Redcastle Family School SIDP 206-2028: EYFS

VISION STATEMENT

Our Nursery and Reception provision offers a safe, nurturing, and inspiring start to every child's education. We are committed to creating an inclusive early years environment where children feel valued, confident, and eager to explore. Through warm relationships, skilled interactions, and a curriculum rooted in curiosity and play, we ensure every child develops the foundations needed for lifelong learning.

We deliver a rich, ambitious EYFS curriculum that reflects our community, promotes independence, and supports strong progress from each child's starting points. Our staff are highly skilled in early identification of need and provide timely, targeted support—including for children with emerging or diagnosed SEND—so that every child receives the right help at the right time.

We work in close partnership with families, recognising parents as children's first educators and ensuring they feel informed, involved, and supported. Our Nursery and Reception teams collaborate seamlessly to secure smooth, confident transitions into school life, building children's resilience, communication, and readiness for the next stage of learning.

As part of our maintained primary school, our vision is for every child to leave Nursery and Reception happy, secure, and equipped with the essential skills, attitudes, and confidence needed to flourish throughout their school journey and beyond.

SCHOOL EVALUATION

The school has continued to strengthen and expand its provision across all year groups within the EYFS framework. Leaders use contextual data and comparisons with similar settings to set and achieve aspirational targets, ensuring that provision is well-resourced and responsive to children's developmental needs. Investment in **new EYFS equipment** and targeted interventions has enhanced all areas of the ELGs, including a renewed focus on gross and fine motor development as part of the EYPP review. Interventions for communication and early speech continue to secure accelerated progress and address contextual barriers that have historically limited attainment. As a result, the school's GLD has remained well above national for the past four years, with 83% of children achieving the standard this year—more than 25% above the DfE's contextual prediction.

The school continues to identify that children entering directly into Reception, rather than progressing from our Nursery, often demonstrate lower levels of focus, engagement, and communication skills. This cohort also routinely includes a significant number of children with **undiagnosed SEND**, making assessment, identification of need, and implementation of support challenging to complete within a single academic year. In response, the school expanded its Nursery provision to include

two-year-olds, enabling earlier assessment, timely access to external services, and more effective pathways of support. Earlier engagement with parents to discuss **developmental strategies** has been positively received by the local community, and within one term of opening (January), the Nursery reached full capacity.

The revised EYFS structure has increased the quality of teaching and ensured consistency in practice across all adults. Through the use of external support services, leaders have strengthened provision so that staff are effective in both continuous provision and the delivery of a wide range of appropriate interventions. This remains a priority as leaders monitor the impact of these developments on all children, including specific vulnerable groups, as they transition into Reception and subsequently into Key Stage 1.

Leaders are **highly effective in quality assuring** the impact of education and care in the early years. A robust cycle of monitoring, coaching, and reflective supervision ensures that practice is continually evaluated and improved, with rapid and sustained enhancements made whenever necessary. Staff consistently maximise opportunities for **high-quality interactions**, using skilled questioning and sustained shared thinking across both structured learning and informal routines. Adults proactively seek out children who engage less readily, ensuring equitable access to rich language, social development, and personalised support. As a result, children experience consistently strong teaching, responsive care, and a highly enabling environment that promotes rapid progress for all groups.

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**

Strategic Leadership of Early Years	**2026-2027**	**2027-2028**
Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.		
Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Annual review and refinement of the EYFS Policy and Operational Guide to ensure consistent expectations across Nursery and Reception, fully incorporating recent CPD, intervention	Conduct an annual review of the EYFS Policy to ensure expectations remain consistent across Nursery and Reception.	Autumn term	EYFS Lead	EYFS policy
	Refine the Operational Guide each year to incorporate new CPD learning, intervention developments and achievement priorities.	Autumn term	EYFS Lead	Operational guide

developments, and achievement priorities.	Integrate recent CPD, intervention changes and curriculum priorities into all EYFS documentation.	Spring term	EYFS Lead	
	Provide staff with updated, clear documentation that supports consistent implementation of EYFS expectations.	Autumn term	EYFS Lead	Timetable Phase meetings Operational guide EYFS policy
Ensure outcome reviews directly inform environment-development actions to enhance external learning spaces from Nursery through to Reception.	Nursery and Reception outdoor learning plans are thoroughly reviewed using outcome data and observations from practice	Termly	EYFS Lead Nursery teachers	Learning walks
	Revise outdoor planning to strengthen provision, ensure they meet children's emerging needs.			Outdoor audit
	Identified areas for development (e.g., communication zones, motor-skill spaces, sensory areas) are enhanced in line with children's assessed needs.	Half termly	Nursery teachers	
	Monitoring feedback and ensure changes to outdoor provision lead to improved engagement, independence, and progress.	Phase meetings	EYFS Lead	
	Identify relevant training events on outdoor learning and book staff onto these.	Throughout the year	EYFS lead	Book training
	Complete parent surveys and review to monitor satisfaction with outdoor			
	learning opportunities and the quality of EYFS environments.	Termly	HT EYFS Lead	Create survey
	Review EYFS data to identify measurable gains in communication and language, PSED, and physical development.	Half termly	EYFS lead Nursery Teachers	
Establish a structured review schedule for the two-year-old provision to ensure full	Establish and maintain a termly quality-assurance schedule for evaluating the effectiveness of the two-year-old provision.	Termly	EYFS Lead Nursery Teachers	Monitoring timetable

