



<h1 style="margin: 0;">Sections</h1>			
	<p>Our visions and values:</p> <ol style="list-style-type: none"> <li>1. Protecting children’s right to play, learn and have a voice</li> <li>2. Keeping parents involved in childrens development</li> <li>3. Governors and staff leading the way on quality</li> <li>4. Working partnership with health professionals and schools</li> <li>5. Being ethical, respectful and tolerant</li> </ol>		
<p>Introduction</p>	<p>This document provides a very quick summery 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, teaching and learning, and our Curriculum.</p>		
<p>Context *check ethnicities and languages with Alina</p>	<p>Church Hill Nursery School provides an inclusive education for 2-4-year olds. For all age groups provision is mixed, with some children receiving flexible day care from 8am-6pm for 48 weeks of the year, others receiving 30 hours FEEE term time, and part-time children with the universal 15 hours FEEE. We also offer afterschool care for children from ages 2-8 years old and holiday clubs from 3-8. <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - The places we offer</a></p> <p>We currently have 89 (January census 2026) children on roll, with the capacity to provide 109 places or 60 full-time-equivalent places, plus 24 FEEE two-year olds. We have 73 3- and 4-year olds, 25 of those receiving FEEE 30-hours funding, 48 receiving the universal 15 hours.</p> <p>Our 2-year-old provision has changed this year in line with National offer. We still offer FEEE 15-hour places to Low income families: 10 places (5 morning, 5 afternoon places). We are also offering 10 30-hour working family places. We currently have 16 places filled: 8 as FEEE 15-hour low income entitlement, 6 as FEEE 30-hour working entitlement. The offer is over four days; some families have chosen to buy more hours over 5 days. We have 15 children who receive EYPP funding, from very low-income families. Waltham Forest are also providing EYPP funding for two-year olds.</p> <p>We have one Looked After Child (LAC) and no Previously Looked After Child (PLAC) or Privately Fostered children in our current cohort. We have one CP child and a number of children who receive help from Early Help.</p> <p>Church Hill 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 are 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 Hoe Street, High Street, and Wood Street 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 attending our two nursery schools.</p> <p>Families attending Church Hill Nursery School are from 18 unique ethnicities and speak 1 or more of 13 different languages. The most widely-spoken language in our families’ homes is English, followed by Urdu, and then Turkish or Portuguese.</p>		
<p>Progress from previous inspection</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%; vertical-align: top;"> <p><a href="#">The Federation of Church Hill and Low Hall Nursery Schools - Church Hill still Outstanding!</a></p> <p>During our last short, section 8 inspection we received an Outstanding rating in May 2022.</p> <p>*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.</p> </td> <td style="width: 30%; vertical-align: top;"> <p>We are currently working on a 5th draft with Neurodivergent, non-speaking statements running alongside our goals.</p> </td> </tr> </table>	<p><a href="#">The Federation of Church Hill and Low Hall Nursery Schools - Church Hill still Outstanding!</a></p> <p>During our last short, section 8 inspection we received an Outstanding rating in May 2022.</p> <p>*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.</p>	<p>We are currently working on a 5th draft with Neurodivergent, non-speaking statements running alongside our goals.</p>
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## Working together for all our children

