



Basic Skills Early Years Quality Mark - Hull Visit Feedback Report

School	Biggin Hill Primary School	Visit date	4.5.17
Assessor	Jane Marson, Caroline Crossland	Time on site	3.5 hours

Ofsted Status	Outstanding / Good / Requires Improvement / Inadequate Serious Weaknesses or Special Measures
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Visit Type	Initial / Monitoring / Renewal
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The Assessor spoke to the following people:

Headteacher and Senior Leaders Yes / No	Literacy Subject Leader Yes / No	Numeracy Subject Leader Yes / No	Assessment Manager Yes / No
SENCo Yes / No	Pupil representatives Yes / No	Governor Yes / No	Parent representative(s) Yes / No
Other staff Foundation Stage co-ordinator	NOR - Please enter number in FS 90 - F2 52 - F1 FTE		

Did the Assessor receive the Self Audit Form prior to the visit? Yes / No	Did the Assessor receive progress data prior to the visit? Yes / No
'Learning Walk' completed? Yes / No	Relevant evidence-base reviewed? Yes / No

Does the Foundation Stage meet the requirements of the Early Years Basic Skills Quality Mark? YES / NO If No, please add comments

The previous development points have been implemented Yes / No / Comments N/A
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Recent initiatives / developments Assessor to list any developments in basic skills since the last visit

N/A

Summary of Evidence Assessor to list elements being reviewed if a monitoring visit.
Assessor to complete the boxes below using brief bullet points. Only enter recommended action where necessary.

Elements	Strengths	Recommended action (if applicable)
<p>1 A whole setting strategy and planning to improve young children's abilities and achievements in their foundation skills</p>	<ul style="list-style-type: none">• I was greatly impressed by the commitment and involvement of the Foundation Stage co-ordinator & the SLT in the process of self-evaluation. Subject leaders and SLT effectively use data on both individual children as well as whole-school trends. The cycle of monitoring and evaluation is extremely thorough.• The FS Action plan has clear objectives• Weekly team meetings and informal conversations mean that progress towards actions are in the forefront of staff's planning.• Weekly team meetings ensure constant self evaluation.• Planning builds on opportunities to differentiate and be led by children's individual interests and based around the 'unique child'• Separate EY policies which have all been adapted within the guidelines of the new framework	
<p>2 An analysis of the assessment of young children's abilities & achievements</p>	<ul style="list-style-type: none">• Daily observations are recorded electronically using 2simple.• The use of ipads allows for a non-intrusive observation process that records children's learning immediately.• The Setting makes good use of formative assessment in order to ensure that children are given appropriate, differentiated activities; All key workers and adults who interact with the child contribute to these judgements which are based on a wide range of observational evidence• Teachers monitor the progress of all pupils and identify areas for individual development, ensuring that they are planned for in adult led activities.• Links with PVI settings are strong which supports the transition process. All tracking and	

	<p>assessment provided by the previous settings are used to support baseline assessments.</p> <ul style="list-style-type: none"> • Thorough moderation of teacher assessments, including work scrutinies, learning walks and lesson observations ensures that assessments are accurate. • Through the inclusive curriculum every pupil can access the curriculum at the level relevant to them and giving all pupils have the opportunity to succeed. • Moderations are robust and occur both internally and externally to ensure validity and accuracy and moderation meetings are now included in CPD each term. There are cross school moderations and Biggin effectively utilise their MAT links, working closely with Cleeve, Spring Cottage, and Thanet 	
<p>3 Setting appropriately high expectations for young children's development</p>	<ul style="list-style-type: none"> • Extremely high expectations are evident throughout school and is a whole school vision • The curriculum provides an interesting and thought provoking context in order to develop the children's knowledge, understanding and application of basic skills, providing lessons at pace and with flexibility to challenge the more able pupils • FS Coordinator analyses data, monitors progress of individuals, vulnerable groups and aspects of learning. • A strong focus on intervention ensures that children's gaps in learning are plugged and all groups of children including the bottom 20% of children have their needs met • Highly effective intervention groups in dedicated rooms specific for groups of learners • Booster groups for specific groups linked to their interests • F1 children also targeted • Current data indicates that pupils are making very good progress and the predicted GLD is increasing year on year. • Phonic data and lesson observations shows high expectations and pace in learning 	
<p>4 Planning 'Next Steps' in learning for young</p>	<ul style="list-style-type: none"> • Highly detailed planning reflects the next steps in children's learning • Regular phase meetings include discussions about the children and 	

