



**West Town**  
Primary Academy

**EYFS open day**  
**18th November 2025**

# Introductions



- Mrs Hannah Quinn, Headteacher
- Mrs Jude Owen, EYFS and KS1 Phase Leader

## Schedule:

- Introduction to West Town Primary Academy
- Presentation – EYFS
- Tour of the school
- Questions and close

# Welcome to West Town Primary Academy!



## Context:

- 314 on roll (growing roll)
- 14 classes – 2 per year group
- Diverse school – representing the community we serve
- Joined CMAT June 2014
- New build opened Nov 2016
- Ofsted 'Good' May 2022
- CMAT merged with CPET to form Meridian Trust Spring 2022





Meridian  
Trust

# MeridianTrust

**Our Vision:** High-quality educational provision for all at the heart of local communities

**Our Mission:** To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders



**Learning Environment**



**The pursuit of excellence**

# **Our Values**



**Value our people**

**Achievement for all**



**Extending the boundaries of learning**



# Valuing People



- Our school **values** guide us and underpin the decisions that we make
- We place the **children at the centre** of all that we do
- We support and guide our children and adults to be the **best versions of themselves** through the promotion of a values-based ethos
- We encourage all adults in school to **develop professionally** and are recognised for the quality of training we provide for teachers who are new to the profession
- We work with parents and carers and external services to ensure that all children are **included** and have the **best opportunities to succeed**
- We recognise the direct link between **positive mental health** and successful educational outcomes and have achieved the silver Carnegie mental health award



# The pursuit of excellence



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- Staff and pupils strive towards **mastery** in all aspects of their work
- We are **ambitious** for pupils and insist on the highest of standards. **High expectations** for behaviour, learning and progress are clearly embedded
- Pupils are **proud** of their achievements and this is evident in the **high quality work** they produce
- We are **reflective practitioners** and committed to professional growth.
- We **research, collaborate** and confidently **share** our wisdom and expertise
- **Specialist teachers** are used to exemplify and share excellent practice



# High quality learning environment



- Our explanations and **modelling** of work are clear and **exemplify high standards**
- **Questioning** is central to the learning and is utilised skilfully to clarify, develop and extend understanding
- Children are **scaffolded** through **guided practice** to develop their skills to **work independently**
- **Responsive feedback** enables all pupils to actively improve and maximise progress. Pupils are encouraged to reflect on their progress regularly
- Through the use of **assessment** pupils and teachers know when and how they have succeeded. They can also identify clearly what they need to do next.
- Progress over time is evident through **effective tracking** which is used to inform future planning and targets






# Extending the boundaries of learning



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- Pupils display positive attitudes to learning and clear ‘**Habits of learning**’  
Lessons develop pupils’ **curiosity, resilience** and **interdependence**

Habits of Work, Ethics and Learning (HOWELS)		
<b>Be Kind: We are Kind</b> 	<b>Try Hard: We are Ready</b> 	<b>Get Smart: We are Learning</b> 
The <i>interpersonal or social</i> habits which enable positive relationships with other people	The <i>intrapersonal or doing</i> habits which enable achievement and help you achieve your goals	The <i>cognitive or thinking</i> habits which enable children to be productive and inventive
<b>Care and Respect</b>	<b>Responsibility and Resilience</b>	<b>Curiosity and Creativity</b>

- Pupils take **ownership** of their own success and are encouraged to become **independent**, lifelong learners both in and beyond the classroom
- Pupils can confidently articulate their thoughts and ideas through **active participation**
- We promote a ‘Whole Education’ and plan for **skills progression** in all subjects.
- Learning extends **beyond the curriculum** to educate the whole child

## Seven key features of effective practice

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents





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# Communication and language



# Personal, Social and Emotional development



# Physical Development



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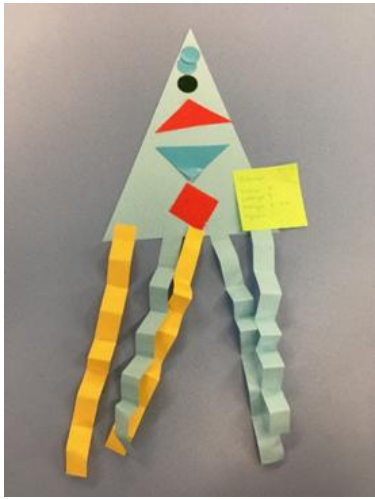


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**Literacy**





# Mathematics





**Understanding the World**



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**Expressive  
arts and  
design**

# The environment is set up to encourage independence



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# Parents as partners



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- Reading daily at home
- Sharing vocabulary lists
- Holiday challenges
- Weekend challenges
- Joining us for workshops stay and learn sessions.
- Parent and child pedestrian training.

