

Quality of Provision in the Early Years SEF 2017-2018

OUTCOMES 2016-17

St Nicholas CE VA Primary School _____ KEY: **RED** –on entry

Reception DATA 2016-2017	National Expectations	PRIME AREAS			SPECIFIC AREAS						
		% of children PSE	% of children CL	% of children PD	Reading	Writing	Numbers	Shape	% of children UW	% of children EAD	
DM Statements	Well below National Expectations	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
A child working in the early stages of DM 30-50 months with some aspects of achievement still within the 22-36 months	Well below National Expectations	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
A child working within DM 30-50 months	September 2016 Below National Expectations	14	10	11	36%	36%	32%	14%	18%	29%	
Predictions July 2017	Emerging	4 (1 child)	7% (2 chn)	7%	14%	25%	22%	7%	3.6%	7%	
Actual July 2017	Emerging	4	4	4	21	21	14	7	4	4	
GAIN /LOSS		+10	+6	+7	+15	+15	+14	+7	+14	+ 25	
A child secure in DM 30-50 months and working within DM 40 - 60 Months	September 2016 In line with National Expectations	85	90	89	64	64	68	86	83%	72%	
Predictions July 2017	Expected	96%	90%	93%	68%	68%	65%	79%	90%	89%	
Actual July 2017	Expected	96	96	96	79	79	86	93	96	96	

GAIN /LOSS		+11	+6	+7		+15	+15	+18	+7	+13	+24
September 2016 A child secure in many points of DM 40 -60 months	September 2016 Above National Expectations	14	16	21		0	0	0	0	7%	7%
Predictions July 2017	Exceeding	22%	22%	29%		18%	7%	14%	14%	29%	14%
Actual July 2017	Exceeding	21	25	25		18	11	14	14	0	0
Gain /Loss		+7	+9	+4		+18	+11	+14	+14	-7	-7

Performance over time and predictions

EYFS outcomes

% Expected in all 12 scales (Good Level of Development)	2014	2015	2016	2017 Predictions	2018 Predictions
Number in 2016 cohort 22					
School	75	77	67	75(83%) (higher estimate)	77%
Dorset	68%	67%	71%		
National	60%	66%	69%	71(NA 2017)	

Evaluation commentary on EYFS

Headlines September 2017

Overall standards at EYFS can continue to be judged as good. 75% of the 2016 -17 cohort achieved a Good Level of Development. This represents a 8% gain from 2016. (We confidently predicted 7%)

- The progress made across early years was **very good** across the Prime and Specific Areas , **especially in Maths at expected and exceeding (SDP 2016-17 focus)**
- Progress from baseline for expected and **exceeding children** in Reading Writing, Number and Shape was strong in comparison to 2015-2016 outcomes (2015: Reading (+5%), Writing (+0%) and Maths (+0%)

Raising the level of challenge for our more able pupils has been identified as a priority on our 2016-17 SDP / This continues to be a focus for our 2017-2018 SDP

% of Boys and Girls Reaching ARE at the end of EYFS (2015 -2016)

- 100% Girls (8) at ARE in MA and RD and 88% in WR;
- 54% of Boys (13) at ARE in WR, 62% in RD and 69% in MA;

% of Boys and Girls Reaching ARE at the end of EYFS (2016 -2017)

- 92% Girls (12) at ARE in MA and 83% in RD and WR
- 75% boys (16) at ARE in WR (21% increase on 2016 - SDP Focus - Raising Boys Writing) 75% in RD (13% increase on 2016) and 81% in MA (12% INCREASE)
- SEND (3 children-) 67% achieved expected in MATHS; 0% in Reading and writing)

Data Analysis of 2016-17 outcomes highlights the following areas:

- **Girls are out performing Boys (Boys Progress focus of our SDP 2017-18)**
- **SEND - 0% achieved Reading / Writing (Narrowing the gap for our Vulnerable Groups remains a focus of our SDP 2017-18)**

Current Picture(2017-2018)

- 1 FT teacher and 1 FT TA
- 21 Children
- Girls -13- 7.6% each
- boys - 8 -12.5% each
- PP - 2 (Service) 1 child (BOY) also SEND
- SEND Concern - 4 (Speech & Language) 2 boys 2 girls
- **Autumn Born 33%** 6 Girls / 1 boy ; **Spring Born 14.3%** (3) 2 Boys 1 Girl **Summer Born 52,4%** 5 Boys and 6 Girls

Baseline Assessments in September 2017

How are Baseline Judgements Made?

We have clear systems for assessing children's starting points.

We liaise closely with our feeder pre-schools and undergo moderation tasks to ensure judgements are secure on transfer. Additional observations and assessments are carried out within the first 3 weeks of the children entering Reception.


