

Local Authority School Improvement Partner Report 2025 - 2026

Ringway Primary School

Headteacher	Lisa Robson		
Chair of Governors	Kristian Marshall		
School Improvement Partner	Linda Taylor		
Dates of meetings	Autumn: 14 October 2025	Spring: 12 February 2026	Summer: 03 June 2026

Focus of the visits

Autumn term: End of year pupil outcomes for 2024/25, including 2025 published data and the rationale behind improvement priorities for 2025/26

Spring term: Writing, with a focus on curriculum, delivery and culture, linked to [The writing framework - GOV.UK 2025 guidance](#)

Summer term: Provision and practice across the different age groups in early years – joint visit with Early Years Consultant, Claire Johnson

Last Ofsted Inspection: **June 2024** (Graded)

Overall Effectiveness	Good	Quality of Education	Good	Behaviours and Attitudes	Good	Personal Development	Good	Leadership and Management	Good	Early Years	Good
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Inspection Areas for Improvement (AFIs)

- In a small minority of subjects, leaders have not sufficiently considered how pupils' disciplinary knowledge should develop and deepen through the programme of study. This means pupils do not build up their subject-specific knowledge and understanding in these subjects. The school should ensure that it develops the curriculum further in these subjects, so that pupils build up an increasingly sophisticated body of disciplinary knowledge.
- Some subjects are not taught consistently throughout the year. In these subjects, the curriculum design is not strong enough to help pupils to fully secure the most important knowledge in their long-term memory. The school should ensure that the curriculum is designed and delivered in such a way that supports pupils to embed key knowledge from all subjects.
- The school's curriculum does not fully support pupils' spiritual development. As a result, pupils have an insecure understanding of different religions, faiths and customs. The school should ensure that provision for pupils' spiritual development is strengthened so that pupils are fully prepared for life in modern Britain.

Link to the school's Ofsted page: [Ringway Primary School - Find an Inspection Report - Ofsted](#)

The report is also published on the school's website: [Ringway Primary School - Latest Ofsted Reports](#)



The school currently regards its strengths to be:

- Strengths in teaching early reading and maths give children secure foundations for future learning, which are built upon as they go through school, so that pupils are well prepared for secondary school.
- Children get off to a strong start in all the areas of learning in early years. They are well prepared for year 1 and the national curriculum programmes of study in key stage 1.
- Pupils with special educational needs and/or disabilities (SEND) are well supported to access the curriculum and achieve well from their relative starting points.
- Pupils are well behaved and demonstrate good manners. They are enthusiastic about learning and show respect for all those around them. They say that they enjoy school and attendance is high.
- The school provides a wide range of opportunities that support pupils' wider development and enrich their learning, including activities to help build pupils' self-confidence and perseverance, as well as to appreciate the importance of teamwork and collaboration. PSHE and RE lessons also contribute to personal development by exploring different opinions and beliefs.
- The Headteacher has built a committed staff team, who are proud to work at the school. They ensure that Ringway Rainbow Respect values permeate all aspects of school life (Respect / Equality / Self-Belief / Perseverance / Excellence / Creativity / Teamwork and Collaboration).
- Governors carry out their responsibilities diligently, supporting the Headteacher in her commitment to provide the best possible education and care for all pupils.
- Subject leaders - Staff are enthusiastic and set high standards for teaching and learning in their subject, which encourages staff and pupils to have high expectations in every subject.
- The arrangements for safeguarding are effective. Staff use their safeguarding training and knowledge of the local community to keep pupils safe. Pupils say that they feel safe in school and they know how to keep themselves safe, including when online.

