

Early Years Foundation Stage

Areas of Strength	Focus Areas for Development
<p>Ofsted 2022: <i>‘Children in the early years enjoy finding out new things. They persevere when completing activities designed to spark their curiosity.’</i></p> <p>Leadership of Early Years</p> <ul style="list-style-type: none"> • Leaders set a clear, ambitious vision for children to thrive from entry to Nursery/Reception, with a carefully sequenced experience that builds strong foundations for Key Stage 1. Leaders know the local context, use formative and summative assessment, and adjust priorities—particularly writing and SEND support—through team moderation and discussion. <i>(School vision, EYFS meetings)</i> • There is a continuous cycle of observation, assessment, and reflection. Findings are discussed in team meetings and feed directly into our practice. All planning, routines, and policies are checked against the EYFS statutory requirements. <i>(EYFS meetings, curriculum planning)</i> <p>Curriculum</p> <ul style="list-style-type: none"> • There is a topic-based approach, with a core collection of high quality, diverse texts in a ‘Book of the Week’ format used as a starting point for ambitious learning across curriculum, including literacy using the ‘Talk for Writing’ approach. Progression Maps ensure key knowledge and skills build coherently from Nursery to Reception and into Year 1. <i>(progression maps, curriculum planning)</i> • Reception follows Read Write Inc for phonics, spelling, and handwriting; White Rose Maths is used from Nursery upwards to develop secure number, pattern, and spatial reasoning. A Science vocabulary progression supports language. The curriculum is inclusive and aspirational, planned to be engaging while flexible for adaptation. <i>(curriculum maps, subject schemes of work)</i> • In both nursery and reception, Greg Botrill’s Drawing Club has been introduced, which has significantly enhanced early writing by embedding creativity, storytelling, and language-rich experiences into play. <i>(curriculum planning, observations)</i> • In Reception, the Jigsaw scheme of learning is used to support the teaching of PSED and ensure a sequenced approach to the direct teaching in this area, supporting pupils by creating the foundations to extend this learning into KS1. <i>(planning, observations)</i> • In Reception, trips are planned to support learning and develop pupil understanding of the topics (theatre, London Zoo), which also help them feel part of the community both locally and in London as a whole. <i>(trips overview)</i> 	<ul style="list-style-type: none"> • Refine curriculum planning to ensure explicit introduction of foundational science knowledge needed to access national curriculum from Year 1 onwards • Refine Writing approach to ensure both fine motor development and explicit teaching of handwriting prepare children for Year 1 appropriately • Ensure effective implementation of ‘Little Explorers’ parental engagement programme for more vulnerable families in nursery, with aim to expand in the next academic year

Achievement

- Children make strong progress across the seven areas of learning, including those who are disadvantaged or have SEND. By the end of Reception, children achieve well with secure foundations in literacy and mathematics, preparing them effectively for Year 1. GLD scores are above the national average and in line with the local average (*assessment records*)

Teaching

- Daily timetables provide a balance of direct teaching, teacher-led guided groups, and child-led continuous provision both inside and out. In Reception, the balance of teaching and play changes over the shape of the year, beginning with an emphasis on child-led, free flow play, and culminating in a daily timetable that will support children to transition successfully to Year 1. In Nursery, the introduction of direct teaching times are introduced slowly and adapted to the needs of the cohort. (*timetables, observations*)
- Daily routines and interactions across the EYFS are deliberately designed to promote language, vocabulary, communication, and emotional development. Staff model rich language throughout the day, using sustained shared thinking and open-ended questioning during play ('I wonder') and group activities to extend children's vocabulary and understanding. (*observations*)
- Daily routines such as snack time, story sessions, and circle time provide structured opportunities for conversation and listening, while free-flow play encourages peer interaction and expressive language. (*timetables*)
- Children have weekly Forest School sessions on site, with plans in progress to run off-site visits to settings in the woods. These sessions foster controlled risk-taking and independence. (*Forest School progression document, observations*)

English including phonics

- The Read, Write, Inc. scheme is followed closely. 'Sound of the Week' is used in Nursery from Spring and all children in Reception start precise and systematic RWI groups with regular assessment ensuring rapid progression and tailored support. (*Reading lead monitoring*)
- In Reception, high quality one to one phonics tutoring is provided for target children as identified in assessments. (*Reading lead monitoring*)
- Books are valued highly in the classrooms: defined attractive book areas, book displays and time given to reading books to individuals and small groups during the continuous provision. (*learning environments*)
- All children take a new picture book home daily, to help them create the routine and habits of reading for pleasure. The book selection is carefully curated by the school, to include a diverse range of cultures are represented. (*observations*)

Maths

- The White Rose scheme is taught systematically and results in children building solid foundations of number sense through concrete and oral activities. (*observations*)
- The Maths lead has worked with teachers in Reception to support their planning, knowledge and understanding, which has resulted in improved teaching and provision as evidenced by our observations, assessments and outcomes for children. (*planning, monitoring, observations*)

Wellbeing and welfare

- There is a clear transition programme to support pupils joining the school in the early years, with a number of in-school events as well as home visits, and visits to other childcare provisions by relevant staff where an enhanced transition process is required. (*school calendar, early years policy*)
- Care practices foster belonging, independence, resilience, and healthy choices. Reception uses Zones of Regulation to support children's emotional awareness. (*PSED resources, EYFS meetings*)
- All staff are trained in safeguarding and paediatric first aid training requirements are up to date. (*CPD records*)

Inclusive Practice

- Children's progress is tracked using a variety of tools (observations, phonics RWI assessments, language assessments, maths assessments), and a range of targeted interventions in Reception provide timely support using evidence-based approaches (eg. SCERTS, sensory circuits)
- Early identification of communication needs and timely interventions—including SALT support and language screening—further reduce barriers. (*assessment data, interventions map*)

Parent and Carer engagement

- Families are actively engaged in supporting their children's learning from an early stage, including support workshops provided on phonics and maths. (*phonics meetings*)
- Weekly communication is sent to parents and carers detailing the learning each week, which encourages learning to be reinforced at home. (*weekly news*)
- There is close communication with families of children identified as having emerging additional needs, with year group staff, Early Years lead and SENCo all involved in supporting where appropriate (*SSP records*)