



# Quality Mark

## EARLY YEARS VISIT FEEDBACK REPORT

<b>School/Setting name</b>	St Bedes R.C. Primary School	<b>Visit date</b>	6-4-2022
<b>Headteacher</b>	Mrs M Rooney	<b>NOR</b>	206
<b>Telephone number</b>	0191 489 8218	<b>Assessor</b>	Dr Andrew Swatland
<b>Quality Mark Contact email at school/setting</b>	kmclaren@stbedesjarrow.co.uk	<b>Quality Mark Contact Name at school/setting</b>	Kayleigh McLaren

### A brief context of the School/Setting

St Bedes RC Primary School is part of the Bishop Chadwick Catholic Education Trust, which comprises 29 schools in the North-East of England. It admits one form of entry each year. A significant number of children join the nursery and reception classes with skills and knowledge which are well below those expected for their age, especially in speech and language, writing and number. The proportion of pupils eligible for pupil premium funding is above average whilst the percentage of pupils with Special Educational Needs is average. Most pupils are of White British heritage and there are very few who speak English as an additional language. The proportion of pupils who come from minority ethnic groups is low.

<b>Visit Type</b>	<b>Initial Visit (IAV)</b>
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### The Assessor spoke to the following people:

<b>Headteacher and/or Senior Leaders</b> YES	<b>Communication / Language Subject Leader</b> YES	<b>Mathematics Subject Leader</b> NO	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Child representative(s)</b> NO	<b>Governors/Trustees</b> YES	<b>Parent representative(s)</b> YES

<b>Does the School/Setting meet the requirements of the Quality Mark?</b> YES	<b>'Learning Walk' completed?</b> N/A as this was a virtual assessment.
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<b>The previous development points have been implemented.</b> N/A	<b>List any noteworthy evidence.</b>
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<b>List of development points from the previous visit report and the resulting actions taken, if appropriate:</b>  N/A
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<p><b>Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all EYFS staff are confident with the revised Early Years Foundation Stage Framework and Development Matters documents, making accurate assessments and planning effectively to ensure a broad and balanced curriculum. (Elements:6,7,8)</li> <li>2. Improve the attainment of disadvantaged pupils in language, communications and mathematics, thereby increasing the number achieving "expected" or "exceeding" in reading and writing and mathematics by the end of the reception year. (Elements: 4,5,6,7,8,9)</li> <li>3. Narrow the gap between the attainment of boys and the attainment of girls in the Early Years Foundation Stage, with regards to early reading and writing. (Elements 1,2,3,4,6,7,8,9).</li> </ol>
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<b>Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:</b>
<p><b>Early Years Quality Mark Elements</b></p> <p><b>1. A whole setting strategy and planning to improve young children's abilities and achievements</b>                  Whole school and EYFS action planning for improvement are based on accurate self-evaluation. Plans identify current strengths in the provision, prioritise areas for development and set realistic yet ambitious targets for improvement. They have clear success criteria to measure outcomes.</p>

**2. An analysis of the assessment of young children's abilities and achievements**

Assessment procedures in the Early Years are effective at St Bedes. Pupils are assessed from their individual starting points. All practitioners plan the next steps in learning for individuals and groups on the basis of their observations and the tracking of their achievements. The school has developed its own tracking system with its data consultant, which provides a range of information and includes Venn diagrams, scatter graphs, and group and individual progress reports. For each pupil, practitioners identify areas of strength and concern. Records of children's learning are good quality and include a wide range of evidence of letter formation, vocabulary development and learning across the different areas. Moderation of children's work in the nursery and reception class is thorough.

**3. Setting appropriately high expectations for young children's development**

Children are individually tracked, allowing practitioners to see the full picture for each learner. Pupils are identified who require specific support and intervention as well as those who are working above age-related expectations. Practitioners' appraisal targets link to development priorities in the EYFS, such as to ensure that pupils taught across the year are on track to make expected progress in line with school expectations in writing.

**4. Planning 'next steps' in learning for young children's development**

Practitioners meet with the Headteacher and Deputy Headteacher each term to consider the progress of each child in early reading, writing and numeracy. In conjunction with the SENCO, they discuss pupils who may require additional support. Highly trained support staff lead a range of small group interventions, to boost language and auditory skills, phonics and mathematical understanding.