The school currently regards the areas for development to be:

The school has identified the following priority areas for 2025/26:

- To review the maths curriculum, ensuring that all National Curriculum objectives are covered effectively across school, using a variety and range of quality resources and with a focus on fluency
- To further embed primary careers education across the full curriculum and all key stages, utilising local and regional links where possible and appropriate
- To extend the current early years offer by developing a new 2-year-old nursery provision that meets all the requirements of the 2025 [EYFS statutory framework for group and school-based providers](#)
- To review the writing curriculum and its implementation, taking into account the recommendations of [The writing framework - GOV.UK](#) 2025 guidance

Contextual data



	National 2024/25	Autumn	Spring	Summer
Current number on roll	272	188 from reception to year 6, 18 Nursery and 12 2-year olds = 218 pupils in total	196 from reception to year 6, 30 Nursery and 13 2-year olds = 239 pupils in total	202 from reception to year 6, 34 Nursery and 16 2-year olds = 252 pupils in total
Overall attendance (Reception to Year 6)	94.8%	93%	93%	93%
Pupils with persistent absence (Attendance less than 90%)	13.5%	22% (41 pupils) All due to term time holidays	17% (34 pupils)	17% (33 pupils)
Pupils with severe absence (Attendance less than 50%)	0.89% Autumn 2024	0% (0 pupils)	0% (0 pupils)	0% (0 pupils)
Attendance: Free School Meals	92.1%	90% (41 pupils)	91% (42 pupils)	91% (45 pupils)
Attendance: EHC plans	89.5%	91% (5 pupils)	83% (5 pupils)	82% (5 pupils)
Attendance: SEN Support	92.8%	90% (29 pupils)	91% (28 pupils)	89% (29 pupils)
Pupils with an EHC plan	3.5%	2.3% (5 pupils)	2.1% (5 pupils)	2.4% (6/252 pupils)
Pupils with SEN Support	14.8%	13.3% (29 pupils)	11.7% (28 pupils)	11.5% (29/252 pupils)
Pupils receiving Free School Meals	24.7%	21.8% (41 pupils)	21.4% (42 pupils)	22.3% (45/202 pupils)

Length of the school week	32 hours and 30 minutes (32.5 hours)	There is a non-statutory expectation of a 32.5 hour minimum core school week. DfE Guidance: Length of the school week - non-statutory guidance
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Reminders for the Headteacher

The School Improvement Partner (SIP) and Headteacher discussed the following statutory duties and recommendations:

- **Safeguarding:** The Headteacher confirmed that all staff have read [Keeping children safe in education 2025: part one information for all school staff](#) and all governors have been provided with the full document [Keeping children safe in education 2025](#). The school's Safeguarding and Child Protection policy has been reviewed in line with the 2025 statutory guidance and is published on the school website: [Ringway Primary School - Policies](#), along with details of the school's safeguarding team. The school uses an external provider (Clennell Education Solutions) to support its protocols and practice.
- **Accessibility:** The school's accessibility plan for 2025 to 2028 is published on its website ([Ringway Primary School - Policies](#)). It was reviewed in September 2025, to check that it meets all the requirements of the Equality Act 2010 and to ensure that objectives are challenging and continue to reflect the main accessibility challenges that the school faces.

- **Equality:** Equality information is also published on the school website: [Ringway Primary School - Equality](#), including annual equality data for 2025 and equality objectives for 2024 to 2028. The equality objectives form an integral part of the school development plan, to ensure that staff and governors are fully aware of them and to enable them to understand how close the school is to achieving them.
- **School Website:** The Headteacher updates the school website ([Ringway Primary School - Home](#)) regularly and the Clerk to Governors completes an annual compliancy check. In addition, one of the school's governors also checks the website each term to ensure that it is fully compliant with the most DfE statutory guidance: [What maintained schools must or should publish online - GOV.UK](#).
- **Parent View:** There were 0 responses in the 2024/25 academic year: [Ringway Primary School | Ofsted Parent View](#). To gather parental and pupil opinion, the school conducts its own surveys annually in the spring term. The results of these surveys are published on the school website: [Ringway Primary School - School Surveys](#)
- **Ofsted:** The Headteacher is aware that there are specific documents that schools must provide for an Ofsted inspection: [Inspection information](#).

