

Carlisle Infant School

Foundation Stage

Self-Evaluation Form 2017-2018

Progress since last inspection

School Context:

- The previous OFSTED Inspection took place in January 2014. It was reported that 'The Early Years Foundation Stage prepares children well for moving on to year 1 because children gain the appropriate skills and understanding they need to access the more formal learning required.'
- The quality of teaching is monitored by the Headteacher and Deputy Headteacher and has been found to be good overall.
- The school does not have a nursery so the children feed into the Reception class from over 23 different providers to form the 3 Reception classes. The Reception classes all have access to continuous outdoor provision and the varied outdoor environment for the children is a strength of the setting
- The year group lead is an experienced EYFS practitioner with a stable team who have wide ranging levels of experience. Supporting them are two HLTAs and one TA who work in the setting in the morning and two teaching assistants (on a rota basis) who work in the setting in the afternoons.
- In the year 2016-2017, 8 children were identified as eligible as PPG 3 of whom were LAC. Percentage of children who speak EAL in the year was 16.7%
- The children are monitored and supported as needs arise. By the end of the academic year, 6 children with varying needs were identified and placed on the SEN register, 3 of which are in the process of statutory assessment for an EHCP. In addition to this, a number of other children were identified as having some social and emotional needs and they were supported within the school team.

Percentage of PPG, SEN and EAL

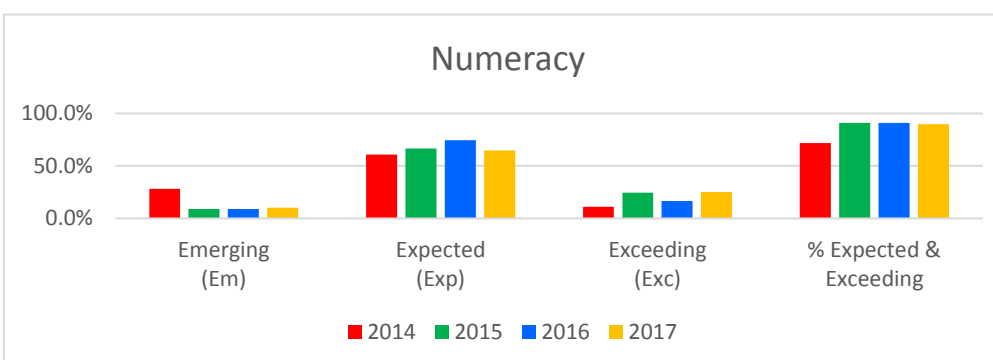
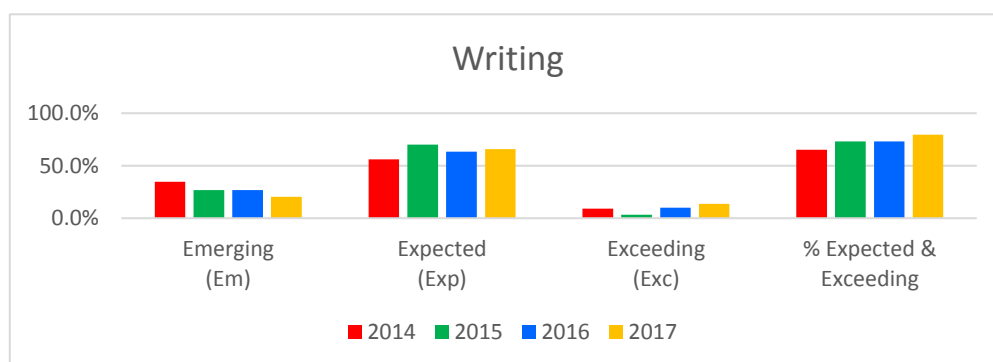
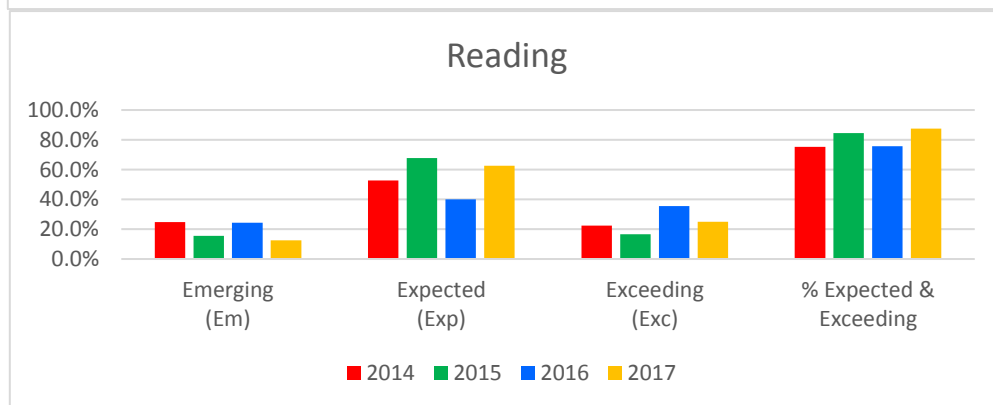
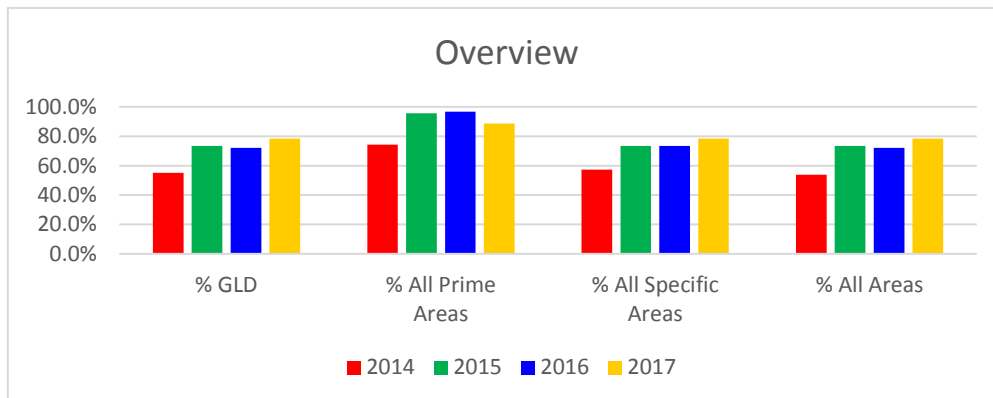
PPG	SEND	EAL
8.9%	6.7%	16.7%

