



Hoyland Common Primary Ofsted Summary Document – September 2016
 Early Years Foundation Stage Self -Evaluation Summary

Context of Hoyland Common Primary EYFS : **September 2016**

Hoyland Common Primary School aims to ‘develop confident, happy, self-motivated learners, who enjoy learning and see it as a lifelong adventure’. We strive to be an organisation that facilitates the learning of all of its members.

Hoyland Common Primary School is a modern PFI school with a full Foundation Stage unit consisting of 1 52 place nursery offering morning and afternoon sessions and a FS2 unit with a cohort of 50. There are currently 40 children on role in FS1 provision and 55 children on role in FS2 provision, 39 of those transitioned from School FS1 and 16 children are from external nurseries and settings.

Hoyland Common EYFS welcomes children, families and the community. Together we provide a wealth of first experiences to interest, engage and challenge our children. Supported by positive relationships we will develop confident and independent learners.

The Foundation Team is made up of the EYFS Leader, who teaches nursery alongside 1 other 0.6 teacher, 2 FS2 teachers, 3 Classroom based Early Years Practitioners and 3 Early Years Practitioners with the responsibility for children with specific needs.

The EYFS team aims to produce caring and empathic children who have pride in themselves, the school and the surrounding community.

Previous Key Priorities	Progress towards meeting key issues										
To create a purposeful & effective learning environment for children to access both indoor & outdoor.	An environment audit has been carried out to identify key priorities within the environment. After an overhaul of resources and provision the environment is now stimulating and engaging, meeting the learners needs. The environment provides a magnitude of opportunities to engage and challenge all learners. Long term environment planning ensures resources enables pupils to access common behaviour skills at a low, mid and high level. The outdoor area has clearly identified areas of learning, providing a range of thought provoking learning experiences. A large natural climbing space has been developed to extend the opportunities for large physical movement.										
Raise the % of children achieving GLD across the cohort with particular focus on raising the % achieving 2 in reading, writing and maths.	<p>After initial baseline has been collected children are target set for achieving GLD and early identification of children needing support.</p> <p>In response to previous year and baseline data target groups are put in place and run to address expectations of expected development as well as exceeding criteria. These target groups are documented on the EYFS cohort action plan and reviewed on a termly basis.</p> <p>Early essence has been used to highlight needs of cohort and closely track progress and attainment, particularly of vulnerable groups. Gap and strength analysis has been used to ensure that the environment meets the needs of learners.</p> <p>Over the last 4 year GLD has had an upward and is currently above national;</p> <table border="1" data-bbox="453 1832 1522 1912"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>% GLD</td> <td>50%</td> <td>56%</td> <td>58%</td> <td>74%</td> </tr> </tbody> </table>	Year	2013	2014	2015	2016	% GLD	50%	56%	58%	74%
Year	2013	2014	2015	2016							
% GLD	50%	56%	58%	74%							
To develop strong links with parents & families & create a partnership approach.	Learning journeys clearly show the focus for weekly learning and encourage parental input. Key workers encourage parents to come into school and contribute to their children’s learning journey providing a further context to the children’s experiences in										

