



Wildmoor Heath School

Early Years Foundation

Stage Statement

Wildmoor Heath School is part of the Greenshaw Learning Trust.

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Early Years Report

Report from Aimee Joseph, EYFS Leader, Wildmoor Heath School for Governing Body meeting on 2nd March 2026.

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

<p>Name of Early Years Leader: Aimee Joseph</p>	
<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>	<p>Y</p>
<p>Does your early years curriculum follow the learning and development requirements set out in the Statutory Framework for the Early Years Foundation Stage?</p>	<p>Y</p>
<p>Are the details of the Foundation Stage Statement published on the school website and are these up to date?</p>	<p>Y</p>
<p>Does the school Foundation Stage Statement include the GLT Early Years Vision?</p>	<p>Y</p>
<p>Are all staff and Governors aware of the Trust Early Years Vision with the high expectations stated in each area?</p>	<p>Y</p>
<p>How have you ensured you are implementing the Trust Early Years Vision?</p>	<p>GLT vision including in WHS EYFS vision - shared with EYFS staff</p>
<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>Quality of Interactions Shrec approach Stairs approach Chatterbugs - communication and language Regular supervision</p>
<p>According to the GLT Early Years Vision, which is your current area of focus for further development?</p>	<p>To improve children’s pencil grip, control, and pressure application in mark-making and early writing by implementing a structured fine motor intervention programme, improving outcomes in fine-motor and writing. <i>Handwriting progression document completed YrR-Yr6. Intervention programme put in pace with tracking of key</i></p>

	<p><i>children.</i></p> <p>To successfully implement the ChatterBugs communication and language intervention programme across Reception by establishing robust systems for screening, targeted support, and continuous staff development, thereby accelerating progress for children identified with early language needs. <i>Staff training completed and 4 children identified for communication and language support. Tracking shows progress in communication and language area of learning.</i></p> <p>To review, update, and fully embed policies and practices related to safer food preparation, handling, and management of dietary needs and allergies to ensure 100% compliance with the latest EYFS Statutory Framework requirements. <i>EYFS staff completed full paediatric first aid training.</i></p> <p>To support and develop the knowledge, confidence, and effectiveness of new EYFS staff through targeted CPD, mentoring, and regular supervision. <i>Weekly CPD focus and timetabled supervision sessions in place for all EYFS staff.</i></p>
<p>What has been the impact of this focus?</p>	<p>Impact in above statements</p>

<p>Data for GLD</p>	<p>Data and Actions</p>
<p>% of children were on track for GLD according to the Reception Baseline for this academic year?</p>	<p><i>Entry data (oct 2025)</i> <i>GLD 37%</i></p>
<p>% of children are now on track (at GB4) for this academic year?</p>	<p><i>Spring data (Feb 2026)</i> <i>GLD 77%</i></p>
<p>Areas of learning which are the focus to support children reaching GLD and actions being taken to address this?</p>	<p><i>Communication and language - chatterbugs intervention</i></p> <p><i>Pencil grip and control - fine and gross motor intervention</i></p> <p><i>Reading and Phonics - Little Wandle daily catchup and priority readers</i></p> <p><i>Self-regulation - zones of regulation</i></p>

Appendix A:

[Link to the EYFS page on the school website.](#)

Appendix B:

Greenshaw Learning Trust Early Years Vision
We are committed to providing the best possible early education for all our children in Greenshaw Learning Trust.
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.
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.
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.
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.

