

Clapgate

Primary School

Inspiring Young Minds



Early Years Prospectus

2025/2026



www.clapgateprimaryschool.co.uk





“My son has blossomed in reception, both socially and academically, making lots of new friends in such a lovely environment with approachable staff. ”

Parent of Reception child.



A Welcome From Us

Welcome to the Early Years Foundation Stage at Clapgate Primary School.

This brochure is designed to provide parents and carers with an insight into the Early Years Foundation Stage (EYFS) at Clapgate Primary School. As a setting, we are extremely proud to have been recognised as an *Outstanding* Early Years provider by Ofsted in July 2024.

The Early Years Foundation Stage is a unique and important phase of your child's educational journey — forming the vital first link between home and school. Our aim is to build on the experiences and values you provide at home, laying the essential foundations for your child to thrive throughout their primary education. We are committed to creating a happy, secure, and stimulating environment that fosters independence, confidence, and holistic development.

We believe that strong home–school partnerships are key to a successful early years education in our setting. We value parental involvement and welcome open communication. Our staff are always happy to discuss your child's progress, interests, and the learning that takes place in school. Likewise, we love to hear about what your child is interested in or has been enjoying exploring at home. You can share this with us directly in person or by uploading photos and comments to Tapestry.



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) refers to the educational provision for children aged three to five years.

At Clapgate Primary School, we offer a large Nursery with capacity for 39 children at the beginning of the week and 39 at the end. We also provide a number of 30-hour places across the week to support working families.

Our Early Years setting also includes two Reception classes, each with their own dedicated learning spaces. In addition, all children benefit from shared indoor and outdoor provision designed to support exploration, creativity, and development across all areas of learning.

"As a parent, it's natural to feel anxious about your child starting Nursery. But from the moment my daughter began at Clapgate, I knew I had made the right choice. The staff are truly amazing — warm, welcoming, and incredibly supportive. My daughter was very shy at first, but with the care and encouragement of the team, she settled in quickly and has absolutely flourished during her time at Clapgate Nursery."

— Parent of a Nursery Child

All three-year-olds are entitled to 15 hours provision.



Starting the Early Years Foundation Stage

Most children begin the Early Years Foundation Stage (EYFS) after their third birthday. However, a small number may start during the term in which they turn three — often referred to as *rising threes*. Before your child starts, the Nursery teacher will contact you to discuss transition arrangements and help ensure a smooth start to their journey with us.

All three-year-olds are entitled to 15 hours of funded provision, which can be taken either at the beginning or the end of the week.

Beginning of the Week:

- o **Monday and Tuesday:** 8:55am – 3:10pm
- o **Wednesday:** 8:55am – 11:25am

End of the Week:

- o **Wednesday afternoon:** 12:40pm – 3:10pm
- o **Thursday and Friday:** 8:55am – 3:10pm

We also offer a limited number of 30-hour funded places for families who meet the eligibility criteria.

Children attending on a full-time basis using the **30-hour funding code** will attend:

Monday to Friday: 8:55am – 3.10pm

Important Information for 30-Hour Places

Please note that a full-time school week in our setting totals **31.5 hours**, while government funding covers only **30 hours**. To account for the additional hour and a half each week, there is a charge of **£6.74 per week**.

This cost is divided into **three termly payments of £94.50**, which will be added to your **Arbor** account.

If termly payments are not received by the final week of the term, your child will no longer be able to attend for the additional 15 minutes per day in the following term until payment has been made in full.

Starting Reception at Clapgate Primary School



Transition to Full-Time School (Reception)

Children begin full-time school in the academic year in which they turn five and are taught in our Reception classes. Reception places are allocated by **Leeds City Council**. You can find full details and apply online at:

☐ [Leeds School Admissions](#)

In mid-April, you will receive an email from Leeds City Council confirming whether your child has been offered a place at Clapgate Primary School. If a place is offered, it is important that you contact the school promptly to confirm your acceptance.

During the summer term, the Early Years Leader will write to you with information about the Reception transition process.

Reception Transition Process

To support a smooth start in September, we provide a gentle introduction to full-time school. During the first week of term, each child will attend a full *taster day* in a small group of around 10 children. This helps them gradually become familiar with their new environment, routines, staff, and peers, easing the transition and reducing the chance of them feeling overwhelmed.

For children who have not attended our Nursery, Reception staff will conduct a home visits and they will liaise with — and where possible, visit — local nurseries and preschools. This allows our team to get to know each child as an individual and gain a clear understanding of their needs, interests, and learning style.



