Welcome to the North West Reception Network



Lead School - Rimrose Hope CE Primary School

Faith in our children - the hope for the future



Housekeeping

- Please keep microphones muted unless speaking.
- Turn cameras on where possible.
- Use the chat to contribute throughout or raise your virtual hand.
- There will be time for questions at the end.



Agenda

- Welcome and Introductions
- Network Purpose and Expectations
- Lead School Introduction and Context
- Network School Introductions
- The DFE Offer - support to strengthen reception practice
- Transitions and Summer planning
- Transitions - reflection and discussion
- Questions and Reflections
- Closing and Next Steps



Aims of the session

- Understand the purpose of the Reception network
- Understand the national and local priorities for Reception
- Develop a shared understanding of school readiness
- Understand the challenges facing children entering Reception
- Understand what effective transition practice looks like
- Strengthen inclusive practice
- Apply research informed approaches
- Identify imporvements to tranistion practice



RISE Programme

Core Priorities

The RISE programme focuses on 4 main areas:

- Attainment: Enhancing results in English and mathematics.
- Inclusive Mainstream: Strengthening support for SEND pupils in mainstream schools.
- Reception Year Quality: Boosting early years provision.
- Attendance: Improving pupil attendance.



Government Aims



As of early 2026, 68.3% of children in England achieved a "good level of development" (GLD) at the end of Reception in 2024/25.

The Department for Education (DfE) aims to ensure 75% of 5-year-olds in England reach a Good Level of Development (GLD) by 2028. As part of the "Best Start in Life" strategy, this target intends to boost school readiness, rising from 67.7% in 2023/24, by focusing on early education quality, language development, and integrated family support.



BEST START IN LIFE

"Giving Every Child the Best Start in Life" is the UK government's long-term strategy, led by the Department for Education, to improve early childhood development and support families from pregnancy to age five. It forms part of the government's Plan for Change and broader mission to reduce inequality and ensure that every child is school-ready by 2028.



BEST START IN LIFE

"When we give the children the best start in early years education, we give them what they need today. We also set them up with every chance tomorrow."

Development Matters 2023

What is the purpose of the Reception Networks?

They are school-led, locally delivered networks.

Sharing strong, evidence informed reception practice.

Focused on improving outcomes for all children.



Create a safe space for sharing challenges and successes.

Signposting useful resources and examples to support practice.

Our Role

- To champion high-quality early years provision
- To coordinate and host half-termly network sessions, ensuring meetings are purposeful, well structured and focused on shared priorities.
- Termly in person visits to our setting. The visits will offer you an opportunity to observe practice and engage in professional discussion with colleagues.
- Curate and share a bank of resources to support Reception practitioners



Expectations of Schools in the Network

- Engage – attend, contribute, and be open to discussion.
- Collaborate – share experiences, learn from others, and support professional dialogue.
- Apply – take ideas back to your setting, reflect on them, and consider how they can support improvement.



Context



Rimrose Hope CE Primary is a larger than average primary school situated in the south of the borough of Sefton Local Authority.

Sefton is a large and diverse borough in Merseyside. Within the borough there are areas of significant deprivation alongside more affluent communities. Some families across the borough experience economic or social challenges This results in wide variations in children's starting points on entry to the Early Years Foundation Stage.

School readiness is a key priority for Sefton Council's Early Years Team. An Early Years Standards Lead Team was established in response to below-national GLD outcomes with priority for reading and writing attainment. The team works collaboratively with all EYFS settings across the borough to drive improvement with a shared vision.

Meet the Team



Lawrence Crilly
Headteacher
Masters in Education
Professional Partner

Gemma Warrington

Assistant Head
EYFS Leader
EYFS standards lead for Local Authority

Samantha McMinn

Deputy Head (NPQH)
KS1 Leader
KS1 Lead Moderator for Local Authority

ECT
Nursery teacher
Voice 21 Oracy Champion

Grace Crilly

Nursery Manager (MEd)
Reception teacher
Studying for a PhD in Early Childhood Development

