



## Context

- **Buildings and environment**

We have three purpose built Reception Classrooms with shared learning zones and two Nursery Classrooms with a shared learning zone (adjacent to the Reception Classrooms).

Our Nursery has a specifically designed outdoor area.

Reception classes access a large outdoor learning space and playground and also have the use of the Year 2 to Year 6 large outdoor spaces.

All the children within EYFS have timetabled access to the physical resources of our Autistic Spectrum Condition Resourced Provision which offers sensory, gross motor and small group support.

- **The local area**

Urban – residential and mixed use

- **Organisation of provision**

Our EYFS provision is part of a three form entry primary school and has links with local children's centres.

- **Access**

All EYFS classrooms are situated on the ground floor - all with disabled access.

- **Days and Hours**

Monday to Friday term time only

Nursery: Morning session 8:45am -11:45am, afternoon session 12:00pm – 3:00pm

Reception: 9:00am – 3:00pm (lunchtime is 11.45am – 12.45pm)

- **Places**

Nursery - 104 place nursery - two morning classes of 26 and two afternoon classes of 26

Reception - three classes of 30 pupils

- **Staff**

Each class (Nursery and Reception) has a qualified teacher and is supported by higher level teaching assistants and teaching assistants.

- **Special features**

The EYFS curriculum is enriched by the integration of philosophical enquiry in many aspects of learning

- **Training and Mobility**

A focused programme of CPD is in place for all staff including safeguarding.

Our staff turnover is significantly low.





## The views of stakeholders

Views sought from	How the views were obtained	Summary of feedback	Actions taken on suggested improvements
Pupils	Pupil voice	Nursery and Reception pupils feel safe and enjoy their learning	Children are now more involved in planning activities such as fine motor and creative
Parent/carers	Parent conferences Formal/informal meetings Questionnaires (translators used when necessary)	Parent conference forms	Formal and informal discussions concerning individual children's next steps have been steadily increased as parents feel welcomed and are actively encouraged to come in and share information with their child's Key Person or Class Teacher
Parents and carers of Pre-Nursery children	Questionnaire	Questionnaire comment in small print italics see Appendix B	Increased number of pre-school activities that are on offer as a direct result of parental feedback
Outreach liaison with local children's centre	Children's centre manager and extended services coordinator termly meeting  During weekly sessions delivered by outreach workers	"The working relationship between schools has helped publicise our outreach work as we are able to meet a new group of parents who otherwise would not travel to our setting"	"It has been especially good that you have placed all those that attended the Messy Play sessions from 2014-17 currently together in the morning Nursery which has had an impact on parents who comment that you have been considerate and caring"
School Improvement Partners	Learning walks Lesson observations Work scrutiny	A "unique school". (School Improvement Partner Dec 2015)	School Development Plan includes suggestions/advice
Local Authority Moderators	Moderation Report	See appendix D	"maintain good practice"
Local Authority Review	1 day visit	"A whole school approach to meeting needs emphasises the importance of personalised learning and ensures that every child has an individualised learning programme matched to their need." (Local Authority Review Dec 2015)	Ensure that any new staff in EYFS are trained in the personalised ethos of the phase.



## Leadership and management

Leaders in all phases of Ravenscroft Primary School have a clear understanding of their role in the continuing development and improvement of the school. The Deputy Head Teacher (DHT) for EYFS is responsible for ensuring that the EYFS at Ravenscroft meets the statutory requirements of the EYFS and other government requirements. The AHT for EYFS works alongside the class teachers and the EYFS team to ensure that the statutory policies meet the requirements of Early Years Development Matters. These policies are rigorously introduced to all staff.

The Deputy Head Teacher and Assistant Head have an effective understanding of the areas of strength and the areas for development in EYFS and all phases of the school including KS1 and 2. They have a clear understanding of what to do to lead staff in order to develop teaching and learning to raise pupil attainment. EYFS is integral to all targets in the School Development Plan. Leaders continually re-visit the SDP throughout the year, including during staff and Governor meetings, where progress towards the targets is discussed, monitored and developed. Areas of school improvement are led by a range of staff including support staff. This devolved model of leadership involving many staff provides a robust model of sustainability for on-going and future school development. In EYFS, for example, planning, delivering and evaluating the sessions for pre-school children is led by a Teaching Assistant.

