

St. Peter's C of E School

SELF-EVALUATION



Early Years Provision

Early Years Provision

Inspectors should:	
<i>Evaluate</i>	<ul style="list-style-type: none"> • The quality of education provided in the early years summarising its effectiveness.
<i>Take into account</i>	<ul style="list-style-type: none"> • The effectiveness of leadership and management • The quality of teaching, learning and assessment • How well the provision contributes to children’s personal development, behaviour and welfare outcomes for children.
<i>Consider</i>	<ul style="list-style-type: none"> • The rigour and effectiveness of systems to drive improvement, including <ul style="list-style-type: none"> ○ monitoring the quality of provision and children’s outcomes ○ the professional development of staff ○ evaluation of the impact of actions taken ○ setting ambitious targets • How effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on narrowing gaps in children’s outcomes • The effectiveness of safeguarding procedures • How well teaching nurtures, engages and motivates children and promotes their sense of achievement and commitment to learning • The breadth of the curriculum and how well it is based on accurate assessment of children’s learning and development, so that activities and experiences meet their needs • The quality and impact of phonics teaching • How well all staff work with parents, engage them in their children’s learning and keep them informed about their children’s achievements and progress • Children’s enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically • How well children behave, cooperate and share with each other, make friends, respect each other’s differences and build their understanding and respect for different families, people and communities beyond their immediate experience • The extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe • The proportions of children who have made typical or better progress from their starting points, including disabled children, those with special educational needs and the most able • The attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development, particularly in terms of how well children are prepared for Key Stage 1 • Whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics • How quickly disadvantaged children, and any groups that are underachieving, are catching up.

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EVIDENCE BASE	
Source	Consider
<p>EYFS</p> <ul style="list-style-type: none"> ○ Observations ○ Pupil discussions ○ National data and comparison ○ Internal data ○ Baseline Assessment/On entry data ○ Pupils' work, photographic evidence etc ○ PSHE evidence ○ Induction information ○ Pupil & parent questionnaires ○ School policy documents e.g. Bullying, Racism, Equal Opportunities ○ Buddy systems ○ Links with other communities/settings 	<p>EYFS</p> <ul style="list-style-type: none"> • <i>The extent to which learners talk about and have the skills and confidence to work independently</i> • <i>Whether learners know whom they can turn to if they do not feel safe or are being bullied</i> • <i>Comparison with national and local averages for GLD</i> • <i>Progress from On-entry data</i> • <i>Parental views on their children's experiences</i> • <i>Process prior to joining the school</i> • <i>Readiness for the Year 1 curriculum</i>

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Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Early Years Provision	<ul style="list-style-type: none"> The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period of time. Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching. Safeguarding is effective. There are no breaches of statutory welfare requirements. Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs. Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities. Children are highly motivated and very eager to join in. 	<ul style="list-style-type: none"> Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement. Leaders ensure that children's needs are identified and give them the support they need, including through effective partnerships with external agencies and other providers. Safeguarding is effective. There are no breaches of statutory welfare requirements. Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals. The quality of teaching is good. All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children. Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home. Children are motivated and interested in a broad range of activities and are keen learners. 	<ul style="list-style-type: none"> The effectiveness of the early years provision is not yet good. Safeguarding is effective. There are no material breaches of statutory welfare requirements. 	<ul style="list-style-type: none"> The early years provision is likely to be inadequate if one or more of the following applies: Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective. The curriculum is too narrow. It does not offer a broad range of experiences that challenge children or promote their understanding of people and communities beyond their own experience. Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted. Safeguarding is ineffective. Statutory welfare requirements are not met. Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs. Information from assessment is not accurate and not used well enough to enable children to make the progress they should. Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk. Children or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need. Low attainment of any group shows little sign of rising.

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Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Early Years Provision	<ul style="list-style-type: none"> • They consistently demonstrate curiosity, imagination and concentration. • They are highly responsive to adults and each other. • They do not distract others or become distracted easily themselves. • The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. • They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. • Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. • As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress. • Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. • Any gaps between areas of learning are closing. 	<ul style="list-style-type: none"> • They listen carefully to adults and each other. • Children’s behaviour is good and shows that they feel safe. • They gain an understanding of risk through activities that encourage them to explore their environment. • Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world. • Children make at least typical progress and most children make progress that is better than this from their starting points. • This includes disabled children, those who have special educational needs, disadvantaged children and the most able. • Children develop the key skills needed to make a positive start to the next stage of their education. • Where children’s starting points are below those of other children of their age, assessment shows they are catching up quickly. • Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing. 		<ul style="list-style-type: none"> • Gaps between different groups show little sign of closing or may be widening. • Strategies for engaging parents about their child’s learning and development are weak. • As a result, parents do not know what their child is learning or how they can help them improve.