	<p>setting. Positive feedback from the LA moderation team was given about the quality of the parental engagement which was encouraged and gained through the use of the learning journeys. Cloakrooms provide informative displays for parents looking at daily practise, and curriculum links. Parents are encouraged to be involve in celebrating children’s achievements through the use of Wow moment trees and time to shine display boards.</p> <p>As a part of our ever-evolving practise we moved towards electronic learning journeys. After consultation with parents it was recognised that online learning journeys would enable parents and families to access their child’s learning journey at a time and place convenient to them.</p> <p>Parents are encouraged to regularly feedback and make suggestions using feedback forms, these are then displayed on the “you said, we did” board.</p>																								
<p>Current Priorities</p>																									
<p>Areas for Development Effectiveness of leadership and management</p>	<p>All SLT and staff communicate ambitious expectations for all children in line with the Hoyland Common Vision.</p> <p>Further develop curriculum to ensure all staff are effectively leading on curriculum development.</p> <p>Ensure performance management of all staff impacts positively on pupil progress.</p> <p>Sustain the % of children achieving GLD across the cohort with particular focus on raising the % achieving the expected level of development in maths.</p> <p>For all staff to effectively assess, track and review pupil progress and outcomes for all groups of pupils especially SEN and disadvantaged pupils using Early Essence.</p>																								
<p>Areas for Development Quality of teaching learning and assessment</p>	<p>To ensure teaching remains at good and outstanding. Building on good and outstanding practice.</p> <p>To develop all staff awareness of how to better support vulnerable groups, particularly disadvantaged pupils and SEND.</p>																								
<p>Areas for Development Personal development, behaviour and safety</p>	<p>To further develop the opportunities provided to give children a wide range of experiences that promote understanding of people, families and communities beyond their own.</p>																								
<p>Areas for Development Outcomes for pupils</p>	<p>To ensure a rigorous and robust approach to baseline on entry data for FS1 and new pupils entering FS2.</p> <p>To close the gap and ensure accelerated progress is made for vulnerable groups.</p> <p>To accelerate further the progress in Reading, Writing and Maths.</p>																								
<p>Grade for Overall Effectiveness of EYFS</p> <table border="1" data-bbox="71 1803 766 1881"> <tr> <td colspan="3">4</td> <td colspan="3">3</td> <td colspan="3">2</td> <td colspan="3">1</td> </tr> <tr> <td></td><td></td><td></td> <td></td><td></td><td></td> <td></td><td></td><td></td> <td>x</td><td></td><td></td> </tr> </table>	4			3			2			1												x			<p>Commentary: Teaching, learning and assessment are strong across Foundation Stage. Progress is rapid across all areas of the curriculum which supports the upward trend of children achieving GLD. Leadership is strong and has a clear vision for the future of the Foundation Stage.</p>
4			3			2			1																
									x																
<p>Overall Effectiveness Level Descriptors</p>	<p>Evidence of Strengths</p>																								
<p>Outstanding-</p>	<p>Overall effectiveness of EYFS is outstanding because all key areas of school are</p>																								



<p>The quality of teaching, learning and assessment is outstanding. All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good as long as there is convincing evidence that this area is improving rapidly and securely towards outstanding. Safeguarding is effective. There are no breaches of statutory requirements.</p>	<p>outstanding.</p> <p>Hoyland Common Primary Foundation Stage has a clear vision which is shared by the team, families and the community it serves. Pupils enter school emerging into the age related expectations and 74% leave having a good level of development and being school ready. Progress is rapid for the majority of pupils across F1 and F2 in all areas of the curriculum.</p> <p>Expectations of all pupils are high and staff continually promote this resulting in pupils thriving to succeed and achieving their full potential. The EYFS leader and team members promote an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.</p> <p>The safeguarding of all pupils is actively promoted by the EYFS leader and staff and school policy is actively followed and all statutory requirements are met.</p>
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<p>Grade for Leadership and Management within EYFS</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #f4cccc;">4</td> <td style="background-color: #fff2cc;">3</td> <td style="background-color: #d9ead3;">2</td> <td style="background-color: #c8e6c9;">1</td> </tr> <tr> <td style="background-color: #f4cccc;">x</td> <td></td> <td></td> <td></td> </tr> </table>	4	3	2	1	x				<p>Commentary: EYFS Leader and team have a strong pursuit for excellence. Tracking and monitoring of progress and attainment of individual children, cohorts and vulnerable groups is highly effective using newly introduced online systems. High expectations of staff and children. Safeguarding systems promote a culture of vigilance.</p>
4	3	2	1						
x									

