



Play is a right not a privilege. All play is valid.

Sections	Summary Evaluation Form (SEF) Church Hill Nursery School URN 103028 DfE 320/1002	
	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, teaching and learning, and our Curriculum.	
Context	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-hour FEEE. We also offer afterschool care for children from ages 2-8 years old and holiday clubs from 3-9. The Federation of Church Hill and Low Hall Nursery Schools - Our places and fees We currently have 95 (May 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 77 3- and 4-year-olds, 27 of those receiving FEEE 30 hours funding, and 30 receiving universal 15 hours, with 20 of the group then buying daycare to extend the 15/30 hours. 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). We are also offering 10 30-hour working family places. We currently have 18 places filled: 7 as FEEE 15-hour low-income entitlement, either morning afternoon sessions, 9 as the FEEE 30-hour working family entitlement. The offer is over four days, with 2 families having chosen to buy more hours over 5 days. We have 21 children who receive EYPP funding and are from very low-income families. Waltham Forest are also providing EYPP funding for two-year-olds. This equates to 22% of our intake being from a low-income background. 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, one CIN family, and a number of children who receive help from Early Help. Church Hill Nursery School sits in a highly populated, highly deprived ward, with high levels of unemployment. Our local area has changed a lot since we were opened in 1971. We have a high number of affluent families as the area has gentrified over time, but as the cost of living rises we also have a higher number of families living in very low-income households. 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 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 whose children attend our two nursery schools. Families attending Church Hill Nursery School are from 18 unique ethnicities and speak 1 or more of 16 different languages. The most widely spoken language in our families' homes is English, followed by Urdu and then Albanian/Shqip.	
Progress from previous inspection	During our last short, section 8 inspection we received an Outstanding rating in May 2022. The Federation of Church Hill and Low Hall Nursery Schools - Church Hill still Outstanding!	We have just published a 5th draft with Neurodivergent, non-speaking



Play is a right not a privilege. All play is valid.

	We continue to value the unique education of every child in our care. We are always striving to ensure and continue to provide a very high-quality curriculum. Our expert team are always learning to ensure the very best offer of education and care. We have a universal entitlement that is deeply inclusive. Our Curriculum ensures inclusion for all. • 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 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, Low Hall. • We developed play and stay sessions for children on the SACC pathway with Waltham Forest. • 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. 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 have maintained and developed the quality of the provision as well-being outward facing.	statements running alongside our goals. We our partnering with a local special school for advice and support and more collegiate partnership work We are continuing to evaluate our SEND Practice to become an IQM Flagship School to be able to support our local practice We are supporting and embedding our own teams professional development which has then allowed us to share this professional development more widely. Our Governing body is supporting new governors with shadowing roles and training support to ensure that all governors have a developed a critical eye which supports our school.
Inclusion We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area	• 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. https://www.fans.waltham.sch.uk/send-at-fans https://www.fans.waltham.sch.uk/site/data/files/documents/C85D338EE68F2D1921ECCAD3D95141EB.pdf • 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: 20 children (21%) 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 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. • 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 SENDco attends a London-wide	We have developed a 5th edition of Our Curricular Aspirations that ensure that all childrens voices, however they communicate, are represented, so that all parents can recognise their childs journey at Church Hill Nursery School. We have just published this document and will use our INSET days in September to embed this practice further with our team.



Play is a right not a privilege. All play is valid.

	network to share advice and information, working in partnership with many other settings. Centre of Excellence I QM Inclusive Practice Award I 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 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. • 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 (https://educationendowmentfoundation.org.uk/early-years/pupil-premium) and plan extra trips, mathematics, and phonics for these children to narrow the gap for their future. • We have developed a number of EYPP support strategies over time, such as trips to the library, toy library, soft play, and galleries. We used our assessment data to develop <i>We Cook</i> (https://www.fans.waltham.sch.uk/we-cook) based on other very successful initiatives, created by us, but share more widely in the borough after COVID. https://www.fans.waltham.sch.uk/we-play We used our cohort data to develop the <i>We Cook</i> initiative to ensure that EYPP and part-time children had as much experience using number and quantities as their full-time counterparts.	We are continually developing our practice to support EYPP children, we have developed our ShREC approach, early phonics and mathematics with children and their families. We will be measuring the impact of this soon to see how we can ensure all children leave school ready. We aim to become a flag ship IQM setting to share our approach Flagship School Award I IQM Inclusive Teaching I Inclusion Quality Mark Flagship School Award I IQM Inclusive Teaching I Inclusion Quality Mark
Quality of Education including attainment We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area	• 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. The Federation of Church Hill and Low Hall Nursery Schools - Curricular Aspirations and pedagogy • 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 I Twelve features characterising a Froebelian approach • We have trained and embedding the ShREC approach in our school. This has had a continued impact on our high-quality interactions, and has especially supported our more vulnerable children. https://educationendowmentfoundation.org.uk/early-years/the-shrec-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. Children on part-time places 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.	• Publish 5th edition of Curricular Aspirations • Develop Waltham Forest Training offer for 26-27 • Develop work with Alice Wilson further with a trip for EYPP children • Tales Toolkit EEF project with families • Continue to moderate and support WWP schools with nursery provision • Continue with William Morris Gallery partnership for EYPP children • From Maths data, part-time children and EYPP <i>We Cook</i>



Play is a right not a privilege. All play is valid.