Safeguarding in all phases of the school is led by our highly experienced Safeguarding team and officer whose CPD keeps her up to date with current issues. She reports directly to the Senior Leadership Team and leads a robust staff training programme. Children with social care interventions are well supported and the school liaises closely with other agencies to support these children. All staff are trained in the Prevent Duty, FGM, SEEN and HEARD as well as in other Child Protection issues.

EYFS Leaders liaise effectively not only with parents/carers but also with other schools and outside agencies including Newham's Language & Communication Interaction Service; the Education Psychology Service, NHS, Speech & Language Services and the Occupational Therapy Service. The school is also an active member of the Tollgate Teaching School Alliance ELASCITT and The Boleyn Trust; for example we have 3 Specialist Leaders in Education including both the AHT and DHT for EYFS.

The school has always been proactive in seeking challenge, advice and support not only from the Governing Body but from a range of external sources such as reviews/audits/moderation visits undertaken by the local authority.

We have high expectations of behaviour and performance throughout the whole school community and these are reflected in our results. Pupil premium is used to support disadvantaged pupils with the result that their attainment is in line with or exceeding other pupils in the school. Progress is rising steadily for all pupils and governors take a keen interest in the use of Pupil Premium to secure this improvement. The capacity for continuing improvement is robust and on-going.

All leaders are acutely aware of the need to measure the impact of the school's actions and use a range of sources to do so including data, pupil voice, consultations with staff and seeking the views of parents and carers on a variety of issues. Performance appraisal is rigorous and is viewed positively by staff who are pro-active in setting targets that include their own professional development.

The EYFS AHT works closely with the DHT for EYFS (whose remit also includes year 1) to lead the implementation of smooth transitions from Nursery to Reception and Reception to Y1.

We also offer a comprehensive induction program to Reception pupils and their families:

- Home visit undertaken by a member of the Senior Leadership Team
- Interview and welcome with a member of the Senior Leadership Team
- Welcome booklets "school readiness"
- Induction Day including lunch for the new intake
- Parents' meeting on the same day
- Support arranged in advance for SEN children



### Leadership and management *continued*

Our curriculum is broad and balanced; specialist Art, P.E. and Music teachers deliver those subjects to pupils from Reception to Year 6. Leadership is passionate about pupils' spiritual, moral, social and cultural development and to this end these values – in particular, British Values – permeate the curriculum and there is zero tolerance of prejudiced or discriminatory behaviour.

Leaders in EYFS are passionate about providing an outstanding learning environment both indoors and outdoors and accordingly ensure that all EYFS staff understand the need for a high quality learning environment which excites children and encourages them to explore and learn independently. Rigorous staff training therefore includes this aspect of EYFS alongside whole staff INSETs, which include specific EYFS INSET; Characteristics of effective Learning, parental involvement, Box Clever to name a few.

The DHT and AHT for EYFS attend partnership meetings organised by the local authority and all EYFS staff are encouraged to visit other settings which helps to ensure that current and good practice is shared, implemented and maintained. Phase meetings where all EYFS can share good practice and issues help to create a manageable observation and planning cycle as a direct response to pupils' learning, interests, needs etc. We undertake Pupil Progress Meetings for all pupils - Nursery to Y6 – in order to quickly identify underperformance in areas of the curriculum and of particular groups of children; learning is then personalised in order to diminish the difference.





### Quality of teaching, learning and assessment

Within the EYFS we have daily morning meetings to ensure high standards are maintained and rigorous support is planned, delivered and monitored if necessary.

Monitoring, moderation and book scrutiny timetables, 'drop-in' sessions, peer observations, year partner observations and learning walks all combine to deliver a personalised independent and personalised staff development culture rooted in self-reflection and well-being.

#### High expectations

High expectations are evident through challenging target setting based on formative and summative assessment (in individual activities and over time) with rigorous target setting for end of key stage.

All teachers have high expectations of the standard that children can achieve within EYFS and teaching is responsive to the needs of all the children. Children are making good progress in their learning and development. Staff know the children very well. This, combined with an effective 'key person' system and robust procedures for tracking progress, means that staff accurately plan to meet the pupils' needs, and ensure that appropriate challenge and support are provided.