<p>Effectiveness of leadership and management Level Descriptors</p>	<p>Evidence of Strengths</p>
<p>Outstanding- The pursuit of excellence in all of the setting's activities is demonstrated by an uncompromising, highly successful drive to improve achievement or maintain the highest levels of achievement for all children. Incisive evaluation of the impact of staff's practice leads to rigorous performance management, supervision and highly focused professional development. As a result, teaching is highly effective or improving rapidly. Leaders and managers actively seek, evaluate and act on the views of parents, staff and children to drive continual improvement. Highly effective monitoring identifies where children may be slow to develop key skills so that specific programmes of support are implemented to help them catch up. Gaps in achievement between different groups of children, especially those for whom the setting receives additional funding, are negligible or closing. The provider has an excellent knowledge of the requirements of the Early Years Foundation Stage, and implements them highly effectively. Leaders' deep understanding of the curriculum and how to apply it to meet the needs and interests of children results in all staff planning highly effective activities. As a result, children are exceptionally well prepared to move on, including, where appropriate, to</p>	<p>The Foundation Stage thrives on high expectations for all, and staff are clear in the identification of development needs through a self- evaluative approach. The Leader of Foundation Stage has a clear vision and the ambition to ensure Hoyland Common Primary School continues to improve and supports the community that it serves. The Leader of Foundation Stage is also an SLE supporting schools across Barnsley with Teaching and Learning and Attainment and Progress.</p> <p>The strength of the leadership of Foundation Stage is that it is integrated into whole school culture and philosophy.</p> <p>The safeguarding of all pupils is actively promoted by the EYFS leader and staff. Safeguarding meets the statutory requirements in line with the school's safeguarding policy and procedures.</p> <p>The promotion of equality, diversity and British values is at the heart of how the setting works;</p> <ul style="list-style-type: none"> • The EYFS Leader and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. • Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued. • Staff provide opportunities for children to develop their self-knowledge, self-



<p>school. Leaders set high standards for children’s behaviour at all times. Exemplary relationships between staff provide an excellent model for children’s behaviour towards each other. Highly effective partnership working leads to improvement in provision and outcomes for children and their families. The promotion of equality, diversity and British values is at the heart of the setting’s work. It is demonstrated through all its practices, including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism. Safeguarding and welfare meet statutory requirements. Leaders and managers have created a culture of vigilance where children’s welfare is actively promoted. Children are listened to and feel safe. Staff are trained to identify and support children who may be at risk of neglect or abuse and they report any concerns. Work with partner agencies to safeguard children’s welfare is effective.</p>	<p>esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours and talking about their experiences and learning.</p> <ul style="list-style-type: none"> • Staff plan for experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand they are free to have different opinions, for example in small group circle times. • Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. <p>With a drive for continual improvement, Foundation Stage actively seeks feedback from all parents and carers. Parents are regularly asked to fill out comment and evaluation forms to feedback about changes and developments taking place. Within the cloakroom we have a “You said, We did’ board to demonstrate the importance of their feedback and suggestions.</p>
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<p>Grade for Teaching , Learning and Assessment within EYFS</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ff0000; color: white;">4</td> <td style="background-color: #ffa500;">3</td> <td style="background-color: #90ee90;">2</td> <td style="background-color: #00ff00;">1</td> </tr> <tr> <td style="background-color: #ff0000;"></td> <td style="background-color: #ffa500;"></td> <td style="background-color: #90ee90;"></td> <td style="background-color: #00ff00;">x</td> </tr> </table>	4	3	2	1				x	<p>Commentary: All practitioners have high expectations of all making sure all children achieve. Teaching is consistently strong across the setting using accurate assessments to meet the needs of children. Planning for provision is rigorous ensuring it meets the interests of the children as well as their needs. On entry there is a clear focus on helping children to acquire and strengthen communication and language skills as well as forming strong bonds and relationships.</p>
4	3	2	1						
			x						