Outcomes for pupils in EYFS

(As monitored through pupil progress meetings, book looks, pupil voice and lesson observations)

The number of children gaining a good level of development has increased by 6.2% from 72.2% in 2016 to 78.4% in 2017. This exceeds the national average of 69.4% (2016) and 70.7% (2017) which enables them to make a positive start to the next stage of their education. The number of children achieving expected or exceeding in reading has increased by 11.9% and in writing by 6.2% whilst the number achieving expected or exceeding in numeracy has seen a small drop of 1.3%. The percentage of PPG pupils who achieved GLD in 2016 was 36% and in 2017 62.5% this is an increase of 26% on the last academic year.

As the results show below the attainment of GLD has been consistently good for the last three years.



- In addition to children increasing GLD results in reading, writing and maths, the exceeding results for technology have increased by 14.8% this year. This was an area highlighted for improvement see teaching and learning for details.

PPG Attainment

	Good Level of Development
National	71%
School	78.4%
PPG only	100%
PPG (with SEND)	62.5%

% of PPG pupils that achieved GLD in 2016 (11 pupils, so 1 pupil = 9%)	% of PPG pupils that achieved GLD in 2017 (8 pupils, so 1 pupil =12.5%) Of these 5 pure PPG was 100% LAC (3 children) 0%
36%	62.5%
This is a 2% increase on our target and a 26% increase (2 or 3 children) from last academic year and only 7% under the national figure of 69%.	

Subject	% of PPG pupils that achieved expected standard in 2017 (8 pupils, so 1 pupil = 12.5%)	% of non PPG pupils that achieved expected standard in 2017 (81 Pupils, so 1 pupil = 1.2%)
Reading	62.5%	63%
Writing	62.5%	55.6%
Maths	62.5%	75.3%
The attainment of PPG pupils is in line with the attainment of non PPG pupils, except in maths where there the PPG pupils are below by 12.8% (1 pupil).		

