### EARLY YEARS Visit Feedback Report

| **School name** | Grove House Primary School | **Visit date** | 1st March 2022 |
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| **Head of**  **School** | Alex Summerscales | **NOR** | Whole school: 429  Nursery - 32 (21p/t 11p/t)  Reception – 57 |
| **Telephone number** | 01274 636921 | **Assessor** | Elizabeth Pitcher |
| **Quality Mark contact email** | [n.wade@ghps.paymat.org](mailto:n.wade@ghps.paymat.org) | **Quality Mark contact name** | Nicola Wade |

| **A brief context of the Early Years**  Grove House is a larger than average-sized primary school. Following three consecutive Requires Improvement Ofsted inspection judgements since 2013, Grove House became a member of the Pennine Academies Yorkshire MAT in November 2020. Considerable changes to school leadership have resulted in strong strategic direction. Revisions to the staffing structure and high-quality professional development have significantly enhanced the Early Years Foundation Stage (EYFS) provision, as identified through systematically organised external monitoring.  The number of children across the whole school with English as an additional language (EAL) is well above the national average comprising a range of seventeen languages. In Nursery, there are currently 40.6% with EAL and 37.25% in Reception. In Nursery, 6.25% of children who are eligible for the Pupil Premium Grant and 19.29% eligible in Reception. |
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| **Visit Type** | **Initial Assessment Visit (IAV)** |
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| **The Assessor spoke to the following people** | | |
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| **Interim Head of School**  **YES** | **YES Assistant Headteacher / SENDCo / Early Years teacher (reception)**  **YES** | **Nursery Manager**  **YES** |
| **Reception teacher / Art leader**  **YES** | **Early Years / Year lead teacher**  **YES** | Parent representatives  NO  Governor/Trustee  NO |

