

Setting: Harvington Prep School, Early Years Foundation Stage
Head of Centre/Manager: Jane Wallace
Chair of Governors or Committee: Prof. Allan Gillett, Governor for EYFS Mr Arthur Bray
Current EYFS support category: 1
EYC: Sue Benson
Date of visit: 1.5.2012.

1. Context of the provision since the last EYC report including areas the provision wishes to celebrate

- Development to a two form system in FS1, with the employment of a PGCE teacher.
- Investment in resources includes double bikes to promote co-operation.
- Developments to the FS2 outdoor area funded through Learning Through Landscapes.

2. Review of progress on priorities arising from visits

Priority	Progress
Develop the curriculum planning format to be used across FS1 and FS2.	Ealing planning formats now used across FS1 and FS2.
Develop pupil tracking systems by (1) aligning progress summaries with Development Matters (2) compiling a whole cohort overview of progress from entry to the end of FS2.	Individual tracking systems in use. EYFS leader is developing a pilot tracker (FS1/FS2) for the revised EYFS and is interested in the updated materials to be produced by Ealing EYs team.
Strengthen the quality of teaching.	Quality of teaching by new FS1 teacher judged, during the visit, to be outstanding. Quality of teaching in FS2 has improved, with more appropriate activities observed, together with children's work seen on display, during the visit. Challenge in FS2, as highlighted in the inspection report, remains a focus e.g. in creativity, which has implications for creativity and critical thinking across all areas of learning.
Introduce regular EYFS planning meetings.	Developments in consistency of planning and tracking. Next step to set up joint planning between new FS1 teacher and current FS2 teacher to share/develop good practice, including challenge, collaboratively.
Review self evaluation evidence against grade descriptors on an ongoing basis.	Improved. Ealing QIs on display and used to support effective practice. Now useful to share with rest of team and use as a tool for reflection.

3. Evaluative commentary on the impact of any LA support and partnership work (PVI SEF 5h / CC SEF 4.7 / School SEF A4.5)

- Staff have attended training provided by EBC in portage, moderation and the revised EYFS.
- Links with local schools support reflection and focus on development of best practice.

OUTCOMES

4. Safety and well being (PVI SEF 4c,d, 5k / CC SEF A2.2, A4.5 / School SEF A2.5, A2.7)

- All staff under-go Child Protection training every two years.
- All welfare requirements have been evaluated as met in SEF.
- The quality of relationships, as observed during the visit, makes a significant contribution to high levels of progress.
- Healthy snack provided – fruit, milk and water. The vast majority of children were happy and content in the school's dining room during snack time, although a few were less settled. Staff gave good support, but may want to **consider ways in which to minimise any anxieties for those few children who were not so comfortable in the environment away from their usual base in order to secure the judgement for levels of safety felt by the children.**
- During the visit, children were observed to be confident whilst using the climbing frame and a range of large and small outdoor equipment. Behaviour was exemplary whilst playing both inside and out.

How effectively are children safeguarded and needs met?	Current SEF Judgement	EYC agrees	EYC disagrees
Children feel safe	1	1	
Children adopt healthy lifestyles	1	1	

5. Progress in learning and development, 0-3yrs, FS1, FS2 Current standards plus projected outcomes and any significant gaps in standards (PVI SEF 4b, 4g / CC SEF A2.3, A3.2 / School SEF A2.3, A2.4)

0-3yrs	FS1	FS2
	Most children are making significant progress, as evidenced through individual learning journals and tracking reviewed during the visit.	All children expected to achieve between 6-9 points in the EYFS profile. Writing displayed in the FS2 classroom, along with elements of PSED and reading observed during the visit provide evidence to support this judgement. Evidence observed during the visit suggests that outcomes in creative development will be lower, as a result of a lower level of challenge offered in this area.

5b. Evaluation on effectiveness of early intervention (How has the gap narrowed for significant groups, individuals or areas)

Commitment to working with parents supports learning and development effectively for all children. Individual summaries of progress are evidence based, reflect the focus on unique characteristics of children and are shared regularly with parents.

Understandings of and sensitivity to boys interests used effectively in FS1 to promote engagement.

How effectively is the setting promoting equality and diversity (PVI SEF 5j)	Current SEF Judgement	EYC agrees	EYC disagrees
	1	1	

6. Leadership and management (PVI SEF 5h-n / CC SEF A4 / School SEF C23, C30)

SEF and improvement plan completed and current.
EYFS leader has been successful in bringing about improvements highlighted since last visit and in induction of new FS1 teacher. There is a clear focus on continuous improvement.
Use of budget well linked to the school's focus on PSED e.g. bikes to promote collaboration.
EYFS leader is proactive in building partnerships and attending and acting on training.
Links with Y1 have been developed to promote consistency in the teaching of reading from EYFS into Y1.

How effectively is the provision led and managed (CC SEF A4.1 / School SEF C23, C30)	Current SEF Judgement	EYC agrees	EYC disagrees
Leadership and management	1	1	
Governance/Committee	-	-	-

7. What is the capacity of the provision to maintain continuous improvement? (PVI SEF 6p / CC SEF A4.2 / School SEF A8.2)	Current SEF Judgement	EYC agrees	EYC disagrees
Capacity to improve S,M,L	1	1	
Overall effectiveness (CC SEF A5.5 / School SEF A8.3)	1	1	

8. Actions	Success Criteria	Timescale
<p>To secure and build on the outstanding judgements, the setting should:</p> <p>Extend challenge in FS2, as highlighted in the inspection report, e.g. in creativity, which has implications for creativity and critical thinking across all areas of learning.</p> <p>Set up joint planning between new FS1 teacher and current FS2 teacher to share/develop good practice, including challenge, collaboratively.</p> <p>Share Ealing QIs with rest of team.</p> <p>Consider ways in which to minimise any anxieties for those few children who are not so comfortable away from their usual base in order to secure the judgement for levels of safety felt by the children.</p>	<p>Activities, resources and tools provided promote high levels of creativity and problem solving.</p> <p>Best practice is shared across the team to promote challenge that reflects EYFS characteristics of effective teaching and learning.</p> <p>Indicators used as a tool to support reflection and further improvement across FS1 and FS2.</p> <p>Current attention to well being and meeting individual needs is enhanced further.</p>	<p>Summer term 2012 in the first instance.</p>

9. 2011/12 priorities – specific support request

Implementation of revised EYFS

10. Recommended support category	1	2	3
	1	2	3

11. Annual report statement

The Early Years Foundation Stage at Harvington Prep School is currently outstanding
Leadership and management are outstanding
Quality and standards across the setting are outstanding
Teaching is outstanding in FS1 and good in FS2.
The settings target-setting processes, including tracking, are outstanding as are self evaluation processes and the use of self-evaluation to accurately identify priorities.

12. Next provisional visit date: email/telephone updates with drop in visit during autumn term 2012.

Signed: EYC *S J Benson*

Date:

9.5.2012.

Manager

Date: