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Sections	Summary Evaluation Form (SEF) Low Hall Nursery School URN 103027 DfE 320/1000	
	Our visions and values: All children first All families matter A community of communities Experts working together Kindness, respect, and equity A warm welcome for every child	
Introduction	This document provides a very quick summary of our School Evaluation. This is what we use to evaluate how well we think we are doing as a maintained nursery school (MNS) and informs our improvement planning and our continuing professional development programme. Although we did not have specific improvement targets from our Ofsted inspection, we are always reviewing our practice and curriculum to ensure that we are providing the very best education and curriculum for the children in our care. Governors, the Senior Leadership Team, and our School Improvement Partner (SIP) are all involved in monitoring our progress, our teaching and learning, and our Curriculum.	
Context	Low Hall Nursery School provides an inclusive education for 2-4-year olds. We opened in 1929. Our 2-year olds receive FEEE (Free Early Education Entitlement) of 15 hours. Our 3-4 provision is term-time only and mixed, with some children receiving flexible day care from 8am-6pm, others receiving 30 hours FEEE, and part-time children with the universal 15-hour FEEE. We also offer holiday clubs from 3-9. The Federation of Church Hill and Low Hall Nursery Schools - Our places and fees We currently have 61 (October census 2025) children on roll, with the capacity to provide 54 places or 40 full-time equivalent places, including FEEE two-year olds. We have 35 3 and 4-year olds, 5 of those receiving FEEE 30 hours funding, 27 receiving universal 15 hours. 3 families are buying day care. Our 2-year-old provision has changed this year in line with National changes. We still offer FEEE 15-hour places to Low-income families, 10 places (5 morning, 5 afternoon). We are also offering 15 30-hour working family places. We currently have 26 places filled: 12 as FEEE 15-hour low-income entitlement, either morning afternoon sessions, 14 as the FEEE 30-hour working family entitlement. The offer is over four days, some families have chosen to buy more hours over the 4 days. We have 11 3- and four-year-old children who receive EYPP funding and are from very low-income families. Waltham Forest are also providing EYPP funding for two-year-olds. We have 6 2-year-olds receiving EYPP funding. We therefore have 17 children receiving EYPP funding. We have no Looked After Child (LAC), one Previously Looked After Child (PLAC) and no Privately Fostered children in our current cohort. Low Hall Nursery School sits in a highly populated, highly deprived ward, with high levels of unemployment. Households where no one speaks English as their first language is high in comparison to the LBWF and National averages. We regularly refer a number of families to food banks, the local Alms Houses, and Early Help to support them when they are experiencing the effects of poverty. Housing is highly priced, resulting in many of our families living in privately rented or council-owned accommodation. In the families that we cater for, in our current cohort, most pupils coming to the Nursery School live in the St James Street, Markhouse, and Lea Bridge wards of Waltham Forest, which are densely populated with people from diversely-mixed socio-economic backgrounds. Our families come from a diverse mix of backgrounds. We have a number of Asylum-Seeking families who live in hotels whose children attend our two nursery schools. Families attending Low Hall Nursery are from one or more of 20 unique ethnicities, speak 1 or more of 27 different languages. The most widely-spoken language in our families' homes is English, followed by Urdu, Arabic, and Albanian.	
Progress from previous inspection	- During our last long, section 5 inspection we received an Outstanding rating in October 2023. https://www.fans.waltham.sch.uk/news/?pid=30&nid=5&storyid=205 - We have continued to develop our Curricular Goals, publishing a 4th draft with Two-Year-old Goals. We now report to our families termly using our Curricular Goals reporting system. - We have supported local primary Schools by providing them with a tailored version of our Curricular Goals and a package of implementation support.	We have just published our 5th edition, with Neurodivergent, non-speaking statements running alongside our goals. We our partnering with a local special school for advice and support and more collegiate partnership work



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	- We continue to share our knowledge and experience both in the borough of Waltham Forest and beyond, through mentoring and training. - We have high aspirations for all our children and welcome high numbers of children with SEND, supporting them before they start primary school and applying for high numbers of EHC plans. - We continue to work in partnership with our federated Nursery School, Church Hill. - We developed play and stay sessions for children on the SACC pathway with Waltham Forest. - We have developed Forest School and have developed our garden so that we can run Forest School on site. The Federation of Church Hill and Low Hall Nursery Schools - Forest School activities - We continue to develop training for Waltham Forest and The North East London Stronger Practice Hub. - We rolled out our We Play initiative (high-quality toys and play support for low income families) to many other settings in LBWF. The Federation of Church Hill and Low Hall Nursery Schools - We Play! - We work as part of a larger, soft federation in the West Walthamstow Partnership to deliver wider training for staff, moderation, and strategy development. - We have become an IQM Centre of Excellence (achieved Gold Mark). J:\IQM\Forest Alliance of Nursery Schools Report - May 24.pdf J:\IQM\The Forest Alliance of Nursery Schools Review - May 2025.pdf - We have developed our building so that the 2-year-old room and garden are more inclusive and have welcomed 2-year-olds from working families for 30 hours, developing a sleep space so that they can stay for longer hours.	We are continuing to evaluate our SEND Practice to become an IQM Flagship School to be able to support our local practice
Inclusion	- Low Hall Nursery School welcomes all children. As a result of this, our provision for children with Special Education Needs and Disabilities (SEND) is highly thought of by parents and agencies that work with us in partnership to ensure that children get the very best start in life. Low Hall's part in the Local Offer - Some of our two-year-old children come with undiagnosed special educational needs and disabilities. We work hard with families and agencies to support these children. - Our 2025-26 intake: 15 children (22%) receive SEND support, whether it is for complex learning difficulties, social and communication difficulties, complex medical needs, or delayed speech. We are currently receiving funding for 6 children through SENIF funding. Three of the SENIF children are going through the EHC plan process. This will increase during the academic year as more applications are made. - We have had two IQM inspections across our federation and have been awarded Centre of Excellence status. It has been recommended that we apply for a Flagship School Status, and as part of this process our Church Hill SENDco attends a London-wide network to share advice and information, working in partnership with many other settings. Centre of Excellence IQM Inclusive Practice Award Inclusion Quality Mark and Flagship School Award IQM Inclusive Teaching Inclusion Quality Mark Flagship School Award IQM Inclusive Teaching Inclusion Quality Mark - Training for staff has focused on Neurodiversity for the last academic year, including: ADHD, Autism, FANS Learning Library (which stores podcasts, videos, and articles to read on many neurodivergent definitions), Colourful Semantics, and PECS training. We surveyed staff before training so we could train them on their needs and via their preferred learning styles. - Our latest Curricular Aspirations edition has included descriptions of how non-speaking children access our curriculum to support the team when assessing these children, ensuring they are a central focus. The Federation of Church Hill and Low Hall Nursery Schools - pedagogy. We have redeveloped these based on the research of Dr Kerry Murphy. https://diversepathways.org/ recognising that	To do a self-monitoring exercise for all staff to identify areas of strengths and improvement in relation to them working with children who have SEND. Being aware of any parents/carers who have previously been in Local Authority care. To continue to offer opportunities for parents and carers of children with special needs to volunteer across Forest Alliance of Nursery Schools (FANS)



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	neurodiverse children have different play pathways which should be encouraged, supported, and given equal status to their neurotypical peers. We have adapted the language we use in our curricular documents, such as changing milestones and goals to aspirations and insights and changing the layout of the material so it is not linear, to ensure that our curriculum is not ablest.	
