

Quality of education - Outstanding

Intent

Our aim: for all of our learners to be safe, happy, determined, empowered, kind, articulate, co-ordinated and strong risk takers.



Every aspect of our curriculum is thoughtfully designed to create a happy, productive learning environment. From the warm welcome at the door and structured daily routines, to inspiring guest visitors and engaging provocations for free-flow learning, we ensure that each element supports children's development. Our curriculum follows carefully refined half-termly themes, continuously enhanced through professional development, reflective practice, and the creation of enabling environments. Most importantly, our highly skilled and enthusiastic staff embrace every moment as a learning opportunity.

As the foundation of a child's educational journey, we recognise our crucial role in both their learning and development and in building strong relationships with families. We are committed to fostering trust and a positive attitude toward learning, knowing that our role as a child's first step into school life is pivotal to their long-term success.

Our structured daily routine is play based and carefully balanced short, adult-led learning sessions with extended child-led activities. Both approaches are designed to promote the characteristics of effective learning and facilitate deep, meaningful engagement. We have a clear understanding of skill progression across the Prime Areas (Physical Development; Personal, Social, and Emotional Development and Communication and Language) and Core Areas (Mathematics, Literacy, Expressive Arts and Design, and Understanding the World), ensuring our planning aligns with developmental needs.

To enrich learning, we provide a diverse range of experiences both inside and outside the classroom and school, following a coherent and progressive sequence of skills and knowledge. For example, our writing curriculum integrates engaging gross and fine motor activities, beginning with 'I Love Drawing' sessions that introduce pre-writing shapes before progressing to letter formation. In Reception, children participate in a weekly 'Magic Movers' circuit, where small groups engage in dynamic fine motor interventions designed to be both effective and motivating.



We are also highly responsive to the needs of each cohort, continuously adapting our approach to reflect shifting demographics. For instance, our free-flow sessions in Nursery have been refined to allow for extended, sustained play, maximising opportunities for high-quality interactions with skilled practitioners.

Our principle of putting children at the centre and coupled with our dedication to nurturing their physical and cognitive abilities, has driven substantial enhancements to our learning environment. Encouraging a culture of independence, children are empowered not only to choose resources but also to handle their selection, storage, and usage responsibly. Through the strategic implementation of purpose-built storage units, clear signage, and visual aids, we have facilitated children in successfully managing these tasks. This deliberate approach has resulted in a tangible boost in resilience and independence across all our young learners.

Reception children benefit from specialist-led music and physical education (PE) lessons each week, in addition to teacher-led PE sessions and dedicated art projects guided by a specialist art teacher. We make full use of our wider school facilities, including the pond, forest school, and sports halls, to enrich learning experiences and provide diverse, hands-on opportunities for exploration.

We actively encourage parental involvement, welcoming families to contribute to various aspects of school life, such as cooking, reading, checking Book Packs (see phonics teaching), sharing their languages, discussing their professions, and accompanying children on educational trips. This collaboration strengthens our school community, broadens the children's understanding of the world around them and engages parents in their child's education.



While meticulous planning underpins our curriculum, we also embrace a dynamic 'planning in the moment' approach. Our highly trained staff leverage their expertise to extend learning in real-time, ensuring timely and impactful interventions that support each child's next developmental step. We adapt our planning based on continuous observations, making both minor refinements and, when necessary, more significant adjustments to meet the evolving needs of our cohort. Through our adapted story time sessions, we've carefully selected key texts, ensuring that all children, especially those who speak multiple languages,

actively participate and contribute. This inclusive approach not only fosters progress in communication and language skills but also creates a richer learning experience for everyone involved.

We understand what research tells us; that reading, writing and maths must be purposeful and connected to real-life situations for young children to learn. Revisiting and repetition are crucial for long-term memory. We believe that to enhance our literacy and maths skills, our Prime areas must be well taught and fostered. As such we plan for exquisitely beautiful continuous provision and exceptionally engaging adult-led sessions. Developing a love of reading and the ability to communicate clearly is at the heart of all we do. We share this passion and enthusiasm with our parents in our curriculum evenings, short video clips and regular communications through our weekly updates.