Our Early Years Curriculum

At Clapgate Primary School, our teaching staff deliver our Early Years curriculum through a combination of high-quality teaching and an enriched, engaging environment. Our philosophy is rooted in nurturing every child's curiosity, creativity, and enthusiasm for learning. We aim to develop both the skills and confidence children need as they embark on their own unique lifelong learning journey.

We follow the **Statutory Framework for the Early Years Foundation Stage (2024)**, which is underpinned by four key principles that shape our practice:

- **Every child is a unique individual**, constantly learning and capable of being resilient, confident, and self-assured.
- **Children learn to be strong and independent through positive relationships.**
- **Children learn and develop best in enabling environments**, with quality teaching and support from adults who respond to their individual needs and interests. A strong partnership between practitioners and parents/carers is essential to this.
- **Children develop and learn at different rates.** The framework applies to all children, including those with special educational needs and disabilities (SEND).

Our Early Years curriculum is a **knowledge- and skills-based** curriculum that is carefully sequenced and progressive. It is designed to effectively meet the needs of all our children. The curriculum clearly sets out what children will **learn, know, understand, and be able to do** at each stage of the Early Years Foundation Stage.

We have detailed long-term plans for **Nursery 1, Nursery 2, and Reception**. These plans map out the progressive development of skills and knowledge children need to reach the expected outcomes for each year group. As part of our curriculum design, we ensure that by the end of the EYFS, children are well-prepared for Key Stage 1, and that Year 1 teachers can effectively build on the solid foundations laid in the early years.

"Adults plan classroom activities to inspire children with awe and wonder."
— Ofsted, 2024

At Clapgate, we believe that children learn best through **practical, play-based experiences**. Play is a powerful vehicle for learning, allowing children to explore, experiment, and discover the world around them in a meaningful way. Through purposeful play, we support children in developing a wide range of skills and concepts across all areas of learning.



At the heart of all teaching within the EYFS curriculum are the **Characteristics of Effective Teaching and Learning**. These focus on **how** children learn, rather than **what** they learn. Each child's unique learning characteristics influence how they engage with and respond to teaching and experiences.

There are **three key characteristics** that define how our children learn:



Playing and Exploring

Children investigate and experience things, and 'have a go.'



Active Learning

Children concentrate and keep on trying if they encounter difficulties and they celebrate their achievements and learning.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop their own strategies for doing things.



The Seven Areas Of Learning

Our Early Years curriculum is built around **seven areas of learning and development**, all of which are equally important and interconnected. Among these, **three 'prime areas'** are particularly crucial in the early years, as they spark children's curiosity and enthusiasm for learning while laying the foundations for future success in both EYFS and Key Stage 1.

The Prime Areas are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social, and Emotional Development**

These prime areas support children's ability to learn and are further strengthened and applied through **four specific areas**:

The Specific Areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**



Throughout their time in the Early Years, children follow an **ambitious and sequential curriculum** that supports their development across all seven areas, ensuring steady progress toward achieving the **17 Early Learning Goals (ELGs)** by the end of Reception.

Personal, Social, and Emotional Development (PSED)

In this area, children are supported to develop a **positive sense of themselves and others**. They learn to build relationships, share, take turns, and play cooperatively. Children are encouraged to express their feelings, understand what makes them happy or sad, and begin to recognise and respect the emotions, beliefs, and perspectives of others.





Physical Development

Our children will have countless opportunities to be active and engaged. They will develop their strength, balance, coordination, and control using a variety of equipment and resources. Alongside physical skills, children will begin to understand the importance of exercise and healthy living to support positive lifestyle choices.

Literacy

Our children will listen to and join in with stories and rhymes, enjoying access to a wide range of reading materials. We introduce children to authors and the language of books, encouraging a lifelong love of reading. In Nursery, children develop phonological awareness and experiment with different sounds. Reception children participate in daily *Read, Write, Inc.* phonics sessions, where they learn to recognise sounds and words, building essential reading and writing skills.

Communication and Language

Communication and language skills underpin children's thinking, learning, and development across all areas. As a school, we strive to ensure that children leave the foundation stage able to learn through talk, be good talkers and communicators, and have broader and enriched childhood experiences. Children will be given opportunities to develop their confidence in expressing themselves and speaking and listening in a variety of situations. All children at Clapgate will experience a rich language environment.

"Adults are very skilled practitioners. They model speaking and listening skills with expertise and encourage children to participate. This helps all children, including those with SEND, make particularly good progress from their starting points."