Deborah Ventre

Our Journey









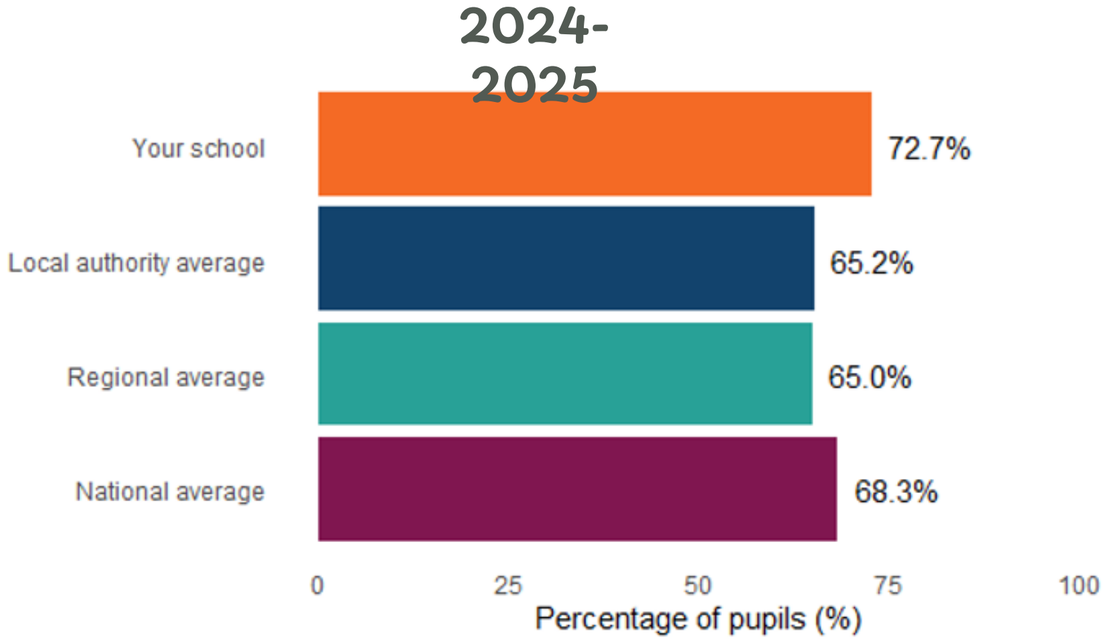


Families

Pedagogy

Curriculum

Rimrose Hope Data



- The proportion of pupils achieving a GLD at the end of EYFS is above the Local Authority and National average.
- The three-year trend shows that GLD outcomes are broadly in line with, and in the most recent year above, national

3385	Rimrose Hope CofE Primary School				Church		The Strand LP		Sefton		NCER National	
	2023	2024	2025	24 v 25	%	Sch v Ward	%	Sch v SIG	%	Sch v LA	%	Sch v Nat
EYFSP -% achieving GLD												
All Pupils	71.4	64.1	**72.7**	8.6	**61.8**	11.0	**57.5**	15.2	**65.1**	7.6	**68.3**	4.4
Disadvantaged	72.2	52.9	**65.0**	12.1	**46.2**	18.8	**43.8**	21.2	**45.2**	19.8	**57.1**	7.9
SEN (EHCP and SEN Support)	44.4	11.1	**55.6**	44.4	**20.0**	35.6	**20.4**	35.2	**18.8**	36.8	**20.6**	35.0

Other Lead Rise Reception Network Schools in the North West Region:



- All Souls Church of England Primary School (Rochdale Local Authority)
- Evelyn Street Primary Academy and Nursery (Warrington Primary Academy Trust)
- Hayton CofE Primary School (Cumberland)
- St Thomas's CofE Primary School (Westmorland and Furness Local Authority)

Getting to know our network

To help us understand who is in the room and surface shared priorities, please introduce yourself in the chat or by raising your virtual hand to share:



School name
Your role
One word or short phrase describing your current focus in reception (for example: transitions, communication, independence, parental engagement)

There are no right or wrong answers — this is simply a way to get to know one another and identify common themes across the network.

The DfE offer- support to strengthen reception practice

Reception is a national priority within RISE, with free DfE support to help schools improve provision and contribute to the ambition for 75% of children to reach a Good Level of Development (GLD) by 2028. The full DfE reception offer can be found here:

https://www.gov.uk/government/publications/reception-improvement-offer/reception-improvement-offer

What support is available from DfE?

Universal support- for all schools

- **Reception Networks**: opportunities to connect with other local schools, share practice, and learn together, led by accredited Lead Schools.
- **National webinars and training materials** focused on Reception priorities.
- **'Compare your GLD data' reports** to help schools reflect on strengths and areas for development.

