

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	Meadows First School EYQM/10512		
Head Teacher	Mrs Sue Hewitt		
Deputy	Mrs Wendy Dwyer		
School and/or HT email	wd35@meadows.worcs.sch.uk	Tel no	01527 872508
Alliance QM Assessor	Lynda Townsend	Visit date	19/10/2016

Purpose of Visit	Interim Support and Review for Early Years Quality Mark
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The Assessor spoke with the following people

Head Teacher & Deputy Head YES	Early Years Leader YES	Numeracy Subject Leader NO	Assessment Manager/EY Leader YES
SENCo NO	Pupils YES	Governor representative(s) NO	Parent representative NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The visit started with a meeting with Mrs Sue Hewitt, Head Teacher and Mrs Wendy Dwyer, Deputy Head Teacher and Early Years Leader, who presented an overview of the school and an update of the progress the school has made since the previous Ofsted inspection and the Initial Visit for Early Years Quality Mark, which took place in April 2015. Mrs Dwyer had prepared a great deal of documentation for the meeting, which was greatly appreciated and ensured I was given an accurate picture of how Early Years is continuing to meet the Early Years Quality Mark.

As a consequence it is clear to see that the school is very forward thinking and is continually re-evaluating its practice in the light of current developments in education. Mrs Dwyer took me on a Learning Walk in Reception and Nursery, both indoors and out. Mrs Dwyer pointed out the quality practice that takes place regarding the teaching of the prime areas and basic skills in particular so that I was able to triangulate the evidence presented against the EYQM standards.

There is such a happy atmosphere in the school and I was made to feel extremely welcome by everyone. Thank you so much.

Suggested areas for development in preparation for the next Quality Mark visit:

Much progress has been made against the areas for development from the Initial Visit in April 2015, hence the targets have been updated as follows:-

- To continue to evolve provision and the enabling environment both indoors and out to match the specific needs of the cohort.
- To continue to develop ways of evidencing a greater depth of learning in mathematics.

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

Elements 1,2,3,10 (relating to Assessment , Target-setting , Planning , Monitoring and Evaluating impact)

- The Deputy Head Teacher leads a very effective and capable, forward thinking team of practitioners in early years to ensure the provision meets the needs of the children. There is an upward trend of children attaining a Good Level of Development, which is above national averages. From the time children enter Nursery the assessment information and observations are analysed on an on-going basis throughout the year. The outcomes of the analysis drive the early years action plan, which has an emphasis this year on raising progress in the prime areas, especially in communication and language; boys' writing and increasing the proportion of children exceeding in maths ELGs. These areas are also key priorities on the SDP.
- The early years action plan has a very strong focus on improving the basic skills. The plan is reviewed and updated regularly. There are high expectations of all the practitioners. Training for staff is in accordance with the priorities e.g. speech and language training, use of practical, visual, abstract models in maths, independent mark making in maths.
- The senior leaders monitor and evaluate staff and pupil performance very thoroughly and all stakeholders are kept informed. Updates in actions on the early years plan are shared regularly with governors through reports and presentations from the Deputy. There is a named governor for early years who triangulates the impact of recent actions with visits to school through meetings with the Deputy/Early Years Leader, the practitioners and the children. They also scrutinise outcomes to ensure that expectations are met.

Elements 4,5, (relating to underachievement or underattainment)

- Pupils attainment is baselined on entry to the school in Nursery and Reception using information from the previous settings, from parents and the staff's observations in September against the Early Years Outcomes. Language Link is also used to assess receptive language. Children's progress is tracked throughout the year and analysed half termly to monitor progress and plan "next steps". Records of observations and assessments are stored on-line on Tapestry and also in the child's Learning Journals. The children's progress in phonic skills is also tracked rigorously across EYFS. Assessments are moderated internally and externally to ensure they are secure.

- The school is highly recommended by outside agencies for supporting children with SEND. Provision includes extra help and support for children with SEND from the school SENDco, external agencies, outreach support from Chadsgrove Special School. The school has a mainstream autism unit on site which has a sensory room, which is accessed by early years if needed.
- Additional support for other children at risk of falling behind include extra adult support through interactions and scaffolding learning; speech and language; phonics; Every Child a Talker. Interventions are carried out in the classroom and also groups of children are taken out.
- The school SENDco and Early Years Leader work together closely to oversee the support provided to pupils on the SEND Register. The interventions and initiatives are monitored and evaluated to ensure the children make progress.

Elements 6,7,8, (relating to Teaching & Learning, CPD)

- Commitment to CPD is evident with the leaders playing a key role in leading CPD for staff. The Deputy/ Early Years Leader is a Specialist Leader in Education and also recently undertook a post graduate course in effective early years pedagogy. This has enabled her to train, support, coach and mentor staff both in the school as well as practitioners in other settings. It also enables the school to become involved in research projects e.g. a boys' writing project and another on physical development/gross motor skills with Loughborough University. The impact of these projects again ensures the staff reflect on the provision and make amendments where necessary thus impacting positively on the children's development.
- All staff have regular CPD e.g. internal and external training sessions, regular phase meetings and network meetings with other local schools. A member of staff is Forest School trained and Forest School is built into the curriculum. Teaching Assistants are trained in a variety of specialist areas e.g. ECAT, SALT to provide extra support to meet specific needs.

Element 9 (relating to the involvement of parents and other partners)

- The school is relentless in ensuring parents work closely with them. Parents receive detailed information regarding their children's achievement and are invited and encouraged to support the children's learning in a variety of ways. The school has an open door policy and parents have an opportunity for daily informal chats with the staff. Parental engagement is developed in a variety of ways, for example, weekly stay and play sessions for parents and grandparents, questionnaires to improve transition, parents forum, "wow" moments where parents send evidence of their child's achievements in to school, family share sessions, challenge folders (homework), newsletters, workshops for reading/phonics/maths, reading log books, support groups for parents to help with behaviour/eating/sleeping, visits to the local library, performance. The website also provides a wealth of information for parents to support their child's learning.
- Network meetings take place regularly with 15 local schools. These meetings are led by Mrs. Dwyer and are an extra forum for CPD and for moderating assessments.

Congratulations to the Head Teacher, Deputy Head Teacher, staff, governors and children for continuing to meet the standards for the Early Years Quality Mark. I was most impressed

with the Early Years practice, which should impact further on raising standards of progress and attainment. Thank you so much, it was such a real pleasure to visit your school!