

Basic Skills Quality Mark Programme – Visit Feedback Report

School name: EYFS at Trinity St Peters Church of England Primary School

Headteacher: Mrs D Pringle

School email: head.trinitystpeters@schools.sefton.gov.uk Tel no: 01704 876391

Alliance QM Assessor: Anne Bentley Visit date: 24.11.2016

Purpose of Visit	Renewal Assessment for Early Years Quality Mark
------------------	---

The Assessor spoke with the following people

Headteacher and/or Senior Leaders Yes	Literacy Subject Leader Yes	Numeracy Subject Leader Yes	Assessment Manager Yes
SENCo Yes	Pupil representatives Yes	Governor representative Yes	Parent representatives Yes – 3 parents

‘Learning Walk’ completed? Yes	Relevant evidence-base reviewed? Yes
--------------------------------	--------------------------------------

<p>The previous development points have been considered and have been implemented</p>	<ul style="list-style-type: none"> The FS team are working closely with parents. Support is matched to need, evidenced by interview with parent of child with SEN and in receipt of HNF. Pupil progress is now challenged in a range of ways, evidenced by differentiated questioning, reminding individuals about ‘next steps’, and learning provision containing challenges. School values are embedded in practice, e.g. included on planning sheets. Social development is a whole school value Play development is assessed. Applying assessment knowledge to literacy and mathematical development is ongoing.
--	--

<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> To embed improvements in assessment practices. To consider buddies providing magical moments, as appropriate To review graphical representation development prior to differentiating numerals and letters

'Good practice' identified in relation to the 10 Elements of the Quality Mark:

- Since the initial EYQM assessment the FS manager has left the school, and the phase is now overseen by senior leaders. The teachers in the 2015/16 reception class were employed in a 'job share.' They transferred to the nursery at the start of the academic and a teacher new to the school has been appointed to the reception class. Teaching assistants have remained consistent, with the exception of an additional practitioner appointed to support a child with SEN. Interviews with practitioners revealed that the team was strong, hardworking and effective. Practitioners reported that they all had a 'voice', felt supported, valued, and loved their jobs. My observations revealed consistent management practices and shared values.

The headteacher remains ambitious for her school, sets herself the highest standards and expects the same from her staff. Data analysis and planning is thorough. All management processes are comprehensive and cohesive. The FS is included in whole school improvement planning with a separate action plan being written for actions relevant to the FS only. Whole school values are introduced from nursery, and are monitored by scrutinising planning and by observing interactions. The deputy headteacher has been the SENCo until recently. Senior leaders recognise the uniqueness of children and lead an inclusive culture. Interview with a parent revealed that senior leaders showed compassion. All interviews revealed that senior leaders were respected, and worked hard to ensure that children were happy and offered nurturing relationships and experiences.

Interview with a governor confirmed that the headteacher was a strong leader. I learned from her that data analysis was thorough, progress of children exceeded age expectations and close attention was given to closing the gender gap. This governor made unplanned classroom visits, attended planning meetings, knew the practitioners well and described how progress was challenged. This included reviews by focus groups of parents and governors. I concluded, with ease, that **Elements 1 and 10** were clear strengths of the FS provision.

- Assessment and tracking processes are robust, and LA moderation has found that data is secure (**Element 2**). I judged that practitioners knew all children exceedingly well. I learned that children were discussed each day - learning was analysed, and changes to the provision and learning intentions agreed. I observed planning being annotated following group delivery of phonics. Learning was recorded electronically, with teachers moderating observations before printing them out for learning journals. Children were partners in assessment. They evaluated their enjoyment of topics and regularly reviewed their learning journals. I heard practitioners commenting to children, 'you couldn't do that yesterday but you can today'. In all teaching contexts I evidenced practitioners skilfully checking the understanding of individual children through differentiated questioning and clarifying teaching points as appropriate. Parents were clear partners in assessment also. They shared their child's reading record with the classroom team and they were invited to share learning from home on a regular basis..
- Setting appropriately high expectations for development was a strength (**Element 3**). I learned from both the governor and assessment manager that targets were aspirational. Observations of adult directed and adult focused teaching revealed that expectations were clearly explained and understood, routines were well established, and praise for qualities such as persistence and thinking was evident. For example a nursery child persisted with fastening his coat, motivated by 'Don't give up. Keep on going. You're doing so well'. The resourcing of continuous provision was adjusted to address the assessed needs of children and objective led planning was skilfully managed.
- Planning next steps in children's learning is appropriate to age and stage of development, and is skilfully matched to prior learning (**Element 4**). Planning is exceptional at all levels. Children's interests are observed and continuous provision is resourced accordingly. Topics are planned for the phase but tailored to the children in each year group. The practitioners

