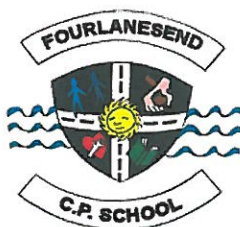


<p><u>School Development Plan Priority</u> Improve outcomes in EYFS</p>	<p><u>Focus of Visit</u> Review action plan, discuss current challenges.</p>
<p><u>Visit time, date and Governor name:</u> Jackie Eason,</p>	<p><u>Staff name:</u> Natalie Perry</p>
<p><u>Observations and Discussions</u> <u>What are the current challenges?</u> A real challenge is how low the children's starting points are on entry. <u>How can this be helped?</u> The school is working closely with the local nurseries to develop their understanding of what 'school readiness' actually means and how to accurately assess the levels that the children are actually at. We are also doing moderations with the nurseries, slowly bringing them into agreement with educational view of what's expected. (NP has shared their learning journeys with the Nurseries and they were surprised by the level that the children reach and are expected to reach). It is hoped that this collaborative working will bring about benefits to the pupils who come into the school in September 2018. <u>Please could I have some background?</u> Reception has 17 children , well balanced boy/girl but high disadvantaged. 6/17 PP Last year the data in some areas was lower than expected. NF has written case studies on all PP children because they were very low last year, but all had significant challenges and the case studies clearly show the progress that has been made. <u>Who else is working in the classroom?</u> Sarah Miller TA full time, Sally Thresh in mornings when we have year 1.(17 children, 6/17 PP) <ul style="list-style-type: none"> Year 2 is also 17. And they have year ones in the afternoon. This presents quite a challenge to teach in the mornings but it is working well and NP is able to focus on the reception children in the afternoon. <u>Last years data</u> The school was lower on reading, writing, numbers and shapes than other areas (that all performed well compared to National) The children came to the school low on entry (see discussions above), and have made good progress evidenced in learning journeys and SPTO. Data was also significantly impacted by the departure of one child and 3 disadvantaged children who each have individual case studies written about them. NP has prepared a detailed and informative document of questions and answers surrounding last years data. The questions are insightful and focused and the answers are detailed and provide wholly satisfactory explanations. A superb piece of work and shows the depth of knowledge and dedication of this teacher towards the progress of children in her care. <u>Action plan</u> Key areas are <ul style="list-style-type: none"> Outdoor space Point score for literacy and maths </p>	



- Average scores for FSM and PP

We looked through the plan and there are good actions in place to improve results from last year.

Outdoor space

The space is tidy, inviting, and orderly. There has been significant improvement in these areas over the past 24 months. It is a large and difficult area to manage and NP should be commended for this.

Summary to be entered on Governor Monitoring Plan:

NF is taking proactive steps to support children even before they come to the school. It is hoped that this pre-emptive work will increase the base entry level of children, particularly in the areas of reading, writing, numbers and shapes, where data was lower this year.

The action plan addresses the key priority areas for improvement.

Many thanks to Natalie for her continued hard work, dedication and positivity.

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The questions are insightful and focused and the answers are detailed and provide wholly satisfactory explanations. A superb piece of work and shows the depth of knowledge and dedication of this teacher towards the progress of children in her care.

Further Action Required:

It would be good to see milestones in place. Where are we hoping that your children will be at the end of this term and the spring term (they may already be in the plan, apologies if I missed them)

Impact of Governance:

Governance support for EYFS teacher.

Date and time of next visit:

Spring term

Governor signature:

Date:

Staff signature:

A handwritten signature in black ink, appearing to read 'Perry', is written over the staff signature line.