Where we believe intervention is necessary to support children to make essential gains in their learning, we utilise time where they do not miss out on other curriculum areas (such as when the class is taking turns to wash hands before lunch), or we go to them in their play and skilfully support them in the moment, based on their agenda.



Implementation



All team members, upon completing in house training and weekly pedagogic ponders, develop a strong understanding of child development and the progression within the curriculum we teach. Leaders ensure that continuous feedback and reflection are embedded in daily practice while providing high-quality training sessions outside of contact time to maintain consistency across the Early Years Foundation Stage (EYFS). In recent years, the Early Years Lead has delivered bespoke Continuing Professional Development (CPD) to support new staff, focusing on effective interactions with young children in an enabling environment.

Reception staff and support staff have undertaken extensive training on the Nuffield Early Language Intervention (NELI) programme to support children identified through assessment as having significant language development concerns. This intensive 20-week course, delivered by our highly skilled Leaders of Learning, has been instrumental in closing the language gap in the Early Years. Now in its fourth year, the programme has demonstrated significant progress among pupils with delayed language acquisition. Additionally, this year, our Nursery team has joined a research trial for a whole-class NELI intervention, which focuses on vocabulary development through high-quality texts.

Flipcharts, visual prompts and manipulatives clearly support the learning intentions, whilst 'talk for learning' is used effectively to promote discussion and enable teachers to check learners' understanding. This is always supported by excellent modelling, intentional vocabulary extension and the use of sentence starters, which are rehearsed, to ensure children communicate in whole sentences. Staff adapt teaching when necessary and skilfully respond to children's contributions and individual needs.

Our learning environment, lesson structures, and teaching methods are designed to embed concepts for long-term retention and independence. In the Early Years, this may involve repeated practice of self-care skills such as putting on coats or developing a deep understanding of number arrangements. Practitioners seize every opportunity to reinforce learning, whether by counting fruit at snack time or blending sounds while waiting to enter the lunch hall.

Assessment is an integral part of our practice. We continually evaluate children's knowledge, the effectiveness of our teaching, and the next steps required for progress through an ongoing process of observation and reflection.

In response to the 2022 EYFS reforms, we have shifted our focus from recording observations primarily for evidence and moderation to a more meaningful approach: 'Understanding the Child and Partnering with Parents.' To maximise the impact of our time, we now share 6–9 concise observations per child per term with parents. Following wider team discussions, we also add a holistic observation entry to our Tapestry app to further support parental engagement.

Each half-term, year group teams review children's progress against the seven areas of Development Matters, recording findings in mark sheets. This process is not simply a data collection exercise but a valuable opportunity to reflect on the cohort's development, implement timely interventions, adjust the learning environment, and refine teaching practices. Our goal is to ensure every child makes good progress, with tailored support provided as needed.



A calm, yet high energy atmosphere is created in Barnes, where high levels of engagement and sustained concentration are seen throughout. We select excellent resources, whilst minimising set up, so that staff are released to pour their energies into high quality interactions during the day. Resources are linked logically to the learning intentions or skills progressions currently underway, whilst also providing open ended scenarios so that children can follow their own imagination or lines of enquiry, and be challenged or supported at any moment.

Each year, we welcome numerous visitors to our school to observe both our physical learning environment and our distinctive teaching culture. This year, we have hosted mathematics specialists, new to EYFS practitioners, newly appointed EYFS leaders, and other professionals from within and beyond the borough who visit with a specific focus.

Our strong partnership with parents is evident in the high levels of engagement and positive feedback we receive annually through our parent questionnaire. The weekly updates we provide, alongside additional support materials - such as guidance on pencil grip or mathematical concepts - have been instrumental in fostering collaboration. Furthermore, our 'How to Help' videos and parent workshops have had a significant impact, not only strengthening our relationships with families but also directly contributing to the progress of our children.