The table below shows attainment on entry and predictions for July 2018, with projected gains in all the Prime and Specific Areas

This cohort's attainment on entry is broadly in line with the 2016-17 cohort (Slightly stronger in Maths); their attainment is broadly typical in all the prime areas , except for PD ; and attainment is slightly below in RD & WR


Data Analysis of Entry Data highlights the following weaknesses

September 2016 A child secure in many points of DM 40 -60 months	September 2017 Above National Expectations	30% (6 Chn)	20(4 children)	30% (6 Chn)		0%	0%	5% (1 Chn)	5% (1 Chn)	15% (3 Chn)	20% (4 Chn)
Predictions July 2018	Exceeding	30	20	30		20	10	15	15	25	25
Actual July 2018	Exceeding										
Gain /Loss											

Key Area	Current Judgement	Evidence /impact	Next Steps (Updated Spring Term / Summer Term (incorporated into the EYFS Action Plan 2016-17)	Review December 2017
Effectiveness of Leadership and Management	GOOD moving to outstanding	<p>This is the third year in EYFS for our current EYFS leader, who is working alongside an experienced Teaching Assistant in EYFS</p> <p>Since joining, staff have received effective CPD and Appraisal that has deepened their understanding of EYFS and ensured teaching remains strong. (Appraisal ; Observations; CPD)</p> <p>Our EYFS staff are very reflective and ambitious practitioners. They have consistently high expectations and excellent relationships with our pre-school setting, parents and children. As a consequence, staff</p>	<p>Liaise with other EYFS leads in the Pyramid to disseminate good practice and strengthen practice as we move towards Academy.</p> <p>Miss Ireland has attended a number of moderation meetings within the Pyramid to scrutinise books etc and share good practise across the EYFS curriculum.</p>	

		<p>know the children and the families well.<i>(Observations, pupil / parent feedback; Cross – phase meetings and activities with pre-schoo; comprehensive transfer programme between pre – school and EYFS and EYFS and Year 1)</i></p> <p>Effective assessment procedures (in line with school policy) ensure all children’s needs are carefully planned for. As a result, the vast majority of children, make at least good and in many cases outstanding progress.</p> <p>Our embedded monitoring systems and emphasis on’ High Quality Formative Assessment’ (<i>Assessment Policy Revised 2016</i>) ensure children who ‘drop off’ are identified quickly and appropriate support is planned for. (<i>SEND Reviews ; ongoing assessment ; annotated planning ; Intervention Timetables; SEND reports to FGB</i>)</p>		
Quality of teaching and Learning and Assessment	GOOD	<p>High expectations</p> <p>Increased understanding of the curriculum and EYFS provision has resulted in consistently good teaching</p> <p>As a result of accurate assessment, activities are carefully planned to meet the needs of all the learners</p> <p>(Appraisal <i>Focus / SDP FOCUS 2017-</i></p>	<p>To ensure continuous flow between indoor and outdoor learning environment.</p> <p>Ongoing.</p> <p>Begin to involve more able children in the assessment process. Age appropriate strategies.</p> <p>Miss Ireland has introduced self-assessment strategies such as thumbs</p>	

		<p>18) and the key characteristics of effective learning (playing,exploring; active learning; creating and thinking critically) are consistently incorporated into the curriculum.(Planning File / Assessments; Learning Journals)As a result, the children enjoy their learning, becoming increasingly confident and independent. (LO, pupil and parent interviews)</p>	<p>up / thumbs down and the children are now taking responsibility for marking their own work with a green pencil (just in phonics lessons at the moment). They know that green means 'green for great' in their work.</p> <p>To ensure a range of writing across the ability groups (<i>SDP Focus 2016-2017</i>) There is evidence of this in the children's learning journeys.</p> <p>Next Steps (Autumn 2017)</p> <p>Develop Physical Development with an emphasis on fine motor ;</p>	
Personal Development, welfare and behaviour	GOOD – moving to outstanding	<p>Our School Behaviour and Child Protection Policies are consistently implemented and as a result behaviour is at least good and the children feel safe. This enables them to take risks and use their environment confidently. The environment is welcoming and promotes curiosity and independence Relationships are effective and deliver high quality pastoral care that positively impacts on developing the children's self - confidence and emotional literacy.</p>	<p>To ensure continuous flow between indoor and outdoor learning environment (<i>Linked to Teaching and Learning</i>)</p> <p>Ongoing. Miss Ireland and Mrs Brewer are trialling different systems to see which works most effectively.</p>	
Safeguarding	OUTSTANDING	<p>Safeguarding is outstanding – in line with school policy, staff are regularly trained, highly vigilant and consistently comply with our</p>	<p>Continue to review practice on a regular basis.</p> <p>Rigorous monitoring of safeguarding practises takes place on a regular basis</p>	

