

New Marston Primary School

Early Years Review report

February 27th and March 8th 2018

Reviewed by Sally Hughes

Early Years Consultant

Focus of Early Years Review:

Current position statement across all early year's provision and practice (based on statutory framework requirements and Ofsted judgements)

Identify areas for improvement.

During the review SH:

- Observed the quality of teaching and the impact this has on children's learning both inside and out.
- Examined some children's developmental records 2017 -2018,
- Held discussions with the headteacher, and nursery lead, reception class lead and spoke to members of staff when appropriate throughout the day.

Outcomes of the review:

Strengths:

- The headteacher of the school is committed to bring about improvements in teaching, learning, provision and outcomes for all children.
- Progress outcomes for children are improving due to improved teaching and learning.
- Progress outcomes for children are improving due to regular monitoring of data.
- Interactions in both nursery and reception classes between staff and children are very strong
- The reception class indoor environment is attractive and exciting
- The nursery environments are stimulating and exciting both indoors and out

- Highly skilled and knowledgeable teaching assistants ably support the teachers across the early years
- There is a systematic daily programme of phonic teaching. Progress can clearly be seen in reception class.
- Children are encouraged to enjoy books and are developing a love of reading in both nursery and reception.

Areas for development and improvement:

- Ensure the outdoor area in reception reflects the high quality of indoor reception class provision.
- Ensure risk assessments are carried out daily to take account of the quality of resources in both nursery and reception classes.
- Reception class teacher to ensure children have more opportunities to use their phonic knowledge in independent and creative writing further. Develop writing by providing daily opportunities for independent and creative writing indoors and out as well as weekly adult focussed opportunities, in reception class in order that children who are capable, can achieve an early learning goal in writing at the end of the year
 - ensure writing is moderated regularly by the lead teachers to improve consistency and accuracy of teacher judgements/assessments
- Monitor progress and support more robustly in order to improve outcomes for children who are in receipt of additional funding or who are vulnerable and at risk of not achieving a GLD
- Strengthen leadership and management of the early years to ensure there is continuity, consistency and smooth transition between nursery and reception (particularly now they are sited away from each other)
 - Set up regular meetings between lead teachers
 - Team meetings to create more team ethos
 - Learning journey moderation sessions between nursery and reception staff each term to ensure consistency and accuracy

- Transition meeting between reception teacher, new teachers and nursery teacher to ensure children have a smooth start to nursery and school in September before lead teacher begins maternity leave.
- Ensure consistency and less movement of support staff to improve quality of provision, particularly in nursery where most staff are part/time. Deploy one full time member of staff to provide continuity in nursery

Quality of teaching and learning in the nursery is good

The early years lead teacher started at the school in September. The nursery relocated from the main building to the children's centre building in January. The lead teacher in nursery has worked hard with nursery staff to develop the quality of practice and provision in nursery. As a result, the quality of provision in nursery is very good.

All staff interact with the children fully, giving them their undivided attention. The children thrive on the support, encouragement and positive praise from staff. Staff are kind, caring and nurturing, as a result children are happy, settled and secure.

All staff in nursery play a full part in ensuring that children are taught consistently well.

All staff successfully encourage children to express themselves, to explain what they are doing and to make good choices. They provide many daily opportunities for children to develop good communication skills. As a result, children's skills in this area of learning develop quickly. Staff ensure that children receive challenging and exciting activities that are matched well to their needs. As a result, all children are motivated, engaged and behave well. For example, a very well planned problem solving activity where the teacher encouraged the children to find out how many plates, grapes and biscuits would be needed for each child to have two grapes, one biscuit and one plate. The teacher introduced challenging mathematical language e.g. more than, less than and how many altogether to encourage the children to think more deeply.

Staff in nursery also nurture an early love of books in children. SH observed two occasions when children were sharing books enthusiastically with their teachers. Children in the morning session were answering probing questions about the spider story and its language. Children were also encouraged to feel the pages and explain what they could feel in a textured book.

The learning environment is very attractive, with high-quality displays. Inside, there are many areas with different activities and resources, such as mark making, painting, role play, water and sand play and reading. As a result, children are busy and are proud to show what they are doing.

There is a good range and balance of child-initiated and adult focussed activities to motivate and stimulate the children in their play.

Characteristics of effective learning can be seen in children's behaviour as well as in displays around the room. Children are learning to understand that their actions have an impact on others' feelings. The children generally get on well and there is always an adult on hand to help sort the issue out and help the children consider how to respond more appropriately next time. Children are also learning to listen to each other and to take turns. They are developing good skills in preparation for starting school.

The outdoor area is developing well. All resources are well maintained and in good order.

Overall, the nursery is an extremely welcoming and stimulating place for families and children.

Quality of teaching and learning in the reception classes is good

The reception class rooms are very attractive environments with highly creative and impressive resources, activities and displays. However the outdoor environment does not reflect the same high quality and needs to be developed further.

The teacher has worked hard to provide quality teaching opportunities particularly in reading, phonics and maths. As a result there have been recent improvements in the progress of most children. However, progress of pupil premium children needs to be more closely and more regularly monitored.

An excellent maths session was planned and delivered by the class teacher and ably supported by the teaching assistant. Children were learning to write numerals to 10, in the air using 'magic fingers' accompanied by a rhyme which they clearly knew from earlier in the week. Today they learnt to write numbers 6 and 7. They then worked in pairs to write the numerals on mini whiteboards. Then they went on to use their numerals to write number sentences. Children could draw the number sentences pictorially or by using numbers. This was suitably introduced by counting 5 oranges and one child taking away 2 – $5-2=3$. The lesson was interactive, practical and pacy. Behaviour for learning was good and the children made good progress in this session. The teachers expectations and the learning intentions were clear and any misconceptions and inaccuracies were corrected in a positive and age appropriate way.

During freeflow the children could write more numerals, and could identify numbers 1-20 in a game on the interactive whiteboard.

As the teacher heard children read 1-1, the children were clearly very proud of their reading and delighted in saying 'I can read'. SH heard a child read who confidently talked about her reading book. Children use their phonic knowledge to read unfamiliar words. Children are getting off to a good start in reading in this class.

There is a good range and balance of child-initiated and adult focussed activities to excite and challenge the children in their learning.

Learning journeys are developing well in the quality of information they now provide. Observations focus clearly on children's learning and support judgements made against Development Matters. It is important that support staff are given time to keep these documents up to date.

Some staff make good use of the learning situations by introducing new vocabulary and encouraging children to speak. For example, at snack time the teaching assistant used open ended questions to extend children's learning and to encourage them to think more deeply about their snacks. Staff encourage children to initiate their play and the indoor environment is well resourced to enable this.

Behaviour of children is good. The established routines help children transition quickly and calmly between different parts of the day, such as from sitting in their circle time groups to activities they choose for themselves as well as to and from snacks.

Overall children enjoy learning in reception class because provision is well planned to meet individual children's needs and teaching and resources are exciting.

Overall provision and practice in the early years at New Marston is good. It is now important that this practice becomes embedded.

It was agreed that provision for the 5 reception class children (currently in year 1 classes) would be more appropriate in a reception class environment. TS agreed that with additional staff in reception this will happen immediately.

SH feedback to TS, LS and RV, inclusion co-ordinator

Provision and practice in the nursery classes and reception classes at New Marston, Oxford was reviewed by Sally Hughes

Sally Hughes

Early Years Consultant

09/03/2018