Recent Parent Feedback 2024

We are a listening organisation and the teachers are accessible at drop off and pick up every day. We also organise Learning Love and Laughter parental observations where parents can observe their child for an hour in Reception or Nursery. This strengthens our partnership and also provides yet another opportunity for dialogue with our parents.

"xxx loves her teacher and friends. Miss Derecourt seems to make everything fun for them even phonics!" – annual parental feedback form

"The Nursery team have been great with my son. They have been warm and encouraging on the door when initially still needing support. He has settled much quicker than I expected as this is his first time away from family. They send clear communication weekly in their newsletter. We have received a settling report already which has been really helpful. I want to thank them for all of their hard work and efforts. It's been a great start." – annual parental feedback form

"I wanted to drop a note and say how impressed I was with Ms Derecourt's teaching! I sat in on an hour on Monday morning and I was blown away by the blend of fun and information, kindness and control. Honestly, it was spectacular to see. I also loved that she used big words and didn't talk down to them, she set clear expectations for the kids, she coaxed and encouraged them. They were totally immersed in her teaching. I cannot fault her, and feel so so lucky to have her as a teacher for xxx." – Learning, Love and Laughter feedback.

"Only huge thanks for truly bringing love, laughter and learning to reception! My child has grown so much since Sept in terms of reading, writing, making friends and developing confidence. What a fabulous team across all of reception. Thanks!" – parent consultation feedback form

"I am very impressed with the nursery team. My daughter has learnt so much and she is very engaged, curious and eager to go back to nursery. She is ready to start reception in September!" - parent consultation feedback form

Love of reading

Reception are now in their third year of the Rocket Phonics programme. This programme was chosen for its excellent electronic resources, which enhance our already rigorous approach to phonics while also reducing teacher workload. By streamlining resources, teachers can focus their efforts on meeting the needs of each cohort. Feedback from staff and parents has been highly positive, with children making excellent progress in their reading development.

Recent feedback from an external audit run by the English Hub highlighted our practise to be strong.
(March 2025)

"The workbooks are used effectively from the Spring term of Reception and children demonstrate exceptional learning behaviours."

"Support staff demonstrate strong subject knowledge, ensuring effective delivery."



"Early language development in the Early Years is outstanding. A NELI session observed during the visit demonstrated exceptional clarity and precision, with clear evidence of progress."

"The school has carefully designed its environments to facilitate communication, an approach that permeates throughout the school. Visual timetables and sentence stems scaffold talk in all classrooms, ensuring language development remains a priority."

"From just one day at the school, it was evident that every adult valued every interaction with a child, ensuring that every second counted. With a strong foundation in phonics, a commitment to reading for pleasure, and a focus on language development, Barnes Primary is a school that continuously strives for excellence and remains dedicated to ensuring the best outcomes for all its pupils."

Ways we promote a love of reading include:

- Author packs that are changed regularly.
- Class books and individual storybooks, created with and by the children.
- Core texts – a selection of texts that have been curated to complement out taught curriculum
- Daily adult-led phonics teaching to develop core reading skills.
- Dramatic storytelling, engaging children in interactive narratives.
- Encouraging children to donate birthday books instead of sweets to promote a love of reading.
- High-quality storybook packs for Nursery children to take home weekly, with props and prompts as guidance for parents.
- High-quality texts integrated throughout the Learning Environment (both indoors and outdoors).
- Key texts – 10 key texts per year group that are shared with parents and read frequently throughout the year.
- Key words displayed in the environment (e.g., on radiators, word mats, or written on the ground).
- Making of class books and individual storybooks, fostering creativity and literacy.
- Music and movement incorporated to enhance storytelling experiences.
- Quality texts sent home to reinforce classroom learning in Reception (including two decodable texts aligned with the phonics plan, two supplementary books, and a library book).
- Reading Journals that support parents with reference materials and enable home-school communication, checked daily.
- Regular sharing of favourite books brought in by children.
- Story scribing, capturing and celebrating children's own stories.
- Systematic learning of Common Exception Words using the Rocket Phonics scheme.
- Trained parent readers listening to each child read weekly in Reception, starting after safeguarding checks.
- Weekly parent readers in Nursery to promote storytelling during free-flow time, including in languages other than English.
- Whole-class Guided Reading Sessions in Reception, transitioning to small-group reading in the summer term.
- A wide range of texts read daily by the class teacher and Leader of Learning across EYFS, modelling reading strategies, reading for enjoyment, and encouraging critical thinking.



