



EYFS Self Evaluation Form

The school's EYFS Self Evaluation Form is organised into the following sections:

- Context of Stokes Wood Primary School (EYFS)
- Aims and Rationale
- Data and Tracking
- Staffing
- Curriculum Implementation
- Leadership and Management Action plan
- Monitoring
- Parental Engagement
- Moderation
- Impact

Context of the School

Stokes Wood is a large inner city Primary school with a diverse local community in one of the most deprived areas of Leicester City.

There is an onsite nursery integral to the EYFS unit including two reception classes.

The school received a Good outcome at their last OFSTED inspection in 2023. Children enter Stokes Wood well below age-related expectations. Children make good progress from low starting points. Inspectors also highlighted the new phonics scheme taking good effect. Historically GLD results are below national averages, despite the good progress most pupils make.

Aim & Rationale

At Stokes Wood Primary School, the aim of the Early Years Foundation Stage is to develop the unique child by providing care and support in a safe, enriching and exciting learning environment so that every child has the opportunity to reach



their full potential. Positive relationships between staff and pupils ensure that children feel secure, whilst a rich and varied learning environment allows children to discover the world around them. We provide opportunities that stretch and challenge each child whilst they remain safe and proud of their achievements. Our continuous provision creates a dynamic, inclusive and ambitious learning culture by ensuring the interest and abilities of our children are at the center of our decisions and planning making process.

Children require opportunities to develop independence and self-confidence in an environment where they feel valued, respected and cared for. Clear rules help each child feel safe, whilst high but realistic expectations encourage each child to strive to achieve their best. It is recognised that all children develop at different rates and learn in different ways. Therefore, well planned and differentiated experiences in all areas of learning and development are essential, with purposeful play underpinning the delivery of the Early Years curriculum at Stokes Wood Primary School.

The high quality Early Years education at Stokes Wood provides the foundations in knowledge and skills for all children's future learning and progress in all subject areas through a broad range of learning opportunities, combined with a focus on developing the whole child and to ensure 'school readiness' when transitioning to Year 1.

The creative and enriching experiences and activities provided by the Stokes Wood EYFS curriculum will increase cultural capital for all pupils and begin their engagement with the wider local, national and global society.

Early Years Staffing

| | |
|-------------------|----------------------------------|
| Head Teacher | Jane Gadsby |
| Deputy Head | Elizabeth Stone |
| Assistant Heads | Bhavesh Patel Milena Ciftci |
| EYFS Lead Teacher | |
| Teachers | Lucy Carter – Reception |



| | |
|------------------------------------|--|
| | Jodie Strickland Reception (3 days) Alexia de'Lisle - Reception (4 days) Elisabeth Park – Nursery (4 days) |
| Teaching Assistants L3 | Rebecca Mumford - Reception Carol Walker – Nursery |
| Teaching Assistants L2 | Kerry Easter – Reception Tracy Wakeling – Reception Ramila Furborough – Nursery Tracey Hurst- 1:1 Shanaya Jeffrey -1:1 Smita Bhakta – 1:1 Stef Woodward pm (1:1) |
| Lunch Time Supervisors | Tracy Wakeling Ramila Furborough Kerry Easter Stef Woodward Smita Bhakta Martina Gamble |
| Safeguarding Leads | Jane Gadsby Ela Sawicka Megan Williams Elizabeth Stone Bhavesh Patel Tricia Hardyman |
| Paediatric first aid trained staff | Rebecca Mumford – Reception Carol Walker - Nursery |

All staff are part of the school's performance management system. All practitioners meet the required standards and the leadership team regularly meet to discuss progress towards targets and objectives and expected pupil outcomes.

