

Progress and Outcomes of pupils in the EYFS 2017-18

SUMMARY

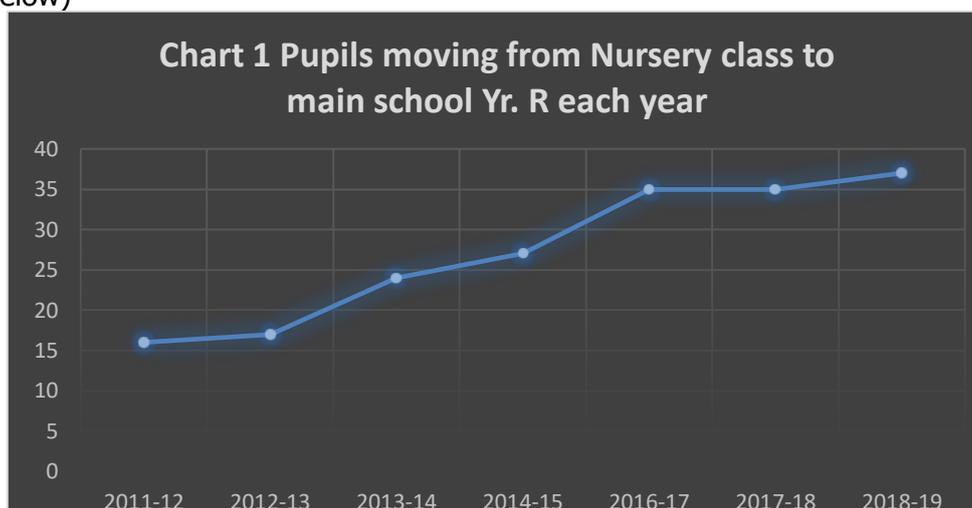
Attainment remains well below the national average for all groups of pupils because of the nature of their special educational needs and disability.

EVIDENCE

School tracking data, school analysis, Governors' report, Teaching, Learning and Assessment scrutiny and Outcomes & External review

CONTEXT

- The school has 4 Reception classes and a large Assessment Nursery which has just moved into a large new purpose built temporary build on the school site.
- The assessment nursery has 20 FTE places but spread over 50 Individual pupils who receive between 3 and 5 sessions (half days) a week.
- The Nursery works closely with mainstream settings and the majority of pupils attend both Fort Royal and their local EYFS setting. Outreach is offered where a child has a joint placement; reciprocal visits are planned, and good practice and specialist knowledge and approaches are shared.
- Stay and play session for pupils not, or not yet on the role to facilitate early identification and intervention are planned. The school works with a range of professionals including. pediatricians, speech and language therapist, occupational therapist, physiotherapist, the portage team and family support workers will identify young children with significant needs through their work and signpost them to these sessions.
- Almost all of children in Reception have attended Fort Royal Nursery and graduates make up 78% of the whole school population.
- The nature of the needs of pupils entering the nursery is becoming more complex and severe, so more of our nursery pupils have this school named on their EHCP plan for their reception year and fewer are moving to mainstream schools each year (see chart on below)



Effectiveness of Leadership and Management

- EYFS is led by an experienced teacher who is the DSL and an AHT and member of the Senior Leadership Team.

- There is regular monitoring and feedback through Lesson Observations and work scrutiny this ensures both the EYFS leader and Head have detailed knowledge of the quality of provision.
- There have also been shared observations with the school improvement partner and SIA
- Staff attend a local Special School's group which meets regularly and holds both training and moderation sessions.
- Work is currently being undertaken to share pupil development data with another special school who use a similar tracking system. This will provide a shared framework from which to make qualitative judgments of pupil's progress through the early year's phase.
- The Nursery works particularly closely with external agencies to ensure there is an integrated and multi-professional assessment in preparation for the children's Education, Health and Care Plans.
- There is good continuity between Nursery and Reception, ensuring children's individual needs are met. Those children moving from Nursery to a mainstream Reception class have a carefully planned transition involving the mainstream placement, professionals, parents and the child.
- The EYFS lead is Safeguarding trained and ensures that all child protection policies and procedures are consistently implemented.
- There are Paediatric First Aid trained staff in EYFS as there are usually pupils in each new nursery cohort who are life limited.
- 100% of applications for an EHC plan to the county assessment panel are granted. Therefore, showing that assessments and judgements made by adults are sound.
- The school runs regular stay and play sessions for parents of children in the nursery, where approaches and strategies are modelled.
- The school's family liaison officer also attends these sessions and she also runs sleep courses and first tier individual support in directly with parents in the home.