		<p>safeguarding procedures and systems. A 'respectful uncertainty is maintained at all times' (Concern Logs ;Welfare / Child Protection Files ; Staff Meeting Notes)</p> <p>There is a co-ordinated and coherent model with multi-agencies ; staff have attended and effectively contributed to Child Protection Conferences , Core Meetings and TAF meetings</p>	<p>and are as robust within the Reception Class as in the rest of the school.</p>	
<p>Outcomes (See data tables and evaluation at the beginning of this document)</p>	<p>Good</p>	<p>Children entering just below typical for their age catch up quickly Readiness for Year 1 – good and improving ; Current Year 1 are progressing well from the end of EYFS as a result of effective internal moderation , NC embedding , CPD that has deepened staffs understanding of the new expectations and Year 2 have maintained levels of attainment since the end of EYFS and predicting some percentage gains.</p> <p>Evidence Discussion with staff and pupils</p> <ul style="list-style-type: none"> •Analysis of data <ul style="list-style-type: none"> • Appraisal •Observations - of children's disposition to learning and what children know, understand and can do attitude the school promotes 	<p>Increase the percentage of children exceeding in the Specific Areas (RD WR MA) at the end of EYFS (SDP Focus 2016-2017)</p> <p>Careful thought goes into the planning stage across the above three key areas to help to ensure that HA children are being sufficiently challenged and reach their potential.</p> <p>Ensure clear differentiation across the ability groups and make sure this is evidenced in the children's work / books (Appraisal focus / SDP focus 2016-17)</p> <p>Evidence of this can be found in the children's learning journeys.</p>	

St Nicholas CE VA Primary School

EYFS Action Plan 2017-2018 (Linked to SEF / Appraisal / SDP 2017-18)

Objective	Links to Key Areas	Actions	Time span	Cost	Success Criteria	Evaluation / Next Steps
To further strengthen leadership	Effectiveness of Leadership and Management SDP Priority 1 Increase Accountability	<p>Analysis of Data and review Strengths / Areas of Development</p> <p>Update : Quality of Provision in EYFS in conjunction with the HT Shadow Literacy Lead and HT when monitoring Writing and Reading -</p> <p>Liaise with other EYFS leads in the Pyramid -Attend Pyramid INSET Peer – Peer Coaching</p> <p>Visit other</p>	<p>September 2017</p> <p>October 2017</p> <p>Termly</p> <p>3 times throughout the year</p> <p>Autumn Term</p>	<p>X 3 Supply days (£ 480)</p>	<p>Leadership has moved to outstanding</p> <p>Clear understanding of the data and can articulate strengths and areas of development</p> <p>Effective CPD has enabled the EYFS lead to lead Literacy from September 2018</p> <p>EYFS provision is enhanced as a result of peer – peer coaching and visits to other leading practitioners</p>	

		<p>relation to space and supervision</p> <p>Purchase new resources for outside area</p> <p>Planning ensures opportunities for adult led or child –led outdoor activities that promote our current focus on PD and Maths in particular</p>	January 2018	New resources £ 1000		
<p>To ensure a range of writing and reading across the ability groups (<i>SDP Focus 2017-2018</i>)</p> <p>Emphasis on AA pupils ; Boys / SEND)</p>	<p>Quality of Teaching , Learning and Assessment</p> <p>SDP focus 2017</p>	<p>Deliver x1 literacy session per week in addition to the x4 RWI sessions</p> <p>Build in time for children to consolidate their phonic writing through independent and guided sessions / opportunities (Continue to scrutinise books with other colleagues as part of staff meetings and with the Head Teacher.</p>	July 2017	None	<p>Range of writing evident in the children’s books</p> <p>Increased opportunities for children to choose</p> <p>Children confidently using their phonics</p> <p>AA writers increasing independent and beginning to engage in their own assessment</p> <p>The gap has narrowed in relation to gender and vulnerable groups</p>	

		Promote and celebrate boys achievement in Literacy (RD & WR)				
Begin to involve more able children in the assessment process . Age appropriate strategies	Quality of Teaching , Learning and Assessment SDP focus 2017-18	Through the RWI programme begin to involve the children in their own assessment Use Guided sessions to promote this skill , particularly the AA children Build in more opportunity for children to reflect on their work and identify their next steps.			Children consistently being encouraged to articulate their understanding of what they have done well and what they need to do next (Links to Marking Policy)	
Ensure clear differentiation across the ability groups and make sure this is evidenced in the children's work / books (Quality of Teaching , Learning and Assessment Outcomes (Appraisal Objective 2017-18) SDP 2017-18	Differentiation is explicit at the planning stage Incorporate GW sessions to ensure next steps are targeted	Review Spring Term July 2017		Percentage of children exceeding in the Specific Areas (RD WR MA) at the end of EYFS has increased (Particular focus on Boys) (SDP Focus 2017-2018)	

Appraisal focus / SDP focus 2017- 18)		Seek opportunities to Liaise with colleagues, e.g. the Year 1 Teacher for ideas on challenge materials etc.			Books reveal increased opportunities for AA and good rates of progress as a result of targeted planning and effective teaching	
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