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
- Embedding reception in school improvement planning
- What strong practice looks like: reception in the school improvement plan
- Using EYFSP and assessment to inform priorities
- What support is available (DfE, local and national)
- Questions and reflections
- Closing and next steps



Aims of the session

- Understand the importance of positioning Reception and EYFS within the School Improvement Plan as a driver of whole-school improvement.
- Reflect on how effectively Reception is currently represented within school priorities and improvement actions.
- Explore the links between high-quality EYFS provision and outcomes in Key Stage 1 and beyond.
- Consider how early identification and intervention can reduce gaps in attainment and development, particularly for disadvantaged pupils.
- Identify practical strategies to strengthen Reception's contribution to whole-school priorities, including communication and language, attendance, inclusion, and achievement.
- Develop actions that ensure EYFS is recognised as a strategic foundation for long-term school success.
-

What strong practice looks like: reception in the school improvement plan

Reception is a **clear whole-school priority**, not an add-on or afterthought

Priorities reflect **EYFS pedagogy** – play-based learning, high-quality interactions, and enabling environments

Focus on **impact for children**, e.g. communication and language, early reading, independence and self-regulation

Includes **specific, measurable outcomes** (progress from baseline, GLD, narrowing gaps for key groups)

Strong **links to KS1 and wider school priorities**, ensuring continuity and progression

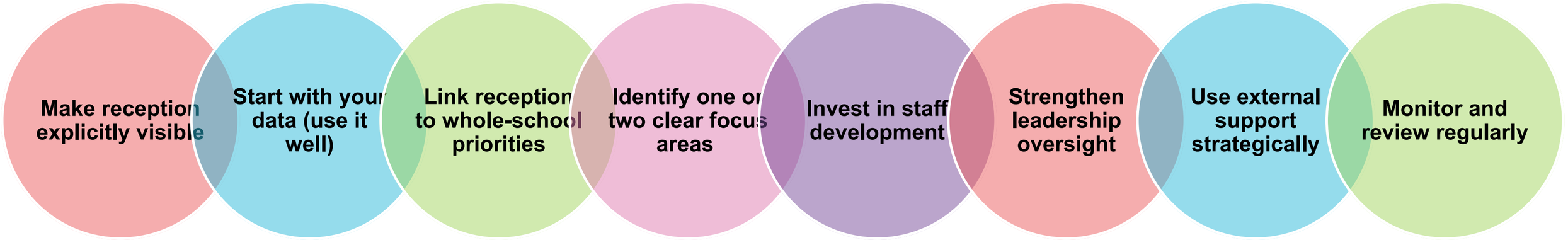
Explicit focus on **disadvantaged pupils and early identification of need**

Supports **staff development**, coaching and consistency in reception practice

Backed by **clear actions, monitoring and review** to ensure improvement is sustained



Practical steps to strengthen reception in your school improvement plan



Keep the Focus on Impact for Children
All improvement work should lead to meaningful changes for reception children. It's not just about what you introduce—but the difference it makes.

Always ask:
What impact is this having on our reception children?

Look for evidence of impact:
Are gaps closing? Are children becoming more independent? Is language improving? Are children more engaged in their learning?

The goal:
To ensure every action in your school improvement plan leads to stronger outcomes and better experiences for children.

Reception as a priority: Lead School examples

Why did we need to improve our practice in EYFS?

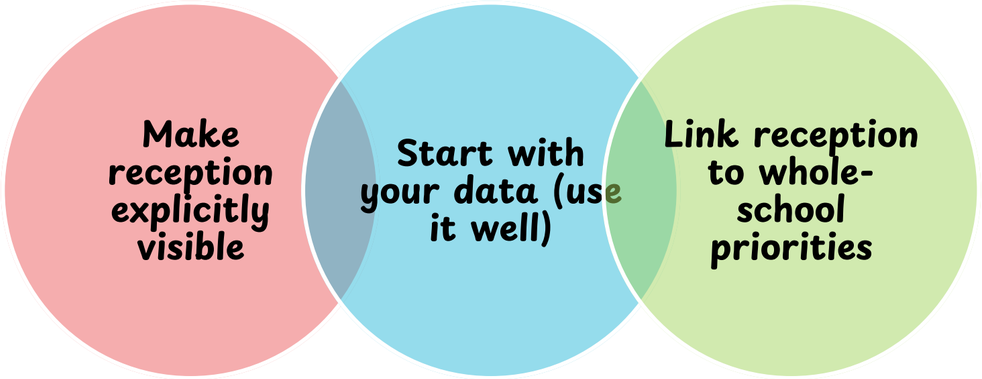
Key areas for development included:

- Inconsistencies in practice across the reception team.
- Learning environments that did not consistently provide sufficient challenge or promote independence, resilience, and sustained engagement.
- An over-reliance on adult-led, small-group and direct teaching.
- Practice that was not fully aligned with the school's wider vision, values, and approach to teaching and learning.
- A desire to move beyond good outcomes and create a holistic approach.