Autumn term

2025 END OF YEAR PUPIL OUTCOMES AND PUBLISHED DATA

Early Years Foundation Stage:

- In 2025, the proportion of children in reception who achieved a Good Level of Development (GLD) was 70%, up from 67% in 2024. This means that 19 of the 27 children in the school's 2025 reception cohort achieved the Early Learning Goals (ELGs) required to achieve a GLD, demonstrating that they had the knowledge and skills they need for the next stage of education in year 1. The national average was 68%. The government's strategy for improving child development [Giving every child the best start in life](#) sets out the ambition that 75% of 5-year-olds in England have a GLD by 2028.
- There were 17 girls and 10 boys in this reception cohort; the percentage of girls achieving a GLD was significantly higher than the percentage of boys (82%/50%).
- 2 children in this cohort were receiving free school meals and both of them achieved a GLD.
- 5 children in the reception cohort have SEN; 2 of those 5 children achieved a GLD.
- The highest outcomes were in Physical Development, with 25 of the 27 children achieving the ELGs in Gross motor skills and Fine motor skills.
- The lowest outcomes were in Word Reading and Writing, which were also both lower than the national averages in these ELGs.
- 8 children did not achieve a GLD at the end of their reception year, however internal assessments show that all of these children made significant progress from their differing starting points. Additional support and targeted interventions are in place for these 8 children, who are now in year 1, including additional daily phonics and 'Mastering Number' sessions.

Key Stage 1 Phonics:

- In the 2025 phonics check, 14 of the 17 pupils in year 1 (82%) met the expected standard in phonic decoding, lower than attainment at the school in 2024 (90.5%), but still above the national average of 80%. The pass mark for the phonics check was 32 out of 40 and the average mark at Ringway was 32.4, down from 35 in 2024.
- There were 12 girls and 5 boys in this year 1 cohort; a similar proportion met the expected phonics standard (83% girls / 80% boys)



- Of the 5 pupils receiving free school meals in this cohort, 4 met the phonics standard, which is a higher proportion than that seen nationally. In 2025, 67% of disadvantaged pupils met the expected standard in the phonics screening check in year 1.
- 2 pupils in the 2025 year 1 cohort have SEN, including one with an education, health and care plan (EHCP); both pupils met the phonics standard.
- The 3 pupils, who did not meet the expected standard, are currently receiving additional support in year 2, including daily 1:1 phonics sessions.
- 4 pupils in year 2 (including one with SEN support), who did not meet the expected phonics standard at the end of year 1, were screened again and 2 of those pupils met the standard, meaning that 23 of the 25 pupils in year 2 (92%) met the phonics screening check standard by the end of key stage 1, above the national average of 89%. Targeted reading support is in place for the remaining 2 pupils, who are now in year 3, in addition to the specific support that is in place linked to their individual special needs.

Year 4 Multiplication Check:

- At the end of year 4, 28 pupils took the national multiplication tables check to test whether they could recall their times tables fluently. 7 of those 28 pupils (25%) scored full marks, similar to attainment at the school in 2024 (27%) and the average attainment score for the cohort was 20.3, again similar 2024 (20.7). The national average score was 21 and the national full marks figure was 37%.
- 10 pupils in the 2025 year 4 cohort have SEN, including one with an EHCP.

End Of Key Stage 2:

