

# Manor School EYFS

## Self-evaluation of EYFS

RAG grading: Blue = working within outstanding, Green = working within good, Amber = working within Requires Improvement

**Date of Review: January 2016**

**Review carried out by: Jayne Jardine, Sioux Fisher and Jan Martin (SIP)**

***We have considered the rigour and effectiveness of systems to drive improvement, including:***

- 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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Leadership & Management of EYFS provision			
Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
The pursuit of excellence in all providing for EYFS pupils is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for EYFS pupils over a sustained period of time.	<ul style="list-style-type: none"> <li>EYFS leader demonstrates excellent knowledge and understanding of EYFS and completes an annual Action Plan to support continuous EYFS improvement</li> <li>Pupil Progress and Achievement data (including baseline)</li> <li>Formative and summative assessment</li> <li>EYFS progress and achievement booklet</li> <li>Observations</li> <li>Pupil Progress meetings</li> <li>PIPs/PIP review/monitoring</li> <li>Special Books – moderation internal and externally</li> </ul>		For discussion with all EYFS staff: How can/do we demonstrate that all areas are strong? Is there any area that needs more development?
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.	<ul style="list-style-type: none"> <li>Clear PM standards</li> <li>Regular feedback to teachers (see Teachers grade overview)</li> <li>New PM procedures for support staff</li> <li>Excellent CPD for all staff</li> <li>Excellent training and support provided by EYFS leader</li> <li>EYFS leader and SLT observations</li> </ul>		Embedding support staff PM (teachers setting their support staff's PM targets and monitoring these in partnership with their support staff)
Governors, or those with a similar responsibility, robustly hold the EYFS leader to account for all the quality of the EYFS provision	<ul style="list-style-type: none"> <li>EYFS named governor</li> <li>GB learning walks</li> <li>Governor visits and feedback to committee</li> <li>GB monitoring quality of teaching (via Head's reports/standards docs)</li> </ul>		

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<p>There is an excellent EYFS policy which ensures that EYFS pupils are making excellent progress in literacy and communication.</p>	<ul style="list-style-type: none"> <li>• EYFS Policy in place</li> <li>• Monitoring</li> <li>• SaLT monitoring and support</li> <li>• Literacy and numeracy Leaders monitoring and supporting</li> </ul>		<p>Double check that this references the latest DfE EYFS guidance</p>
<p>A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Learning walks</li> <li>• Planning</li> <li>• Environments differ to meet the needs of the individuals in each class</li> </ul>		<p>What are the next things to extend our outside EYFS area?</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Structured Conversations – termly</li> <li>• Induction for all new parents</li> <li>• Home/School link books are outstanding</li> <li>• Regular parents meetings</li> <li>• Family Liaison Worker support</li> <li>• Parent tours</li> <li>• Parent ?aire and feedback is excellent</li> <li>• Parent training offer</li> </ul>		
<p>Safeguarding is effective. There are no breaches of statutory welfare requirements.</p>	<ul style="list-style-type: none"> <li>• All staff training up to date</li> <li>• Clear, shared Safeguarding Policy (inc. FGM and Prevent)</li> <li>• Safeguarding Boards</li> <li>• Risk Assessments etc.</li> <li>• SLT/GB safety walks</li> </ul>		
<p>EYFS Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Positive feedback from learning walks, visitors, parents etc.</li> <li>• EYFS action plan</li> <li>• Ongoing monitoring from EYFS lead and SLT</li> </ul>		

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## Teaching, Learning & Assessment of EYFS pupils:

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.	<ul style="list-style-type: none"> <li>Monitoring of standards via planning scrutiny, lessons observations, PIPs targets/PIPs tracker</li> <li>50% teaching good and 50% outstanding</li> <li>Individualised therapy support</li> </ul>	<div style="background-color: blue; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div>	
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.	<ul style="list-style-type: none"> <li>Pupil Progress and Achievement data (including baseline)</li> <li>Formative and summative assessment</li> <li>Observations</li> <li>Pupil Progress meetings</li> <li>PIPs/PIP review</li> <li>Special Books</li> <li>Derbyshire Small Steps/DM assessments</li> </ul>	<div style="background-color: blue; height: 100%; width: 100%;"></div>	
Children are highly motivated and very eager to join in. 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.	<ul style="list-style-type: none"> <li>Observations</li> <li>Behaviour Lead Practitioner training and support/monitoring</li> <li>Behaviour Plans</li> <li>Attention Autism – developing intrinsic desire to learn</li> <li>Routines/expectation made very clear to pupils</li> <li>Consistent symbols/signing used</li> <li>Schedules</li> <li>On task learning</li> </ul>	<div style="background-color: blue; height: 100%; width: 100%;"></div>	
The deployment of TAs in the EYFS is effective, and TAs consistently make a high quality contribution to teaching and	<ul style="list-style-type: none"> <li>Monitoring</li> <li>Planning – weekly discussions</li> <li>Observation</li> </ul>	<div style="background-color: blue; height: 100%; width: 100%;"></div>	