	<ul style="list-style-type: none"> <li>• We have supported local primary Schools by providing them with a tailored version of our Curricular Goals and a package of implementation support</li> <li>• We continue to share our knowledge and experience both in the borough of Waltham Forest and beyond through mentoring and training.</li> <li>• We have high aspirations for all our children and welcome high numbers of children with SEND, supporting them before they start primary school, applying for high numbers of EHC plans.</li> <li>• We continue to work in partnership with our federated Nursery School, Low Hall.</li> <li>• We developed stay and play sessions for children on the SACC pathway with Waltham Forest</li> <li>• We have developed Forest School in partnership with Walthamstow School for Girls. We have developed our garden so that we can run Forest School on site. <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - Forest School activities</a></li> <li>• We continue to develop training for Waltham Forest and The North East London Stronger Practice Hub</li> <li>• We rolled out our We Play initiative (high-quality toys and play support for low income families) to many other settings in LBWF <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - We Play!</a></li> <li>• We work as part of a larger soft federation in the West Walthamstow Partnership to deliver wider training for staff, moderation, SEND, and strategy development.</li> <li>• We have become an IQM Centre of Excellence (achieved Gold Mark) <a href="#">J:\IQM\Forest Alliance of Nursery Schools Report - May 24.pdf</a></li> <li>• <a href="#">J:\IQM\The Forest Alliance of Nursery Schools Review - May 2025.pdf</a></li> <li>• 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.</li> </ul>	<p>We are partnering with a local special school for advice and support and more collegiate partnership work.</p> <p>We are continuing to evaluate our SEND Practice to become an IQM Flagship School to be able to support our local practice</p>
<p>Inclusion We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area</p>	<ul style="list-style-type: none"> <li>• Church Hill 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. <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - SEND Information Report 2025-26: Church Hill's part in the Local Offer</a></li> <li>• 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.</li> <li>• Of our 2025-26 intake, 12 children (13%) received SEND support, whether for complex learning difficulties, social and communication difficulties, complex medical needs, or delayed speech. We are currently receiving funding for 3 children through EHC or SENIF funding. This will increase during the academic year as more applications are made. We expect to apply for 2 more EHC plans and more SENIF by July.</li> <li>• 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. As part of this process our SENDco attends a London-wide network to share advice and information, working in partnership with many other settings. <a href="#">Centre of Excellence   IQM Inclusive Practice Award   Inclusion Quality Mark</a></li> <li>• <a href="#">Flagship School Award   IQM Inclusive Teaching   Inclusion Quality Mark</a> <a href="#">Flagship School Award   IQM Inclusive Teaching   Inclusion Quality Mark</a></li> </ul>	<p>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.</p> <p>Intended Outcome: To extend the knowledge and skills of the whole staff team regarding SEND.</p> <p>Being aware of any parents/carers who have previously been in Local Authority care.</p> <p>Intended Outcome: To raise the aspirations and life opportunities of our poorest families.</p>



## Working together for all our children

	<ul style="list-style-type: none"> <li>• Training for staff has focused on Neurodiversity for the last academic year including: ADHD, Autism, FANS Learning Library with podcasts, videos, and articles to read on many neurodivergent definitions, Colourful Semantics, and PECS training. We surveyed staff before training so we could train staff on their needs and via their preferred learning styles.</li> <li>• Our latest Curricular Goals draft 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. <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - Links for families</a>. We have redeveloped these based on the research of Dr Kerry Murphy <a href="https://diversepathways.org/">https://diversepathways.org/</a> recognising that neurodiverse children have different play pathways which should be encouraged, supported, and given equal status to their neurotypical peers.</li> <li>• We have adapted the language we use in our curricular documents, such as milestones and goals, and the layout of the material so it is not linear, to ensure that our curriculum is not ableist.</li> <li>• EYPP children are planned for separately on our documents. We track their attendance, along with other vulnerable groups, plan our INSET and training to follow EEF guidance <a href="https://educationendowmentfoundation.org.uk/early-years/pupil-premium">https://educationendowmentfoundation.org.uk/early-years/pupil-premium</a>, and plan extra trips, mathematics, and phonics for these children to narrow the gap for their future.</li> </ul>	<p>The SENDco and Learning Support Assistant (LSA) for SEND to offer home visits to children who have significant needs.</p> <p>Intended Outcome: To identify early any support the family may need.</p> <p>To continue to offer opportunities for parents and carers of children with special needs to volunteer across Forest Alliance of Nursery Schools (FANS)</p> <p>Intended Outcome: To build on carers' and parents' wellbeing and develop their confidence to return to the workplace</p>
<p>Quality of Education including attainment</p> <p>We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area</p>	<ul style="list-style-type: none"> <li>• 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. <a href="#">curricular goals</a></li> <li>• 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 goals and assessment package. FANS is providing ongoing support and guidance to support their journey. Our EHT has now been delivering this support through HEP for Haringey Local Authority-run nursery provisions.</li> <li>• Another setting requested support from FANS Executive Headteacher to create their own curriculum to match their settings' 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.</li> <li>• 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 too. <a href="#">The Early Years Conversation Project   Stronger Practice Hubs</a></li> <li>• 5<sup>th</sup> edition of Curricular Goals written collectively by whole team using Development Matters and EYFS as guide. Latest edition reflects the breadth of accessibility for all children. We have a Froebelian approach to Early Years Education <a href="#">Froebel Trust   Twelve features characterising a Froebelian approach</a></li> </ul>	<p>Publish 5<sup>th</sup> edition of Curricular Goals</p> <p>Develop Waltham Forest Training offer for 25-6</p> <p>Develop work with Alice Wilson further with a trip for EYPP children</p> <p>Tales Toolkit EEF project with families</p> <p>Work with George Tomlinson Primary School and Gwyn Jones Primary School to develop their nursery offer</p> <p>Continue to moderate and support WWP schools with nursery provision</p> <p>Continue with William Morris Gallery partnership for EYPP children</p> <p>Continue with Stronger Practice Hub mentoring</p>