- In 2025, 20 of the 30 pupils in year 6 (67%) achieved the expected standards set for pupils leaving primary school and moving onto their next stage of education in all 3 areas of reading, writing and maths (combined), with 5 of those pupils (17%) achieving the higher standards combined. The national averages were 62% at the expected standards combined and 8% at the higher standards combined.
- There were 15 girls and 15 boys in this cohort; whilst the percentage of girls meeting the expected standards combined was higher than the percentage of boys (73%/60%), a lower proportion of girls met the higher standards combined (13%/20%),
- 5 of the 9 pupils in receipt of free school meals met the expected standards combined, with one of these pupils achieving the higher standards combined; these are higher proportions than those seen nationally.
- 7 pupils in the 2025 year 6 cohort have SEN, including one with an EHCP; 3 of these pupils met the expected standards combined.
- The government recognises that year 6 pupils, who took assessments in summer 2025, had experienced disruption to their learning during the COVID-19 pandemic, particularly at the end of year 1 and in year 2. Progress measures will not be published for the 2024/25 academic year, as pupils in year 6 did not have assessments at the end of key stage 1, due to the pandemic.
- Reading: In the 2025 key stage 2 reading test, the proportion of year 6 pupils demonstrating that they could read with fluency and comprehension appropriate to their age was in line with the national averages. 25 of the 30 pupils in year 6 (83%) met the expected standard in reading, with 14 of those pupils (47%) achieving the higher standard, both higher than the national averages of 75% and 33%. The school's 2025 key stage 2 reading average scaled score of 106.5 was also higher than the national figure of 106.
- The percentage girls of meeting the expected standard in reading was significantly higher than the percentage of boys (93%/73%). The percentage of girls achieving the higher standard was also significantly higher than the percentage of boys (60%/33%).
- 6 of the 9 pupils in receipt of free school meals met the expected standard in reading, including 3 pupils who achieved the higher standard.



- 3 of the 7 pupils with SEN met the expected standard in reading, including 2 pupils who achieved the higher standard.
- Writing: Teachers assessed that 21 of the 30 pupils in year 6 (70%) met the end of key stage 2 expected standard in writing, with 5 of those pupils (17%) achieving at greater depth than the expected standard. The national averages were 72% and 13%.
- Whilst the percentage of girls meeting the expected standard in writing was significantly higher than the percentage of boys (80%/60%); a lower proportion of girls achieved at greater depth (13%/20%),
- 5 of the 9 pupils in receipt of free school meals met the expected standard in writing, including one who achieved at greater depth.
- 3 of the 7 pupils with SEN met the expected standard in writing.
- Grammar, punctuation and spelling: In the key stage 2 English grammar, punctuation and spelling test, 22 of the 30 pupils in year 6 (73%) met the expected standard, with 9 of those pupils (30%) achieving the higher standard, in line with the national averages of 73% and 30%. The school's 2025 grammar, punctuation and spelling average scaled score of 104.4 was lower than the national figure of 105.
- The percentage of girls meeting the expected standard in grammar, punctuation and spelling was higher than the percentage of boys (80%/67%), as was the percentage achieving at the higher standard (33%/27%).
- 5 of the 9 pupils in receipt of free school meals met the expected standard in grammar, punctuation and spelling, with 2 of those pupils achieving the higher standard.
- 3 of the 7 pupils with SEN met the expected standard in grammar, punctuation and spelling, including one who achieved the higher standard.
- Maths: In the 2025 key stage 2 maths test, 21 of the 30 pupils in year 6 (70%) met the expected standard, demonstrating that they could apply their mathematical knowledge appropriately for their age, with 14 of those pupils (47%) achieving the higher standard. This is below the national average at the expected standard of 74%, but above the national higher standard average of 26%. The school's 2025 key stage 2 maths average scaled score of 104.9 was in line with the national figure of 105.
- The percentage of girls meeting the expected standard in maths was higher than the percentage of boys (73%/67%). The percentage achieving the at the higher standard was the same for girls and for boys.
- 5 of the 9 pupils in receipt of free school meals met the expected standard in maths, with 2 of those pupils achieving the higher standard.
- 3 of the 7 pupils with SEN met the expected standard in maths, including one who achieved the higher standard.
- Science: Teachers assessed that 22 of the 30 pupils in year 6 (73%) met the end of key stage 2 expected standard in science, higher than the national average of 82%. There is no higher standard for science.
- 15 of the 30 pupils in receipt of free school meals (50%) met the expected standard in science.
- 10 of the 30 pupils with SEN (33%) met the expected standard in science.

