



Quality Mark

EARLY YEARS VISIT FEEDBACK REPORT

School/Setting name	Bollington St. John's	Visit date	28.11.2019
Headteacher	Mrs M. Walker	NOR	16
Telephone number	01617754356	Assessor	Mrs. G.Tindall
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A brief context of the School/Setting

The school was last inspected in March 2017 and awarded an overall judgement of "Good". Provision for early years was also judged to be "Good".

There is a 15 place Reception class which is currently oversubscribed. (16).

The early years foundation stage team work closely together, and pupils enjoy free flow activities between the indoor and outdoor areas. There are extensive outdoor facilities which have been thoughtfully designed to further children's experiences which include a trim trail, seating areas, mud kitchen, sand and water play and wheeled vehicles.

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

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

Does the School/Setting meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES Staff at the school, work hard to ensure that all pupils benefit from a high-quality learning environment. The commitment to supporting the acquisition of English and mathematical skills is evident in every teaching area through learning walls and prompts to support the acquisition of skills.
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The previous development points have been implemented. N/A	List any noteworthy evidence.
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List of development points from the previous visit report and the resulting actions taken, if appropriate: N/A
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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. To raise pupil attainment in communication, language and literacy outcomes in Early Years Foundation Stage with a particular focus on reading.

Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:

Early Years Quality Mark Elements

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

Critical analysis of previous outcomes within Early Years Foundation Stage enables practitioners to evaluate assessment, planning and provision within the setting and adjust as required. For example, practitioners have adopted Classroom Monitor to assess, record and monitor children’s attainment and progress.

Evidence of attainment is captured and documented within “Tapestry” and used to create online Learning Journals which are shared with and contributed to by parents.

Equally, whole school strategic planning includes the Foundation Stage. Literacy and Numeracy Co-ordinators spoken to on the day of the assessment were knowledgeable about expectations at the end of Foundation Stage and how this impacted on pupil progress and attainment in later years. There was an obvious appreciation of the work of all practitioners and phases of education within the school.

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

Detailed analysis of attainment on entry and outcomes for groups in Early Years Foundation Stage ensures that staff are fully aware of the strengths and areas for improvement within cohorts and adjust the provision appropriate to the needs of the children.

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

Attainment on entry is recorded for every child and knowledgeable staff share high expectations for all children. Every opportunity to promote literacy and numeracy is taken through adult led and child-initiated activities. Evidence within Tapestry and on display captures the progress pupils make. Parents are invited to contribute to this process through notes and photographs of learning at home.

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

“Tapestry” is used as a tool to communicate next steps after key observations or intervals during the term. Suggestions of how to develop certain skills linked to learning within the classroom are sent home. Parents are invited to comment and relay any progress or observations they have witnessed at home linked to the next steps or development of skills.

In addition, each term, parents are provided with a “Next Steps” report detailing current attainment and next steps in the learning journey. Alongside which, there is a “Parent and Child Review of Learning” feedback report which is completed and returned to the school. This practice ensures that staff, parents and pupils are fully aware of attainment and the next steps in learning.

5. Regular review of progress made by all children

Termly pupil progress meetings, parent teacher meetings and formal special educational needs reviews ensure that the progress of all children is closely monitored and reviewed. Targeted support may be implemented as a result of discussions and may include Speech and Language programmes, one to one support or small group work. Interventions are designed to target the needs of any child that has a gap in a certain area. For example, social skills group sessions set up within the classroom but supported by an adult to promote initiation of conversations and play, sharing and turn taking.

Areas within the classroom are set up to support specific needs, such as the Finger Gym table which encourages children to build muscle strength in their hands as well as coordination.

6. A commitment to improving the skills of all practitioners

There is a strong commitment to continuous professional development for all staff within the school. It is well aligned to staff's individual needs and whole school priorities.

Leaders are focused on the best outcomes for pupils and encourage practitioners to access professional development to support them in achieving this. Recent professional development has included Phonics and an educational visit to Uganda for one member of staff.

In turn, the school shares its expertise by delivering professional development and supporting local early years pre-school settings.

In-house and cluster schools' staff moderate pupils' learning and share expertise through meetings and observations, ensuring that practitioners are skilled in accurate evaluations of pupil attainment and progress.

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

There is detailed planning supported by well-considered ranges of resources to support both child initiated and adult guided play based learning.

Evidence provided illustrates that quality first teaching and the resources available have impacted very positively on achievement and standards at the end of Early Years Foundation Stage.

8. The use of appropriate environments and resources

The teaching area for Foundation Stage pupils has been carefully designed and resourced with young children in mind. There is a large outdoor area with access to a range of resources for independent activities including writing, reading, construction, water play and gardening activities and indoor facilities including a quiet reading area, small world play activities, kitchen area, focus group teaching areas and whole group teaching areas.

Every opportunity is taken to explore the local and wider areas. Due to the small number of pupils, a mini bus is often hired to facilitate this. In addition, the teaching assistant (who is also a qualified swimming teacher) teaches swimming to Foundation Stage pupils in the Summer Term.

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

The school has an open-door policy and parents with concerns are welcome to share these with staff as necessary. For more formal or in-depth meetings, appointments may be made.

Prior to starting school or nursery, staff visit local providers to meet the children. Welcome meetings are held and opportunities to inform and support parents about their child's learning are hosted.

Worthy of note is the personal invitation to pupils via a "Golden Ticket" to transition events. Staff report that they arrive excited and enthusiastic about attending these events.

Parents are invited to attend assemblies, sports days, Nativity Celebration and fundraising events.

The school uses high quality methods of communication with parents such as the "Tapestry", school website, newsletters and when necessary a one to one meeting. The parent spoken to is greatly appreciative of the level of communication provided by the school.

Parental engagement in their child's learning is a priority within the school. Worthy of note is the introduction of the "Snuggle Suitcase". In order to promote a love of reading, a suitcase containing a book, biscuit, hot chocolate, blanket and a snuggle toy is sent home to encourage parents to share a book at an appropriate time. Children were really enthused about this and confidently shared information about the book they had read and the hot chocolate and a biscuit!!

Other professionals may be contacted for support if required and may include Speech and Language Therapists, Occupational Therapists and Educational Psychologists. From discussions with other professionals, special educational needs support plans may be devised and implemented to support and accelerate pupil progress. The impact of these plans is evaluated and shared with parents and other professionals as required.

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

Subject leaders are fully involved in monitoring within the school and early years foundation stage. They are involved in book/work scrutinies, drop in observation sessions, data analysis, pupil discussions and learning walks. Subject leaders formulate their subject specific development plans, track pupil progress and work alongside school leaders to formulate the School Improvement Plan.

Governors are very well informed of the work of the school. Governors receive detailed data analysis within the headteacher's report at termly meetings, alongside any corresponding action plans to improve outcomes for children. They are well equipped to both support and professionally challenge the work of the school.

In addition, the governor spoken to was greatly appreciative of the many educational visits and visitors to the school arranged by staff stating that "This ensures that children have a good sense of their place in the local community and the wider world".

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

Developments:

- **To raise attainment in communication, language and literacy outcomes in Early Years Foundation Stage with a particular focus on reading.**

Additional Comments or action

The assessor was sent an extremely comprehensive audit prior to the visit.

This is a small school and as such, every member of staff knows each child extremely well. There is a strong team ethic and staff are supportive towards and appreciative of each other.

I have no hesitation in recommending that the school meets all the criteria for the Quality Mark for Early Years.

I would like to thank Mrs. Jobbins, staff and parent governor for their time today. I really enjoyed my visit and wish you well in all your future plans. Thank you!!