



LA EYFS AUDIT

School/Academy: St Thomas CEP Date: 14th march 2016 Present: Head teacher, Deputy Head , EYFS Lead Do you have a Nursery? Yes		RAG
Early Years Foundation 1 2 3 4		
1. <u>Leadership</u>	<u>Notes</u>	
<ul style="list-style-type: none"> Do you have an EYFS LEAD? 	Yes Debra Welsby who is an excellent leader and very passionate about her role and responsibilities.	
<ul style="list-style-type: none"> Is there all action plan for EYFS ? Are all staff and the governors aware of all the points? 	Yes That is shared with the EYFS staff. Needs to be shared wider and to Governors. Key issues being addressed : Phonics and outdoor play.	
<ul style="list-style-type: none"> As a school do you monitor the quality of provision and children's outcomes in EYFS – how is this done and how often - does it dovetail into the action plan? 	Informal observations by team members of each other to develop practice and provision. Regular team meetings Teacher appraisal.	

	Data analysis done termly and fed back to staff and shared with SLT. In house moderation is done very regularly to validate judgements.	
<ul style="list-style-type: none"> Are ambitious targets set for end of year outcomes? 	Yes .2015 GLD was 59% the target for this year is 66% to ensure the school is closing the gap on National outcomes.	
<ul style="list-style-type: none"> How is the impact of actions taken such as monitoring the quality of T &L. cascaded to staff and governors? 	The action Plan is regularly reviewed and saved on staff shared EYFS.	
<ul style="list-style-type: none"> How are external funds used eg. Pupil premium – is it used appropriately to close gaps in children’s outcomes? 	This is an area for the school to look at as they need to identify pupil premium children and then track their progress as a discrete group along with other vulnerable groups	
<ul style="list-style-type: none"> Is appraisal used to effectively drive improvements and ensure staff are accountable within the EYFS? 	Yes a robust system is in place .	
<ul style="list-style-type: none"> Is professional development tailored to the needs of the staff and the key points of the action plan? 	This is identified through the action plan and appraisal and organised by the EYFS lead to meet all needs.	
2. <u>Outcomes for children</u>		
<ul style="list-style-type: none"> Which baseline assessment are you using? What does this tell you? 	NFER The majority of children scored below 100 (Age appropriate score) across all areas and some children well below.	
<ul style="list-style-type: none"> What are the children’s starting points regarding deprivation, numbers of Non English speakers SEND etc? 	Well known by all of the EYFS staff and accommodated as appropriate.	
<ul style="list-style-type: none"> What are your last 3 year end outcomes in GLD ? Is there an upward trend? 	There is an upward trend driven by strong leadership and a strong team that meet regularly. They have a very focused Thursday meeting to look at next steps in learning regarding planning and provision.	

<ul style="list-style-type: none"> How are assessments done and recorded? 	Assessments are done daily as appropriate. Orbit is used to record observations, next steps and photographs of key learning goals. BWD EYFS booklet is used to record each child's progress towards the early learning goals and 4 children are targeted each week to drill down into their assessments and look at any gaps etc. that are then planned for and addressed.	
<ul style="list-style-type: none"> How are next steps in learning planned? 	Assessments and observations are used daily to address learning needs and adjusted as needed.	
<ul style="list-style-type: none"> What do you use to track attainment and progress and when is this done across the year? <ul style="list-style-type: none"> - Are progress meetings held? -Do you set challenging targets for vulnerable groups? -Do you have evidence to show impact of intervention and that the gap is closing? 	Pupil progress meetings are held 3 times per year . The school is moving onto Pupil Tracker as their assessment and tracking tool and it is hoped to include parents once it is to set up to engage in their own child's learning journey.	
<ul style="list-style-type: none"> Do whole school staff and governors know and understand the EYFS data and do they get regular updates? 	EYFS staff do but it is intended to ensure this happens regularly at Governors meetings and also to whole staff through occasional staff meetings when data is the focus.	
<u>3. Teaching and Learning</u>		
<ul style="list-style-type: none"> Do you have a 'key worker' system in place? 	Yes and this works really well in Nursery as we saw during snack time when key worker groups are together socially.	
<ul style="list-style-type: none"> How well does teaching nurture, engage and motivate children in their learning? 	From Nursery through to Reception classes we saw lots of evidence of this. The learning environments are set out to cover all areas and to motivate and engage children in their learning.	