Targeted and specialist support – where needed

- **Nuffield Early Language Intervention (NELI)** – fully funded early language support for Reception children.
- **English Hubs Reception offer (from September 2026)**:
  - Reception-focused audits of early language, reading and writing
  - CPD and intensive specialist support for schools with greatest need.
- **Maths Hubs Reception support**:
  - Mastering Number (Reception & KS1)
  - Specialist Knowledge for Teaching Mathematics (SKTM)
  - Intensive one-to-one support where required.

Professional development for leaders and teachers

- Reception-focused training and resources
- Expanded early years content within NPQs
- A new national Reception teacher training course (from autumn 2026)

Supporting strong transitions

- National guidance, resources and examples to support transition into Reception
- Focuses on:
  - Early and purposeful planning
  - Strong partnerships with families and early years settings
  - Inclusive, strengths-based approaches for all children

Transitions and Summer Planning



Why this matters

- Supporting children's emotional and academic readiness
- Ensuring continuity across reception and into year 1
- Strengthening communication with families

DfE published guidance Getting children ready for Reception: supporting effective transition on 16 April 2026.

Full guidance:

👉 https://www.gov.uk/government/publications/getting-children-ready-for-reception-supporting-effective-transition



Transitions guidance- core principles

Transition is a process, not a single event

- Transition should begin early, build through the summer term and continue into the first weeks of Reception.
- Gradual, well-planned transitions help children feel secure, confident and ready to learn.

Targeted and specialist support – where needed

- Children settle best when families feel known, supported and confident.
- Clear, consistent communication throughout the summer reduces anxiety for children and parents.

Partnership with early years settings is essential

- Close working with nurseries and childminders helps children feel recognised and understood.
- Information sharing should be purposeful, strengths-based and focused on wellbeing and learning.

Transitions guidance- core principles

Reception is a continuation of the EYFS

- Transition should avoid a ‘reset’ in September, and should build on what children already know and can do.
- Familiar routines, language and approaches help children feel safe and ready to engage.

School readiness is broader than academic skills

- Focus on confidence, communication, independence, relationships and emotional security.
- Everyday routines and experiences play a key role in helping children feel ready.

Inclusive and early planning supports all children

- Early identification of additional or emerging needs (including SEND) allows for smoother transitions.
- Inclusive planning benefits all children, not only those with identified needs.

What does the research tell us about transition?



The EEF highlights:

Strong relationships are central to successful transition.

Self-regulation and executive function support long-term outcomes.

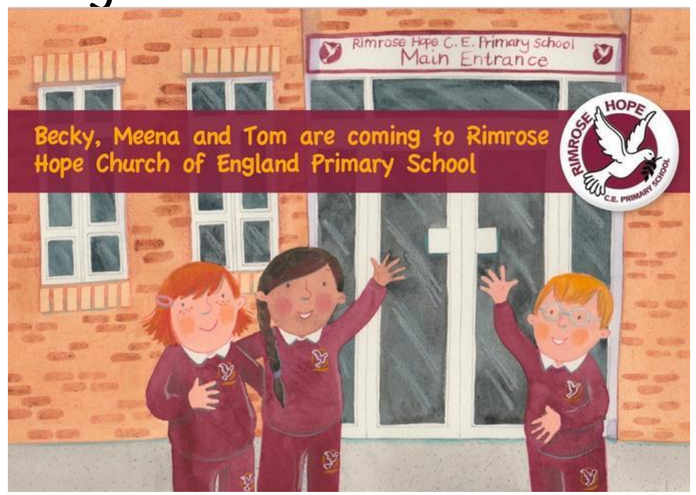
Communication and Language should be prioritised.

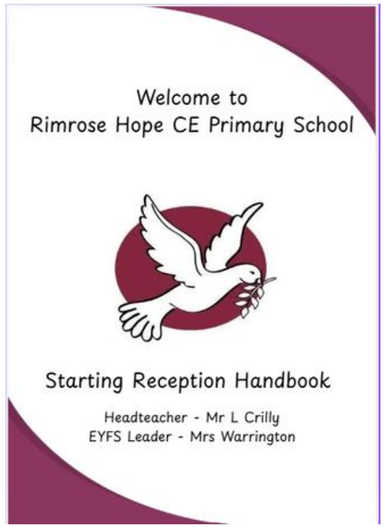
Working with parents has a positive impact on learning.

