



Quality of Early Years

The quality of early years education provided is **exceptional**. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Intent
The curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. It is coherently planned and sequenced and builds on what children know and can do. There is a sharp focus on acquiring vocabulary, communicating effectively and securing a knowledge of phonics in preparation for them to become confident and fluent readers. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation.
Teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. The EYFS curriculum and pedagogy is managed in relation to the learning needs of children. Staff are expert in teaching systematic, synthetic phonics and ensure children practise their reading from books that match their phonics knowledge. Staff present information clearly to children and promote appropriate discussion. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve learning - adapting their teaching as necessary incl. in reading and maths. Staff provide information for parents about their children's progress, in line with the requirements of the EYFS.

Impact
Children develop detailed knowledge and skills across all areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. By the end of Reception, children achieve well, particularly those with lower starting points, and have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the ELG, particularly in mathematics and literacy. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. Children are developing resilience and take pride in their achievements. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others.

Relationships between school, children and parents/carers are strong, and 100% of parents/carers would recommend our school (Survey Jan 2019). Parents are actively involved and engaged with school, and in the children's learning e.g. contributing to assessments through 'Happy and Proud' learning at home documents, home visits to engage parents before starting school, regular verbal and written information about children's achievements and progress incl. personalised targets, sharing progress through our special books and parental workshops, and through the year.

"Relationships between staff and children are exemplary. All adults show patience, care and sensitivity. Children are happy, confident and safe. Children flourish because their relationships with staff are consistently warm and positive. Routines are well established and children feel secure because they know exactly what is expected of them. Children's many achievements are noticed and praised frequently. As a result, the early years is a happy and nurturing place for children to learn."
Ofsted 2019

Caring, sharing, learning for life!

2018-19 Attainment - FS1

ALL	55% at ARE (compared to 26% on entry)
BOYS	56% at ARE (compared to 28% on entry)
GIRLS	58% at ARE (compared to 33% on entry)
PP	57% at ARE (compared to 14% on entry - 1/7)
BME	80% at ARE (compared to 40% on entry - 2/5)
EAL	50% at ARE (compared to 50% on entry - 1/2)
SEND	0% at ARE (compared to 0% on entry - 0/3)
SB	50% at ARE (compared to 50% on entry - 5/10)

2018-19 Attainment - FS2

ALL	80% GLD (compared to 53% on entry)
BOYS	68% GLD (compared to 45% on entry)
GIRLS	89% GLD (compared to 59% on entry)
PP	50% GLD (compared to 25% on entry - 4/8 children)
BME	50% GLD (compared to 40% on entry - 5/10 children)
EAL	0% GLD (compared to 0% on entry - 1 child)
SEND	0% GLD (compared to 50% on entry -1/2 children)
SB	62% GLD (compared to 31% on entry -8/13 children)

- Achievement was positive in 2019 and exceeded national and local indicators at expected level and overall GLD (School 80%, 72% national)
- Trend in attainment has been sustained over the past three years+
- Particular strengths highlighted for 'all pupils' in all areas of learning at EXP incl. GLD and EXC (see LA data set for evidence).

Specific Group Performance

- Autumn and Spring Term children are outperforming Summer Born children. This follows historical trends on entry to school

SEN and SEN support

- Outcomes increased by 17% - from 33% to 50% (1/2) in 2019 (higher than national)
- Gap is narrowing between SEND and non-SEND children (49% gap in 2018, compared to 29% gap in 2019) although group size was very small

Disadvantaged groups

- Outcomes were at least in line with national in all areas at EXP for all groups, apart from disadvantaged learners in Speaking and GLD overall.

- Entry data over the last 3 years shows that the majority of children eligible for PP funding enter F1 below age related expectations in all areas
- Despite gaps in attainment, progress measures show more a positive picture for disadvantaged children

- No of disadvantaged children achieving GLD in EYFS dipped again to 50% in 2019 and remains lower than others (85%). This was limited by children achieving ELG in Speaking, although there was an increase in achievement for PP children in Managing Feelings and Behaviour (89% in 2018 to 100% in 2019), Reading (67% to 88%), Writing (56% to 75%) and Number (67% to 75%)

Gender

- Girls (89%) outperformed boys (68%) at GLD - in line with historic trend in school and also nationally

- Gender gap from entry to school where girls generally outperform boys in some areas (particularly literacy), although boys general make good progress and outperformed girls in some areas by the end of the Summer Term 2019 an EXP (whilst girls outperformed boys at EXC in R/W/M)

BME

- Although a relatively small cohort of 10 in 2019, outcomes appeared lower for this group (from 100% in 2018 2/2 children, to 50% in 2019 5/10 children) although very small group size needs to be noted as this skews data.