Gender Attainment

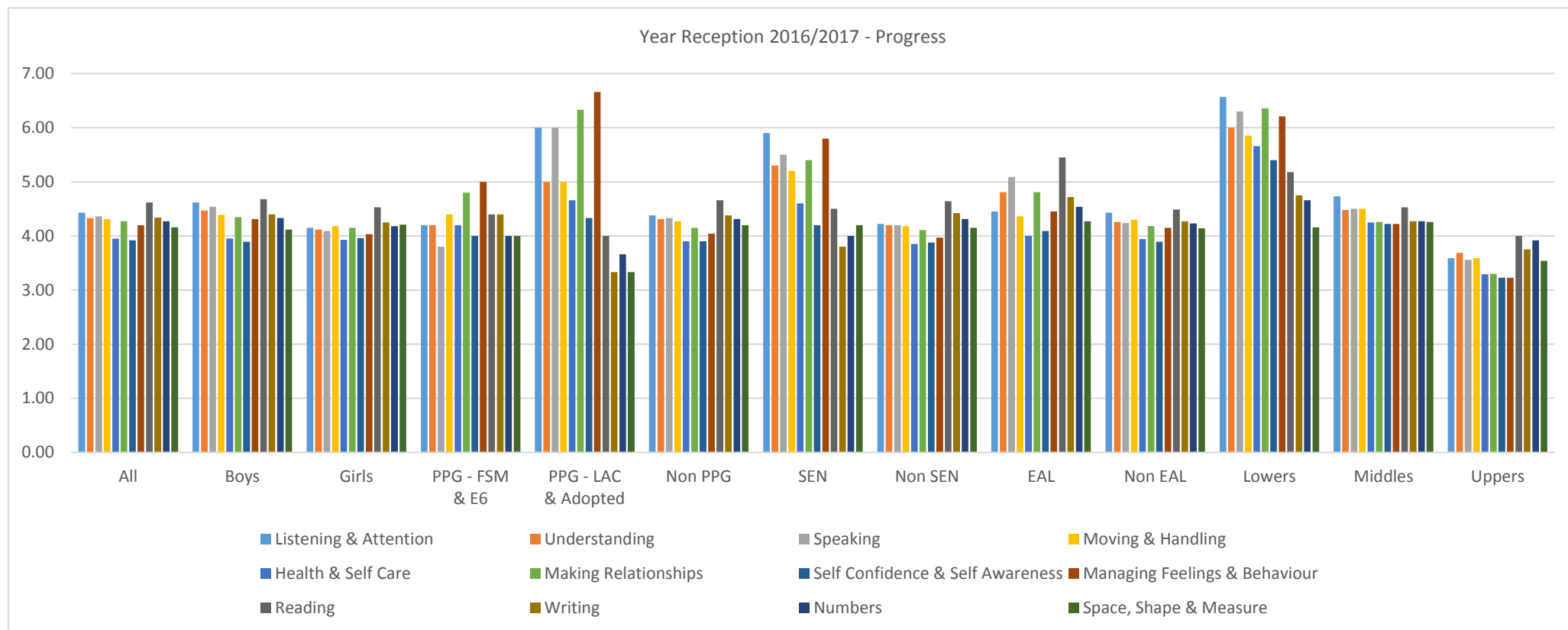
	Boys	Girls
GLD	72%	88%
PPG	50%	75%
Reading	83%	94%
Writing	72%	91%
Maths	86%	91%

- The girls out performed the boys in reading, writing and maths, but this gap is narrowing from 2015-16 data ranging from 1% - 19%.

Progress 2016-17 by groups

All Children	Progress made												
Areas of Learning	All	Boys	Girls	PPG - FSM & E6	PPG - LAC & Adopted	Non PPG	SEN	Non SEN	EAL	Non EAL	Lowers	Middles	Uppers
Listening & Attention	4.43	4.62	4.15	4.20	6.00	4.38	5.90	4.22	4.45	4.43	6.57	4.73	3.59
Understanding	4.33	4.47	4.12	4.20	5.00	4.31	5.30	4.20	4.81	4.26	6.00	4.48	3.69
Speaking	4.36	4.54	4.09	3.80	6.00	4.33	5.50	4.20	5.09	4.24	6.30	4.50	3.56
Moving & Handling	4.31	4.39	4.18	4.40	5.00	4.27	5.20	4.18	4.36	4.30	5.85	4.50	3.59
Health & Self Care	3.95	3.95	3.93	4.20	4.66	3.90	4.60	3.85	4.00	3.94	5.66	4.25	3.29
Making Relationships	4.27	4.35	4.15	4.80	6.33	4.15	5.40	4.11	4.81	4.18	6.36	4.26	3.30
Self Confidence & Self Awareness	3.92	3.89	3.96	4.00	4.33	3.90	4.20	3.88	4.09	3.89	5.40	4.22	3.23
Managing Feelings & Behaviour	4.20	4.31	4.03	5.00	6.66	4.04	5.80	3.97	4.45	4.15	6.21	4.22	3.23
Reading	4.62	4.68	4.53	4.40	4.00	4.66	4.50	4.64	5.45	4.49	5.18	4.53	4.00
Writing	4.34	4.40	4.25	4.40	3.33	4.38	3.80	4.42	4.72	4.27	4.75	4.27	3.75
Numbers	4.27	4.33	4.18	4.00	3.66	4.31	4.00	4.31	4.54	4.23	4.66	4.27	3.92
Space, Shape & Measure	4.16	4.12	4.21	4.00	3.33	4.20	4.20	4.15	4.27	4.14	4.16	4.26	3.54

