



Quality Mark

EARLY YEARS VISIT FEEDBACK REPORT

School/Setting name	Holy Trinity Primary School	Visit date	14 th September 2021
Headteacher	Mrs J. Corbett	NOR	462
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A brief context of the School/Setting

Holy Trinity School is a vibrant and happy primary school and is well led by the Head Teacher supported by a very able Early Years Leader. The school was last inspected in 2017 and was judged to be good.

Visit Type	Renewal Visit
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The Assessor spoke to the following people *(delete as appropriate)*:

Headteacher and/or Senior Leaders YES	Communication / Language Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Child representatives YES	Governor YES	Parent representative(s) YES

Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.

- To embed the new EYFS Framework ensuring the curriculum and provision match the statutory expectations highlighted in the Educational Programmes and that staff's CPD is planned for.
- To implement the new Reception Baseline Assessment and develop appropriate interim assessments for EYFS that meet the new Statutory and non-statutory guidance.

Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Early Years Quality Mark Elements

1. A whole setting strategy and planning to improve young children's abilities and achievements.

The Early Years Improvement Plan is clear and informative. Priorities are identified through an evaluation of provision and standards. It focuses on key developmental areas with clear outcomes and processes measured termly through self-evaluation and regular meeting alongside the Leadership Team. EYFS staff deliver an effective curriculum that meets the needs of all pupils. Daily phonics and maths Lessons are taught in Reception. Learning is delivered to small groups whilst other children access a range of activities linked to the learning taking place. Children also have the opportunity to take part in a range of child-initiated activities at different times to promote child interest. Nursery children take part in a daily group activity with prime areas taking the focus. Early Years classrooms have achievement displays and a range of areas to celebrate the children's work. Monitoring and impact of the children's outcomes follows a monitoring cycle across the year with regular Pupil Progress Meetings. Staff appraisal is linked to improvement priorities as outlined on the School Development Plan.

2. An analysis of the assessment of young children's abilities and achievements

Staff carefully screen and assess children within the first weeks of their start date. This includes settling the children and building a clear baseline assessment of children in their new setting. Baseline assessments are made through observations using teacher judgments made through play/child-initiated interactions and are recorded. As part of the analysis, both individuals and groups of pupils' strengths and areas for development are reviewed. Children are also screened with the Wellcomm tool by a trained and experienced practitioner. Parents receive communication about the Wellcomm screening taking place and are informed if their child does not score green. Children who score red are targeted for planned interventions using S&L resources. Children who score Amber are grouped with similar children who need to work on the same theme and receive group work regularly as well as parents receiving advice and guidance for speech activities to try at home. Wellcomm screenings are then repeated later in the year to assess progress. Practitioners are skilled in meeting the needs of pupils, whether this is to settle children into the Nursery Class or to extend the children's learning through effective interactions. Each setting is specifically designed and matched to age-appropriate requirements in supporting children in their development through tailored provision. In the moment professional judgements are made and new targets and subjects are explored and expanded upon according to child's interests. Parents/carers are regularly informed of their child's development and children are aware of their next steps through conversations. As part of everyday planning and observations, staff use 'post it' notes and photographs. Staff have regular dialogue related to all the children within the setting. Children causing concern are discussed, appropriate plans, assessment, meetings or additional support is put in place where necessary. All children are encouraged to use trial and error during their daily activities. Supported by staff using appropriate open-ended questioning.

3. Setting appropriately high expectations for young children's development

The setting has an engaging learning environment that meet the needs of all pupils. Each area of learning is provided within the environment and adapted to reflect the current needs or areas of development for children. Skills are taught and modelled to children after which they can apply these independently within the environment. The children's interests are developed as part of the curriculum, they are also provided with a range of opportunities and experiences. A curriculum overview is in place to ensure coverage across all areas of learning and events are celebrated. Classroom displays set challenges through the use of a range of questions, extended vocabulary and numbers/letters to extend learning A range of interventions are carried out across EYFS during continuous provision including catch-up sessions. Children who may appear to be struggling to make progress are provided with extra support through a range of interventions. The EYFS setting provides quality and enriched learning experiences which supports teaching and learning throughout the indoor and outdoor provision. The environment promotes the love of independent learning with clearly organised resources for children to access. The learning environments are continually being developed to meet the needs of the children. The outdoor area is well established but is being enhanced to ensure pupils are encouraged to develop their large motor skills and to investigate the 'natural' world through more open-ended play opportunities.

