**Quality of Provision in the Early Years SEF 2016-2017**

**OUTCOMES**

**Performance over time**

**EYFS outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **% Expected in all 12 scales (Good Level of Development)** | **2014** | **2015** | **2016** | **2017 Predictions**  |
| **Number in 2016 cohort 22**  |
| **School** | 75 | 77 | 67 | **76 (83%)****(higher estimate)**  |
| **Dorset** | 68% | 67% | 71% |  |
| **National** | 60% | 66% | 69% | 69( NA 2016)  |

**2015 -2016 OUTCOMES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **% achieving expected levels****2016**  | **CL** | **PD** | **PSED** | **Reading** | **Writing** | **Maths** |
| **School** | **86** | **100** | **100** | **76** | **67** | **81** |
| **Dorset** | **85%** | **91%** | **88%** | **81%** | **75%** | **80%** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CL** | **PD** | **PSED** | **Reading** | **Writing** | **Maths** | **GLD** |
| **% at expected levels Aut ’15 (secure 30 – 50)** | **81** | **81** | **81** | **52** | **52** | **48** | **46** |
| **% at expected levels Sum ‘16 Profile** | **86** | **100** | **100** | **76** | **67** | **81** | **67** |
| **Dorset** | **85%** | **91%** | **88%** | **81%** | **75%** | **80%** | **71%** |
| **% Gain/Loss** | **5** | **19** | **19** | **24** | **15** | **33** | **21** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CL** | **PD** | **PSED** | **Reading** | **Writing** | **Maths** | **Exceeding****(overall)** |
| **% at exceeding levels Aut ’15 (40 – 60)** | **0** | **0** | **0** | **14** | **10** | **5** | **0**  |
| **% at exceeding levels Sum ‘16 Profile**  | **38** | **29** | **14** | **19** | **10** | **5** | **10**  |
| **Dorset** | **16%** | **16%** | **12%** | **22%** | **12%** | **15%** | **3%** |
| **% Gain/Loss** | **38** | **29** | **14** | **5** | **0** | **0** | **10** |

**St Nicholas CE VA Primary School**

**KEY: RED –on entry**

**Reception DATA 2016-2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **PRIME AREAS** |  | **SPECIFIC AREAS** |
| **DM Statements**  | **National Expectations**  | **% of children PSE**  | **% of children****CL**  | **% of children****PD** | **Reading**  | **Writing**  | **Numbers**  | **Shape**  | **% of children****UW**  | **% of children****EAD**  |
| A child working in the early stages of DM 30-50 months with some aspects of achievement still within the 22-36 months  | Well below National Expectations  | 0% | 0% | 0% | **0%** | **0%** | **0%** | **0%** | **0%** | **0%** |
| A child working within DM 30-50 months  | **September 2016** Below National Expectations | **14** | **10** | **11** | **36%** | **36%** | **32%** | **14%** | **18%** | **29%** |
| **Predictions July 2017**  | **Emerging** | 4(1 child) | 7%(2 chn) | 7% | **14%** | **25%** | **22%** | **7%** | **3.6%** | **7%** |
| **Actual July 2017** | **Emerging** | **4** | **4** | **4** | **21** | **21** | **14** | **7** | **4** | **4** |
| GAIN /LOSS |  | +10 | +6 | +7 | **+15** | **+15** | **+14** | **+7** | **+14** | **+ 25** |
| A child secure in DM 30-50 months and working within DM 40 -60 Months  | **September 2016** In line with National Expectations | **85** | **90** | **89** | **64** | **64** | **68** | **86** | **83%** | **72%** |
| **Predictions July 2017** | **Expected**  | 96% | 90% | 93% | **68%** | **68%** | **65%** | **79%** | **90%** | **89%** |
| **Actual July 2017**  | **Expected** | **96** | **96** | **96** | **79** | **79** | **86** | **93** | **96** | **96** |
| GAIN /LOSS  |  | +11 | +6 | +7 | **+15** | **+15** | **+18**  | **+7** | **+13** | **+24** |
| **September2016****A child secure in many points of DM 40 -60 months**  | **September 2016** Above National Expectations | **14** | **16** | **21** | **0** | **0** | **0** | **0** | **7%** | **7 %** |
| **Predictions July 2017** | **Exceeding** | **22%** | **22%** | **29%** | **18%** | **7%** | **14%** | **14%** | **29%** | **14%** |
| **Actual July 2017** | **Exceeding** | **21** | **25** | **25** |  | **18** | **11** | **14** | **14** | **0** | **0** |
| Gain /Loss  |  | **+7** | **+9** | **+4** |  | **+18**  | **+11** | **14** | **14** | **-7** | **-7** |

