

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	Newcomen Primary School		
Headteacher	Miss Kinga Pusztai		
School and/or HT email	Newcomen_primary_primary_school@redcar-cleveland.gov.uk	Tel no	01642 484318
Alliance QM Assessor	Marie Kilgallon	Visit date	23.10.2015

Purpose of Visit	Renewal Early Years Assessment
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The Assessor spoke with the following people

Senior Leaders Yes	Literacy Subject Leader N/A	Numeracy Subject Leader N/A	Assessment Manager N/A
SENCo Yes	Pupil representatives Children in the EYFS	Governor representative(s) Yes	Parent representative(s) Yes several parents

'Learning Walk' completed? Yes	Relevant evidence-base reviewed? The EYFS Leader and his team.
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The previous development points have been implemented. Yes

Suggested areas for development in preparation for the next Quality Mark visit:

- To continue with the high standards offered to children and parents.

'Good practice' identified in relation to the 10 Elements of the Quality Mark:

- Newcomen Primary School Early Years Foundation Stage continues to develop its strong partnership work with families.

All elements of Quality Mark are embedded in day-to-day practice.

The following are a selection of comments from parents of children in the EYFS:

- Amazing school and positive relationships, family news flash and letters to parents, daily communication.
- The Head teacher knows all of the children's names. The Head teacher's door is always open.
- The transition from Nursery to Reception is **fantastic**.
- In Reception there is a book club, after school club, magical activities and crafts.
- The children love school and dislike school holidays.
- Parents said that the staff go that extra mile to make the children welcome. It is a very nurturing school.
- Prior to joining the Reception class the children are invited to a lunch to enable them to become familiar with the school routine.
- The support and care is **incredible**.
- Parents are invited to fabulous workshops on reading including phonics and application of phonics, writing and Maths including questioning. These workshops are invaluable.
- Parents are told that they are their child's first teachers and this is empowering for them.
- Family days and theme days are organised for the school community. All cultures come together and flags from different cultural backgrounds are displayed.
- Fabulous, seamless dealing with children and an enriching environment and experiences.
- Parents feel that they are even more involved than in previous years. If there are concerns at home they are helped in school. The relationships and rapport are wonderful. The school takes the parents views into consideration. They have absolutely no concerns about this school. The staff find the best way for the children to learn.
- The most precious things in the world are children.
- The teachers and practitioners have built positive relationships with parents in order to work effectively with them and their children. The teachers and practitioners work in partnership with parents to support each individual child and to ensure no child is disadvantaged.

Element 9

The Early Years Action Plan is reviewed three times a year. This feeds into the SDP. Pupil Premium money is used to buy in the specialist teaching service. There is currently a 14-week training course available for parents. Element 10

- Learning journals are central to the organisation in the EYFS. The children are assessed on child-initiated work. Element 2
- The physical environment and provision for the basic skills has a significant influence on learning and encourages independence in learning. Element 8
- CPD opportunities are provided for staff Element 6
- Data analysis is used to track underperformance and underachievement in the basic skills. Element 2
- During team meetings and daily discussions gaps in learning are identified. Element 2
- Well-planned, purposeful activities and appropriate intervention by practitioners engage children in the learning process and help them make progress in their learning in literacy and numeracy. Element 7
- There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Element 7
- Practitioners observe and respond appropriately to children. Element 7
- Practitioners ensure that all children feel included, secure and valued. Element 7
- The Early years experience builds on what children already know and can do. The EYFS team encourage a positive attitude and disposition for learning in the basic skills. Element 7

The Learning Environment Walk with the Head Teacher demonstrated evidence of support for Basic Skills through the following:

- Nip the pen properly, letter formation, fine motor area, singing, numeracy The Little Red Hen & Jack and the Beanstalk displays. Question of the week- When did time begin?

- Time for Talk 6 week sessions. How to listen and not talk - emphasising the first sounds in words.
- Rhymes next steps system for Basic skills. Next step sheets for parents.
- Parenting skills behaviour, listening and attention.
- Challenges in role-play areas- intervene, step back and dip in.
- Higher achievers are challenged e.g. modelling reading a story- can you read it now?
- Phonics cauldron, room on a broom, higher level language.
- Enabling environments- labelling, independence, shapes of blocks and numbers, modelling to write a shopping list.
- Sofas in the family area- family foundations, story sacks, rhyme facts.
- The staff liaise with parents on a daily basis, home readers the school has been focused on tracking the texts with a finger, common exception words to link with the books they are reading.
- Book club - parents make the books come alive with your child. Early Years family day- parents watching the teacher teaching phonics - cross the river,

The excellent provision supports and extends knowledge, skills, understanding and confidence in the children for the basic skills. Parents and practitioners work together in an atmosphere of mutual respect.