Next steps:

The findings and recommendations from these DfE publications could be useful for leaders when reflecting on provision and practice:

- [The reading framework - GOV.UK](#)



- [Telling the story: the English education subject report - GOV.UK](#)
- [Strong foundations in the first years of school - GOV.UK](#)
- [The writing framework - GOV.UK](#)

The school may also find it useful to explore:

- Education Endowment Foundation (EEF) reports that summarise the best available research evidence on different aspects of teaching and learning, along with recommendations for practice: [Guidance reports | EEF](#)
- Research Schools Network examples of research evidence in practice: [Clips from the Classroom | Research Schools Network](#)

Spring term

The spring SIP visit focussed on progress towards one of the school's main priorities for 2025/26: To review the writing curriculum and its implementation, taking into account the recommendations of [The writing framework - GOV.UK](#) 2025 guidance.

Based upon evidence from a learning walk throughout school with school leaders, talking to pupils about the work in their books, looking at examples of writing in different areas of the curriculum and discussions with staff, the following points were evident:

- The English subject leader has carried out a detailed evaluation of the school's writing curriculum and practice using the audits contained within [The writing framework](#). As a result, school leaders are clear about strengths in the school's approach to the teaching of writing and have identified where further development is required. To support staff CPD about the different audit areas, the English leader has registered to access English Hub webinars. The school might also find the DfE webinar about the writing framework useful: [Writing Framework Webinar for Leaders](#)
- In early years, staff develop children's capability and motivation to write, with a focus on oral composition at first, by supporting children to articulate their ideas and structure them in speech before writing anything down. Staff in early years provide clear scaffolds for the structure of written language and model how to construct simple sentences. They plan a wide range of opportunities for children to communicate through writing and develop children's motivation to write, e.g. children were keen to talk and write about the penguin eggs that they have been looking after.
- Children in early years are supported to develop the foundations of an accurate, efficient handwriting style. Spelling and letter formation is taught as letters are introduced in the Read, Write, Inc. (RWI) phonics sessions, so that children can practice writing the graphemes they have been taught. Staff monitor the product and process of children's handwriting, providing additional support as necessary.
- In key stage 1, staff develop pupils' wider understanding of language and use of vocabulary. Teachers promote fluent written transcription skills by providing regular purposeful practice and explicitly teaching spelling. Pupils are taught to use strategies for planning and monitoring their writing, including drafting, editing, revising and sharing their work. Teachers introduce these writing strategies using modelling and structured support, which is gradually reduced as pupils become more competent and are able to complete the activities independently.
- Key stage 1 pupils are also taught written transcription skills through handwriting practice and explicit teaching of spelling linked to RWI phonics and those spellings that are most relevant to the topic or genre being taught at the time. This year, pupils in year 1 are having explicit handwriting lessons using the handwriting scheme, which is linked to RWI phonics. Staff report that pupils are responding positively to the visual elements of the new scheme, e.g. the 'jam and sponge' approach to teaching the positioning of different letters.



- Within RWI lessons, pupils are taught to 'hold a sentence' and dictation is used to support spelling, using words which contain the letter-sound correspondences that have been taught. Displays around school show how pupils are using the strategies taught in RWI (e.g. 'special friends' and 'hold a sentence') in their writing across the curriculum.
- In key stage 2, staff continue to extend pupils' vocabulary by explicitly teaching new words in context and providing opportunities to use those new words. Pupils are taught writing composition strategies through modelling and scaffolded practice in each component of the writing process.
- Teachers also show pupils how to adapt their writing for different audiences and purposes. Older pupils compose writing in different forms/genres/styles and for a range of purposes/audiences across the curriculum, e.g. history books provided evidence of opportunities for pupils to use the writing skills that they had been taught in their English lessons.
- Pupils in key stage 2 are supported to develop fluent transcription skills through the explicit teaching of handwriting, spelling and sentence construction. The Nelson handwriting scheme is implemented throughout key stage 2, providing a consistent, sequential approach to the teaching of handwriting.