— Ofsted, 2024



Mathematics

At Clapgate, we use a **maths mastery approach** to help children develop strong early numeracy skills. Successful teaching of Mastery Maths in the EYFS lies within the context of high-quality classroom provision, based on our indoor and outdoor learning environments. Our environments encourage children to explore mathematical concepts through a variety of representations—concrete, pictorial, and abstract—across different contexts and multiple occasions.

We prioritise **deepening children's understanding** of mathematics, focusing on reasoning, problem-solving, and fluency. Our goal is to nurture confident, well-rounded mathematicians who enjoy engaging with mathematical ideas, language, and activities. This is achieved through regular, purposeful interactions with knowledgeable and supportive adults.

Children will learn to count effectively beyond 20 and recognise patterns within the counting system. They will develop a solid understanding of numbers up to 10, including the composition of each number. Children will also practise subitising (recognising quantities without counting) and recall number bonds to 10.

Additionally, children will compare quantities in various contexts, describing when one is greater than, equal to, or less than another. They will explore numerical patterns such as odd and even numbers, as well as doubling facts. Throughout, children are encouraged to use precise mathematical language to explain their thinking.

Understanding the World

Children will have opportunities to explore and observe the natural world around them. They will learn about themselves, their bodies, animals, and plants, as well as beginning to understand important natural processes and changes that occur in our environment.

Through observation and discussion, children will explore their immediate surroundings and the wider world. They will use their own experiences to identify similarities and differences between the past and the present.

Children will also enjoy sharing stories about themselves and the people around them. They will learn about different religious beliefs and cultural communities, and develop an awareness of how life varies in other countries around the world.



Expressive Arts and Design

Children will explore a wide range of materials, tools, and techniques, experimenting with colour, design, texture, form, and function as they create pictures and models. They are encouraged to share their creations and talk about them with their peers.

Musical development is supported through weekly music sessions featuring carefully selected songs and rhymes, as outlined in our long-term plans.

Children will also explore movement through dance activities, learning to move in time with music. They will enjoy singing songs and discovering the sounds of different instruments. Role play is an important part of their learning, where children are encouraged to invent and adapt their own stories and narratives. Performing with their friends is a highlight that fosters confidence and creativity.



Practical Information

We are a **NUT-AWARE** school. Children are not allowed to bring any food containing nuts or traces of nuts into school.

Drop-Off and Pick-Up

Drop-off and pick-up times vary by year group. All arrivals and departures take place via the Foundation Stage entrance.

School Day Timings

- **Nursery full-day sessions:** 8:55 am – 3:10 pm (*Half-day sessions on Wednesdays: 8:55 am – 11:25 am / 12:40 pm – 3:10 pm*)
- **Reception:** 8:45 am – 3:20 pm

School Uniform

All children from Nursery to Year 6 are required to wear school uniform. The uniform includes:

- Purple or grey jumper, sweatshirt, or cardigan
- White, purple, or grey school shirt, blouse, or polo shirt
- Grey trousers, shorts, skirt, or pinafore dress
- Grey jogging bottoms (Nursery only)
- Purple/white check summer dress
- Comfortable, flat black shoes

PE Kit

Children in EYFS do not need a school PE kit.

Please ensure all clothing is clearly labelled with your child's name.

Jewellery

For safety and security, jewellery is not permitted except for a watch and, if ears are pierced, one pair of plain studs or sleepers. Hooped earrings of any kind are not allowed.

Additional Items for EYFS Children

Children are encouraged to bring:

- A suitable coat
- A water bottle
- Wellies to keep at school for outdoor learning
- Sun cream and sun hats for sunny days

Communication

Clapgate Primary is a paperless school. All letters, trip details and permissions, dinner menus, and admissions communications are sent through **Arbor**. This platform is also used for payments related to school trips, residentials, dinners, and paid clubs. Arbor provides a secure and efficient way to stay connected and manage payments.

When your child joins our school, we will ask for an email address to set up your Arbor account. If you need help using Arbor, our staff are happy to assist you at school.

We also use **Facebook** to share the latest news—follow **Clapgate Primary** to stay updated. Our school website offers newsletters, curriculum information, links to learning resources, school policies, and examples of children's work. Visit us at: www.clapgateprimaryschool.co.uk

If you need to contact the school, you can:

- Visit the office to speak with Mandy Belt, Kiera Austin, or Rachel Johnson
- Call us on **0113 2716700**
- Email: clapgate@clapgateprimaryschool.org
- Use **Tapestry** for Foundation Stage pupils
- Email teachers or members of the leadership team

Absence and Attendance

If your child is absent, please inform the school by calling before 9:30 am on the first day of absence or sending a message via Arbor. Our attendance officer, Aimee Stamp (stampa@clapgateprimaryschool.org), will contact you if we have not received notification as part of our safeguarding procedures.