	<p>The gives lots of opportunities for children to practice and develop their skills and to self- select their own materials. We would suggest a refresh in the reception classrooms to de-clutter a little so that there is space for the children to engage more fully with the interactive displays .eg. the healthy lunch box area which was an excellent activity but didn't have enough space for the children to engage properly with it .</p> <p>Outside is developing well and is an area on the action plan.</p> <p>We saw really good learning being supported by very able TA's .The children showed their ability to use their critical thing skills to develop their own games. We saw good examples of high level engagement and resourcefulness, as well as sharing and group participation of the highest level.eg a group of boys were playing a throwing and catching game by themselves and developing the game together as they went along. Another group of children worked together to change the balancing apparatus to make the game more difficult.</p> <p>The team work well together in developing children's language and communication skills and it was evident that this is giving second language learners the confidence to speak with adults and peers .</p> <p>Children's ideas are taken on board when staff are planning to ensure they engage with the learning opportunities.</p>	
<ul style="list-style-type: none"> • How do you promote a sense of achievement and commitment to learning for each child? 	<p>Through discussion with the whole team involved with each child .The EYFS team have high expectations for each child eg. In Nursery each child is expected to write their own name and this is done daily during snack time. There is involvement from parents which they would like to capitalise on through their new tracker.</p>	

	<p>Involvement with the SENCO happens early so the work can be pitched right and intervention programmes can be put into place to accelerate progress.</p> <p>We saw some lovely example of celebration of children's work.</p>	
<ul style="list-style-type: none"> Is the learning environment well organised and stimulating, providing opportunities for children to self-select learning in order to develop inquisitive learners who are creative and think critically? 	<p>Yes as described above .Debra was also able to show us a wide range of photographic evidence to support this and I suggested that they showcased this in a variety of ways from slide shows on the white board to making topic or specific subject books that the children could look at and also using them generally in display to give children that recognition and celebration , for the children ,parents and wider community to enjoy.</p>	
<ul style="list-style-type: none"> Are the challenges within the continuous provision to aid this? Are these differentiated to challenge all learners? 	<p>Challenges are given to the children but mostly through interaction with the staff moving the learning on which they do well.</p> <p>Work and resources are differentiated as appropriate..</p>	
<ul style="list-style-type: none"> Is there a good balance between planned focus teaching and child self-initiated learning? <ul style="list-style-type: none"> - Does the learning environment reflect this , inside and out? -Are there good prompts for learning for children to access easily? EG: tricky words , alphabets, number lines ,word and name cards, etc. Do the children have opportunities to develop their mathematical and language skills through their self-selected activities, such as opportunities to mark make in a wide range of ways ,use money , weighing ,measuring etc through their enhanced provision opportunities. 	<p>Yes and there are good prompts for learning though I felt that maybe more could be displayed for mathematics and Debra said she would look at that.</p> <p>We felt that it just needed a fresh eye to make sure that areas are sufficiently resourced to meet all needs and learning prompts were easily accessible.</p> <p>There were lots of opportunities to mark make throughout all of the areas in all classrooms and this is a strong feature.</p> <p>Perhaps mathematics opportunities are not as frequent although Debra showed me lots of photographs to show evidence of this happening.</p> <p>Outside continues to be developed in all areas as on the action plan.</p>	
<ul style="list-style-type: none"> Is phonics taught well? How? When? How is this monitored? 	<p>The phonics test done in Year 1 last year had poor outcomes. The school has put a robust programme in place</p>	