Overall

- There is a clear focus on the importance of spoken language to support transcription skills. Teachers routinely incorporate time for talk into lessons, so that pupils can say sentences aloud and rehearse them, before going on to transcribe them.
- The foundations of writing (transcription), including handwriting and spelling, are taught sequentially. Handwriting practice prioritises correct grip, posture at the table, letter formation and spacing, before moving to joined writing.
- Once transcription skills are secure, there is an emphasis on composition, including grammar, punctuation and vocabulary, to support pupils to understand sentences. Teachers ensure that sentence structure and grammar is taught within context, by planning meaningful writing tasks and providing pupils with a clear purpose or audience for their writing. As pupils become more fluent, teachers introduce planning, drafting, editing and sharing, using scaffolds and teacher modelling matched to the task.
- Pupils who need support with transcription or sentence-writing and who find writing challenging are discussed at termly pupil progress meetings. Staff are expected to use their 'quality first teaching' to implement classroom teaching strategies that improve the literacy capabilities of the whole class. For the small number of pupils who require additional support, teaching assistants deliver structured evidence-based interventions out of class, e.g. 'Fresh Start' and 'Get Writing' activities linked to the RWI phonics programme and 'Clicker' to support SEND pupils with their writing, using speech, word prediction, symbols and pictures.
- To encourage a positive writing culture, teachers use the 'Star Writer' display to celebrate pupil's achievement in writing and to publish their work for others to read. There are also planned opportunities for independent writing throughout the school year, when pupils are free to choose what they would like to write about within the specified genre. During the learning walk, pupils were fully engaged in their various writing tasks and were very keen to talk about their ideas and share their writing.

Next steps:

- The school has identified that writing in reception will be the main focus for further development this year; staff will be working with colleagues in the Hartford Alliance of schools to strengthen this aspect of writing. The school may also find it useful to access some of the resources from the [Reception quality webinar series: autumn 2025 - Case study - GOV.UK](#), e.g. Session 4: 'Embedding a language-rich environment and supporting early writing'

focuses on how strong communication and language foundations drive later attainment, relationships and wellbeing. The [English Hubs Early Language Audit](#) is referenced throughout this webinar.

Summer term

The focus for the summer term visit was provision and practice in early years, linked to one of the school priorities for 2025/26: To extend the current early years offer by developing a new 2-year-old nursery provision that meets all the requirements of the EYFS statutory framework.

Following a successful application for a DfE school-based nursery grant, the school has set up a new provision for 2-year-olds in the old caretaker's house on site and extended its hours, so that families can access full day provision. The house has been fully renovated and expanded, with areas designed to specifically meet the developmental needs of 2-year-olds.

Children in nursery and reception are also in new learning spaces, as the school moved into a new building at the start of the summer term 2026.

During the visit, the LA Early Years Consultant and the SIP spent time with the 2 year olds, in nursery and in reception, along with the Headteacher and early years staff, to explore how provision in early years is meeting the needs of all children from age 2 through to reception.

The Headteacher reports that pupil numbers are strong across early years; there will be no spaces in the reception class in September, as all 30 places have been accepted and waiting lists are operating for places in the 2 year olds provision and in nursery.

Inclusion

- Provision and practice have been developed to enable all children to have an equal chance of success. Staff carry out detailed observations of learning that enable them to plan for children's differing needs and to provide experiences linked to their interests and abilities.
- The youngest children have been allocated a key person, which helps them to develop relationships and feel safe through the support they receive from their familiar adult.
- The school is fully inclusive. Children promptly receive any extra help that they need, so that they can progress well in their learning and any special educational needs and/or disabilities (SEND) are identified quickly.

Curriculum

- The curriculum is fully in line with the DfE [EYFS statutory framework for group and school-based providers](#). Detailed plans show everything that the school wants children to learn in early years, with a central focus on developing communication and language skills. Leaders intend to revisit medium term plans in the next academic year, to ensure that there is an explicit focus on the sequencing of small steps that build children's learning over time. The school will also be working with the Hartford alliance to explore how to improve children's early writing (transcription) skills.
- There is a strong emphasis on communication, language and literacy throughout early years, with staff providing a language rich environment, in which children can explore a wide variety of stories and a range of vocabulary. In nursery, staff use the 'Tales Toolkit' to support oracy, storytelling, and early literacy development; this is embedded across the provision, including in the small world areas to extend learning and play. Going forward, staff intend to introduce the 'Drawing Club' approach into reception to extend the progression of literacy skills, following on from the 'Tales Toolkit'.