Evidence from triangulation shows that children generally demonstrate positive **behaviour**, cooperate, share, show self-control and respect for others and the environment. Safeguarding procedures are robust and welfare requirements are given highest priority, in line with the rest of school.

"Safeguarding is effective and all welfare requirements are met. Staff have a thorough understanding of the actions they need to take to keep children safe. Positive transition arrangements when children join the school enable staff to develop strong relationships with parents. Staff know children and their families very well. Consequently, children are safe and well cared for." Ofsted 2019

Children are taught about their rights and responsibilities and the importance of our Golden Rules from entry into our nursery. Children also celebrate their achievements through 'Star of the Day/Week'. The curriculum concepts are also planned to nurture respect and celebrate differences and awareness of diversity beyond their experience in Halfway, for example in 'Community and Culture' theme for learning. The learning environment and interactions also promote equality, diversity, and tolerance and respect.

Our recent Ofsted inspection in March 2019 recognised the quality of support, and the quality of the interactions between staff and children in the EYFS and judged EYFS as outstanding.

Leaders ensure that regular moderation and team meetings are effective and consistent across all EYFS classes. FS teachers are well supported by an experienced FS2 practitioner/EYFS leader. Quality of teaching and learning in FS is at least good with elements of outstanding practice, and triangulation shows that teaching nurtures, engages and motivates children. The educational programme is driven by rigorous and accurate ongoing **assessments** of children's learning and development. This ensures that activities meet the needs of each child and that each accesses all areas of the EYFS provision, thus receiving a broad and balanced curriculum. There is also a balance between adult and child led learning (evidenced by observations of learning, recorded outcomes, contributions from parents and carers and staff). Progress is tracked against the Development Matters framework and the ELGs - this information is shared with parents/carers so they are informed about their child's achievements and progress through our open door policy, through shared target setting procedures, open afternoons, parents' evenings, records, 'special books' etc.

Assessments are accurate and based on ongoing and high quality observations. Where children's starting points are below those of other children, assessment shows that they catch up quickly. Staff ensure that assessment information sets ambitious targets, that gaps are identified early and that planning addresses any gaps and suitably challenges all children.

Triangulation shows that 100% of **teaching and learning** in EYFS is good/outstanding (Autumn 2019). Children receive well rounded provision and quality teaching which prepares them for the next stage in their education, and leads to higher than national EYFS outcomes (80% GLD). The curriculum is responsive and developed according to children's interests and needs. Learning is based on first hand experiences, which engages and motivates learners, and topics within our overarching themes/concepts (linked to our school vision) are shaped by the children. Children consistently demonstrate curiosity, imagination and concentration, as evidenced in monitoring and evaluation.

"Teaching in early years is very strong. High expectations and very well-established routines lead children to develop excellent attitudes to learning. Children's learning needs are well met by high-quality teaching both in the indoor classroom and outdoors. Teachers plan activities that are motivating, challenging for all pupils and follow children's interests. "
"Children in the early years thrive in an exceptionally well-run setting. They enter the early years with skills and abilities below those seen typically. Through highly effective teaching, they make outstanding progress." Ofsted 19

The curriculum provides a wide range of interesting and challenging experiences to meet the needs of all learners and help them make progress towards the ELGs. It contributes well to children's physical/emotional health, safety and wellbeing, including their spiritual, moral, social and cultural development, which runs through learning experiences in our 'school vision to curriculum' model.

Early identification of need for vulnerable learners is swift and targeted to ensure any **barriers to their learning** are addressed to meet need and minimise negative impact on progress - *"Children known to be eligible for support through the pupil premium funding make similar rates of progress to other children in the early years"* (Ofsted 2019).

Low **speech and language** scores on entry to school are addressed through early assessment which informs practice (such as Speech and Language Therapy, LEAP interventions and use of Tower Hamlets materials to develop vocabulary and verbal language skills). Our Literacy leaders support staff to ensure children access a language rich curriculum with a greater focus on vocabulary building and SEND lead uses the graduated response procedure to help identify and address needs of children with more complex language/SEND needs - *"All members of staff are highly effective in their promotion of speaking and listening"* Ofsted 2019.

Priorities for 2019-2020

- Continue to focus on early identification and learning of basic skills in literacy and numeracy, particularly speech and language for disadvantaged in order to narrow the attainment gap between them and others
- CL - continued investment into specific training/resources to support early language acquisition and address barriers to Speaking/Reading/Writing early
- Positive scores from FS2 need to be maintained in order to convert to Exp Standard at end of KS1/pass phonics screening at end of Y1