<p>Quality of teaching, learning and assessment level descriptors</p>	<p>Evidence of Strengths</p>
<p>Outstanding - All practitioners have very high expectations of what each child can achieve, including the most able and the most disadvantaged. Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs. Practitioners use their expert knowledge of the areas of learning and deep understanding of how children learn to provide rich, varied and imaginative experiences that enthuse, engage and motivate children to learn. Accurate assessment, including through high quality observations, is rigorous and sharply focused and includes all those involved in the child’s learning and development. Where appropriate, children are involved in the process. Information from assessment is used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. Provision across all areas of learning is planned meticulously and based on</p>	<p>All teaching is good or better, with much of this being outstanding. This has a significant impact on children’s learning, enjoyment and levels of achievement and progress.</p> <p>Teaching is strong because:</p> <ul style="list-style-type: none"> • Teachers engage, enthuse and motivate, are passionate, flexible, adaptive, committed and reflective. • Staff have in depth knowledge of the foundation stage which is applied to provide rich, varied and imaginative experiences that enthuse, engage and motivate children to learn. • Innovative and creative strategies, including the sophisticated use of ICT ensure the learning styles of all pupils are accounted for and observations are used to inform planning and next steps. • Creative planning challenges and reflects the needs of learners. • The FS team are constantly reflective – they review, adapt and refine the continuous provision to meet the needs of learners.

regular and precise assessments of children's achievement so that every child undertakes highly challenging activities.

Highly successful strategies engage parents, including those from different groups, in their children's learning, both in the setting and at home.

Practitioners provide an exceptional range of resources and activities that reflect and value the diversity of children's experiences. They actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience.

The extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development, gives children the foundations for future learning.

- Expectations of all pupils are high and staff continually promote this resulting in pupils thriving to succeed and achieving their full potential.

All team members have high expectations of the children across the setting and use accurate assessments to tailor teaching to meet specific needs of individuals. Learning opportunities provide a balance of adult led and child led activities with adults providing challenge/support to move learning forward.

We passionately believe in, and deliver, a creative curriculum which builds children's social and emotional resilience, draws upon the children's stage of development and recognises the importance of strong relationships with parents, families and teachers.

We recognise parents are children's first and main educators. As such, we involve them in every step of their child's learning and progress. This helps us to build comprehensive knowledge of each unique child and their families. Parents know what their child is learning as they receive regular website and Twitter updates, including photos of their child in action in setting, weekly newsletters to inform them about the learning planned for the following week, through use of the parents notice boards within the classroom and through daily feedback in the daily personalised meet and greet sessions as children enter the setting. We also hold regular coffee mornings to encourage parents and carers to input into their children's learning journeys. Using feedback from parents we have moved to an online system to make this easier for parents.

Children form strong attachments with their *Key Workers*. *Key Workers* are allocated to individual children right from the very start. This information is shared with parents through a welcome letter sent during the summer holidays and on parental notice boards. *Key Workers* have a special bond with their key children; we pride ourselves on knowing our key children and their parents. This is built through getting to know the parents/carers and children throughout our setting, which is personalised to meet the child's needs. *Key Workers* meet regularly with parents to discuss their child's progress and update children's EYFS profiles.

Key Workers respond sensitively to children's feelings and behaviours and meet emotional needs by giving reassurance, such as when they are new to a setting, and supporting the child's well-being. The *Key Worker* supports physical needs too, helping with issues like nappy changing, toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

Children enter the setting with personalised scrap books which help us find out about the children and plan activities and resources which reflect and value the diversity of children's backgrounds and experiences. In the initial weeks of entering the setting, we plan for time to share these books with adults and children. As a team, we understand that conversations about something that has interested the child or something that they were involved in, signals to them that this adult is interested in them; whether it was the way they built a tall tower yesterday, created a car out of junk, or wrote their name for the first time. Reference to family events such as the birth of a new baby, visit from Granny or the child's own birthday are also important as the child feels they matter as an individual in their own right.

Children are encouraged to respect the diversity and difference within their friends. As they begin to mature through our setting they start to understand how everyone is different and everyone is special, predominantly through our 'time to shine' system. They start to understand that children have different likes and dislikes to themselves and this is quite exciting as we can learn from each other's skills and interests.

