



School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

EYFS and Ofsted

18th March 2021



Jamie Hassan



Etiquette



It is good to see colleagues but you can turn your **camera** off if you wish.

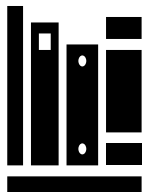


We will all remain on mute unless we have a question we would like to ask.



If we wish to ask a question we will either use the raise hand function and/or use the chat. Please also use the chat facility to make any useful comments

Session Objectives



- Governors to have some understanding of the EYFS curriculum



- Governors to be aware of changes in September 2021



- Requirements for governors to be aware of in their role, linked to leadership and management and the quality of education



- Questions which may be considered by inspectors for governors to answer.

This is an article about the dodo,
a bird that is now extinct.

An artist's impression of the
dodo from 300 years ago.

The Way of the Dodo



The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



So why the current framework?

- ‘bring the inspection conversation back to the substance of education and training to treat providers as experts in their field and not as data managers, so that inspection complements rather than intensifies a focus on achievement and progress measures.’ (Amanda Spielman HMCI)

Phases of Learning

Phase of learning	Age Ranges	Divided into
Early Years Foundation Stage	0 - 5	Nursery (3+)and Reception(4+)
Primary Stage	5 - 11	Key stage 1 and 2
Secondary stage	11 - 18	Key stage 3 to 5

Documents for Early Years Foundation Stage



Early years outcomes

A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years

September 2013



Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published: 3 March 2017

Effective: 3 April 2017

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

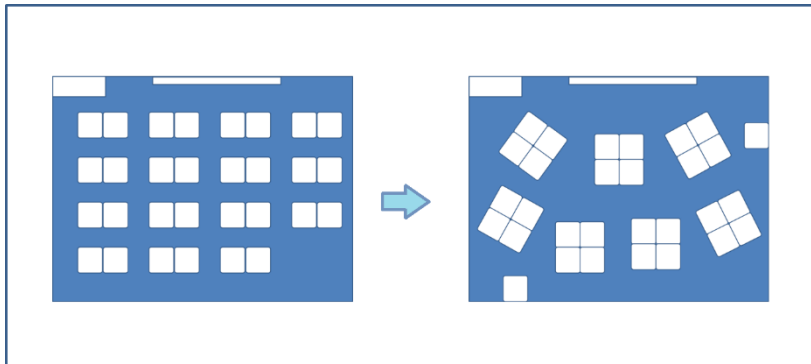
Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



Statutory Framework

- The areas of learning and development
- Characteristics of effective learning
- Governors need to be aware of the seven areas of learning are secured and appropriate so that it gives children the necessary foundations for the rest of their schooling
- Play based curriculum.



Statutory framework for the early years foundation stage

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development and care for children from
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Early Year's Foundation Stage Curriculum in nursery and Reception

7 areas of learning are:

- Personal development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Knowledge and understanding of the world
- Expressive art and design

Characteristics of effective learning are:

- **Playing and Exploring** - investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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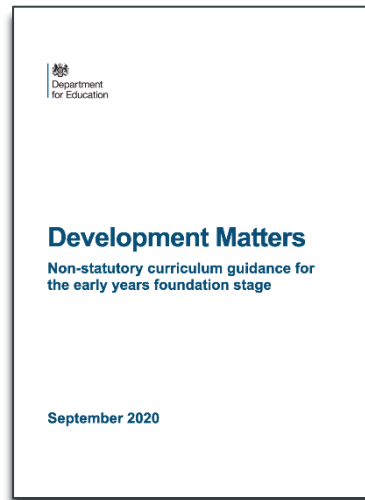
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What do you know about your intake?

- **Nursery**
- Home visits – what now?
- Fifteen hour entitlement
- Thirty hour children
- 2 year old's?
- Pupil premium (costing different)
- Attendance

- **Reception**
- Home visits -
- Full time so their attendance counts
- Pupil premium



- Development Matters age ranges for all areas of learning - currently
- Birth to 11 months
- 8 to 20 months
- 16 – 26 months
- 22 – 36 months
- 30 – 50 months - Nursery
- 40 – 60 months - Reception

Likely after September 2021

Birth to three - babies, toddlers and young children will be learning to

3 & 4-year-olds will be learning to:

Children in reception will be learning to

Observation checkpoints(in each area of learning) they vary in each area of learning.

S5 Inspection Framework

Quality of Education

(focus on the curriculum)

Intent

Curriculum design and coverage and appropriateness

Implementation

Curriculum delivery
Teaching pedagogy
Assessment

Impact

Attainment and progress
Knowledge and skills
Readiness for next stage of learning

Behaviour and attitudes

Attitudes to learning
COEL
Respect
Attendance

Personal Development

Preparation for next stage of learning
Health and well being
British values

Leadership and management

Vision and ethos
Staff development and accountability
Workload
Governance
Safeguarding

EYFS

Deep Dives

Reading

Mathematics

Foundation

Foundation

Deep Dives

Pre-inspection

Introductory conversation with school leaders

Context
Curriculum

Deep dive

Senior leaders

Curriculum intent.
Understanding of implementation and impact.

Curriculum leaders

Long- and medium-term thinking and planning.
Rationale for content choices and sequencing.

Lesson visits

Evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

Work scrutinies

of pupils in observed classes.
Where possible, jointly with teachers/leaders.

Teachers

Understand how the curriculum informs their choices about content and sequencing.

Pupils

From observed lessons.
How well do they build schema and recall learning.

Connecting evidence to reach a judgement

Forming a view of quality of education

If there is insufficient evidence, or if leaders wish to present more, we will collect additional evidence. We may also collect additional evidence to identify whether or not the strengths and weaknesses that inspectors have seen during the deep dives are systemic.

Bringing it together

Quality of Education

- **Intent** – ‘leaders assure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves. (para287)
- **Implementation** – ‘curriculum is taught in a logical progression, systematically and in a way that is explained effectively.’(para287)
- **Impact** – ‘children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS (para287)

(Don't think separately)

Planning for children in EYFS - (Intent)

- From their needs – a unique child
 - From their interests
 - Information from assessments
 - Information from parents
- Some initiatives such as ‘in the moment planning.’

Learning Journey For D Date 7.10.10 Week 7

Identified Areas For Focus:
 General: Continue to build Confidence in English
 From Parents: is she quiet at school?
 From Profile: One more one-less than 5 objects.
 Rhyme

☺ Saw new puppets + want to play with them. ☺ suggested she do a show with her friends. ☺ said "You sit here and watch" How you do us? ☺ showed her how to put puppet on her head. She started talking with puppet.

Area of Learning	Observations
PSED	✓
GL	✓
PSAN	✓
EUV	✓
PD	✓
CD	✓
Obs indoors	✓
Obs outdoors	✓
Conversations with child	✓
Conversations with parent	✓
Parent meeting	✓

Child made nos 1 & 2 for chairs in puppet theatre. ☺ asked D what number was next. D said "3" x then drew a 3, cut it out & attached it to chair.

Write ingredients list for cake, spread her knowledge of initial sounds. D most letters we've correctly formed!

D wanted a look for frogs in the pond when at the pond. D saw a dead hedgehog floating. Oh no it's dead! ☺ asked how she thought it had died. It can't swim! We need to get it and bury it. ☺ asked how can we get it out of the pond?

D put sand in plates, bowls, cups and tea pots. ☺ observed D talking to her friends. We need more cakes if we don't have more we can't have the party! D then counted all the cakes 1:1 up to 16. She then start naming children in the class to the cakes. ☺ suggested she makes a real cake tomorrow. Next step: cake design and ingredients list.

The hedgehog out of the pond. D said "it smells we need to dig a hole quick" D and a group of children dug a hole. ☺ encouraged group to think about the size of the hole and will the hedgehog fit. D went on to make a cross using two bits of wood. "It go heaven now."

D was encouraged to read the cooking instructions. ☺ encouraged D to use the picture cues. by page 2 she was confident to read them to the group. Remona asked if she had balanced the butter. D told her "it has to go down". Another child said it don't matter. D said "it doesn't matter. when mixing the cake D said - it looks like brown because its water."

D drew a picture of princess. she then covered her picture in elastic bands. "im making a guitar picture". She used a nail to hammer a tiny piece of sand to the wood. ☺ asked for help for D but her finger was stuck!

Confidence when Speaking English. Sentence Structure.
 From Parents: Making friends, writing.
 From Profile: Addition + Subtraction

Quality enabling environment

- Capable caring adults
- Space
- Appropriate furnishings
- Appropriate resources and storage
- Supportive routines
- Specific play opportunities



Outdoor play – being outsideeveryday

- Tactile and sensory
- Active learning
- Develops vestibular and proprioceptive senses
- Brain development
- ‘Feel good’ factor
- Positive effect on immune system
- Vitamin D



Capable and caring adults

- Positive Role Models
- Playful Adults
- Precise Praise
- Encouragement
- Patient



Early Development



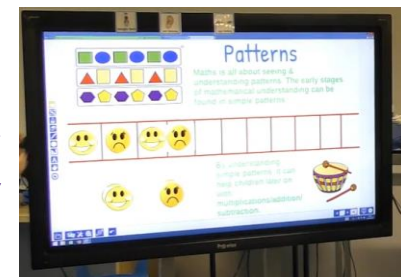
Early Reading

- Pre phonics
- 'Relevant books/resources/phonetic link
- Relevant groupings/key person groups
- Synthetic phonics
- Vocabulary through other areas of learning
- Listen to children talk and sing and see if they recognise some words and sounds

