



Quality Mark

EARLY YEARS VISIT FEEDBACK REPORT

School name	Abbott Community Primary	Visit date	10 January 2020
Headteacher	Phillippa Wilson	Assessor	Matthew Klimcke
Quality Mark Contact Name at school/setting	Georgia Fishwick		

Visit Type	Initial Assessment Visit (IAV)
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A brief context of the School

- Abbott Community school is a one-form entry setting located in Collyhurst, Manchester with 62 Early Years children on roll. It is a popular school, serving a transient community and a catchment of high deprivation.
- The EYFS comprises 55% of children learning English as an additional language (EAL), 39% are supported through pupil premium and 12% Special Educational Needs (SEN).
- Abbotts School was last inspected by Ofsted in January 2019 and was judged to be outstanding in all areas. This is the school's first Early Years Quality Mark.

The Assessor spoke to the following people:

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Children representatives YES (informally across two learning walks)	Governors/Trustees YES	Parent representative(s) YES

<p>Does the school meet the requirements of the Quality Mark?</p> <p style="text-align: center;">YES</p>	<p>'Learning Walk' completed?</p> <p style="text-align: center;">YES</p>
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<p>Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</p> <ol style="list-style-type: none"> 1. To further develop the outdoors learning environment to fully develop children’s mathematics, problem-solving and reasoning skills. (Elements: 1, 4, 6-8, 10). 2. To develop staff subject specialisms in the Early Years so that a wider number of staff can lead in key areas of the EYFS curriculum, including English and Mathematics. (Elements: 1, 6 & 10). 3. To share best practise in Early Years learning with other settings beyond the school’s cluster group. (Elements: 1, 7-8 & 10).

<p>Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p>
<p>Early Years Quality Mark Elements</p>
<p>1. A whole setting strategy and planning to improve young children’s abilities and achievements</p> <ul style="list-style-type: none"> • There is a strong inclusive vision and ethos throughout the school, resulting in a harmonious and purposeful learning environment. Children display positive attitudes to English and mathematics and enjoy their learning, often persevering with tasks until completion. • Self-evaluation and improvement planning effectively focus on improving English and mathematics outcomes for children. • The school has effective tracking and monitoring systems in place to monitor children’s achievement. This enables all leaders to identify where further support is needed in order for children to achieve their potential. • Performance management for all Early Years staff is closely linked to the setting’s priorities for improvement, including in English and mathematics. • The governing body are instrumental in supporting and challenging the school, acting as a ‘critical friend’. Link governors in English and mathematics have a good whole-school overview from Nursery to Year 6 in their respective subjects. In addition, there is also an EYFS link governor who focuses on the impact of provision on children in the Early Years. This ensures that the governing body have a secure understanding of the overall effectiveness of this key stage.
<p>2. An analysis of the assessment of young children’s abilities and achievements</p> <ul style="list-style-type: none"> • All children are carefully monitored and tracked on an on-going basis to enable staff to identify how well children achieve and where further support and intervention is required. • The percentage of children achieving a good level of development in 2019 was above average at 80% (vs 72% national). • In Communications and Language, children attained broadly in line national expectations, but in Literacy, children attained above national expectations in both reading and writing. • In numeracy, children also attained above the national average in number and broadly in line for shape, space and measures.

3. Setting appropriately high expectations for young children's development

- Target setting takes place regularly and is based on continuous assessment and observations made by Early Years staff. Next steps in learning are set in English and mathematics which are reviewed regularly by senior leaders.
- Parents and carers are regularly consulted, and kept informed, about children's progress and next steps for development. These are shared through the school's online reporting system (Tapestry); through parent consultations meetings, the sharing of children's work and the review of IEP targets for SEN children.
- Learning opportunities in English and mathematics are effectively differentiated. 'Chilli Challenges' empower children to select their own differentiated learning activities to develop key skills in English and mathematics. They also provide a useful source of reference for adults (both practitioners and parents) when supporting children's learning so that children are always adequately challenged.

4. Planning 'next steps' in learning for young children's development

- The school run a series of bespoke intervention programmes for children of a range of abilities, including those who are more able. These include 'Early Talk Boost,'; 'Early Language Intervention,'; 'Read, Write, Inc.' and 'Maths Booster Groups.'
- Observations of children are recorded and electronically updated, daily. All observations are monitored by senior leaders before 'going live' and next steps in learning are identified and closely linked to the Early Years curriculum and framework. This helps practitioners and parents know the next steps in children's learning.

5. Regular review of progress made by all children

- There is a three-year rising trend in the percentage of children attaining a GLD in the Early years from 2016 to 2018. In 2016, 53% of children achieved a GLD. This steadily increased to 81% in 2018.
- Children start with skills typically lower than that expected for their age on entry to the Early Years. Most children start Nursery with skills in the 22-36 month band, particularly in Communication and Language.
- Across the Early Years, children make at least good progress. On average, children make four steps of progress in both Nursery and Reception in both English and mathematics. Boys, girls and pupil premium funded children make four steps of progress on average. SEN children average six steps of learning per year.
- For children who are at risk of underachieving (or falling behind), bespoke interventions are put in place. Through the pupil progress meetings, key personnel identify where gaps in learning are and support is provided to ensure children achieve their potential.