If no contact is made within two days, a home visit will be conducted. We place great importance on good attendance at Clapgate. Children should aim to attend at least **96%** of the time, which means no more than seven days off during the school year.

Change of Circumstances

Please notify the school office immediately if you change your address, phone number, or email—either in person or by phone. It is essential we have at least two up-to-date emergency contact details to reach you if your child is unwell.

Collection Procedures

We operate a secure password system in EYFS for occasions when an alternative adult will be collecting your child. This adult must provide the correct password before your child can be released from school. Please inform a member of staff at drop-off if someone else will be collecting your child.

If collection arrangements change after drop-off, please contact the school office as soon as possible on **0113 271 6700**. Please note that children under the age of 16 are not permitted to collect children from Foundation Stage or Key Stage 1 unless prior arrangements have been made with the Headteacher.

Medication

Prescription medication (and other medications such as Calpol) can be administered at school as needed. A medication form must be completed at the office **before** any medication is left at school. If your child has any allergies that have not been previously reported on their admissions form, please notify the school office immediately.

Milk and Fruit

As part of the Government's School Fruit and Vegetable Scheme, all children in Nursery, Reception, Year 1, and Year 2 receive a free piece of fruit or vegetable each day.

Free milk is available for:

- Children under the age of five (Nursery and Reception)
- Children eligible for benefits-related free school meals

Children in that are five and over or are not eligible for free milk may purchase it at **31p per day**. Milk is ordered directly from Cool Milk.

Class Newsletters

A class newsletter will be sent via **Arbor and Tapestry** each half term. It will include information about the topics your child will be covering and any upcoming events or activities.

School Dinners

All children in **Reception, Year 1, and Year 2** are entitled to **universal free school meals**. Children in **Nursery or Key Stage 2** must pay for school dinners unless they qualify for benefits-related free meals. Meals must be **pre-ordered and paid for (if applicable)** through Arbor:

- Nursery meals: **£2.48 per day**

There are usually four menu choices available each day. If a dinner account falls into arrears of **£30.00 or more**, parents will be expected to provide a packed lunch until the outstanding balance is cleared.

Wraparound Care Provision

We are excited to announce the launch of our new Wraparound Care service, starting in September 2025, for children in Reception to Year 6. This high-quality provision offers both before- and after-school care, including a nutritious breakfast and tea, in a safe, engaging environment. Children will have access to a wide range of enriching and structured activities. All meals will be freshly prepared, and the provision will be led by our dedicated Wrap-around Manager, Mr Queeley, supported by a skilled and caring team. We will have capacity for up to 100 children per day, and bookings can be made through Arbor. Families may be eligible for financial support through Tax-Free Childcare or Universal Credit Childcare schemes. For more information, please visit the school website.

Session Times and Prices:

Morning sessions: 7.30am – 8.50am: £5.00 (includes breakfast) or 8.00am – 8.50am: £4.00 (no breakfast)

Afternoon Sessions: 3.20pm – 5.30pm: £9.00 (includes tea) or 3.20pm – 4.30pm: £5.00



Tapestry



Tapestry keeps you in touch with your child's day wherever you are!

As parents, the first day of entrusting your child to the care of others can be an emotional experience. As your child begins to explore life at school without you, many parents want to stay involved and share in these special moments.

Tapestry supports this by creating a personal learning journal that both the school and parents can contribute to over time. Photographs, videos, and notes capturing your child's milestones and memorable experiences are regularly recorded and shared with you. You will receive a login to access your child's journal through the website or app, allowing you to view their daily activities, celebrate achievements, and track their progress.



We encourage you to engage with these special moments by commenting on entries or even adding your own updates. This helps your child's teacher understand what activities your child enjoys at home and strengthens the connection between home and school.

Key Contacts



Heather Taylor

Acting Headteacher



Sadie Procter

Acting Deputy
Headteacher & EYFS
Leader



Emily Smith

Assistant Headteacher



Sam Lawton

SENCO



Aston Queeley

Behaviour & Culture
Improvement Officer



Keeley Shires

Therapeutic Support



Dave Bache

Chair Of Governors



Jacqui Rhodes

Child & Family
Support Worker





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Contact:

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