Impact

Year	Measure	Barnes	National	Richmond	Kingston
2024	GLD	86.7%	67.7%	77.1%	70.5%
2023	GLD	85%	67.2%	75.6%	72.1%
2022	GLD	90%	65%	74.4%	71.5%
3 year average	GLD	87.2%	66.6%	75.7%	71.3%

Children consistently attain significantly above the national average at the end of the Early Years Foundation Stage (EYFS). The primary evidence for this judgment is the consistently high attainment levels. By the end of EYFS, both attainment and achievement compare very favourably with schools locally and nationally. The EYFS team is to be commended for maintaining these high standards despite external challenges in recent cohorts. This success is largely attributed to enhanced provision, enabling pupils to make accelerated progress in writing. This is due to better provision enabling pupils to make faster progress in writing.

Year 1 teachers have consistently observed that children transition into Key Stage 1 well-prepared for the curriculum. Strong transition arrangements are in place for children, parents, and staff, beginning with informal visits, followed by meetings with the Reception teacher and visits to Year 1 classrooms. To ensure high standards are maintained from the end of Reception through to Year 1, teachers meet in the autumn term to share examples of work and discuss progression. The curriculum in Year 1 mirrors the set up in Reception for the first 5 weeks with a high quality provision to enable a seamless transition.

Alongside academic excellence, we take great pride in fostering/developing connections with our school community through thematic weeks, such as Arts Week, Design Technology Week, and World Book Day. These initiatives reinforce our commitment to a broad and enriching curriculum, ensuring that our role as the foundation stage remains integral to a well-rounded educational journey.



EARLY YEARS SELF EVALUATION FORM 24-25

The 2024 data was highly impressive with 90% of children achieving the literacy goal and 95% meeting the mathematics goal.

Eligible cohort: 60 Ineligible cohort: 0		Emerging	Expected	Avg Pts / Goal	
Prime Learning Goals¹		11.7%	88.3%	1.95	
● Communication & Languages¹		3.3%	96.7%	1.98	
Listening, Attention & Understanding		1.7%	98.3%	1.98	
Speaking		3.3%	96.7%	1.97	
● Personal, Social & Emotional Development¹		6.7%	93.3%	1.96	
Self-Regulation		3.3%	96.7%	1.97	
Managing Self		6.7%	93.3%	1.93	
Building Relationships		3.3%	96.7%	1.97	
● Physical Development¹		8.3%	91.7%	1.93	
Gross Motor Skills		5.0%	95.0%	1.95	
Fine Motor Skills		8.3%	91.7%	1.92	
Specific Learning Goals¹		11.7%	88.3%	1.96	
● Literacy¹		10.0%	90.0%	1.93	
Comprehension		5.0%	95.0%	1.95	
Word Reading		5.0%	95.0%	1.95	
Writing		10.0%	90.0%	1.90	
● Mathematics¹		5.0%	95.0%	1.96	
Numbers		3.3%	96.7%	1.97	
Numerical Patterns		5.0%	95.0%	1.95	
Understanding the World¹		3.3%	96.7%	1.97	
Past & Present		3.3%	96.7%	1.97	
People, Culture & Communities		3.3%	96.7%	1.97	
The Natural World		1.7%	98.3%	1.98	
Expressive Arts & Design¹		6.7%	93.3%	1.96	
Creating with Materials		5.0%	95.0%	1.95	
Being Imaginative & Expressive		3.3%	96.7%	1.97	
● Good Level of Development		13.3%	86.7%	1.95	
All Early Years Foundation Stage Profile Goals¹		13.3%	86.7%	1.95	

