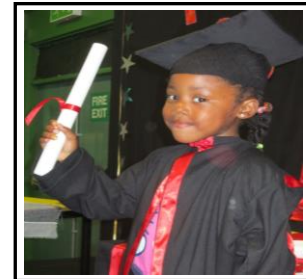


## EYFS SETTING

- **Building**
  - Three purpose built reception classrooms with shared learning zones
  - Two nursery classrooms with shared learning zone (adjacent to reception classrooms)
  - Nursery has a specifically designed outdoor area
  - Reception access a large outdoor learning space and playground and also have use of year two to year six large outdoor spaces
  - All the children within EYFS have timetabled access to the physical part of the autistic spectrum disorder resourced provision which offers sensory, gross motor and small group support.
- **Area**
- Urban – residential and mixed use
- **Organisation of provision**
  - Part of a three form entry primary school
  - links with local children’s centre
- **Access**
  - All EYFS classrooms etc. are ground floor - all with disabled access
- **Days and Hours**
  - Monday to Friday term time only
  - Nursery:
    - Morning session 8:45 -11:45
    - Afternoon session 12:00 – 3:00
  - Reception:
    - 9:00 – 11:45pm, Lunch, 12:45 – 3:00pm
- **Places**
  - Nursery
    - 104 place nursery - two morning classes of 26 and two afternoon classes of 26
    - Reception three classes of 90
- **Adults**
  - 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





# SELF EVALUATION FORM EYFS

VERSION | AUTUMN 2016

## VIEWS OF THOSE WHO USE OUR SETTING AND WHO WORK HERE

Views sought from...	How views were obtained	Feedback	Action taken based on suggested improvement
Pupils	Pupil voice	N and R pupils feel safe and enjoy 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 see Appendix A	Formal and informal discussions for individual children's next steps have been steadily increased as parents feel welcome 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 amount of Pre-school activities that are on offer as a direct result of parental feedback see appendix c
Outreach liaison with local children's centre Jean Bolam	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 in 2014-15 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 Meetings with senior and middle leaders	A "unique school". (School Improvement Partner Dec 2015)	School development Plan includes suggestions/advice
Local authority moderators	Moderation report	<b>See appendix D</b>	"maintain good practice"
Carroll Institute for Education at UCL	Research project	"At the heart of practice at Ravenscroft is a commitment to a child centred approach to teaching" Catherine Carroll Institute for Education at UCL (NOV 2015)	
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.
Educational consultants	Half termly/half day visits	Middle leader support coaching initiative is embedded "more securely than any other school"	AHT in EYFS to disseminate good practice throughout phase
National Leader in Education.	Training sessions and audits (middle leaders)	"impressive" middle leaders	



# SELF EVALUATION FORM EYFS

VERSION | AUTUMN 2016

## EFFECTIVENESS OF 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 Assistant Head Teacher (AHT) 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 and middle Leaders work 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. Throughout the school – including EYFS - leadership is devolved and draws on the strengths, expertise and interests of staff at all levels in order to maximise pupils' achievement. Roles of leadership are developed in line with targets which often form part of the School Development Plan. Middle leadership has been developed so that an Extended Leadership Team (ELT), including a middle leader from EYFS, now takes on a powerful leadership role. This team has been built to develop leadership aspirations and to provide sustainability rooted in succession planning. They also lead insets, support and development sessions, pupil voice and learning walks - all integral parts of our school improvement work. Standards and expectations of middle leaders are guided, monitored and appraised by the Senior Leadership Team and outside bodies such as trainers, educational consultants and a National Leader in Education. All leaders have a clear and unified vision of what effective leadership is and how this impacts on children's learning, staff development and the wider picture of school improvement.

Leaders have an effective understanding of the areas of strength and the areas for development in all phases of the school including EYFS and 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 Higher Level Teaching Assistant.

Safeguarding in all phases of the school is led by our highly experienced Safeguarding 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 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 Alliance; for example we have 3 Specialist Leaders in Education including our 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 an educational consultant who works as our School Improvement Partner; a local authority senior leader from a local secondary school who also acts as a School Improvement Partner; and several educational consultants. We also welcome reviews/audits/moderation visits undertaken by the local authority e.g. our EYFS provision; Year 6 writing; and our autistic spectrum disorder resourced provision – all of which have evidenced that these areas are outstanding in Ravenscroft.

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. A coaching culture is firmly in place in school whereby teachers and support staff are now guided to set their own self-reflective targets and identify where support is needed; the main resultant shift in lessons is from good to outstanding.

