

VISIT REPORT

Early Years Team (EYT)



Provider	Fletewood School	Date	18 March 2019
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Name(s) and role(s) - EYT	Mel O'Leary – Early Years Advisory Teacher (EYAT)
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Name(s) and role(s) - Provider	Rachel Gray – Head Teacher and EYFS lead
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For Education, Participation and Skills business use					
Statutory/no cost		Bespoke training and support		Bristol Standard	
Support for a Requires Improvement or Inadequate Ofsted Judgement		In-house training @ £270		Mentor visit - prepaid	
Narrowing the gap annual visit	✓	Bespoke support @ £120			

Purpose of visit: A facilitated discussion around reducing the attainment gap between vulnerable groups of children and their peers at the end of the EYFS across the city.

Activities:

- Review of strengths agreed during last visit on 1 November 2017
- Review of progress in any area for development agreed during last visit
- School readiness
- How funding, Me2, EYPP and DAF has had an impact on outcomes for children
- Latest updates

Key messages shared:

Review of strengths agreed during last visit

The HT / EYFS lead reflected that the strengths agreed during the previous visit, remained strengths. These were as follows:

- *The establishment of an accurate baseline assessment which takes in to account what the child can do at home.*
- *Strong parent partnerships which benefit the children's wellbeing and learning.*
- *Learning opportunities which meet the needs and interests of each child and careful progress tracking*

to identify strengths and next steps for both individual children and the cohort.

Building on these strengths, the use of the electronic progress tracker, Tapestry, is well embedded.

Review of progress in any area for development agreed during last visit

The agreed area for development was as follows:

To enrich the children's experiences in Understanding the World and Expressive Art and Design, and provide more opportunities for involvement in the local community.

The head teacher / EYFS lead described a number of engaging ways that children have been involved in open ended investigations such as finding out if you can really blow down a house made of straw and taking trips in to town to purchase bath bombs for their science experiments. The school's links with the Shekinah mission are helping even the youngest children to develop an empathetic attitude, for example by being involved in the homeless token scheme. The school has also been involved in a local art project where children's art will be used to improve the appearance of a new incinerator in Plymouth.

School readiness

The head teacher / EYFS lead described arrangements to support school readiness and transitions. These included:

- Providing small group, focussed teaching and learning opportunities.
- Encouraging thinking skills and problem solving.
- A focus on promoting independence and self-care, for example, children dressing themselves and being responsible for their own belongings when they enter school.
- A focus on supporting children's communication and confidence so that they can make their needs and ideas known.
- Having clear boundaries for behaviour and promoting the social skills that children need to work within those clear boundaries, for example, learning to share and to resolve conflicts together.
- Recognition of the importance of supporting children's phonological awareness and sense of number to ensure a good foundation for literacy and maths.

How funding, Me2, EYPP and DAF has had an impact on outcomes for children

The school does not have two year olds or children in receipt of either EYPP or DAF funding.

The school does however receive Deprivation funding and inquired about how the school would know who this funding is directed at. The EYAT explained that this funding is linked to children's post codes. This funding has been used to purchase maths and phonics resources.

Other advice shared and updates:

The head teacher provided an update on the school's latest parent partnership projects to encourage healthy eating throughout the school and the work within the local community which helps the children to develop strong PSED skills, wellbeing and mindfulness.

The EYAT commented on the progress children are making as observed during their phonics

session. The head teacher / EYFS lead shared some examples of children's writing and talked about how well the children are achieving in their home reading. The next focus for the EYFS is to provide more reasons for children to write during their self-chosen activities, so that they can apply their phonics skills independently. The EYAT agreed to send a booklet with ideas for 'playful writing'.

For further advice and support regarding learning and development please contact

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Agreed actions – Provider and EYT		By whom	By when
1	Further consider the advice above and share key messages with staff.	HT / EYFS lead	Ongoing
2	Forward 'playful writing' booklet	EYAT	21.3.19

Next visit: date and time	TBA
Focus	TBA

It is the responsibility of the person receiving this visit note to ensure it is shared with the Ofsted Registered Person/Nominated Person for the setting and those with governance responsibility.

Please note: This summary of the recent contact with the provider includes outcomes and an evaluation, where appropriate. It should be a fair and accurate record of the visit. There will be occasions when others will have access to the contents of this report for monitoring or support purposes.

Duty of Care

It is important to note that Plymouth City Council has an established protocol with Ofsted. This emphasises a duty to report any concerns where providers operate outside their conditions of registration, which includes the baseline requirement of meeting the requirements of the Early Years Foundation Stage.

As representatives of Plymouth City Council, we have an advisory role to ensure that the needs and safety of the child are paramount; therefore any concerns detrimental to this will be reported to the relevant authority. This duty of care overrides any issues of confidentiality.

