

Following the recent survey of EYFS parents on the admission of their children into Elloughton Primary School we would like to share with you the statistics and comments made.

Results have been analysed and the school has responded as follows:

Strengths

- Provision is outstanding! So many independent activities for the children.
- Very strong team of teachers, appear joined up and organised.
- Making learning fun.
- Really strong staffing team, the focus on learning through play, the parent interaction.
- Teachers and TAs very passionate about what they do and as a parent gives us great comfort and confidence in the school. Getting the family involved ie coming in to see the children in their new environment and loved the parent/grandparent morning. Supporting the parents re: numicon and phonics very beneficial.
- Excellent teachers, Tapestry and entire setting.
- It seems very well organised around the child's learning. Children are learning through fun activities.
- Fantastic organisation, all staff are really approachable, play based learning approach.
- The outside area; the approach to phonics and numbers (numicon); and the weekly challenges.
- A clear and detailed school learning journey.
- The independence encouraged to all children. Well thought out, structured and organised challenges set for the children. Amazingly knowledgeable staff who provide a wonderful setting for learning.
- The collaborative approach shown by all the staff.
- Relationships, enthusiasm and challenge.
- The independence of the children. The outdoor area. The way the learning is based on my child's interest. I feel like all the staff really know my child.
- Engaging children with writing and numbers. Both boys enjoy practising their writing. Also learning through many different activities.
- Friendliness, caring nature of all staff, enthusiasm of all staff, promotion of independence.
- It is fun for the children, they get proper hands on experiences and the outdoor area is fantastic. The staff are brilliant with the children too.

- Friendly and helpful staff that really seem to have a good interest in our children to do well.
- Having a Key Worker, so my child gets to build a strong relationship with a particular adult, the adult likewise. It helps with any needs, worries or school work issues. The challenges for learning, the independent accessibility of them. The Star Learners and Tryatops are lovely ideas, as it gives our child a sense of achievement and a reason to be proud. The wonderful outdoor area! Tapestry, as mentioned above. Finally my son loved having 'Rex' the class dinosaur!
- Fantastic resources, good knowledge of the children.
- Having a Key Worker, so my child builds a strong relationship with a key adult, the adult gets to know their needs, strengths, worries etc. the choice of challenges which my child can independently access, the wonderful outside area, the hard working staff, which my little boy talks warmly of.
- Play area.
- Engaging and supportive.
- Friendly staff.
- Making every child feel special and individual. I like it that every member of staff knows my child to say hello and goodbye.
- The outdoor learning environment, the inside environment is organised and resources are relevant. Staff are very friendly and approachable.
- The teachers seem to be really pro-active, if any issue it's not only resolved but action is taken such as getting the nurse in to discuss germs. All the teachers seem to really have got to know my child and what he enjoys, I think his confidence has rocketed because of this.
- The teacher's passion for what they do!
- The enthusiasm of the staff. It is obviously how much they enjoy their job and that makes us feel as parents that the staff are committed to our child's education. Tapestry is a fabulous tool for monitoring our child's progress. Although our biggest marker of the strengths of EYFS is how excited our child is to attend school. Well done EYFS you are fantastic.
- Outdoor area and the free learning to suit the child's individual interests. Brilliant.
- The sheer volume of work that the teachers put in. They work incredibly hard, from updating tapestry enabling us to get an insight into our little one's day.
- A big open space both inside out outside to aid learning and development. Approachable and caring teachers and staff.
- Home/school links. Huge selection of activities and resources. Children choosing their own learning.
- Parent involvement through Tapestry, stay and play sessions and parent workshops. All staff are friendly and approachable and the Key Worker

system has helped my child grow in confidence and build relationships with adults and her peers. The provision and experiences that the children are exposed to is amazing and in such a short space of time our child has made excellent progress. We can't praise it enough!