Quality of Teaching, Learning and Assessment

- Throughout EYFS the curriculum is adapted to meet individual children's needs. This includes the introduction of specialist approaches including the use of schedules and a sensory approach.
- There is an effective balance between child led and adult led activities. This varies for individual children, and staff's planning is guided by each child's level of development.
- The school has worked hard to ensure a good balance between indoor and outdoor provision. This includes regular opportunities for outdoor learning in different areas on the school site several of which are specifically designed for outdoor learning.
- All children's progress is tracked using the Early Years Pathway profile. This is currently being adapted to meet the needs of those children who are working at the earliest levels of development.
- This common assessment allows the school to plot progress from their start in the nursery to the end of Reception.
- There are termly pupil progress meetings to monitor standards and progress. (See section below on outcomes).
- Formative assessment is based on detailed observations, involving all members of the class team. The school also gathers information from parents regarding their child's skills and interests. These are recorded as Home Achievements.
- The team has developed a "child-friendly" system to share the characteristics of effective learning with the children, which is embedded into daily practice.
- Although individual lessons are not graded, teaching overall is consistently outstanding or good with many outstanding features across the department. Ongoing assessment is a particular strength.

Personal Development, Behaviour, and Welfare

- The focus of the curriculum is on the 3 prime areas, with all three areas running throughout the curriculum.
- There is a strong emphasis on developing independence and self-help skills.
- The school follows a positive behaviour system and a total communication system, including signing, aids comprehension.
- The positive behaviour strategies used in school are explained to Parents during regular parenting courses in school, led by the Family Support Worker.
- The school works closely with other settings. This is true for both Nursery and Reception, where some children have split placements, often due to Parental Request. This is supported by the school.
- The introduction of "Stay and Play" sessions have proved popular with parents, giving both school and parents an opportunity to celebrate their child's achievements.

Outcomes for children

- Due to their additional needs, none of our pupils in early years reach the benchmark level of the Early learning goals, which provides the National Standard of expected development at the end of Reception.
- We are, however, able to measure, track and ultimately make quantitative judgments on the progress they do make using the Early Years Pathway Profile.
- For pupils with SEN, these are broken down into small steps which allow us to track and measure the progress they make even if it is generalising existing skills in different contexts.
- All pupils are assessed and a baselined on the pathway profile on arrival and then regularly tracked against this profile through nursery until the end of the reception year.
- The school has developed its own framework (see below) based on the performance of previous cohorts, which allows qualitative judgments of progress to be made and to identify appropriate expectations of progress from pupils starting points at the beginning of N1.
- There are also developments in had to combine progress our data with that of another special school to further substantiate our progress judgments.
- This progress data is used to support the EHCP process and also to identify if any pupil would be suitable to be educated in their local school at the start of Reception.

Pupil Progress Expectation Tables for Prime areas

- These tables show the accumulated data in the EYFS prime areas of 4 cohorts of pupils who moved from N1 to the end of year R (2013-17).
- These tables can now provide us with a tool from which to make qualitative judgements and set targets for expected individual progress through the early years and foundation stage, taking account of the pupil's baseline level at the start of N2.
- The tables will be updated as each cohort of pupils moves through and increases the data pool.
- The progress of individual pupils is then analysed against these charts and a qualitative judgement of progress can be determined as follow. As follows: -
 - **Red band** = below-expected progress,
 - **Amber band** = expected progress,
 - **green band** = above expected progress.
- It should be noted that in PSED and C&L the number of pupils who have arrived in N1 in the 16-26 month developmental level range has been very few (approx. 8% of total cohort). Therefore judgments against this data for any of these pupils must be treated with caution due to the small comparison group.

