

Lockerley Church of England Primary School	EYFS Report	September 2020
Judgement	GOOD	

Context of the School

Lockerley is a small village primary school with currently 95 pupils on roll. Currently 7% of school are SEND and 19% Pupil Premium/ Ever 6. Currently in YR we do not have any children on the SEND register however we do have 3 children eligible for PP funding. The school is made up of 98% white British with a very small minority of pupils are from minority ethnic backgrounds and very few speak English as an additional language.

Children in YR come to us from a small number of pre-schools (year 2020 - 3 different settings). Most of these pre-schools are judged to be at least good by Ofsted. Most of the children are assessed as at ARE on entry. 10 children from the cohort are siblings to children we already know with everyone else being new to the school. There were no children with special needs highlighted to us before they arrived at school.

The reception class is taught by 2 part time teachers, both are experienced teachers. The class has a full time LSA. The LSAs is joined the school last year and had no previous experience of working in EYFS. This year she is due to undertake HIAS led phonics training and complete a Speech and Language course. Following the disruption of COVID on the children's learning, we made the decision to split Y1 between the YR class and the Y1 & 2 class. Children were identified to remain in Skippers if we felt that they would benefit from the EYFS approach to learning in Y1.

EYFS Values

Throughout our curriculum we have 4 key drivers which have been designed to meet the needs of the pupils at Lockerley Primary School:

- **ACTIVE - Provide richness and depth to inspirational learning in school**

A child led curriculum allows pupils to make links between each area of learning.

- **EXPERIENCES - Provide a breadth of opportunity out of school whilst rooting children in their immediate and local environment**

Enrichment opportunities planned into the curriculum brought into school as well as trips out of school to bring learning to life. .

- **DIVERSITY - Build cultural awareness & knowledge to encourage children to be outward looking and forward thinking**

Nursery rhymes and traditional tales planned into reading enrichment opportunities to widen children's cultural capital. Vocabulary is explicitly taught in a language-rich learning environment for both breadth and depth to the children's speaking, reading and writing.

- **PURPOSE - We believe learning should matter**

Making meaning is central to our teaching. Authentic outcomes are planned into learning journeys to give a meaning and purpose to their learning.

We provide a free-flow provision between the outside and inside environment for the children. All areas of learning are reflected in the provision and enhanced to meet learners' needs. There will always be a role play area to maintain the focus on speaking and listening development. There is a mixture between child-initiated and adult direct play, through adults teaching modelling by playing alongside, asking questions and posing challenges. There are also opportunities for teach led directed activities which have been planned to meet individuals next steps in learning. The children are encouraged to complete 'Rainbow Activities' in the continuous provision which are matched to developing learning needs over the course of a week. This activity will have been planned with

particular children in mind for the opportunities for consolidation of previous learning.

INTENT and IMPLEMENTATION

Curriculum

We believe children learn most effectively when they are given choice about what they learn and how they learn. To ensure children know more and remember more, we know that they must also fundamentally enjoy learning. Therefore there is a strong focus on ensuring that all children develop strong and effective characteristics of effective learning. In addition, a strong and secure base in the prime areas of learning is critical if children are to thrive in other areas of learning. As a result, we ensure we spend significant time on securing high levels of confidence on the prime areas of learning above all else. We also know that as teachers we have a responsibility to equip all children with the necessary skills, knowledge and attitudes for the next stage in their learning. As a result, we plan and deliver certain learning which individuals or groups of children would not necessarily come to through their own choice or experience. This ensures that there is a correct balance between child-initiated learning and adult directed learning.

Reading

Principles: We believe reading to be an essential skill for all children to have as it is a gateway for much future learning. Children who cannot read are significantly disadvantaged. We also believe that children both have to love reading and be skilled in reading. Both are equally important, and lack of either again places a child in significant disadvantage.

Our reading aim is in EYFS and KS1 is to develop fluent readers who are able to decode texts and develop a love of reading.

In Practice : How do we ensure that children develop both a love of reading and a skill in reading.

1. Love of reading:

- Children read to a skilled and enthusiastic adult frequently during the week.
- A planned and sequenced choice of books that are read aloud to the children over the year.
- Children vote for the book they would like read in story time each morning
- Quality texts drive all English and Project units of work
- ERIC time every day in class
- Class story time celebrated in each class, posters on class doors
- All adults model reading, posters of which book each adult is reading around school
- Book corners inviting in every class
- Bedtime book box – children can borrow a book home to have as a bedtime story
- Reading breakfast – families invited into school early every Wednesday to share a book together
- Book club – KS1 book club led by KS2 children (not currently happening due to COVID risk assessment)
- Reading buddies – KS2 children read to KS1 pupils twice a week (not currently happening due to COVID risk assessment)

2. Skill of reading :

- Daily phonics teaching following Letters and Sounds programme.
- Home reading books linked to phonic sounds being taught
- Individual support for children falling behind, e.g. additional reading, switch on programme, precision teaching, booster groups
- Lexia programme for all KS1 children and any child in KS2 who didn't pass phonics, PP or SEND register.
- Daily guided reading sessions
- Parent phonic workshops

IMPACT

Achievement

Achievement is good. Our GLD has consistently been above national figures. In 2019 GLD we maintained above the national of 71% at **75%**. All children make good progress from their starting points.

