



Charter for Quality Report

July 2013

Name of setting	Dore Primary School, Furniss Avenue, S17 3QP
Date of visit	4 th July 2013
Assessors	Maureen Hemingway (Early Years Quality, Access and Moderation Manager) Andrea Lancaster (Early Years Quality, Access and Moderation Officer)

Charter for Quality Provision in the Early Years

An assessment visit took place on 4th July 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.

Dore 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 Philosophy for Children and 'Think Books'.
- Planning and provision for outdoors.

The assessors are pleased to recommend that Dore 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

The recently expanded and refurbished provision for three reception classes is welcoming, well-resourced and well managed. Effective labelling of resources and play environments supports children's developing sense of independence. Throughout each day children move between the three bases with their teacher so that they get to experience a variety of provision. The EYFS Coordinator produces a daily plan that shows clearly where each adult in the team is to be based throughout the day and any specific focus of their role.

At the beginning of each new topic teachers use 'mind mapping' to help the classes think about what they already know about the topic and what they want to find out. Questions are formulated and pursued and then further thoughts and findings are captured in class 'Think Books'. This approach is complemented by a 'Philosophy for Children' approach which is embedded across the whole school. Enhancements are built into all areas of learning and are continually reviewed and changed. These enhancements are used to enliven the topic, add challenge and to follow children's interests. Banks of materials are being built up to support regular topic areas – a good example of this was the arch-lever file full of activities to enhance the use of the light box.

There is free-flow access to a stimulating outdoor area that is managed by a 'hat system'. On the day of the assessment children were observed monitoring this system effectively themselves. Children are encouraged to follow their interests and develop their own learning and are skilfully supported by the Teaching Assistant responsible for the outdoor area. For example, children were seen using a foot-pump to inflate balloons until they reached bursting point. All staff are involved in observing and assessing children's learning. The school is about to introduce 'Fingertips' software so that some of this can be done digitally. It is hoped that the introduction of this new technology will enable staff to achieve a better balance between observations of indoor and outdoor experiences.

2. Building Quality Progression in Learning

A skilled and experienced staff team engage in quality interactions with children. There is only one child in Reception who is entitled to Free School Meals, however a whole school strategy for using Pupil Premium funding is used to employ additional teaching assistants. In Reception teaching assistants are used in a number of ways, for example one undertakes all of the guided reading for one of the classes and where required another teaching assistant carries out 'rapid interventions'. These are either to support a small group every day for example with activities to support number and counting or pencil control, or they may be immediate interventions for individual children or small groups who struggled with an aspect of work earlier in the day. There is time planned in each member of staff's day to facilitate children's learning as well as time for more focused adult led tasks.

The observation, assessment and planning cycle ensures a personalised approach to the children's learning and development, including next steps. Practitioners use a range of observation styles, including 'brief' and 'focused' observations. This will be further enhanced next year with the use of 'Fingertips' software. Weekly planning meetings are attended by all teachers and the teaching assistant responsible for the outdoor space in order to ensure coherence in the indoor and outdoor planning. Other teaching assistants are able to add their ideas to the plans after the planning meeting and through daily discussions.

On-going assessments are made of the children's attainment, for example, in phonics and reading book bands. EYFS data is recorded on a tracker every half-term. Now that the new Early Years Module is available on the Sheffield Pupil Progress Tracker, the school will be able to use it to identify children who are not expected to achieve a good level of development and monitor their progress.

3. Quality Partnerships

This is a particular area of strength. Dore Primary School is involved in a number of local and global initiatives that support the work of the school and disseminate its good practice further afield. The initiatives also support children to understand and be connected to issues within their immediate community and beyond.

Parental involvement is encouraged through a number of strategies. For example, there are 'Home-school communication books' that are sent home daily as well as 'Home-school chat books' that are sent home half-termly. Home visits are a feature of the transition programme into Reception and on-going involvement is encouraged, for example, through 'Happy and Proud' comments in children's Learning Journeys and daily opportunities for informal communication. Regular 'Wednesday Walks' in the community are a popular weekly event and recent walks have focused on themes such as 'numbers', 'shapes in the environment', 'road safety' and 'house vocabulary'. Initiatives to improve the involvement of some groups of parents have included asking dads to come in to read stories. Thinking of ways to increase the involvement of all parents in the assessment of children's learning has been identified as an area to develop.