Using our assessment of children's achievements and discussions with parents when pupils start in the EYFS, we place a strong focus on rapid progress and high outcomes for our children in the prime areas. Physical development is supported through access to our large, exciting forest school area, which offers challenging and exciting opportunities for our children to explore. We have a



qualified member of staff in Forest School Education. Communication and language are a priority for our children and through access to meaningful experiences and a purposefully planned curriculum, we ensure children rapidly acquire language and broaden their vocabulary from their first day. Early mark making and reading are developed well, and our Understanding of the World provision centred on identified interests, offers challenge and enables children to develop their curiosity. As well as these focus areas, parents are kept up to date with the learning that takes place during the school day, so that they have a deeper understanding of the learning that their children are doing at school. This is done through Evidence Me, a communication platform that is linked to the Development Matters statements. This really supports our children with their personal, social and emotional development, as parents have the knowledge to engage in meaningful discussions with their children about school at home. Parents are also able to share learning that has taken place at home using this platform, as well as ask us questions if they are not sure about anything. Our 'Parent's voice' is strongly encouraged, and we share whole class experiences children have outside of school using Evidence Me to enhance communication and language skills. Parents are also made aware of translation tools they can use to encourage understanding for our EAL students and families.

Curriculum Implementation

Leaders have made significant changes to the way the curriculum is delivered in the past year. The EYFS use a carefully thought-out curriculum progression map that ensures valuable curriculum links are built on and developed from the beginning of Nursery to the end of Reception. This also links to the curriculum at the beginning of Year 1. The progression map uses Development Matters statements and expert knowledge of the deprivation, diversity and social economic backgrounds of families in the local area to tailor specific content for our children. This includes a structured approach to learning with a carefully planned provision, ensuring that every child is thought about and targeted when they start at Stokes Wood.



The implementation of Talk for Writing in Literacy is used to ensure children start to internalise language in Nursery and write for a variety of different purposes throughout Reception. Children are exposed to many different Nursery Rhymes, songs, stories and texts which they rehearse and innovate to develop their creativity, vocabulary and language.

In Maths, the Nursery has a dedicated 'Maths area' within the provision that the children can always access. Maths activities and Mathematical language are incorporated into everyday activities and focussed adult teaching throughout the year develops the children's knowledge and understanding of numbers up to 5, as well as developing their understanding of subitising numbers to 5. In Reception, children spend the first two terms consolidating their understanding of numbers 0-10 using a structured approach that includes one lesson of active Maths outdoors each week. Children engage with interesting and exciting Maths challenges in provision that match the focus number for that week. Children then build on this knowledge throughout the year and are taught to explain their mathematical thinking through modelling and repetition. Number bonds to 10 are a key focus throughout the year and number focused interventions are also used in smaller group work over the remainder of the year. The exploration of shape is incorporated using the number that is the focus for that week. Capacity, height, length and positional language are then taught in a structured way following the progression map and incorporates activities provided by the Maths No Problem scheme of work. This gives the children exposure to the Maths No Problem scheme structure before starting year 1. Maths No Problem is a whole school approach and in Reception the curriculum is designed to incorporate this as children's learning develops throughout the course of the academic year. Children complete worksheets based on the scheme's activities throughout the year to assess and evidence their knowledge.

Leaders have looked carefully at the balance of all focused teaching and support with self-initiated learning, considering the needs of the pupils and ensuring there is a clear achievable learning outcome for each activity set out in the



provision with scaffolding and challenge for those pupils who require it, using the progression map and current assessment.

Stokes Wood Primary School uses the ALS phonics scheme, It is a fully systematic and synthetic phonics programme. Since its introduction, it has improved phonics screening outcomes in Y1 from 54% to at best 84%. Stokes Wood Primary School recognises that developing a love of reading is a fundamental part of the Early Years Foundation Stage. We recognise that this can give children access and opportunities that they may never get the chance to experience otherwise. In Nursery, children and parents are given the opportunity to take a reading pack home to share with their child – a bit like a library system, to encourage the sharing of books, reading at home together and to develop a love of reading at a young age. The Nursery has dedicated time for whole class story time and within the provision there is a reading corner where children can share books and talk about the stories with adults or peers. Reading consists of two areas: language comprehension and word reading. At the start of the year children are sent home with lilac books, with no words. Parents are shown examples of how to use these with their child and they can access the videos at any time. This starts the routine of taking a book home and develops a pleasure for reading before the majority of children have learnt to segment and blend. Then as each child's phonetic knowledge develops, they are given reading books that match their phonetic understanding and ability. Pupils also receive books focused on the tricky words they know. Pupils participate in one guided reading and one shared reading session a week with the same reading learning objective to further develop their reading skills. Every child participates in a storytelling session twice a day.