| The Assessor spoke to the following people: |
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| **Does the school meet the requirements of the Early Years Quality Mark?**  **YES** | **‘Learning Walk’ completed?**   * *VIRTUAL VISIT - Video and photographic evidence provided by the school* |
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| **List of development points from the previous report and the resulting action taken, if appropriate:**  **N/A** | **List any noteworthy evidence**   * Effective leadership and positive partnerships for improvement lead to well-organised provision for the Early Years children; * Expertise in the implementation of the current Early Years Foundation Stage is set within holistic and inclusive approaches; * A clear demonstration of a safe and secure environment in which children receive purposeful support for all aspects of learning and development. |
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| **Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which elements the development is referring**  **Building on the school’s strengths**   1. To fully embed processes and procedures in Early Years provision to ensure consistency and to monitor impact through children’s outcomes in achieving the ELGs in Communication and Language, Literacy and Mathematics.   (Links to EYQM Elements 1 & 10)   1. To further enhance the well-organised, well-resourced outdoor environment, give consideration to the judicious use of visual displays of writing and number/number patterns as models for supporting the development of the children’s early reading and writing skills and mathematical development e.g.  * a range of key words linked the progression map for phonics; * simple questions, as learning prompts linked to the designated spaces e.g. water, building, woodland areas; * relevant number-related language and numbers.   (Links to QM Elements 7, 8 & 10) |
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| **Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:** |
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| **Early Years Quality Mark Elements** |
| **1.A whole setting strategy and planning to improve young children’s abilities and achievements**   * School leaders at all levels provide effective strategic direction which is firmly aligned with the Early Years Foundation Stage expectations. As an early adopter school, Early Years expertise has developed and overall provision has benefitted. There is a clear view of priorities for improvement in promoting children’s knowledge, skills and understanding within the expectations of Communication and Language, Literacy and Mathematics. Consequently, robust strategic planning is established, systematically reviewed and evaluated and this leads to responsive planning. The inclusive and positive ethos is underpinned by holistic and personalised approaches, as reflected in action plans and policies. For example, the policy for Early Years reflects the ongoing commitment to improving children’s abilities and achievements within the aspiration for *‘quality and consistency’, secure foundations, partnership working and inclusive provision’*. Lines of accountability are strong, as evidenced through The Trust’s committee structure and quality assurance framework. |
| **2.An analysis of the assessment of young children’s abilities and achievements**   * Assessment processes and procedures are robust, which enables school leaders and Early Years practitioners to hold a view of children’s progress and attainment from starting points. Close scrutiny of baseline data, followed by regular progress conversations and checks within the cycle assessment, provide a springboard for purposeful planning and provision, set within a holistic ethos, which takes account of Personal, Social and Emotional Development, as well as literacy and mathematical competency. Adults demonstrate an understanding of what children know, whilst taking account of any barriers to learning and development, such as those children with English as an additional language. |
| **3.Setting appropriately high expectations for young children’s development**   * The needs of the whole child are carefully considered when planning and organising the play-based indoor and outdoor environments because they are aligned with the principles of the statutory EYFS framework and supported by up-to-date guidance documents. Consequently, continuous provision is set within the context of high expectations and embedded within assessment for learning principles. For example, both the indoor and outdoor environments offer positive and exciting exploratory opportunities to empower young learners in the development of communication, language, literacy and mathematics, as well as the other areas of learning and development. |
| **4.Planning ‘next steps’ in learning for young children’s development**   * Communication within the school team is an element of effectiveness. The views of the unique child are valued and these help to inform next steps. Positive communication with the home is seen as a priority in the sharing of themes and expectations and the ‘WOW moments’ and so, provide ongoing dialogue between the home and school. It is also notable that the school is focused on creating its own complex needs provision which aligns with the inclusive ethos of the school. |
| **5.Regular review of progress made by all children**   * Regular, intuitive review of progress is a collaborative process at Grove House, through which parents and carers are welcomed on a regular basis for their contributions. The collaborative nature of discussion and analysis promotes a positive climate for understanding the rates of progress and achievement of each child. It is evident from discussion that members of the school team with whom the assessor met have a clear understanding of the specific needs of the individual, as well as high aspirations in relation to age-related expectations. For example, the close tracking of phonic progress through *Read Write Inc* means that teaching can be organised into small groups. Gaps in learning are quickly identified and addressed. Consequently, children are supported to achieve smaller steps to success. |
| **6.A commitment to improving the skills of all practitioners**   * The drive for continuous improvement leads to relevant professional development programme in line with priorities, which importantly, promotes shared understanding across the relatively newly established Early Years team. Activity and actions ae linked to the appraisal cycle. External professionals are valued for their expertise and advice, and the focused work with the Bradford Birth to 19 Early Years Hub provides opportunities for sharing practice within and across schools. In-school training is welcomed, as a platform for increasing knowledge and expertise in this energised learning community. |
| **7.A balanced use of child-initiated and adult guided play-based learning**   * As a result of thoughtful and robust responsive planning and organisation there is balanced use of the indoor and outdoor environments, involving child-initiated and adult guided play-based learning. Wide-ranging experiences encourage children’s confidence and competence. For example, the assessor observed children who were engaged in collaborative, exploratory and independent outdoor activity. Classrooms also encourage independence through daily routines, with the expectation that children will take ownership of their learning spaces. |
| **8. The use of appropriate environments and resources**   * Staff operate successfully as a cohesive team within the expectations of the EYFS framework. Significant changes in the organisation of the indoor and outdoor environments have enhanced overall provision within the EYFS national expectations. The school has rightly invested in a rich variety of high-quality resources to support Communication, Language and Literacy and Mathematics, whilst taking account of the breadth of diversity and needs of the individual. Notably, the indoor environment includes wide-ranging resources and the outdoor area includes an extensive ‘forest’ area and specific learning zones through which children can access meaningful, playful learning. Overall provision benefits from links with the Reading and Maths Hubs, the development of the *White Rose Maths* ethos and the teaching of synthetic phonics through *Read Write Inc.* |
| **9.Partnership working between families, carers, practitioners and professionals in supporting young children’s learning and development**   * The school demonstrably nurtures positive partnerships between a range of stakeholders, including close alignment with the Trust, through their monitoring and advisory role. The promotion of positive partnerships with parents and carers takes priority, as evidenced through the wealth of organised activities to support their child’s journey of learning. The *WOW* *moments* demonstrate the value placed upon parents’ collaboration and weekly newsletters and workshops are a source of reciprocal communication, resulting in mutual benefit for children, the family and the setting. Induction and transition arrangements are established. The breadth of expertise within the school and external agencies combine to address specific needs. For example, Speech and Language (SaLT) strategies make a valuable contribution to the well-being, nurture and development of young learners |
| **10. An effective procedure for monitoring planning and assessing improvement in practice**  **and provision**   * Early Years provision benefits from effective leadership, collaborative partnerships and communication which combine to cater for children’s unique attitudes, aptitudes and dispositions. Importantly, strong lines of accountability ensure that ongoing improvement remains a key focus. The Head of School works closely with the Trust and external professionals to ensure that a clear and systematic schedule for monitoring is sustained. Consequently, all relevant stakeholders are kept well-informed at all levels. As a result, there is a strong trajectory for continuous improvement in practice and children’s outcomes. |

| **A brief summary of the strengths/ developments since the last visit:**  **N/A** |
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| **Additional Comments:**   * Prior to the assessment, the assessor received a detailed audit which was supported by videos, photographs and written evidence. During the assessment, the school ably presented video and documentation. * The school is to be congratulated on achieving the Early Years Quality Mark Award for English and Mathematics. |
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