



Meadowfield School: Annual Department Report

Department: Early Years Foundation Stage

Academic Year: 2015/16

Date of Report: November 2016

Report Writer: Lisa Candy & Angela Howe

Context and background information to the department

2015/16 has been an opportunity for Meadowfield to accommodate two reception classes, as requested by the Local Authority, in order to meet the need for special school places in Swale. The physical environment did not enable the provision of a second class to be easily accommodated and therefore building a new classroom has been required. The proposal was that building works would be complete by January 2016, in reality phase 1 was not complete until August with phase 2 being the new reception class to be complete end of December 2016. The Early years team worked extremely hard and collaboratively to ensure that the pupils gained the full Early years experiences even though the environment was not appropriate for the Early years ethos.

Numbers on roll in Honey Bees were low at the beginning of the academic year but by the end of the year there were 17 on roll in Honey Bees giving of total of 35 pupils in the EYFS.

Honey Bees offer a maximum of 3 sessions per week. Attendance is high for most children and where it is not this is monitored and discussed at progress meetings with parents. Of the 17 places 9 children were due to start school in September 2016. One child started with an EHCP in place and Angela applied for 7 statutory assessments while mainstream colleagues applied for 1, all of which resulted in EHCPs. 5 started school at Meadowfield in September, 2 children went to other specialist schools and 2 children went to mainstream schools.

There continues to be a cohesive approach to teaching and learning within the department while establishing and ensuring a shared understanding of the ethos and pedagogy.

Internal moderation ensures teachers share an understanding of assessment. Pupil progress meetings are also embedded. All teaching assistants have had training on the EYFS curriculum, how to observe learning and make judgements, and how to record assessment on daily planning and on Tapestry (online learning journal). This has led to a knowledgeable department team who understand their role in supporting children's learning, this is reflected in lesson observations.

Pupil premium for Early Years continues for pupils taking up the full 570 hours per annum.

The New Reception Baseline was completed for 2015/2016. However due to the methodology for combining skills within each statement our pupils achieved very few to no statements. It was felt that the system was unable to reflect the small step progress made. Due to this reason and the fact that the Baseline is Non-Statutory for 2016/17 we will not be completing it.

Numbers of pupil premium pupils : 7

Attainment of children in YR : Emerging

Department Performance Indicators for the year

Performance Indicators:

B squared data-progress from baseline

Statutory County Moderation

EYFS Self-Review

Lesson observations

EYFS School Improvement Plan targets

Parent feedback

Location of evidence:

Online and in assessment files

Head of department file

SEF

Central record

EYFS file

Office file

Progress of pupils in department

The progress of children in the EYFS was assessed and monitored against the Development Matters statements using B squared. Teachers set a baseline for their children early in the academic year. They have had their progress monitored each term by teachers at pupil progress meetings and where appropriate interventions have been put in place to target specific areas.

Meadowfield has developed a judgement framework based on total percentage of progress from baselines.

This was in place during the Ofsted inspection in 2014 and accepted by the lead inspector.

Location of evidence:

B squared data

Pupil

Progress

records on network

0-24% 0-3 months	25-49% 3-6 months	50-74% 6-9 months	75 - 100% 9-12 months	100%+ 12 months+
Requires Improvement*	Less than good*	Good	Outstanding	Outstanding +

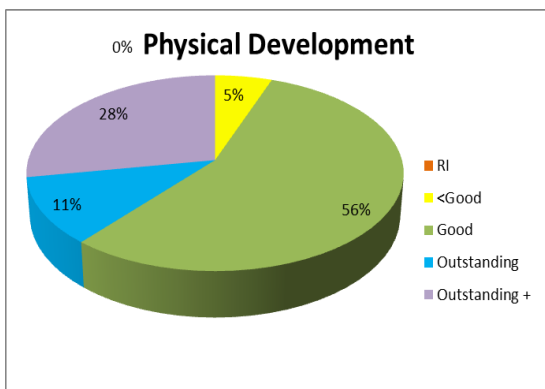
*For some pupils with complex needs a lower percentage gain will represent very high progress.