The learning environment is ever evolving and reflective of the needs of the cohort. As a result of the needs highlighted in FSP data July 2015 the environment has been adapted to reflect the needs. To support an increase in children gaining the expected level of development in reading and writing we have increased the opportunities for implicit reading and writing and this has been reflected in the areas of provision. We recognise the need to hook children into reading and writing by engaging pupils and providing ample opportunities across the setting. Using OLP all staff are clear on children's starting points and their next steps ensuring that with every opportunity for reading and writing staff are fully prepared to support and challenge learning at the heart of engagement.

With around 40% of children entering FS1 emerging into the expected level of development in Literacy we quickly start introducing phonics, both explicitly through group times and implicitly through the environment, to support outcomes by the end of Y1. Parents are invited to workshops early on to help them support their children's phonics knowledge at home when reading and writing.

Grade for Personal Development, Behaviour and Welfare within EYFS

4			3			2			1		
									x		

Commentary:

We plan for and provide a stimulating environment both indoors and outdoors. Using observations to identify characteristics of effective learning children are demonstrating, we can quickly identify children's next steps ensuring that they are highly motivated and eager to join in. Using our Key Worker system we provide a strong base to build attachments within the setting promoting the development of independence to explore their world.

Personal Development, behaviour and welfare

Evidence of Strengths

Outstanding -
 The highly stimulating environment and wide range of activities ensure that children are highly motivated and very eager to join in. They consistently show the characteristics of effective learning. They show high levels of curiosity, imagination and concentration. Older children listen intently and are highly responsive to adults and each other. Children's health, welfare and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice. Practitioners are highly skilled and sensitive in helping children of all ages form secure emotional attachments. This gives children a strong base for developing their independence to explore their world and increases their confidence in their own abilities. Children increasingly show high levels of confidence in social situations. They develop a positive sense of themselves and their place in the world. They develop a very good understanding of

Staff have high expectations of pupils' behaviour. Pupils are attentive and engaged because the setting is challenging and interesting. Senior Leadership monitor behaviour and welfare at monthly 'VPF' (Vulnerable pupil and family) meetings and support staff and pupils when necessary in line with school policy and procedures.

The EYFS team support the children in making sensible choices and encourage the children to take managed risks encouraging them to consider and reflect on their actions. Pupils tell us that they feel safe in school and feedback from parents' questionnaires reinforces this.

The EYFS team work hard to try and engage parents and use a number of different strategies to do this. Early on in the transition process, parents meetings are held so parents are aware and informed of transition visits and school expectations. During these meetings, all families are given a *ready for school pack* containing a number of resources including leaflets; 'Helping Your Child At Home With Their Learning' 'The Importance of Physical Play' and the 'What to expect when' document.

There is a *Key Worker* system in place where families and *Key Workers* regularly share information about children including progress. *Key Workers* help children form secure



how to keep themselves safe and how to manage risks and challenges. The strong skills of all key persons ensure that all children are emotionally well prepared for the next stages in their learning. Practitioners skilfully support children's transitions both within the setting and to other settings and prepare them for the move to school. Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others that are appropriate for their age. They do not distract others or become distracted themselves. Children's welfare and personal development are central to everything practitioners do. They are very effective in supporting children's growing understanding of how to keep themselves safe and healthy. Practitioners give children a wide range of experiences that promote understanding of people, families and communities beyond their own. They teach children the language of feelings and give them opportunities to reflect on their differences.

attachments within the setting and support the transition between home and school.

Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Children develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand they are free to have different opinions, for example in a small group discuss how they feel about transferring into Reception Class.

The EYFS leader and team members promote an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

We offer a range of healthy snacks during each session, which practitioners share with the children to give clear messages about the importance of making healthy choices. Once the children are settled, each Foundation Stage class, including nursery, take part in a PE session each week, during this session and where appropriate in the setting practitioners also give clear messages about the importance of physical exercise.

Grade for Outcomes in EYFS

4			3			2			1		
										x	

Commentary:

Generally children enter EYFS below ARE or at an emerging level and there is an upward trend of children leaving EYFS with GLD. A high % of children make rapid progress across all areas of the curriculum across FS1 and FS2. Gaps between vulnerable groups and their cohort have been identified and actions have been put in place to begin to address these. Children across the setting show characteristics of effective learning and are motivated and eager to join in. Data is analysed and provision and practise are reviewed regularly to reflect the needs of the cohort.