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:

- 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

Our curriculum is broad and balanced; specialist Art, P.E. and Music teachers deliver those subjects to pupils from Nursery 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 INSETs).

A personalised NQT training programme and a coaching culture is in place for all staff. We welcome new trainees and students and always ensure that we have at least one trainee or student working in EYFS at any one time. 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.

Lesson observations moved some time ago to a support and development method and more recently to a coaching model. The impact coaching has had on staff means that teachers are now even more empowered to lead their own professional development in a self-reflective and meaningful manner. 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 underperforming children; learning is then personalised in order to close the gap

### **PRIORITIES FOR IMPROVEMENT**

All members of Extended Leadership Team to become more involved in EYFS leadership issues.  
EYFS Leadership to ensure that all EYFS and Year 1 support staff become fully conversant and confident in their knowledge of the EYFS curriculum so that observations and responsive planning become less dependent on teachers' advise

### **OUR PRACTICE**

OUTSTANDING: Our practice is exemplary



# SELF EVALUATION FORM EYFS

VERSION Autumn 2016

## QUALITY OF TEACHING LEARNING AND ASSESSMENT

Within the EYFS we have a coaching culture to ensure high standards are maintained and rigorous support is planned, delivered and monitored if necessary.

Workshare, drop-in' sessions, senior leadership team, extended leadership team, peer observations and learning walks all combine to deliver a personalised independent and personalised staff development culture rooted in self-reflection.

### High expectations

High expectations are evident through aspirational and 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 concise 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, and paper pupil Learning Journeys; the learning environment and responsive planning, 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 and PSE are among the small personalised group teacher led activities which take place daily.

### Involving Parents/Carers

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.

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 and parent evening opportunities.

With regard to pupils who need extra support, OFSTED noted that:

The school checks the progress of all pupils very carefully. A particularly good initiative is supporting pupils who fall behind and make slower progress than others. Support plans are developed with the class teacher working alongside the senior manager responsible for inclusion. Recent checks on this group of pupils show all are making improved progress. With fewer of these pupils being taken out of class for special needs support, pupils who are disabled or have special educational needs receive intensive help and make good progress.

### **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 rigorous AFL including 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.

## **PRIORITIES FOR IMPROVEMENT**

Target the provision of child led learning in order to raise the attainment of this cohort of reception boys in reading. The objectives of teacher led sessions are explicit to pupils so that even the youngest nursery pupils can self assess.

## **MY PRACTICE**

OUTSTANDING: My practice is exemplary



# SELF EVALUATION FORM EYFS

VERSION Autumn 2016

## PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

Our diverse community means that equality of opportunity and diversity through teaching are intrinsic to our practice.

The head teacher believes that good relationships are key to supporting children's achievement and providing a framework for individual learning to flourish. Relationships between the school and families, between children and teachers and management and staff are respectful and supportive. This culture is powerfully reflected in the way children respond to each other and in the empathy shown to children with disabilities and special needs by their peers. Local Authority Review Dec 2015

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.

“The staff work very hard in building strong nurturing relationships with all pupils” Catherine Carroll, Institute for Education at UCL (Newham case study)

A significant focus is placed on pupils being self-motivated and resilient in all aspects of their lives and these qualities are developed in all key stages in a range of situations by on-going work on developing pupils as powerful learners and by major initiatives such as “Motivation Week” led by the Extended Leadership Team.

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 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 support and a range of workshops. Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed.

All staff are PREVENT trained and where necessary advice is sought from the local authority's PREVENT lead.

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.

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 s 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.

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 and resilience in EYFS award assemblies and parents' evenings. These key areas are then used to celebrate and highlight their individual child's achievements in a nursery graduation ceremony

### **PRIORITIES FOR IMPROVEMENT**

Include Nursery pupils in even more whole school events/initiatives:  
Celebration assemblies  
Confucius Institute Project  
Increase/extend the performances to which parents of Nursery pupils are invited

### **MY PRACTICE**

OUTSTANDING: my practice is exemplary





# SELF EVALUATION FORM EYFS

VERSION

SPRING 2016

## OUTCOMES FOR THE CHILDREN

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 communication, language, PSED and literacy. 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 2016 the majority of our children enter school with little English. 69% in Reception and 63 % in Nursery

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 overtime 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.

