

# Hunts Grove Primary Academy

# **Early Years Foundation**

# **Stage Statement**



## **Early Years Report**

Report from *Glenn Philcox, Headteacher, Hunts Grove Primary Academy*, for Governing Body meeting on 12/3/26.

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### **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:	
<p>In the school practice, are the statutory safeguarding requirements for early years followed in relation to:</p> <ul style="list-style-type: none"> <li>● Child protection</li> <li>● Suitable people</li> <li>● Staff ratios</li> <li>● Key person arrangements</li> <li>● Staff qualifications, training, support and skills</li> <li>● First Aiders</li> <li>● Health</li> <li>● Behaviour</li> <li>● Safety and suitability of premises, environment and equipment</li> <li>● Information and record keeping</li> <li>● Special educational needs (SEND)</li> <li>● Risk assessments</li> <li>● Supervision</li> </ul> <p><i>(Note reference to Statutory Framework for Early Years)</i></p>	<p>Y</p> <p><i>A formal system for supervision is being developed.</i></p>
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
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?	<i>EYFS lead attending Early Years Meetings. Liaison with Trust early Years Lead and Primary Director.</i>
What staff training has been provided to ensure all adults are providing the high standard of interactions and facilitation of early years learning?	<i>RWI Training Language Acquisition Total Communication Pedatric First Aid Training Chatterbugs Drawing Club</i>
According to the GLT Early Years Vision, which is your current area of focus for further development?	<i>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</i>

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	<i>their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.</i>
What has been the impact of this focus?	<i>Children are becoming more resilient in their learning and general outlook. Adults in provision push children to question everything and be curious.</i>

<b>Data for GLD</b>	<b>Data and Actions</b>
% of children were on track for GLD according to the Reception Baseline for this academic year?	52%
% of children are now on track (at GB4) for this academic year?	55%
Areas of learning which are the focus to support children reaching GLD and actions being taken to address this?	<p>Word Reading - Weekly Phonics monitoring from Phonics Lead.</p> <p>Writing - A focus for planning, providing opportunities for pupils in continuous provision.</p> <p>Self Regulation - adults in provision to encourage and motivate, use of class circles to discuss resilience.</p>

**Appendix A:**

[Early Years Statement](#)

**Appendix B:**

<b>Greenshaw Learning Trust Early Years Vision</b>
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.