



Early Years Foundation Stage

Subject Leader Report
2024-2025



Subject Leader: Clara Clark

Summer Term



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Overview

This academic year has been one of significant growth and achievement for the Early Years Foundation Stage at Masefield Primary School. Through a rich, nurturing, and engaging curriculum, our children have flourished across all areas of learning, laying firm foundations for future success. The EYFS team have worked collaboratively to provide a high-quality learning environment where every child is supported to thrive both academically and emotionally.

Reception Outcomes and Progress

- **Good Level of Development (GLD):**
73% of our Reception pupils achieved a **Good Level of Development**, a strong outcome reflecting the quality of teaching, targeted interventions, and the breadth of experiences offered throughout the year.
- **Phonics Progress:**
Reception pupils made **outstanding progress in RWI Phonics**, with almost all children demonstrating increased confidence in blending, segmenting, and reading fluently. Regular assessment, high-quality teaching, and targeted support have ensured that all learners, including those with additional needs, have made strong gains.

Curriculum Enrichment

- **Educational Visits:**

Reception enjoyed a **wonderful trip to the farm**, enriching their understanding of the world and providing memorable hands-on learning experiences linked to our curriculum themes.

Nursery had an exciting **visit from the mobile farm**, which brought learning to life and sparked curiosity, conversation, and joy amongst our youngest learners.

- **Outdoor Learning & Forest Skills:**
A key strength this year has been the integration of **outdoor learning workshops and forest skills sessions**, with a strong focus on nature-based learning and risk-taking in a controlled environment. Parents were invited to **participate in outdoor learning workshops**, gaining insight into how outdoor play supports physical development, resilience, and problem-solving. Feedback was highly positive, with families appreciating the opportunity to engage in meaningful activities with their children, such as den-building, natural crafts, and storytelling around the fire circle. These sessions helped bridge school and home learning, reinforcing the value of outdoor exploration.

These experiences have not only enhanced curriculum delivery but also supported children's personal, social, and emotional development.

Parental Engagement

- **Stay and Play Sessions:**
Our **stay and play sessions** have been a resounding success. Parents and carers have valued the opportunity to engage with their children's learning, observe teaching strategies, and gain confidence in supporting learning at home. The sessions have also strengthened the home-school partnership and reinforced our shared vision for early years learning.
- **Transition Activities:**
We have carefully planned and delivered a programme of visits for our children who will be **joining Reception in September**. These sessions have enabled children to explore their new environment, meet familiar adults, and begin building positive relationships. Feedback from families has been



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overwhelmingly positive, and the children have shown increasing confidence and excitement about starting school.

Transition and Readiness

- **Nursery to Reception:**
Our Nursery children are well-prepared for the transition to Reception. They have developed strong communication skills, independence, and an eagerness to learn that will support them in taking their next steps with confidence.
- **Reception to Year 1:**
Reception children are ready for the challenges of Key Stage 1. Their strong foundations in early reading, writing, and mathematics, alongside well-developed social and emotional skills, ensure they are well-equipped to continue their learning journey successfully.

Next Steps

- Continue to develop our outdoor provision across both Nursery and Reception to enrich continuous provision.
- Further embed early writing strategies to build upon the excellent phonics progress.
- Maintain high levels of parental engagement through workshops, stay and play sessions, and open classrooms.
- Ensure smooth transitions with ongoing collaboration between EYFS and KS1 teams.

Conclusion

The EYFS at Masefield Primary School has had a successful and enriching year. From excellent phonics progress and strong GLD outcomes to unforgettable trips and meaningful parental engagement, our youngest learners have had a year full of growth, discovery, and achievement. The entire team should be proud of the strong foundations laid for these children, ensuring they are well prepared for the next stage of their education.





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