#### Assessing and planning

Planning is detailed and purposeful and based precisely upon what the children need and the next steps they need to achieve success – these are identified during observations using iPads. This is communicated to the children both orally and pictorially with the children undertaking some ownership of this. Staff are fully aware of the next stages of development and record these accurately using iPads. Continuous assessment of learning ensures that staff plan activities that are tailored to the interests of the children and closely match their next stages of development. Robust observation procedures link all areas of learning and clearly identify starting points and the progress that children have made; this is used as a basis for future planning. When observing with a particular focus, staff also note progress in other areas eg children working with malleable materials (fine motor skills) may be counting the shapes they have made and staff record the corresponding maths step as well. When observing children, activities and resources are planned not only to match their learning needs but also their interests.

Through half termly moderations of data in Pupil Progress meetings; electronic, build a profile ; maths and writing books. The learning environment and responsive planning and leadership ensures that learning for all groups of pupils is good or outstanding and accelerated learning for some groups is evident. Strengths and areas for development are identified and targeted interventions put into place and monitored regularly to measure impact.

Staff are skilled and highly experienced in developing learning areas that stimulate creative thinking and develop excited and enthusiastic independent learners.

Literacy, Communication and Language, Maths, Phonics and PSE are among the small personalised group teacher led activities which take place daily. These can be evidenced in the children's online profile and writing books in nursery and maths and writing books in reception.

Termly "Stay and Play" sessions at Ravenscroft offer children and parents an opportunity to share our EYFS environment whilst giving parents, carers the opportunity to play, explore and learn more about their child's early skills which can support development and learning.

Parents can participate in short hands on experiences and activities which are clearly planned for to promote all areas of the EYFS curriculum. Families are also invited to attend the many multi faith class assemblies that the children produce work for throughout the year.



**Quality of teaching, learning and assessment *continued***

We also hold “Stay and Read” sessions every Tuesday morning for parents and carers. In class intensive letters and sounds and synthetic phonics groups as well as a regular phonics timetable provide learning opportunities for all pupils. In EYFS and Y1, English resource packs are sent home to enable parents to more effectively support their children at home by building on work achieved in school. This impact has proved successful in raising attainment in reading and our Y1 phonics screening test results when measured against the national result, evidence this. Strategies implemented in school to raise the development of synthetic phonics are disseminated to parents and carers in the form of workshops to support both the children’s and adult’s learning in the home. Parents have access to expectations in all areas. These are regularly referred to during all parent conference, parent phonic groups and parent evening opportunities.

**Characteristics of Effective Learning**

The focus of the characteristics of learning is on how children learn rather than what they learn i.e. process over outcome which is a basis of our learning in Ravenscroft from Nursery to Y6. Underpinning the characteristics of effective learning is the understanding that, during their earliest years, children form attitudes and develop generic learning skills that will last throughout their time at Ravenscroft.

**Active learning**

Children are motivated to learn and are fully supported by all teaching staff. Through self and peer assessment. Children are not only aware of their next steps but also help formulate them. These expectations and next steps are communicated to parents and carers during parent conference time and informal meetings so that parents can contribute to moving on their child’s development.

**Creating and thinking critically**

This is provided in the form of supportive teachers who guide and provide open ended, hands on activities that foster curiosity. This then allows children to take ideas forward, try them out or develop them in an environment that is familiar, engaging and stimulating.

This confidence enables us to give children responsibilities within the class which further enhance their developing independence and confidence.

**Playing and exploring**

Our Provision is stimulating and exciting and lends itself to a world of imaginative role play. The impact of this is that through what is provided in pupil’s access to linked classrooms and shared learning spaces all children are moving into thinking creatively and developing a sense of challenge in their play.







### Personal development, behaviour and welfare

Our diverse community means that equality of opportunity and diversity through teaching are at the heart of our practice.

Pupils of all ages enjoy school life and even the youngest pupils are provided with opportunities to assess and manage risk – physical, e-safety emotional and social - and have a developing understanding of different behaviours and how to respond to these, including when it is appropriate to involve an adult.

