



Charter for Quality Report

November 2013

Name of setting	Walkley Primary School, Burnaby Crescent, S6 2TS
Date of visit	4 th November 2013
Assessors	Maureen Hemingway (Early Years Quality and Access Manager) Andrea Lancaster (Early Years Quality and Access Officer)

Charter for Quality Provision in the Early Years

An assessment visit took place on 4th November 2013 to examine evidence compiled by the staff team in support of their application to be awarded the Charter for Quality Provision in the Early Years.

Walkley Primary School Foundation Stage provides a high quality learning environment where children's early learning is effectively supported by a skilled and dedicated staff team.

Area of Excellence

- The use of ICT to support children's learning and share progress with parents.

The assessors are pleased to recommend that Walkley Primary School Foundation Stage be awarded the

Charter for Quality Provision in the Early Years

This recommendation is subject to the agreement of the Charter for Quality Moderation Panel.



Standards of achievements

1. Quality Environments for Learning

Both Foundation Stage classrooms are spacious with well defined areas of learning. The Nursery in particular has lots of interesting corners set up for example with resources for investigation, computers, books and role play. Although these spaces could make supervision difficult, staff are aware of all of the children using these spaces and adjust supervision accordingly. In the F2 classroom, which is more open, cosiness is provided by the use of mood lighting, cushions and a large bear in the reading area. Staff have also set up quieter activities where just two children can play undisturbed by others. The way the space is organised contributes to the impression of calm, purposeful play that is evident throughout the two rooms.

Children have free-flow access to stimulating outdoor spaces for lengthy periods of the session. They are supported well by adults who get involved, for example, by reading with children, demonstrating how to use equipment and developing thinking skills. In both outdoor areas there are cosy spaces for quiet and contemplation as well as spaces for more energetic play. Much of the continuous provision located underneath the sheltered areas is able to be left out overnight which greatly supports development of the environments. Good use is made of boundaries where there are opportunities to count and to investigate sound and colour. There are tentative plans in place to develop the outdoor spaces to provide more physical challenge.

Staff teams have recently worked together to audit and improve the Foundation Stage environments. Whilst the results of the audits were very good, this work is ongoing and a future focus of improvement in both spaces will be to reflect the languages and cultures of the diverse range of children and families who attend Walkley Primary.

2. Building Quality Progression in Learning

Learning journeys are kept for each child with a range of photographs, short and long observations. At the moment staff use a paper-based system for recording children's development which is then analysed before entering their progress on an electronic tracking system. The school is soon to adopt an electronic recording system which is currently being trialled by another linked school. It is hoped that this will have the advantage of both saving time and being in a format that can easily be shared with parents via email.

Data shows that children make good progress from low starting points. The school is particularly focusing on Communication and Language and on Literacy. The 'Read Write Inc' programme has been introduced throughout the school and has already had a significant impact, e.g. 28% increase in on-entry scores to F2 in Communication and Language. Continuous assessment and differentiated groups mean that all children are learning and making progress. Where children are identified as not making progress, interventions on a 1:1 or 1:2 basis can be implemented at appropriate times during the day, often with the support of Teaching Assistants.

3. Quality Partnerships

The school works hard to involve parents in their children's learning. An increasing number of parents attend 'Golden Book' assemblies on Friday mornings and then stay for an informal session afterwards. The Learning Mentor is available to chat to parents at this session and, where appropriate, she invites some parents to a 'Top Tips' session on a Wednesday afternoon where issues such as behaviour management can be supported. Where parents need more specialist interventions the school liaises with the Multi Agency Support Team.

There is a school blog which is regularly updated showing the learning that has been happening in each class. Teachers regularly look at the blog with their class and draw attention to the national flags showing who has accessed it; perhaps a grandparent in Pakistan or an aunt in Australia. Letters home are handed out in paper format but are also posted on the blog. Parents are also able to use QR scanning to access the blog from some displays in the school. Other examples of partnerships with parents are the contracts the school uses for spelling, the workshops delivered to support the Read Write Inc programme and the activity packs sent home following the completion of a Read Write Inc book. Going forward it would be beneficial to consider how parents could be supported to become more involved in the assessment of their children's learning.

Walkley Primary School works in partnership with other schools within its 'triad'. An example of this partnership working is their collective approach to adopting an electronic recording system within the Early Years Foundation Stage. The school also hosts a playgroup with which the Learning Mentor has good links.

4. Quality Practitioners for Learning

The Continuous Professional Development focus for the whole school over the last year has been on Literacy. This has included Guided Reading, ICT to support reading and Thinking for Writing. An EYFS bias on these aspects of Literacy meant that the approaches have been adapted for the younger age range. Thus the brainstorming aspect of Thinking for Writing focuses on planning using pictures rather than written words – some of these are posted on the F2 class blog. Another EYFS focus was Promoting Reading in the Environment.

The school has introduced coaching and mentoring within EYFS. Coachees are involved in selecting the focus of the improvement they wish to make and it is part of performance management. Senior Leaders have identified a focus on Behaviour Management as making a significant impact on practice and provision. This is backed up by the observations made in a recent environment audit of noticeably calm and engaged children. Teachers identified the more informal peer observations followed by discussions that took place for example, to support guided reading, as particularly helpful and supportive ways of improving practice.

The team has a combination of experienced EYFS practitioners and some who are new to the early years or new to a specific year group. Plans to support staff transition have been implemented in the run up to the new academic year and are ongoing.

5. Quality Leadership for Learning

A whiteboard used by the Senior Leadership Team to plan and track areas of improvement is headed with the following slogan '*The purpose of leadership is to produce more leaders, not more followers*'. This motto is put into practice and is evidenced in the way that the EYFS Co-ordinator is supported and encouraged within her role and how she in turn supports her team to lead on aspects of improvement. For example, the team focus on achieving the Charter for Quality has meant that all staff have been involved in auditing the EYFS provision and in suggesting and making improvements. The introduction of coaching and mentoring is another good example of the way staff at all levels have been enabled to develop their practice.

Over the last few years there have been significant changes to the practice and provision at Walkley Primary School. However, rather than change fatigue, staff talk animatedly about the improvements that have happened and those that are still to come. The Senior Leaders have overseen major refurbishments and introduced significant programme changes. Perhaps their success lies in the way that those changes have been implemented; making sure that the staff team feel involved and with a pace that is ambitious and yet realistic.

Areas for Development

1. Quality Environments for Learning

Continue to develop resources within the environment that reflect the diversity of children and families who attend the school.

2. Building Quality Progression in Learning

3. Quality Partnerships

Think of ways to increase the involvement of all parents in the assessment of children's learning.

4. Quality Practitioners for Learning

Embed the introduction of the 2Simple programme in the school's approach to observation, planning and assessment.

5. Quality Leadership for Learning

Keep on 'producing more leaders' and involving the whole team in the next phases of development.