Self-Evaluation Form 2026-2027

Our Aims

- Empower parents
- Strengthen independence
- Forge strong relationships
- Build resilience
- Boost confidence
- Embed a love of reading
- Develop empathy
- Promote communication
- Stimulate natural curiosity

Learning to Play: Playing to Learn

Last updated September 2026

State-Funded School Inspection

Our Vision

We give the best we have to make a difference

Leadership and Governance

- Clear aims – whole school and subject related
- Strong and clear systems in SLT and clarity of support and development – SEF, SDP – working documents
- Subject leader files – 3 I's, monitoring and action plans
- Highly structured, well planned environments
- Focus on all children making maximum progress for age and stage
- Balance of adult led, small group, 1:1, whole class teaching
- Supporting development of children's voice – their nursery
- Strong governing body, challenge, visits, day to day lives of children, strategic but present
- Skilled family worker team – parent empowerment, high focus
- Curriculum development over time, adapted, reviewed, altered, cohort based, never done
- Workload reduction, learning journeys, observations – purposeful work
- Timetables and rotas – fair system, expectations of differing roles
- Partnerships with LA schools, MNS, wellbeing support, moderation, future education, other governing bodies
- Wellbeing supervision, committee, leave of absence, surprises, SLT treats, stress at work planning
- Policy review cycle, clear statutory policy to governors, non-stat to SLT, guidance is LA or school bus or DFE

Curriculum and Teaching

- LTP, MTP, STP, skills lead, focussed on progression
- Indoor and outdoor learning, focussed on environment and layout
- Initial planning – prime areas, independence in classroom, ready for next stage
- Jigsaw, RHS, picture news, word aware, lift off, talking time – interventions for not on track
- Topic web overviews
- Library, story time, phonics, pre-phonics, pd into writing, core books and vocab check
- Moderation of curriculum, on track, subject areas, deep dives and explorations
- Adult led vs chiL vs spontaneous experiences – following children's interests, focussed skills
- Detailed curriculum for all areas of the curriculum – linked to assessment
- Induction Programme, probation and training cycle
- Progression for staff – teacher training, apprentices, Uplift in roles, HLTA, Room lead opportunities
- SEND Provision – coaching, team teaching, observations, explicit planning and demonstration
- NASENCO training and qualification
- Slow embedding of change – small foci, change over time
- Training plans for all staff – SEND, Curriculum, Safeguarding, AdmIn
- Appraisal cycle – training plans, support plans, appraisals
- Work experience – College, schools, university
- Governor support – visits, challenge, focus areas, strategic day
- CPD – all staff, including MDS, Audit to help plan
- Visits to other settings, phonics, subject leaders, outdoor learning, SEND
- Outdoor learning – Explicit teaching/ planning, Clear expectations, time, trial and review

Achievement

- Pre-placement home visits, stay and play and settling period – needs led and allows informal assessments of children's needs to take place – builds relationships
- School Assessment Framework – clear end points, threads of assessment in each area of the curriculum
- PPM – all children, focus on individual needs and extra circumstances
- Data analysis – review of why? What next? Context is gained – always evolving
- EYPP meetings, EYPP plan – linked to funding

- EAL learning mentor – focus on improving English, respecting home language and seeking for children to close the gap to peers quickly
- Intervention reviews, provision maps, progress in work plans/contracts
- Holistic profile – SEND learners – focus on progress made from entry
- Parent's evening, Curriculum Workshops – joined up working with parents
- Tracking information, contract reviews
- ChiL plans – focus on skills and progress of skills inside and outdoors