Children's behaviour is outstanding; all staff and students have high expectations of behaviour – their own and that of others – including supportive learning. Pupils have a clear understanding and appreciation of the impact of their behaviour on their learning and on that of others.

Pupils are clear about what unacceptable behaviour actually is and its consequences. Bullying, behaviour and/or the use of derogatory or aggressive language which prevents other pupils learning is dealt with in partnership with the families.

Good attendance is celebrated and EYFS pupils become aware of its importance as they progress through the phase. Rigorous procedures identify and respond to concerns re attendance, and in connection with children of statutory school age, we work closely with Newham Attendance Service to communicate with parents – by telephone, letter and face to face meetings in school and sometimes in pupils' homes. Integral to this work is making parents and carers aware of the impact of poor attendance (on pupils' learning and their well-being as well as a legal sanction).

Through age appropriate philosophy and the encouragement of sharing ideas pupils learn to show respect for the ideas and points of view of others. The philosophy is also extended to the EYFS teaching staff to enhance their understanding of the link between how children think, learn and play and how this translates into the children's personal development and so to the assessment of that.

The school complies with statutory guidelines for healthy eating: pupils eating school dinners use the salad bar; there are group interventions for identified pupils; we provide parental information on healthy packed lunches; there is always free access to water in classrooms and for pupils attending sports clubs; and semi-skimmed milk and fruit is available to all pupils daily at no extra cost to families.

Emotional and mental well-being is supported through various personalised strategies e.g. mindfulness, our school dog, bereavement counsellor support and a range of workshops. Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed.

Reception children enjoy attending a wide variety of clubs which include sport and cooking, whilst Nursery pupils take part in a range of interventions such as healthy eating and mindfulness.

Educational visits are a highly valuable free tool which we use to enhance the varied curriculum the children are exposed to. Our visits take the EYFS children all over London; from the cable cars, Epping forest, Natural history museum, and the beach in Southend which are closely linked to our termly topics.

We have a well embedded key person system which helps to develop appropriate close relationships with parents, children and staff. We conduct an individual settling in program if needed i.e. staggered start, reduced hours, home school routine, healthy eating, Triple P potty training advice and support. Our school sets high expectations for behaviour and tolerance. A major pursuit at our school is for appropriate social and exemplary behaviour and these are expected from all our children - Nursery to Year 6. We see this as of paramount importance to living and belonging to a school in such a diverse and multicultural community.

Safeguarding is our first priority. It underpins all we do. Through a continuous programme we ensure that staff are aware of their safeguarding responsibilities and act when and where necessary.



**Personal development, behaviour and welfare *continued***

All referrals are accurately made. All Staff (especially new and long term agency staff) are thoroughly trained within the first half term and all staff receive annual refresher training, with all staff receiving updates as and when needed. All sensitive records are stored and shared appropriately. All staff members are certified "PREVENT" trained in order to become skilled at recognising the requirements needed to keep our children safe from radicalisation and extremism.

Through our work on British Values, children in EYFS are encouraged to respect the diversity and differences between themselves and their friends. As they begin to mature through the Early Years they start to understand how everyone is unique and special. "Special key Person time" in EYFS serves as a tool by which children are able to address issues or share "WOW" moments in their life in a calm and nurturing environment. Issues or topics discussed are as a direct result from parent conferences or daily meetings at the request of parents/carers.

Children are rewarded and praised for their work on motivation, resilience, friendship, independence and hard work within all areas of the curriculum from Nursery to Year 6. Star of the week award assemblies are celebrated each week also recognised is the child of the term award.

At the end of Nursery we hold a graduation ceremony to celebrate and highlight children's achievements in as they continue their journey into Reception. This very special day is attended by all members of EYFS staff and the children's immediate and extended families.

We value the benefit keeping healthy brings and are proud of our Healthy Schools status. We have a range of staff members who run clubs, allowing the children to take part in a range of physical multi-sport activities. Children in EYFS receive regular PE lessons outside that of gross motor opportunities from our own dedicated PE coach.







### Outcomes for pupils

Ravenscroft EYFS strives to ensure that children eligible for the Early Years Foundation Stage are provided with tailored support and opportunities in order to assist them in reaching the expected level of progress and attainment.