There are strong links between the school and the local community. For example, children are involved in an annual Easter Bonnet Parade through the village and people from the community are welcomed into school to special events such as Harvest Festival. Visitors are invited into school to enhance children's learning such as a visit from the Fire Brigade or the School Crossing Patrol. This year a Comenius Modern Language Assistant who spoke German, and a student teacher who specialised in Spanish, have worked with reception children.

The Foundation team make links with a range of other providers in the area. They welcome pre-school settings to make transition visits to the school and have also visited many of the pre-schools. They work with other local schools, for example, taking part in EYFS Moderation activities and looking at approaches to observation and assessment such as the 'Fingertips' software application.

Dore Primary School has achieved a number of awards that demonstrate its commitment to global issues. It is a Lead School for Global Citizenship, holds the International School Award at Intermediate Level, Fairtrade School Status, the Eco School Green Flag and achieved the UNICEF Rights Respecting School Award at the highest level in May 2013. The way this impacts on the Reception aged children is that they are aware of the School's involvement in these projects throughout their time at Dore Primary, for example, through fund raising events, displays and assemblies. Assemblies and displays also support understanding of the school's 'Values and Mottos' which complement the use of the EYFS Characteristics of Learning.

4. Quality Practitioners for Learning

Dore Primary School is a Champion CPD School. The strong focus on CPD means that the average amount spent on it per member of staff is higher than in comparable schools. Performance Management is also very strong throughout the school and includes support to develop the roles of teaching assistants. There are currently apprentice teaching assistants within school and a recent promotion means that one established teaching assistant now has responsibility for training within her team.

There is a well-qualified and experienced team of teachers and teaching assistants working in the Foundation Stage who are encouraged to develop areas of specialism and take-on aspects of responsibility. All staff have received training on Philosophy for Children and there are plans for the team to access 'Fingertips' training soon. The school takes four SCITT student teachers per year - two of them will be in Reception next year. Both the Assistant Head and another reception teacher have undertaken the SCITT Mentor training in order to support them.

The school supports the development of practitioners working outside their organisation. For example, the school has a national reputation for best practice in the field of global education and celebrating diversity and have been invited to be the regional 'Expert Centre' in the new DfE 'International Global Learning Development Programme'. Dore Primary School is also involved in a national development project on Gender Equality and delivers training for other SCITT student teachers.

5. Quality Leadership for Learning

The EYFS Coordinator, teachers and teaching assistants form an experienced and tightly knit team who work successfully to support each other and improve outcomes for children. The leadership team is ambitious, visionary and continuously reflects on and seeks to improve practice, embrace change to improve outcomes for children and further enhance the inspirational learning environment.

One specific improvement project demonstrates both the leadership style of the EYFS Coordinator and the capacity of the team to achieve the desired improvements. This was the project undertaken to refurbish the F2 Base which involved the whole team in researching and suggesting ideas. Improvements

included building works, redesigned floor plans, new furniture and new resources. With the addition of a new classroom it also involved new ways of working. Not only have the changes been achieved, but there is considerable evidence that staff continue to suggest and make improvements. Staff now take responsibility for specific areas of provision such as the role play areas and the outdoor space. The team are now working with the Y1 staff to develop provision in their outdoor space.

Areas for Development

1. Quality Environments for Learning

Ensure more observations of outdoor learning are carried out through the use of 'Fingertips' technology.

2. Building Quality Progression in Learning

Use the new tracking system to identify children who are not expected to achieve a good level of development and monitor their progress.

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 Fingertips programme in the school's approach to observation, planning and assessment.

5. Quality Leadership for Learning

Develop the leadership role within the Family of Schools and link it to citywide moderation.