Attendance and Behaviour

- Clear attendance policy
- Holiday requests – authorised and unauthorised absence
- Absence records, daily telephone calls, pattern monitoring, home visits
- Half termly analysis of data, support for below 85%
- Family worker support for informal support – breaking down barriers, promoting good habits
- DHT support for formal support – targets set, external services
- Patterns of attendance monitoring
- Review attendance expectations 80%-85% - additional layer
- Punctuality monitoring and bringing in line with the support mechanisms for attendance
- Individual Support Plans/ Personal Development Plans
- Keyworker System
- Sensory circuits, PSED groups and safety workshops to support regulation
- Step by step visual guides in place to develop independence
- CPOms system, records behaviour – analysis for trends
- Invitations to parents to come in to the classroom – children show excitement and pride
- Furniture – low level, open, horse shoe tables, child height
- PSED curriculum – Signs4feelings, Zones of regulation, jigsaw and picture news programme, children's voice
- Nurture room/sensory room – support regulation, calming and yoga
- Tidy up routines, use of music – consistent vocabulary and expectations
- Singing for transitions – count downs, warnings, objects/symbols, schedules
- Therapeutic thinking – focus on vocabulary and policy – clear expectations and consequences
- Behaviour and safety curriculum, linked to therapeutic thinking

Personal Development and Well-being

- Whole Curriculum – skills for life, including ready for next phase in education, especially PSED
- PSED curriculum, regulation of emotions, independence, social interaction and relationships
- Jigsaw, Picture News, Signs 4 Feelings, Zones of Regulation, turn taking
- Interventions that promote personal development – attention building, confidence, communication skills, socially acceptable behaviour
- Individual development for all – contracts, interventions, voice and purpose
- Transition plans, hand overs – SEND, progress, safeguarding, support
- Links with feeder school, support for family workers, school application, finding the right school
- End of year reports, parents' meetings, 2-year checks, progress reports
- Extra-curricular activities linked to interests and gaps in learning – EYPP
- Family worker support 1:1, behaviour routines, sleep, toilet, eating, anxiety, mental health, separation and grief
- SMSC, RE, Cultural, cohorts religion, festivals and celebrations
- Food drives and charity work, how to help others, partnerships places of worship
- Educational visits – walks, real life experiences, what is in the local community
- Safety workshops for parents, dental wellbeing trust training for staff, mental health in early years training for staff

Inclusion

- Communication across the school – not just speech
- SEND Curriculum – linked to provision and life skills
- EAL caseload review
- Fortnightly support meetings for SEND with class team and SENDCO
- 4 areas of SEND incorporated into provision curriculum offer for Resourced based children or EHCP
- Distraction free rooms – work tasks, attention building and mastering skills
- Sensory stories, art, music, cooking, circuits, play and breakfast
- Clear provision maps for all interventions and what progress looks like
- Adapted curriculum for children on the SEND register – links the SEND curriculum to the core curriculum

Early Years

- Safer recruitment procedures followed for staff, volunteers, students
- Ratios adhered to qualifications relevant up to date
- All staff working with children – PFA trained
- Clear policies and procedures linked to EY
- Risk assessment essential for EY
- Clear curriculum developed from guidance and advice
- Assessments at right time – include progress check at two, contracts
- Website – meets statutory requirements of school
- Keyworker system in place – very productive
- Clear medicine and updated allergy information – on induction
- Clear support for behaviour – curriculum, ISP, parental support, external agencies, early identification
- Clear partners in education – parents, other providers, info/topic webs, COE/holistic profile/assessment framework, EYPP plan

Safeguarding

- Detailed SCR, safeguarding audit and action plans
- DSL, DDSL, high level of training and expertise in safeguarding
- Statutory safeguarding training – all, including online, face to face, high priority, Luton and national
- Risk assessments, including activity, area, bespoke and safety
- Curriculum promotes safety, communication, voice, online, PSED, RHE
- Technology and screen time, including online safety – our curriculum, parent support
- Daily safeguarding walks – safety for play
- Pre-verbal communication board, pupil voice and context
- Detailed Cpoms system safeguarding, behaviour, first aid, observations
- Safeguarding supervision – family worker based, HT, SLT, class – keyworker
- Training plans with contextual safeguarding training targets