Early Mathematics

- Vocabulary and appropriate
- Through other areas of learning
- Use of IT
- Resources

'Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.'
([Inspection Handbook – Early Years under Impact p81](#))



Parental Involvement

'leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.' ([EIF page 12](#))

- Contribution to assessment of children's learning
- Home visits
- Children's involvement.
- Involvement in the setting throughout the year
- Not just parent workshops – linked to learning and local issues



'Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.' ([Inspection Handbook - p81 in early years judgements](#))

Home Learning



Messy Play



Mud kitchen

It's not just data

- Baseline – on entry
- Internal data not required by Ofsted
- Number of times data is used internally.
- Inspectors will look at the children's achievements..... over time, - progress and attainment - However, inspectors need to get beyond the data as quickly as possible to ascertain how well the curriculum is meeting children's needs.

'The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.' (Inspection Handbook – Early Years judgements for good under Intent - p80)

Cultural Capital

- ‘how well leaders ensure that the curriculum they use or create enhances the experiences and opportunities available to children, particularly the most disadvantaged’.
- ([Inspection Handbook page 43](#))



Implications for the curriculum now!

Governors monitoring -

How are we implementing the:

- COVID19 –
- Possible drop-down days/weeks – not just coverage
- Use of outside agencies – PE/Music?
- Repetition and sequential
- The curriculum is meeting statutory requirements but possibly using non - statutory documents too
- The enrichment and cultural capital
- Specific aims to specific areas of learning
- EYFS – more outdoor learning

Learning journals/profiles

- Sequential?
- Areas of learning progress
- Specific vocabulary?
- Repetition opportunities?
- Opportunities through other areas of learning
- Parental contributions
- Child contributions
- Part of the impact of the curriculum
- Profiles by end of Reception
- Annotated – for context



Safeguarding

Staff and governors are up to date with:

- Keeping Children safe in Education – update April 2020 (COVID) including:
- On-line safety and remote education -children and teachers on-line
- Looking after the vulnerable children over the lockdown
- What are schools doing to keep things safe
- Personal data/data breach - for commercial software/log ins/usernames/passwords (not being used by others)

A School Website

Governors to check the website.



In This Section

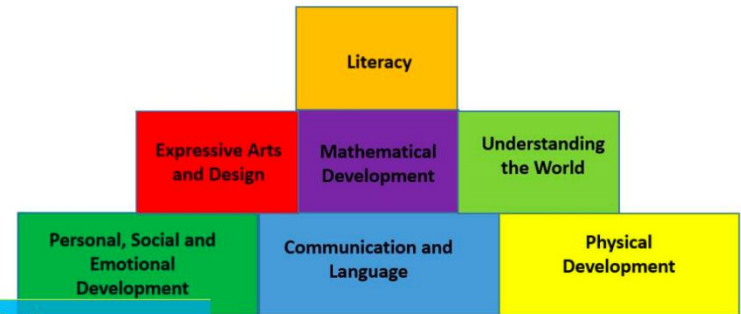
- ◆ Our Principles
- Curriculum
- Characteristics of Effective Learning
- Well-being and Involvement
- Focus Children
- Assessment

Our Principles

We believe that children learn best when:

- They learn through play.
- They can learn through real experiences.
- There are connections between different aspects of their learning.

7 areas of learning



In This Section

- Our Principles
- ◆ Curriculum
- Characteristics of Effective Learning
- Well-being and Involvement
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Curriculum

Throughout the year we strive to provide learning experiences for children across all areas of learning. The curriculum for the Foundation Stage (which starts at birth and ends at the end of Reception) includes seven areas. The areas that are underlined are the 'prime' areas. These are important foundations for further learning- children need to be confident in these areas before the focus shifts to the other areas of learning.

Other statutory requirements

- If you have 2 year old children – 2 year old check
- Profile at the end of Reception to include
- Moderation – not each year
- Early Learning goals creating a good level of development for all children and school
- Look at trends over time



Department
for Education

Early years foundation stage profile

2021 handbook

December 2020

Things to monitor/consider

Possible link governors for monitoring.



Curriculum	Safeguarding	Groups
Statutory requirements	Post Covid changes	Checking performance of:
The school website	CP children	The SEN children
Pedagogy	Attendance (even if non statutory)	The Disadvantaged
Plan all learning areas		The Pupil premium children
The new frameworks		
Early mathematics		
Early Reading		
Pupil premium funding		
Post Covid changes		

Questions?





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