

## Case Study: Manor Primary School

### Expanding the Early Years Foundation Stage Village

#### 1. Why were we working with this school?

- Manor is a maintained primary school (rated good by Ofsted) located next to Manor Twiglets Nursery, which is a community (voluntary charity) run nursery. Manor Twiglets Nursery has places for 60 children, a large proportion of which move on to the reception year in the school. It is an easy walk between the two sites. Children and staff from the nursery join in with activities in the reception classes within the school.
- The school and nursery wanted to work in partnership to improve the outcomes of all children under five and reduce inequalities.
- Speech and language is one area of weakness on the profile, and a key area for development as part of the project.
- In order to improve outcomes, teachers and practitioners in each phase would mentor each other and share best practice.

#### 2. What have we done?

- Provided opportunities for nursery children to visit the school for transition visits.
- Funding has been used to develop resources for literacy and mathematics and joint training for staff on the two sites. The school and nursery have agreed the expected benefits that can be delivered by these additional resources.
- The school has an ASD unit and has been able to secure additional speech and language support to develop the skills of early years' practitioners for recognising and meeting special educational needs early. This has included building the skills of teachers and practitioners in the effective development of phonics.
- The shared language provided by the Development Matters materials has proven to be one of the best sources of examples of good practices for all early years' practitioners.
- The school has undertaken joint moderation (of the EYFS) with surrounding nurseries.
- The school is part of the Uckfield Schools Alliance and has started to expand their transition approach to other schools and nurseries in the area. The nursery has links to all the local primary schools, as not all the children go into the reception year at Manor Primary School.

#### 3. What has the impact been?

- Manor Twiglets Nursery has a recent outstanding Ofsted rating: "The manager and staff team work very closely with their partners in the adjoining school. This means that staff learn new teaching skills and are extremely accurate in judging children's achievements."
- Regular joint planning time with pre-school settings has enabled the school to know what stage of development children are working within when coming into reception and to have confidence in the assessments that have been made.
- "Children come into reception immediately ready to learn: they know where everything is

and who everybody is" – Headteacher, Manor Primary School

- In September 2014, the school noted:
  - Summary assessments were secure on entry, allowing for seamless transition
  - An improvement in the baseline from September 2013 to September 2014 - most significantly across the Prime Areas and the Specific Areas of Literacy and mathematics.
  - Confident children who were ready to learn; the increased pace of learning in September was significant.
  - Very positive feedback from parents.
  - Improved staff skills.
  - A positive impact on admissions, as parents have a better knowledge of the school, and places have been accepted more quickly.
- The school achieved an increase in GLD from 39% in 2013 to 76.3% in 2014.

#### **4. What are the next steps**

- To remove the physical fence between the pre-school and the reception on the Manor Primary school site.
- To identify lead practitioners within schools and pre-school providers who can provide nursery to nursery support.
- To share these examples with schools and pre-schools across the Uckfield area.
- To consolidate and continue to provide focused EYFS training opportunities across schools and pre-schools within the Uckfield area.
- To embed partnership with parents within all joint activities and training.
- To improve the use of assessment and observation of child initiated activities.
- To ensure secure judgements through moderation across the Village and beyond to the wider alliance of schools and preschools.
- To support early intervention for children with speech and language difficulties.

## ANNEX A

### Baseline from 2013

Areas of learning	Working below 30-50 months	30-50 months ( expected)	40-60months ( above)
PSED	9%	80%	11%
PD	13%	80%	7%
C and L	16%	69%	15%
Literacy- reading	20%	77%	3%
Literacy – writing	30%	67%	3%
Maths	13%	84%	3%
UW	18%	80%	2%
EAD	15%	82%	97%

### Baseline from 2014

Areas of learning	Working below 30-50 months	30-50 months ( expected)	40-60months ( above)
PSED	13%	47%	40%
PD	12%	43%	45%
C and L	10%	65%	25%
Literacy- reading	10%	68%	22%
Literacy – writing	10%	60%	30%
Maths	10%	58%	32%
UW	13%	60%	27%
EAD	13%	54%	33%