Early Years Good Level of Development (GLD) (16 pupils)								
	School 2017	School 2018	School 2019	County 2019	National 2019	School and County difference	School and National difference	School Predicted 2020
Good Level of Development (GLD)	85.7%	72.7%	75%	77%	71.8%	-2%	+3.2	80%
Average Point Score	35.5	34.6	35.8	35.8	34.6	=	+1.2	
Area of Learning and Development	Aspect					On entry	End of Year	Gain since OE

Progress

Children in 2018-19 made at least good progress in all areas. (Progress of 3.0 points indicate typical progress – developmental progress matching chronological progress)

This chart demonstrates the increase in the percentage of children from the 'on entry' judgement to the summer term assessment who are at the 'expected level of development or better'.

PRIME AREAS	Communication and language	Listening and attention	81.25%	100%	+18.75%
		Understanding	81.25%	100%	+18.75%
		Speaking	62.5%	87.5%	+25%
	Physical development	Moving and handling	75%	87.5%	+12.5%
		Health and self-care	81.25%	94%	+12.75%
	Personal, social and emotional development	Self-confidence and self-awareness	87.5%	100%	+12.5%
		Managing feelings and behaviour	81.25%	94%	+12.75%
		Making relationships	81.25%	100%	+18.75%
	SPECIFIC AREAS	Literacy	Reading	43.75%	75%
Writing			50%	75%	+25%
Mathematics		Numbers	75%*	75%	0%
		Shape, space & Measures	87.5%*	75%	-12.5%
Overall progress gain					+12.54

The starting points for the cohort in 2018-19 were roughly in line with the previous year the progress gain since the entry point was **good** at +12.54

Reading Related Attainment	% achieving expected or greater in Communication & Language (CL)			
		2017	2018	2019
	Lockerley	85.7		75%
	Hampshire	88%	88%	88%
	Difference	-2.3%		-13%
	% achieving expected or greater in Reading			
		2017	2018	2019
	Lockerley	85.7		75%
	Hampshire	82%	83%	83%
	Difference	+3.7		-8%
	% working at or above the expected standard (32+) in phonics in Y1			
		2017	2018	2019
	Lockerley	93.8%	85.7%	72.7%
Hampshire	82.1%	84.3%	82.8%	
Difference	+11.7	+1.4	-10.1	

Cultural Capital

Principles: Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. To ensure that every child is equipped as best they can with the necessary cultural capital, it is essential that we understand the context which our children come to school. We have identified that there are a number of areas that children require additional support and experience in. These include; opportunities for

increased physical development, particularly the development of gross motor skills, increased vocabulary development and access to a wide range of other cultures.

In practice: How do we ensure that the school fills these gaps?

1. Physical development:

- Opportunity through free flow for access to outdoor provision for 90% of the day.
- All children completed the ABC (Achieving Body Control) and FMS (Fine Motor Skills) programme in the Autumn term. This then informs further interventions
- Focus children complete Clever Bodies which incorporates balance, motor planning coordination, ball skills and clever hands.

2. Developing vocabulary:

- Skilled adults model new and challenging vocabulary
- Walk and talk board used to encourage conversations on the way home
- Tiered words are displayed and used for each project
- Story time every day

3. Access to wider cultural experiences:

- Story books planned across the year to broaden cultural awareness
- Key driver of curriculum is 'Diversity' so all projects are planned to provide opportunities.
- Authentic audiences are used to bring purpose to children's learning which often means experts invited into school to work with children
- Theme days spread across the year to add cultural diversity to curriculum (e.g. Chinese new year, Blue Grass Band)

Home, Induction and Beyond

Principles: We believe that for children to thrive at school they must feel secure and confident. For this to happen then parents must also feel secure and confident. In addition, understanding the interests and motivations of each unique child is central to effective learning. It is critical we engage effectively with both parents and pre-school provision both prior and during the child's time at school. We are also committed to supporting effective home learning, as evidence clearly shows the primary importance of this for all children especially the disadvantaged children.

In 2020 this was particularly challenging due to the restrictions place on us due to the COVID pandemic. However building the relationship with families is so important that we found alternative ways to engage with the children prior to their start to school.