**5. Regular review of progress made by all children**

The progress of all pupils is formally reviewed each term. Feedback from members of staff and from focussed assessments provide a useful insight into the effectiveness of specific interventions. At the end of the academic year summative nursery and reception data is analysed. The outcomes help to determine key areas of development for the following year. End of year data analysis also helps with the smooth transition into Year 1. Termly parent-teacher consultation meetings together with an end of year written report ensure that parents have high quality information on their children's achievements in communication, language and mathematics.

**6. A commitment to improving the skills of all practitioners**

There is strong emphasis on training all Early Years staff, who are themselves reflective practitioners. There is a good mix of external training and school based CPD linked to the Early Years development plan as well as to individual staff members' appraisal targets. Early years practitioners are thoroughly trained in the teaching of phonics and language development. This has resulted in pupils making good progress in language, communication and reading by the end of the reception year. CPD also has a clear impact on pupil outcomes in mathematics. The recently attended "Making Maths Real Programme: Getting Children Excited and Enthusiastic about Learning Maths", included active learning approaches to the subject, emphasised the importance of mathematical talk and how to create opportunities within the learning environment to develop mathematical experiences. From the school's evaluation of this programme, they found that parents are more aware of how they can support their child at home, that more mathematical activities are now taking place throughout the

school day, and that children are choosing to play with mathematical equipment themselves with large equipment being used in the outside learning areas (e.g. numbered cones). Recent training in phonics has had a huge impact on pupil's reading skills whilst forest school training has improved their confidence and resilience. Peer observations and learning from each other enable best practice to be shared. Coaching is used following lesson observations.

#### **7. A balanced use of child-initiated and adult guided play-based learning**

There is a careful balance of child initiated and adult guided learning both indoors and in the well-resourced outside learning areas. Where possible topics are planned based on children's interests and experiences. Amendments to planning are made during the week on the basis of observations, particularly of child-initiated learning. In both nursery and reception daily carpet sessions focus on communication and language to develop children's independent speaking, listening and comprehension skills. Adults support children's learning through prompts and targeted questioning and work alongside children during imaginative and creative play sessions.

#### **8. The use of appropriate environments and resources**

At St Bedes children learn in stimulating, language-rich indoor and outdoor environments. Recently, staff planned more opportunities outdoors for children to develop and practise their mark making, writing and understanding of number. These have included an increased level of challenge for the most able children. As a result, a larger than average proportion of children are achieving age-related expectations by the end of reception. Children get off to a good start in their reading. Phonics skills are taught effectively through the *Sounds-Write* programme. Leaders have made sure the books pupils read are well matched to the sounds they know. The Early Years leader has audited reading books and any which did not promote children's phonics ability were removed. Technology is used very effectively to develop skills in communication, language and mathematics. Children have access to wide range of resources, including laptops, IPADs as well as programmable toys such as Beebots.

#### **9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development**

Parents/carers appreciate the information provided about their children's learning and progress in the nursery and reception class at St Bedes. "SeeSaw" provides parents/carers with regular information on their learning and is used by parents to share aspects of home learning. Progress Reports are sent out at the end of the Autumn and Spring terms, with a detailed written report at the end of the summer term to enable parents/carers to see how well their children are achieving and what their next steps are in their learning. Families attend termly formal learning reviews with the teacher, and should the need arise, they are welcome to discuss the progress of their child with their class teacher or head teacher at any time. Staff provide information to parents about supporting their child's learning at home, including how to help their children learn to read and understand phonics. During the recent lockdowns parents were able to understand far more about what their children were learning by sampling the live and recorded lessons. The school holds workshops for parents and carers on the teaching of early reading, phonics and mathematics. There is an open-door policy at the beginning and end of the school day.

**10. An effective procedure for monitoring, planning and assessing improvement in practice and provision**

Senior leaders undertake a focused monitoring programme that reviews teaching and learning, as well as using, work samples, pupil voice and learning walks to quality assure and validate teachers' assessments. Feedback is given to practitioners on their strengths and areas for improvement. Evaluations of pupil progress data inform Early Years development planning. Senior leaders provide governors with detailed information on pupil performance and development priorities in the Early Years. Governors and Trustees have a good understanding of the areas for improvement and the Trust holds staff to account for the standards achieved in the school.

**A brief summary of the strengths/ developments since the last visit:-**

St Bedes meets all ten elements of the Early Years Quality Mark. Children enter the Early Years' provision with skills below those typical for their age, with limited vocabulary and poor sentence construction. Impactful teaching and a well-organised and stimulating learning environment ensure children make good progress by the time they leave Reception.