- In the prime areas of Learning
 - Communication & language: 89% of pupils made good or better progress with over 44% making outstanding progress
 - Physical development: 95% made good or better progress with 39% making outstanding progress
 - Personal, Social and emotional development (PSED): 89% made good or better progress with 45% making outstanding progress.
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- In the specific areas of progress
 - Literacy: 95% made good or better progress with over 40% making outstanding progress
 - Mathematics: 84% made good or better progress with over 50% making outstanding progress
 - Understanding the World: 89% made good or better progress with 34% making outstanding progress
 - Expressive art and design: 78% made good or better progress with 50% making outstanding progress

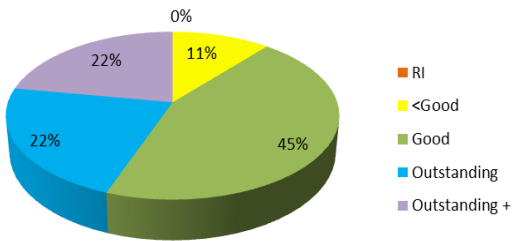
The judgement for progress within Early Years remains outstanding.

Early Years Progress End of Year R Term 6 2016

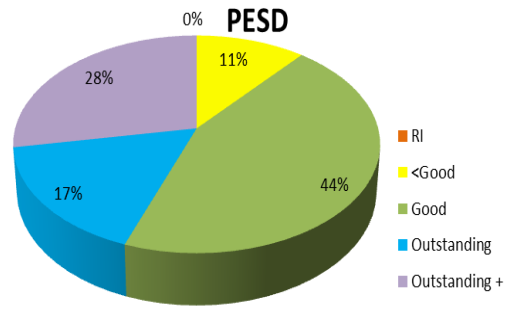
Prime areas:



Communication & Language

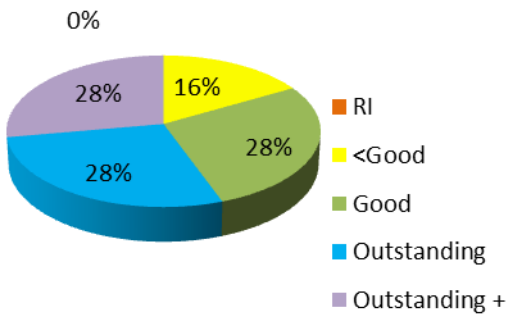


PESD

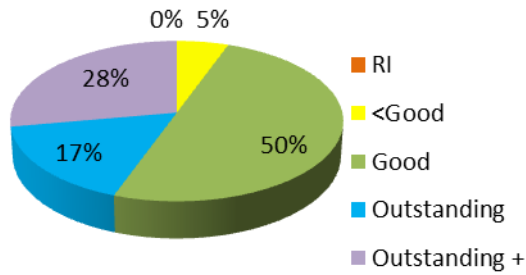


Specific areas:

