

Middlesbrough Achievement Team



Easterside Primary Academy

Adviser: Angela Downing

Date and time: 2/03/16

Year group: Review of EYFS provision & practice.

Leadership & management

- All practitioners have an excellent knowledge of the requirements of the EYFS & they are implemented highly effectively.
- The EYFS Leader is highly effective in working with the team to plan & deliver high quality experiences for the children in order to move learning forward.
- Rigorous performance management systems ensure that CPD is focused on need & that the impact on children's progress is monitored & evaluated.
- The EYFS Team work together extremely effectively & all of them have high expectations of themselves & the children. They are excellent role models for children.
- The school have developed & embedded effective systems for building strong partnerships with parents to ensure that all children are able to make good progress. The 'Stay & Play' sessions enable parents to work alongside their children & also observe the high quality adult/child interactions within the setting.
- All practitioners are engaged in planning meetings to ensure that the curriculum meets the needs & interests of the children.
- The Head Teacher & EYFS Leader work with the team to ensure a constant drive to improve children's achievement & to close any gaps which exist. This is done through pupil progress meetings & careful tracking of any interventions to ensure impact on progress.
- The EYFS leader uses data highly effectively to identify priorities for provision & practice & to ensure all children make good progress.
- Self-evaluation is shared by all staff & is accurate.

Teaching, learning & assessment

- High expectations result in children making good progress & clearly enjoying the challenge of their work. Areas of provision contain challenges & questions to encourage the children to think.
- Areas of provision allow children to make links in their learning & to independently practise skills taught by adults. Children in Reception were confidently choosing to write for a range of purposes & independently checking their work using the phonic mats.
- The experiences that are planned ensure that children are completely engaged and it is carefully matched to the needs of all pupils through rigorous & accurate assessment.
- Children in nursery independently counted up to 10 trolls finding & matching numerals & talking to one another about their work.
- In Reception children are seen confidently using number lines in order to solve addition, independently starting to count from the bigger number.
- Children across EYFS are able to talk about strategies for counting/maths. & this is reinforced during adult-led sessions. High quality resources & well-planned activities enable children to practise skills & make links in learning across a range of contexts. Resources in some areas of provision are changed depending on whether there has been a maths or literacy input to enable children to practise the taught skills independently.
- The relentless focus adults have on communication & language skills, physical skills & personal, social & emotional development are evident in adult/child interactions. Adults are heard to repeat & extend children's vocabulary & explain new words used. E.g. Children were talking about feelings & the adult asked them other words that could be used instead of angry, children eagerly came up with several.
- Pupil progress meetings are rigorous & focus on children not making progress allowing practitioners to tailor interventions to children's specific needs. There is a strong focus on pupil groups to ensure gaps are closing.
- Moderation of assessment judgements is done within the team; across the school; with the Discovery alliance & at LA events. The EYFS Leader is an experienced LA EYFS moderator.

- The teaching of phonics is excellent & children are seen applying the taught skills in reading & writing activities. Children talk about phonemes & graphemes & were seen correcting one another in the writing area.
- Parents are well-informed about their children's achievements and there are many opportunities for parents to come in to school & work alongside their children.
- Every minute is used to reinforce & extend learning eg. At the end of the nursery session one adult saw children out as parents arrived whilst the other adults sang songs, counted, read stories right up until the last child went.

Personal development, behaviour & welfare

- Throughout EYFS there is a very calm & purposeful atmosphere & all adults are engaged with children in both the indoor & outdoor areas at all times.
- Children in Nursery & Reception show high levels of confidence in working with one another & adults. They are eager to talk about their work to adult visitors & show pride in their achievements.
- Children use planning boards right from nursery in order to plan their work across the session. They can be seen checking their board for their next activity.
- School policies, procedures & practices are robust & consistent, new staff receive excellent induction to ensure a consistent approach.
- Children are highly motivated due to the care that is taken in planning & developing the learning environment to closely match children's needs & stage of development. Children were independently retelling stories in a range of contexts & taking on different roles.
- Daily routines are embedded & children demonstrate positive behaviours & are emotionally well supported by all adults. Children showed excitement & engagement in Dinosaur Land talking to each other about the bones & eggs they had found.
- Children talk about keeping themselves safe & practitioners constantly reinforce this through play-based activities & high quality questioning & modelling. In the home corner children were pretending to wear oven gloves to take food out of the oven & explained they would burn themselves without oven gloves because the oven was hot.
- All adults talk to children about feelings throughout the session but there is a focus on this during split input sessions.
- Practitioners are skilled in helping children to share, take turns & negotiate & children quickly become able to do this independently.
- Children talk about the rewards system & are eager to achieve a golden ticket.

Outcomes for children

- On entry to Nursery the children have a baseline assessment in order to accurately plan their next steps in learning. Baseline data shows that many children are significantly below expected for their age & stage of development particularly in communication & language & personal, social & emotional development.
- All children make sustained progress from their starting points & achievement is outstanding even though Profile data at the end of Reception remains below the national.
- There has been an upward trend in Profile data & gaps are closing between pupil groups enabling children to be well prepared for the Key Stage One curriculum.
- Throughout all sessions the characteristics of effective learning are demonstrated consistently by the children.
- The split inputs are extremely well-planned & enable all children to have opportunities to talk & engage with adults who can quickly assess where children are & support any children who have misconceptions.

Children at Easterside EYFS receive outstanding care & education. They are well-prepared for Key Stage One because of the relentless focus on children's progress & carefully planned next steps. The adults all know the children exceptionally well & take every opportunity to extend children's learning across all areas. The staff team work extremely well together & support one another by planning together & moderating assessments. Every member of the team is valued & they are all prepared to go 'the extra mile' for all of the children. Split inputs are obviously exceptionally well-planned & all adults are skilled in questioning, listening & explaining things to children. Resources all carefully chosen to engage children & well-matched to need. The environment is very literacy & maths rich & enables children to apply their knowledge & skills across all areas of provision. 'Talk for Writing' is embedded & children independently retell stories & use story maps confidently. Children rise to the high expectations of the adults & understand the rules & routines of the setting.

I am delighted that Lucy (EYFS Leader) is both an LA moderator & an SLE who works with other settings because Easterside is always a setting that I would encourage others to visit.