Quality of Education including attainment	- Leaders and staff are highly ambitious for all children, regardless of their background or educational needs. They have considered carefully what children need to learn to be ready for Reception Year and have created a broad, rich, and exciting curriculum. curricular aspirations - In the last year, the Executive Headteacher and Assistant Headteacher have worked closely with schools in Waltham Forest to support them to develop their curriculum too. One school had been assessed as requiring improvement and were grateful to FANS for sharing their curriculum and delivering training regarding the rationale behind how they determined their curriculum aspirations and assessment package. FANS is providing ongoing support and guidance to support their journey. - Another setting requested support from FANS Executive Headteacher to create their own curriculum to match their setting's pedagogy. FANS supported them to develop their own strands and assessment criteria. This support will continue in the future to facilitate the development of all strands of the curriculum. Alongside this work, FANS are constantly reviewing and updating their curriculum. - The Assistant Headteacher supports other settings through the Stronger Practice Hub and has worked with settings to demonstrate how to build the curriculum in response to the outcomes, determined by the Early Childhood Environmental Rating Scale (ECERS) assessment tool. The Assistant Headteacher has also run training to support a Communication Project for 2-year-olds. FANS staff have received this training tool. The Early Years Conversation Project Stronger Practice Hubs 5th edition of Curricular Aspirations was written collectively by the whole team, using Development Matters and EYFS as a guide. Latest edition reflects the breadth of accessibility for all children. We have a Froebelian approach to Early Years Education. Froebel Trust Twelve features characterising a Froebelian approach - We do not have National Data for our age group. Any deferred children will have ELG data the following year in Primary School. From our Curricular Goals data, children perform above National Expectations for 3- and 4-year-olds in Physical Development (PD) and Personal Social and Emotional Development (PSED). In all other areas as an average they are performing at National attainment levels as they exit for Primary School. Our lowest attainment area overall is still at National expectations, Mathematics. Part-time children scored marginally lower in Mathematics than their full-time peers, so we are planning sessions this year to narrow the gap in this area, funding a <i>We Cook</i> initiative with voluntary funding. All our children make excellent progress from their starting points. - Our EHT has lead training for three years on Creativity, with a focus on using diverse, female contemporary artists as a starting point to explore art with you children. EYPP children have had extra trips to visit their work and all children, especially EYPP, have explored sculpture with Arts Council artist Alice Wilson, who has also led whole staff INSET on sculpture. Alice Wilson Artist This work has been collated into an Artist Calendar and shared more widely through Waltham Forest training sessions for EY settings. https://www.fans.waltham.sch.uk/artists-calendar - Forest School continues to be delivered on site in a specially-developed area.	Publish 5th edition of Curricular Goals Develop Waltham Forest Training offer for 25-6 Develop work with Alice Wilson further with a trip for EYPP children Tales Toolkit EEF project with families Work with George Tomlinson Primary School and Gwyn Jones Primary School to develop their nursery offer Continue to moderate and support WWP schools with nursery provision Continue with William Morris Gallery partnership for EYPP children Continue with Stronger Practice Hub mentoring From Maths data part-time children and EYPP <i>We Cook</i> project
Teaching and curriculum	- Children of all ages play and learn alongside each other. Staff are skilled at adjusting their language to meet different children's needs. The school has a wealth of expertise in identifying and meeting the needs of children with special educational needs and/or disabilities. These children benefit from a range of strategies and approaches. - Staff use what they know about children's next steps deliberately to provide teaching moments to address these.	Through collective target setting staff have highlighted their desire for further training in and reflection on: Attention Autism