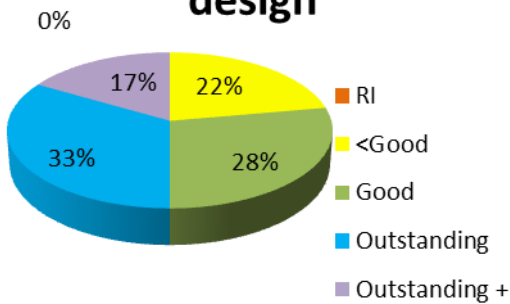
Mathematics



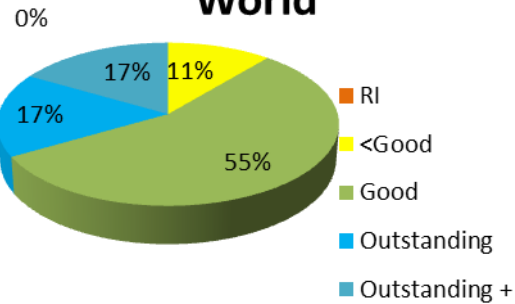
Literacy



Expressive Art & design



Understanding the World

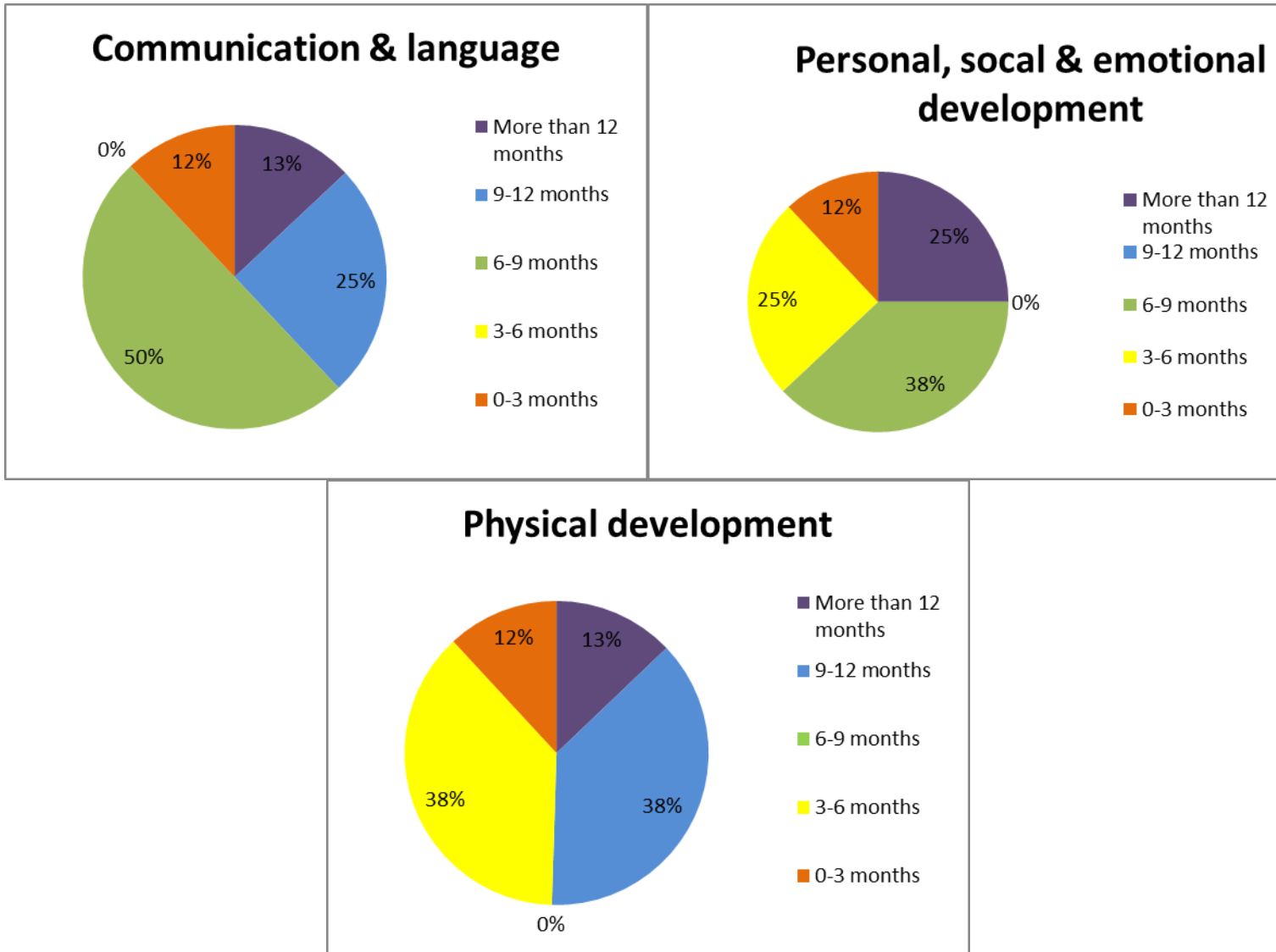


Teaching & Learning data relating to department	
<p>Observational Monitoring: Observations took place with all Early years teachers over the academic year. Of the 6 observations carried out following the Ofsted inspection 2 were outstanding and 4 were good.</p> <p>Behaviour & Safety: Teachers regularly monitor their well-being and involvement and put actions in place where needed. They also foster children's characteristics of effective learning so that children have the skills and behaviours to learn. Behaviour incidents have been recorded and passed to the lead teacher for behavior & safety.</p> <p>Child Protection -Angela Howe, acting Head of department is a DCPC Generic risk assessments are in place for the Early Years. Individual children have behaviour plans . Individual children have care plans. Individual children have manual handling risk assessments.</p> <p>The Head of Department attends weekly safeguarding meetings</p>	<p>Location of evidence: Observation Records</p> <p>Assessment files Behaviour Manager records CPD records EYFS file Classrooms Classrooms Classrooms</p> <p>FLO</p>
Parental views on department?	
<p>Parent's feedback from 'open class' sessions held bi termly in year R continues to be positive. Honey Bees seek the views of parents through Learning Journals and stay and play sessions.</p> <p>Parents of pupils in year R have access to and are encouraged to contribute to the electronic learning Journal via Tapestry.</p>	<p>Location of evidence: Office file of parental comments. Tapestry</p>
Contribution of the Department to SMSC:	
<p>Children in the Early Years have developed their understanding of SMSC through participation in whole school events such as Jeans for Genes day, Comic relief, Children in Need and participation in class and department assemblies and the School Council. SMSC is addressed through daily through the curriculum particularly in Personal, Social, Emotional Development and Understanding the World.</p>	<p>Location of evidence: Class planning & Council meeting minutes.</p>
What has worked well in the Department:	
<p>All of the objectives from the school improvement plan were met including; the new reception class being set up and accommodating children, all teaching assistants trained and confident to use Tapestry to make assessment judgements against their observations, increased story time sessions and percentage of children achieving outstanding in Literacy and a strengthened link between Honey Bees and the Reception classes through joint working practices.