### EARLY YEARS Visit Feedback Report

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| **School/Setting name** | Whitefield Primary School | **Visit date** | 25/11/21 |
| **Headteacher** | Mrs J Wright | **NOR** | 792 |
| **Telephone number** | **0151 263 5976** | **Assessor** | Janette Duff |
| **Quality Mark Contact email**  **at school/setting** | edoran@whitefieldprimaryschool.co.uk | **Quality Mark Contact Name**  **at school/setting** | Emma Doran |

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| **A brief context of the School/Setting *(Information concerning Federations/MATs etc.)***  Whitefield is a community primary school which also has a morning and afternoon Nursery. The Nursery and Reception classes operate as a unit. |

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| **Visit Type**  ***(Delete as appropriate)*** | **Initial Visit (IAV) / Interim Support & Review Visit (ISAR) / Renewal Visit (RV)** |

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| The Assessor spoke to the following people *(delete as appropriate)*: | | | |
| Headteacher and/or Senior Leaders  YES/NO | Communication / Language Subject Leader  YES/NO | Mathematics Subject Leader  YES/NO | Assessment Manager  YES/NO |
| SENCo  YES/NO | Child representative(s)  YES/NO | Governors/Trustees  YES/NO | Parent representative(s)  YES/NO |

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| **Does the School/Setting meet the requirements of the Quality Mark?**  **YES/NO *If No please add comments*** | **‘Learning Walk’ completed?**  **YES/NO** |

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| **The previous development points have been implemented.**  **YES/NO *Please add comments*** | **List any noteworthy evidence.** |

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| **List of development points from the previous visit report and the resulting actions taken, if appropriate:**   * Continue to ensure that all children have access to opportunities to apply their reading, writing and phonic knowledge through engaging and challenging continuous provision.   The environment is thoughtfully planned for, with regular team meetings and teacher meetings to discuss how to best implement enhancements or make changes which support the needs of the children. |

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| **Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.**  **1.** Give further opportunities for subject leaders to observe practice in the EYFS, as planned.  **2.** Continue to embed maths mastery and opportunities for maths across the EYFS. |

