**Early Years Foundation Stage School Health check**

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| **School: Holy Trinity CE Primary School** | **Date: 23rd February 2023** |
| **EY Advisory Teacher: Sue Hynds** | **School Personnel: Sally Roscoe** |
| **Data analysis**  OE information - How have you identified priorities for groups/individuals?  EYFSP - How have you used the information to identify: gaps, GLD, ELG's, priorities? (EAL. Gender etc)  How has the information been used to inform T&L programmes, future planning and interventions?  Is attainment consistent across the areas of Learning?  School focus - in line with EYFS focus?  Does the EYFS have a development plan? If so how is this monitored and impact measured? | **Comments:**  The school collated their own baseline data and have effectively used this to identify trends and gaps in children’s learning. Most significantly the cohort lacked age-appropriate skills, knowledge and understanding in the Prime areas of Communication and Language and in Personal, social and emotional development. Through this information the school have adapted their delivered curriculum to respond to the needs of the cohort, they have regular EY meetings to discuss progress and to establish effective routines and organisation. Children have been taught how to use their environment and the class teacher has established consistent behaviour and play expectations.  The focus for the whole school is Vocabulary acquisition, behaviour and phonics/writing so the early intervention established within the YR are supportive of the whole school focus.  Within the whole school development plan a specific Early years section has identified strengths and areas that require development, these are reviewed and monitored through a range of strategies such as observation, data tracking and discussion. |
| **Assessment and planning:**  What systems are in place to identify progress and how and when are these monitored?  Can EYFS staff identify groups of children who have made better than good progress, typical progress and those who are not progressing as expected? How are these groups supported?  How are next steps for individuals/groups identified? Are these reflected in planning?  How does planning reflect the current learning needs of different children?  Do the YN and YR meet to moderate judgements and ensure consistency across the phase?  Do you provide any targeted programmes for S&L, EAL, SEN, nurture groups etc?  Does the provision support appropriate challenge for every child, how do you monitor this? | **Comments:**  The school has recently introduced the Sonar tracking system and whilst it will be able to effectively help them to identify trends, individual child progress and attainment etc the staff are still receiving initial training on its functionality.  The current YR cohort is small in number and due to this the EYFS lead, and class teacher are able to easily identify individual children’s progress and monitor the impact of additional support and interventions provided. Children who are working below age expectations are provided with targeted staff interactions and appropriate classroom strategies to support effective catch up and the progress from starting points to this point in the year has been carefully tracked and monitored. The strategies used have had a positive impact and children have made good progress.  Planning is evaluated and these cover those objectives that have been achieved, require consolidation and those either not met or that were not covered. Short term planning also identifies appropriate support and challenge within the teaching programme to ensure all learning needs are catered for. With such a small cohort, targeted programmes and interventions are provided through daily interactions, catch up groups and differentiated plans. Staff articulate progress and where extra support is required within EY meetings and monitoring is effectively supporting children. During the Autumn term an intensive Nurture group type fucus was implemented to support rapid catch up of the Prime areas of learning.  Moderation events are arranged and held with other schools to support consistency and accuracy of professional judgements against the ELG’s. |
| **Learning and Teaching:**  How do you evaluate if the environment is rich and varied, stimulating and provides imaginative experiences? Is it planned for the learning needs of the children?  Is the environment supportive of the diversity within the cohort? How do you ensure this?  What is the balance between adult directed teaching and child initiated learning. How are sessions organised for groups, whole class etc?  How do you monitor children's access to outdoor teaching and learning across the areas of learning?  Are all adults joining in, modelling and being specific in talking to children about learning? How do you support CPD for all EYFS staff?  How effective is the provided environment in ensuring children can make choice and decisions within their experiences?  How are the EYFS teams monitoring the impact of the teaching of phonics?  How is the breadth and coverage of the aspects within the Areas of Learning ensured?  What systems are in place for the SMT to monitor and evaluate the effectiveness of the T&L programmes and to identify the levels of engagement, motivation and attainment of children? | **Comments:**  The provided learning environments, indoors and outdoors are monitored through Senior leader learning walks, SENDCO observations and through discussions at EY meetings.  The YR teacher plans for her environment based on professional knowledge of children’s learning needs and evaluates this as an ongoing process to ensure children are learning what they need.  The School have introduced a carousel approach to children’s access to child-initiated learning. The introduction of this was to support children’s play skills, attention and concentration on specific resources and activities and to support behaviour and collaboration with peers. It has had a positive impact upon children’s progress in PSED, and C&L. Whole class sessions are well planned and appropriate in length for YR children.  One of the focus for learning that was identified at the start of the year was communication and vocabulary and this remains a high priority for the YR class and adult interactions and support for learning new vocabulary was a strength of the provision for children.  There are clearly defined activity areas provided, most provide some elements of self-selection but this could continue to be reviewed to ensure that sufficient challenge and new learning is being provided for.  The school use Little Wandle as their SSP programme and this has built in tracking and monitoring which the school are using to identify children who require additional catch up sessions.  Long term plans identify curriculum coverage and ensure that children are taught across each area of learning and that sufficient breadth of learning is provided each term that progressively builds upon prior learning. |
| **Parents:**  What systems are there to involve parents in their children's learning?  How do you monitor parental engagement?  What do you do to support hard to reach families?  How do you communicate with parents regarding their child's achievements and progress, including sharing next steps and ideas to support home learning? | **Comments:**  The school, has a range of systems to involve and include parents in their children’s learning, for example stay and pay sessions, trips, library visits, lunchtime sessions specific celebrations or events, such as pancake party, nursery rhyme week etc. They use mystery reader to engage and motivate children and encourage parents into school. Google classroom is used as a tool to update parents on current learning and to provide suggestions of learning and activities parents can offer at home.  Children are encouraged to take home a story sack each week which contains a book and linked activities for parents to do with their children.  There are x2 parents’ meetings across the year, autumn and spring term and a report with the option of speaking to the teacher in the summer term.  The YR teacher has grown in confidence and has worked hard to establish relationships with parents in the informal meetings at the start and end of each day. |
| **Pupil Premium:**  How have you made use of PP?  How do you record and monitor the impact of PP? | **Comments:**  The YR class has 5 eligible children. The funding has been effectively used for one child to be able to access a block of play therapy. The remainder has been spent on the following: pre-loved uniforms where required, to pay for trips and to purchase additional resources for children to have at home. The SENCO monitors the impact in line with PP across the whole school. |
| **Safeguarding and Welfare**  What arrangements are in place to ensure the safety and welfare of the children in the FS - i.e., behaviour, safeguarding, Identified lead, nappy changing, risk assessments, visits, bullying, technology etc  How do you monitor the application and effectiveness of safeguarding policies and safe recruitment and vetting processes?  How are you implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism?  How are you promoting oral health? | **Comments:**  The behaviour lead ran training for the whole school and this is reviewed and repeated with support staff as needed. All staff are provided with any policy updates at staff meetings and quizzes on KCSIE are provided to ensure all staff know their role and the school policy and procedures. Any gaps in staff knowledge are identified and appropriate support or training is provided.  Prevent training was delivered on-line to staff recently.  The school has support from Sally McGregor from the community dental service and she provides information for parents that is disseminated to parents through newsletters and google classroom. The YR team are due to access supervised toothbrushing training in the future. |