</p> <p>A change in the planning and assessment formats to show a clear link between the environment/provision plans and pupil targets proved successful leading to a cohesive and holistic approach across the department. A sharing of expectations and working practices provided greater collaborative working across department. In house training sessions during twilights increased teaching assistants skills and confidence with regard to understanding planning & assessment/The importance of creative displays/Visual strategies and PEC's. Reception classes planned and delivered 3 local Educational visits for the children to experience the wider learning environment, which has led to increased confidence to plan 4 visits this year. Offering a curriculum information session on parent's evening to illustrate how learning is delivered in the Early Years has enabled parents to be able to contribute more effectively to Learning Journals</p>	<p>Location of evidence: Data reports/ Numbers on roll/SIP/SEF/ Tapestry.</p> <p>Planning files</p> <p>Observation records</p> <p>EYFS file</p> <p>Tapestry</p>

What could be better in the Department:	
See our priorities for improvement in the next 12 months.	Location of evidence: Schools Strategic improvement plan
Examples of good practice that have been developed in the department during the year	
Bespoke training for teaching assistants to improve the quality of observations and assessment of children's learning, which is added to Tapestry. Honey Bees offered 'Stay and play' for parents and professionals, and provided dual placement support to mainstream colleagues. Angela Howe met with the Head of Early Years from Five Acre Wood to share how to establish a nursery in a special school.	Location of evidence: C.Cardosi A.Howe C.Charnock
Overall statement on standards in the department	
Early Years Foundation Stage is judged to be to be outstanding because rigorous progress tracking demonstrates children have made rapid and outstanding progress across all areas. Children demonstrate outstanding attitudes to learning because teachers and TA's monitor their well-being and Involvement and their characteristics of effective learning, planning interventions and next steps. Lesson observations have demonstrated consistently good and outstanding teaching and this is reflected in progress data.	
Priorities for improvement in the next 12 months	
<ul style="list-style-type: none"> ▶ To embed the second Reception class into the Early Years department. ▶ To increase the percentage of pupils achieving 9-12 months and more than 12 months in Expressive Art and Design. ▶ To raise awareness of the Early Years Departments ethos and pedagogy with other departments within the school so that Early Years pupils are fully included in appropriate school community events. <p>Resources: Development time Department budget</p>	

Early Years Progress across Reception Year 2014-2015

Prime



Specific

