



**Coventry's inclusive approach to  
collaborative primary school improvement**  
**RECORD OF  
QUALITY ASSURANCE MONITORING VISIT**

<b>School:</b>	Stanton Bridge Primary School
<b>Date of visit:</b>	4.7.19
<b>Visit undertaken by:</b>	Amanda King
<b>School staff present:</b>	Mandeep Sangha, Kulvinder Panesar

**Purpose of visit:**

- To working alongside practitioners to monitor the quality of teaching and learning

**Context:**

- 80% of children enter Nursery at the early stages of learning to speak english
- Achievement of the good level of development is above 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 to work with Early Years leaders to monitor the quality of teaching and learning
- Joint observations with EYFS leads covered both Reception classrooms and the Nursery, indoors and outside and included teaching assistants
- The observations considered progress towards previously identified targets and looked for strengths in practice and further development points

**Monitoring evidence:**

- Detailed lesson observation notes were shared with practitioners and identify specific next steps.
- Leaders monitoring, and judgements were accurate with consistent themes across the three observers
- The previously identified development points for practitioners have been met
- The processes in place to monitor practice are effective. They reflect appropriate expectations for the context of the early years foundation stage and have been developed with all staff.

**In general:**

- Routines and expectations are clear, consistent and embedded, as a result pupils' behaviour is exemplary, they sustain their engagement in learning during group and independent activities and there is an industrious atmosphere.
- The deployment of teaching assistants is appropriate, they have good subject knowledge and awareness of the focus for pupils learning, with an emphasis on communication, literacy and numeracy. This is helping to facilitate strong progress
- Practitioner subject knowledge is excellent and consistently applied, the impact of CPD is evident
- The learning environments are age appropriate, well organised and make effective use of space. Resources are of excellent quality and cover the breadth of the early years curriculum. As a result, pupils worked independently and are well prepared for the next stage of their education.
- Practitioners are highly organised, adult led activities are well planned and consider a range of learning styles.
- Differentiation is clear and intervention activities are carefully considered. This ensures that leaders can evidence strong progress from the baseline assessment position and individual needs are met.
- Pupils have positive attitudes towards learning, the material presented to them is interesting and engages their imagination. They worked diligently today, with purpose and could talk about what they are doing.
- Practitioners consistently picked up on misconceptions in learning and addressed these during observations today
- Questioning of pupils to ascertain their understanding and extend thinking supported progress during small group work. On occasion, opportunities for pupils to respond to questions to explain or extend their thinking in groups times were missed

**Evaluation of impact**

- The delivery of adult led teaching sessions and the continuous provision is of a very high standard. This is combined with an early years team who know pupils individual needs and plan interventions to support the next step in learning.
- Within this context, leaders discussed areas for development. These could include:
  - Review of the purpose of display to ensure a balance between that which supports pupils learning and their independence alongside opportunities to document their thinking and evidence ongoing progress
  - Consider the emotional environment from the perspective of new starters in the autumn term and transition. It maybe that a single colour scheme is less stimulating for young children who are initially learning to focus and pay attention to the delivery of verbal information
  - Consider approaches to promote opportunities for challenge in the continuous provision
  - Consider how directed teaching times can be exploited so the pupils take a more collaborative role in responding to questions

<b>Impact of Network/Support</b>	The school attends EYFS leaders events	
<b>Further action required by the school:</b>	<b>Lead</b>	<b>By when?</b>
Consider the use of SSTEWS audit materials <a href="https://www.amazon.co.uk/Assessing-Quality-Early-Childhood-Education/dp/1858566584">https://www.amazon.co.uk/Assessing-Quality-Early-Childhood-Education/dp/1858566584</a>	KP	Autumn term 2 <sup>nd</sup> half
<b>School Self-evaluation</b> Overall Effectiveness: Leadership: Teaching and Learning: Behaviour and welfare: Outcomes: EYFS: - <b>Accurate</b>		
<b>Good practice that can be shared:</b> <ul style="list-style-type: none"> <li>• Behaviour Management</li> <li>• Embedded routines and organisation</li> <li>• New EYFS lead is an early years SLE</li> </ul>		
<b>Expression of serious concern to be shared with the LA (if appropriate)</b> N/A		
<b>In addition to the Headteacher this report should be distributed to the MAT/MAC CEO.</b>  N/A		