alignment with school expectations and the statutory EYFS framework at both local and national levels.	Monitor safeguarding, ratios, curriculum intent and assessment to confirm full alignment with EYFS statutory requirements.	Half termly	EYFS Lead	
	Standardise routines, expectations and environment design to ensure continuity from age two through to Reception.	Autumn term 1	EYFS Lead Nursery Teachers	
	Use outcome data to identify focus areas and implement targeted strategies to improve communication, language, PSED and motor development.	Half termly	EYFS Lead Nursery Teachers	Insight – assessment tracker
	Improve early identification of SEND and emerging needs through consistent monitoring, timely referrals and clear support pathways.	Termly	SENCO EYFS Lead Nursery Teachers	
	Provide CPD and operational updates informed by review outcomes to strengthen staff practice and confidence.	Throughout the year	EYFS staff	Book training
	Use parent feedback to refine communication, routines and support systems within the two-year-old provision.	Termly	Nursery teachers	Parent surveys

Early Years Teaching & Learning	**2026-2027**	**2027-2028**
Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary..		
Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children..		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Monitoring, Feedback,	**Structure Phase leader & Monitoring Key children SEN,**			
Apply a structured monitoring and development schedule that	Implement a termly schedule to review provision, interventions and progress for key children and vulnerable groups.	Termly	SENCO EYFS Lead Nursery teachers	

incorporates relevant CPD and training to ensure the needs of key children and vulnerable groups are consistently met.				
	Use monitoring outcomes to directly shape CPD, ensuring staff develop the skills needed to support vulnerable pupils effectively.	Throughout the year	EYFS Lead	Book training
	Ensure staff apply agreed strategies and interventions consistently across EYFS and KS1, evidenced through learning walks and coaching.	Weekly	EYFS Lead	
	Review interventions regularly and refine delivery to secure measurable Improvements in communication, PSED and early SEND indicators.	Half termly	SENCO EYFS Lead Intervention Lead	Phase meetings Learning walks
	Improve early identification of emerging needs through consistent monitoring, timely referrals and clear support pathways.	Throughout the year	SENCO EYFS Lead Nursery teachers	SEND learning walks
	Provide targeted CPD and coaching that increases staff confidence in supporting key children and vulnerable groups.	Autumn 2	SENCO EYFS Lead	CPD TBC
	Use assessment data to track vulnerable pupils closely and implement strategies that reduce the number of children below expected levels	Half termly	EYFS Nursery teachers	Insight – assessment tracker

Early Years Curriculum	**2026-2027**	**2027-2028**
Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.		
Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children..		
Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Ensure the Annual Curriculum Review leads to an increased range of contextual learning experiences and improved coverage of key curriculum areas identified through school and national data.	Embed priority areas identified through internal and national data into long-term and medium-term planning.	Autumn term	EYFS Lead	Insight, Children lists
	Use assessment information to refine teaching approaches and secure improved progress and attainment	Half termly	Class teachers	Phase meetings
	Monitor coverage and progression through subject leader reviews, book looks and pupil voice to ensure consistency in focus areas.	Weekly	EYFS Lead	Book training
	Provide CPD and coaching that strengthens staff confidence in delivering contextualised learning and enhanced curriculum content.	Throughout the year	EYFS Lead	Pupil voice surveys
	Develop contextual learning experiences that increase pupil enjoyment, motivation and understanding, evidenced through pupil voice	Autumn term	EYFS Lead Nursery teachers	
	Revise curriculum documentation to reflect strengthened coverage, contextual links and improved progression pathways.	Autumn term	EYFS Lead Nursery teachers	
Implement a structured training schedule to ensure the intervention matrix is consistently understood, applied, and achieved across all phases.	Establish a termly training programme outlining expectations for intervention delivery, recording and review.	Autumn term	EYFS Lead Nursery teachers	Timetable
	Ensure staff apply the intervention matrix consistently, evidenced through monitoring, coaching notes and pupil progress meetings.	Throughout the year	Nursery teachers Class teacher	Intervention log
	Conduct fidelity checks to ensure interventions are delivered accurately and aligned with pupil need.	Throughout the year	EYFS Lead	

	Review intervention data regularly and refine delivery to secure measurable improvements in targeted pupils' progress.	Weekly	EYFS Lead	Phase meetings
	Ensure ILPs, intervention plans and tracking systems reflect consistent use of the matrix and are updated following each training cycle.	Termly	SENCO EYFS Lead	Timetable SENCO meeting
	Improve early identification and referral processes through more accurate intervention use and increased staff understanding.	Autumn term	SENCO EYFS Lead	
	Provide targeted CPD that increases staff clarity and confidence in selecting, delivering and evaluating interventions.	Throughout the year	EYFS Lead	Book training