Please see the EYFS progression map for specific detailed information about learning objectives.

Leadership and management Action Plan



Leaders work reflectively to evaluate strengths and areas for development. This year, the main aims are:

- To implement and review the revised EYFS curriculum and make any necessary changes regularly to increase the impact on learning for pupils.
- To embed the Talk for Writing approach effectively, raising the attainment levels for our pupils within communication and language and literacy. (Increase % of pupils achieving ELG in these areas from writing 54.9%, Reading 54.9%.) Target 60%.
- To continue to develop the outdoor learning areas within EYFS. (Increase the % of pupils achieving ELG in communication and language (54.4%) physical development (70.2%), PSE (3.2%) Target 75%.)
- To ensure each learning activity has a clear learning outcome with the appropriate challenge and support for pupils and is relevant to next steps in learning for pupils.
- To work with Assistant Head Teacher on Early Reading. Focus on promoting reading at home and increasing parental engagement.
- To support parents with early reading and other learning at home through offering reading, writing and mathematical workshops, engagement with the Evidence Me learning platform and by daily face to face dialogue and feedback.

Monitoring

As part of our whole school approach to monitoring, leaders have termly professional development meetings and pupil progress meetings with the Headteacher to review EYFS data and identify next steps, to review the action



plan and progress towards objectives and to track pupil progress and progress towards pupil outcome targets. (Please see additional professional development paperwork for more information).

Monitoring of teaching and learning takes place as part of whole school monitoring as specified in the Monitoring, Evaluation and Assessment Cycles, which includes learning walks, drop ins, instructional coaching as part of the Walk Thrus CPD, (lesson studies where needed following these), work scrutinies and pupil interviews.

Parental engagement

At Stokes Wood a home visit is made to every new starter to ensure that a positive relationship is built from the beginning for parents, carers and children. During these meeting families have the opportunity to discuss their child and the opportunities they will have in depth with EYFS staff. EYFS staff are also able to share their expectations and build a professional and trusting relationship. This encourages parents to help with their child's progression and be excited about the learning journey they are about to begin.

Evidence Me is the prime form of communication with parents and carers at home. Parents can access the photographs and videos of their children easily and they can also comment and share back. They are also able to view and read notices, information and about key events that are happening and can communicate with staff through the platform also.

A series of parent-school events are held to maintain good relationships and engagement throughout the school year. These events include, a bedtime stories reading event, Halloween event, family fun day, Christmas crafts, Easter parade, grandparent tea party, sports day, open evenings, the school fair, Family Fun Day



and much more! These events are a valuable time for the staff and parents to communicate, build relationships, trust and confidence about the learning provision at Stokes Wood Primary School. Termly parents' evenings enable parents to discuss their children's learning, progress and development with their teachers. An annual report on each pupil's achievements and next steps at the end of the summer term is sent out to parents and carers. Daily face to face communication takes place when pupils arrive at and leave school.

Moderation

Regular moderation takes place between Nursery and Reception to ensure consistency of approach to assessment and to track rates of progress for groups and individual pupils. There are three scheduled moderation events throughout the year to moderate Maths, Reading and Writing with our link schools in our development group.

Impact

Pupils' progress across the EYFS curriculum is at least good from their varied but generally low starting points.

The target for the end of 2023-24 for reception is 60% of pupils to achieve a good level of development (GLD).