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	- Monitor teaching and learning with learning walks (SIP and Governor) as critical partners to help the leadership team to always develop for the best outcomes for children. - ECERS and ITES are used to rate the quality of education in our schools. We also use this tool to support local partners to extend their provision for children. The Scales I ERS Institute - Tales Toolkit is built into our curriculum to develop language, literacy, problem solving, creativity, and resilience in our young children. The EHT is working with Tales Toolkit and the EEF to develop this tool in other schools and settings both in North East London and Nationally through online coaching sessions and speaking in conferences. Home I Tales Toolkit - Every child has a story - Our pedagogy of high-quality interactions has been further developed by training led by our AHT through the Conversation Project, which she mentors across London boroughs. Our team have been trained in the ShREC method of communication in INSET. The ShREC approach I EEF and The Early Years Conversation Project I Stronger Practice Hubs - Autism training through the Autism Education Trust Early Years Programme has supported staff to develop their understanding of autism and the use of communication boards to support non-speaking children. We have also had Colourful Semantics training to add further use to the PECS system. Autism Education Trust H:\FANS learning library\Past INSET training\INSET SEND practice for EYP targets Sept 25.pptx - FANS learning library (surveyed staff for needs first) for staff to access further information on topics that they have raised as training needs. H:\FANS learning library	Colourful Semantics -peer observation Makaton Tales Toolkit (new staff) ShREC - peer observations Creative planning Visits to other settings Job swap days (across federation) Developing further writing for assessment Tales Toolkit partnership with parents via the EEF (trial)
Attendance and Behaviour	- As a nursery school, we are not a statutory age phase, but as a school we monitor attendance. Key person and admin are at the forefront of our approach, with termly reviews and attendance plan. EHT writes to and meets with families who are not attending regularly. EYPP attendance is monitored closely. DSL and DDSL work closely with Social Care to place children who have support, PLAC, and LAC children in our nurseries. Once those children attend we meet regularly in strategy meetings, conferences, and TAFs to support attendance. - We have developed a new strategy to monitor attendance for those who are vulnerable, monitoring groups and the impact that our attendance contact has with each family. - Children's exemplary behaviour is underpinned by the positive and kind relationships throughout the school. Children learn to cooperate with others and solve problems. - The Key Person's relationship with child and family is paramount in supporting behaviour. - Staff model kindness and problem-solving using Tales Toolkit and Self-Regulation cards to help children name feelings and find solutions to conflict. Self-regulation strategies I EEF - PECS symbols are used to help children develop a sense of routine, what's coming next, and to help them to develop resilience through the school day. The Picture Exchange Communication System (PECS) - Makaton and signing to develop communication with all children. Our SENDco at Church Hill creates training videos which are shared with staff and families through Class Dojo. Home - We support families with behaviour support through coffee mornings and key person discussions. The SENDco will also support families to create boundaries and positive interactions when needed. - We refer many families to Early Help for support in their homes with Positive Parenting and Early Autism Diagnosis support groups when needed. Early Help I The Hub - Waltham Forest Education Hub	Use staff training requests for targets for Makaton, PECS, Colourful Semantics, Tales Toolkit, and Self-Regulation cards. Continue to monitor attendance with Attendance Plan shared with governors and all staff. INSET session in January 2026 on EYPP including attendance monitoring of vulnerable children inc EYPP by SBM.