**Evaluation commentary on EYFS**

**Headlines**

**Overall standards at EYFS can continue to be judged as good. Although the decline in GLD results last year was slightly below national (-2%) the children made very good progress from their relative starting points (***Entry and Exit Data 2015-2016 Data/ Ofsted File***)**

* 67% of the cohort achieved a Good Level of Development. This represents a 10% drop from 2015.(2 children)
* The progress made across early years was **very good**, for**all expected strands and especially in Maths**(33% gain)(***SDP 2015-16 focus***)
* Progress from baseline for **exceeding children** in CL, PD and PSED was strong, however progress for Reading (+5%), Writing (+0%) and Maths (+0%) is disappointing and below the Dorset average.

**Raising the level of challenge for our more able pupils has been identified as a priority on our 2016-17 SDP**

**% of Boys and Girls Reaching ARE at the end of EYFS( 2015 -2016)**

* 100% Girls (8) at ARE in MA and RD and 88% in WR;
* 54% of Boys (13) at ARE in WR, 62% in RD and 69% in MA;

**Raising Boys attainment in writing remains a focus ( 2016-17)**

 **% of children making expected or better progress at the end of EYFS( 2015 -2016 )**

* **Boys** made **outstanding progress** in RD (4.0), WR (3.9) and MA (3.8);
* **Girls** have made expected progress in MA and WR and good progress in RD (***Closing the gender gap was and remains a focus of our SDP 2016-2017***)(***Literacy / Maths Reports to FGB Summer 2016***)
* **SEND**  (2 children – both boys) – **outstanding progress** in MA RD and WR
* EAL (2 Children – both boys) – **Outstanding progress** in MA RD and WR

**Current Picture( 2016-2017)**

* 1 FT teacher and 1 FT TA 1:1 (amonly) – currently applying for EHCP
* 28 Children
* 12 Girls / 16 boys
* SEND 5/ 28 (4 boys / 1 girl)
* PP – 1 (Service Child)

**Baseline Assessments in September 2016**

**How are Baseline Judgements Made?**

We have clear systems for assessing children’s starting points.

We liaise closely with our feeder pre-schools and undergo moderation tasks to ensure judgements are secure on transfer.

Additional observations and assessments are carried out within the first 3 weeks of the children entering Reception.

**The table below shows attainment on entry and predictions for July 2017, with projected gains in all the Prime and Specific Areas**

**This cohort have entered slightly higher than the 2015-16 cohort ; their attainment is broadly typical in all the prime areas and slightly below in RD (1.6)WR ( 1.6 ) and NU ( 1.7 )**