Transition Examples

- Transition Booklet
- Parent information session and opportunity to explore the setting
- Teddy Bears Picnic
- Parent Workshops
- Pupil Storybooks
- Nursery Visits, repeated for children who need them
- Stay and Play Sessions
- Use of Class Dojo over the summer
- Home Visits
- Staggered starts
- SEND transition meetings
- Welcome video
- Focusing on relationships/play in September

Relationships at the heart of everything!







What makes a successful transition? (Breakout Room Activity)

Reflection Questions:

- What transition practices are working well in your school?
- What feels particularly challenging this year?
- How early do you start transition conversations with families and early years settings?
- How effectively are you sharing information across settings?
- How are you supporting children's confidence and emotional security?
- How do you ensure transition continues beyond the first day or week of term?
- How are you identifying and planning for additional or emerging needs?
- How can summer transition activity align with your wider Early Years strategy?
- What worries children or parents most?



Graduated Approach to Transition

Universal Support		
Before Transition	**During Transition**	**After Transition**
• Information sharing with previous setting • Parent meetings • Home visits • Stay and play sessions • Gathering pupil voice • Identifying additional needs early	• Key person assigned • Visual timetable • String communication with families • Shared home-school information via online platform	• Ongoing observations • Emotional check-ins • Continued parent communications • Opportunities for parents to attend events
Enhanced Support		
Before Transition	**During Transition**	**After Transition**
• Additional visits to school • Enhanced information gathering from families • Individual transition plans • Multi Agency Meetings • Transition photographs/videos specific to the child • Application for Transitional Funding	• Reduced group sizes where appropriate • Increased adult support during transitions • Personalised visual timetable • Safe spaces for regulation • Flexible start arrangements	• Regular review meetings with parents • Targeted interventions identified early • Monitoring progress and wellbeing • Adaptations to provisions as required • Review of support plans • Continued liaisons with outside agencies
Specific Support		
Before Transition	**During Transition**	**After Transition**
• Early transition planning meetings • SENDCo involvement from the outset • EHCP Review and preparation • Additional visits with professionals and therapists	• Highly personalised timetable • Bespoke support package • Individualised environmental adaptations including risk assessments • Additional communication or sensory support • Staggered/phased start/transition plan	• Formal review of transition effectiveness • Ongoing multi agency collaboration • Review and refinement of provision • Termly support reviews • Review of personalised risk assessments • Monitoring outcomes against agreed targets • Continue family support and partnership

What does effective transition from EYFS to KS1 look like?

(Birth to 5 Matters 2021) Non Statutory Guidance

Principles taken that underpin the transition process from EYFS to KS1

- Transition is a process, not an event.
- High quality transitions recognise the importance of feeling 'known'.
- Some children are particularly vulnerable at times of transition.
- Transitions are opportunities for professional dialogue.
- The key person makes essential connections.
- Transition includes moving from EYFS to KS1.



Summary

In summary, effective transition is……..

Early
Planned and purposeful, starting well before September and building across the summer term so children and families have time to become familiar with people, routines and expectations

Relational
Grounded in strong relationships with children, families and early years settings, so children feel known, safe and confident as they start school.

Inclusive
Designed for all children, with early identification and thoughtful planning for additional or emerging needs, ensuring no child is left feeling unsupported.

Joined-up
Built on clear communication and partnerships between schools, early years providers and families, with shared information, consistent messaged and aligned approaches.

Small changes can have a big impact *when they are well-sequenced, thoughtful and focused on what helps children feel secure, confident and ready to learn.*

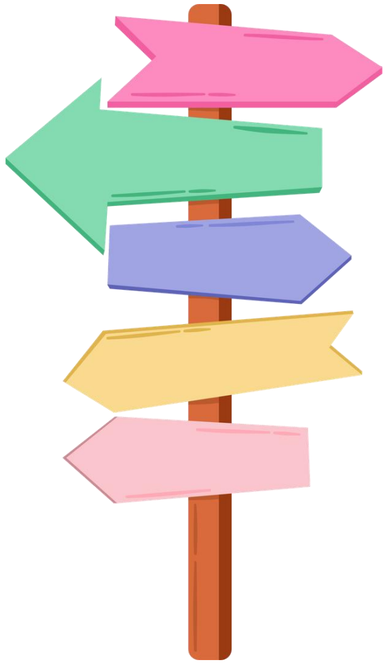
Action Planning

To help turn learning into action, take a few minutes to reflect on your own transition practice and identify:

Maintain An aspect of current practice that is working well and supports children and families effectively.	**Ammend** An element that may need refining, strengthening or approaching differently to better support children's transition into reception.
Introduce A realistic change or new approach inspired by the guidance that could be trialled in the next transition cycle.	**Discard**

Please capture these reflections and revisit them as part of your wider Early Years and reception planning, considering how transition activity aligns with your overall strategy and priorities.

