

Orchard Fields Community School Banbury
Early Years Foundation Stage Review report

October 4th 2018

Reviewed by Sally Hughes

Early Years Consultant

Context:

Orchard Fields Community School is a larger than the average-sized primary school in north Oxfordshire.

The proportion of pupils for whom the school receives additional funding, is well above average.

The proportion of disabled pupils and those who have special educational needs is well above that found in most schools.

An above average proportion of pupils are learning to speak English as an additional language.

There is a Nursery class and two Reception classes in the Early Years Foundation Stage.

Last Ofsted Inspection – September 2014 **Good** in all areas

During the review SH:

- Observed the quality of teaching in nursery and in reception classes and looked at the impact teaching has on children's learning both inside and out.
- Examined some samples of children's work 2018.
- Examined some early year's policies and procedures.
- Examined tracking of data and data analysis
- Held discussions with the EYFSCO and spoke to members of staff when appropriate throughout the day.

Strengths:

- Strong and passionate leadership of the early years ensures that children make an excellent start to school. The EYFSCO is relentless in his drive for continuous improvement. He is reflective and visionary. All staff share the vision of the school to ensure that all children achieve their best. The strong team ethos is evident throughout all of the EYFS.
- Teaching is excellent, all staff focus thoroughly on the children. Interactions are highly effective as staff encourage children to think creatively and deeply. Staff model language well and seize opportunities to introduce new vocabulary skilfully.
- The environments both indoors and out provide an abundance of exciting and highly creative opportunities that promote children's independence and engagement across all areas of learning.
- Behaviour of the children is excellent. This is because the expectations of staff are constantly shared with the children and because of the high levels of engagement in the stimulating learning environments.
- The prime areas of learning are promoted exceptionally well. Children become confident and happy learners through a solid foundation of personal and social development, physical development and communication and language, on which to build their future learning.
- The curriculum is extremely well planned to excite, engage and motivate and ultimately to meet the needs of all children. Children enjoy the outstanding selection of activities and experiences to support their welfare, learning and development, and as a result their individual needs are met exceptionally well.
- Evaluation of staff performance leads to effective performance management. Strengths are identified and valued and training is given to further improve staff practice. Staff use their continual development opportunities well and this has a huge impact on the excellent quality of teaching they provide. This helps to rapidly improve children's outcomes.
- Children make consistently high rates of progress in relation to their starting points. Meticulous assessment and tracking ensures that children are making substantial and sustained progress. Gaps in learning and gaps in groups of learners are identified and acted upon.
- Everyone including children and staff all share a celebration and love of learning. Children and staff are proud of their school.

Recommendations:

- Further develop the outdoor area of nursery to provide more choices and promote more independence in their learning, particularly in the outdoor area.
- Involve parents with regular updates about what children have been learning and celebrate the progress their children are making in school and at home, by introducing the new electronic system as soon as possible.
- Visit St Edburg's school Bicester to meet with EYFSco, Victoria Sayer to look at 'exceeding writing' practice

Quality of provision and practice in the early years at Orchard Fields is Outstanding.

Leadership and management of the Early Years Foundation Stage is highly impressive. The EYFSCO is relentless in his drive for continuous improvement. He is an excellent role model to lead his team as he has passion and drive and displays boundless energy and creativity in his teaching. Leadership creates a culture of vigilance with the staff, which puts a high emphasis on children's safety. Safeguarding is effective. The EYFSCO is highly reflective and continually identifies and drives forward plans to improve outcomes for children, such as to enable more children who are capable, to exceed in writing by the end of the reception year.

Staff have excellent knowledge of the children and their families, they know the children very well. Staff are highly creative in their practice and provide a wealth of opportunities to promote children's learning and development. Nursery staff have recently trained in Makaton signing and are now using this effectively to promote positive communication skills for those children who start with little or no spoken language.