Outcomes for pupils level descriptors

Evidence of Strengths

Outstanding -
Children make consistently high rates of progress in relation to their starting points and are extremely well prepared for the next stage of their education. Almost all children in the provision, including disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able, are making substantial and sustained progress that

Generally children enter EYFS below or emerging within ARE.

	Baseline FS1 2016											
	Communication and Language			Physical Dev		PSE			Literacy		Numeracy	
	L&A	U	S	M&H	H&S C	SC&S A	MF&B	MR	Readin g	Writin g	Num bers	SSM

leads to outstanding achievement. Gaps between the attainment of groups of children in the setting, including those for whom the setting receives additional funding, have closed or are closing rapidly. Any differences between outcomes in different areas of learning are closing.

Children are highly motivated and very eager to join in. They consistently demonstrate the characteristics of effective learning.

Above	10%	12%	15%	12%	12%	12%	12%	10%	12%	12%	12%	12%
Typical +	25%	27%	25%	36%	34%	29%	24%	25%	19%	22%	19%	17%
Below	76%	73%	76%	63%	66%	71%	76%	76%	80%	78%	80%	83%

Exit FS2 July (%)

EYFS	CL	PD	PSED	L	M	UW	EAD	GLD
2013	55.8%			36.5%			50%	
2014	70%			66%			57%	
2015	79%	88%	83%	60%	70%	91%	85%	58%
2016	87%	96%	88%	76%	86%	91%	93%	74%
2017 *Target	76%	85%	77%	72%	80%	81%	84%	72%

*Target based on FS1 on entry data to be reviewed post baseline September 2016

By exit, 74% of the cohort were assessed as having a *good level of development*, having achieved an expected level of development in CL, PD, PSED, Literacy and Maths. Due to embedded practise and actions from September 2015 there was a significant increase in GLD for July 2016. Using in school data currently in FS we have a target of 72% GLD and have planned actions in place to support and extend this target.

With a gap between the attainment of disadvantaged pupils and their peers we have a detailed spending plan for EYPP, which breaks down how we plan to further support these pupils and close the gap. An additional adult has been funded for part of the time to provide interventions and support for the disadvantaged pupils with a particular focus of PSED initially.

The large majority of children made rapid progress during their time in Early Years in all areas of learning. A rigorous structure is in place to ensure children identified as SEND are supported with timely intervention with maximum impact.

FS1 Progress 2014/15 (%)

	CL	PD	PSED	L	M	UW	EAD
Rapid	29%	17%	47%	62%	66%	49%	40%
Expected +	76%	74%	92%	90%	91%	91%	88%
Slowed	24%	26%	8%	10%	9%	9%	12%

FS2 Progress 2015/16 (%)

	CL	PD	PSED	L	M	UW	EAD
Rapid	63%	52%	57%	63%	70%	83%	68%
Expected +	87%	95%	84%	94%	94%	100%	94%
Slowed	13%	5%	16%	6%	6%	0%	6%

With the introduction of electronic Learning Journeys, using the Early Essence system, attainment and progress can be closely tracked and interventions can be put in place to address specific needs of individuals or the cohort. Observations are matched to the



	<p>Areas of Learning as well as Characteristics of Effective Learning to ensure we are meeting children's needs.</p> <p>Using the team's experience of observing children we encompass that children learn in different ways. When planning and supporting children we think it is important to consider the ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. Team meetings are used to ensure all staff have a secure understanding of the characteristics of effective learning and that they keep these at the fore front of their mind whilst working.</p> <p>Using a photographic display in each cloakroom we try and inform parents about the importance of the recognition of the Characteristics of effective learning and how the children are displaying these within the setting.</p> <p>The EYFS leader regularly reports the attainment and progress of FS pupils to Governors who challenge and discuss this data at Governing Body meetings and continue to set challenging targets for attainment and progress.</p>
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