## Yearly Attainment EYFS

### 2013/2014 (87 PUPILS)

% of Pupils	Communication & Language	Physical Development	Personal Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
National	77%	86%	81%	66%	72%	80%	83%
LA	78.5%	88.1%	83.3%	69.5%	75.4%	80.2%	85%
Ravenscroft	<b>89.7%</b>	<b>97.7%</b>	<b>97.7%</b>	<b>83.9%</b>	<b>86.2%</b>	<b>93.1%</b>	<b>97.7%</b>

### 2014/2015 (83 PUPILS)

% of Pupils	Communication & Language	Physical Development	Personal Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
National	77%	86%	81%	66%	72%	80%	83%
LA	79.6%	87.7%	84.5%	72.6%	76.6%	80.4%	83.8%
Ravenscroft	<b>91.6%</b>	<b>94%</b>	<b>95.2%</b>	<b>84.3%</b>	<b>86.7%</b>	<b>94%</b>	<b>96.4%</b>

### 2015/2016 (89 PUPILS)

% of Pupils	Communication & Language	Physical Development	Personal Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
National	80%	87%	84%	70%	76%	82%	85%
LA	82%	88.7%	86.5%	75.6%	79.6%	82.7%	86.4%
Ravenscroft	<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>

Above Local Authority and National in all areas & High Prime Areas

## A Good Level of Development (GLD)

	National 2013/14	LA 2013/14	Ravenscroft 2013/14	National 2014/15	LA 2014/15	Ravenscroft 2014/15	National 2015/16	LA 2015/16	Ravenscroft 2015/16
<b>% Achieving a GLD</b>	60%	65.1%	<b>80.5%</b>	66%	69.1%	<b>84.3%</b>	69%	72.8%	<b>83.2%</b>

## Achieving a GLD by Term of Birth

14% higher than National

% of Pupils	National 2013/14	Ravenscroft 2013/14	National 2014/15	Ravenscroft 2014/15	National 2015/16	Ravenscroft 2015/16
<b>Autumn</b>	75.3%	<b>96.3%</b>	79.4%	<b>85.7%</b>	81.6%	<b>90.9%</b>
<b>Spring</b>	65.8%	<b>82.8%</b>	69.5%	<b>82.8%</b>	72.8%	<b>88.9%</b>
<b>Summer</b>	54.6%	<b>64.5%</b>	58.6%	<b>84.6%</b>	63.9%	<b>69%</b>

## Achieving a GLD by Gender

% of Pupils	National 2013/14	LA 2013/14	Ravenscroft 2013/14	National 2014/15	LA 2014/15	Ravenscroft 2014/15	National 2015/16	LA 2015/16	Ravenscroft 2015/16
<b>ALL</b>	60%	65.1%	<b>80.5%</b>	66%	69.1%	<b>84.3%</b>	66%	72.8%	<b>83.1%</b>
<b>BOYS</b>	52%	59%	<b>73.3%</b>	59%	63.1%	<b>83.8%</b>	59%	67%	<b>84.2%</b>
<b>GIRLS</b>	69%	71.4%	<b>88.1%</b>	74%	75.3%	<b>84.8%</b>	74%	78.5%	<b>82.4%</b>
<b>GAP</b>	17%	12.4%	<b>14.8%</b>	15%	12.2%	<b>1%</b>	15%	11.5%	<b>1.8%</b>

## Pupil Premium Attainment

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

Area of Learning	Ravenscroft Primary School		
	2014	2015	2016
PSED	100	100	95.8
Physical Development	100	100	87.5
Communication & Language	96.2	96	87.5
Literacy	84.6	92	75
Mathematics	88.5	92	79.2
Understanding the World	96.2	100	91.7
Expressive Arts & Design	100	100	91.7
<b>Good Level of Development</b>	<b>84.6</b>	<b>92</b>	<b>75</b>

