

## Basic Skills Quality Mark Programme – Visit Feedback Report

<b>School name</b>	EYFS at Oakdene Primary School		
<b>Executive Head Teacher</b>	Mrs E.A. Bramley		
<b>School and/or HT email</b>	Oakdene.school@stockton.gov.uk	<b>Tel no</b>	01642 560768
<b>Alliance QM Assessor</b>	Angela Andrews	<b>Visit date</b>	10. 03. 2017

<b>Purpose of Visit</b>	<b>EYFS Initial Assessment</b>
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The Assessor spoke with the following people

<b>Executive Head Teacher</b> YES	<b>Head of School</b> YES	<b>EYFS Leader</b> YES	<b>EYFS Teachers</b> YES
<b>EYFS Teaching Assistants</b> YES	<b>Pupil representatives</b> YES	<b>Governors representative</b> YES	<b>Parent representative</b> YES

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
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**Suggested areas for development in preparation for the next Quality Mark visit:**

- Continue to develop Mathematical language and rich vocabulary to ensure children make rapid progress.
- Continue to develop Phonics and early Reading skills throughout the Early Years.

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

- The EYFS members of staff demonstrate an excellent pedagogical knowledge of early childhood development and how it leads to successful learning and development through play at the setting. The Executive Head Teacher and the Head of School are also passionate about the Early Years and oversee all aspects of practice, skills, learning and development. The dynamic Executive Head Teacher is a National Leader of Education, a School Improvement Adviser for schools in Middlesbrough, a High

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Achievement Reviewer for Transforming Tees and a Leading Thinker for the National Education Trust. She has just published a book called, " What are Little Boys Made of?" which takes case studies of Early Years and Year 1 from schools throughout the North East on how they have overcome barriers to boy's achievement.

- An analysis of the assessment of young children's abilities and achievements is outstanding. Ongoing formative assessment is an integral part of the learning and the development process. Assessment is based on careful and sensitive observations and record-keeping. Practitioners make systematic observations, recordings and assessments to identify learning priorities which ensure appropriate provision is made for each child. All adults who interact with the children contribute to the assessment process. Judgements are based on observational evidence gathered from a wide range of learning and teaching contexts. Children are involved in the assessment process as appropriate to their age and stage of development. At the end of the day the children share what they have achieved and assess what has been successful and also how they may improve upon an activity. Metacognition is a whole school initiative. Metacognition activities help to support the children in developing their understanding and to assess their learning. Early years practitioners are all involved in moderation locally with other settings. (Element 2)
- The setting sets very high and challenging expectations for young children's development with a focus on the, ' Characteristics of Effective Learning.' Children are encouraged and rewarded for effort and achievements through stickers and 'Class DoJo,' electronic rewards. Daily and weekly planning is annotated on a regular basis. It shows development of children and the next steps needed. STEPS a Local Authority electronic tracking system is used in Nursery and Reception to assess, set their targets, monitor and review expectations. (Element 3)
- There is an outstanding whole setting strategy and planning to improve young children's abilities and achievements in their foundation skills. It reflects the national guidelines and expectations for the Early Years Foundation Stage. The setting has realistic but challenging aims and targets for improving its provision, practice and overall performance. It is based on self evaluation and takes into account the abilities, achievements and needs of all young children. Learning walks and Phase Days regularly take place, this is an opportunity for suggestions to be made on how to improve practice and provision. Action planning includes objectives and timescales which is reviewed and monitored by the senior leaders to support development in progress. Pupil progress meetings are also held where team leaders report on current progress and outcomes of children in their team and identify areas for improvement or interventions. The school has exemplary equal opportunities and inclusion policies in place. (Element 1)
- There are outstanding and very effective procedures for monitoring and evaluating the setting's strategic approach and assessing the progress and impact of the resulting plans. Monitoring includes self-evaluation, external viewpoints and analysis of current evidence. The setting's Self-Evaluation Form is monitored regularly and there

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is regular discussion by all practitioners of the progress being made to achieve the settings success criteria. Every term the governors receive a very detailed Executive Head Teacher's report which also includes an update and data from the EYFS. (Element 10)

- Planning next steps in learning for young children's development is outstanding. Planning provides experiences appropriate to each child stage of development and preferred way of learning. Planning is quickly responsive to the children's interests and needs and is not rigid to topic based learning. Practitioners ensure learning is based on what children already know and can do and encourage positive attitudes and dispositions. They set goals that stretch and challenge children of all backgrounds and abilities ensuring that prompt and appropriate interventions are put in place where children are at risk of falling behind. Identified children have agreed targets in their support plans based on information from discussions with class teachers, parents/carers and pupils. (Element 4)
- Regular review of the progress made by all young children is outstanding. Progress in acquiring foundation skills is regularly reviewed as part of the ongoing assessment. Written records and records of observations are kept of the child's developing knowledge and skills. Each child has an individual Learning Journal where observations of their learning and next steps are kept. Teachers also keep a class assessment sheet for adult led activities. There are excellent systems in place to sharing information and communicating with parents in the setting. There are regular, 'Stay and Play' sessions where parents have the chance to look at Learning Journals and speak to practitioners about their children's development. Children with support plans are regularly involved in reviewing their progress. They work individually with a teaching assistant to review their targets and to set new ones. These are shared with parents who are also invited to contribute their views. (Element 5)
- A commitment to improving the skills of all practitioners is outstanding. Effective performance management linked to professional development programmes has resulted in high quality teaching and learning. Practitioners are encouraged to be innovative and to keep up to date with the best practice and research. CPD for practitioners is based on an analysis of the needs of individuals and of the setting as a whole. Appropriate external training is accessed through the Early Excellence Centre in Huddersfield, Early Years conferences and cluster meetings. The school is a National Support School and regularly holds events or visits for practitioners from beyond the local area. (Element 6)
- There is an appropriate balance of adults led and child initiated activities. Planning boards have been introduced to support the children in the 'Plan, Do, Review,' approach. Children take responsibility for their learning and are encouraged to try a variety of areas and activities. There are very effective procedures in place for monitoring the effectiveness of learning. (Element 7)
- The outstanding indoor and outdoor environments are used effectively to support

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learning. Furniture, equipment and toys are of excellent quality, well maintained and are regularly checked for safety. Monitoring is used to evaluate the impact of the use of resources. (Element 8)

- Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development is outstanding. There are clear systems established for communicating with parents and carers. The school actively engages with parents and carers on how they can encourage, support, develop, sustain and extend the skills of their child. Transition procedures are exemplary. The setting regularly consults parents and carers to seek views about their child's development and progress. Parents/carers are encouraged to complete, 'Proud Clouds,' to write about their child's achievements at home. There is also evidence of very effective and collaborate multi agency working. A parent said, "The Early Years staff are very creative, enthusiastic and really support the individual needs and abilities of each individual child." Another parent said, "I love the enthusiasm my daughter has when telling me about her school day and what she has learned."

Congratulations on achieving the Quality Mark Basic Skills Early Years Initial Assessment. Very well done!

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