Making Reception Explicitly Visible

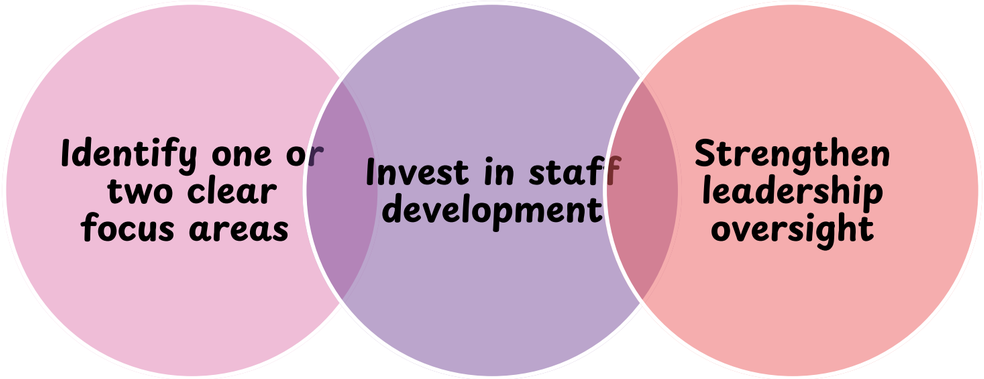
Key actions included:

- Using data effectively to identify strengths, gaps, and priorities for development.
- Aligning reception priorities with whole-school improvement priorities, ensuring EYFS was central to the School Improvement Plan (SIP).
- Recognising the importance of building strong foundations in the early years to enable children to thrive as they progress through the school.
- Analysing assessment evidence, which highlighted limited evidence in the areas of Expressive Arts and Design (EAD) and Understanding the World (UW).
- Developing a clear, shared vision for reception that raised the profile of EYFS and ensured its practice reflected the school's vision, values, and ambitions for every child.



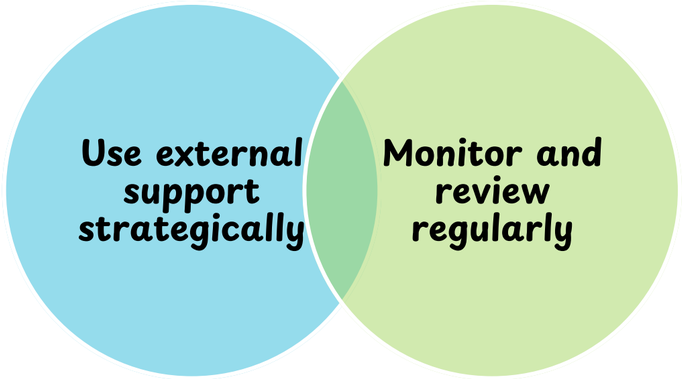
Identifying Clear Priorities and Investing in People

- Identified focus areas (continuous provision, daily routines and teaching entitlements)
- Changes to provision - focussed on indoor learning environment initially and a couple of key areas outdoors.
- Strategic deployment of staff - right people to drive forward the changes necessary
- High-quality CPD model - teaching and learning approaches.
- Coaching model



Identifying Clear Priorities and Investing in People

- Taking a phased approach to improving provision, initially focusing on the indoor learning environment before enhancing key areas of the outdoor provision.
- Establishing a high-quality programme of professional development focused on EYFS pedagogy, effective teaching and learning approaches, and the principles underpinning high-quality provision.
- Embedding a coaching model to support staff reflection, build confidence, and develop consistent, high-quality practice.
- Strengthening leadership oversight through regular monitoring, coaching, and evaluation to ensure improvements were sustained and aligned with the school's vision for EYFS.



Discussion: Where is reception in your school improvement plan?

