



Quality Mark

EARLY YEARS VISIT FEEDBACK REPORT

School name	West View Primary School	Visit date	28/03/2023
Headteacher	Miss L Furness	NOR	51 (Reception) 78 (Nursery) Pre-Nursery 16 (24)
Telephone number	01429 267466	Assessor	Carolyn Grounsell
Quality Mark Contact email	rebecca.evans@westview.adastraschools.org	Contact Name	Rebecca Evans (EYFS Lead)

A brief context of the school

West View Primary school is an average sized school in Hartlepool, which provides Pre-Nursery, Nursery, and Reception education. There is a high percentage of SEN pupils with 25% across the school and 24% in Early Years. There is a high percentage of Pupil Premium (73%). Children come into Early Years at low baselines. The school joined the Ad Astra Academy Trust in 2015 which consists of a further 8 primary schools with another 2 schools ready to join. West View was graded overall Good at their last Ofsted inspection.

Visit Type	Initial Visit (IAV)
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The Assessor spoke to the following people:

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

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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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.

1. Continue to improve and raise the overall percentage of children achieving GLD at the end of Reception to impact on achievement in Year 1.
2. To continue to raise and close the gaps in the percentage of boys achieving GLD by the end of Reception.
3. To further develop the outdoor provision to match the learning opportunities provided in the indoor environment.

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

Quality Mark Elements

1. A whole setting strategy and planning to improve young children's abilities and achievements.

- The school has incorporated the Montessori approach in Early Years specifically the curiosity element. The whole school researched and attended CPD by visiting other providers and designing the Early Years environment. There is a natural approach connecting with nature and tranquillity which is equipped with real life objects for example a boat, dining table, hammer, nails and drinking glasses to replicate real life experiences. This has had a positive effect on children's behaviour and resulted in more sustained and intelligent play.
- The school has a robust and succinct SEF with actions relating to improving the provision and practice in EYFS. Targets are set appropriately and relate to the current cohorts of children, for example speaking and listening, communication and language and improving outcomes for boys.
- The parent/governor spoke highly of the school and the information presented by the curriculum leads informing on the plans of the school including phonics and mathematics. Parents are invited to attend workshop activities and classes to observe teaching.
- There is a big focus on writing across the school. In Early Years, the phonics and 'Early Reading' lead is training to be a 'Little Wandle' accredited trainer. The lead assesses all children in Reception and throughout school to ensure a consistent approach. 'Little Wandle' recently completed a thorough audit of the school provision, and phonics and early reading were seen as a strength in the recent Ofsted inspection. The Early Reading lead trains and supports other schools in the use of 'Little Wandle' and the school are working towards 'Beacon/champion' school status.

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

- Starting points of children are low on entry into Nursery, and children are assessed within the first two weeks of joining EYFS. In Reception, baseline assessments are carried out within the first 6 weeks so speech and language or complex needs are identified quickly, and learning can be personalised, and children grouped according to ability.
- The school have been working with the Westgarth English Hub as part of a funded DFE project to improve phonics and early reading skills. Support and monitoring sessions have taken place with the designated 'Hub' specialist and coaching support for the Early Reading Lead. Phonics assessments are carried out half-termly and reported to the English Hub for Reception and Years 1 and 2.
- The EYFS team takes part in regular moderation processes through the Trust, which enables them to share ideas and good practice across the settings. Other schools and professionals have visited the EYFS provision to investigate the environment and the Curiosity Approach accreditation.

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

- Planning in EYFS is based around season topics relating to Autumn, Winter, Spring and Summer. Staff link these to the whole school curriculum maps to ensure progression links are made across the key concepts. If a child expresses a particular interest in a topic then staff will share and promote these interests and support the child to develop their learning and understanding on the subject.
- Activities and resources, expectations and outcomes are differentiated. Staff model and demonstrate new areas of learning and use questioning techniques through conversation to challenge and develop children's thinking and learning to deepen understanding and reach their full potential. Staff are aware of children's next steps and develop these steps through play and scaffolding active learning.
- Teachers use SIMS to review termly attainment and progress. Teachers and teaching assistants work together to analyse data and discuss children and their progress. Different groups are monitored and compared, for example boys/girls, Pupil Premium, disadvantaged children, SEND and LAC.
- There is a whole class approach to teaching phonics as suggested by the Little Wandle Letters and Sounds programme. This is followed by smaller 'keep up' groups to support those who require further support based on the phonics data. Reading practise is carried out three times a week, and children are grouped based on their data and scores.
- SEN children within the EYFS have individual targets (ILP's) which are shared with parents every term. They are taught within the provision using a language rich, curiosity approach and are well-supported through differentiated planning with practitioner support, strategies and resources matched to their needs.