	- 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 young children. https://www.fans.waltham.sch.uk/artists-calendar This had such an impact on our own practice that she now shares this more widely through Waltham Forest Early Years training. https://thehub-beta.walthamforest.gov.uk/sites/default/files/2026-01/Summer_202526_EYTraining_Brochure.pdf - 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. - 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 - In the last academic 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. Our EHT has now been delivering this support through HEP for Haringey Local Authority-run nursery provisions. - 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.	project monitor and evaluate the impact of this project using outcomes and parent feedback
Teaching and curriculum We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area	- We have developed a clear curriculum over 5 editions, reflecting on sequencing learning and celebrating how all forms of play are valid and equal. We have reflected and adapted this curriculum through monitoring, feedback, and most importantly, how children have responded to our offer. They tell us and show us what they enjoy and value. We then meet them at their starting points to introduce a greater depth of language, conversation, mathematics, and mark making and support them to collectively learn, solve problems, and be creative. The staff team have created this together and were the expertise behind its evolution. - 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. - 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. - 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 Tales Toolkit - Every child has a story	Through collective target setting staff have highlighted their desire for further training in and reflection on: Attention Autism 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 We will prioritise this based on our learning walks, assessing the teams



Play is a right not a privilege. All play is valid.

	- Our pedagogy of high-quality interaction 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 EEF The Early Years Conversation Project 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 and 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 - We are always looking to develop our practice and have asked staff to lead on their professional development so they also feel that they are developing their practice from the expertise that they already have, further embedding a deep ambition for all children to thrive. - 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 ERS Institute - Our governors and HEP SIP regularly visit us to help leaders measure the impact of our curriculum on what and how children learn. We reflect every week in staff meeting on how children learn, what they need next, and how we can all build this together.	performance, the teams own reflection on their need and address the most desired training first. Tales Toolkit partnership with parents via the EEF (trial)
Attendance and Behaviour We grade ourselves at a Strong Standard if it is acknowledged that attendance is not statutory	- Children's exemplary behaviour is underpinned by the positive and kind relationships throughout the school. Children learn to cooperate with others and solve problems. We model this in our own interactions and through models such as https://www.talestoolkit.com/ - 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 EEF - 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. - 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 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 The Hub - Waltham Forest Education Hub	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.



Play is a right not a privilege. All play is valid.

	- We apply to local charities for furniture, clothing, and other resources for families indeed. 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 We grade ourselves as a Stronger Standard in this area	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, 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 - 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. - Social care and the Virtual School ask us to support specific children to give them the best start in life. - Our AHT mentors many settings in her role as a SPH mentor to evaluate how the environment supports childrens wellbeing and development through high-quality interactions, specifically for low-income children. - Children report to our governors that they love coming to nursery and feel safe. - Good relationships with families are paramount to childrens learning and development. - 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. - We have welcomed EYPP and part-time families to our <i>We Cook</i> sessions to support the children's mathematical development, wellbeing, and our partnership with these families. - We plan trips over the year for children who need more opportunity to discover the world: this year they have been to the theatre, library, soft play, a trip to see the work of one of our Calendar Artists, and we are also about to welcome an artist, Alice Wilson, to work with all children, but particularly those who have SEND or are from a low-income family. She has	SIP what is the day of a two-year-old like? 8-6pm Through our EYP professional development appraisal system, which we have developed this year, we have seen a changing confidence in our middle leaders. They have developed the relationship between the two and three year old team and how they work together in preparation for taking more two year olds when our extension is built. One level 3 lead has worked across the federation and is basing the change in staffing on Low Halls practice to ensure that transition between the rooms is even better for children. She is spearheading a new system of key child allocation and rota for September 2026.



Play is a right not a privilege. All play is valid.

	already trained our staff to make sculptures and returns to support this work with the children. We have used EYPP money to pay for this. https://www.fans.waltham.sch.uk/we-cook and https://www.fans.waltham.sch.uk/page/?title=Artists+over+the+year&pid=240 • Now that we have two-year-olds using the FEEE 30-hour code we have developed a consistent routine for those children who need a daytime nap. Each child is provided with a quiet space and a safe, clean, firm flat sleep mat to avoid overheating. Staff remain in the room and perform physical, regular checks (often every 10 minutes) and monitor the child's breathing and wellbeing. • EYFS Statutory Framework safer mealtime requirements and DfE guidance on nutrition are in place. We have trained all staff as qualified paediatric first aiders, have close supervision of children eating, detailed allergy information made available to all staff, and are clear on choking hazards with staff, children, and their parents. • Safeguarding and First Aid in the EYFS meets All school and revised EYFS Statutory Framework (2025) requirements. We monitor this with our safeguarding governor, Mark, and our LADO through our two-yearly safeguarding audit. • References are obtained and checked prior to hiring new staff, including agency staff. SLT / EYFS Team hold at least 2 emergency contacts for each child and follow up absence in a timely way. • Privacy during nappy changing & toileting is considered and balanced with safeguarding considerations. • All governors have had safeguarding training as well as staff in the last year. We hold this training in our Staff Learning Library so that new staff and governors still have access to it.	
Leadership and Governance We grade ourselves as a Strong standard, with further evidence to suggest we could be Exceptional in this area	• The school has a clear vision, shared with all members of the community. High aspirations underpin the work of the leadership team to best meet the needs of the children. https://www.fans.waltham.sch.uk/ • 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 • 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 • 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 have received capital expansion funding and expand two-year-old sleep space with works to be carried out in the summer holidays of 2026. Our SLT are all undertaking new partnerships to develop our skills further such as Foster Panel, HEP work, a leadership apprenticeship, Mentoring and supporting in local community groups such as The Welcome Caf https://www.stmaryswalthamstow.org/community/walthamstowwelcomes/ Our governors have a training lead who oversees the professional development of our governors, especially for our new governors.



Play is a right not a privilege. All play is valid.

	• 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 PVI's. All FANS staff receive this training package through INSET sessions • 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. She also sits on the LBWF Strategy Board, and is heading up a Wellbeing Charter group for all LA employees.	
--	--	--