4. Planning 'next steps' in learning for young children's development

Practitioners have appropriate conversations including next steps, tasks and discussions with children when they are involved in activities to encourage them to achieve the next level in their learning. In each classroom there are play partnering prompts to support staff in doing this to their best ability. Quality verbal feedback is given to children regularly to ensure children know what they have done well and what they need to do to improve. Analysis of observations and assessment data are used when planning the environment that children are using in their independent play. Provision across the learning environment allows for skills to be developed, both outdoors and indoors, across all areas of learning. Children can self-select what they wish to use in their play. Children identified with additional needs have written plans which have agreed targets and learning goals based on assessment of need, these cover a specified period of time and include details of steps to be taken to help them make progress. The SENDCo, and EYFS Leader analyse the impact of interventions on children's progress and achievements. This information is used to plan next steps in learning and enables staff to adapt planning to support key learning opportunities and identify specific children who require further support.

5. Regular review of progress made by all children

Teachers meet each term with a SLT/SENCO/Phase leader and support staff from year groups to discuss the percentage of children that are on track to reach age related expectations and the progress that has been made since entry into year group/previous term. Discussions focus upon what has worked well that half term, what barriers may have occurred for progress and what actions need to take place to ensure progress continues. Through the use of SIMS an analysis of trends, patterns and outcomes also occurs to identify particular children or groups (non-disadvantaged, disadvantaged, SEND, girls, boys etc) This informs future targets for children, teachers and school improvement. This year staff will be tracking children's progress using the terms on track, below, well below and exceeding. a grid is to be used to plot children's names and track the progress they are making, using the schools own overview of skills which is based on Development Matters.

6. A commitment to improving the skills of all practitioners

The leadership team ensures that staff access Professional Development opportunities so that this impacts directly on the children and their learning. Opportunities for all members of staff are planned across the year and are tailored to the needs of the individual. All support staff have education and childcare qualifications and all EYFS staff have paediatric first aid training. All Early Years Practitioners are regularly included in phase sessions which look at the training and development needs. The Early Years leader encourages a whole phase approach to professional development with a focus on securing the knowledge of 'child development' to aid pupils learning further as well as giving staff the confidence to articulate what a child learns in the space they are in with the resources available. Teaching staff have the opportunity to take part in lesson observations with a member of SLT and see others practice. The EYFS Leader currently leads the local EYFS cluster. As part of the cluster there are opportunities to visit other settings. Holy Trinity has been involved in a cross LA Early Excellence Hub where all staff including LSAs attended twilight sessions delivered by Early Excellence, this took place in a Walsall school with attendees from Sandwell and Birmingham.

7. A balanced use of child-initiated and adult guided play-based learning

The curriculum has been written to meet the requirements of The EYFS Statutory Framework and ensures coverage of all 7 areas of development, with the educational program for each, being suitably met. The timetables in Nursery and Reception are devised to ensure that there is an effective balance of adult-led and child initiated play suitable for the particular needs of the cohort. Staff evaluate the needs of pupils and timetables change throughout the year to reflect this. Adult led sessions include a mix of adult led group activities and adult directed activities that the children work at independently. Children are organised into mixed ability groups and set independent activities that reinforce the skill they have been learning in their adult led activity. The continuous provision is set up to ensure that skills taught in adult led sessions can be practiced independently by the children in their child initiated play. Enhancements are also planned to ensure children are engaged, interested and motivated in developing the skills and knowledge they need to have. One child in the Nursery told me. *"I'm happy!"* The indoor learning environment is continually being developed into appropriately resourced learning spaces. Role-play is on-going throughout the nursery and reception classes and links to the relevant themes. Children are encouraged to take part actively in all areas of the classroom with adults modelling the play and taking on the role of 'play partners' to support the learning across all areas of development. Themes can be adult or child led with a balance of 'In the Moment Planning'. Children are encouraged to look after and care for the environment. The outdoor area is very inviting and is continually being revised and improved. It is a setting that offers the children regular opportunities to achieve and develop confidence through hands-on learning in an exciting and stimulating environment. Daily reflection on provision and how effective it has been in facilitating learning occurs and annotated notes are made to ensure the environment and resources are enhanced to support progress of the children.