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JUDGEMENT				Statements to support the judgement made <i>including</i> where evidence can be found
1	2	3	4	
	✓			

ATTAINMENT/PROGRESS/INTERNAL DATA

•Pupils enter the school below expected starting points, primarily because of a lack of resilience and perseverance and willingness to work independently. The majority of pupils leave Reception class with attainment at or above national expectations, with **all** children making improvements in each ELG.

% of children achieving GLD and above

St. Peter's 2012	Essex 2012	National 2012	St. Peter's 2013	Essex 2013	National 2013	St. Peter's 2014	Essex 2014	National 2014	St. Peter's 2015	Essex 2015	National 2015	St. Peter's 2016
Pilot		41%	66%	53%	52%	73%	61%	60%	73%	68%	60%	71%

TEACHING AND LEARNING

- ⇒ The impact of training and development of staff, can be seen in children's achievement.
- ⇒ Adults have an accurate picture of the strengths and weaknesses of the provision as a result of early and efficient baseline assessment.
- ⇒ The events of the day are shared with parents via an online programme 'Tapestry' and the parents are able to add comments and assessments they make at home which helps inform both home and school.
- ⇒ Children are identified for extra support so that gaps are narrowed early.
- ⇒ Once identified as below or above age expected, strategies and intervention groups are identified to 'narrow the gap' E.g. improving language skills, through intensive interaction programmes such as Alison Shroeder's Time to Talk or speech therapy activities; support with early literacy difficulties using the Dancing Bear system, gross motor difficulties by using SMARTMOVES, fine motor difficulties using the designating weekly 'Fine Motor Friday' time.
- ⇒ School works closely with Southend College and supports their child development study students.
- ⇒ Motivating children to be excited and interested in learning is linked to characteristics of effective learning. Varied experiences are offered to children, with consideration to their existing interests and has integrated 'wow' experiences.
- ⇒ The environment and resources are constantly reviewed to stay in line with the children's current interests/ themes/ideas.
- ⇒ The quality of teaching from teachers and support staff is consistently good with much outstanding practice.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- ⇒ Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- ⇒ Positive learning behaviours are a result of the clear structures and adult guidance embedded in daily practice.
- ⇒ Children work closely with their Year 6 buddies from entry into the school.
- ⇒ Children share playtimes and lunchtimes with the rest of the school and they are supported by the older children.
- ⇒ Parents are well informed of their children's progress and there are regular meetings to offer support and half termly 'open afternoon' sessions for parents to come into the classroom to view work and talk to the class teacher.
- ⇒ Adults use an online system to record progress and parents all access this from home and share observations.
- ⇒ All members of the team have had training in Paediatric First aid.
- ⇒ Supporting children's emotional wellbeing through healthy attachments
- ⇒ Children are supported emotionally ready for transitions, from pre-school and into KS1
- ⇒ Talk about how change makes one feel
- ⇒ Preparations are made well in advance of the change

LEADERSHIP AND MANAGEMENT OF EYFS

- ⇒ The Early Years children work as a class of no more than 15 and they are led by the Deputy Head and an HLTA
- ⇒ All staff ensure that children are safeguarded and developing a culture of safety and vigilance including radicalisation, extremism and on-line safety, e.g. Staff are confident in knowing the indicating factors of potential radicalisation and the procedures to follow if there is a concern.
- ⇒ Staff have taken part in online PREVENT training and an annual safeguarding course.
- ⇒ The leadership of Foundation Stage is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- ⇒ Excellent relationships are made between school and parents when the children enter the EYFS and these relationships are then developed.
- ⇒ Accurate assessment informs high quality teaching by the class teachers and HLTA in order to meet both group and individual needs.
- ⇒ Moderation within our cluster schools is robust and results in consistency of judgments.
- ⇒ The EYFS teacher leads the consortium EYFS teachers and shares good practice, supporting the needs of the other teachers.

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<i>Summative Judgements</i>		
Prompt	<p>⇒ Consider the judgements and statements you have made</p> <p>⇒ Using the OFSTED criteria consider areas for development e.g. if you have judged the school to be good (2) what is needed to make it outstanding (1).</p> <p>⇒ What actions need to be taken to achieve this?</p>	Statement of actions to be taken to raise the overall effectiveness for outcomes of learners' following the judgements made.
Actions to be taken to raise outcomes for all learners	<p>Consider the questions below to identify areas for further improvement:</p> <ul style="list-style-type: none"> • Are there key areas that are repeated in more section? • Does any EYFS area needing further development? • Are there specific groups of pupils who are not behaving as expected or in need of additional support? • In each case you need to consider strategies/actions that could be put in place to support the improvement of either pupil well-being, behaviour or attendance. • These key priorities will also need to be reflected in the School Improvement Plan as it is essential that clear links can be seen between the self-evaluation of a school and the action that a school then intends to make as a result of the self-evaluation. 	<p style="color: red;">See School Improvement Plan 2016- 2017</p>
<p>REMEMBER Identify → Improvement → Impact = SEF → School Improvement Plan → Pupil Progress</p>		