

Assessment Day Feedback Report

School/Setting Name	Hoole Church of England Primary School	Assessment Visit date	29.9.26
Headteacher/ Manager	Ros Flanders	Assessor	Kate Williamson
EYQM Contact email at school/setting	fionajeffs@hooleceprimary.cheshire.sch.uk	EYQM Contact Name at school/setting	Fiona Jeffs

A brief context of the School/Setting (*Information concerning Federations/MATs etc.*)

The school is part of the Chester Diocesan Learning Trust.

Visit Type <i>(Delete as appropriate)</i>	Assessment Day / Renewal Visit
---	---------------------------------------

The Assessor spoke to the following people (<i>delete as appropriate</i>):			
Headteacher and/or Senior Leaders YES/NO Ros Flanders	Curriculum Leader YES/NO Title- EYFS/KS1 Lead Fiona Jeffs	Other Significant Leaders YES/NO Title: Inclusion Lead- Laura Sprowson Title: Learning Mentor- Elaine Robertson	
SENCo YES/ Inclusion lead	Pupil representatives YES/NO Pupils within reception class	Governors/Trustees YES/NO Chair of Governors- Julie Tyngate	Parent representative(s) YES/NO However, parent feedback shared

Does the school meet the requirements of the SIL Early Years Quality Mark? YES/NO <i>If No please add comments</i>	'Learning Walk' completed? YES/NO
---	--



Summary of 'Good practice' - identified in relation to the Defining Features of High-Quality Early Years Education

Assessors to complete the boxes below using brief bullet points

Defining Features of High-Quality Early Years Education

1. Being Ambitious for every child

Strong transition processes coupled with responsive and inclusive practice ensures that every child is supported to thrive and belong as part of Hoole C of E School community.

Whether focusing on curriculum planning, classroom design, timely interventions, staff deployment, or opportunities to partner with parents, the EYFS Lead meticulously plans and considers every approach. Nothing is left to chance, thereby creating an environment in which all children are valued, celebrated, and supported to thrive.

Strong transition processes are at the heart of early years provision and practice at Hoole C of E Primary School. Getting to know children and families before they even begin school is a priority. This ensures that every child is welcomed, supported, and included from the very start. The school places significant emphasis on inclusive transition arrangements, working closely with families and a wide range of pre-school settings to ensure that every child has a positive start to school.

The school demonstrates an inclusive approach from the outset through comprehensive transition arrangements that support every child and family before they join the setting. These include meetings, stay-and-play sessions, visits to pre-school settings, and structured transition activities that help children build relationships with peers and staff, ensuring a smooth start to school regardless of their previous experience.

Inclusion is further strengthened through the active involvement of the Inclusion Manager, who works closely with families, pre-school providers, and external agencies. Coffee mornings and Action for Inclusion meetings provide opportunities to build strong partnerships with parents, identify needs early, and ensure that appropriate support is in place from the beginning.

Disadvantaged and vulnerable children are closely monitored and supported through meaningful daily interactions that promote communication and language development. The school considers each child's individual circumstances and experiences rather than relying solely on indicators such as Pupil Premium eligibility or Free School Meal status.

Children who may be disadvantaged by limited life experiences receive pre-teaching and enrichment opportunities to build their knowledge, vocabulary, and confidence before new learning begins, ensuring that they can access the curriculum alongside their peers.

A buddy system and lunch club provides children with further support to develop confidence and flourish as part of the whole school community.

Staff receive training in adaptive teaching approaches and are committed to providing both access and ambition for every child, enabling all pupils to engage with learning and make progress from their starting points.



Continuous assessment within provision allows staff to identify needs quickly and provide timely interventions, including support for fine motor skills, mathematics, phonics, reading, nurture, and communication and language development. Breakfast clubs and targeted interventions are carefully monitored to evaluate their impact.

2. Confident, competent workforce.

Strong and aspirational leadership underpins a culture of continuous improvement within the Early Years team. Leaders are committed to ensuring that all staff are equipped with the knowledge, skills, and confidence to deliver exceptional provision, actively seeking research-informed practice and innovative approaches that enhance outcomes for children and families.

Professional development is carefully planned and highly responsive to the needs of the children, school improvement priorities, and statutory requirements. Staff benefit from a rich programme of professional learning, including regular Little Wandle phonics training and coaching, which helps to ensure consistently high-quality teaching and a shared commitment to excellence across the team.

The school makes effective use of both internal and external expertise to strengthen practice. Staff enthusiastically engage with professional development opportunities, including Local Authority Early Years training, specialist conferences, and wider networking opportunities. Learning gained through these experiences is shared across the team, fostering a collaborative culture where professional knowledge is continually developed and refined.