<p>children's development</p>	<p>observations and assessments are shared to enable regrouping of the children where appropriate</p> <ul style="list-style-type: none"> • Planning is clearly differentiated and interventions are implemented for pupils who are not fulfilling their potential • Observations are clearly annotated with next steps to ensure all children's needs are met and individual learning can take place • Clear EY marking policy and the children are aware of their next steps in their learning • Early identification from home visits ensures that children are well supported with their needs and there is differentiated planning and resources matched to their needs. • Numerous intervention groups running daily • Intervention strategies are used with individuals and groups of children where appropriate and are based on specific learning or social goals for the child. • The one page profile sheet for each SEND child makes children with additional needs clear to all members of staff and the strategies used for individual children with specific goals for the children 	
<p>5 Regular Review of the progress made by all young children</p>	<ul style="list-style-type: none"> • Observations are used effectively to determine the needs of the children and provision is regularly reviewed • The whole setting has a strategic approach which is built on continuous self-evaluation. • There is a very strong commitment to improving language, literacy and mathematical development and constant discussions take place with all staff • Phonics and guided reading trackers are on-going and gives staff a clear overview of the children's developing knowledge and skills • Weekly team meetings and informal conversations mean that progress towards actions are in the forefront of staff's planning. • Numerous systems are in place for 	

	<p>communicating g and sharing information with parents including weekly stay and play sessions, parent workshops, star moments records etc</p> <ul style="list-style-type: none"> • Exceptional links with Bright Start PVI ensure that the systems in place to support transition are excellent and individual learning styles, attitudes to learning and any barriers to learning are all clear which results in all learners making progress immediately 	
<p>6 A commitment to improving the skills of all practitioners</p>	<ul style="list-style-type: none"> • Highly skilled practitioners in the unit are enthusiastic and have a desire to take their own learning forward and are proactively encouraged to seek out course to further their own professional development. • Through systematic and regular Performance management interviews with all the staff in FS training needs and targets are set • CPD is highly regarded and focussed on the priorities identified in the school development plan 	
<p>7 A balanced use of child initiated and adult led, play based activities</p>	<ul style="list-style-type: none"> • Separate F1 and F2 timetables ensure that all children have a balanced timetable with adult led and child initiated activities planned throughout the day • In F1 planning is based on children's ideas and interests and ideas. It is based on the 'unique' child and includes next steps • In F2 areas are planned through data analysis • The environment is changed half termly to reflect the needs of the children and stimulate interest and curiosity in the environment • Concise data overview sheets show the abilities of the children across the curriculum and planning reflects their next steps in learning 	
<p>8 The use of appropriate environments and resources</p>	<ul style="list-style-type: none"> • The learning environment is vibrant and exciting with a wide range of prompts to support learning in both classrooms, alongside displays that support and celebrate achievements • There is an abundance of opportunities to promote basic skill development, through the variety of activities based around the key areas of foundation stage learning • Biggin Hill have invested time, money and 	

	<p>training in order to provide a quality first teaching and learning environment with materials that reflect the needs of the pupils</p> <ul style="list-style-type: none"> • The FS classroom itself is large, bright and well-resourced both inside and out. There is a huge variety of activities based around the key areas of learning all of which encourage the teaching and learning of basic skills • ICT is used within the unit and new Interactive Whiteboards have been bought in to enhance the curriculum • The outdoor learning area is utilised to the maximum with activities planned that serve to enhance the children's basic skills in a variety of ways • Children are supported and secure in a secure positive environment to operate independently and become independent learners and thinkers 	
<p>9 Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development</p>	<ul style="list-style-type: none"> • The FS work very hard and successfully in encouraging parents to come into school, they employ a variety of means in which to make and maintain contact with parents and ensure that they are kept informed • The schools website is full of news and information and is easy to navigate • It is a real strength - parents are welcome into school each day and are invited in to spend time with their children before they start school. • What to expect when booklet is shared with all parents • There are excellent transition procedures in place • It is clear home school links are firmly embedded and staff work hard to ensure they are maintained • Homework challenge books encourage prior and post learning activities and proud parent tags allow the parents to share their child's achievements with the staff • Parents are highly valued and respected, parents are seen as partners on their child's journey in school • the school is has been accredited with the LPPA, Leading Parent Partnership Award thus demonstrating the school has "an outstanding and sustainable programme for parental engagement." The staff at Biggin Hill work 	

	extremely hard to create, maintain and enhance the relationships with parents at every opportunity and it is extremely clear these links are firmly embedded in school life.	
10 An effective procedure for monitoring planning and assessing improvement in practice and provision	<ul style="list-style-type: none"> • Performance targets set for the phase leader ensures that assessing pupil data and setting targets for the coming year area priority • The EYFS report to governors is data driven • Regular team meetings, cluster meetings and termly meetings with other schools provide opportunities to moderate and reflect on practice • Termly lesson observations review the quality of teaching and learning • The chair of governors is very involved with the Early Years and is often in visiting the setting. 	

Additional Comments (if applicable) **Assessors can add additional comments on organisation etc if they want to.**

The school has developed an outstanding foundation stage unit based on the principles of child led learning. There is a big emphasis on the teaching and learning of basic skills which has accelerated learning with the GLD on an improving trend.

The Foundation Stage Co-ordinator is passionate about her role and has great vision and a clear idea of how to stimulate and engage children in their learning.

SEND provision is excellent and a real strength of the school.

Parents are highly valued and respected, parents are valued partners in the children's learning journey at the school.

We enjoyed our time in the FS and all staff made us feel very welcome. Thank you!

Additional Actions (if applicable) **Assessors can add additional comments on organisation etc if they want to.**