Behaviour and Attitudes – Outstanding

We have high expectations for all our children, fostering a culture of respect, resilience, and independence. Children know our eight values and these underpin our expectations. Transitions are smooth and calm, ensuring a positive start to each learning experience.

During whole-class learning, children remain focused, are not easily distracted, generate ideas, and share their experiences. In free-flow learning, they demonstrate perseverance, actively seek challenges, and take risks. Staff (from across the school), parents and visitors frequently commend our children's consistently excellent behaviour and positive learning attitudes.

To support professional development, we film and share our outstanding practice with the wider staff team. Our children are happy, excited, and motivated by their experiences. They behave well, play cooperatively, and develop independence throughout their time at Barnes.



Attendance is high, reflecting the positive school culture. We have thorough measures in place to track attendance and robust systems to follow up with parents. We have a supportive, working in partnership approach to assist families in removing potential barriers. We aim to establish high expectations and good attendance behaviours.

Consistent behaviour management across the team is underpinned by nurturing, positive relationships between staff and learners. This creates an environment

where bullying, peer-on-peer abuse, and discrimination are not tolerated. Should any issues arise, they are addressed quickly, effectively, and in an age-appropriate manner, preventing escalation. These moments are used as teaching opportunities, with close collaboration between staff and parents.

Parents often seek our advice, and we actively support them by sharing our principles and problem-solving strategies. Our weekly newsletters also provide guidance, including frameworks such as CALM (Connect, Acknowledge, Limits, Make a plan), to help parents reinforce positive behaviour at home. In addition, we are an Attachment Aware Gold School and provide workshops to support parents with calming techniques. These are led by our SEND lead.



Personal development - Outstanding

'Choosing time' or 'free-flow' learning fosters the highest levels of engagement, resulting in purposeful and happy children. Research shows that during these moments, children's brains are highly active, forming connections that drive progress. These open-ended experiences allow every child to shine, developing confidence and a love of learning.

Our curriculum is designed to cultivate:

- Agency – the ability to make choices, influence events, and have an impact on the world.
- Belonging – a sense of being cared for and feeling part of a supportive community.
- Competence – the confidence that comes from experiencing success.

Children have the freedom to explore their passions and revisit them as often as they choose. We maintain the highest expectations for the well-rounded personal development of all children.

Lunchtime is an extension of our nurturing environment. Most children in EYFS enjoy a freshly prepared school meal. Nursery children eat in home groups within the Garden Room, reinforcing their sense of safety and belonging. This time is intentionally used to engage in meaningful conversations, develop healthy eating habits, and encourage children to try a wide variety of foods. Importantly, children build strong relationships with both peers and adults, as their familiar teaching team accompanies them, ensuring continuity and a supportive atmosphere.



Children are highly active, benefiting from a spacious learning environment, large playground area and includes an onsite Forest School. This provides valuable opportunities for holistic development, often described through the SPICES framework (Social, Physical, Intellectual, Communication, Emotional, and Spiritual). We are delighted that our youngest children are cultivating a lifelong love for the outdoors through their Forest School sessions—an essential foundation for physical and mental well-being, as well as fostering respect and care for the environment. Appropriate clothing is provided for every child ensuring that all children have access whatever the weather.

From September 2024, all full-time Nursery pupils will have the opportunity to participate in extended afternoon sessions in Forest School, guided by our recently trained Level 3 Forest School teacher.





