



<b>School Development Plan Priority</b> EYFS intro meeting	<b>Focus of Visit</b> Intro to EYFS to establish background, challenges and key strategies in place to ensure that pupils get a good start and make progress.
<b>Visit time, date and Governor name:</b> Jackie Eason, 18 <sup>th</sup> Oct 2016	<b>Staff name:</b> Natalie Finnemore and Sarah Miller
<b>Observations and Discussions</b>  <p>I was shown into the classroom which was a vibrant learning environment. There was variety of activities out on tables, one of which was making a Victoria Sandwich in memory of Queen Victoria. The outside area was also engaging and had been significantly developed and improved following a previous visit.</p> <p>Natalie gave me a good clear explanation of the Foundation stage assessment criteria. They have made a 'flashcard' booklet that is used daily to assess children and then plan in response. The criteria is built around Development matters, spilt into 7 areas of development; prime and specific. Prime are physical, communication and language, Personal, Social and Emotional Development Children need to develop these before getting the specific:- Maths, literacy, understanding the world, expressive arts and design.</p> <p><u>Class make up</u>                  14 foundation (4PP)                  8 year ones (4PP)                  Balanced boy girl split                  Cohort have come in generally at the lower end of expectation.(only 2 could write their own name and count to 10). There are no significant SENs.                  Concern – pupil premium children baseline is below expected. Expected baseline is 30 to 50 high. PP are coming in on 30 to 50 low.                  Action has been taken to address this by bringing in a TA to support these children. This TA is taking a BA hons in education and adds considerable value to the class. We did this last year and the PP children made the most progress, we are hoping for a similar impact this year.</p> <p><u>Baseline and progress from last year – progress showed to be low so I asked why?</u>                  EXBA last year baseline did not work and gave poor progress. There were inconsistencies in the baseline assessment, this was recognised Nationally and has now been abandoned.                  However, Natalie could show me that excellent progress had been made by keeping detailed and interactive learning journals. They were full of evidence of progress in all areas of the EYFS development assessment criteria.                  I looked at 3 learning journeys, a low, middle and a high.</p> <ul style="list-style-type: none"> <li>• Children have access to their own learning journeys so they are involved. They enjoy looking through them.</li> <li>• Targets are noted and then acknowledged when they happen</li> </ul>	



- There is evidence of all areas of learning and development.
- Clear evidence of progress across all three ability areas

#### How did we baseline assess them this year?

We base-lined them this year with resources from Twinkle and completed on school pupil tracker. First 2 weeks various activities were set up to assess children through a combination of play and adult-led activities in each area of learning and development. The baseline was completed working closely with TA, Sarah, for accuracy.

#### Data Analysis

Teacher and TA analyzed last year's data and highlighted areas that need improvements and what worked well last year and what did not work so well. This analysis was in depth and has been fed into the SEF and SDP. The headlines of it are: Strengths of EYFS, Areas that were well below national figures, and areas that require improvement to be inline or above national figures.

From analysis of last years data:

Strengths - EY, EMM, SSM, R, W, LA, GU, our language resources and setup, school values, support in reading, strong focus on literacy, regular story time, outside agencies reading, maths investigation table.

What needs immediate attention: Moving and Handling (MH), we will enhance focus on C&EPP, seek extra support in PE, leap into life daily, seek funding for resources. ...

Natalie and Sarah also hold regular EYFS meetings. Where they discuss:

#### What's going well?

Behaviour, charts, use of school values, relationships, outdoor provision, shared area with links to topics, phonics and maths, visits to nurseries

#### To target to do

Characteristics learning heroes, PLODS on planning, baseline data, reading books, SEF, analysis of last years data/spending

All of the above information was from Sept 30<sup>th</sup>, this process was repeated on 14<sup>th</sup> October. It is an ongoing dialogue showing review and response to the outcomes from the children.

Weekly outcome is on a black board with the children to specifically targeted written on the back. 'Next steps' are met through regular meetings, weekly outcomes, continuous and enhanced provision planning and adult led activities. This is all communicated through regular meetings and TA comments are also on the planning which shows good collaborative working.

The planning folder is detailed, clearly shows activity types and it is all linked to the specific needs of the children.

New maths and literacy sheds in the playground were purchased from PP funding in response to need. They are particularly engaging as they are in the outdoor environment.

#### 2015/16 data

Last years data was analysed, the largest gap in CM was recognised and plans are in place already to address



this. We are generally in line with national averages in all other areas.

Children came in after lunch and their entry was calm, polite and respectful. This behaviour was linked to the school values. On leaving I discussed the mornings learning with the class, they were enthusiastic, engaged and clearly looking forward to the afternoon.

**Summary to be entered on Governor Monitoring Plan:**

This introductory visit provided me with a great deal of information. It evidenced that planning is directly linked to the needs of the children. There is good communication between the adults. The children made clear progress last year. Individual children are supported with aspirational targets. The class is a happy, engaging, calm environment in which learning can flourish.

**Further Action Required:**

Nov 1<sup>st</sup> course on completing sef in prep for ofsted - Natalie would like to attend this.

JE to:

Read development matters in the early years foundation stage

Read and highlight areas in SEF and SDP that are directly linked to EYFS and develop a visits plan with Natalie to monitor progress.

Discover when parent events are that I can attend.

**Impact of Governance:**

EYFS staff feel supported

**Date and time of next visit:**

**Governor signature:**

**Date:**

**Staff signature:**