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

- Staff have ongoing dialogues about children. They share observations, talk to children, and look at work in books to make assessments and plan for the 'next steps' in learning for individuals and groups of children.
- Progression documents are prepared for each subject to ensure a wide coverage of curriculum content across the school, starting from Nursery. These are working documents which focus on the vocabulary, knowledge and content to be covered and staff continually meet to reflect and share next steps, ideas, and resources to 'fill any gaps' in children's learning.
- Staff use Seesaw and the designated Facebook group to upload activities and WOW moments, such as photos, videos, and comments. Children also have their own individual 'locker,' where evidence of work can be seen. Staff have reduced the number of online observations used in line with the EYFS framework, and more time is spent in discussions with the children.
- Verbal feedback ensures children are aware of their next steps. Staff work alongside children and use questioning and discussion to inform on planning and next steps. Regular face to face discussions with parents and carers inform staff of any concerns and how children's learning can be supported at home.

5. Regular review of progress made by all children.

- SIMS is used to record all 17 early learning goals identified in the Early Years framework. This is reviewed by the EYFS team every term, and moderation takes place between Reception and Year 1 teachers to ensure consistency of judgements.
- Data analysis on SIMS allows for comparisons of Pupil Premium to non-Pupil Premium, girls and boys and children born in the autumn or summer. The data highlights slow movers, high and low achievers, children that need more challenge, and demonstrates small steps of progress for low attainers.

- Phonics scores are recorded using the 'Little Wandle' assessment tracking system. Phonics screening scores in Year 1 for 2022 were 82% which is above the national average.
- The school celebrates children's progress in a variety of different ways. Every week, teachers choose a star of the week from Pre-Nursery to Year 6 and Reading Heroes from Reception to Year 6. These are celebrated in assembly with certificates.
- The school works closely with external agencies including SALT, Educational Psychologist, Behavioural Support Team, Play therapists, Occupational therapists, Hearing team, Vision team and the school nurse. Progress reviews are shared with parents.

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

- All staff in the school are trained in Little Wandle Letters and Sounds Revised. This training is intense and is followed up with regular in-house training led by the Early Reading/Phonics Lead. All staff have completed and passed this training. The Early Reading Lead has recently attended a Champion school in London to look at best practice. The ER Lead has recently been successful in applying to become a Little Wandle Accredited trainer.
- The EYFS recently held a Network meeting where other EYFS professionals from across the borough attended to see the new learning environment. The school regularly entertain visitors from other settings to look around the school and provision for inspiration.
- The mathematics lead is part of the NCETM as a Primary mathematics specialist. The current focus is on mastering number and building fluency in Reception and Key Stage 1. The Lead visits the other schools in the Trust to build up a picture of early mathematics.
- CPD for staff is strongly encouraged and supported by the SLT and based on an analysis of the needs of individuals and the school, linked with planning and included in the development plan. As well as whole staff CPD in staff meetings and PD days, Early Years staff attend specific training and CPD for their key stage. They have close links and work with other schools and nurseries in the area.

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

- Learning is developed through planned, purposeful, challenging, and enjoyable play delivered in the indoor and outdoor environments, based around the Montessori 'Curiosity Approach' where children are encouraged to become 'independent thinkers' and 'pilots of their own play.' The indoor environment has been transformed into a calming space which has impacted on sustained play and learning.
- Children in Reception and Year 1 take part in the West View forestry project to work on a range of skills including communication, resilience, and team building. In Reception, a small group of children have weekly visits to a sensory area called 'Repeat for Kids.' This has seen a massive improvement in speech and communication skills and developing confidence. Both groups change every half term depending on children's development needs.
- The EYFS has a wide range of resources in the continuous provision and new materials are adapted and added to develop thinking and learning. There is a set timetable which balances child-initiated play and adult led activities. All children spend long periods of time in the continuous provision, engaging in free play and learning of their own choice. This enables them to develop independence in exploring the environment, problem solving and working and communicating with their peers.
- The mathematics lead is part of the 'Young minds, Big maths' project initiated by Durham university. This is research-based, but child-led, with the content of the meetings between EY staff and academics determined by the children's interests and chosen directions.
- Small group sessions are teacher-led for some activities. All children are encouraged and supported to access all activities. Children may be scaffolded to ensure that they can access the learning successfully. The activities and resources provided are based on children's interests and needs. For example, there has been a greater emphasis on reading due to the

needs of the cohort in Reception, which has led to an additional daily taught phonics session to support the children's need.