Progress 2016-17 by groups



Summary

The data shows how the PPG (LAC and adopted) make rapid progress in listening, speaking, making relationships and managing feelings. The lower attaining pupils and pupils with SEND also make rapid progress in many of the prime areas. Although the progress in the specific areas for these groups is good, it is lower than the prime areas. To improve this for 2017-18 we have introduced several intervention groups which the PPG children have been involved in where needed. For example, dough gym and write dance to target fine motor development (x3 per week), monkey bars, climbing frame and action bike workshops to target gross motor skills, and whole class “Big Talk” sessions to promote speaking & listening. We have also increased opportunities for communication skill development by introducing an adult-supported, full time role play area indoors, as well as our continued provision outside.

The graph shows that the upper attaining pupils haven't made as much progress as the other pupil groups, however this is due to the fact that they can't attain above exceeding and therefore the amount of progress they can make has a limit. We provide these pupils with depth and breadth in the curriculum and challenge them by incorporating spelling of high frequency words into our handwriting sessions, and using a mastery approach in mathematics.

To ensure consistency across the year groups, shared moderation of exceeding children's profiles with year 1 and 2 staff will take place. Progression in writing can be seen clearly through work samples in journals and red writing books.

Progress

Progress Summary 2016-17

Subject	Average progress overall
Reading	4.6
Writing	4.3
Maths	4.3

The average progress is all above what we deem as good progress from the October baseline to July.

Areas of Improvement

- To aim for 80% of pupils achieving a good level of development.
- To continue to close the attainment gap between girls and boys achieving GLD to 10% or less (currently 16%).

Quality of Teaching, Learning and Assessment

- The quality of teaching is good as seen in all observed lessons and in many cases good with outstanding features.
- Baseline assessment is completed by the October half term. These involve an assessment of all the prime areas, literacy and numeracy. These are carried out using observations of the children in their play, 1:1 assessments and guided tasks. This information will be transferred on to the school assessment system 'Classroom Monitor' where the children's progress can be monitored from their varied starting points. Prior to this, information is gathered from nurseries and parents which contribute to a view of the whole child.
- The parents and carers are kept well informed about the learning and curriculum through a weekly letter with suggested activities of how support their child at home, a curriculum evening in the Autumn term, termly parent teacher consultations as well an open door policy where the parents feel confident to approach the staff and ask questions about their child. Evidence from the Entry survey(2016-2017) shows that over 70% of parents found the starting school information pack and parents evening were useful. Over 69% of parents feel that they have sufficient opportunity to ask questions. Parents are also able to contribute to their child's learning journey throughout the year by completing 'magic moment' slips to capture additional evidence for the EYFS profile.
- The number of pupils achieving expected or exceeding increased from 73.3% to 79.5%. (The national average GLD score for 2017 was 70.7%) This was achieved by adapting the provision throughout the year to support and extend the physical development of all pupils in order to be ready to write. Through consistent monitoring pupils who were ready to write were extended by discreet letter formation and practice sessions (3 times a week).
- As identified in pupil outcomes, we wanted to increase the number of children attaining exceeding in technology. Three teaching staff attended a twilight training session to support their understanding of expected and exceeding statements. As a result, teachers were more confident in making accurate judgements. In addition to this, parents were asked to support teacher judgements by providing information about how their children use technology at home.
- The provision is highly organised and provides excellent learning opportunities for the children both outside and inside. Each member of the staff is responsible for an area, which rotates on a weekly basis. This maximises the use of all staff, space and enables a high proportion of teacher time per pupil. This has created a calm and purposeful environment for everyone to learn in.
- Our EYFS Borough lead visited the setting twice to advice on how to improve the environment and provision to encourage writing. As a result, we introduced writing areas where children could work at different levels, more strength building opportunities in the outdoor classroom, opportunities for letter formation practice in all areas to extend writing opportunities. This support highlighted the importance

of pupil's physical development for writing. The percentage of pupils achieving expected/exceeding rose from 73.3% to 79.5%.

