



## Coventry's inclusive approach to collaborative primary school improvement

### RECORD OF QUALITY ASSURANCE MONITORING VISIT

**School:** Stanton Bridge Primary School

**Date of visit:** 16.10.19

**Visit undertaken by:** Amanda King

**School staff present:** Kulvinder Panesar

#### **Purpose of visit:**

- To working alongside practitioners to use the sustained shared thinking and emotional well-being audit materials

#### **Context:**

- 80% of children enter Nursery at the early stages of learning to speak English
- Achievement of the good level of development is slightly above the national data
- Pupils are organised into one nursery class and two reception classes, both with free flow access to the outdoor area

**Area of focus:** Early Years Foundation Stage

**Comment on Coventry priorities:** are any relevant to school/is any action taken?

#### **Early Years Priority 1:**

To improve the Good Level of Development to be at least in line with national

*Pupils achieve above the national figure for the Good Level of Development (2018 School: 72.2% V National 71.5%)*

#### **Support received by the school:**

- LA support visit working with Early Years leaders to monitor the quality of teaching and learning in relation to the SSTEW audit materials which focus on practitioners' interactions and dialogue as co-constructors in childrens learning
- Joint observations with EYFS leads covered both Reception classrooms and the Nursery, indoors and outside and included teaching assistants

## What is the SSTEW Audit

The SSTEW, or Sustained Shared Thinking and Emotional Wellbeing Scale, is a tool to assess quality in early childhood education. Its aim is to measure the quality of adult support in promoting children sustained shared thinking and emotional well-being.

There is no requirement to use SSTEW but it is a worthwhile addition to monitoring approaches, alongside other frameworks. The SSTEW scales can offer a clear guide to moving to the next level in relation to practitioners' interactions and dialogues with children as they scaffold and co construct their learning and development. The SSTEW scales go much further in defining what the adults actually do that support both children's emotional well-being and the characteristics of effective learning. Adults play a huge role in helping children to be emotionally and intellectually ready to think and learn, and this audit spell out the skills and approaches that will further develop practice.

### Monitoring evidence:

- The observation focus was:

|  |
|--|
| <b>Supporting learning &amp; critical thinking</b>   |
| Supporting curiosity & problem solving   |
| Encouraging sustained, shared thinking through storytelling, sharing books, singing & rhymes |
| Encouraging sustained, shared thinking in investigation and exploration                      |
| Supporting concept development & higher order thinking                                       |

- The audit sheet is embedded within this document which outlines the evidence gathered today. It should be noted that this audit is a developmental tool that should be used in an ongoing way, it is not possible to see evidence or examples for every area during one visit and they would not all be seen every day.
- **Key strengths:**
  - The EYFS lead has a clear vision and has implemented further enhancements quickly which is ensuring a sharp link between assessment information, the planned curriculum and the continuous provision.
  - Many high-quality opportunities are provided for children to apply and practise what they have learnt in the continuous provision. This is clearly linked to data and the next steps in learning
  - Expectations and routines are embedded so all children know what to do and no time is lost, children are very independent and engaged in learning as a result.
  - The very clear focus on learning and using language is promoted consistently by the whole team
  - The focus on supporting families to understand what their children are learning recognises the need for support
  - Explicit approaches to ensure challenge
  - Clear definition of areas with planned opportunities for literacy and numeracy both inside and outdoors
  - Carefully considered curriculum design which include the teaching strategies and approaches that children need and their behaviours for learning; via strong use of the characteristics of effective learning
  - Effective leadership of the early years ensures a strong cohesive and diligent team who work hard and constantly review their practice
- **The development points related to this audit were:**
  - Continue the leaderships informal observations with a focus on practitioner dialogue and interaction during the free flow play and the extent to which incidental opportunities to extend and support learning are taken
  - Continue to model good practice in interaction within the free flow play and learning
  - Look for an embedded approach to all staff using / exploiting opportunities for singing, rhyming and word play at incidental moments and during free flow play
  - Use the SSTEW audit materials as a basis for peer to peer observations and CPD

**Evaluation of impact**

- Because the adult teaching and continuous provision are carefully planned and link well together, children are highly engaged. They make progress because the teaching is relevant to their points of reference and understanding.
- Individual needs and next steps are understood and planned for alongside consistently high expectations and ambition, so that all children are supported and extended as appropriate.

**Impact of Network/Support**

The school attends EYFS leaders' events and the LA early years briefing

**Further action required by the school:****Lead****By when?**

Implement the development points as discussed

Mrs Panesar

Ongoing – initiated in

**School Self-evaluation**

Overall Effectiveness:

Leadership:

Teaching and Learning:

Behaviour and welfare:

Outcomes:

EYFS: - **Accurate**

**Good practice that can be shared:**

- Several documents and materials were shared today which will be used to support other Schools
- The school is happy to receive visitors

**Expression of serious concern to be shared with the LA (if appropriate)**

N/A

**In addition to the Headteacher this report should be distributed to the MAT/MAC CEO.**

N/A

## Joint Observation: Audit of SSTEW Scale Strands

|   |   |   |
|---|---|---|
| <b>Organisation:</b> Stanton Bridge Primary School  | <b>Date:</b> 16.10.19   | <b>Observers:</b> A King / K Panesar  |
| <b>Context:</b> 2.5 hours of informal observations to use the SSTEW audit and ascertain where the practice is operating | <b>Strengths:</b> Links between direct teaching and learning intentions and what is provided in the continuous provision are very strong. Adult engagement and enthusiasm are clear and there is a key focus on embedding language and presenting challenges and opportunities to solve problems. Development of the characteristics of effective learning is clearly evident and children are building these behaviours for learning | <b>Areas for Development:</b><br>To check over time to see if the elements observed today are as strong during incidental moments so that no opportunities are lost to co-construct and scaffold learning |

|  | <b>Emerging</b> – seen occasionally / low confidence in delivery or all skills within 1 or 2 practitioners | <b>Consolidating</b> – Part of the practice but not consistent (all staff). Knowledgeable about these areas & plans in place for development | <b>Secure</b> - embedded in practice / consistently applied across all staff – future steps clear |
|--|--|--|---|
| <b>1. Building trust, confidence and independence</b>  |  |  |   |
| 1. Self-regulation & social development  |  |  |   |
| 2. Encouraging choices & independent play  |  |  |   |
| 3. Planning for small group & individual interactions/ adult deployment                          |  |  |   |
| <b>2. Social and emotional well-being</b>  |  |  |   |
| 4. Supporting Socio-emotional well-being   |  |  |   |
| <b>3. Supporting &amp; extending language &amp; communication</b>                                |  |  |   |
| 5. Encouraging children to talk to others  |  |  |   |
| 6. Staff actively listen to children & encourage children to listen                              |  |  |   |
| 7. Staff support children's language use   |  |  |   |
| 8. Sensitive responsiveness  |  |  |   |
| <b>4. Supporting learning &amp; critical thinking</b>  |  |  |   |
| 9. Supporting curiosity & problem solving  |  |  |   |
| 10. Encouraging sustained, shared thinking through storytelling, sharing books, singing & rhymes |  |  |   |
| 11. Encouraging sustained, shared thinking in investigation and exploration                      |  |  |   |
| 12. Supporting concept development & higher order thinking                                       |  |  |   |
| <b>5. Assessing learning &amp; language</b>  |  |  |   |
| 13. Using assessment to support & extend learning & critical thinking                            |  |  |   |
| 14. Assessing language development   |  |  |   |