Our indoor learning environment is designed to promote movement and engagement. There are no chairs in Nursery and only a few in Reception, encouraging children to develop core strength and flexibility through tummy time, squatting, and kneeling at various heights. Standing desks are widely available, supporting physical development, fostering a 'willingness to have a go', and enhancing interpersonal skills by allowing more children to engage in shared activities without the restriction of seating.

Our outdoor areas are intentionally designed to support core stability and upper-body strength, featuring opportunities for climbing, hanging, and rolling. Additionally, all Reception children participate in two hours of specialised physical education (PE) each week, ensuring they develop strong physical foundations. One hour is taught by a PE specialist.

We actively encourage participation in sporting events. Nursery hosts its own Sports Day, while Reception pupils take part in one of the annual whole-school Sports Day. This aligns with our Healthy Week, where children learn about oral hygiene, sun safety, mindfulness, and healthy eating, reinforcing the importance of overall well-being.

Our children are fit, active, and developing healthy habits that will benefit them for life. We have implemented many **Mindfulness** and **Resilience** strategies into our daily routines following recent CPD, to further help our children develop their confidence, independence and maintain mental health.

Our **school values** have been translated into **child-friendly language**, making them more accessible and meaningful. This year, we created **custom cartoons** to enhance how these values are communicated to children:

- **Creativity** – I try new ways of doing things.
- **Curiosity** – I like to explore and learn new things.
- **Empathy** – I know others have feelings, and I look after them.
- **Integrity** – I can be strong and say what is true.
- **Positivity** – I can see opportunities and good in everything.
- **Self-Belief** – I'm sure I will be able to do it. It may take time, but it is possible.
- **Resilience** – I keep trying even if it is hard.
- **Responsibility** – I can organise and do things for myself.

I can be **strong** and
say what is **true**



I can do things for
myself



I act when I see a need

I keep **trying** even
when it's **hard**



I know that others have
feelings and I look
after them



Our **induction and transition arrangements** at the start and end of each year, as well as the transition into **Key Stage 1**, are **exemplary**. These well-structured processes ensure that children, parents, and staff feel supported, fostering a **seamless progression** through each stage of early education.

Induction and transition arrangements at the start and end of each year, along with arrangements for transition into Key Stage 1 are exemplary.

- Induction evenings for new Nursery and Reception parents in the summer term before their child starts.
- Home visits by the teaching team to build relationships and ease the transition.
- Stay-and-play sessions at the start of term for Nursery and a taster morning for Reception, accompanied by a coffee morning for parents.
- Staggered start for Nursery: The first session is a small-group afternoon, their first full day follows the next day.
- Baseline assessments in Nursery are carried out gradually over the first half term.
- Reception children attend part-time for the first seven days to support a gradual transition.
- Reception Baseline Assessment: During the first week, 12 children stay for the afternoon each day, allowing staff to engage in play-based interactions and get to know the children in a calm and happy way. Meanwhile, Leaders of Learning complete the government's statutory Reception Baseline Assessment.
- Early observations and parent communication: Settling-in comments are uploaded to Tapestry within 4–6 weeks, including highlights of key "wow" moments. A parents' evening follows in the second half of the autumn term to discuss progress.
- 'How to Support at Home' information sessions in Week 3 for both Nursery and Reception parents: Nursery parents receive guidance on supporting emotional regulation and fostering independence. Reception parents receive a home learning book with a detailed reference leaflet explaining phonics and reading systems, weekly flashcard practice, and the reading journal. This ensures effective home support and helps children embed phonics knowledge from the outset.
- Summer term transition program for Year 1: A full term of planned events to help Reception children become excited and familiar with Year 1. Reception parents receive a transition handout as preparation for Year 1. Reception parents attend a transition meeting to understand expectations and routines.
- The Reception team is actively involved in welcoming and supporting children on their first day of Year 1, ensuring a familiar and reassuring presence.
- In the first half-term, Year 1 follows an EYFS-based curriculum structure, allowing for a gradual transition into Key Stage 1 routines.