In groups, discuss:

- Where reception currently sits in your school improvement plan
- How it links to whole-school priorities
- What evidence informs this

Consider:

- Is it explicit or implicit?
- What is working well?
- What needs strengthening?

How this activity will work:

- We'll now have a short, focused discussion.
- Use the time to share key ideas and reflections.
- Talk about what is working, and what's been challenging.



Turning reflection into action

Now that you've explored the key messages and discussed where reception sits within your school improvement plan, consider your next steps:

Identify:

One thing to do now

One immediate action to strengthen reception within your school improvement plan
What can you adjust, introduce, or prioritise straight away?
How will this make reception more visible and explicit in your planning?

One thing to do in the future

A longer-term priority to build into your improvement planning

Be specific, realistic, and strategic

Focus on actions that can be built into your school improvement plan, implemented consistently, and reviewed for impact over time.



Using EYFSP and assessment to inform priorities

The government's Plan for Change announced a target of 75% of children aged 5 achieving a Good Level of Development (GLD) by 2028 in the EYFSP assessment.

What is the EYFS profile assessment?



The EYFS profile is a statutory assessment of child development at the end of the academic year in which children turn 5. It summarises children's development against 17 early learning goals (ELGs).

GLD



Children have reached a GLD at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (**communication and language; personal, social and emotional development; and physical development**), plus the specific areas of **mathematics** and **literacy**.

Teacher assessment



For each ELG, children are judged as either meeting the 'expected' level or 'emerging' if they do not yet meet the 'expected' level. Teachers should use the best-fit model, based on professional judgement, to consider if a child can meet most of the ELG descriptors, most of the time.

The EYFS profile handbook



You can find non-statutory guidance for completing the EYFS profile assessment in the EYFS profile handbook.

In March 2026, DfE published new EYFS profile support and guidance…

The EYFS profile support

Includes:

- training materials on HfEYP website
- funded LA-facilitated assessment support to develop practitioners' and leaders' knowledge.

And it aims to:

- address common misconceptions
- improve the reliability of the EYFS profile assessment data
- strengthen assessment practice.

Doing this will:

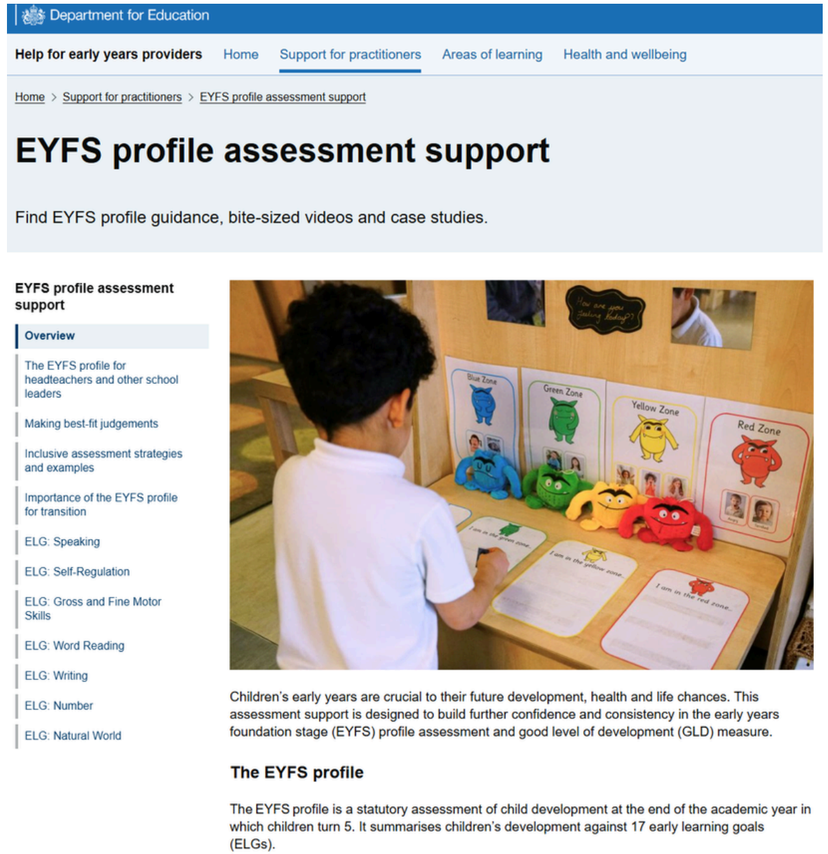
- help improve judgements to be more accurate and consistent.
- support children's successful transition to year 1
- encourage professional dialogue between EY colleagues.