The expertise within the team is a particular strength. Specialist knowledge, including that of a Level 3 Elklan-trained teaching assistant, significantly enhances communication and language provision and contributes to the highly inclusive support available for children. The EYFS Lead further enriches practice through bespoke in-house training, ensuring that professional learning is closely matched to the needs of the setting and has a direct impact on children's experiences and outcomes.

The Early Years team works proactively with external agencies, professional networks, and partners within the school community to remain informed about best practice and emerging developments. This commitment to collaboration ensures that staff are exceptionally well placed to meet the individual needs of all children and families.

A strong culture of professional reflection, coaching, and appraisal is firmly embedded. Staff are encouraged to continually refine their practice, with targeted support provided where needed. As a result, the team demonstrates a shared ambition for excellence and a relentless commitment to providing the highest quality learning experiences for every child.



3. Coherently planned and well sequenced curriculum

The Early Years curriculum has been carefully designed with a strong focus on Communication and Language, ensuring that all children develop the foundational skills needed to succeed. Every child has an Individual Learning Plan that identifies their specific next steps, regardless of background or ability. These plans are regularly shared with parents, ensuring a strong partnership between home and school.

The curriculum is sequential and outlines both the knowledge children will be taught as well as the progression of skills they are expected to develop. This ensures that learning is ambitious, accessible, and inclusive for all children. Subject leaders are knowledgeable about how their curriculum areas are represented within Early Years, and EYFS is incorporated into each subject's curriculum roadmap.

Strong key person relationships ensure that the curriculum can be delivered through children's interests and to meet individual needs.

Continuous provision progression maps ensure that adequate challenge and ambition is reflected within the early years environment. Highly skilled adults ensure that every child is supported to access the curriculum offer and to ultimately prepare every child to be ready and equipped with the skills required for KS1.

The EY Lead has created a well considered progression of foundational skills plan to ensure smooth transition into Year 1 and to ensure that all children are thoroughly prepared for their next phase of education.

The EYFS team has worked hard to create an environment which is purposeful and reflects the children's interests and needs. The highly skilled reception teachers take a proactive approach to continually reflect and adapt provision to ensure it reflects the needs of each individual cohort, is accessible and appropriately ambitious for all.

Strong emphasis is placed on communication, language, reading, and phonics. Staff receive ongoing training from the EYFS Lead to support children's language and vocabulary development and are familiar with the SHREC approach to enhancing interactions during play. The school follows the Little Wandle Letters and Sounds programme, hosts a local phonics network, and provides regular CPD opportunities for staff. All staff are fully trained in phonics, and additional support includes staff involvement in phonics development projects and plans to establish a volunteer reading support network for EYFS and KS1 pupils.

Robust assessment and provision planning supports all learners. Assessment for learning takes place daily, enabling staff to build a detailed understanding of each child's progress across the seven areas of learning. Phonics progress is reviewed every five weeks to identify and address gaps quickly through play-based interventions.

Assessment and recording systems place professional knowledge of children at their centre, allowing staff to focus their time and expertise where it has the greatest impact on children's learning and development.



4. High- quality teaching and pedagogy.

The Early Years provision demonstrates a highly considered and research-informed approach to teaching, learning, and child development. Through quality interactions, a progressive curriculum, carefully planned provision, and a deep commitment to children's emotional wellbeing, the team creates an environment in which every child is supported to flourish, develop confidence, and achieve their full potential.

Teaching within the Early Years is delivered through an effective balance of adult-led and child-initiated learning, ensuring experiences are carefully tailored to children's needs, interests, and stages of development. High-quality play lies at the heart of the provision, enabling children to engage deeply in their learning while developing knowledge, skills, and understanding across all areas of the curriculum.

A particular strength of the provision is the quality of adult-child interactions. Staff consistently use skilled questioning, purposeful discussion, and effective modelling to extend children's thinking, deepen understanding, and enrich vocabulary. As a result, children become confident communicators who are eager to share ideas, solve problems, and engage in meaningful conversations.

The expertise of the team in communication and language development is evident throughout the setting. Ongoing professional development ensures that practice remains current and highly effective, enabling staff to maximise every opportunity to develop children's language, confidence, and understanding.

The learning environment is thoughtfully designed and continually refined to ensure it remains engaging, purposeful, and responsive to children's needs. Provision is regularly reviewed using a range of audit tools, ensuring that both indoor and outdoor spaces provide rich opportunities for exploration, challenge, and sustained learning. Areas of learning are enhanced on a weekly basis, allowing children to revisit, consolidate, and extend prior knowledge and skills while building increasingly secure foundations for future learning.

