



SCHOOL IMPROVEMENT LIVERPOOL Report for Christ the King Catholic Primary School

School	Headteacher	Date and time	SIL Team
Christ the King Primary School	Kate Griffin	25 th January 2017	Lisa Dorrity – Senior School Improvement Officer – EYFS strategy Maggi Huyton - LSIP

School Context

EYFS Context

EYFS consists of two Reception classes. The Assistant Headteacher has the role of EYFS leadership and SENDCo.

The school has recently undergone building work and the EYFS unit, both indoors and outdoors has received substantially investment.

Ofsted Status

Good (EYFS – Requires Improvement) December 2014

Partnerships with SIL school improvement services and beyond

Work with the Quality Improvement Team will continue after the review.

Purpose and Focus of the Review

The main aims of this review were agreed between Kate Griffin and Lisa Dorrity. They were to:

- Review the quality of provision in EYFS
- Review the data systems put in place
- Observe the role of adults within the provision and the impact they have on learning and development
- Ensure that the Statutory Framework requirements are being met
- Review the school's actions to improve EYFS following the Ofsted inspection of December 2014

Review activities included:

- Observe adult inputs
- Observe adults within the provision
- Meet with the Assistant Headteacher/EYFS lead to look at attainment and progress through the data

Other Information

- Feedback was given to the Headteacher and directly to teaching staff at the request of the Headteacher.

Thanks to all at Christ the King Catholic Primary School for being so open to the visit and so keen to follow advice and improve practice in EYFS.

Main Findings & Recommendations

Main findings:

Overall, the review found that EYFS has significantly improved since 2014. New leadership in EYFS is driving the improvement forward. School are clear on what they need to improve and had identified areas of support needed prior to the review.

The quality of provision in EYFS:

The children in Reception experience a bright, well organised environment. There is a calm feel to the beginning of the day, where children enter to organised activity and quiet music playing.

There are clear routines in place across the setting, supported by a visual timetable. Children follow the clear instructions from adults and behaviour and relationships are strong. At times, the two classes do differ in the delivery of adult led sessions. Staff should review best practice across the EYFS and consider how long children are held sitting on the carpet, particularly focusing on key times that some children lose their concentration. Where practice is most effective, the sessions include opportunities for children to talk, to move around and be physical, which help them to maintain their concentration.

The indoor provision offered to children has clearly defined areas and offers continuous provision covering all areas of the curriculum. There were examples of the provision being enhanced linked to children's interests and to topics. Where practice most effective, the provision has strong links to reading, writing and mathematics with purposeful enhancements added. However, this was not consistent in all areas of the provision.

In the outdoor provision, the EYFS lead has focused on resourcing the provision to support children's physical development. Water pumps and opportunities to climb are available to children at all times. These were also enhanced linked to topic work and current stories of focus. Opportunities for reading, writing and mathematics could be incorporated outdoors to offer further challenge.

Children who access the outdoor area independently change into waterproof clothing without instruction from adults. These routines are well in place and children work together to support each other at these times. Adults facilitated the changing but skilfully only intervened when needed allowing the children a chance to persevere and succeed.

Review of the data systems put in place:

The AHT/EYFS lead explained the new data system in place across EYFS. School have invested in a tracking system that is focusing on age standardised assessment and introduced a new method to record observations of learning. This is in its early stages.

An attainment overview was provided for Reception however further support is needed to review progress across EYFS and the attainment and progress of groups.

Observe the role of adults within the provision and the impact they have on learning and development:

School have invested in CPD for staff across EYFS linked to phonics. All staff are trained in Read Write Inc and children are taught in small groups for phonics. This provided children with lots of opportunity to say sounds and to hear them being correctly modelled by adults. Clues and hints were used by adults to support children's learning.

Children throughout the phonics session were given the opportunity to read and to write, as well as receive support with pencil grip whilst sitting at a table. The transition between groups was well organised. As a next step, adults should identify ways to incorporate current sounds into continuous provision to allow children to embed learning throughout the day.

During time in continuous provision, adults were timetabled to either lead small group activities or support children in continuous provision. This offered the perfect opportunity to support learning and to join children in their play. Where practice most effective, children were questioned and encouraged to problem solve and use key vocabulary linked to learning; as a next step, the EYFS lead needs to ensure this is consistent across the unit.

Main Recommendations:

- AHT/EYFS lead to work with QIO to breakdown data to review attainment and progress as well as target children for intervention and support linked to the data.
- AHT/EYFS lead to work with staff across the unit to team plan and team teach, sharing best practice and encouraging continuity across the unit.
- Adults to consider spending continuous provision time in the three bases (RMN, RD and outdoors), encouraging children to explore the full EYFS unit.
- Audit the indoor and outdoor environment to ensure that continuous provision is meeting the

needs of the range of children as well as offering challenge. Planning to include enhancements linked to interests and to offer a variety of experiences to children. Ensure the environment offers opportunities to develop reading, writing, phonics and mathematics (as well as all other areas).

Further actions:

- QIO to contact AHT/EYFS lead to review systems for reporting on attainment and progress.