



Quality Mark

VISIT FEEDBACK REPORT

School name	St Andrews Maghull CofE Primary School	Visit date	28.05.21
Headteacher	Mrs S Kerwin	NOR	269
Telephone number	0151 526 1378	Assessor	Christina Webster
Quality Mark Contact email at school/setting	phillip.taylor@ldst.org.uk	Quality Mark Contact Name at school/setting	Phillip Taylor

A brief context of the School (*Information concerning Federations/MATs etc.*) *The school is part of the Liverpool Diocesan Schools Trust (LDST) and was judged Good during its last inspection in 2017.*

Visit Type <i>(Delete as appropriate)</i>	Initial Visit (IAV) Early Years Quality Mark
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The Assessor spoke to the following people (*delete as appropriate*):

Headteacher and/or Senior Leaders YES	English Subject Leader NO	Mathematics Subject Leader NO	Assessment Manager NO
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

Quality Mark Elements**1. A whole setting strategy and planning to improve young children's abilities and achievements.**

A clear improvement plan for Early Years is produced by the Early Years Lead who is specifically trained in the Early Years and fully supported by Senior Leaders, it is included in the whole school development plan and is shared with Governors at the Standards Committee. It is based on thorough self-evaluation and has clear success criteria which are reviewed regularly. One example of an improvement on the plan which has had a significant impact on the progress and attainment of pupils has been the additional hours agreed for staff within Reception. This has meant that staff have additional time at the start and end of the day to discuss children, undertake training and make changes to the teaching space in order to facilitate pupil learning. All staff are aware of the plan and their role in achieving the objectives with clear links to CPD and performance management. It is based on observations within the unit, including the effectiveness of the learning environment and methods of teaching, alongside summative and formative data with a clear focus on maintaining and improving standards.

2. Analysis of the assessment of young children's abilities and achievements

Target Tracker is used for half termly summative assessments which is analysed and shared with the SLT, Governors and staff within the Early Years to ensure everyone has a clear picture of the learning that is taking place. The setting has recently moved from a paper-based system of recording observations to an online system, Evidence Me. This is allowing more focussed analysis of pupil progress, identification of gaps and the ability to share the information with parents and carers immediately. It also allows interventions to be put in place quickly to support pupils who may be under achieving. When children work in guided groups staff complete a short assessment sheet which allows for staff to plan for next steps or set appropriate goals for individual pupils in order to deal with misconceptions or move learning forward.

3. Setting appropriately high expectations for young children's development

The very focussed Early Years Lead is clear about the high expectations for all children within the unit. He constantly monitors the provision to ensure pupils have engaging areas which provide challenge at all levels through both adult guided and child initiated play. Individual needs are addressed and there are a wide variety of initiatives and interventions in place to support pupil achievement. Within each area there are challenge boxes which the children can access if they wish to extend their learning and staff will support pupils in accessing these to support further challenge.

4. Planning 'next steps' in learning for young children's development

Planning reflects pupil interests and is adapted as needed to ensure progress is being made. The staff are constantly discussing where the pupils are and their 'next steps', this occurs informally during the day as well as at the end of the day during the additional hours provided to allow for review. There is also a planning meeting on a Thursday to look at attainment in group sessions and identify 'next steps' to aid learning as well as changes to be made to the environment in order to support 'next steps'. Parents can see 'next steps' through the 'Evidence Me' system which allows them to support pupils further at home.

5. Regular review of the progress made by all children.

There is a real sense of partnership at St Andrews, Maghull with everyone involved focussed on the pupil, this includes staff, parents and any other professionals involved. There is a continuous review of progress daily, weekly and half termly both formally and informally which supports every pupil to achieve. Progress data is carefully analysed to identify gaps in learning and also to develop the Early Years classroom and outdoor space to ensure it provides opportunities to improve outcomes for all pupils in communication, language, literacy and mathematics. Transition both into and out of Reception is excellent with a large amount of information gathered meaning pupils can start to learn immediately on entering Reception and there are no barriers to learning as they move into Year 1.

6. A commitment to improving the skills of all practitioners.

All CPD is planned to impact on the provision and pupil attainment. There are weekly staff meetings to allow for training opportunities and staff also have access to high quality CPD. The Early Years Lead undertakes careful research before identifying any training to ensure it meets the needs of the school, the staff and the pupils. For example, training has just taken place on 'Talk through stories' after communication and language was identified as an area for development. The Early Years Lead and Deputy Headteacher who are both Early Years Specialists provide continuous coaching and mentoring to ensure that staff are used effectively and are skilled in encouraging and facilitating pupil play. Side by side observations are used regularly to support staff in making judgements and supporting child initiated activities in order to support individual learning needs.

