



Curdridge Primary School

Why Early Years is 'GOOD' at CPS

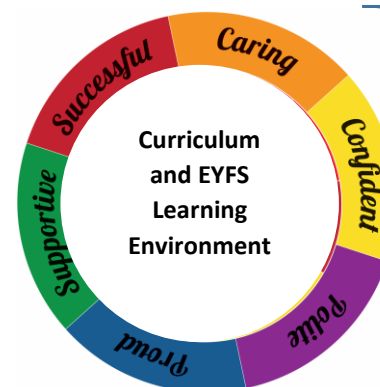
Phrases in **bold** refer to OFSTED (June 2015) and HMI Monitoring Inspection Visit (March 2016) actions.



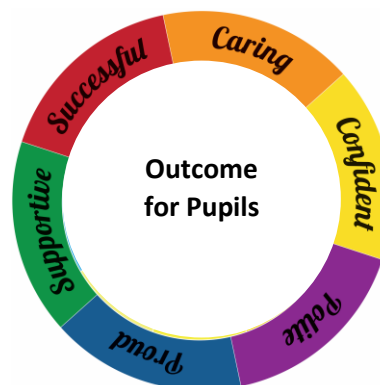
- Early Years staff have an accurate picture of the strengths and weaknesses as a result of effective self-evaluation. From this, actions are taken to improve provision.
- Through careful data analysis and regular observations, the Early Years leader ensures children's needs are identified and given the provision they need to challenge and support.



- Early Years provision is consistently good.
- All adults have high expectations of children based on accurate assessment and observations.
- Next steps are identified for all pupils which ensures planning is specific for each child and their needs.
- Observation is used to inform planning for the unique child to ensure the children's interests are the starting point for learning.
- Improvements in observations have ensured that learning journeys are individual to each child.
- Reading and phonics in early years has a high profile.



- Since September 2015 improvements to both the indoor and outdoor learning environments have been significant; the classroom environment has been set up to include writing and maths activities in all areas of continuous provision.
- The outdoor environment has been designed to develop pupils' personal development along with their maths and writing skills.
- The curriculum has been developed to ensure individual children's interests and progress in learning are captured.
- Children are motivated, engaged and displaying good characteristics of effective learning.



- Learning journeys are individual to each child.
- At least 80% of the cohort are expected to meet the ELG in each area at the end of 2017.
- At least 14% of the cohort are expected to exceed the ELG in each area at the end of 2017.
- At least 80% of the cohort are on track to achieve GLD at the end of 2017.