



SCHOOL IMPROVEMENT RECORD OF VISIT

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| Name of School: Barkisland CE (VA) Primary School | Date of Visit: 5th February 2020 |
| Name of Headteacher: Becky Schofield | Duration of Visit: Full day |

Focus / Personnel:

I carried out a collaborative review of EYFS provision with the school's Inclusion leader who has experience in this key stage. We spent time in EYFS teaching sessions, had discussions with pupils as part of this, observed pupils in the Daily Mile and had discussions with EYFS staff. The findings of the review as below are therefore jointly agreed.

Findings/Advice:

Role of Inclusion leader

Throughout the day, the Inclusion leader proved invaluable to the review process. She showed herself to be insightfully evaluative and demonstrated the ability to identify the key features of the strong practice evident in all sessions and thoughtfully accurate in feedback. These features indicate strong and effective leadership.

Review findings

Well thought out curriculum planning which is both progressive and well sequenced is the foundation of the successful work that has gone into this provision. This planning makes effective links between all the areas of learning and the main theme, including the texts which will be used to support learning. Practice and provision seen during the review was similarly closely linked so that, for example, pupils used their developing phonic knowledge and understanding in a wide variety of learning contexts as well as to inform their developing writing. Learning opportunities developed from planning are highly engaging and interactive such as the activities related to the theme of "People who help us" and the very engaging Maths activities which required pupils to call on a wide range of their developing Maths techniques in a co-ordinated fashion. Additional learning activities such as the Daily Mile were very effectively integrated into the wider curriculum so that pupils are able to make good progress across all areas of learning in a co-ordinated manner. A telling example of this was one pupil who, during the Daily Mile observed that "The sun is a circle" which was then used by members of staff to build learning across the areas of Knowledge and Understanding of the World and Shape, Space and Measure. The use of the Your Track system so that pupils can see how far they have travelled on a cumulative basis is a positive and supportive feature of the curriculum integration evident across all aspects of the provision.

Strong development has already taken place in the teaching and love of Reading with Reading Suitcases being typical of the innovative approach to securing high quality provision for all pupils. Reading is supported by accurate and engaging teaching of Phonics, well planned Guided Reading sessions, the careful linking of reading books to pupils' current stage of development, including the next steps for them and the very positive use of library books.

Assessment is very well managed and thus provides a secure evidence base against which progress can be measured. These assessments are very effectively used to shape the next steps in pupils learning and development. Pupils across the provision are rightly highly engaged and excited about their learning, demonstrating this through their enthusiasm to talk to us, as visitors, about what made their learning exciting and rewarding. The EYFS area of the school is characterised by a very positive and well balanced learning environment within which pupils are easily able to move swiftly between well planned and linked learning opportunities so that no time is wasted, and learning is promoted through all activities. Resources for learning are well managed leading to increasing levels of independent learning.

The whole Unit team approach is highly effective in securing strong and effective provision for all pupils with all members of staff being well deployed and working in a confident and assured manner due to their secure understanding of their individual role and the manner in which this contributes to the learning and progress of pupils.

Senior Leaders and EYFS staff have accurately identified the development of the EYFS provision through enhancement of the outside space, linking closely between inside and outside provision and the resourcing of this as a sensible next step for further improvement.

Key areas of strength

- All aspects of the provision encourage pupils to develop as independent learners which is supported by affirmative learning related praise and a very positive ethos
- High levels of engagement and response across all areas of learning have been brought about by clear, concise and authoritative teaching, explanations which are tailored to pupils' strengths and needs
- All areas of learning are thoughtfully linked through well thought out planning leading to opportunities for pupils to apply their learning in other areas and to problems which they may encounter in the future. This is supported by accurate and effective strategies for assessment, monitoring and planning for the next steps in pupils' development
- A very strong team approach across the Unit is enhanced by the understanding of how each member of staff's role fits into the purpose of securing high quality learning and progress for all pupils. This enables highly effective deployment of staff to meet pupils' needs thus enhancing and enriching their learning

Areas for development

- Continue to progress plans for the development of links between inside and outside learning and the resources needed for this
- Continue to develop the effective provision for Reading
- Continue to build on the good and effective practice of using pupil photos, in role, as a resource through links to smart Boards. Plans are in place to link Your Track in this manner

Improvements since the school's last inspection

- Sequencing and progression across the curriculum
- Significant improvements to the classroom and wider learning environment so that independent learning can be encouraged
- Very effective whole Unit team approach
- Pupils' delight in learning in every aspect

Action Points

- Senior leaders and EYFS staff to continue to act on and progress their priorities for improvement including those identified above
- School Improvement Partner to provide advice and support as appropriate

Copies to: File Headteacher