

Academy Improvement Team

AIP Record of Visit

Record completed by:	Joy Considine
Visit to:	Fernhurst Primary School
Date:	Friday 29 June 2018
Time:	9.15
Purpose of visit:	<ul style="list-style-type: none"> To evaluate the quality of provision in the Early Years

Visit notes	<p>Under the leadership of the Reception class teacher, the Early Years has undergone a significant transformation since my last visit. It was judged to be requiring improvement in the Ofsted inspection that took place in July 2017. Since then the physical environment has been developed both inside the classroom and outdoors. It is bright and attractive and very well planned to provide children with a broad range of activities that help them to grow in all aspects of their development. The learning environment is purposeful and conducive to learning. Displays of children's work reflect the high expectations that staff have.</p> <p>Provisional results for 2018 are very positive. They show that most children enter school with levels of development broadly as expected for their age. They make good and sometimes better progress so that by the end of the Reception year, all but two children have reached the expected level in reading, writing and number. 35% of the children exceed the expectations.</p> <p>Children learn well in the early years. This is because the quality of teaching is consistently good or better. The teacher has a clear understanding of the learning needs of young children and she plans a variety of activities that meet their needs. Some of these are led by adults and others provide children with opportunities to decide for themselves what they would like to explore. At the time of the visit, most children were self-selecting while the teacher focused on small groups of children to help them with their writing. There are some good examples of where the teacher has modelled writing sentences so that children learn from the beginning that they need to form their letters correctly and use appropriate punctuation to demarcate their sentences. Work in their books shows good progression of skills with children writing stories of increasing length and complexity. Much of their mathematical work is rightly through practical exploration and is recorded electronically through digital technology.</p> <p>Children have highly positive attitudes towards learning. They enjoy learning because the activities are very well matched to their interests. Adults have warm and caring relationships with children so that children feel safe and secure. There is a very happy atmosphere in the Reception class. Children are motivated, engaged and show resilience and independence. For example, two boys were totally absorbed in creating apple crumble in the mud kitchen while others role played as policeman trying to track down the criminals. The teaching assistant supported children's independent learning by asking probing questions that developed their language and thinking skills.</p>
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	<p>Children’s social skills are very well developed. They get on very well together. They share and take turns and listen to each other. In groups, they show they cooperate and respect each other’s point of view. They behave exceptionally well demonstrating curiosity and perseverance when completing tasks. Children show high levels of independence. For example, they are expected to change into PE kit and kit for mud kitchen and for art independently with minimum help from adults.</p> <p>The leader is very positive and enthusiastic. She is ambitious for children and has a clear vision for what she wants to achieve. She has a clear understanding of Early Years practice and she has raised expectations of what young children can do. Ellie has strengthened relationships with the adjacent nursery and developed positive relationships with parents. She has also set up a network of Early Years leaders from other schools within the Trust. This helps her to observe and share best practice among other schools. Ellie has improved the environment with activities set up for children linked to what they are learning. She has also raised the profile of early years as a central part of the school. From September, she will take on leadership of KS 1 so that the three classes can work together more closely as a team. Topics are under constant review and are responsive to local and national initiatives and are flexible to accommodate the interests of the children. Children get off to a very positive start in the Early Years.</p> <p>One of the strengths of leadership in the Early Years is that Ellie is not complacent. She has plans to extend the outdoor area and to build and strengthen links with Years 1 and 2 to ensure that children have a smooth transition as they move through the early stages of their education. She would also like to increase the observations made on individual children to give a more accurate evidence base for their learning and development.</p> <p>Summary</p> <p>There has been a complete transformation in the early years and it was a delight and pleasure to visit. There is a clear understanding of Early Years practice and consequently teaching is at least good and children make at least good progress from their starting points. This gives children an excellent start to their education.</p>
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<p>Agreed actions (including deadlines)</p>	<ul style="list-style-type: none"> • To develop a three-year strategy to show how the Early Years is to develop over the longer term. • Ensure that as these children move through the school, they receive appropriate challenge to build on the excellent start they have made.
<p>Any Key concerns</p>	<p>No concerns arising from this visit.</p>

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Date of next visit (if applicable)	
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Circulation	
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