The impact of our curriculum is measured by summative and formative assessments throughout the academic year. The percentage of pupils on track to reach their targets is continuously monitored. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners.



Data 2022-2023

Early Years Foundation Stage – Nursery

Children in Nursery made steady progress from low starting positions, though attainment in reading lagged significantly behind the progress made in writing and maths, reflecting the social context of our school. However, pupils will need to make accelerated progress in Reception if they are to improve on the projected figure for Good Level of Development by the end of the Early Years Foundation Stage.

Age Related Expectation Summary Report: Nursery - All Pupils (35 pupils)

| 35 pupils Period: Nur Sum2 | Below | On Track or higher | Higher |
|-------------------------------|-----------------------------|----------------------------------|----------------------|
| Word Reading | 25 (71.4%) | 10 (28.6%) | 0 (0%) |
| Writing | 21 (60.0%) | 14 (40.0%) | 0 (0%) |
| Number | 15 (42.9%) | 20 (57.1%) | 0 (0%) |
| Combined | Below in one or more | On Track or higher in all | Higher in all |
| | 28 (80.0%) | 7 (20.0%) | 0 (0%) |
| GLD | 33 (94.3%) | 2 (5.7%) | 0 (0%) |

Early Years Foundation Stage – Reception

Significant work was done on the Reception curriculum and teachers new to the EYFS assessment systems quickly got themselves up to speed. Overall attainment was affected by late arrivals and pupils with severe learning difficulties. If these 6 pupils had not been removed from the statistics in the table below, the GLD figure would have been 49.1%.

Age Related Expectation Summary Report: Reception - All Pupils (57 pupils)

| 57 pupils Period: Rec Sum2 | Missing Assessment | Below | On Track or higher | Higher |
|-------------------------------|--|-----------------------------|----------------------------------|----------------------|
| Word Reading | 6 (10.5%) | 23 (45.1%) | 28 (54.9%) | 0 (0%) |
| Writing | 6 (10.5%) | 23 (45.1%) | 28 (54.9%) | 0 (0%) |
| Number | 6 (10.5%) | 18 (35.3%) | 33 (64.7%) | 0 (0%) |
| Combined | Missing Assessment in one or more | Below in one or more | On Track or higher in all | Higher in all |
| | 6 (10.5%) | 23 (45.1%) | 28 (54.9%) | 0 (0%) |
| GLD | 6 (10.5%) | 23 (45.1%) | 28 (54.9%) | 0 (0%) |



End of Reception Key Statistics Report Rec - All Pupils (57 pupils)

23 July 2023

| Early Years Foundation Stage Early Learning Goals | | | | | | | | | | | | | | | | | | | | |
|---|--|-------|---------------------------|------|----------------------|-------------------|----------------------|-------------------|------------------------|-------------------|----------------------------|-------------------|--------------------------------------|-------------------|-----------------------|-------------------|-----------------------------|-----------|------|------|
| Pupils | Minimum Steps progress in Reception (all AoLs) | | Communication (2 aspects) | | Physical (2 aspects) | | Personal (3 aspects) | | Prime AoLs (7 aspects) | | Specific AoLs (10 aspects) | | Communication & Literacy (5 aspects) | | All AoLs (17 aspects) | | % Good Level of Development | | | |
| | No. | % | %4+ | %5+ | %6+ | Expected in all % | Avg Score | Expected in all % | Avg Score | Expected in all % | Avg Score | Expected in all % | Avg Score | Expected in all % | Avg Score | Expected in all % | | Avg Score | | |
| All Pupils | 57 | 100.0 | 84.2 | 78.9 | 40.4 | 54.4 | 3.1 | 70.2 | 3.5 | 63.2 | 5.0 | 52.6 | 11.7 | 49.1 | 16.2 | 49.1 | 7.8 | 49.1 | 27.9 | 49.1 |



Data 2023-2024 (to be added throughout year)