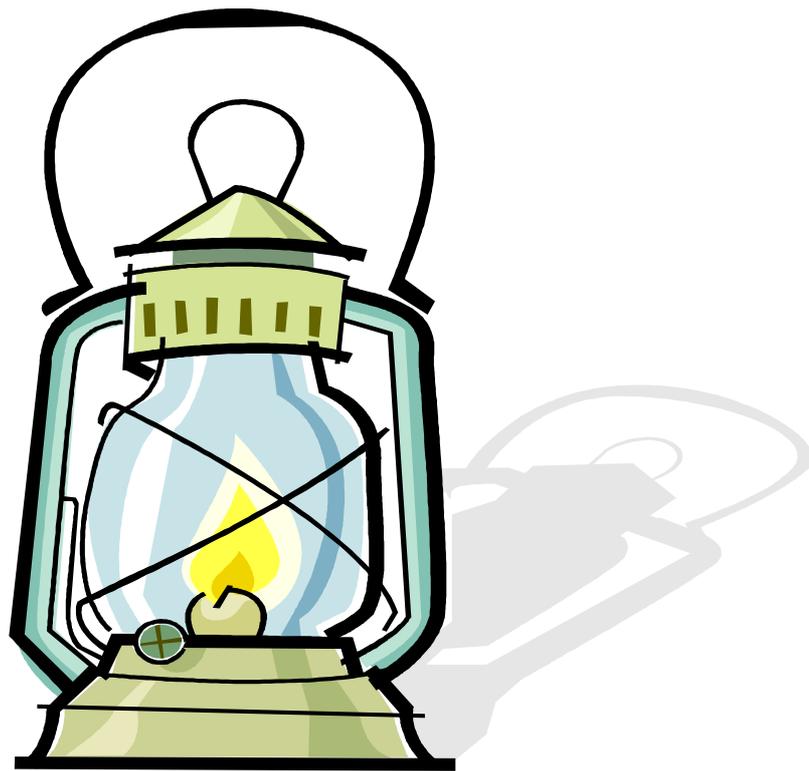




EYFS SEF 2021-22
St. Bede's Catholic Primary School



Head of EYFS: Mrs Elaine Wright





EYFS SEF 2021-22

St. Bede's Catholic Primary School



School Content

Our school comes under the borough of Redbridge. The borough has become a very diverse borough with many children entering our school who are EAL. Along with this we have found that we now have a high percentage of our children whose ethnicity is 'Black African'. Our Reception is 2 form entry with 59 children on role at this present time. Nursery have 36, 16 children are full time with 10 part time (morning) and 10 part time (afternoon). In Reception we are fairly evenly split with 31 girls and 28 boys whereas in Nursery it is boy heavy with 22 boys and 14 girls. The last Ofsted report stated that EYFS was good.

The Overall effectiveness of Early Years: provision is good

1. The effectiveness of leadership and management is good

Where we are

- 1.1 The school's leadership team including governors, successfully improve the children's life chances.
- 1.2 Leaders have an accurate view of the school effectiveness and identify the necessary priorities for improvement through rigorous and comprehensive monitoring and evaluation.
- 1.3 Professional development of staff focuses on termly data and outcomes. This will highlight where professional skills need to be improved.
- 1.4 The school is ambitious for the children's development. Due to the impact of Covid many children have begun their Reception year below average. Despite low starting points, good to outstanding progress is made by the children reaching at least national averages in all seven areas of learning. Where attainment on entry is above the normal expectation the pupils will attain exceeding.
- 1.5 Safeguarding is taken very seriously within our school. All staff take part in CPOM training and attend insets for safe guarding training. In the early years all staff are playground first aid trained. We have 3 support staff who are paediatric first aid trained. All accidents are recorded in the first aid log book. Parents are informed by a wrist band that the child wears. If the accident is a head injury the parent will be informed by a text message. In class we have a first aid cupboard which is clearly out of reach for children and clearly labelled enabling all staff, including cover staff to know where the medication is kept. Children who have their

What we need to do

- 1.1 EYFS Leader to meet regularly with members of the EYFS team to ensure good practise is consistent and to offer support where needed.
- 1.2 To work more with subject leaders enabling them to have a better understanding of the early learning goals that are linked to their subject.
- 1.3 To support staff with more EYFS training courses that enable them with new skills to enhance a more productive environment.
- 1.4 To provide daily interventions for children who are below average. These will be supported by either the class teacher or the classroom TA.
- 1.5 To ensure that new members of the team are trained.



