



Sharing Leading Practice Day You're Invited!

Area of Excellence: The exceptional learning journey for children in the Early Years Foundation Stage (EYFS) that sets them up to be curious, inquisitive and speculative.

Join us at Knowsley Lane Primary School for an inspiring day showcasing our Early Years Department.

Date	8 th May 2025
Time	9.30am – 1.30pm
Location	Knowsley Lane Primary School, Astley Road, Huyton, Liverpool, L36 8DB
Places	25

Through rich, play-based experiences and a nurturing environment, we inspire children to be curious, inquisitive, and speculative thinkers. Our approach fosters a love for learning, encouraging children to explore, question, and develop confidence in their abilities. By valuing creativity, independence, and resilience, we empower every child to thrive and develop a deep understanding of the world around them."

The event will feature:

- Background of Knowsley Lane's EYFS journey
- Visit to the setting including Nursery and Reception settings, as well as our outdoor provision
- Opportunity to have a Q&A session with EYFS colleagues

Whether you're a teacher, school leader, or education professional, this event is a fantastic opportunity to see our Area of Excellence in practice.

Find out more:

Social Media: Instagram: @knowsleylane_ps

Website: <https://knowsleylane.knowsley.sch.uk/>



Area of Excellence

Knowsley Lane Primary School
Astley Road
Huyton
L36 8DB
Headteacher: Mrs Linda Lord
Part of the Vantage Multi Academy Trust

The exceptional learning journey for children in EYFS that sets them up to be curious, inquisitive and speculative.

Quality Assurance Review Date: 11th November 2024

Why has this area been identified as a strength? What actions has school taken to establish expertise in this area?

The school's approach to EYFS outdoor learning is exceptional, integrating curriculum content with engaging, hands-on activities. Each lesson includes a 'greater depth' challenge designed to stretch thinking. For example, EYFS children articulate STEM sentences and use their understanding of 'one more' to build physical tyre towers, narrating their process using a 'first, then, now' structure. This imaginative task boosts their mathematical reasoning and develops their oracy skills.

Classroom routines are firmly established, promoting independent learning. Teachers expertly model tasks like the 'one more' bus activity, where pupils learn, in addition, basic algorithms such as 'Stop the Bus' and directional commands like 'turn right' or 'turn left.' These structured activities strengthen pupils' grasp of foundational computer science terminology and help tackle increasingly complex concepts with confidence.

Teaching assistants are described as 'gold dust' for their invaluable role in facilitating learning. They focus keenly on non-verbal communication, maintaining eye contact and using hand gestures to engage pupils actively. This approach stimulates pupil interaction and deepens their understanding.

The school's commitment to early literacy is unwavering, with phonics seamlessly embedded into continuous play. Children use phonics flashcards during peer-led activities, to confidently practice segmenting and blending sounds. For example, pupils enthusiastically initiate 'Let's do Read Write Inc' sessions among themselves. This ensures that literacy development is both systematic and enjoyable. Consequently, pupils become fluent readers who approach texts with curiosity and enthusiasm.

Parental engagement is a cornerstone of the school's success. Leaders maintain regular communication with families, beginning as soon as a Reception place is offered. They host a minimum of seven workshops annually which most families attend. Creative and fun family activities, such as the 'Sponsored Wellington Boot Walk' sustain family involvement and subsidise enrichment experiences and school visits for EYFS pupils throughout the year.

'Den Building and Barbecue' afternoons also strengthen bonds between family members and children. These experiences build adults' confidence to support the child's learning at home because they understand the important knowledge their child needs to learn.

What evidence is there of the impact on pupils' outcomes?

1. EYFS children want to come to school. Their attendance levels are good because parents and carers think twice about their child missing a day from school.
2. Children rarely misbehave. They are focused and on task. This is because teachers make their expectations clear and consistently so. As a result, they make very strong progress.

3. Children develop strong communication and language skills, which has strengthened their reading knowledge. They acquire very good spatial awareness of their own environment and of open spaces elsewhere such as local parks and nature reserve areas such as Formby Beach.