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learning.	<ul style="list-style-type: none"> <li>• Class/KS meetings</li> <li>• Learning Walks</li> </ul>		
The teaching of the 3 prime and 4 specific areas of learning in the EYFS provision is highly effective and cohesively planned and implemented.	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Special Books</li> <li>• Assessments – formative and summative</li> <li>• Pupil outcomes are excellent</li> <li>• PIPs</li> </ul>		
Consistently high quality and constructive feedback from teachers ensures that EYFS pupils make rapid gains.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Effective communication systems</li> <li>• Salt observations and support</li> <li>• Assessments</li> <li>• Elklan training</li> <li>• SaLT advice and input</li> <li>• Feedback from staff to pupils is very positive</li> <li>• Pupil progress is outstanding</li> </ul>		
Teachers use well-judged and often inspirational teaching strategies for pupils with EYFS that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well in the EYFS provision.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Behaviour Lead Practitioner training and support/monitoring</li> <li>• Behaviour Plans</li> <li>• Attention Autism – developing intrinsic desire to learn</li> <li>• PIPs/PIPs tracker/interventions</li> <li>• Pupil programmes and behaviour action plans as necessary</li> </ul>		
The learning environment makes a rich contribution to teaching and learning in the 3 prime and 4 specific areas of learning.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Planning (monitored)</li> <li>• Environment adapted to meet the needs of the learners</li> </ul>		Develop 'challenge' opportunities for all in the playground

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## Personal Development, Behaviour & Welfare of EYFS pupils

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.	<ul style="list-style-type: none"> <li>• H&amp;S Policy – shared</li> <li>• Safeguarding boards</li> <li>• Risk assessments</li> <li>• Observation</li> </ul>		
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.	<ul style="list-style-type: none"> <li>• Clear routines and protocol</li> <li>• Clear guidance for pupils</li> <li>• Positive behaviour plans</li> <li>• Turn taking, group play etc.</li> <li>• PIPs target</li> <li>• Regular exploration of local environment, parks etc.</li> <li>• Development of functional communication key</li> <li>• Behaviour plans support the development of appropriate behaviour</li> <li>• LBP input and monitoring</li> <li>• Parent training and support</li> <li>• Clear routines</li> </ul>		
EYFS Pupils' attitudes to learning are exemplary.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Pupils on task</li> <li>• Pupils very engaged – LWs and Obs.</li> <li>• Pupils happy to come to school</li> <li>• Parent feedback is very positive</li> </ul>		
Parents, staff and pupils are unreservedly positive about both behaviour and safety of EYFS pupils.	<ul style="list-style-type: none"> <li>• Observations/learning walks</li> <li>• Questionnaires</li> <li>• Home/school link books</li> <li>• Regular meetings</li> <li>• Annual reviews etc.</li> </ul>		

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<p>EYFS Pupils feel safe and are taught about friendship and how to be kind to others.</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Staff supportive</li> <li>• Clear routines and positive messages/modelling</li> </ul>		
<p>Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.</p>	<ul style="list-style-type: none"> <li>• Clear routines and protocol</li> <li>• Clear guidance for pupils</li> <li>• Positive behaviour plans</li> <li>• Turn taking, group play etc.</li> <li>• PIPs target</li> <li>• Regular exploration of local environment, parks etc.</li> <li>• Development of functional communication key</li> <li>• Behaviour plans support the development of appropriate behaviour</li> <li>• LBP input and monitoring</li> <li>• Parent training and support</li> <li>• Clear routines</li> </ul>		
<p>High quality provision for ASD pupils enables them to achieve high levels of interaction with their peers and adults</p>	<ul style="list-style-type: none"> <li>• Excellent CPD leading to highly skilled and knowledgeable staff</li> <li>• Autism lead support</li> <li>• SaLT input</li> <li>• OT input</li> <li>• Attention Autism embedded</li> <li>• Observations/learning walks</li> </ul>		

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## Outcomes of EYFS pupils

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>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.</p>	<ul style="list-style-type: none"> <li>• Pupil Progress and Achievement data (including baseline)</li> <li>• Formative and summative assessment</li> <li>• Derbyshire Small Steps assessment - moderated</li> <li>• Observations</li> <li>• Pupil Progress meetings</li> <li>• PIPs/PIP review</li> <li>• Special Books</li> </ul>		<p>Ensure all special book inputs have next steps identified</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium data – excellent outcomes</li> <li>• Pupil progress data – excellent outcomes</li> <li>• Highly differentiated sessions/activities</li> <li>• PIPs/PIPs tracker – highly personalised input/provision</li> <li>• Pupil Progress meetings - termly</li> </ul>		
<p>EYFS pupils make very good progress towards Annual Review targets</p>	<ul style="list-style-type: none"> <li>• Annual Review Reports – EHCP outcomes</li> <li>• Pupil progress data – excellent outcomes for all pupils (inc. Pupil Premium)</li> <li>• Parent feedback for ARs</li> <li>• End of term reports</li> <li>• Home/School books (shared information)</li> <li>• PIPs/PIP tracker – highly personalised learning opportunities</li> </ul>		