Prompts to Support Early Years Leaders
Reception Year

Using this guidance will support you to review the effectiveness of the Early Years Foundation Stage at your school.

It is important to have information which is clearly presented and easily available for review by Senior Leaders, Governors, Year One teachers, Advisers and Inspectors.

The purple headings are taken from Ofsted’s criteria for monitoring the effectiveness of the Early Years provision (see page 64 ‘Schools Inspection Handbook – Section 5’, September 2018).

<table>
<thead>
<tr>
<th>Effectiveness of Leadership and Management</th>
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<tbody>
<tr>
<td>The rigour and effectiveness of systems to drive improvement, including: monitoring the quality of provision and children’s outcomes; the professional development of staff; evaluation of the impact of actions taken; and setting ambitious targets.</td>
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<tr>
<td>How effectively leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on narrowing gaps in children’s outcomes.</td>
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Have you gathered evidence of:

- How self-evaluation (The Quality Framework) is being used to drive improvement in the EYFS linked to early years action plans?
- How governors contribute information to the self-evaluation process?
- The strengths / areas to develop in this year’s cohort?
- Continuous Professional Development (CPD) records for practitioners in the EYFS?
- EYFS links to whole school priorities and targets in the Raising Achievement Plan (RAP) / Termly Operational Plan (TOP)?
- Effective use of Pupil Premium funding?
- How partnership working with practitioners in Children’s Centres and pre-schools could support the achievement of these priorities?
- How partnership working with external agencies (where appropriate) gives children the support they need?
### Quality of Teaching, Learning and Assessment

How well teaching nurtures, engages and motivates children and promotes their sense of achievement and commitment to learning. The breadth of the curriculum and how well it is based on accurate assessment of children’s learning and development, so that activities and experiences meet their needs.

Have you gathered evidence of:
- Monitoring of EYFS teaching practice, e.g. learning walks, lesson observations?
- Planning and book scrutiny showing teaching experiences meet the needs of the children?
- Tracking of early intervention strategies to ensure children are making progress and any gaps in attainment are closing?
- Opportunities for the impact of intervention work to be evaluated?

How well all staff work with parents, engage them in their children’s learning and keep parents informed about their children’s achievements and progress.

Have you gathered evidence of:
- Communication with parents, e.g. school website, newsletters, etc?
- Opportunities to support parents with developing the home learning environment, e.g. parent workshops, open classrooms?
- Feedback from parents, e.g. parent questionnaires?
- Records from parent consultations?
- Arrangements for transition both into and out of the EYFS?

Children’s enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically.

Have you gathered evidence of:
- Monitoring of EYFS teaching practice, e.g. learning walks, lesson observations?
- Scrutiny of Learning Journeys / records / evidence of children developing the Characteristics of Effective Learning?

The quality and impact of phonics teaching.

<table>
<thead>
<tr>
<th>Do you record and present data for:</th>
<th>Have you evidence of:</th>
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<tbody>
<tr>
<td>- The proportion of children who are working within the pre-stage of Phonics on entry (Phase 1 - Letters and Sounds).</td>
<td>- Figures of attainment in Phonics at the end of the Reception year from surrounding schools in comparison to school figures?</td>
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<tr>
<td>- The proportion of children who are working within the initial stage of</td>
<td>- Local and National figures of the Year 1 Screening check in comparison to school figures?</td>
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<tr>
<td>Points for discussion:</td>
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<tr>
<td>Is there support in place for children who are at risk of not achieving the expected level in Phonics at the end of the term / year?</td>
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<tr>
<td>Are there any training requirements to support the EYFS teachers and teaching assistants in effective delivery of the teaching of Phonics?</td>
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<tr>
<td>Are there documented observations of phonics teaching, including evidence of the consistent use of one phonics programme across the school?</td>
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<tr>
<td>Is there evidence of opportunities for children to apply their phonic knowledge to reading and writing across the curriculum?</td>
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**Personal Development, Behaviour and Welfare**

How well children behave, cooperate and share with each other, make friends, respect each other’s differences and build their understanding and respect for different families, people and communities beyond their immediate experience.

