



Hillside Primary School

EYFS Statement

Hillside Primary School is part of the Greenshaw Learning Trust.
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Early Years Report

Report from Rebekah Millward, Acting Headteacher for Governing Body meeting on 26.02.2025

Purpose

This report will provide a summary of the school's Early Years provision

Context

The Governing Body should have regard to the Early Years Statutory Framework to ensure that the school is meeting the school's legal requirements and is informed by the requirements set out in the document.

The Governing Body should ensure that their school is using the Trust Early Years Vision to develop and improve provision in their school so it is of the highest standard and providing our children with the best possible learning opportunities and outcomes in their early education.

The school Foundation Stage Statement is included as an appendix to this report and must also be published on the school website.

Recommendations to Governing Body

The Governing Body is recommended to:

- a. Consider the report and note the actions the school is taking to meet the requirements of the Early Years Statutory Framework.
- b. Approve the School's Foundation Stage Statement (appendix A)

Overview

Name of Early Years Leader: Claire McDonnell	
<p>In the school practice, are the statutory safeguarding requirements for early years followed in relation to:</p> <ul style="list-style-type: none"> ● Child protection ● Suitable people ● Staff ratios ● Key person arrangements ● Staff qualifications, training, support and skills ● First Aiders ● Health ● Behaviour ● Safety and suitability of premises, environment and equipment ● Information and record keeping ● Special educational needs (SEND) ● Risk assessments ● Supervision <p><i>(Note reference to Statutory Framework for Early Years)</i></p>	Y
Does your early years curriculum follow the learning and development requirements set out in the Statutory Framework for the Early Years Foundation Stage?	Y
Are the details of the Foundation Stage Statement published on the school website and are these up to date?	Y <i>The details on the EYFS page are up to date.</i>
Does the school Foundation Stage Statement include the GLT Early Years Vision?	Y
Are all staff and Governors aware of the Trust Early Years Vision with the high expectations stated in each area?	Y
How have you ensured you are implementing the Trust Early Years Vision?	<ul style="list-style-type: none"> ● <i>We ensure we get to know all children - understanding and responding to interests, strengths and needs using next steps and changing CP activities accordingly. This promotes a child centred approach to learning.</i> ● <i>We celebrate diversity by sharing experiences and cultures and promoting inclusion. Visual timetables, using some Matkaton and circle time.</i> ● <i>Each child is given time, space and support to express and manage their feelings. We have specific feelings areas and use 'The colour monster' to express feelings in different ways.</i> ● <i>Our classrooms are calm, engaging, welcoming spaces that encourage</i>

	<p><i>exploration, imagination and creativity. The areas are equipped with open ended resources which promote creative thinking, building on knowledge and skills according to individual learning needs.</i></p> <ul style="list-style-type: none"> ● <i>Our large outdoor area allows children to be independent, explore and learn in a different way to inside learning.</i> ● <i>Rolling snack (Reception) allows the children time to talk to each other about what interests them. This is often facilitated by an adult to model conversation and extend vocabulary. As this is part of our routine, the children sometimes facilitate it on their own, getting their own snack, plates, drinks and washing up afterwards. ‘Try it Tuesday’ is something we introduced to encourage children to try new foods and have discussions regarding this.</i> ● <i>Adults effectively communicate with all children depending on the needs of the child. We follow the ShREC approach to ensure high quality interactions and promoting the 3 M’s (making conversation, mark making and maths) in a way which engages and moves learning on. Adults spend time engaging in play - modelling, assessing, scaffolding and extending learning.</i> ● <i>We encourage all children to be independently learners during busy learning times, where children can independently choose their activity, accessing all resources they need to be creative, making decisions, negotiating and solving problems.</i>
<p>What staff training has been provided to ensure all adults are providing the high standard of interactions and facilitation of early years learning?</p>	<p><i>Staff have attended the following. If one member of staff attended, it was then fed back to the rest of the relevant team.</i></p> <ul style="list-style-type: none"> ● <i>ShREC training. (All)</i> ● <i>Total Communication Training (Pre-school)</i> ● <i>Play to learn Webinar (All)</i> ● <i>Evidence in Practise for Early Literacy (Reception) – Bristol Hub</i>

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	<ul style="list-style-type: none"> • <i>Helicopter Stories (All)</i> • <i>Communication Training for SEND</i>
According to the GLT Early Years Vision, which is your current area of focus for further development?	<i>Area of focus is Communication and Language specifically Speech and language</i>
What has been the impact of this focus?	<p><i>This year we are taking part in a trial with ELSEC (Early language support for Every Child)</i></p> <p><i>They have come to assess the children. They have looked at the results and offered staff training on different areas such as Makaton, working with parents,</i></p> <p><i>Pre-school is beginning a trial using Speech and language Link. They have currently got consent forms from parents and will begin assessing the children using this model.</i></p> <p><i>In addition to this, both Pre-school and Reception have assessed all the children and are providing interventions within areas needed. Progress has been made in some areas for some children. This is constantly being reviewed over time.</i></p>

Data for GLD	Data and Actions
% of children were on track for GLD according to the Reception Baseline for this academic year?	0% <i>Interventions put in place. GSA completed to ensure activities are available to target specific children.</i>
% of children are now on track (at GB4) for this academic year?	45% <u><i>GSA Dec 24</i></u> <i>Updated interventions</i> <i>GSA updated with new target areas</i>
Areas of learning which are the focus to support children reaching GLD and actions being taken to address this?	<u><i>GSA Feb 25</i></u> <i>Number</i> <i>Writing</i> <i>Fine Motor</i>

Appendix A:

[EYFS statement](#)

Appendix B:

Greenshaw Learning Trust Early Years Vision
<p>We are committed to providing the best possible early education for all our children in Greenshaw Learning Trust.</p>
<p>The unique child We want our children to be independent thinkers and effective communicators who are capable, confident and self-assured. We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.</p>
<p>Enabling environments We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think creatively and critically and develop problem solving skills.</p>
<p>Learning and development Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates. Adults provide high quality interactions, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently high quality learning opportunities that develop a rich vocabulary, practise and review skills and knowledge so that what children know, can remember and do is strong. Our children benefit from strong partnerships between all adults and parents/carers.</p>
<p>Characteristics of Effective Teaching and Learning Through playing and exploring we want children to be given opportunities to investigate activities with a 'have a go' attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.</p>