

STEETON PRIMARY SCHOOL SELF EVALUATION 2022-2023

QUALITY OF EDUCATION IN EARLY YEARS – SOLIDLY GOOD MOVING TO OUTSTANDING

Together Strengths

Intent

We consider the quality of Early Years education at Steeton to be solidly Good moving to Outstanding

Our philosophy at Steeton is that every child must be supported to achieve to the very best of their ability in all aspects of their education, including both academic and non-academic skills and knowledge. , our curriculum and our extracurricular provision are designed to give our children the experiences and first class teaching and learning that will enable them to thrive as well as their peers from more affluent areas in their future education, training and employment.

In redesigning our Early Years curriculum to align with changes to the statutory framework, we have taken the opportunity to ensure that it:

- fully addresses the specific needs and barriers to learning experienced by our pupils, as analysed through our research and observations (primarily lack of cultural capital and low level of attainment on entry, especially in PSE, oracy and other language skills);
- is aligned with our whole-school Vision (*Your Inspirational Community*) and FOREST¹ values; and
- is integrated with the whole-school curriculum and extra-curricular programme (the Pupil Offer)

Reading for Pleasure has been highly instrumental in achieving this.

Literacy learning is focused on Phonics and Reading For Pleasureⁱ, supported by the school's Phonics Leader, who is a Specialist Leader in Education (SLE), and through the National Literacy Hub. We are an accredited Read Write Inc school, and Read Write Inc training is provided for all EY staff by the Phonics Leader.

Reading for Pleasure is a priority in Early Years, as it is throughout the whole school, with the specific aim of encouraging wide reading: that is, reading of high-quality age-appropriate books and texts beyond those required by curriculum teaching. We are participating in a pilot Research and Development project based on Reading for Pleasure partnership projects with the Open University.

To supplement this, the EYFS Team have implemented Drawing Club which is an EYFS Literacy Programme adapted from Greg Bottrill.

¹ FOREST – Friendship, Opportunity, Resilience, Empathy, Self awareness, Teamwork

A key focus of our Early Years curriculum is to support children to develop their imaginative and creative skills and their resilience and independent learning through play. This approach in Early Years has formed the basis of the whole-school Creative Curriculum, and the Early Years approach to curriculum planning and sequencing has also been adopted throughout school.

As well as acting as an internal exemplar of good practice for the rest of the school, we are proud that our Early Years provision is used by Bradford Birth to 19² as a showcase school for the EYFS framework.

Implementation

Teaching and learning in Early Years, as throughout school, is based on teachers' detailed knowledge of the strengths, weaknesses and needs of each child. Early issues around pupil development are identified through Pupil Progress Meetings early in the Reception year and addressed immediately by the SENCo. We consider this early action to be essential: our children cannot afford for the school to wait to see whether the issues resolve themselves naturally as the child moves into Year 1.

We expect all our children, including those with SEND or who are otherwise disadvantaged, to achieve to their full potential. The curriculum has been adapted but not watered down in content to meet the needs of all learners. SEND and other children who have disabilities access all the EYFS Provision in the same way as all children do, according to their individual needs.

In line with our experience that taking pupils out of class for interventions does not work well for children at Steeton, we run few such interventions. Rather, staff use their detailed knowledge of the needs of each child, careful planning and differentiation, and effective deployment of support staff to provide the necessary targeted support in class.

We have invested substantially in developing the learning environment to meet the needs of EY children and the EY frameworkⁱⁱ.

The implementation of Drawing Club enables staff to:

- Immerse children in the world of story and unearth their imaginations
- Develop a wide range of skills across the whole curriculum in 'one hit'
- Give staff the opportunity to gather evidence of progress that can be astonishing
- Develop children's creative streaks as well as their ability to share ideas and skills

Impact

We have everything in place for excellent early years provision and a great deal of soft evidence and internal data to indicate its effectiveness.

² Bradford Birth to 19 Teaching School Alliance – an alliance of 50+ nursery, primary, secondary and special schools led by St Edmunds Nursery School and Childrens' Centre

	<p>The New Reception Baseline Assessment, statutory from September 2021, does not provide school with internal baseline data. The DfE Baseline Portal states: <i>'This data will not and should not be used, by the school or the DfE to form the basis of any target setting or accountability. However.. ...the DfE will use the data from this assessment to derive values as a start point from which progress of pupils will be measured. This is because this assessment will take over from the current KS1 as the new starting point from which to measure a pupils progress at KS2.'</i></p> <p>The targets set for all children take account of their starting points and are both challenging and aspirational. We recognise the impact of Covid on our pupils, but our internal progress and attainment data (collected for the purpose of identifying learning gaps and informing planning) show that children of all abilities make strong progress.</p> <p>Our end of year Good Level Of Development (GLD) for summer 2022 is 67.6% compared to the National Average of 65.2%</p> <p>Feedback from governors' learning walks is that:</p> <ul style="list-style-type: none"> • pupils' high level of engagement and motivation is palpable throughout school;ⁱⁱⁱ • the wide range of sophisticated vocabulary and ideas covered through the curriculum is evident in books and displays, and through observations; and • the quality of work seen in displays and learning journals is first class and its development over time is clearly visible. <p>This is borne out by monitoring and evaluation evidence and reflects the strong emphasis in the curriculum and extracurricular offer on the development of resilience, particularly through Art and Design: pupils are encouraged to keep returning to a piece of work, and sharing ideas with other children and staff, until it is as good as they can possibly make it.</p>
Actions from previous year:	Impact of actions:
Areas for development	<p>Evidence of impact, in the form of national test outcomes and benchmarking.</p> <p>Complete the relaunch of the full Pupil Offer for Early Years following Covid</p> <p>Launch the Pupil Passport</p>
Next steps	<ul style="list-style-type: none"> • Secure the evidence base for the impact of Early Years provision on pupil attainment and progress – including: <ul style="list-style-type: none"> ○ Phonics screen ○ % of pupils reaching GLD and achieving each Early Learning Goal ○ Progress of pupils against the EY baseline