The training materials on HfEYP website

Includes:

- **Short written information** on key areas of the EYFS profile assessment, including the role of the headteacher and senior leaders; and inclusive assessment
- **Bite-size online videos** (each no longer than 5 minutes), for example, covering how to assess some ELGs
- **Case studies** for example children, to show assessment in practice

There is also new EYFS profile content added to Module 7 of the online **early years child development training**



Department for Education

Help for early years providers | Home | Support for practitioners | Areas of learning | Health and wellbeing

Home > Support for practitioners > EYFS profile assessment support

EYFS profile assessment support

Find EYFS profile guidance, bite-sized videos and case studies.

EYFS profile assessment support

- Overview
- The EYFS profile for headteachers and other school leaders
- Making best-fit judgements
- Inclusive assessment strategies and examples
- Importance of the EYFS profile for transition
- ELG: Speaking
- ELG: Self-Regulation
- ELG: Gross and Fine Motor Skills
- ELG: Word Reading
- ELG: Writing
- ELG: Number
- ELG: Natural World

Children's early years are crucial to their future development, health and life chances. This assessment support is designed to build further confidence and consistency in the early years foundation stage (EYFS) profile assessment and good level of development (GLD) measure.

The EYFS profile

The EYFS profile is a statutory assessment of child development at the end of the academic year in which children turn 5. It summarises children's development against 17 early learning goals (ELGs).

Good level of development data tool

What is the 'Compare your GLD data' report?

- The 'Compare your GLD data' report is a **tool only for schools, trusts and local authorities.**
- It allows schools to **compare their GLD data** locally, regionally and nationally across key Early Learning Goals and key pupil groups – and provides a 'contextual GLD' that **controls for some context.** This is an estimate of a school's GLD, considering pupil characteristics such as FSM, SEND and age of cohort.
- It is intended to help leaders have **meaningful conversations** within their organisation about the quality of early years, including reception:
  - As a school, it can help identify where you are **currently doing well and where you could do better**, or areas of curriculum or teaching to focus on
  - As a trust or LA, it can help **identify schools with strengths** to share with others, or **schools in need of support**
- It is important to **triangulate data** with other qualitative information.
- From autumn 2026, Ofsted will use this academic year (2025-26) EYFSP data in its Inspection Data Summary Report as a starting point for conversation on inspection.
- The report is accessible through **View Your Education Data**, and you will need to first log in or created a DfE sign in account. Any queries can be sent here: Home - Customer Help Portal.

What has DfE delivered so far?

In September 25, DfE published the first iteration of the 'Compare your GLD data' reports…
This included two sets of reports using 2023/24 EYFSP data:
i) School reports (all state primary schools)
ii) Responsible body (RB) reports

DfE hosted a RISE webinar explaining how to use the tool and the data available to drive improvement in reception teaching.

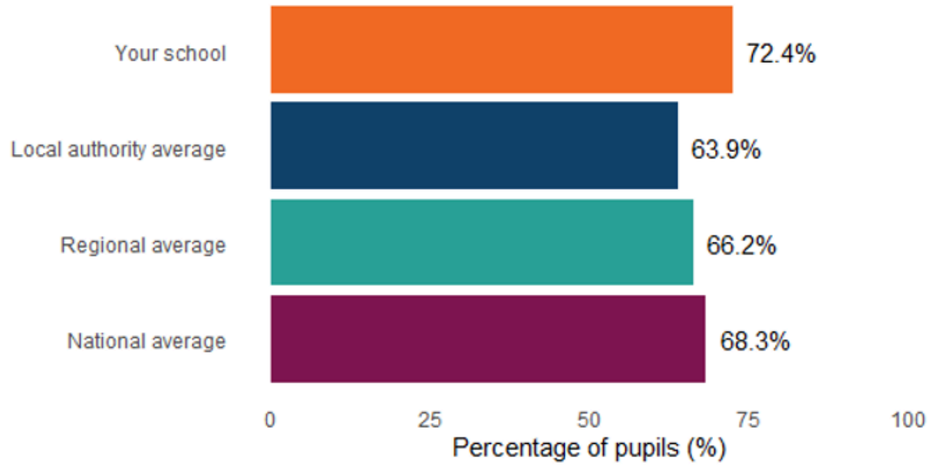
In November 25, DfE published the second iteration of reports…
These updated reports included:
- 2024/25 EYFSP data
- RB contextual GLD score
- Expanded annexes so RBs can see more of their data
- A third LA report to cover all schools (inc. academies) in their geographical area.