	<p>to address this starting in Nursery. We observed a phonics session which is done as a carousel after the whole class input . It certainly has addressed the progress as reading and phonic levels in Foundation stage are developing well. However after discussion we wondered whether now it was time to be less formal for that length of time (approximately 1 hour , 4 times per week) and concentrate now on applying the knowledge and skills through a more general approach through the day after perhaps a 20 minute 4 part group approach that is differentiated. The school will discuss this with the phonics lead teacher.</p>	
<ul style="list-style-type: none"> • Are good models of language used by all staff in order to aid children’s acquisition of language skills, both spoken and written • Are any language assessments and programmes used such as Derbyshire language screening, ELIP etc. • How do you monitor the impact? 	<p>Yes, which is crucial in the school , which has a high % of EAL children. Specific screening and interventions are used and delivered by a fully trained TA An Early Years language consultant works regularly with the school and holds regular assessment sessions and update training. The Narrative programme is working well as is talk for writing which we were able to see in operation. The quality of the children’s writing is developing well and progress can be clearly seen. We now recommended a literacy book that is used regularly each week as a preparation into year 1 but also to develop good handwriting and stamina of writing in readiness for KS1 curriculum.</p>	
<ul style="list-style-type: none"> • Is there a good breadth of curriculum that is used to base accurate assessment of children’s learning and development? 	<p>Yes, which is clearly visible in the classrooms.</p>	
<ul style="list-style-type: none"> • Are parents encouraged to be involved in the child’s learning? • Give some examples and any impact you have seen as a result. 	<p>Yes but this is an area that we all agreed needs more development and as mentioned above the new tracker will support this going forward.</p>	

	I also mentioned Tapestry as an assessment tool similar to Orbit but having the added facility of parent access.	
4. <u>Personal Development Behaviour and Welfare</u>		
<ul style="list-style-type: none"> Is a robust safeguarding policy in place that is up to date and relevant? Is all relevant training up to date and logged? Are Risk assessments up to date ? Are the statutory welfare requirements fully in place? 	<p>Yes, all compliant. Risk assessments in place</p>	
<ul style="list-style-type: none"> Children’s health, safety and well-being are high as priorities. 	<p>Yes this could be seen through snack selection and healthy activities encouraging health and well- being.</p>	
<ul style="list-style-type: none"> Children are supported in order to develop a good understanding of how to keep themselves safe and manage risks. 	<p>This was very clear outside where children were handling tools and equipment correctly. Apparatus that is new is always demonstrated and children are given daily reminders.</p>	
<ul style="list-style-type: none"> Children demonstrate positive behaviour and high levels of self-control co-operate and respect for others – systems, signals and positive reinforcements by staff encourage this area of development and this is consistent across the EYFS. Self-help skills are systematically developed and parents are encouraged to engage fully in this area. 	<p>Signals and routines were in place for tidying away and transition from whole class activity to group and self - selection work. The children clearly understood what was expected of them and behaviour was excellent throughout the EYFS during the observed period Relationships are very strong throughout the EYFS .</p>	
<ul style="list-style-type: none"> The curriculum enhances the development of PSED and SMSC and is planned throughout, so that they are able to respect each other’s differences and build on the understanding and respect for others. Healthy eating is promoted strongly through the curriculum and opportunities presented through snack time. 	<p>The school uses Jigsaw as a tool for learning in this area which was very evident in all classes. The school serves a rich and varied community that is used to promote empathy and respect for others as well as promoting British values. Collective worship is an important part of the day and gives the children the whole school experience and a sense of belonging. Healthy eating is mentioned above.</p>	

There are many strengths mentioned through the report but the main ones to highlight are :

- Relationships. Adults to adults, adults to children and children to children.
- The high quality engagement of all of the Team with the children.
- The language work such as the Narrative work and the Talk for writing which is having such a positive impact on children's confidence in both speaking and writing.
- The rich curriculum
- The focused approach to assessment that is a team activity and leads to good planning of next steps in learning.
- The high quality leadership that ensures that everyone has high expectations for all of the children.

Recommendations of areas to discuss for possible further development are:

- De Clutter classrooms and review where resources are placed.
- Review the phonics programme now and look at a 4 part session lasting 20 minutes for review, input and practice at children's levels.
- Introduce a literacy and possibly a Mathematics book to enable you to show progression of skills in one place and get the children ready for KS1 curriculum and way of working.
- Look at tapestry and your new tracker with a view to engaging parents in their child's assessments and observations.
- You have a wonderful bank of photographs that show a wide range of learning taking place through the child's own self- selection.
- Think of ways of using these to engage and motivate other children but also to celebrate those successes.

Thank you so much for welcoming me into your school .You should all be very proud of what you are achieving on a daily basis for the children in your care .

Glenys Lees SEO and Educational Consultant