7. A balanced use of child-initiated and adult guided play-based learning

The school uses a mixture of focussed adult guided activities which deliver some of the key skills pupils need to develop alongside independent learning within the continuous provision. Guided sessions provide the pupils with the skills to go and develop their own learning within the provision with a focus on mathematics and communication, language and literacy. Within the Reception unit there is a clear teaching and assessing cycle which all staff are involved in, and this knowledge supports them in supporting pupils when they are involved in child initiated activities within the continuous provision. There are also challenge boxes within different areas to extend learning whilst allowing pupils to be independent. The Early Years Lead is very aware of maintaining a balance of both adult guided and child initiated learning whilst ensuring all pupils develop the skills they need to be independent, creative learners.

8. The use of appropriate environments and resources

The Early Years environment is engaging for all pupils and is following a 'natural' route providing pupils with a calm space designed for learning. Displays have a clear purpose and the pupils are involved with them, knowing they contain information to help them learn as well as display things they are proud of. The classroom has been set up to allow pupils access to different areas depending on their interests and there is free flow to both inside and outside. Resources are well maintained, organised and accessible to all pupils allowing them to learn through open ended child initiated activities as well as adult guided activities. Enhancements are added based on topics being covered or pupil needs identified through observations. The outdoor environment is a large space which has been well resourced providing pupils with engaging spaces in which to learn,

for example the Discovery Den. This area is however identified as an area for further development now that changes have been made to the indoor environment.

9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development.

The school has established excellent links with parents and this was reflected in the confidence with which parents talked about the school and how they are involved and supported to ensure that their children make progress and are happy to go to school and learn. Parents of children joining the school are involved prior to their child starting school with information visits and stay and play sessions. Despite Covid-19, the school has maintained ease of access for parents. During remote learning staff were available every day where parents could ask for any help or support they needed to help their child make progress. The Early Years Lead makes sure he is always available at the start and end of the day, outside in order to comply with Covid restrictions. Videos are also available on the school website to support learning and Class Dojo allows parents to be involved in what is happening at school and to share learning at home. Weekly newsletters let parents know what the children are learning about and how they can support at home for example in areas such as phonics and early reading skills.

10. An effective procedure for monitoring, planning and assessing improvement in practice and provision.

The Headteacher takes Early Years incredibly seriously as the foundation for pupils' lifelong ability to be learners and has shown this through her commitment to excellence in the staff she employs. She has also ensured that at a Governor level there is expertise on the Governing Board through finding a Governor who lectures in Early Childhood Education, this ensures that there is significant challenge on all aspects of development within the Early Years to facilitate improvement. The Early Years is a regular item at the Standards committee, and they are provided with data and information which allows them to be a 'voice in the direction of travel'. The Deputy Headteacher is a trained moderator for the Early Years and has a teaching commitment within Reception to quality assure judgements. Moderation is also an element of development within the LDST to ensure consistency of judgements across all schools.

Secondary Quality Mark - Element 11

11. Provision to enable students to gain appropriate national accreditation in English and Mathematics.

A brief summary of the strengths:-

The Early Years Lead has a significant enthusiasm and understanding of the importance of the Early Years in a child's education. He has a quiet determination to ensure that the school provides the best possible start for all pupils. "We have only got one shot- we can't afford to not get it right, first time." This approach is fully supported by the Head, Deputy and Governors who listen to his plans and justifications for changes, challenging and questioning before a consensus is reached on how to move forward and improve. This has allowed the creation of a focussed learning environment rich in books, language and mathematical opportunities providing pupils with skills to be independent learners.

The parents I spoke to were absolutely clear that their children were learning and enjoying school making "amazing progress". Most importantly, the pupils I spoke to were so enthusiastic about every aspect of their school experience, they clearly demonstrated the love for learning, reading books and desire to push their knowledge further. The pupils were confident communicators who explained very clearly what they know, what they want to learn and how they are helped to achieve this by Mr Taylor and everyone in school.

Additional Comments:

Congratulations on meeting all ten elements of the Early Years Quality Mark.