Teaching is inspirational and helps children to develop a love of learning. Children enjoy the range of high-quality open ended and creative experiences on offer. For example, they make the spell from 'Meg and Mog' using real eggs, milk, bread, jam and kippers. The children are excited and engaged as they repeat and use new vocabulary – 'Hubble, bubble, toil and trouble.' Staff use every opportunity and area within the environments to motivate and inspire the children. In nursery the children enjoy making toast after watching a video of the teacher making toast with her family at home. Children use all their senses as they engage in this activity. One child eats toast for the first time. They are encouraged to talk about smells and tastes and staff introduce new language constantly. Staff promote the prime areas exceptionally well. All staff are good role models for the children and they seize opportunities to introduce new language for all children throughout the day. In nursery children learn phase 1 phonics and are introduced to phase 2 for when they are ready. In reception class teachers link the phonics teaching from the morning session to the literacy session in the afternoon where children are encouraged to recognise rhyming words. Some children are already beginning to use their phonic skills to write CVC words in guided sessions. Teachers effectively link reading and writing. One teacher led a small group of 3-4 children in a short and appropriate but challenging guided reading session followed by a guided writing session. The children were totally engaged and made excellent progress at this very early start to the school year. CVC writing can also be seen in their free play as children

continue to write CVC words on the interactive whiteboard, unsupported. This means that children are making a very good start in literacy.

Children in the Early Years Foundation Stage benefit from very positive relationships established with adults. Staff play alongside children encouraging them to share, take turns and use good manners. As a result all children make excellent progress in their learning and development. Staff are kind, caring and nurturing and as a result, children feel happy, settled and secure. Children's behaviour is excellent. Because they are motivated and engaged they all play well together in a calm and safe environment where everybody cares. Staff gently but clearly remind children of the expectations for positive behaviour at regular intervals through the day. The children have only been in school for four weeks but respond positively to teacher's expectations for positive behaviour. They thrive in the very happy atmosphere of the school and relationships are respectful and supportive. Staff set high expectations of themselves and for the children. They use praise and celebration of achievement very well, to motivate and encourage children to try their hardest and to do their best. Staff have introduced a simple reward system to motivate, promote and reward good behaviour to which children are already understanding and responding well.

Characteristics of effective learning are intrinsic throughout the EYFS environments. The environments are highly enabling and children can play, explore, investigate, be active and use their own ideas. One child confidently spoke about the role of the dentist in the dentist role play area as she dressed in coat, put on masks, made appointments and used magnifying lenses. Staff are deployed exceptionally well to support children's safety and well-being. They ensure very good hygiene practices and promote healthy lifestyles through well planned and creatively resourced activities and experiences. Children learn about being healthy as they are all encouraged to brush their teeth after lunch under the close supervision and organisation of staff. Staff have recently received training in how to manage this effectively and safely ensuring high standards of hygiene are maintained. Children are learning the importance of dental health. The school has invested highly in the health and welfare of these young children.

Excellent preparation in the nursery ensures the children are well prepared for school. This is evidenced by robust analysis of data. A positive, caring and nurturing start in nursery creates a smooth transfer for children to school. The EYFSCO monitors the observations and assessments of children made by the staff to ensure accuracy of judgements. Leaders in the school know how well individual and groups of children are progressing in their learning. Gaps are identified and appropriate activities are provided to help and support children to improve their skills. Talkboost sessions and Spirals are already taking place for those children who need additional support. In addition, school employs a Speech and Language Therapist for one day a week and this has had a significant impact on pupils' progress in communication and language, with 100% of pupils making at least five points progress in each of these areas. Staff have recently changed from 2Simple to Tapestry, to record observations. This is in the early stages but is working well and this will enable parents to engage more in their children's learning, development and progress in school.

In 2017-2018 100% of children made rapid progress in all areas with five or more points progress, in all areas. The percentage of pupils achieving a Good Level of Development has risen consistently since 2014 when it was at 39%. By the end of 2018, 72% of pupils achieved a Good Level of Development; this is in line with National data.

The school works extremely hard to create strong and positive communication between staff and parents in order that children's care and learning needs are well met. In the EYFS a weekly newsletter is sent home to tell parents what their children have been learning throughout the week and provides parents with ideas for them to talk with their children. There is good

attendance at parent meetings held in the school. Welcome sessions are held regularly to encourage parents into school e.g. reflector making sessions for book bags, Diwali and Christmas.

Orchard Fields promotes high expectations for all. Their school motto of 'Persevere, achieve and be aspirational' is certainly embedded within the foundation stage of the school. Staff and children within the EYFS are very proud of their school.

SH feedback to the headteacher and the EYFSCO.

Provision and practice in the EYFS at Orchard Fields Community School was reviewed by Sally Hughes,

Early Years Consultant

09/10/2018