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	<ul style="list-style-type: none"> <li>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 over all 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 <b>We Cook</b> initiative with voluntary funding. All our children make excellent progress from their starting points.</li> <li>Our EHT has lead training for two 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. <a href="#">Alice Wilson Artist</a>. This work has been collated into an Artists Calendar and shared more widely through Waltham Forest training sessions for EY settings and <a href="#">on our school website</a>. <a href="#">W:\FANS learning library\Creativity practice\Alice Wilson Notes on Sculpting with Wood .pdf</a></li> <li>Forest School continues to be delivered on site in a developed area, with year 9 pupils from Walthamstow School for Girls <a href="#">Walthamstow School for Girls - Forest School Project</a></li> </ul>	<p>From Maths data part time children and EYPP <b>We Cook</b> project</p>
<p>Teaching and curriculum We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff use what they know about children's next steps to deliberately provide teaching moments to address these.</li> <li>Monitoring teaching and learning with learning walks by our SIP and Governors as critical partners help the leadership team to always develop the best outcomes for children.</li> <li>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 <a href="#">The Scales I ERS Institute</a>.</li> <li>Tales Toolkit is used to scaffold 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. <a href="#">Home I Tales Toolkit - Every child has a story</a></li> <li>Our pedagogy of high-quality interaction has been further developed by training, led by our AHT though the Conversation Project which she mentors across London boroughs. Our team have been trained in the ShREC method of communication in INSET <a href="#">The ShREC approach I EEF</a></li> <li><a href="#">The Early Years Conversation Project I Stronger Practice Hubs</a></li> <li>Autism training through the Autism Education Trust Early Years service has supported staff 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. <a href="#">Autism Education Trust H:\FANS learning library\PAst INSET training\INSET SEND practice for EYP targets Sept 25.pptx</a></li> <li>FANS learning library (surveyed staff for needs first) for staff to <a href="#">access</a> further information on topics that they have raised as training needs <a href="#">H:\FANS learning library</a></li> </ul>	<p>Through collective target setting staff have highlighted their desire for further training in and reflection on:</p> <ul style="list-style-type: none"> <li>Attention Autism</li> <li>Colourful Semantics -peer observation</li> <li>Makaton</li> <li>Tales Toolkit (new staff)</li> <li>ShREC - peer observations</li> <li>Creative planning</li> <li>Visits to other settings</li> <li>Job swap days (across federation)</li> <li>Developing further writing for assessment</li> </ul> <p>Tales Toolkit partnership with parents via the EEF (trial)</p>



## Working together for all our children

<p>Attendance and Behaviour</p> <p>We grade ourselves at a Strong Standard if it is acknowledged that attendance is not statutory</p>	<ul style="list-style-type: none"> <li>As schools, we are not a statutory age phase, but as a school we monitor attendance. Key person and admin are at the forefront of the approach, with termly reviews and attendance plans. 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 and PLAC and LAC children in our nurseries. Once those children attend, we meet regularly in strategy meetings, conferences, and TAFs to support attendance.</li> <li>Children's exemplary behaviour is underpinned by the positive and kind relationships throughout the school. Children learn to cooperate with others and solve problems.</li> <li>Key person relationship is paramount with child and family to support behaviour</li> <li>Staff model kindness and problem solving using Tales Toolkit and Self-Regulation cards to help children name feelings and find solutions to conflict. <a href="#">Self-regulation strategies   EEF</a></li> <li>PECS symbols are used to help children develop a sense of routine, what's coming next, and help them to develop resilience through the school day. <a href="#">The Picture Exchange Communication System (PECS)</a></li> <li>Makaton and signing to develop communication with all children. Our SENDco creates training videos which are shared with staff and families through Class Dojo <a href="#">Home</a></li> <li>We support families with behaviour support through coffee mornings and key person discussions. The SENDco will also support families create boundaries and positive interactions when needed</li> <li>We refer many families to Early Help to support in their homes with Positive Parenting and Early Autism Diagnosis support groups when needed. <a href="#">Early Help   The Hub - Waltham Forest Education Hub</a></li> <li>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 <a href="#">Home - Walthamstow and Chingford Almshouse Charity</a></li> <li>We collect for local charities that have supported our families, such as a local hospice for children. <a href="#">Haven House</a></li> </ul>	<p>Use staff training requests for targets for Makaton PECS, Colourful Semantics, Tales Toolkit and self regulations cards. Continue to monitor attendance with Attendance Plan shared with governors and all staff.</p>
<p>Personal development and wellbeing</p> <p>We grade ourselves as a Stronger Standard in this area</p>	<ul style="list-style-type: none"> <li>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, and give. <a href="#">5 steps to mental wellbeing - NHS</a></li> <li>Our 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, community, and 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. <a href="#">Early Help   The Hub - Waltham Forest Education Hub</a></li> <li>Partnerships with organisations such as the William Morris Gallery, 303 projects, and Tales Toolkit ensure that all children, especially our low-income children have the very best start in life. <a href="#">Home - William Morris Gallery</a> <a href="#">Home   303</a></li> <li>Building good relations and resilience are at the heart of our Curricular Goals (how we want children to be as well as their achievement outcomes). Our broad curriculum supports children to be creative, explore their natural environment through our garden and Forest School and their local community so they feel part of their surroundings as well as the nursery environment. <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - Forest School activities</a></li> </ul>	<p>SIP what is the day of a two-year-old like? 8-6pm</p>