- To further improve the percentage of pupil achieving exceeding in speaking (in 2016, 36.7% achieved exceeding) we introduced 'Big Talk'. A picture stimulus was used to encourage talk, ask questions and develop imagination and reasoning. The children were encouraged to answer in full sentences and this was modelled by the staff. (In 2017 42% achieved exceeding).
- Transitions are effective and children are exceptionally well prepared for the next stage in their learning as evidenced in the phonics screen check where 90.8% of pupils achieved the expected standard.
- Provision is continuously adapted and developed through professional discussions within the EYFS team, improving quality of observations and parental voice in the learning journeys.
- The staff team moderate the data before attending termly pupil progress meeting where individual pupils' progress and attainment is discussed including groups such as PPG, SEN and more able learners. Additional support, challenge and interventions are then adapted to suit the needs of all learners.
- The EYFS curriculum is stimulating and provides enriching and challenging activities for the children. The planning is reviewed fortnightly with the whole team (including all support staff) having opportunities to input ideas and evaluate and adapt previous learning to suit the pupils. Children's interests inform future activities and learning.
- The children are motivated and interested in their learning. Evidence of this can be seen through lesson feedback, learning walks, pupil voice, observations which can be found in their learning journey.

Areas of Improvement

- To extend the provision from the classroom into the outside environments to ensure continuity and challenge.
- To develop the outstanding learning as seen in observations.
- To continue to close the attainment gap between girls and boys achieving GLD to 10% or less (currently 16%).

Leadership and Management

- The EYFS lead attended training with the headteacher in the Spring term called 'From Mark maker to writer' as this was an area for improvement. This emphasised not only the importance of combining the physical process of writing but the purpose of writing, especially for boys. Strategies were then put in place to support all pupils' development. See Quality of teaching, learning and assessment for details.
- EYFS lead invited the EYFS borough lead to school to advise on how to improve exceeding scores in writing (See Teaching, Learning and Assessment for details).
- The EYFS lead held an across schools moderation on number and communication and language in January 2017. Following the moderation we felt secure in our judgements. The team then attended a second across schools moderation where pupils with predicted exceeding scores were discussed.
- The EYFS leader holds a parental information evening in the summer term before the pupil's start, alongside all team members to support a good transition into school from Nursery. This is followed by a curriculum evening to explain the foundation stage and how to support your child at home. In previous years these two parent evenings were just one session in the summer term, however through staff observation and parental consultation we felt it would be more valuable to have two separate evenings.
- Communication within the year is effective and regular. The whole team meet twice a week to discuss individual pupils (including PPG and vulnerable children and families) as well as planning for the learning. The teaching assistant team also have some preparation time to resource their learning activity for the following week.
- In school moderation of observations took place at the beginning of the year for the whole team to ensure quality and accuracy.
- The whole team have attended safeguarding training Level 1 in September 2017. All members understand the school policies and processes.
- All class teachers undergo a rigorous performance management with targets linked to PPG, outcomes for children and leadership target. For more details please see school SEF and individual teacher's files.

Areas for Improvement

- EYFS leader to attend a level 2 Safeguard training course working towards level 3. ([Level 2 completed in November 2017](#))

Personal Development, Behaviour and Welfare

- The Leuven scales are used to monitor and track pupils' wellbeing.

- Once a week the whole team meet to discuss PPG pupils, SEN pupils and any vulnerable children and families and discuss how to support them. In addition to this the staff feel confident to discuss any individual concerns at any time.
- A great deal of work has been done to make transition from nursery to school as smooth as possible. Parents are invited to school for an induction meeting in June and offered advice on readiness for school. The EYFA lead contacts all nurseries to share information on incoming children. Children are given the opportunity to stay and play with their parents in July and again in September. If a child is highlighted as having a particular need the SENCO may visit in their nursery setting. This along with home visits, visits to local nurseries by the staff and transition hand over of information sessions with nurseries means that children start school at Carlisle calmly and settle quickly.
- The EYFS team regularly review procedures and monitor risks in the outdoor and indoor environment (see September 2017 risk assessment).
- The EYFS team follow the school policies and procedures with regards to child protection and safeguarding.
- The children are taught to manage risk in the school environment as well as in the wider world through the whole curriculum. Children are taught life skills such as road safety, hygiene etc. See curriculum for details.
- The children are exposed to a rich cultural curriculum where differences are respected and celebrated.
- British values is runs through the curriculum where children regularly learn about the key features. In 2016-17 the children had opportunities to vote for new class names, role play areas, and golden time activities.

Areas for Improvement

- Two members of the team to attend a paediatric first aid course. (2 members of Year R team now trained in paediatric first aid, October 2017)