EYFS SEF 2021-22
St. Bede's Catholic Primary School



own prescribed medicines will have their medication kept in their own labelled box and kept inside the cupboard. Through an inset all adults are made aware of children within the school who have medical needs. The school caretaker ensures that all gates are locked at the beginning of the day and the end of the day. A daily maintenance check is completed before the start of school. This is checked by a member of the EYFS team. The daily check is recorded and logged. Staff are vigilant and react quickly to protect all and potentially vulnerable children.

2. The quality of teaching, learning and assessment is good

2.1 The quality of provision is kept under regular review. Teaching is Good overall.

Our good provision has the following positive characteristics:

- Engaging environments, resourced well in ways, which provide the children with opportunities to be stimulated, engaged, and a curiosity to investigate. This is provided through a vibrant learning environment. The environments are pitched to meet the development of the children's needs and provide enjoyable learning through engaging resources.
- Staff use a wide range of learning resources both indoors and outdoors.
- Adult interactions with the children provide a quality and stimulating interaction. Enabling to successfully move the children's learning forward. This can be seen through differentiated responses according to children's needs, effective questioning, great use of vocabulary (topic based) and exploiting the potential for learning in the richly resourced environment.
- There is a strong emphasis on developing children's vocabulary, through engagement with stories, discussions and deeper questioning enabling them to make accelerated progress.
- Children to show resilience and sustained concentration.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



2.2 Rigorous and consistent use of assessment is used to plan appropriate experiences for children taking account of the range of attainment, individual needs and interests. Termly assessments are completed for both Nursery and Reception children. This enables staff to provide an appropriately challenging environment, activities and experiences.

Example: Planning shows specific areas of learning covered both indoors and outdoors.

2.3 This year we have moved to a new systematic synthetic phonics programme (SSP) (Little Wandle Letters and Sounds). This programme is used from Nursery to year 2. Teachers and support staff have been trained in how to use the programme ensuring that the methods used are consistent across the year groups. Phonics is taught daily and outcomes at the end of KS1 are in line with the national average. The impact of phonics teaching is evident in for both reading and writing with end results in KS1 reaching to a high level. Children joined our setting with low starting points in reading, writing and phonics. However, most children have caught up through daily phonics lessons, interventions and phonics activities.

Examples of reading and writing in 'Busy Books' and work books show phonic skills being used.

Phonics Assessment can be found in the Assessment folder - Reception

2.4 Parents are invited to attend an online phonic workshop at the beginning of the year along with a literacy workshop. Parents are provided with weekly updates on the sounds that have been learnt that week, furthermore children will receive a keyring at the beginning of the year where the staff will attach the different letter sounds that they have learnt. The keyrings are kept on the children's book bags.

2.3 To ensure that new staff are provided with an opportunity to take part in the training. Any updated training to be completed by all staff.

2.4 To provide a handout sheet to parent's which will enable us to see where we can improve on methods and strategies to support the parents.

3. How well the provision contributes to children's personal development, behaviour and welfare is Good.

3.1 Children's behaviour is good. As a team we provide clear and precise expectations, clear daily routines with adults being good role models. Where a child's behaviour is below expectations, staff will involve the SENCO lead, parents and when necessary outside agencies. Together we will provide the right support for their particular needs enabling them to make rapid progress.

Pupil's passports are worked on by both class teacher and SENCO lead

3.1 For all staff to continue to work with the SENCO lead, parents and outside agencies to support our children with needs. Providing them with the best opportunities and inclusion within our setting.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



3.2 Children's engagement and enjoyment in the different areas of learning are high. Adults develop weekly/termly plans with the children's interest at the forefront. Allowing opportunities for the children to grow in independence through engaging with topics they enjoy and want to explore.

3.3 Through careful guidance children are provided with opportunities to learn how to be healthy. Meticulous planning enables the children to talk about how to be healthy through food and exercise. Fun and engaging PE lessons teach the children how to refine the fundamental skills that children have prior knowledge to. It allows the children access to different pieces of apparatus where the children learn how to manoeuvre carefully, furthermore it teaches the children how to take measured risks.

Links to PSHE plans – Healthy Me

3.4 Understanding of the World - Children are provided with opportunities enabling them to have a better understanding of their local community and the world around them. Furthermore, how to recognise changes within the environment and how to care for living things. The children have had a visit from our Priest, local walk to post their Christmas cards which they made for their parents. Walks around our school talking and learning about the environment around us. Trips have been booked for the children to visit a local farm to learn how to care for the animals and to go on a local walk to the Millennium gardens. We will be having a visitor in school who will bring in some mini-beasts. The local farm will be providing us with some chick eggs which will enable the children to learn about the life cycle of a chick and how we look after them. The children will explore the life cycle of a butterfly watching how a caterpillar will grow and transform. The children join in with weekly RE lessons where they learn about the Catholic values and other religions through the school's cultural calendar. Each classroom has a reflection table which will reflect the changes in the church calendar.

