

Progress on issues identified in previous audit

Key Issues		Progress	
Ofsted November 2018 'to further enhance provision in the early years so that an increasing proportion of children make good progress from their starting points by exceeding the learning goals.'		Last year GLD: 77%	This year on track for R: 38% W: 28% M: 40% (Combined) Currently on track for 80%
		Last year WGD in R: 23% W: 18% M: 22%	WGD National 2018 R: 19% W: 11% M: 16%
Key Areas	Where Next?	How?	Success Criteria
Increase the proportion of children achieving 'exceeding' at the end of Reception	To ensure that challenge in the environment and focused teaching is effective in supporting children working at greater depth.	Children to be set for all discreet teaching to ensure challenge is in line with ability. Introduce a 'sensory shed' where children can go for reading/writing/speaking and listening focused activities.	Targets put in place for R, W and M. Environment supporting children to independently utilize new skills. KWL grid completed weekly to ensure children are continually engaged and challenged. Challenge in areas with 'talking pegs.' Authority meeting (January 2019) all actions put in place: <ul style="list-style-type: none"> • Money in the creative area to support mathematical development. • More evidence of exceeding writing in the writing area. Visit from SIP (Michael Gardiner): <ul style="list-style-type: none"> • Make links with another school of similar baseline/exit data. • Observations of the environment to ensure appropriate level of challenge is evident.
Plugging any gaps to ensure children are ready to write.	Identifying children through baseline and continual assessment to support motor development.	Ensure we are getting children ready to write by focusing on the correct motor skills. Movement difficulties team in from the authority to assess any children requiring any additional support with movements. Ensuring that the environment and discreet teaching supports all children with their writing development and ability.	Mrs Cutmore focuses on gross motor skills on Fridays by using the bikes and trikes. Mrs Morrish completes a weekly intervention focusing on minor motor skills. The environment now has individual letter sounds. <ul style="list-style-type: none"> • CVC words. • Sentences. • Children's work displayed. • Progression display to highlight children's writing journey as well as support adults when working with children. The authority have completed a movement baseline which highlighted that a lesser number of children need gross motor support from last years' cohort.
Speaking and Listening	This was an area identified from baseline assessments to be lower than other areas.	Discreet phonics teaching and S&L interventions.	Mrs Ingham completing a weekly intervention for children who are unable to segment sounds/words and hold a sentence. Weekly morning session dedicated to enhancing vocabulary and speaking and listening in a group situation. Focus on 'holding a sentence' before writing to ensure clarification and understanding of sentence/word components. During 'exploring' time the environment is set up to encourage children to interact with each other, sharing, taking turns and communicating effectively.
FSM/PP children to be more in line with NA (17%) achieving GLD	This year Reception children are in line with national %s of FSM. Identify FSM/PP children when completing baseline assessments. Focus on children when completing interventions and monitor/track progress during weekly staff meetings.	Interventions put in place to support children in achieving the exceeding target at the end of R. Discuss any underlying factors that contribute to children not meeting expectations.	8 PP children. One child working within exceeding judgments who entered typical. One children working within expected who entered below. One child joined during Spring term – working within expected. 2 children born 31 st August completing movement intervention. 1 child undergoing EP assessment. 2 children on SEN register receiving daily interventions/support.
Baseline	To ensure that Baseline is rigorous and less subjective. To have a universal system where progress for the individual child can be tracked.	Purchase EExat for use in September and track progress throughout.	Enquired to EExat ready for use in September 2019.
Cultural Capacity	As part of our vision we want to ensure we are giving our children the best possible start to their school life, giving them as many 'real' life opportunities as possible. We want to bring the 'real' world to them through activities and opportunities.	To ensure we give children opportunities for cultural experiences and that this embedded into our curriculum.	We hold a breakfast club on a Friday where children try a variety of different foods. We talk about where the food originates from. Children make their own choice and they practise skills such as spreading and cutting. Each morning we look at 'Newsround' and choose which headline to discuss. To make explicit links with the curriculum and 'real' experiences.