Most of our pupils enter our Nursery classes with knowledge, skills and understanding below those that are expected for their age. They are low in speaking, self-confidence and self-awareness. However they benefit from attending our pre-school sessions and school nursery which prepares them for Reception Class. They are joined in the Reception Class by many children who have not had any experience of a pre-school setting.

In 2017 the majority of our children enter school with little or no English, 49% in Reception and 43% in Nursery

The National average for EAL pupils is 20.7% and as a school we currently are 56.2%

By the end of Nursery significant progress has been made towards reaching the age related expectations for the children who start with us.

Attainment within EYFS is an improving picture over time with outstanding EYFS teaching enabling pupils to make good progress, especially from their low starting points. The majority of pupils are in line with national expectations by the end of Reception.





Three year attainment

**2017/2018 (87 PUPILS)**

<i>% of Pupils</i>	<i>Communication &amp; Language</i>	<i>Physical Development</i>	<i>Personal Social &amp; Emotional Development</i>	<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts &amp; Design</i>
<b>Ravenscroft</b>	<b>83.9%</b>	<b>83.9%</b>	<b>83.9%</b>	<b>83.9%</b>	<b>83.9%</b>	<b>83.9%</b>	<b>85.1%</b>
<b>LA</b>	82.4%	88.9%	85.8%	77.5%	80.5%	83.5%	87%
<b>National</b>	82.4%	87.4%	85.2%	73.3%	78.4%	84%	87.2%

**2016/2017 (85 PUPILS)**

<i>% of Pupils</i>	<i>Communication &amp; Language</i>	<i>Physical Development</i>	<i>Personal Social &amp; Emotional Development</i>	<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts &amp; Design</i>
<b>Ravenscroft</b>	<b>88.2%</b>	<b>90.6%</b>	<b>90.6%</b>	<b>91.8%</b>	<b>90.6%</b>	<b>88.2%</b>	<b>92.9%</b>
<b>LA</b>	82.3%	88.7%	85.9%	77%	80.8%	82.9%	86.7%
<b>National</b>	82.1%	87.4%	85.2%	72.8%	77.9%	83.6%	86.7%

**2015/2016 (89 PUPILS)**

<i>% of Pupils</i>	<i>Communication &amp; Language</i>	<i>Physical Development</i>	<i>Personal Social &amp; Emotional Development</i>	<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts &amp; Design</i>
<b>Ravenscroft</b>	<b>89.9%</b>	<b>92.1%</b>	<b>95.5%</b>	<b>87.6%</b>	<b>89.9%</b>	<b>91%</b>	<b>93.3%</b>
<b>LA</b>	82%	88.7%	86.5%	75.6%	79.6%	82.7%	86.5%
<b>National</b>	81.6%	87.5%	84.8%	72.1%	77.4%	83.2%	86.3%



### Good Level of Development (GLD)

	Ravenscroft 2017/18	LA 2017/18	National 2017/18	Ravenscroft 2016/17	LA 2016/17	National 2016/17	Ravenscroft 2015/16	LA 2015/16	National 2015/16
% Achieving GLD	83.9	75.8	71.6	87.1%	75.1%	70.7%	83.1%	72.7%	69.3%

### GLD by Gender

	Ravenscroft 2017/18	LA 2017/18	National 2017/18	Ravenscroft 2016/17	LA 2016/17	National 2016/17	Ravenscroft 2015/16	LA 2015/16	National 2015/16
All	83.9%	75.8%	71.6%	87.1%	75.1%	70.7%	83.2%	72.8%	66%
Boys	79.6%	69.5%	65%	82.2%	68.7%	64.0%	84.2%	67%	59%
Girls	89.5%	82.2%	78.5%	92.5%	81.5%	77.7%	82.4%	78.5%	74%
Gap	9.9%	12.7%	13.5%	10.3%	12.8%	13.7%	1.8%	11.5%	15%