3.2 To continue to develop high engaging topics to support children's interests.

3.4 – To make contact with local Emergency services to see if they will support the children with their learning about People who help us.

4. Outcomes for children are Good

4.1. Attainment on entry for Nursery 2021 for all children and groups is significantly low in all areas of learning, and significantly in Communication and Language, Personal, Social and Emotional, Maths,

4.1. Monitor progression of all areas of learning to ensure that children are making expected levels of development. Staff to recognise the children that will benefit from the language group.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



Literacy and Understanding of the World. This year we have 2 boys with SEN needs both are summer born and both entered Nursery not toilet trained. Toilet training has been a bigger concern to previous years with staff having to train the children and support parents with these skills.

4.2 Attainment on entry for Reception 2021 children is below average. Children began their reception year by taking part in the Government Baseline assessment. Using the data from this along with teacher assessment it was identified that the children were particularly low in Maths, Literacy, Communication and Language and Personal, Social and Emotional. 1/2 of the cohort attended the nursery with a 1/4 of those not on track. Reception have 3 children who are on the SEN register all three children have 1-1 support daily. There are also 4 sets of twins. Some of the non-nursery children did not attend any setting before joining us in September and many of them did not have a full year in their previous setting due to Covid and the restrictions that were put into place. This year we have also had a higher intake of EAL children. Baseline Data can be found in Assessment Folder – Reception.

4.3 In October 2021, the proportion of Reception children on track was

In October 2021, the proportion of Nursery children on track was

4.2 To monitor the children with low starting points. Ensuring they make progress through intervention and small group work. To continue to review their progression and ensure that the interventions are planned to a high quality to enable them to continue to progress.

Action plan 1

4.2 Monitor the breadth of curriculum to ensure that we close the gap in attainment between boys and girls. Monitor provision and interventions for PP, SB and low starters to ensure we close the gap and attainment with all other groups.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



Quality of Early Years Provision – Grade: Good

Our main aim for all children in our EYFS setting is to build on their personal, social and emotional skills through their play. Along with providing opportunities for children to gain a wealth of curiosity to learn new vocabulary. At the beginning of the school year children's communication and language is well below average with limited vocabulary.

The children are provided with opportunities to build on these skills by...

- All children will learn to build on friendships and gain confidence in new social situations.
- All children will learn how to develop their sense of responsibility within their setting and their local community.
- In our setting we provide a language rich environment. This enables all children to broaden their vocabulary and gain their experiences through the different engaging topics that we explore.
- All children will gain a love for books through engaging book areas where the books are changed regularly.
- In the spring and summer term the children and staff join in with a 'Drop everything and read day'.

Phonics in the Early Years

In Reception, our aim is to provide the children with the skills when reading and writing. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. ... Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out.

- Phonics – This year have moved to using the Little Wandles phonics package. All teaching staff have undertaken the Little Wandles training. This will enable all staff to teach to a high standard whether teaching whole class or intervention groups.
- Phonics is taught twice a day with two short carpet sessions. The second session is a revisit session which enables the staff to see who needs extra support. At the end of the week all children are given small flash cards of the sounds that they have learnt that week. These are placed on a key ring for the children to use at home. We encourage the parents in our weekly blog to use the keyrings with their child.
- Children have set weekly spellings this begins for all children in January. The spellings consist of CVC words that contain the sounds they have learnt so far, as well as one tricky word that they have begun to learn.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



- Phonics is tracked each half term, this enables the teachers to find out who the target children are. They are then able to put short interventions into the daily planning.

Our data can be found in the assessment folder in the sub folder called Reception.

Our children are provided with opportunities to use their phonic knowledge throughout the day using different resources. When teaching the first set of sounds the children will engage with a hands on creative activity. For example; when learning the sound for 'c' all children got to make their own cup cake. The activities that we provide the children will also link in to other areas of learning. The children also have access to interactive phonics games on the whiteboard which they use during their 'Discovery Time' the educational software that we use are Education City and Espresso. The children enjoy using these games the children also learn the skill to share both in ideas and as a skill in itself. In our outdoor area the children will find many resources to use.

Reading in the Early Years

Our aim is to build on the children's love for reading. For them to understand that reading can take us to a place where we use our imagination with adventure, curiosity and understanding of facts.