- External moderation: evidence of agreed judgements from local authority (LA) moderators
- Commission an external review of the school by a consultant with current or recent experience as an Ofsted inspector
- Re-launch the full Pupil Offer for Early Years, and resolve the logistical issues^{iv, v}
- Develop the Pupil Passport to track the activities and development of children both within and outside school.
- SDP for 2022-23 to include a whole-school re-launch of the FOREST values, to be tied in with fundraising for Forest School.
- Early Years Leader to brief the Link Governors for Early Years on the planning and sequencing of the EY curriculum – Autumn 2022
- LGs/EY to review the needs of, and provision for, EY children who are eligible for Pupil Premium (PP) funding, otherwise disadvantaged and/or multiply vulnerable.
- Using free or low cost materials and kit as far as possible, complete planned improvement to the Early Years outdoor environment.
- Review scope for further physical activity linked to the curriculum.
- Establish a weekly opportunity to work with children and their families to ensure they understand the importance of a healthy diet, exercise and play.
- Build sessions around digital safety into the curriculum
- Explore further opportunities to address excessive screen time, including in the home, by emphasising the need for toys, books and personal interaction to develop children’s skills and creativity.
- Phonics session for parents of the 2021-22 Reception class (held online due to Covid) to be repeated in person in the autumn 2022 term as the class entered Year 1.
- Explore and address barriers to parents coming into school and re-instate pre-Covid opportunities to bring parents in as Covid restrictions ease.^{vi}
- Establish the extent to which families of vulnerable pupils use Tapestry and investigate any barriers (eg language skills, IT access) and how they might be addressed.

ⁱ Extract from minutes of the Link Governor (Early Years) meeting on 23 May 2022 (Learning Walk)

Asked about the “Little People, Big Dreams” display, the HoS explained that it was linked to Reading for Pleasure and the books that children were reading, which emphasised diversity and supported the development of aspiration.

Asked about the Reading for Pleasure boards in the hall between the Reception classrooms, the HoS said that each year group had a prescribed number of high quality books to read during the course of the year.

ⁱⁱ Extract from minutes of the Link Governor (Leadership and Management) meeting on 10 January 2022

Staff from Newby had visited Steeton: their feedback had indicated that they had been impressed by the staff they had met, the use of LBQ and the feedback from pupils on the work they were undertaking. The EHT added that this positive feedback was particularly welcome because staff regarded Newby as something of a role model: they had learned much from Newby’s approach to the learning environment, so their positive view of the learning environment at Steeton was heartening.

ⁱⁱⁱ Extract from minutes of the Link Governor (Personal Development) meeting on 04 May 2022 (Learning Walk)

Governors noted that, though small, the EY playground was well-appointed and equipped, and that children were happily engaged in a range of activities, some with a member of staff and others independently on their own or in small group: they commented on the buzz of activity.

^{iv} Extract from minutes of the Link Governor (Early Years) meeting on 23 May 2022

The HoS said that the Pupil Offer activities were getting underway again following Covid, though hampered by staff absences. Recent visits included Chester Zoo, Skipton Castle and a trip to Bridge House to see the fire brigade. The school was keen to expand the activities for Early Years as soon as staffing permitted: Reception pupils needed these experiences.

Governors recognised that Early Years trips and visits required a higher number of staff than those for older pupils but were agreed that a full Pupil Offer was important for these children. They asked that the school consider options to facilitate this, for example:

- redeploying staff from other parts of the school for half or whole days;
- undertaking local visits; or
- taking small groups of children out at different times.

Governors recognised that Early Years children could not walk as far as older pupils and required more frequent toileting opportunities. This limited their access to even relatively local places of interest (eg Airedale Hospital), and raised the (previously discussed) question of school access to transport.

^v Extract from minutes of the Link Governor (Early Years) meeting on 23 May 2022

Governors agreed that the School Development Plan (SDP) for 2022-23 should include the re-launch of a full Pupil Offer for Early Years, including identification of ways to secure transport and enough staff or other adults (eg volunteers) to manage trips, visits and other activities. The development of

cultural capital was a priority for the school, and it might be necessary to make a case to the Resources Committee for reallocation of the curriculum budget allocations.

^{vi} Extract from minutes of the Link Governor (Early Years) meeting on 23 May 2022

Governors commented that schools could be intimidating to some adults, such as those who had unhappy memories of their own schooling, and asked whether this was a factor in parents not coming into school. The HoS thought not: parents had come into school frequently and routinely prior to the Covid outbreak. He reminded governors that, up to and including the autumn 2022 term, schools were being advised by Bradford Council not to bring parents into school. **Replying to questions**, he confirmed that, for this reason, the Phonics session for parents had been held online: this had been better than not holding the session at all, but not as effective as holding them in school. The Phonics session for parents of the current Reception class would therefore be repeated in the autumn term as the class entered Year 1. **Governors asked** that this be included in the Quality of Education section of the Self Evaluation Form (SEF).

Governors noted that disadvantaged and multiply vulnerable pupils were not necessarily eligible for Pupil Premium funding and discussed the challenges that all parents of new pupils faced in understanding how the school operated and what was expected from them. **Replying to questions**, the EHT and HoS outlined, and gave examples of, the support that Early Years and Inclusion staff provided for the families of vulnerable pupils in dealing with these challenges.