Examples from a report

Your good level of development (GLD) data

Children with a good level of development

Figure 1: Overall percentage of children with a good level of development in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.

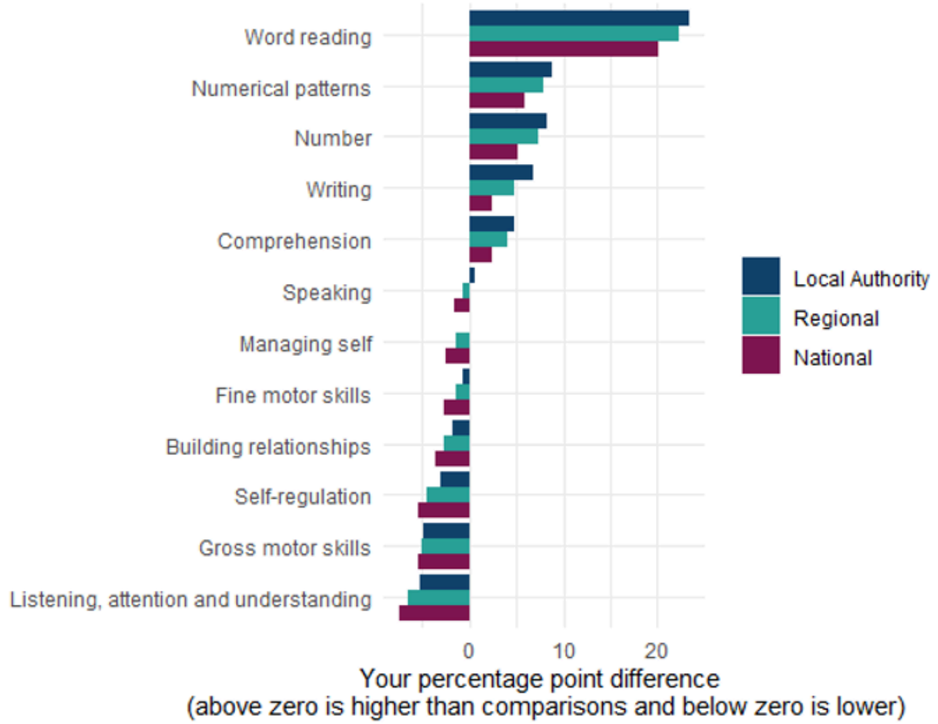


Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Your school had 72.4% of children at a good level of development in the 2024 to 2025 academic year. This is compared to the [local authority] average of 63.9%, the [region] average of 66.2% and the national average of 68.3%.

Children reaching each early learning goal (ELG)

Figure 3: Percentage of pupils reaching each early learning goal (ELG) in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.

