### EARLY YEARS Visit Feedback Report

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| **School name** | Childwall Valley Primary School | **Visit date** | 20th February 2023 |
| **Executive Headteacher** | Chris Davey | **NOR** | Nursery and Reception: 52 children |
| **Telephone number** | 0151 722 2544 | **Assessor** | Elizabeth Pitcher |
| **Quality Mark contact email** | [l.merrison@childwallvalley.org](mailto:l.merrison@childwallvalley.org) | **Quality Mark contact name** | Lynsey Merrison |

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| **A brief context**   * Childwall Valley Primary School currently welcomes 202 pupils from the south Liverpool community, which includes an Early Years Unit comprising of one Nursery class and one Reception class. In May 2020, Childwall Valley received an Ofsted inspection following which it was judged that it continues to be a good school. |

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| **Visit Type** | **Initial Assessment Visit (IAV)** |

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| **The Assessor spoke to the following people** | | |
| **Executive Headteacher**  **YES** | **EYFS Lead / SENDCo**  **YES** | **Mathematics Lead**  **YES** |
| **English Lead / SENDCo**  **YES** | Parent representatives  NO | Governor  NO |

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| **Does the school meet the requirements of the Early Years Quality Mark?**  **YES** | **‘Learning Walk’ completed?**   * *VIRTUAL VISIT - photographic evidence provided by the school and the assessor accessed the virtual tours on the school website.* |

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| **Suggested area for development based upon the 10 Elements of the Quality Mark, with clear indication to which elements the development is referring**   1. In line with school priorities:  * To review the Early Years outdoor environment in order to assess the extent to which Communication, Language, Literacy and Mathematical Development is fully promoted e.g. through the provision of language-rich opportunities appropriate to the children’s stages of development. (Links to QM Elements 3, 4, 7 & 8) |

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| **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**   * Leaders at a range of levels provide effective strategic direction, aligned with the Early Years Foundation Stage requirements and expectations; * The continuous focus on planning and provision to improve children’s abilities and achievement is evident through the School Development Plan, with its concise key actions, clear roles and responsibilities, relevant training requirements and impact measures; * Lines of accountability are clear through positive partnership between the school and governance, through which successes can be measured and celebrated within a realistic view and thereby, recognising next steps for continuous improvement. This process is all set within the ethos, ‘*in which everyone is equal and all achievements are celebrated’.* |
| **2.An analysis of the assessment of young children’s abilities and achievements**   * Assessment processes and procedures are robust which enables school leaders and Early Years practitioners to hold a detailed view of children’s progress and attainment from starting points; * Close scrutiny of baseline data, followed by regular progress checks, provide a springboard for purposeful planning and provision - including the promotion of personal, social and emotional aspects to underpin communication, literacy and mathematical development; * Adults demonstrate an understanding of all children, taking account of barriers to learning and development, such as those children who will benefit from support towards smaller steps to success. |
| **3.Setting appropriately high expectations for young children’s development**   * The needs of the unique child are carefully considered when planning and organising the play-based indoor and outdoor environments. This is because they are aligned with the principles of the statutory EYFS framework. Consequently, continuous provision is set within the context of high expectations and embedded within assessment for learning principles; * The intent to maximise children’s Communication and Language skills from their starting points reflects the commitment of leaders and practitioners to aspire to high expectations with  *‘No Limits, No Barriers’.* |
| **4.Planning ‘next steps’ in learning for young children’s development**   * Planning next steps in learning is underpinned by detailed understanding of how young children develop; * The Early Years Unit provides a safe and secure environment in which children can develop confidence in learning new skills, whilst taking account of their unique dispositions and attitudes, stemming from the commitment to promoting children’s well-being; * Leaders indicate the effectiveness of the *ROAR Programme*, as platform for developing confident learners. |
| **5.Regular review of progress made by all children**   * The collaborative nature of regular review of progress promotes a positive climate for understanding the rates of progress and achievement of each child from their starting points. For example, the timely focus on early writing, stemming from phonic acquisition provides essential information for measuring progress of the individual; * Intuitive review of progress is an inclusive process at Childwall Valley, through which parents and carers are encouraged to contribute. The introduction of the *Tapestry* learning journey is high-valued as a means of reciprocal communication with parents; * It is evident from discussion that gaps in learning are promptly identified, and this enables the most appropriate intervention to be selected from the range of well-chosen resources. |
| **6.A commitment to improving the skills of all practitioners**   * The value that is placed on professional development stems from a commitment to the effective delivery of the EYFS curriculum; * External professionals are valued and liaison with other schools promotes shared understanding, including moderation activities to verify teachers’ judgements; * In-school training provides the platform for knowledge and expertise in this energised learning community. For example, the delivery of the *Read Write Inc*, systematic, synthetic phonic programme, by the Early Years Lead has led to a positive start in teaching and learning outcomes. |
| **7.A balanced use of child-initiated and adult guided play-based learning**   * As a result of responsive planning there is balanced use of the indoor and outdoor environments, involving child-initiated and adult guided play-based learning; * Wide-ranging resources encourage children’s confidence and competence towards increased independence. Photographic evidence and virtual tours enabled the assessor to witness well-organised learning opportunities, which are designed for shared and individual learning experiences e.g. involving exploratory play-based learning; * Classrooms encourage daily routine, with the expectation that children will take ownership of their learning spaces and resources. |
| **8. The use of appropriate environments and resources**   * A wide repertoire of resources takes account of the diverse interests and aptitudes of the cohort in the promotion of early literacy and mathematical development; * The indoor and outdoor environments are strategically organised to foster confidence and a sense of well-being, including the Forest School facilities, Tuesday trips and garden spaces; * Exciting texts, small world scenarios and explorative equipment encourage gross and fine motor skills, whilst early writing tasks are attractively displayed to celebrate meaningful communication for a purpose and audience. |
| **9.Partnership working between families, carers, practitioners and professionals in supporting young children’s learning and development**   * The school demonstrably nurtures partnership working with the emphasis promoting young children’s learning and development; * Positive parent/carer involvement is valued by leaders in the endeavour to keep them fully informed, as co-partners in their child’s learning. Notably, the use of newsletters, the school website and curriculum workshops provide an effective source of information; * Well-organised induction and transition arrangements result in a positive and productive start to the school, as children start their individual journey of learning in their new surroundings. Effective planning for smooth transition from EYFS to Year 1 ensures that experiences are as seamless as possible. |
| **10. An effective procedure for monitoring planning and assessing improvement in practice**  **and provision**   * Early Years provision benefits from effective leadership, collaborative partnerships and clear communication which combine to cater for children’s unique attitudes, aptitudes and dispositions; * Importantly, procedures are clear and concise which ensures there is a strong trajectory for sustaining improvement in practice and children’s outcomes. |

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| **Additional Comments:**   * Prior to the assessment, the assessor received a detailed audit from the school which was supported by a wide range of written evidence, well-matched to the Ten Elements. The accompanying photographs and school website added value to the assessment process. * The school is to be congratulated on achieving the Early Years Quality Mark Award for English and Mathematics. |