- Outside play, the outside area and the teachers are fab.
- Fantastic staff!
- Friendly, approachable staff. Wide range of learning opportunities.
- The variety of the resources and the child lead ethos.
- Makes the children independent and excited about their achievements.
- I like that the children are free to express themselves and are not always tied down by routine.
- Everything is perfect for the children.
- Everything is good.

Suggestions for improvement

- Nothing, I am very happy with how it's going so far thank you!
- It is already amazing!
- Nothing, I am really happy as it is.
- Nothing, I'm really happy with everything!
- Nothing, we couldn't be happier.
- Nothing at present, thank you.
- Very happy.
- Friendlier parents in the playground.

Response: The school endeavours to provide new parents with an opportunity to meet other parents in both a formal and informal setting. Welcome / induction events are a way of parents meeting each other and share their experiences of school.

- More feedback to parents about any issues during the school day.

Response: A member of staff is always on the gate at the end of the day and each key worker brings the children out so that they are available to talk to parents and pass on information. Where it is deemed appropriate key workers will inform parents of any specific issues that have arisen during the day. If at any point you have concerns or issues you wish to raise staff are always willing to discuss.

- More Qualified teachers. Individual attention to each child will be useful. Class too big.

Response: Children are taught in their Key Worker groups for maths, literacy and phonics. We have been praised for our key worker system and

staffing ratios by the Local Authority. The Key Worker system allows staff to really get to know each child and personalise their learning.

All staff are highly qualified and trained to provide the best possible provision in EYFS. There is Continual Professional Development for all staff and the quality of teaching, which is monitored frequently by senior leaders, is outstanding. All staff are equally involved. The class size is fully compliant with DfE regulations. We have two registration groups under 30 and both have a full-time teacher along with additional support staff.

- Communication re PE kit. Quite a few parents bought full kit for September and it wasn't required.

Response: It is stated in the Early Years handbook and on the school website that PE kit for Early Years is not required until January. However, we will ensure this is reiterated at the parent's information evening in the summer and at the home visit to avoid any confusion.

- Nothing maybe PE from the start of the year?

Response: PE is not a requirement until Y1, however we teach it after Christmas. Physical Development is a prime area in the EYFS curriculum, this incorporates Moving and Handling and Health and Self-care. During the first term we feel it is important that the children are settled in the environment and confident at dressing and undressing themselves. The Moving and Handling aspect is covered through our outdoor learning where children have access to bats, balls, hoops and open ended equipment to make obstacle courses etc.

- I can sometimes find all the emails and newsletters confusing. The events, dates are listed but a lot of the time doesn't clearly state what parents are welcome too as well as other siblings (I have two smaller children with limited childcare) such as the Xmas craft days show a date but didn't say if parents and siblings are welcome.

Response: We try to inform parents of key dates at the beginning of each term and further information is sent out nearer the time. Where possible we will state if siblings are welcome to attend. We use both emails and newsletters to communicate dates as parents sometimes say they are not aware of particular events so we feel it appropriate to convey messages in several ways. Messages are also written on the chalkboard by the school gate too.

- So far so good, no changes needed.

- EYFS is definitely too large this year. There is not enough space for all children in learning areas, organisation was very difficult and not everybody could participate with all activities due to large number of pupils. School changed profile from small setting to enormous number of children. We chose this primary as wanted our child in small class, changed our jobs and moved houses so we are disappointed with such a high number of admissions this year.

Response: Building alterations took place to accommodate up to 60 pupils in accordance with building regulations. The EYFS unit has been carefully planned so that children are directly taught in small Key Worker groups. This ensures that each child's individual needs are met. Our learning environment and the progress children make have been recognised and commended by the Local Authority as a result of our provision.

The quality of teaching is outstanding and our children attain well above the national and local average. The number of pupils does not impact on the quality of provision as we ensure staffing levels are appropriate at all times.

- Reading books changed more regularly.

Response: It is important for children to read the same book several times in order to develop fluency and comprehension of the text therefore we change the books on a weekly basis with the Key Worker. Children read their books to an adult twice a week.

- Nothing! My son loves it at school!