- Books are used in our settings to support the topics that we explore covering a wide range of genres. Each class has their own reading area along with a reading shed in the outside area. The children have access to these three areas throughout the day.
- Story time is a time where the children come together and engage with the different stories. They do this by joining in with repeated phrases, by acting the parts of the different characters, making movements or sounds to match the words along with being able to articulate their thoughts about the story in well- formed sentences.
- All children are read with at least once a week on a 1-1 basis either with the class teacher or TA.
- They take home 1 reading book a week and parents/guardians are asked to read with them at least 5 times a week. The books they take home will match and develop the children's phonic knowledge.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



- All children have access to an online reading tool called Bug Club. The parents are encouraged to use this with their children giving the children an opportunity to enjoy reading in a different way. Bug Club books work in line with the phonics scheme we use.
- In Nursery, the children take home a library book with them each week which they get to share with their parents/guardians.

Maths in the Early Years

Our aim is to provide the children with an essential life skill. As well as numeracy, it helps skills such as problem solving, understanding and using shapes and measure and developing their own spatial awareness.

- Maths is very hands on for us. The children learn that maths can be fun and found in all the different areas of our learning. They are taught that maths can be seen everywhere in our environment.
- All children participate in carpet sessions where they are encouraged to share their understanding and ideas with their peers.
- The children also learn through songs and games.
- Children are tracked termly which enables the adults to see where progression has been made. This also enable us to see where interventions are needed. Interventions are put into place daily enabling children that are not on track to have that extra support to progress.
- All children will partake in a focus activity with the teacher. This is evidenced by a photo and placed into the focus book. At times child will receive a next step giving them a target to work towards.
- All staff will work together as a team to make new resources. The resources are made to support the children's understanding.

Our data can be found in the assessment folder in the sub folder called Reception.

Understanding of the World in Early Years

Our aim is to provide the children with opportunities to explore and investigate their learning environments. We enable children to communicate, interact and talk about what they want to do. We enable children to feel they are valued. Their learning will relate to themselves, their own lives, the world around them and their local environment.

- The staff have planned for a term where the learning is dedicated to the 'natural world'. This will provide the children with many hands on experience to see how different things grow. From the life cycle of plants, chicks and butterflies.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



- These experiences will enable the children to explore and become investigators in their own learning environments.
- All children will be able to explore a variety of new vocabulary which will enhance their ability to understand the difference and similarities of the world around them.
- The activities will be both adult led and independent learning.
- Teachers plan for the children to take part in experiments which support the lesson with a WOW factor.
- Through the different topics that are taught the children will learn about the past and present.
- We provide the children with school trips to support their understanding and consolidate their learning.

Behaviour

Our aim is to provide the children with support to build constructive and respectful relationships.

- The staff demonstrate positive behaviour encouraging the children to behave in the same manner.
- Children are encouraged to make positive choices and decisions enabling them to have a can do attitude, while being respectful to others.
- Our children are rewarded for positive behaviour. We use a reward chart where the children receive stickers this is used on a daily basis. The children are rewarded with certificates, special reward cards and lots of praise.

Transition into Reception

- Children that already attend the schools nursery they have the opportunity to join in with the Reception children for some afternoon fun. This normally takes place during the summer term.
- Children that attend outside nurseries are given a morning slot to join the team for a stay and play session. This will take place before they start school in September.
- Children that are joining our reception that have SEN needs will be visited at their previous setting by their new teacher and our head SENCO. This will enable us as a team to put procedures into place before they arrive.
- The parents will be asked to join a 'Welcome meeting' before September when their child starts.
- The parents will have access to many different workshops that are presented by the EYFS team. The workshops are to support the parents with the understanding of how we teach the different subjects for their child.

Transition into Year 1

- Reception children are given the opportunity to go and visit their new classroom and spend some time with their new teacher.



EYFS SEF 2021-22

St. Bede's Catholic Primary School



- Parents are invited to join an induction meeting with the new teachers.
- Children's learning will become more formalised in Summer 2 term. The children will still have their time to discover in the afternoons.
- The children will join in with the KS1 children for playtime enabling them to get used to routines for year 1.

Communication with Parents

- Parents are given a Fronter login where they can access the weekly Blog along with seeing weekly photos of what the children have been doing.
- Parents will receive a school weekly newsletter via email.
- Parents attend 2 parents evening. One in the autumn term and one in spring. These are now done virtually. After the parents will receive their child's targets.

EYFS Staff

The staff work well together to support the children enabling our children to have the best opportunities and experiences whilst in our setting. All staff attend regular training sessions either virtually or online. As a team they are always researching to find ways to improve the children's learning.