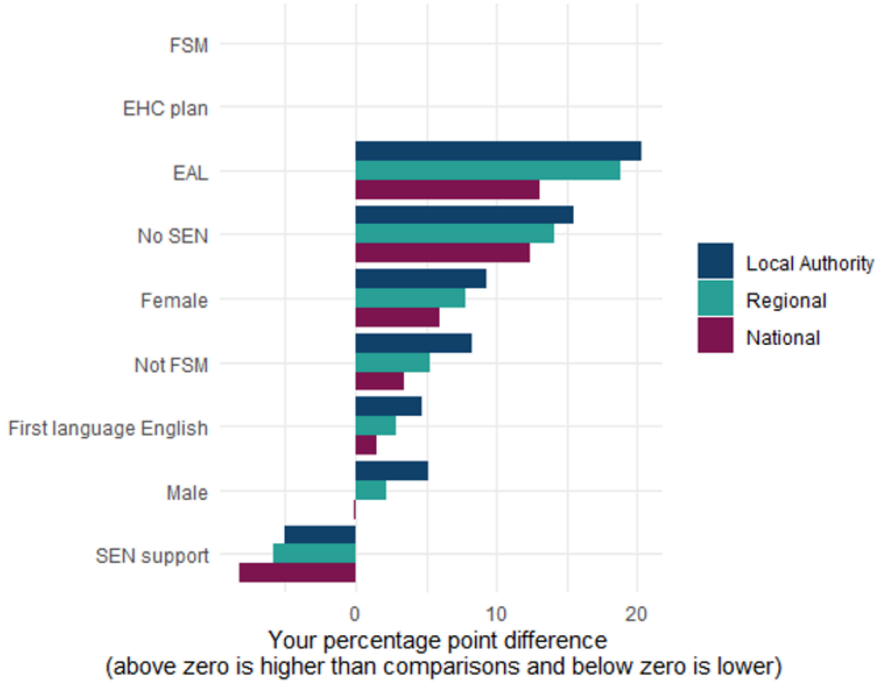


Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Examples from a report

Different pupil groups reaching a good level of development

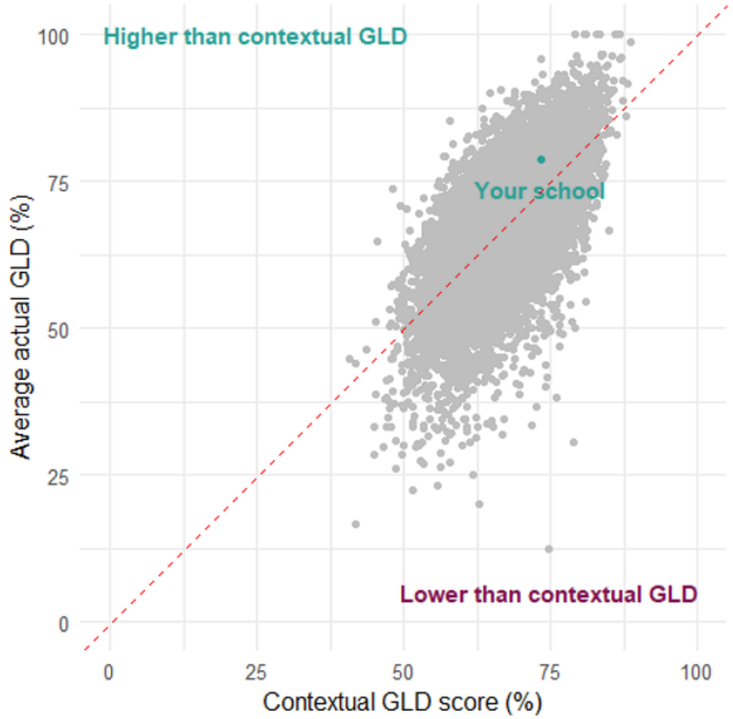
Figure 4: Graph showing the differences between your good level of development percentage for specific pupil groups in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Your contextual good level of development (GLD) score

Figure 5: Graph showing your contextual good level of development score compared to your actual good level of development score. Actual GLD percentage is an average over a maximum of three years, 2022/23 to 2024/25. Contextual percentage GLD is also based on averages across this time period.



Sources: Early Years Foundation Stage Profile results from 2022/23 to 2024/25 alongside contextual GLD score data from the DfE.

DfE Writing Framework

Published: July 2023

The DfE Writing Framework provides national guidance to support high-quality writing across primary schools, including clear expectations for practice in reception. It emphasises the importance of building strong foundations to enable children to become confident and capable writers over time.

The writing framework - GOV.UK

Key messages:

Language development is central

Children need rich opportunities to develop vocabulary, talk, and understanding before they are ready to write independently.

Mark-making is a crucial early stage of writing development

Early writing behaviours should be recognised and valued as part of children's progression towards more formal writing.

Reading, talk, and writing are closely connected

High-quality interactions and exposure to rich texts play a key role in supporting children's development as writers.

Strong foundations are essential

Focus is on building strong foundations in the early years—particularly in communication, physical development, and purposeful opportunities to write.

Interpreting the writing ELG – the Writing Framework clar

The writing ELG…

Children at the expected level of development will:

- **write recognisable letters**, most of which are correctly formed
- spell words by **identifying sounds** in them and representing the sounds with a letter or letters
- **write simple phrases** and sentences that can be read by others

What this means in practice…

To meet the writing ELG:

- Sentences and phrases **can be transcribed** rather than independently composed
- Sentences and phrases can **be simple** and do not need to be in extended form
- Sentences and phrases must be readable, but **may contain some mistakes** in letter formation
- Sentences and phrases **do not need** to contain punctuation or capital letters
- **Not all words** need to be correctly spelt

The development of core strength, stability, balance and spatial awareness, alongside gross and fine motor skills, are critical to meeting this.