In Practice:

1. Induction arrangements:

- Phone calls to pre-school in the summer term
- We offered with a Garden visit or a Zoom call to all children in the Summer term before starting school. We had 100% take up
- Planned series of induction videos posted on our website in the EYFS Transition page. These consisted of clips from all key staff to introduce themselves, story times, activities etc.
- Bespoke visits for vulnerable families and children including with pre-school colleagues
- Letters sent home over the summer holiday from Head teacher, teachers and Y5 pupil at the school
- As the children had not been able to visit school at all before the Autumn term, we felt it important to allow for a longer transition staggered start than normal to allow the children to build confidences when starting school. We hosted 'Story times' in the garden and stay and play sessions in our outside area with the parents during the first week. Children then stayed for a morning sessions and lunch for the second week before starting full time in the third week. This was extremely well received by parents and all children have started successfully.

2. Parental involvement throughout the year:

- Stay and play sessions in the Autumn term

- Virtual Tapestry workshops
- We hope to be able to host curriculum workshops as the year progresses
- Walk and Talk board
- Celebration of learning each term
- Information leaflets on how to...read at bedtime, developing communication and language
- Family lunches
- Weekly newsletter to promote learning in school
- Use of Tapestry

SEND

Principles: We believe that the provision of best early years practice is the bedrock to supporting the high attainment of children with SEND. However, as needs can be unique there is also a need for some children to receive a bespoke offer. The principles of knowing the unique child and providing an environment that effectively support learning with adults who are skilled at supporting ensures success.

In practice:

- Visual cues/ timetable for individual children
- 1:1 interventions by trained staff (e.g. speech and language)
- Quiet spaces in the class where individuals can seek refuge

Safeguarding

Principles: Our number one priority at Lockerley is to keep children safe.

In practice:

- Paediatric first aider trained
- Key person system in place to build strong emotional ties with child and families
- Visits with linked SG & EYFS Governor
- Daily visual check of outdoor area

Professional development to improve the quality of teaching

Actions Taken 2019	Impact
May 2019 <ul style="list-style-type: none"> • Peer visits to other quality practice Great Binfields, Knightwood, Awbridge 	<ul style="list-style-type: none"> • Enhanced outdoor environment
2018 - 19 Support from external advisory teacher. Worked with both Teachers and LSAs <ul style="list-style-type: none"> • Discussions and audit of current provision • Addressed misconceptions and developed greater confidence in assessments 	<ul style="list-style-type: none"> • High levels of sustained engagement increasing over the first term. • Calm and purposeful environment • Children able to maintain significant levels of interest and concentration on individual activities. • Opportunities to develop skills across all areas of learning. • Children absorbed and engaged in learning. • Effective use of resources • Indoor and outdoor environments are well developed.

	<ul style="list-style-type: none"> • Children able to access resources purposefully • Inviting learning zones
<p>Sept 2019</p> <ul style="list-style-type: none"> • Invested in a full time LSA to be in Skippers 	<ul style="list-style-type: none"> • To raise the % of children achieving GLD at the end of 2019-20
<p>Oct 2019</p> <ul style="list-style-type: none"> • Purchase of Phonic Reading Books 	<ul style="list-style-type: none"> • All children to have a reading book to match their current phonic learning.
<ul style="list-style-type: none"> • Year R team attendance at local Yr R support network. 	<ul style="list-style-type: none"> • Improved accuracy of assessments and judgements.
<ul style="list-style-type: none"> • HT/ EYFS Teacher attend LA Early Years Headteacher briefing – key focus: <ul style="list-style-type: none"> • Analysis of EYFS Data • New Ofsted Framework • Demonstrating effectiveness in EYs 	<ul style="list-style-type: none"> • Developed knowledge and confidence in good early years practice. • Identify accurately strengths and weaknesses. • Providing confidence to the EY team in developing and adjusting practice. • Improved provision and embedding love on reading into the environment
<ul style="list-style-type: none"> • Established Clever bodies and Clever Hands into EYFS curriculum to strengthen ready to write opportunities. This is an outcome of data analysis of 2018-19 writing ELG 	<ul style="list-style-type: none"> • Purposeful use of assessments to establish intervention quickly. • Reduce the % of children at 30-50 months Writing at end of Aut 2019 compared to Aut 2018.
<p>Ongoing</p> <ul style="list-style-type: none"> • Renovation of the outdoor learning environment 	<ul style="list-style-type: none"> • Greater % of children (boys in particular) achieving their age appropriate stage of development in PSED.
<p>Sept 2020</p> <ul style="list-style-type: none"> • INSET training provided by HIAS on Phonics and early writing for all teaching staff • INSET twilight provided by SEND team on the School Therapy pack • LSA to receive SALT training • LSA to receive 'New to EYFS' training • HT/ EYFS teacher attend LA Early Years Headteacher briefing 	<ul style="list-style-type: none"> • Greater % of children passing the Y1 phonic check • Greater understanding of SEND needs in class and how to support • Improve LSA knowledge to support children with SALT targets • Developed knowledge and confidence in good early years practice. • Identify accurately strengths and weaknesses. • Providing confidence to the EY team in developing and adjusting practice.