6. A commitment to improving the skills of all practitioners

- There is a programme of professional development in place to ensure that all teachers and TAs are kept updated with developments in English and mathematics. This includes all staff attending INSET training along with support provided by the EYFS lead. This helps staff keep up to date with developments in education.
- Senior leaders promote a culture of professional enquiry. Staff have completed professional courses to further their education and deepen their understanding of the learning process including Degrees in Early Childhood Education, National Professional Qualifications and Higher Learning Teaching Assistant qualifications.

- Staff are encouraged to research, try new ideas and share successes with colleagues across the school. Best practise is shared with all Early Years practitioners and with settings in the school's cluster group.

7. A balanced use of child-initiated and adult guided play-based learning

- The development of key skills in English and mathematics are a focus across all seven areas of learning in both Nursery and Reception.
- The Early Years setting effectively develops children's language and literacy skills (including reading and mark making) through the indoors and outdoors learning environment. Children demonstrate that they are able to segment and blend familiar words accurately. In Reception, children are beginning to write simple sentences independently making phonetically plausible attempts at unfamiliar words. Indoors, there is a strong emphasis on developing children's mathematical development across the setting, including the promotion of problem-solving activities.
- Children's learning is also well supported in the outdoors learning environment. Staff support learning through effective interaction and questioning, developing children's communication and language skills. Leaders recognise that mathematical development is not as widely promoted in the outdoors learning environment. Effective plans are in place to address this. There is a good balance between child-initiated learning and adult guided play.

8. The use of appropriate environments and resources

- The Early Years setting boasts a wide range of resources to support effective learning in English and mathematics. These includes the use of iPads, Codapillars, Bee-bots and tough cams. Children confidently use technology and other practical resources to help them make sense of their world by providing concrete-based experiences to support learning.
- In order to foster good reading habits and an enjoyment for books, children are timetabled to use the school's library and to use the online recording system for borrowing texts and reviewing books read at home.

9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development

- The school regularly engages and communicates with parents and carers in the life of the school through newsletters, social media and parents' evenings. The school promotes an open-door policy to encourage parents to talk about children's learning.
- School staff have run workshops for parents to promote English and mathematics at home. These are typically well attended and parents report that this helps them to support learning at home. During this visit, several parents were seen attending 'Friday Funday', working alongside children in English and mathematics. Such events models effective learning for parents and fosters good learning habits to support key skills outside of school.
- Coffee mornings are also well attended by parents. These provide an opportunity to learn about services in the community to support parents and young children in and around the local area.

10. An effective procedure for monitoring, planning and assessing improvement in practice and provision

- The monitoring and scrutiny of children's outcomes in English and mathematics is effective and robust. Senior Early Years leaders support staff through an effective model of coaching and

mentoring. This leads to staff feeling valued and supported and, in turn, in the positive outcomes for all children.

- Leaders monitor teaching and learning through regular learning walks and analysis of children's outcomes through data-tracking. As a result staff know where gaps in children's learning remains and can, therefore, address their individual needs.
- Governors demonstrate an understanding of the school's achievement data in English and mathematics. They act as 'critical friend' and provide a good level of challenge to ensure that children achieve their potential.

A brief summary of the strengths/ developments since the last visit:-

Strengths

- A purposeful and harmonious learning environment which supports and develops key skills in English and mathematics across all seven areas of learning.
- Happy and engaged children who learn effectively through play, persevering with tasks until completion.
- The focus on promoting and developing speaking and listening skills so that children can successfully access their learning and develop key skills in English and mathematics.
- The consistent and successful approach to teaching phonics through 'Read, Write, Inc.' resulting in children being able to blend and segment simple words independently and to spell phonetically plausible words when writing sentences.
- The wide range of intervention and support provided resulting in learning that supports individual children's learning needs including for SEN children and those who are more able.

Areas for development

1. To further develop the outdoors learning environment to fully develop children's mathematics, problem-solving and reasoning skills. (Elements: 1, 4, 6-8, 10).
2. To develop staff subject specialisms in the Early Years so that a wider number of staff can lead in key areas of the EYFS curriculum, including English and Mathematics. (Elements: 1, 6 & 10).
3. To share best practise in Early Years learning with other settings beyond the school's cluster group. (Elements: 1, 7-8 & 10).

Additional Comments or action (if applicable)

- Congratulations on the award of your first Early Years Quality Mark for English and mathematics!
- I would like to thank all the staff for taking the time to meet with me, particularly Georgia. I wish the school continued success for the future and look forward to supporting and reviewing your progress in 18 months' time.
- Should the school receive an Ofsted Inspection before your next scheduled visit, please alert your assessor (via email) to any change in outcome, once the report is published and is in the public domain.