### Ever 6 Pupils 2017-18

#### % of Pupils at 'Expected' Level or Above

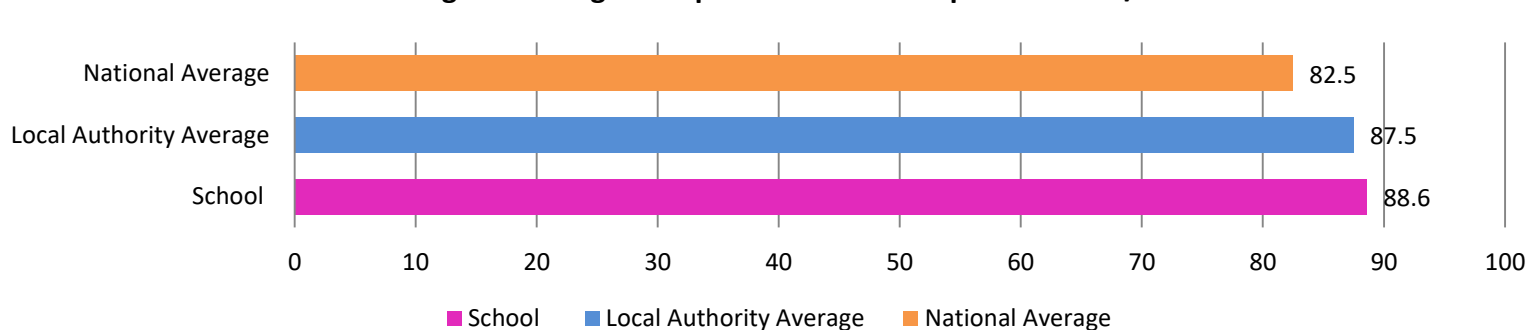
	Ravenscroft Primary School			Local Authority			National		
GLD	Ever 6	Other Pupils	GAP	Ever 6	Other Pupils	GAP	Ever 6	Other Pupils	GAP
2017-2018	73.7%	86.8%	-13.1%	72.6%	76.2%	-3.6%	57.3%	74.1%	-16.8%
2016-2017	100%	84.5%	15.5%	71.9%	75.6%	-3.7%	56.7%	73.1%	-16.4%
2016-2015	78.3%	84.8%	-6.5%	70.3%	73.2%	-2.9%	55%	71.6%	-16.6%