## Attainment for EYFS

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

	National 2013/14	LA 2013/14	Ravenscroft 2013/14	National 2014/15	LA 2014/15	Ravenscroft 2014/15	National 2015/16	LA 2015/16	Ravenscroft 2015/16
Self-confidence & Awareness	87.2	87.5	<b>97.7</b>	88.7	88.3	<b>95.2</b>	89.2	89.2	<b>95.5</b>
Managing Feelings & Behaviour	85.7	87.7	<b>97.7</b>	87.4	88	<b>95.2</b>	87.9	89.4	<b>95.5</b>
Making Relationships	87.5	89.2	<b>97.7</b>	89	89.1	<b>95.2</b>	89.5	90.3	<b>95.5</b>
Listening & Attention	83.5	85.8	<b>93.1</b>	85.6	85	<b>91.6</b>	86.3	86.9	<b>94.4</b>
Understanding	83.6	83.7	<b>93.1</b>	85.3	84	<b>91.6</b>	85.9	85.7	<b>92.1</b>
Speaking	81.7	81.7	<b>95.4</b>	84.1	82.5	<b>91.6</b>	85.1	84.2	<b>89.9</b>
Moving & Handling	88.6	91.4	<b>97.7</b>	89.7	91.1	<b>95.2</b>	89.8	91.3	<b>94.4</b>
Health & Self-Care	90.4	90.6	<b>97.7</b>	81.2	89.9	<b>94</b>	91.5	90.9	<b>93.3</b>
Reading	73.9	75.3	<b>85.1</b>	76.1	76.8	<b>84.3</b>	77	79.1	<b>88.8</b>
Writing	67	70	<b>83.9</b>	70.8	73.4	<b>84.3</b>	72.6	76.3	<b>89.9</b>
Numbers	74.2	77.7	<b>86.2</b>	77.4	78.5	<b>88</b>	78.8	81	<b>92.1</b>
SSM	78.7	79.4	<b>90.8</b>	80.8	79.6	<b>86.7</b>	81.7	82.4	<b>92.1</b>
People & Communities	83.5	83.2	<b>93.1</b>	85	83.4	<b>94</b>	85.8	85.1	<b>92.1</b>
The World	83.5	83.6	<b>96.6</b>	85	82.8	<b>94</b>	85.7	84.8	<b>92.1</b>
Technology	90.3	90.5	<b>97.7</b>	91.7	90.7	<b>94</b>	92.4	90.8	<b>95.5</b>
Exploring Media & Materials	86.1	88.5	<b>97.7</b>	87.8	86.9	<b>96.4</b>	88.6	88.7	<b>95.5</b>
Being Imaginative	85.1	86.7	<b>97.7</b>	87.2	86.1	<b>96.4</b>	88.1	88.2	<b>93.3</b>

## Nursery On entry – On exit comparison

	2013/2014 On Entry to On Exit		2014/2015 On Entry to On Exit		2015/2016 On Entry to On Exit	
	% of Pupils Entering Below	% of Pupils Exiting Achieving & Exceeding	% of Pupils Entering Below	% of Pupils Exiting Achieving & Exceeding	% of Pupils Entering Below	% of Pupils Exiting Achieving & Exceeding
<i>Making Relationships</i>	100	91	76	89	74	78
<i>Self Confidence &amp; Awareness</i>	95	98	36	92	46	89
<i>Managing Feelings</i>	100	90	94	91	67	81
<i>Moving &amp; Handling</i>	100	91	90	88	67	87
<i>Health &amp; Self-care</i>	100	86	39	97	54	91
<i>Listening &amp; Attention</i>	100	97	72	86	68	85
<i>Understanding</i>	100	94	55	85	76	76
<i>Speaking</i>	100	70	58	79	82	74
<i>Reading</i>	98	84	66	83	78	73
<i>Writing</i>	92	97	54	99	69	88
<i>Numbers</i>	100	75	84	81	75	78
<i>SSM</i>	100	77	81	86	77	87

## EYFS Pupil Characteristics

	ON ROLL	PUPIL PREMIUM	EAL	SEN
<i>Reception 2014</i>	81	23	45	3
<i>Reception 2015</i>	87	19	40	3
<i>Reception 2016</i>	88	11	61	6
<i>Nursery 2014</i>	79	-	31	-
<i>Nursery 2015</i>	67	-	26	2
<i>Nursery 2016</i>	88	-	55	1