Have you evidence of:

- The impact of quality provision and direct teaching in developing skills and knowledge in Personal, Social and Emotional Development.
- The impact of quality provision and direct teaching in developing skills and knowledge in the area of learning ‘Peoples and Communities’.
- Children’s understanding of positive behaviour strategies and high expectations of the staff team.
- Ways the EYFS team understands and supports the cultural diversity of the local area and supports links with the local community.
- Children showing respect, courtesy and good manners towards each other and adults?
- Children showing respect for the learning environment and the resources within it?
- Children learning to respect and celebrate each other’s differences and to build their understanding of diversity?

**The extent to which children behave in ways that are safe, understand how to stay safe and show that they feel safe.**

The effectiveness of safeguarding procedures and the culture of safeguarding.

Have you evidence of:

- Robust school policies and procedures that meet the legal requirements of the Early Years Foundation Stage Statutory Framework.
- The implementation of school policies, procedures and practice consistently across the EYFS with practice that is reviewed regularly and evaluated clearly.
- The way resourcing in the learning environment is checked regularly and supports children’s safety.
- Children engaging on risk assessments of the immediate and extended learning environment. Children have a good understanding of how to keep themselves safe and manage risks.
- Children know about routines and procedures that keep them safe and they know what to do in the event of an emergency.
- All adults adhering to and share a detailed knowledge of the Statutory Requirements of the EYFS.
- Senior Leaders and EYFS link Governors know of the safeguarding and welfare procedures embedded in the EYFS at your school.

**Outcomes for Children in the EYFS**

The proportions of children who have made typical or better progress from their starting points, including disabled children, those with special educational needs and/or disabilities. How quickly disadvantaged children, and any groups that are underachieving, are catching up.

<table>
<thead>
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<th>Have you evidence that:</th>
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<td>The proportion of children working <strong>below</strong> 30-50 months on entry?</td>
<td>The very large majority / most (80-96%) children display knowledge, skills and understanding that are typical development for their age on entry?</td>
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<tr>
<td>The proportion of children working <strong>within</strong> 30-50 months on entry?</td>
<td></td>
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<tr>
<td>The proportion of children working <strong>within</strong> 40-60 months on entry?</td>
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Point for discussion:
- The progress of the cohort and identified groups of children across the academic year?
- The proportion of children who achieved a GLD for the previous three years?
- That gaps between the attainment of groups of children and all children nationally have closed or are rapidly closing.

The attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development, particularly in terms of how well children are prepared for Key Stage 1.

Do you record and present data for;

- The proportion of children emerging, expected and exceeding the Good Level of Development (GLD) who were below 30-50 months on entry?
- The proportion of children emerging, expected and exceeding the GLD who were working within 30-50 months on entry?
- The proportion of children emerging, expected and exceeding the GLD who were working within 40-60 months on entry?

Have you evidence of;

- Comparison of school GLD and local and national figures?
- Comparison of school GLD and other schools in the surrounding area?
- Comparison of girls GLD to boys?
- Comparison of the national figure of girls GLD to boys?
- The proportions of children who are Year 1 ready?
- The proportions of children who are not Year 1 ready?

Points for discussion:

- Were there any children who would have attained a GLD had it not been for one or two ELGs?
- What were these ELGs?
- Is there a pattern?
- Are there any patterns in attainment between children who attained ‘emerging’, ‘expected’ and ‘exceeding’?
- Are there differences in the data between classes? (if applicable)

Whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics.
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<td>❖ Attainment across all 17 Early Learning Goals?</td>
<td>❖ Local and national figures of attainment across all 17 Early Learning Goals and comparison with school figures?</td>
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<tr>
<td>❖ Girls’ and boys’ attainment across all 17 Early Learning Goals?</td>
<td>❖ Local and national figures of attainment by girls and boys across all 17 Early Learning Goals and comparison with school figures?</td>
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<tr>
<td>❖ Attainment across all 17 Early Learning Goals for specific groups of children?</td>
<td>❖ Local and national figures of attainment across all 17 Early Learning Goals for specific groups and comparison with school figures?</td>
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**Specific groups e.g.** Free School Meals, Pupil Premium, SEND, EAL, CIN, Children of service families, term of birth.

**Point for discussion:**
❖ What does the data say about the attainment and needs of individual groups of children?

*By the Early Years Service, Cambridgeshire County Council*