Taking stock: assessment practice in your setting

In groups, use these questions to reflect openly on your current assessment practice. Focus on sharing experiences and learning from each other, rather than making judgements—this is an opportunity to explore what is working well and identify areas for development together.

Reflecive questions

- How is assessment working in your setting?
- Have your senior leaders, teachers and wider staff engaged with the new DfE assessment materials?
- Are professional dialogue conversations about assessment a priority in your setting? How could you prioritise them further?
- Has your school engaged with DfE funded local authority facilitated assessment support yet?
- Have you downloaded your GLD report? If so, what did it tell you? Was there anything that surprised you? Who could you share it with?
- How can you use the Writing Framework to strengthen writing in your reception provision?

Turning assessment reflection into action

Now that you've explored the key messages and discussed how assessment is working in your setting, consider your next steps.

How will you strengthen assessment as part of your school improvement planning?

Identify:

One thing to do now

An immediate action to strengthen assessment practice in reception
(e.g. improving professional dialogue, using assessment materials more consistently)

One thing to do in the future

A longer-term priority to further develop assessment and its use in your setting
(e.g. embedding moderation, refining use of GLD data, strengthening leadership oversight)

Be specific, realistic, and strategic

Focus on actions that can be built into your school improvement plan, implemented consistently, and reviewed for impact over time.

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What support is available (DfE and local)

There is a wide range of support available to schools to strengthen reception provision.

As a network, we can:

- Share awareness
- Discuss and reflect on experiences
- Help each other engage with relevant support

Schools can access both:

- DfE support
- Local support

In the next few slides, we will explore some of these sources of support in more detail.



The DfE offer- support to strengthen reception practice

There is a wide range of support available from the DfE to help strengthen reception provision. This may be a valuable focus within your school improvement plan, depending on your school's specific needs. 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

Local support

Maths Hub
hello@nnwmathshub.org.uk

MATHS HUBS
NORTH NORTH WEST

English Hub
www.childerthorntonprimary.com/page/english-hub

Funded by
Department for Education

English Hubs
Childer Thornton English Hub

Early Years Stronger Practice Hub
https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysph

EARLY YEARS
STRONGER
PRACTICE HUBS



Turning support into action

Now that you've explored the support available, consider your next steps to strengthen reception and how you will use this support within your school improvement plan.



Identify:

One thing to do now

An immediate action to engage with or explore support
(e.g. sign up to training, explore guidance or connect with a hub)

One thing to do in the future

A longer-term plan to embed support into practice
(e.g. implement a programme, build into CPD, align with SIP priorities)

Be specific, realistic, and strategic

Focus on actions that can be built into your school improvement plan, implemented consistently, and reviewed for impact over time.

Questions and reflections

This is an opportunity to pause and reflect together. Please feel free to:

- Ask any questions about today's theme, including how it might apply in your own context. We would love to see examples of how reception improvement features in SIP next year!
- Seek clarification about the network or upcoming sessions.
- Share reflections — what resonated, what surprised you, or what you're still thinking through
- Suggest areas or themes you'd like the network to explore next, based on current priorities or challenges.
- Share any existing local support, networks or programmes you are aware of that could support reception improvement, and how we might make these more visible or accessible across the network.
- Reflect on how we shape the network together as a collaborative space.
- Consider how we might stay connected between meetings, for example through shared platforms or messaging groups.

Questions are expected and welcomed!

This is a supportive learning space, not a forum for judgement or 'perfect' answers.

Uncertainty and reflection are a normal part of developing practice and many questions will be shared across schools.

Closing and next steps

Thank you for your engagement and openness today. We really appreciate the time, contributions and reflections you have all brought— this is what makes the network meaningful and helps it work well for everyone.

We hope you have found the session useful. As this is a learning process, we would really welcome your feedback on what worked well today, as well as any ideas for things we might change or try in future sessions. Please feel free to get in touch with **Gemma Warrington**
Rise.network.rhp@schools.sefton.gov.uk

Our next virtual meeting will take place In September. Date TBC

Following today's session, we will share the slides on Padlet.
https://assets.padletcdn.com/padlets/6i2exv70ccc3rrgp/qr_code.png?source=image

Thank you again, and we look forward to continuing the conversation at our next meeting.




Thank
You!