## EYFS Average Points Score

### Compared to National

### Average Point Score

Area of Learning	2013-14						2014-15						201-16					
	Ravenscroft			LA			Ravenscroft			LA			Ravenscroft			LA		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
PSED	7.1	6.9	7.3	6.3	6.1	6.5	7.4	7.1	7.7	6.4	6.1	6.7	7.6	7.5	7.7	6.4	6.1	6.7
Physical Development	4.8	4.6	4.9	4.3	4.2	4.4	4.7	4.4	4.9	4.3	4.2	4.5	5.0	4.9	5.0	4.4	4.2	4.5
Communication and Language	6.9	6.6	7.3	6.2	6.0	6.5	6.9	6.5	7.3	6.3	6.0	6.6	7.3	7.2	7.3	6.4	6.1	6.6
<b>Prime Areas Summary:</b>	<b>18.8</b>	<b>18.1</b>	<b>19.6</b>	<b>16.8</b>	<b>16.3</b>	<b>17.4</b>	<b>19.0</b>	<b>18.0</b>	<b>19.9</b>	<b>17.0</b>	<b>16.3</b>	<b>17.8</b>	<b>19.9</b>	<b>19.6</b>	<b>20.1</b>	<b>17.1</b>	<b>16.4</b>	<b>17.8</b>
Literacy	4.5	4.3	4.6	3.8	3.7	4.0	4.2	3.9	4.4	3.9	3.7	4.1	4.6	4.5	4.7	3.9	3.8	4.1
Mathematics	4.6	4.5	4.8	3.9	3.8	4.0	4.3	4.1	4.5	4.0	3.8	4.1	4.5	4.6	4.4	4.0	3.9	4.1
Understanding the World	7.1	7.0	7.2	6.1	6.0	6.2	6.9	6.6	7.1	6.2	6.0	6.3	7.1	7.3	7.0	6.2	6.1	6.4
Expressive Arts and Design	4.9	4.7	5.1	4.1	3.9	4.3	4.6	4.4	4.8	4.1	3.9	4.4	4.7	4.5	4.8	4.2	4.0	4.4
<b>Specific Areas Summary:</b>	<b>21.1</b>	<b>20.5</b>	<b>21.8</b>	<b>17.9</b>	<b>17.5</b>	<b>18.4</b>	<b>20.0</b>	<b>19.0</b>	<b>20.8</b>	<b>18.2</b>	<b>17.5</b>	<b>18.9</b>	<b>20.9</b>	<b>20.9</b>	<b>20.9</b>	<b>18.4</b>	<b>17.8</b>	<b>19.0</b>
<b>All Areas of Learning Summary:</b>	<b>39.9</b>	<b>38.6</b>	<b>41.4</b>	<b>34.8</b>	<b>33.7</b>	<b>35.8</b>	<b>39.0</b>	<b>37.0</b>	<b>40.7</b>	<b>35.2</b>	<b>33.7</b>	<b>36.7</b>	<b>40.8</b>	<b>40.5</b>	<b>41.0</b>	<b>35.5</b>	<b>34.2</b>	<b>36.8</b>

Ravenscroft APS continuously higher than Local Authority

**PRIORITIES FOR IMPROVEMENT**

**Maintain the outstanding levels of attainment at end of Key stage**

**MY PRACTICE**

**OUTSTANDING: my practice is exemplary**





# SELF EVALUATION FORM EYFS

VERSION

SPRING 2016

## OVERALL EFFECTIVENESS OF THE EARLY YEARS PROVISION

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 low particularly in areas of Communication and Language, Literacy Maths and PSED. However children go on to make a good level of development.

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 instils 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 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 three 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 visible 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.

The percentage of pupils exceeding in managing feelings in EYFS 2015 was 94%. This figure reflects the level of independence the children have developed in knowing how to treat one another whilst confident enough to seek the help of staff when needed.

The safeguarding procedures are robust and effective and well understood by all staff. They are reviewed regularly to keep children safe.

Pupils learn how to manage risk in all areas of their lives. EYFS is fully integrated in all aspects of on-going safeguarding work and is implemented age appropriately. Children within EYFS who have a particular concern are able to share their concerns via the effective use of the key person system. These members of staff as well as the whole school are aware of the named designated lead who be able to pursue any concerns that may arise.

Anti-Bullying work involves school and home with pledges made by children and parents and exploring playground and classroom issues with class teachers and their peers.

### **PRIORITIES FOR IMPROVEMENT**

**It is important that our practice in EYFS reacts to the changes in our demographic, continuing to meet the needs of our new nursery pupils and challenging them in their learning.**

**It is also a whole school priority to fully engage with new and more importantly existing families to work together to maximise and help reach their child's full potential.**

### **MY PRACTICE**

OUTSTANDING: Our practice is outstanding



# SELF EVALUATION FORM

VERSION | AUTUMN 2015

## EYFS

See Ofsted Early Years Self-Evaluation Form.



**London Borough of Newham**  
**EYFS Moderation Highlights**  
**Autumn 2014**

The Nursery was well organised with lots of opportunities for children to access the seven areas of learning.

Transition into Reception  
“There are clear procedures in place for children leaving nursery that smooth this process.”

“The adults were engaging effectively with pupils and it was difficult to distinguish between teachers, students or TAs.”



““The provision across the Foundation stage is rich in children’s work”

*“Please continue the good practice”*

“Teachers demonstrated solid knowledge of the children’s ability and needs. This reflects the commitment of the EYFS team at Ravenscroft to pupil achievement and progress.”

