

Holly Grove School

EYFS Subject Leader Governors Report – 2025

1. Context and Overview

This year, we welcomed 19 new children, the majority of whom have a diagnosis of Autism Spectrum Condition (ASC). They have settled exceptionally well and are making fantastic progress, particularly in the Prime Areas of learning: Physical Development, Personal, Social and Emotional Development (PSED), Communication and Language.

The Prime Areas are central to our curriculum and critical for enabling successful transitions into Year 1. We are incredibly proud of the children's achievements and the increasing levels of independence in learning, play, and self-help skills that they have demonstrated.

2. Curriculum and Learning

The EYFS curriculum at Holly Grove remains firmly embedded and highly individualised, following the seven statutory areas of learning, with particular focus given to the Prime Areas. We continue to adopt an intervention-based approach, alongside access to high-quality continuous provision, child and adult led activities, as well as structure and flexibility.

The revised 2021 EYFS Framework remains the foundation of our practice, supported by our developed EYFS Progression Document, which ensures consistency in planning and assessment. To support smoother transitions, the EYFS curriculum continues to be extended to Year 1 pupils, ensuring continuity and preparation for future learning pathways and curriculums.

3. Assessment and Progress

This year, a total of 51 pupils accessed the EYFS curriculum across four classes. We are pleased to report that all children have made good to outstanding progress in the Prime Areas, relative to their individual starting points. The EYFS Profiles will be completed for all Reception aged pupils, in line with statutory requirements by the summer.

Children's progress is also captured and celebrated through, Annual Reviews, Annual Reports, Evidence Me and Learning Journeys. This year, the EYFS team will also complete a curriculum impact review to ensure that we continued to provide high-quality provision that meets the needs of our children.

4. Parental Engagement

Parental involvement has been a whole-school priority this year and we are proud of the progress made in this area. Initiatives this year have included: weekly photo updates for each family, showcasing individual learning and achievements, termly Stay and Play

sessions, which have been very well received and ongoing open communication and parent feedback, which has been consistently positive. These initiatives have significantly strengthened the home-school partnership, and we intend to continue and further develop them into the next school year.

5. Areas for Development

Our key development priorities for the coming year are, increase pupil engagement across all learning environments, develop a new EYFS outdoor provision that can be accessed by all EYFS classes, continue to promote communication strategies across the curriculum, expand parental workshops and training opportunities and support effective transitions into next classes and key stages

6. Conclusion

It has been another successful and rewarding year in the EYFS at Holly Grove School. The dedication of our staff team, the resilience and enthusiasm of our children, have all contributed to this success.

We look forward to continuing to build on this strong foundation and ensuring every child achieves their potential.

Aisling Carruthers EYFS Lead