- The curriculum has also been designed to support children to become independent learners, who can demonstrate self-care, resilience and confidence. Clear routines have been developed across early years to provide security and support children's transition into key stage 1.

Teaching Methods

- During the SIP visit, children in the 2 year old provision, in nursery and in reception were highly engaged in their learning, supported by staff, who were responsive and attuned to their needs.
- Staff use a range of different approaches to enable every child to make progress in their learning, with children's needs, abilities, strengths and areas of development factored into the activities and opportunities provided. Children learn through play, by adults modelling, by observing each other, through guided learning in groups and through direct teaching as they get older. Activities are differentiated to provide challenge and support to help all children learn and make progress from their starting points.
- Staff organise the environments carefully to facilitate high-quality play, including spaces for children to invent their own play, where adults can join in to sensitively support and extend children's learning. Once the old school building has been removed, leaders will focus their attention on developing continuous provision within the outdoor learning environment.

Assessment

- The school has developed an assessment booklet for each child, which is used throughout early years, along with the NCC School Readiness Passport.
- Staff understand child development and are clear about what they want children to know and to be able to do; they use this understanding and their detailed knowledge of the children to plan how to make learning secure and excite children to learn more.
- Assessments are purposeful and used to guide children's learning and development. They also highlight whether a child needs extra help or has a special educational need.

Self-regulation and executive function

- Children are encouraged to talk about their thoughts and feelings. Staff look for opportunities to narrate and role model the Ringway Rainbow Respect (Respect / Equality / Self-Belief / Perseverance / Excellence / Creativity / Teamwork and Collaboration) values. Learning tasks are also designed to develop resilience, increase understanding of cultural diversity and promote aspirations.
- Staff plan activities to develop children's ability to self-regulate, through providing experiences that require them to hold information in their mind, to focus their attention, to think flexibly and to plan what to do next.
- There is also a clear focus on language development to support self-regulation, with role play, imaginative play and stories providing opportunities for children to focus their thinking and find solutions to their problems. Circle times are also used as time to model appropriate responses and methods children can use to calm themselves and manage their emotions.

Next Steps:

- Consider the recommendations from [Strong foundations in the first years of school - GOV.UK](https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school) when reviewing curriculum planning.

- Check that progression documents and the school's assessment booklet explicitly break down how foundational knowledge (Executive function; Communication and language; Early reading; Early writing - transcription; and Early mathematics) builds from age 2 to nursery to reception and feeds into the key stage 1 curriculum.
- Reflect on how the outdoor learning environments for 2 year olds, nursery and reception, facilitate learning and support curriculum delivery.
- Refresh staff training on the EEF '[ShREC' approach](#) to delivering high quality interactions through 4 key elements (Share attention, Respond, Expand and Conversation), with a focus on the role of the adult within each of the areas of continuous provision and how the resources and interactions change from age 2, to nursery and into reception.

The Early Years Consultant has offered support with these actions during the autumn term 2026.

Emerging questions

- What is the impact of the Mastering Number programme and the school's work with the Great North Maths Hub, on pupils' mathematical fluency?
- What is the impact of changes made to staff deployment, linked to the EEF research evidence ([Making Best Use of Teaching Assistants | EEF](#))?

TO BE COMPLETED BY THE HEADTEACHER

Other information to note/feedback

Autumn term:

Thank you to Linda for your continued support, it was lovely to be able to show you around the new build so far, a very exciting year ahead for us.

Spring term:

Thank you for a positive visit focused on writing. We truly appreciate your support and advice.

We're looking forward to our first visit in the new build in the summer term!

Summer term:

Thank you to Linda and Claire, some very useful discussions helping us to identify some school priorities for the new school year, in line with developing our new EYFS areas.

Requests to the LA for further support

Autumn term:

We have really appreciated the support from the Early Years Team when setting up our new 2 -year -old provision, this has been extremely beneficial and something we hope can continue throughout the year.

Spring term:

None

Summer term:

We discussed possibly some EYFS training for all staff.