EYFS Achievement	**2026-2027**	**2027-2028**
Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Track the progress of vulnerable groups and evaluate the impact of interventions to ensure all children reach expected levels of development or receive targeted support to achieve this.	Track vulnerable groups consistently through termly data cycles to identify pupils requiring additional support.	Termly	Nursery teachers Class teacher	Insight assessment tracker
	Review intervention outcomes regularly to secure measurable improvements in targeted pupils' progress.	Weekly	EYFS Lead	Phase meeting
	Deliver timely, appropriate interventions for pupils not yet meeting expected developmental levels.	Weekly	Nursery teachers Class teacher	

	Use assessment data to refine provision and secure accelerated progress across EYFS and KS1.	Half termly	EYFS Lead Nursery teachers Class teacher	Insight assessment tracker
	Embed consistent use of assessment information and intervention pathways across all year groups.	Autumn term	SENCO	Monitoring
	Strengthen early identification and referral pathways through improved monitoring and intervention accuracy.	Spring term	EYFS Lead	timetable
	Provide CPD that increases staff confidence in tracking progress and selecting appropriate intervention	Throughout the year	EYFS Lead	Book training

EYFS Transition	**2026-2027**	**2027-2028**
Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Ensure the implemented transition model (Operational Guide) consistently prepares children for key movement points both within the EYFS phase and as they move into Key Stage 1.	Ensure the Operational Guide sets out consistent routines, expectations and support strategies for all transition points.	Autumn term	EYFS Lead	Operational guide
	Implement practices that support confident, emotionally secure transitions between EYFS classes and into KS1.	Summer term	Class teacher KS1 teacher	Timetable
	Monitor staff use of transition routines through learning walks, coaching and pupil voice to ensure consistency.	Summer term	EYFS lead	Learning walks Timetable
	Strengthen Reception-to-Year-1 transition activities to improve independence, communication and engagement at baseline.	Summer term	Class teacher KS1 teacher	

	Provide clear communication and opportunities for parental engagement to increase confidence in transition processes.	Summer term	Class teachers KS1 teacher	Timetable
	Gather and respond to child voice to ensure pupils feel safe, supported and excited about moving to their next class or phase.	Summer term	Class teachers KS1 teacher	
Ensure key children receive targeted support to prepare them for successful transitions at all movement points, from Nursery to Reception and from Reception into Year 1.	Use assessment information, SEND indicators and professional judgement to identify key children at the earliest point.	Half termly	SENCO EYFS Lead Nursery teachers	Insight
	Provide individualised transition support, including home visits and stay and learn sessions.	Throughout the year	Class teachers	Timetabled Diary
	Embed agreed transition strategies across Nursery, Reception and Year 1, monitored through learning walks and coaching.	Summer Term	Nursery teachers Class teachers	
	Engage parents in transition planning through clear communication, meetings and feedback opportunities.	Throughout the year	Nursery teachers Class teachers	Timetabled Diary
	Review and update transition records, operational guides and support plans annually to reflect best practice.	Summer term	Nursery teachers Class teacher	Operational guide Transition forms

Parental engagement			2026-2027	2027-2028
Leaders strengthen the partnership between home and school by increasing meaningful parental engagement in children's learning and development, resulting in improved outcomes, attendance, wellbeing, and school readiness.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Strengthen home-school partnerships by increasing meaningful parental engagement and equipping parents and carers with the knowledge and confidence to support their child's learning and development.	Provide termly parent workshops focused on EYFS learning and development.	Throughout the year	EYFS teachers	Timetable
	Continue to run regular stay-and-play sessions to encourage parental involvement in classroom activities.	Throughout the year	EYFS teachers	Timetable
	Enhance communication through newsletters, digital platforms, and curriculum information sessions.	Spring term	EYFS lead EYFS teachers	School website Tapestry
	Gather and respond to parent voice through surveys and consultation opportunities.	Throughout the year	SLT	Parent survey
	Celebrate and share children's achievements and learning experiences with families regularly.	Throughout the year	EYFS teachers	
Empower parents and carers to support their children's learning, behaviour, and development through a programme of workshops and family learning	Develop and publish an annual programme of parent workshops.	Autumn term	EYFS Lead Nursery teachers	Calendar shared with all families.
	Deliver PEEP sessions focused on early language, play, and learning at home.	Spring term	EYFS Team	Timetable
	Run workshops on positive behaviour management and emotional regulation strategies.	Spring term	EYFS team	Timetable Resources

opportunities, including PEEP (Peers Early Education Partnership), positive parenting, and behaviour support strategies.	Provide parenting support sessions on routines, independence, sleep, and school readiness.	Throughout the year	EYFS team	Timetable Resources
	Share practical resources and strategies that parents can use at home.	Ongoing	EYFS Teachers	
	Evaluate parent voice following each workshop and adapt provision accordingly.	Throughout the year	EYFS Lead	Survey