Behaviour (97%), Making Relationships (100%) and Self-confidence and Self-awareness (97%) at the end of the EYFS 2018.

Identified areas for improvement:

- The majority of pupils (60%) are below ARE in PSE on entry to Reception 2018.
- The majority of Nursery pupils (50%) are below ARE in PSE on entry to Nursery 2018.
- Developing children's self-care skills

Actions in place to address identified areas for improvement and secure an outstanding judgement across the EYFS:

- High focus on targeted one-to-one support and adult modelling of managing feelings and behaviour and building positive relationships.
- Consistent rules and routines are established and re-enforced consistently.
- Early intervention is in place, including multi-agency involvement and positive parental engagement.
- Effective teaching strategies are implemented to develop PSE skills.
- EYFS lead to find out if we can book Health Visitor and School Nurse sessions to support parents and carers

Success criteria:

- The very large majority of pupils (90%) will be brought in- line with ARE in PSE at the end of Reception.

Ofsted July 2016:

"The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children. Children play and learn together well and have an excellent attitude to learning. As a result, children's behaviour is of a very high standard. There are extremely positive relationships between parents and staff. Leaders consider that taking opportunities to share and involve parents in their child's learning is central to success. In turn, parents are highly appreciative of the way their children thrive and grow in a stimulating and happy environment."

Why personal development, behaviour and welfare is not the grade below:

School leaders are confident that all descriptors within Grade 1 are met.

Effectiveness of Leadership and Management:

Suggested grade: Outstanding (1)

School leaders judge the effectiveness of leadership and management in the EYFS, as *outstanding*.

Evidence to support this judgment:

The EYFS Lead demonstrates an uncompromising and highly successful drive across the EYFS; thus achieving and maintaining the highest levels of teaching, learning, achievement and personal development for all pupils over a sustained period of time.

The EYFS Lead is highly ambitious for all pupils and consistently leads by example. Actions are based on a deep and accurate understanding of the performance of pupils in the EYFS. Governors systematically challenge senior leaders, including the EYFS Lead. As a result, the quality of teaching, learning and pupils' outcomes have improved.

The EYFS Lead focuses relentlessly on improving teaching and learning and providing effective feedback, support and professional development for all staff within the EYFS. This is underpinned by thorough performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.

Highly effective monitoring identifies where children maybe slow to develop key skills and effective interventions are implemented to support them in the prime areas of learning, Literacy and Maths. Leaders' deep understanding of Early Years pedagogy, the curriculum and child development ensures that the curriculum meets the needs and interests of all children through highly effective activities. The EYFS's highly creative and carefully tailored curriculum (indoor and outdoor) promotes and sustains engagement in learning, curiosity and a love of learning. EYFS Leader is a moderator for Bolton Authority, moderating EYFS Profile judgements (Summer 2018).

The promotion of equality, diversity and British Values is at the heart of the Eatock Ethos and practice. It is demonstrated through our practices, including tackling and instances of discrimination and staff being alert to potential risks from radicalisation and extremism. Staff are trained to identify and support children who may be at risk of neglect or abuse and report their concerns. Children are listened to and feel safe. The leadership team works effectively with partner agencies to safeguard children's welfare.

Identified areas for improvement:

- Review and revise the EYFS Curriculum to increase opportunities for Communication and Language

Actions in place to address identified areas for improvement and secure an outstanding judgement across the EYFS:

- **The very large majority (80%) of pupils will achieve at least Expected in Communication and Language in the EYFS Profile and 20% will achieve the Exceeding judgement.**

Why the effectiveness of Leadership and Management is not the grade below:

School leaders are confident that the vast majority descriptors within Grade 1 are met.