

## The Effectiveness of our Early Years Provision = (1) Outstanding

### Descriptor

#### Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

#### Summary Statement

The Early Years Phase Leader, provides a model of high quality leadership and management. The team are relentless in the desire to keep improving already strong provision and continue to drive improvement effectively. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The school monitors EYFS provision in a variety of ways including lesson visits, work scrutiny, planning scrutiny, data analysis, and discussion with the EYFS staff and drop in visits. The Phase Leader and teaching team work effectively with other similar schools to validate assessment and share best practice.

Safeguarding is effective. Staff are aware of statutory documents and adhere to school procedures and policies at all time and action is taken where needed to ensure all pupils are safe. Daily risk assessments take place to ensure our learning environment is a safe place to learn. Nursery admissions are quick to highlight children and families that may require extra support or early intervention. The Phase Leader for Early Years works within the safeguarding team and ensures communication with key members of staff supports and keeps children safe.

## Intent

The curriculum in the Early Years combines the interests of pupils alongside the regular teaching of English and maths and the daily teaching of synthetic phonics. Activities in the continuous provision have been planned with specific pupils in mind from long observations (and using the statements in Development Matters) and are designed to move pupils on in their understanding or further develop a skill they have shown interest in. All taught sessions are differentiated and delivered in to ensure all pupils are all challenged. The curriculum includes a diverse range of books that cover all backgrounds and diversities, creating a more diverse curriculum. Leaders provide high quality, bespoke CPD for staff in the Early Years to ensure all staff are aware of updates/changes and deliver a rich curriculum offer. Tapestry has been implemented to support assessment and encourage parental engagement. There is high levels of parental engagement and strong home-school connections based on the curriculum.

The curriculum is closely linked to assessment and the school improvement plan. Medium term and weekly planning meetings are led by the Phase Leader EYFS. Data narratives are presented during termly Strategy days clearly highlighting areas of strength and that require development. Post holders use this information to contribute to the strategic direction of the Early Years and develop a clear set of actions that address issues and drive standards.

A curriculum review provided opportunity for further development of our curriculum, engaging both staff and children, to ensure we deliver the Early Years provision in innovative ways. The Early Years Phase Leader co-ordinates the collation and analysis of Early Years data, working alongside the Head Teacher and Deputy Head teacher to advise on its use in pupil, and whole school target setting. As a result, staff are clear of data trends and teach a curriculum that closes gaps and ensures accelerated progress in all areas whilst providing high quality opportunities for enrichment. Approaches include the introduction of Helicopter stories, Read Write Inc. Literacy programme and further development of P4C.

## Implementation

Medium term planning has been designed to give pupils a wide range of engaging experiences. At Thomas Buxton we encourage children to be independent learners by creating environments that allow them to take the lead with their learning. We tailor learning in the EYFs to ensure that every child is included and able to access the curriculum. Each term/half term trips are planned to develop pupils understanding further on the theme that is being focused on that term/half term. Staff work collaboratively with parents delivering workshops on what pupils are learning about in school so that they can further develop their child's understanding at home and staff share family homework ideas to support consolidation and further development. These ideas are often free or very low cost so that all pupils can participate.

Teaching in the early years is designed to help pupils remember long term what they have been taught and to link new learning to previous learning. Staff make incidental observations as our main form of assessment. These observations are collated using Tapestry (as well as being used to feed into future planning) and checked off against the statements in Development Matters automatically. Staff hugely value the children's child initiated activities and use observations of these to inform assessments based on the knowledge and skills they are able to use independently. Tapestry is monitored frequently by the phase leader to identify strengths and weaknesses. In 2019, the EYFS assessments were moderated by the Local Authority and confirmed that staff judgements to be consistent and accurate. The majority of the team have remained consistent in the Early Years to ensure best practice and high expectations for all is consistent. Pupil books and evidence of outcomes and environments are collated, used during planning and assessment to

Systems used to record and evidence pupil's progress in learning journals have been reviewed and confirmed that children's work, progress and attainment is consistently highly valued. Learning Journals provide an exact picture of the whole child with a wide and balanced range of evidence sources. Staff use observations of children to prove achievement and can confidently articulate a child's next steps, as shown in the learning journals. Learning journals prove that children have access to a wide range of enrichment entitlements including Forest school, local walks to the library and other schools, trips to farms and the seaside.