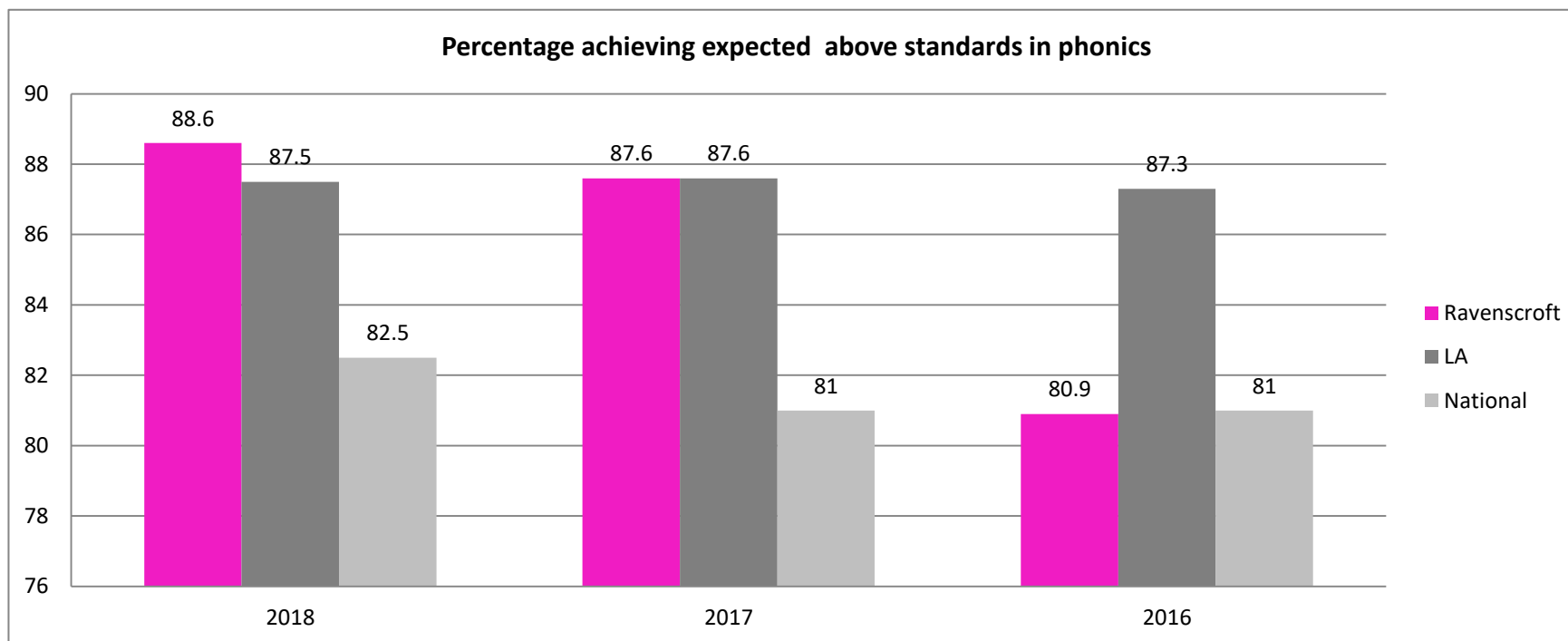


Progress KS1 Phonics - % of Pupils achieving the expected standard

	YEAR 1								
	2018			2017			2016		
	School	LA	National	School	LA	National	School	LA	National
All Pupils	88.6%	87.5%	82.5%	87.6%	87.6%	81%	81%	87.3%	81%
Boys	83.7%	84.5%	79.2%	86.1%	84.5%	77.6%	82.5%	85.6%	77%
Girls	93.3%	90.6%	86%	88.7%	90.7%	84.9%	79.6%	89.2%	84.3%
Disadvantaged	90.9%	84.7%	71.7%	76%	85.9%	70.1%	93.8%	86.3%	70.1%
Other	87.9%	88.2%	85%	92.2%	88.1%	83.7%	73.7%	87.9%	83%

Percentage achieving the expected standard in phonics 2017/18







### Overall effectiveness

EYFS at Ravenscroft is a cohesive place in which children are exposed to an enabling environment that allows them to feel safe and nurtured. All staff within EYFS have a clear, high (yet realistic) expectation from the very beginning. This supports the importance of our good practice of home, other agencies and school working in partnership to inspire and equip children as they continue their journey into school.

Children join our setting very low particularly in areas of PSE- Self-confidence and awareness and speaking.

The Senior Leadership take the preparation of readiness for school firmly in hand as they undertake the interviews and meet the parents first-hand in preparation for the individual needs of the children and parents. We meet families and children as a whole team the term before the children are ready to start nursery or reception and then allocate key workers based on this meeting to ensure the match encourages and instills a sense of safety, belonging, school readiness and a clear transfer of information. Parents are also invited to an induction ceremony with to make clear the expectations of the child, the parent and the school.

It is also our practice for the Deputy/ Assistant Head and SENCO to visit the most vulnerable SEND children in their familiar setting be it child minders, private nursery or home, to share information and good practice.

Transitions from these other settings to Nursery, from Nursery to Reception, and from Reception to Y1 are sensitively handled (pre-visits etc.); the end of EYFS Key Stage data shows that pupils are very well prepared for the next stage of their education.

An On - Entry Assessment of each child is carried out and completed within six weeks of the children starting school; the robust nature of this is key to the teaching and learning and, more importantly, early identification of children who show significant gaps in their learning.

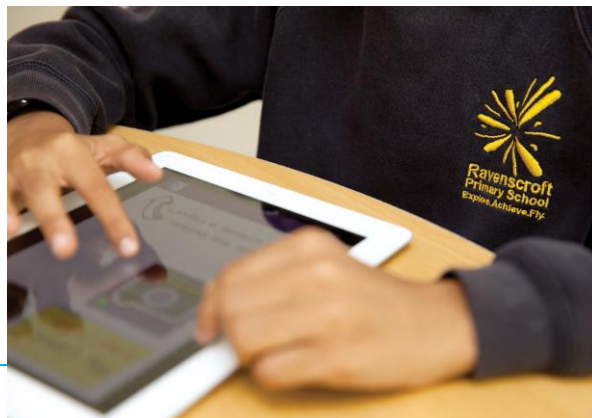
Differentiated learning opportunities target the needs, prior attainment and experiences of all pupils. Specific educational initiatives such as synthetic phonics, Box Clever, Colourful Semantics and Numicon support this. These strategies are proven to be effective in matching the interests and needs of the individual child thereby raising attainment.