Signposting



Rise Reception Year - Quality Webinar Series

Reception Year Quality Webinar Series via Eventbrite that have already taken place.

17th September – The importance of reception and the data available to support leaders

24th September – Strategic leadership of the early years in school: EEF shares evidence

1st October – Key messages from Ofsted research on strong foundations

15th October – Embedding a language-rich environment

22nd October – Establishing strong attendance routines in reception

19th November – The importance of early maths

All of the above are available as recordings at:

Reception quality webinar series: autumn 2025 - Case study - GOV.UK



Upcoming RISE Reception Year Quality Webinar Series

10th June – Mastering the EYFS Profile Assessment

17th June – Setting up for Reception Success ahead of September 2026

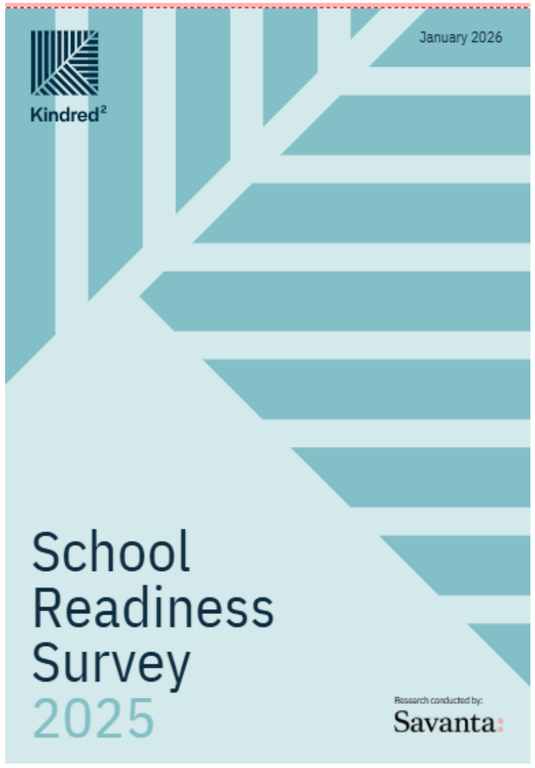
24th June – Supporting Smooth Transitions into Reception

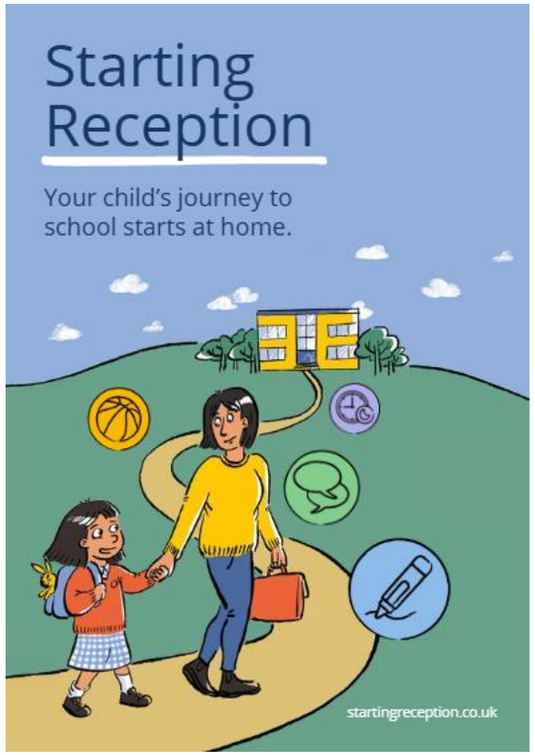


To register for these webinars, please use this link:

RISE Reception Quality Webinar Series

Useful Documents (Padlet)





Department for Education

Getting children ready for reception

How schools and early years settings can work together with families to support transition into reception

April 2026



Future Dates

Thursday 25th June- In person visits to Rimrose Hope Primary School (am time to be confirmed)

Wednesday 8th July 1:30-3:00pm- Virtual training session

RISE
North West
Rimrose Hope CE Primary School
PADLET

Questions