## Working together for all our children

	<ul style="list-style-type: none"> <li>• We have supported other settings to write their own Curricula with this premise, using our own goals as a structure. Our EHT is working as a HEP partner to review Haringey nurseries who require improvement to ensure that these groups of children can be safe and thrive.</li> <li>• Social Care and the Virtual School ask us to support specific children to give them the best start in life.</li> <li>• Our AHT mentors many settings in her role as a SPH mentor to evaluate how the environment supports children's wellbeing and development through high-quality interactions, specifically for low-income children.</li> <li>• Children report to our governors that they love coming to nursery and feel safe.</li> <li>• Good relationships with families are paramount to children's learning and development.</li> <li>• Newly-developed sleep spaces are calm and welcoming ensuring that our youngest children can sustain longer days with the emotional support that they need.</li> <li>• LAC and PLAC + SEND children and family support is a longstanding service that our Nursery School offer the local community. <a href="#">Virtual School for Looked After Children   London Borough of Waltham Forest</a> Social Care will now approach us to take children as we work in partnership with our geographical social workers.</li> </ul>	
<p>Leadership and Governance We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area</p>	<ul style="list-style-type: none"> <li>• 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. <a href="#">The Federation of Church Hill and Low Hall Nursery Schools - All about our Governing Body</a></li> <li>• Our Governors are diverse, from a range of experiences. 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. <a href="#">H:\POLICIES &amp; PROCEDURES\Safeguarding information\Safeguarding Audits\FANS 2025 S11 Audit Summer 2025.docx</a></li> <li>• Sharing of staff and strategies has developed since the last inspection, with staff working between 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 between the federation. <a href="#">IQM Cluster Groups   Excellence in Inclusion Collaboration   Inclusion Quality Mark</a></li> <li>• 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. <a href="#">IQM Cluster Groups   Excellence in Inclusion Collaboration   Inclusion Quality Mark Professional Development - Haringey Education Partnership A Brighter Start: East Londons Early Years Stronger Practice Hub   Stronger Practice Hubs</a></li> <li>• 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 <a href="#">About Phoenix Community Care</a></li> <li>• Our SHT shares skills with LBWF through: Primary heads formal charring, Schools Forum, Early Years task and finish groups. <a href="#">Schools Forum   The Hub - Waltham Forest Education Hub Have your say on Early Years Funding in 2026/2027   The Hub - Waltham Forest Education Hub</a></li> <li>• 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, network, and think more widely about our local</li> </ul>	<p>Leadership training 7 tools Apply for expansion funding and expand two-year-old sleep space Apply for RHS funding</p>



## *Working together for all our children*

	<p>community. Our EHT is also a NPQEL mentor for a member of this group. <a href="#">Schools in Waltham Forest   The Hub - Waltham Forest Education Hub</a></p> <ul style="list-style-type: none"><li>• 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 PVI's. All FANS staff receive this training package through INSET sessions</li><li>• Our EHT is currently the EY and Primary Formal chair, offering support to LBWF for interview panels and working parties. She also works as an advisory teacher for HEP on request, most recently reviewing three LA run settings who are RI.</li></ul>	
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