Maths, CL and L skills are explicitly taught in small differentiated adult led groups and reinforced through the richness of self-chosen activities which closely match the activity.

Children within EYFS are exposed to a range of learning opportunities from adult and child sustained shared thinking, through to directed play and autonomous play. This is viable within the provision as we have a rich learning environment and staff well versed in how young children learn.

Children are also exposed to, and more importantly see themselves as part of, the wider aspects of their world - their London. This is carried out through a systematic range of educational visits to venues such as museums and theatres which leads to using public transport with confidence.

Without exception we encourage an inclusive education that is built on our support of the children's individual developments and achievements.







**Overall effectiveness of early years provision, quality and standards**

The Deputy Head Teacher and Assistant Head Teacher for EYFS have an effective understanding of the strengths and the areas for development in EYFS. They have a clear understanding of how to lead staff in order to develop teaching and learning and to raise pupil attainment. EYFS is integral to all targets in the School Development Plan. Leaders continually re-visit the SDP throughout the year, including during staff and Governing Body Meetings, where progress towards targets is discussed, monitored and developed. Areas of school improvement are led by a range of staff including support staff. This devolved model of leadership involving many members of staff provides a robust model of sustainability for on-going and future school development. In EYFS, for example, planning, delivering and evaluating the sessions for pre-school children are led by a Teaching Assistant. This model also allows them to lead and drive about change in other EYFS establishments in and out of trust schools as SLE's.

EYFS leaders (whose remit also includes Year 1) lead the implementation of smooth transitions from Nursery to Reception and Reception to Y1.

We offer a comprehensive induction program to Reception pupils and their families which includes:

- Home visits undertaken by a member of the Senior Leadership Team
- Interviews and "Welcome" with a member of the Senior Leadership Team
- Welcome booklets "school readiness"
- An Induction Day including lunch for the new intake
- Parents' Meetings on the same day
- Support arranged in advance for SEN children

Leaders in EYFS are passionate about providing an outstanding learning environment both indoors and outdoors and accordingly ensure that all EYFS staff understand the need for a high quality learning environment which excites children and encourages them to explore and learn independently. Rigorous staff training therefore includes this aspect of EYFS alongside whole staff INSET, which includes specific EYFS INSET including 'Characteristics of Effective Learning', 'Parental Involvement', 'Box Clever', effective use of Teaching Assistants to name but a few.

EYFS Leaders attend partnership meetings organised by the local authority and all EYFS staff are encouraged to visit other settings within the trust which help to ensure that current and good practice is shared, implemented and maintained. Phase meetings where all EYFS can share good practice helps to create a manageable observation and planning cycle as a direct response to pupils' learning, interests, needs etc. We undertake Pupil Progress Meetings for all in order to quickly identify underperformance in areas of the curriculum and of particular groups of children; learning is then personalised in order to diminish the difference.

Ravenscroft EYFS strives to ensure that children within our Early Years Foundation Stage are provided with tailored support and opportunities in order to assist them in reaching and exceeding the expected level of progress and attainment.

A large number of our pupils enter our Nursery classes with knowledge, skills and understanding below those that are expected for their age. They are low in communication and language. However they benefit from attending our daily pre-school sessions and school nursery which prepares them for Reception. They are joined in the Reception by many children who have not had any experience of a pre-school setting.

Attainment within EYFS is a constantly improving picture over time, with outstanding EYFS teaching enabling pupils to make good progress, especially from their low starting points.

- 83.9% of Reception pupils have achieved a good level of development.
- 60.9% of Reception pupils have English as an additional language.
- 7% of all pupils achieved exceeding level of development across all areas.
- Overall, girls perform better than boys.
- Exploring Media & Materials was the top subject at 87.4% at expected level or above.
- Communication and Languages was the lowest performing area.
- Our pupils exceeded the Local Authority & National average levels in all the prime and specific areas of learning.