

SEF

Strengths	Areas for Development	Action Points
<ul style="list-style-type: none"> • Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers • Safeguarding is effective. There are no breaches of statutory welfare requirements • Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated • The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals • Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home 	<ul style="list-style-type: none"> • Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. • The impact of concerted and effective action to improve provision. • Training and development of staff, <u>can be seen in children's achievement</u> • The quality of teaching is good • All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. • Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children 	<ul style="list-style-type: none"> • An EYFS data file from September 2016 which contains next steps for all pupils, including groups EAL and Disadvantaged. Data shows interventions are impacting positively on attainment. Additional data will be produced in line with the rest of school to ensure there are a variety of presentations and that the data can be easily understood. • Higher outcomes for GLD will be a focus for the school in 2017-18 to demonstrate the impact of effective self-evaluation. • Challenge and extend children's learning and thinking during continuous provision sessions and in taught group sessions. This will be a QA focus in 2017-18. • Learning journeys to be constant in their assessment and target setting. • HAPs - extension focus. EYFS Leader during moderation and weekly team meetings to ensure that targets set are always backed up by a secure knowledge of the child's previous achievements and high expectations. • Literacy rich environment, differentiated in all continuous provision.

SDP	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
4.1	<p>Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. These lead to clear next steps in learning.</p> <ul style="list-style-type: none"> • CPD through joint observations of children with EYFS lead/highly skilled team members for those whom QA shows require support. • Where possible, staff meeting time for EYFS is spent on team meetings to develop practice in this area. • Targets set in learning journeys are backed up by secure knowledge of child's previous achievements and by high expectations of what they can achieve, especially for HAPs • Targets in learning journeys are returned to, and evidence provided to demonstrate that children have met their next steps before new targets are set. • -Staff are given time to ensure learning journeys are kept up to date and this is monitored through QA and regular moderation across the hub 	JV	From September and ongoing	<p>EYFS CPD in house sessions evidenced and delivered by JV</p> <p>Target sessions delivered in house by JV</p> <p>Timetable sessions implemented</p>	<p>All EYFS staff good or better in delivery of sessions</p> <p>All EYFS clear on DM statements. HAPs children to show Expected/Exceeding GLD outcomes</p> <p>Target evidence dated and evidence collected</p>	<p>SR and SLT</p> <p>See QA schedule</p>	
4.2	<p>Provision across all areas of learning is planned meticulously and is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities. Adults' expectations are high so that the most able are challenged appropriately to make stronger progress.</p>	JV	From September and ongoing	<p>Target sessions delivered in house by JV</p> <p>Homework menu meeting to disseminate to parents</p>	<p>All EYFS clear on DM statements. HAPs children to show Expected/Exceeding GLD outcomes</p>	<p>SR and SLT</p> <p>See QA schedule</p>	

	<ul style="list-style-type: none"> • Targets set in learning journeys are backed up by secure knowledge of child's previous achievements and by high expectations of what they can achieve, especially for HAPs • Targets in learning journeys are returned to, and evidence provided to demonstrate that children have met their next steps before new targets are set • A homework menu is provided on the website. This is tailored to month bands so that parents can be directed to select appropriately challenging activities to undertake with their children at home • A highly stimulating learning environment provides stretch and challenge for all, even for the most able children. • Adults challenge children to take the next step in their learning at every opportunity. 			<p>Joint hub learning walks Differentiated activity planning for all continuous provision</p>	<p>All EYFS clear on DM statements. HAPs children to show Expected/Exceeding GLD outcomes</p> <p>GLD outcomes to reflect challenge in increase from 61% to 70 %</p>		
4.3	<p>Adults take every opportunity to promote language and writing skills well.</p> <ul style="list-style-type: none"> • Adults consistently model high quality language through their interactions with children and through storytelling. • The setting displays language which is modelled and accessible to children • Language opportunities are exploited in every vehicle for learning 	JV	From September and ongoing	<p>Talking tables included on the timetable</p> <p>Differentiated language provided in all areas</p>	<p>CL and ELG outcomes increased in line with predictions of 70% for CL , reading and writing</p>	<p>SR and SLT</p> <p>See QA schedule</p>	
4.4	<p>Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.</p> <ul style="list-style-type: none"> • GLD targets are set at least 10% higher than 2016 	JV	From September and ongoing	<p>Target children identified on all planning</p> <p>Disadvantaged pupils identified on planning and tracked</p>	<p>GLD 70% predicted</p> <p>Gap between disadvantaged in line with national or better. All staff aware of</p>	<p>SR and SLT</p> <p>See QA schedule</p> <p>JV to resent half termly</p>	

	<ul style="list-style-type: none"> • Termly data analysis shows that the gap between disadvantaged children and others is closing • Half termly pupil progress meetings with HT, DHT and AHT 			Templates provided to track children	pupils and their next steps	data reports to SLT	
4.5	<p>Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.</p> <ul style="list-style-type: none"> • School QA documents are tailored to EYFS needs. • Timings and documents for PP meetings produced in line with rest of school by CL/JV. • PP meetings undertaken half termly, in the same week as others in school for both F1 and F2. These give particular focus to groups of disadvantaged/SEND/HAPs children. • Observations/learning walks undertaken of all adults, in both taught sessions and in continuous provision. These are paired to reflect developments in QA in the rest of school. • Targeted internal/external CPD for those adults who, highlighted through QA systems, need support to plan, teach and/or assess accurately, or with high expectations. 	JV	From September and ongoing	<p>Templates updated and introduced. Training given for implementation</p> <p>CPD training for specific identified needs. Weekly EYFS staff meetings</p>	<p>All documentation in line with QA school documents, and shows increased outcomes on pupil attainment</p> <p>All adults to be delivering at least good taught, and float sessions. Impact on ELG outcomes % raised</p>	<p>SR and SLT</p> <p>See QA schedule</p>	