- Many of our pupils clearly tend to start at a higher baseline and progress further in Physical development compare to the other two core areas (see expectation tables below, **exceptional progress band** measure is required) This is because often the nature of pupil's disabilities tends to affect their cognitive function more severely than their physical development. This is especially true for pupils with ASC who make up the largest single needs cohort in EY (54% of total population).

PSED Expectations table (based on data of 4 cohorts of pupils)

Baseline developmental level on entry to N1 (%age of pupils in this category)	%age of pupils who only progressed within this developmental level by the end of YR	%age of pupils who progressed to at least the next developmental level by the end of YR	%age of pupils who progressed at least 2 developmental levels by the end of YR
0-11 months (59%)	13%	87%	51%
8-20 months (35%)	0%	92%	91%
16- 26 months (6%)	0%	100%	0%
22-36 months (no pupils)	n/a	n/a	n/a

C&L Expectations table

Baseline developmental level on entry to N1 (%age of pupils in this category)	%age of pupils who only progressed within this developmental level by the end of YR	%age of pupils who progressed to at least the next developmental level by the end of YR	%age of pupils who progressed at least 2 developmental levels by the end of YR
0-11 months (61%)	18%	82%	45%
8-20 months (30%)	0%	100%	76%
16- 26 months (9%)	0%	75%	25%
22-36 months (no pupils)	n/a	n/a	n/a

PD Expectations table

Baseline developmental level on entry to N1 (%age of pupils in this category)	%age of pupils who only progressed within this developmental level by the end of YR	%age of pupils who progressed to at least the next developmental level by the end of YR	%age of pupils who progressed at least 2 developmental levels by the end of YR	%age of pupils who progressed at least 3 developmental levels by the end of YR (exceptional)

0-11 months (20%)	33%	67%	59%	39%
8-20 months (52%)	2%	98%	82%	27%
16- 26 months (26%)	7%	93%	71%	0%
22-36 months (2%)	n/a	n/a	n/a	n/a

**Progress outcomes of the 2017-18 Reception year cohort
(Compared to 2015 -2017)**

Prime area	%age who made below expected progress			%age who made expected progress			%age who made above-expected progress			%age who made at least expected progress		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
PSED	11%	10%	12%	70%	32%	73%	19%	58%	15%	89%	90%	88%
C&L	19%	21%	4%	58%	21%	59%	23%	58%	38%	81%	81%	100%
PD	23%	13%	16%	42%	16%	42%	35%	71%	42%	77%	87%	84%
One pupil =4% approx.												

Conclusions

- The Progress of this year's Yr R cohort (derived from our own quantitative judgments) was good with a significant number making above expected or even exceptional progress.
- This year the %age of pupils who achieved above expected progress has increased in C&L and remained roughly equivalent in PSED and PD .
- The number of pupils working below expected levels remains low but has increased slightly in PSED and PD but fallen sharply in C&L
- The slight variations (amber in chart above) from previous years are not considered to be significant to whole school issues as they are within the performance range of a single child in the cohort
- This more significant increases (green in chart above) in expected or above expected scores and decrease in below expected scores in C&L is likely due to the additional SALT training and support all staff and classes have received over the last year via an extended service level agreement with the Salt service, which equates to an additional 10 hours of SALT time in school each week. This was partially commission due to the increasing numbers of pupils with ASC on role and coming up through the school assessment nursery.

Actions

1. Identification of pupils in current reception cohort (2017-18) who require individualised intervention to boost performance in specific core areas to maximise progress by end of the year.
2. Continued purchase of additional SALT time for class observation, liaison and staff training (specifically PECs) to ensure communication needs of cohort with high ratio of autistic learners is met.

