

Xxxx SCHOOL SELF-EVALUATION AND REVIEW SUMMARY SHEET

SUBJECT	Early Years Foundation Stage	DATE	Jan 2016
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SECTIONS		SUMMARY EVALUATION	
1	INTRODUCTION School context,	Number on roll – 208 (48% girls, 52% boys) FSM – 5.3% Minority Ethnic Groups – 94% First language believed not to be English – 55% SEN support – 14% Supported ECHP or Statement of SEN – 1.9% Stability – 73% School deprivation indicator – 0.38%	
2	AREAS FOR DEVELOPMENT Key strengths and areas for improvement	<ul style="list-style-type: none"> • Increase the % of children achieving expected and above expected level in FS 1 • Increase the % of children achieving above expected level in key stage 2 • Improved use of ICT to make cross-curricular links • 100% of teaching and learning is good or better • Accuracy of assessment • Lessons differentiated not just by outcome • Ensuring teachers are provided with adequate time to teach their topics thoroughly 	
3	PROGRESS MADE BY THE SCHOOL ON PREVIOUSLY IDENTIFIED AREAS FOR IMPROVEMENT	Key Issue	Progress made
		<ul style="list-style-type: none"> • Teacher feedback to inform children how they are doing and how they can get better 	<ul style="list-style-type: none"> • New sticking label observations and 2simple software ensure assessment is more accurate/ easy to make <p style="color: red;">These are being used by all EY staff successfully</p>
		<ul style="list-style-type: none"> • Improve early writing and maths skills 	<ul style="list-style-type: none"> • Daily phonics sessions taught in both FS1 and 2 and guided writing sessions led by teacher in FS2 ensure chn are given the best start to writing success <p style="color: red;">Nursery phonics has improved greatly. Writing in Reception has improved yr on yr</p>
		<ul style="list-style-type: none"> • SMSC Promoting children’s spiritual, moral, social and cultural development 	<ul style="list-style-type: none"> • RE taught weekly ensures chn are given the opportunity to discuss morals and ethics within a safe environment <p style="color: red;">Recording of learning in Nursery to be considered – class RE book to be used weekly?</p>
4	ACHIEVEMENT Attainment, progress and the quality of learning, for individuals,	Strengths	Areas for Development
		<ul style="list-style-type: none"> • Children make accelerated progress in EYFS from their low starting 	<ul style="list-style-type: none"> • Children need to be provided with more opportunities to improve in

	different groups, particularly SEND pupils	points	the area of physical development New climbing frame to be ordered
		<ul style="list-style-type: none"> EYFS learning environments now encourage independence and provide better learning opportunities 	<ul style="list-style-type: none"> Continue to develop opportunities for development in mathematical based skills Maths coordinator provided book for teaching maths outdoors
		<ul style="list-style-type: none"> Introduction of new methods of assessment make accurate assessment and planning more effective 	<ul style="list-style-type: none"> Continue to develop opportunities for development in Literacy Reading with other classes
5 TEACHING	Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.	Strengths	Areas for Development
		<ul style="list-style-type: none"> Teaching, learning and assessment is good with many outstanding elements 	<ul style="list-style-type: none"> Introduction of Reception baseline (September 2015) Develop school baseline for 2016-17
		<ul style="list-style-type: none"> FS1 And 2 work together collaboratively to provide greater support for staff and better learning opportunities for children 	<ul style="list-style-type: none"> All staff to be fully trained and confident in making observations using 2simple software May 2016 – in-house TA training to be provided
		<ul style="list-style-type: none"> Assessment is used to inform planning for education experiences and activities 	<ul style="list-style-type: none"> All staff to be able to recognise and report on characteristics of effective learning May 2016 – in-house TA training to be provided
6 BEHAVIOUR AND SAFETY	Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well we ensure children's safety and well being. Observation of children's ability to settle, expression of needs Views of children and parents	Strengths	Areas for Development
		<ul style="list-style-type: none"> Adults have high expectations for behaviour both inside and outside the classroom 	<ul style="list-style-type: none"> Set plan of action to ensure children with SEN and other barriers to learning are provided with adequate support during lessons to ensure they access all learning (even if this is not inside the classroom) Discussion with SENCO and other outside agencies
		<ul style="list-style-type: none"> Parents and carers contribute to assessment and are informed about progress and how they can support learning 	<ul style="list-style-type: none"> Set procedures on how to manage and effectively handle children who exhibit unmanageable behaviour on trips
7 LEADERSHIP/MANAGEMENT	How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, e.opp, safeguarding, and partnerships	Strengths	Areas for Development
		<ul style="list-style-type: none"> Early Years training and conferences develop staff knowledge and allow staff from FS1 and 2 to work collaboratively to plan for teaching and learning 	<ul style="list-style-type: none"> Training of Teaching assistants that work in the EYFS with no specific Early Years qualification May 2016 – in-house TA training to be provided
		<ul style="list-style-type: none"> Leadership reflect on areas for development from the previous school year and ensure teaching and learning is planned to fill any gaps. All staff constantly encourage children to reach their full potential and provide challenges for children daily. 	<ul style="list-style-type: none"> Development of an in-school baseline assessment that will feed into further assessment of children To be discussed at cluster meeting May 2016
		<ul style="list-style-type: none"> All staff trained on safeguarding measures and any causes for concern are reported promptly and dealt with effectively 	<ul style="list-style-type: none"> Further develop the use of the Early Years cluster meetings to share good practice Next meeting – May 2016

8	OVERALL EFFECTIVENESS	SMSC Across the subject: Overall Effectiveness Judgement	2
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