## **Impact**

Parents are regularly updated about progress by building positive relationships and through informal communication at the start and end of each day and via more formal parents' evenings. An induction at the point of entry to the school establishes a shared clarity about expectations for the children. Termly workshops and stay and play events have been effective in enabling parents to support their children. Opportunities for parents to share with school their child's achievements at home and contribute to their assessment are also encouraged. Parents are provided with appropriate home learning activities to help them support their children at home ready, these include termly 'Pick N Mix' ideas, picture books for sharing and 'think and talk' questions as well activities for developing maths and literacy skills.

Assessments systems and procedures are robust and are used to raise attainment. Data is analysed with areas of strength highlighted and under performing groups or areas of development quickly identified to ensure they are promptly addressed. Pupils Progress meetings are used to celebrate, reflect and plan for improvement and opportunity for our children. All staff are aware of focus children through shared daily planning sessions and discussions so that children are always developing.

## **'Vocabulary and reading'**

The school's approach to the teaching of early reading and phonics is systematic and effective. Pupils begin to learn phonics using the Read Write Inc programme in Nursery as soon as their keyworker considers them to be ready, with the first group in Nursery beginning after the autumn half term and subsequent groups beginning regularly throughout the school year. Prior to this (and for those pupils who are not ready to begin the structured Read Write Inc programme) daily Phase One (Letters and Sounds) activities are planned to develop the children's skills in the seven aspects of phonological awareness. Once pupils have begun the Read Write Inc programme they are regularly assessed and moved along the programme accordingly. Any pupils who falls behind have 1:1 tutoring and staff meet with their parents so that pupils can be supported in a similar way at home to at school. The reading leader works with all staff delivering the programme to ensure that all adults are as strong as each other in delivering the programme. The same strategies for decoding are then used and modelled in the children's taught English sessions.

Our EYFS children are highly motivated and keen to learn. They are inquisitive and love to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges. Staff consistently follow the school behaviour and safety policies to ensure the children's health, safety and well-being is paramount. Behaviour is tracked in line with the whole school system with the aim of encouraging children to make good choices. The evidence is seen in the exemplary behaviour in the Early Years classrooms and spaces and across the wider school. Weekly assemblies reward children for making positive contributions on an individual basis or by working with or helping others.

Children are introduced to their rights from the very start. In all areas of the curriculum staff plan opportunities for children to develop their understanding of their rights. Staff in the Early Years use the values framework of the UNCRC to ensure that the ethos of the setting puts children at the centre of their learning enabling them to learn about themselves and others then building out to the wider world. Pupils are able to articulate, at an age appropriate level, their rights.

Staff have a positive relationship with all children, their secure understanding of each individual child is exemplary and ensures children's emotional and behavioural needs are met. Children access a curriculum that develops emotional literacy and well-being through weekly PSHE sessions and during continuous provision. Provision both indoors and out is carefully planned and adapted to continuously encourage physical development, enabling children to be active for large parts of their day.

Early Years staff are highly engaged and motivated to raise attendance in the setting and work with the attendance team to track attendance and tackle persistent absence. Evidence of the relationship between attendance and achievement is conveyed to parents during our parental induction workshops and procedures for reporting absence are made clear. Good attendance is rewarded during weekly celebration assemblies and at the end of each term during Attendance Focus Fortnight.

Safeguarding and pastoral systems ensure that children are well supported and concerns are acted upon immediately.

Staff recognise children as individuals and ensure that systems and procedures provide equal opportunity for all children and their families. Tailored transition plans are used to support nursery children, any new starts or children with any medical or additional needs during their settling period.