8. The use of appropriate environments and resources

- The indoor environment has been reformed based on 'the curiosity approach' and contains a variety of real-life resources. Boundaries are clearly set by staff so that children are aware of how to use the environment and resources safely. In line with the national curriculum there are also displays to promote letters and sounds connected to the phonics programme.
- Children in EYFS go on a weekly 'welly walk.' This supports children in learning about the local environment and promotes life skills. Children learn rules about safety and crossing the roads carefully, and the walks progress to the beach, park, shops and local buildings. Children get the opportunity to develop basic skills for example choosing and buying ingredients for cookery and learning about payment processes.
- The school have good links with the local community and regularly visit the local environment through the weekly welly walks, familiarising children with the surrounding area, buildings, park, beach and where they live.
- White Rose mastery mathematics is used from Reception with structured lessons and child led exploration in the environment for example how many pieces of toast, cups, glasses? Within the exploration, reasoning and problem solving are encouraged. There is an emphasis on mathematics in nursery, and staff have unpicked pictures of the children at play and the mathematical content involved. Mathematics is at the forefront of staff in lessons, for example when children are putting objects in order and the use of mathematical vocabulary. In pre-nursery children start mathematics through counting and singing numbers.
- The school have been using Little Wandle letters and sounds since September 2021. They bought into the entire scheme, including ability linked reading books and phonics word cards. Reading corners are tranquil and scattered throughout the EYFS environment with a selection of appropriate books. A rhyming basket is sent home with Pre-Nursery and Nursery children to share with parents and carers. A story sack is sent home with children in Reception with some stories and treats to share.

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

- Staff in EYFS have an excellent rapport with parents and carers and communicate regularly. Parents are invited to a variety of events such as storytelling, special people days and parent/carer evenings are held twice a year. Communication takes place through social media platforms. Parents can upload their child's achievements onto 'Seesaw' and teachers can upload children's activities in school. Parents also follow the school on Instagram, Twitter, and Facebook. There is an 'open door' arrangement where parents/carers can freely talk to their child's teacher or teaching assistant.
- Transition is well managed, and children get an opportunity to spend time in their new classes with their new teacher in July, prior to starting in September. Staff and children from Reception and Nursery mix and get to know each other during outdoor provision. The inclusion manager visits all new starters together with either the Pre-Nursery Manager, Nursery teacher or EYFS lead. This allows staff the opportunity to meet new children and note any important information regarding any special needs or adaptations required.
- Parents are given the opportunity to express their views through online questionnaires and based on analyses of this information, the school started a parent craft club and a cooking club for reception children. The parent representative stated that parents are given opportunities to go into school and see how lessons are delivered, specifically in mathematics. Plans are in place for balance bike sessions in the summer term and a wider variety of parent/child clubs when a second Inclusion assistant is appointed.

- The school liaise closely with external agencies, including the Educational Psychologist, Physios and Occupational Therapists who offer guidance and teaching strategies to help specific learners.

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

- The senior leadership team and subject leads carry out regular Learning Walks and will support/team teach where required. Within Early Years, there are regular observations of staff, including teaching assistants, and the EYFS lead gives supportive and constructive feedback. Westgarth English Hub also provide regular observations, coaching and monitoring sessions with the Hub specialist.
- The parent governor spoke highly of the school. Governors have a good oversight of the school's performance and opportunities to hold the school to account. Curriculum leads recently presented subject information to governors and as a result the governors visited the school to investigate how subjects are being taught.
- The school works with the other schools in the Trust. They recognise their differences but share workshops, ideas, and best practices.
- The school's self-evaluation (SEF) is updated in collaboration with the SLT. The EYFS Lead supports in the updates of EYFS information through attending weekly SLT meetings.

Additional Comments or action (if applicable).

Thank you to the Head teacher, Early Years Foundation Stage Lead, Early Reading, mathematics and SEN Lead, and parent governor at West View Primary School for an enjoyable and informative meeting, and for the opportunity to review the excellent work of the school linked to children's learning and development of English and mathematics in Early Years Foundation Stage. The staff have worked hard in developing the EYFS environment which is like 'a home from home' and contains real life resources to meet children's curiosity, needs and interests. It was a pleasure to meet you and see your EYFS provision in action. Congratulations on achieving the Quality Mark for English and mathematics.