8. The use of appropriate environments and resources

Children have opportunities to access resources that support all areas of learning in clear organised learning spaces. The resources are fluid and are changed to meet the needs of the cohort based on analysis of data and assessments as well as observations, pupil voice and the child's interests. The environment is rich in signs, symbols, notices, numbers, words, books and pictures which take into account children's different ages, interests, understandings and home backgrounds. Each area of the indoor environment is clearly labelled and has visual displays to engage the children's interests. In all areas there are resources continuously promoting reading, writing and maths skills. Resources are set out where possible to enable children to self-select and allow for independent open-ended play.

Resources are also put out in response to children's interests, for challenge and consolidation of skills and knowledge and understanding of the children based on analysis of assessments. Physical development opportunities are promoted to ensure the development of physical skills to support Early Literacy, with a strong emphasis on developing the gross and fine motor skills of all children in EYFS.

9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development

The school places an emphasis on establishing positive relationships with parents/carers, working in partnership, sharing knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The school believes that strong links between parents and school can only benefit the child as they see the two working together for their benefit. They believe pupils of all ability levels achieve to a greater extent when they know that everyone is concerned and willing to support them. Staff work with a vast array of external agencies, some supporting the family directly, others a child's physical needs or emotional needs. There is an open and approachable ethos; the school is very welcoming and supportive of the needs of both pupil and parent. Communication with parents is very positive. The Early Years offer a variety of child and parent support activities, these provide an opportunity for the parents to learn with their child and to focus on the current skills that their child is learning in the setting. Parents are invited to induction meetings for both nursery and reception where they receive information about the EYFS curriculum, routines of the day and how their child will learn in school. Parents receive regular feedback about their child's progress and achievement through informal and formal reports. The parents who engaged in the accreditation process said that the teachers valued their children and that *'The school is diverse and dynamic.'* Parents also commented that the school works very hard to involve parents in their children's learning by providing opportunities to see how the children learn. *One parent said, 'It is not just about the child, the school looks after the family'*

10. An effective procedure for monitoring, planning and assessing improvement in practice and provision.

Governors are involved in the life of the school; they challenge the Senior Leadership Team. SLT carry out our regular Learning Walks and there are also set Lesson Observations. Assessment information and reports of progress are presented to the Governors throughout the academic year. The Leadership team regularly meet to discuss and challenge EYFS data and look at progress against priorities and outcomes. All staff are encouraged to be reflective practitioners. The EYFS team attend specific phase training; developing the adult role during child initiated time is a priority that the EYFS leader shared so that the practitioners are effective in intervening with the play and not interfering in the learning that is taking place.

A brief summary of the strengths/ developments.

Everyone I spoke to as part of the accreditation process commented on the positive ethos within the Early Years, numerous comments were made about the friendly atmosphere, smiling faces and the fun experience in all aspects of school life. The EYFS leader and her team of practitioners support and extend learning through effective planning, targeted teaching and assessment. Children display a readiness to learn which staff throughout Early Years facilitate. Parents are fully involved and informed in their child's learning. They are regularly updated via newsletters, informal communication at the start and end of each day and via more formal parents' evenings. Regular workshops have been well received in the previous year.

The key strengths are:

- Staff are nurturing; they gently encourage children to do things for themselves, skilfully building their independence, enabling pupils to enjoy their learning and reach their full potential, this was demonstrated by the settled Nursery children.
- The approach to Phonics, mathematics, and the wider curriculum opportunities offered to the pupils.
- The adaptability of the learning environments for the children to ensure that learning opportunities are matched to the needs and interests of the children.
- The investment in all adults to continually develop their skills and knowledge to impact on young children's outcomes.

Areas for Development

- To embed the new EYFS Framework ensuring the curriculum and provision match the statutory expectations highlighted in the Educational Programmes and that staff's CPD is planned for.
- To implement the new Reception Baseline Assessment and develop appropriate interim assessments for EYFS that meet the new Statutory and non-statutory guidance