

Early Years at Uphall Primary School

Introduction: At Uphall, we offer an Early Years experience that develops children to become successful learners for life. We provide enriching and inclusive learning experiences which give all of our children the confidence to explore, take risks and make mistakes. We have well resourced and dialogue rich indoor and outdoor classrooms, where high quality adult-child interactions support children to make excellent progress. Our school's Rights Respecting values are embedded within the curriculum and daily school life, to ensure children build a sense of belonging and develop exceptional learning behaviours.



Context

Our Nursery has the capacity for 39 children in the morning and 39 children in the afternoon. We provide AM, PM or 30 hour sessions. In Nursery there are 2 teachers and 2 Early Years Practitioners; we operate a Key Person system. Our Reception has the capacity for 120 children across 4 classrooms, there is a teacher and Early Years Practitioner in each class. We have a shared EYFS outdoor space.



Team

All members are EYFS trained and experts in Early childhood development, they receive ongoing CPD opportunities. This means the quality of teaching delivered by them is consistently excellent, consequently children are engaged and curious learners. Leaders work with external partners to continually review and refine EYFS practice to ensure the best outcomes for all children.



Parental Partnerships

We strive to achieve high levels of parental engagement which enables children to further build upon their learning and make seamless transitions between school and home. All children receive a home visit, meet the teacher session and staggered entry in both Nursery and Reception. We also offer termly parent consultations and workshops, as well as regular come and read sessions.



Curriculum

We have a well sequenced EYFS curriculum, designed using the statutory framework and Development Matters. It maps out what we intend to teach from the beginning of Nursery to the end of Reception, with a focus on skill and knowledge progression as well as opportunities to revisit learning. The curriculum is aspirational and ensures that children are ready for Year One.



Teaching and learning

Our EYFS curriculum is delivered using several approaches. These include: dialogic teaching, shared and sustained thinking strategies, tier 2 vocabulary teaching, specialist PE lessons, RWI phonics, talk for writing, reading mastery, maths mastery, and many additional enrichment opportunities. Consequently, all children make excellent progress during their EYFS journey, in preparation for Year One.



Inclusion

Quality first teaching in our EYFS offers abundant adaptations which meet the majority of our children's needs. For those identified to require more support, additional intervention is provided and referrals are made. The progress of these children is monitored using an assess, plan, do, review model. We believe early identification and action is crucial to enable children to 'keep up' with learning.



Assessment

Assessment for learning strategies are used to inform in the moment adaptations and future planning. EYFS data is collected 4 x per year, this includes a baseline assessment and Leuven Scale assessment of children's wellbeing and involvement. It's analysed to inform progress reviews, which identify actions needed to close learning gaps. Regular moderations are carried out to ensure consistency.



Pupil Progress

Disadvantaged children - EAL, PP, PA and SEND – as well as those working below age-related expectations are quickly identified. Their progress is closely monitored and targeted support is put in place to close identified gaps in their learning. This includes intervention such as enhanced family communication, pre-teaching or booster groups and language programmes.



Outcomes

	GLD 2022-23	GLD 2023-24
Uphall EYFS outcomes	81%	75%
Local Authority average	70.6%	72.6%
National average	67.3%	67.7%

Our 23-24 cohort was characterised by 20% SEND and several late joiners, further analysis shows:

GLD for cohort, excluding EHCPs and late joiners	89%
GLD for children known to SEND, excluding EHCPs and late joiners	80%
GLD for pupil premium children, excluding EHCPs and late joiners	90%