Our children quickly adapt to routines and expectations, demonstrating responsibility, respect, and a strong sense of belonging within their school community. They understand that their contributions matter and that they play an important role in shaping their environment.

We actively promote diversity, inclusion, and appreciation of different cultures by providing rich learning opportunities that encourage curiosity and respect. Through carefully selected books, diverse imagery, and meaningful interactions with visitors, we create a deep culture of respect, aligning with British Values and fostering a sense of unity within our school family.



Leadership and Management – Outstanding

A culture of outstanding leadership has been a defining feature of the Early Years at our school for many years. Despite staff changes, our commitment to continuous improvement remains steadfast. The rigour, effectiveness, and ambition of our EYFS team have been maintained seamlessly.

The EYFS Lead articulates this vision as follows:

"The success of our current team is because we 'stand on the shoulders of giants.' Maintaining our high standards is achievable if we nurture our strengths, allow time for reflection, and work collaboratively as an efficient team to continually refine our provision."

Leadership within EYFS is distributed. Team members are actively encouraged to take ownership of maintaining and improving the learning environment, systems, and pedagogy. Shared values, policies, and practice are at the heart of our approach, as evidenced by our team teaching model, where all members take the lead at various points.



A specialised EYFS CPD programme is in place, ensuring that all staff receive tailored professional development. Pedagogical skills are continuously refined through regular observations and feedback, fostering a culture of reflective practice and improvement.

Feedback March 2024:

Katie Duncombe: Key Stage 1 Leader

"Thank you so much to all of the EYFS team for allowing us to come and have a sneak peek at all the amazing things you do. It was fantastic to see the children so engaged, so excited about learning and having so much fun!

Both in the presentation and the observation it was apparent that the children are the heart of all the planning. It was very impressive to hear about all the big picture thinking that has happened to ensure the sequencing of the teaching is the most beneficial for the children's learning. This is very impressive, especially with such a new team.

You would not know from observing that this was a new team. It felt like a well-oiled machine, with everyone working towards the same goals. All staff showed strong pedagogic understanding, and positive relationships with the children were palpable.

I observed in reception for a majority of the time. The children are already speaking with loud clear voices and are brave enough to share their ideas to the class in full sentences. The classes know the rules and routines well, and this maximises learning time. The children have been well-trained in nursery and reception to follow the group plan. It was great watching the lessons; they were pacy, fun and engaging. You could see the progress of the children in such a short time! Free flow offered a wealth of activities. It was so lovely to see how excited the children were about making their own story books! There is so much more I could say. I left the day feeling truly inspired."

Safeguarding

The safety and wellbeing of our children are of the highest priority. We operate within the whole-school safeguarding procedures, which include annual training and oversight by the governor premises committee, ensuring both our indoor and outdoor learning environments remain safe.

- A Forest School handbook is set to be developed in the next academic year.
- A full Risk-Benefit analysis is in place.
- Annual external audits and a 'Safer Places' audit ensure continuous safeguarding improvements.
- Annual safeguarding training is completed by all staff, with new team members receiving specialised induction in best practices for supporting our youngest learners.
- CPOMS is used effectively to centrally record and monitor observations, building a comprehensive picture of children's welfare.
- First Aid: All staff complete annual 'Safety First' training, and six staff members are Paediatric First Aid certified.
- Forest School:
 - Front office staff escort latecomers, always in a kind and child-centred manner.
 - Key EYFS-specific safeguarding measures include:
 - One-off visitors (e.g., parents reading in another language) sign in at the front office, wear a red lanyard, and are never left alone with children.
 - Regular volunteers (e.g., parent readers in Reception) undergo DBS checks.
 - Safety procedures are clearly documented.
 - Security lanyard system:
 - Strong team communication ensures staff are always aware of any developing concerns about the children in our care.

Our robust safeguarding framework ensures that children feel safe, supported, and secure, allowing them to thrive in their learning environment.