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| **Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:**  ***Assessors to complete the boxes below using brief bullet points and delete those elements not relevant to this particular visit.***   * ***For an initial assessment, ALL elements must be reviewed, and evidence recorded.*** * ***For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.*** * ***For an ISAR visit only those elements discussed during the informal meeting need to be recorded*.** |
| **Early Years Quality Mark Elements** |
| 1. **A whole setting strategy and planning to improve young children’s abilities and achievements**  * A whole school vision for supporting progress and improving outcomes in literacy and mathematics for all children is in place. A coherent and consistent approach was evident throughout the visit, with teachers, subject leaders and senior leaders all fully aware of the current priorities and have concise plans and effective approaches to support children’s mathematical and literacy development. * The EYFS is valued as the foundations for the future learning and success of each child as they move through the school. This was evident when speaking to Senior Leaders, Headteacher and Governor. * Senior leaders, subject leaders and class teachers are extremely reflective of their practice and are aware of key priorities and how these may change. For example, discussion took place around the change in demographics and the need to reflect on the cultural capital aspects of their curriculum. They spoke articulately throughout the visit about strategies used to support children’s literacy and mathematical development, including the importance of the environment, adult interactions, interventions, parental involvement and routines. * Self-regulation is another critical aspect of the whole-school approach to supporting children in their Mathematical and Literacy ability. A whole-school approach of ‘Zones of Regulation’ has been developed and the impact of this was evident during the learning walk when children were observed calm and engaged, particularly when considering the high level of additional needs across the EYFS including children with EAL, 3 LAC and high number of children with SEND. * A comprehensive Early Years Improvement Plan is in place which has evidently been shared with key stakeholders including Senior Leaders and being effectively carried out. |
| 1. **An analysis of the assessment of young children’s abilities and achievements**  * As evidenced in the audit tool and supporting wakelet, the school uses a variety of strategies to capture the progress made by the children during their time in the EYFS, including collection on O Track and analysis of assessment judgments on entry and at set times throughout the academic year.  Termly pupil progress meetings with SLT take place to also monitor progress of all pupils (especially vulnerable groups) against targets set from baseline. * Evidence of children’s progress was observed on display in classrooms, and supporting evidence is shared on Seesaw with parents. Children are exposed to a range of engaging and suitably challenging activities that support them in acquiring basic skills. * A key aspect of assessing children takes place during weekly professional discussions which occur in team meetings to support planning. * Excellent CPD opportunities for staff enhance child development knowledge, alongside working with colleagues from other agencies to support staff in making accurate assessment judgements. This ensures the curriculum is well-matched to the needs of the children. |
| 1. **Setting appropriately high expectations for young children’s development**  * Setting follow a DFE accredited synthetic phonics programme. This includes an aspirational ‘keep up’ programme of support for children who require additional opportunities to practise, to keep up with the high expectations of the programme. * Having high aspirations for all the children in Whitefield is evident through discussions with senior leaders, the governor and parent representative. ‘Nothing but the best’ for each child to learn is evident through the curriculum provided, the thoughtful and enticing provision both indoors and outdoors, along with the investment in staff CPD. * The EY Lead was confident in explaining the maths mastery approach the team have recently completed training in and this approach is being embedded in daily practice. Evidence of this was seen through their ‘Mathematical Fluency Journey’ shared on the wakelet. Children are taught to acquire a deep, long term secure and adaptable understanding of maths, as also demonstrated in their long-term planning. * Setting is passionate about making a difference to the life of each child and through leaders’ commitment and dedication, alongside the targeting of areas where development is less than expected, progress made across the EYFS is good for all children. |
| 1. **Planning ‘next steps’ in learning for young children’s development**  * Direct teaching strategies such as lanyards with key words on, being used alongside a focus on weekly text and thematic annual planning is used to support vocabulary development, reading for pleasure and language immersion thus supporting children to be prepared for their next steps in Literacy. * Resources such as scales, loose parts and natural materials enable children to explore and embed mathematical concepts, along with use of shadowing and numbers with purpose in the environment. * Assessment data discussed demonstrate children make good progress from at times very low starting points particularly in relation to their Communication and Language Development as well as in Phonics. |
| 1. **Regular review of progress made by all children**  * Children’s progress is monitored regularly using observations, individual and cohort tracking. * Judgements are secured internally through regular professional discussion between the EYFS team. * Progress is shared termly with SLT and more regularly for children with additional needs who also have ‘Pupil Passports’. * If additional intervention or support is being provided, feedback and guidance is sought from the external professionals to support review of progress. External factors for each child are taken into consideration to gain a holistic view of the child and their needs. |
| 1. **A commitment to improving the skills of all practitioners**  * The skills of Early Years staff are being put to good use by the sharing and modelling of Early Years practice with the rest of the school. This has been done to support learning throughout the school particularly with regards to Phonics and learning through play. * Senior Leaders are dedicated to all staff understanding how children learn in the Early Years and this has impacted whole-school practice. * The Senior Leaders in the school are committed to staff CPD, having recently completed training in Trauma Informed Responses, the Urley Project, Phonics, Questioning and Metacognition. The EY Lead articulated how training has impacted the staff and practice, and the monitoring of this. Senior leaders speak excitedly about further upcoming involvement in the Shine project which seeks to include parents and carers. |
| 1. **A balanced use of child-initiated and adult guided play-based learning**  * Development of basic skills are supported through direct teaching and opportunities to learn independently**.** Children are supported to read for pleasure for example through inviting and cosy book corners. Further enhancements to the reading curriculum include events such as a rocket launch which one of the children interviewed recalled with much enthusiasm. * Planning is based on a rolling text-based plan which links key events, special weeks and opportunities for enriching experiences. During the learning walk children’s interests were also observed being following with a superhero base being built outside along with superhero shields being made. One of the children interviewed spoke excitedly about this current interest. |
| 1. **The use of appropriate environments and resources**  * The environment both indoors and outdoors is very inviting for the children and is very conducive for learning. The large outdoors area provides a sanctuary for the children and offers them a wealth of experiential learning opportunities. In relation to Mathematics children embed taught skills for example in the block play area and mud kitchen. * Use of IT has been developed across the EYFS to support curriculum targets with activities such as recording themselves saying nursery rhymes, stories and creating ebooks. These are a few examples of how children are using IT seamlessly as part of their learning. The Governor shared his role in this development across the EYFS and how this links into the rest of the school curriculum. * The effectiveness of the environment was clearly demonstrated through the children’s high levels of engagement * Each area has been thoughtfully and intentionally resourced and presented to the children, to support learning across the EYFS. The EY Lead shared the “low floor task, high ceiling approach” the team are familiar with. * Provision is continually reviewed as part of a whole school initiative to create ASD friendly neutral non-distracting spaces. This ‘calmness’ was evident during the learning walk as areas were extremely well organised and communication friendly spaces available. * Diversity and community cohesion is part of everyday practice. Inclusiveness and valuing of each child is another aspect which was apparent through the observation of respectful, responsive adults working with the children. |
| 1. **Partnership working between families, carers, practitioners and professionals in supporting young children’s learning and development**  * The parent interviewed spoke positively about the support she has received and is confident in ways to support her child’s development of basic skills at home. The parent spoke of how her child has been learning to read using phonics and was delighted with the progress they are making with their counting and other maths skills. * Through the use of See-saw, leaders and parent spoke positively about the positive impact of engaging parents in home-learning. Parents are most responsive to this, and this then continues throughout the school. * There are future plans to engage parents in the Shine programme to further support families with self-regulation. * There is a clear commitment to partner with parents to support best possible outcomes for each child. This was particularly evident through their response during the recent period of Coronavirus. |
| 1. **An effective procedure for monitoring, planning and assessing improvement in practice and provision**  * SLT review the effectiveness of the EYFS and include Governors in this which is fed into the School Improvement Plan. * The EYFS development plan has key milestones which are reviewed by staff and linked to performance management. * Early Years is well resources and maintained to a high standard. |

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| **A brief summary of the strengths/ developments since the last visit:-**  Leaders and staff are passionate and knowledgeable about supporting the learning and development of all children including those who are most disadvantaged, with EAL and SEND.  The learning environment provides a variety of intentional and purposeful experiences for learning which engage children alongside the close reflection and monitoring that learning is taking place.    Evidence provided for the assessment was insightful and well-presented and the assessor is most grateful for the time spent on preparing for the visit. |

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| **Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*** |