Continuous provision is carefully sequenced and planned, with resources selected intentionally to support progression. This ensures that children encounter opportunities that build systematically on previous learning, enabling them to develop increasing independence, competence, and confidence over time.

The school's approach is firmly rooted in the understanding that young children learn best through high-quality play, meaningful interactions, and a carefully sequenced curriculum that builds upon prior learning. Through ambitious expectations, skilled adult support, and purposeful provision, all children are empowered to access learning, develop strong communication skills, and make sustained progress from their individual starting points.

Staff demonstrate a deep understanding of children's emotional and cognitive development and are highly attentive to individual needs. Specialist training in Executive Functioning and Conflict Resolution has strengthened practice across the team, enabling staff to support children effectively in developing self-regulation, resilience, and positive relationships.



Consistent routines are embedded from the outset and are supported by visual timetables that help children understand expectations, anticipate change, and develop increasing independence. The team's expertise in communication and language development further supports children in expressing their thoughts, feelings, and needs, providing strong foundations for emotional wellbeing and self-regulation.

Consideration of executive functioning skills extends beyond the classroom and forms an integral part of transition processes, curriculum planning and key person relationships, ensuring that valuable information and effective strategies are shared to provide continuity of support throughout each child's educational journey.

5. Leadership and wider community

Strong and purposeful leadership is a defining strength of the Early Years provision. The EYFS Lead has established robust frameworks that underpin practice and pedagogy, creating a culture of consistency, quality, and continual reflection. This clear vision ensures that decision-making remains focused on achieving the best possible outcomes for children while promoting high standards across all aspects of provision.

Highly effective links between the Early Years team and the wider school ensure that practice is both strategically aligned and sustainable. As a result, children benefit from a coherent educational journey that prepares them exceptionally well for the next stage of their learning. The close collaboration between leaders and practitioners supports a shared understanding of children's needs and ensures that provision remains ambitious, responsive, and impactful.

Governance plays an active and valuable role in driving continuous improvement. Regular dialogue between the Early Years Lead and the Chair of Governors provides both support and constructive challenge, ensuring that developments are carefully considered and that the Early Years vision remains firmly embedded within the school's wider strategic priorities.

Partnership is at the heart of the school's success. The Early Years team places great importance on developing positive and supportive relationships with families from the very beginning, recognising parents as vital partners in their children's learning and development. This strong partnership approach helps build trust, strengthens communication, and ensures that children experience a consistent and supportive approach between home and school.

Strong links with the local community further enrich children's experiences and reflect the school's commitment to serving families beyond the classroom. These partnerships contribute to a welcoming and inclusive culture in which children and families feel valued and supported.

Collaboration within the school is equally important. School leaders have fostered highly effective partnerships between the Early Years team, Inclusion team and wider school community. This collaborative approach ensures that children's needs are identified quickly and responded to effectively, enabling families to access timely support and ensuring that every child has the opportunity to thrive.



Leaders showcase a genuine commitment to staff wellbeing and sustainable practice. Senior leaders work closely alongside the Early Years team to ensure that workload expectations are realistic, manageable, and proportionate.

Staff wellbeing is actively prioritised through protected non-contact time, dedicated wellbeing opportunities, and a culture that values professional reflection and collaboration. Senior leaders are visible, approachable, and responsive to the needs of the team. Their willingness to provide practical support, including additional staffing and supervision during periods of need, demonstrates a culture of genuine care and shared responsibility. This responsive leadership enables staff to feel valued and supported, creating positive conditions in which both adults and children can flourish.

The combined strength of leadership and partnership has created a highly effective Early Years provision characterised by ambition, collaboration, and care. Children benefit from a well-coordinated and inclusive approach that places their needs at the centre of every decision. Families are valued as true partners in their child's education, while staff are empowered to deliver consistently high-quality experiences. Consequently, the Early Years team has created a nurturing and aspirational environment in which children are supported to succeed and thrive.

Additional Comments or action (if applicable) Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.

From the moment I was welcomed into Hoole C of E Primary School, the care and dedication of staff in supporting and serving the local community were evident. Meeting staff, leaders, governors, and children throughout the day showcased the school's relentless and proactive approach to supporting children and families from the very start. Everything is thoughtfully considered and responsive; nothing is left to chance. The entire EYFS team demonstrates an unwavering commitment to ensuring that every child is able to thrive, and it is without hesitation that I am able to award Hoole Church of England Primary School the SIL Early Years Quality Mark.

Action/ next step:

Continue to secure staff knowledge regarding the development of foundational skills, ensuring clear understanding of progression and how children are prepared for their next phase of education.