**We confidently predict that the percentage of children reaching a GLD in July 2017 will be at 7% above the 2016 NA (69%); The reasons for this are outlined in the table below.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Area**  | **Current Judgement**  | **Evidence /impact**  | **Next Steps** **(incorporated into the EYFS Action Plan 2016-17)**  |
| **Effectiveness of Leadership and Management**  | GOOD moving to outstanding  | This is the second year in EYFS for our current EYFS leader, who is working alongside an experienced Teaching Assistant in EYFSSince joining, staff have received effective CPD and Appraisal that has deepened their understanding of EYFS and ensured teaching remains strong. (***Appraisal ; Observations; CPD***  ) Our EYFS staff are very reflective and ambitious practitioners. They haveconsistently high expectations and excellent relationships with our pre-school setting, parents and children. As a consequence, staff know the children and the families well.***(Observations, pupil / parent feedback***; ***Cross – phase meetings and activities with pre-schoo; comprehensive transfer programme between pre – school and EYFS and EYFS and Year 1) )*** Effective assessment procedures (in line with school policy) ensure all children’s needs are carefully planned for. As a result, the vast majority of children, make at least good and in many cases outstanding progress. Our embedded monitoring systems and emphasis on’ High Quality Formative Assessment’ (***Assessment Policy Revised 2016)*** ensure children who ‘drop off’ are identified quickly and appropriate support is planned for. (SEND ***Reviews ; ongoing assessment ; annotated planning ; Intervention Timetables; SEND reports to FGB***)  | Liaise with other EYFS leads in the Pyramid to disseminate good practice and strengthen practice as we move towards Academy.Miss Ireland has attended a number of moderation meetings within the Pyramid to scrutinise books etc and share good practise across the EYFS curriculum.  |
| Quality of teaching and Learning and Assessment | GOOD  | High expectations Increased understanding of the curriculum and EYFS provision has resulted in consistently good teaching As a result of accurate assessment, activities are carefully planned to meet the needs of all the learners (Appraisal ***Focus / SDP FOCUS 2016-17***) and the key characteristics of effective learning (playing,exploring; active learning; creating and thinking critically) are consistently incorporated into the curriculum.(***Planning File / Assessments; Learning Journals)***As a result, the children enjoy their learning, becoming increasingly confident and independent. (**LO*, pupil and parent interviews)***  | To ensure continuous flow between indoor and outdoor learning environment. Ongoing.Begin to involve more able children in the assessment process. Age appropriate strategies.Miss Ireland has introduced self-assessment strategies such as thumbs up / thumbs down and the children are now taking responsibility for marking their own work with a green pencil (just in phonics lessons at the moment). They know that green means ‘green for great’ in their work.To ensure a range of writing across the ability groups ***( SDP Focus 2016-2017 )***There is evidence of this in the children’s learning journeys.  |
| Personal Development, welfare and behaviour  |  GOOD – moving to outstanding  | Our School Behaviour and Child Protection Policies are consistently implemented and as a result behaviour is at least good and the children feel safe . This enables them to take risks and use their environment confidently.The environment is welcoming and promotes curiosity and independence Relationships are effective anddeliver high quality pastoral care that positively impacts on developing the children’s self confidence and emotional literacy  | To ensure continuous flow between indoor and outdoor learning environment ( *Linked to Teaching and Learning )*Ongoing. Miss Ireland and Mrs Brewer are trialling different systems to see which works most effectively.  |
| Safeguarding  | OUTSTANDING  | Safeguarding is outstanding – in line with school policy, staff are regularly trained , highly vigilant and consistently comply with our safeguarding procedures and systems . A ‘respectful uncertainty is maintained at all times’ (***Concern Logs ;Welfare / Child Protection Files ; Staff Meeting Notes )*** There is a co-ordinated and coherent model with multi-agencies ; staff have attended and effectively contributed to Child Protection Conferences , Core Meetings and TAF meetings  | Continue to review practice on a regular basis.Rigorous monitoring of safeguarding practises takes place on a regular basis and are as robust within the Reception Class as in the rest of the school.  |
| Outcomes (See data tables and evaluation at the beginning of this document)  | Good  | Children entering just below typical for their age catch up quicklyReadiness for Year 1 – good and improving ; Current Year 1 are progressing well from the end of EYFS as a result of effective internal moderation , NC embedding , CPD that has deepened staffs understanding of the new expectations and **Evidence**Discussion with staff and pupils•Analysis of data * Appraisal

•Observations - of children's disposition to learning and what children know, understand and can do attitude the school promotes  | Increase the percentage of children exceeding in the Specific Areas ( RD WR MA) at the end of EYFS ( ***SDP Focus 2016-2017)***Careful thought goes into the planning stage across the above three key areas to help to ensure that HA children are being sufficiently challenged and reach their potential. Ensure clear differentiation across the ability groups and make sure this is evidenced in the children’s work / books ( ***Appraisal focus / SDP focus 2016-17)***Evidence of this can be found in the children’s learning journeys.  |