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	- We apply to local charities for furniture, clothing, and other resources for families in need. We refer families to food banks and debt support where needed. We refer families to local groups for education, support, and connection. All of these interventions support children coming to nursery every day and their behaviour. Home - Walthamstow and Chingford Almshouse Charity - We collect for local charities that have supported our families, such as a local hospice for children. Haven House	
Personal development and wellbeing	5 pillars of wellbeing are the basis for our School Development plan and Equality Objectives. Staff have created events to come together as a group and with families, support learning both in Nursery and through Waltham Forest initiatives, and to get active. They are central to our curriculum supporting children to connect, be active, learn, take notice, and give. 5 steps to mental wellbeing - NHS - The key person relationship is key to children and families settling and taking part in our community of communities. All children have a voice in their learning and community, and are active in learning. Leaders and staff monitor this through supervision discussion about children and their families, SEND support, behaviour support, wellbeing support including support through external agencies such as Early Help and Social Care, and health services. Early Help The Hub - Waltham Forest Education Hub - Partnerships with organisations such as the William Morris Gallery, 303 projects, and Tales Toolkit ensure that all children, especially our children from low income families, have the very best start in life. Home - William Morris Gallery Home 303 - Building good relations and resilience are at the heart of our Curricular Aspirations We set out how we want children to be in our Characteristics of Effective Learning, as well as their achievement outcomes. Our broad curriculum supports children to be creative and to explore their natural environment through our garden, our Forest School, and their local community so they feel part of their surroundings as well as the nursery environment. The Federation of Church Hill and Low Hall Nursery Schools - Forest School activities - Children report to our governors that they love coming to nursery and feel safe. - Good relationships with families are paramount to children's learning and development. They say: My child is always happy to go into nursery and feels joyful and safe in nursery. All parents surveyed felt their child felt very or extremely happy and safe. - Newly developed sleep spaces are calm and welcoming, ensuring that our youngest children can sustain longer days with the emotional support that they need. - LAC and PLAC + SEND children and family support is a longstanding service that our Nursery School offer the local community. Virtual School for Looked After Children London Borough of Waltham Forest Social Care will now approach us to take children as we work in partnership with our geographical social workers.	SIP what is the day of a two-year-old like? 8-6pm Continue to monitor impact of new appraisal system for staff to develop CPD systems as a whole staff team FANS learning library for admin staff
Leadership and Governance	- Our maintained nursery schools benefit hugely from a Federated governance and SLT. By pooling our expertise and knowledge we work together for all of our children and for those children not in our schools as we share our vision, values, and expertise more widely. The Federation of Church Hill and Low Hall Nursery Schools - All about our Governing Body - Our Governors are diverse and from a range of experiences, and all engage in school life. They are often visiting school and regularly check that we are operating safely, in good financial order, and that our education has high aspirations. They carry out learning walks with our School Improvement Partner, a retired MNS headteacher from Haringey. Our governors attended training in the last academic year for Safeguarding and Supervision training, which they carry out with the senior leadership team. H:\POLICIES & PROCEDURES\Safeguarding information\Safeguarding Audits\FANS 2025 S11 Audit Summer 2025.docx - Sharing of staff and strategies has developed since the last inspection, with staff working across the federation and developing strategies and our curriculum in unison. This includes working together for our IQM, EYPs changing roles across both schools, and staff absence support across the federation. IQM Cluster Groups Excellence in Inclusion Collaboration Inclusion Quality Mark	Leadership training 7 tools Apply for expansion funding and expand two-year-old sleep space Apply for RHS funding



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	• Sharing of practice across boroughs has developed since our last inspection through the Stronger Practice hub, IQM clusters, MNS networks with Haringey and the Haringey Education Partnership who now provide our SIP and Tales Toolkit mentoring. IQM Cluster Groups Excellence in Inclusion Collaboration Inclusion Quality Mark Professional Development - Haringey Education Partnership A Brighter Start: East London's Early Years Stronger Practice Hub Stronger Practice Hubs • We continue to work closely with Phoenix Community Care (PCC) who share their safeguarding expertise with us through safeguarding and supervision training. We now offer them support with supervision and the Foster Care Childcare Panel. About Phoenix Community Care • Our EHT shares skills with LBWF through: Primary heads formal chairing, Schools Forum, and Early Years task and finish groups. Schools Forum The Hub - Waltham Forest Education Hub Have your say on Early Years Funding in 2026/2027 The Hub - Waltham Forest Education Hub • Our continued soft federation with WWP offers ongoing support, training, and curriculum development. We plan a yearly INSET together which allows us to access training that we could not afford alone, to network, and to think more widely about our local community. Our EHT is also a NPQEL mentor for a member of this group. Schools in Waltham Forest The Hub - Waltham Forest Education Hub • Our EHT runs creative training for LBWF and invites a class teacher to run this training with her, supporting further professional development for her teachers as well as local settings, mainly PVLs. All FANS staff receive this training package through INSET sessions.	
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