Alliance for Lifelong Learning

supporting children with recognised SEN were highly skilled in scaffolding the child's next steps and noticing small improvements. B squared has been introduced to help them track progress more effectively.

- Regular review of progress is now embedded practice (**Element 5**). The headteacher has a clear role in challenging progress via termly pupil progress meetings and formalising this through performance management. Teachers told me that she knows the children, and pupil progress meetings involve discussions of groups of children and individuals. Practitioners are reflective and continuously evaluate learning, and plan next steps. All practitioners evaluate the effectiveness of continuous provision. Identification of children with additional needs is exemplary, with personalised learning and development plans being created during the child's first term in nursery and referral to specialist services being made at an early stage. The school's inclusive values and skilled approaches to early identification is evidenced by two reception children being individually supported by teaching assistants as well as other children receiving personalised support strategies.
- This high quality provision is a consequence of practitioners learning from each other and learning together. The expertise of the nursery teachers in reception practice has supported the induction of the new teacher, as well as driving improvements in nursery because of their knowledge of end of phase expectations. I would suggest that what makes this FS provision is the vision of the headteacher who frames a culture of learning and excellence. She keeps abreast of research and drives the professional development of all her staff, achieving whole school practices. The individual research by practitioners is exemplary, also (**Element 6**).
- There is a balanced use of child initiated and adult led activities (**Element 7**). Transition to nursery at the start of the day was smooth, with practitioners focusing children's attention and enabling them to quickly reach high involvement levels. Involvement levels remained at very high levels throughout the morning. Reception children were engaged in 'dough disco' on entry with practitioners joining them and modelling genuine enthusiasm. I observed adult directed mathematics sessions in nursery, and adult directed phonics sessions in reception. Group teaching was differentiated. Children's behaviour was excellent and the whole school approach to developing a growth mindset was very visible in adult child interactions. Outdoor learning revealed adults extending children's conversation and learning, playing as equivalent partners, reminding children of prior learning and modelling excitement and joyful responses.
- The physical environment is stimulating, highly responsive to achievements and interests, and allows children to be autonomous learners. The emotional environment was exemplary with all practitioners displaying very high levels of sensitivity. I observed children being managed by nonverbal signs paired with smiling behaviour, so that the flow of the lesson was maintained. I observed a child repeatedly referencing the location of an adult and the adult being attuned to his need and acknowledging him with affection. I observed registration by the teacher - skilfully completed to re-establish attachment relationships and to detect any anxieties (**Element 8**).
- Parental partnership working continues to be a strength (**Element 9**). Parents told me that practitioners were always approachable. Communication was made in a range of ways including texts, phone calls, twitter and blogs. All parents were extremely positive about the quality of teaching, the understanding of their unique child and the skills of the teaching assistants as well as the teachers. I was told that teaching was innovative, and that the social needs of parents were addressed as well as supporting them to continue learning at home. Homework was reported to be differentiated. The needs of a boisterous boy were addressed as well as the needs of a boy with SEN - with both children 'loving school'. Parents described achievements generalising into home e.g. tidying away toys, and engaging in activities other than TV. The buddying process was valued by them. However, the final word must go to one parent who stated that 'children were helped to contribute to family life – through lovely ideas and positive values'.

Anne Bentley.

Approved Quality Mark Partner (Sefton)

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk



Alliance for Lifelong Learning