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**EYFS Action Plan 2016-2017 (Linked to SEF / Appraisal / SDP 2016-17)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Objective  | Links to Key Areas  | Actions  | Time span  | Cost  | Success Criteria  | Evaluation / Next Steps  |
| to strengthen leadership as we move towards Academy | **Effectiveness of Leadership and Management** | Liaise with other EYFS leads in the Pyramid -Attend Pyramid INSET Follow up mtgsVisit another local school to observe RWI / explore outstanding provision for AA / look at outdoor / indoor provision  | 3RD January ?21st February  | £ 60 £120  | Leadership has moved to outstanding  | Miss Ireland has attended a number of moderation meetings within the Pyramid to scrutinise books etc and share good practise across the EYFS curriculum.Next steps: arrange visit to another school to view provision and particularly the outdoor learning environment.  |
| To ensure continuous flow between indoor and outdoor learning environment.  | Quality of Teaching , Learning and AssessmentPersonal Development, welfare and behaviour | Use research and materials to deepen understanding of how to manage this provision and ensure a positive impact Visit other settings to observe outstanding practice Make explicit outdoor provision in planning \_ link indoor and outdoor provision -consider effective management in relation to space and supervision  | July 2017  | New resources  | Outdoor / indoor provision has enhanced the provision and impacted positively on the children’s outcomes Staff have a deeper understanding of how to plan for and manage this provision  | Ongoing. Miss Ireland and Mrs Brewer are trialling different systems to see which works more effectively.Next steps: Continue to trial different systems and talk to other schools about how they manage this area.  |
| To ensure a range of writing across the ability groups ***( SDP Focus 2016-2017 )*** | Quality of Teaching , Learning and AssessmentSDP focus 2017  | Deliver x1 literacy session per week in addition to the x4 RWI sessions Build in time for children to consolidate their phonic writing through independent and guided sessions / opportunities ( Emphasis on AA pupils ; Boys )  | July 2017  | None  | Range of writing evident in the children’s books Increased opportunities for children to choose Children confidently using their phonics AA writers increasing independent and beginning to engage in their own assessment  | There is evidence of this in the children’s learning journeys.The new Read Write Inc scheme is proving successful as the children are applying their phonics well in other areas of their learning e.g. writing. Independent activities for AA writers identified at the planning stage. Next Steps: continue to scrutinise books with other colleagues as part of staff meetings and with the Head Teacher.Miss Ireland has introduced self-assessment strategies such as thumbs up / thumbs down and the children are now taking responsibility for marking their own work with a green pencil (just in phonics lessons at the moment). They know that green means ‘green for great’ in their work.Next Steps: continue to work on the above. |
| Begin to involve more able children in the assessment process . Age appropriate strategies  | Quality of Teaching , Learning and AssessmentSDP focus 2016-17  | Through the RWI programme begin to involve the children in their own assessment Use Guided sessions to promote this skill , particularly the AA children  | Review Spring Term July 2017  |  | Children consistently being encouraged to articulate their understanding of what they have done well and what they need to do next ***( Links to Marking Policy )*** | Literacy and maths planning identifies key questions to be asked during teaching inputs to help children articulate their thinking and understanding. Next Steps: build in more opportunity for children to reflect on their wok and identify their next steps.  |
| Ensure clear differentiation across the ability groups and make sure this is evidenced in the children’s work / books ( ***Appraisal focus / SDP focus 2016-17)*** | Quality of Teaching , Learning and AssessmentOutcomes(Appraisal Objective 2016-17) SDP 2016-17  | Differentiation is explicit at the planning stageIncorporate GW sessions to ensure next steps are targeted  | Review Spring Term July 2017 |  | Percentage of children exceeding in the Specific Areas ( RD WR MA) at the end of EYFS has increased ( ***SDP Focus 2016-2017)***Books reveal increased opportunities for AA and good rates of progress as a result of targeted planning and effective teaching  | Careful thought goes into the planning stage across the above three key areas to help to ensure that HA children are being sufficiently challenged and reach their potential. There is evidence of this in the children’s learning journeys.Next Steps:Continue with the above and seek opportunities to speak to other colleagues, e.g. the Year 1 Teacher for ideas on challenge materials etc.  |