



Mulberry Schools Trust

School Self Evaluation Form (SEF)

2025-2026

School Name: Mulberry Wood Wharf Primary

Section 1: School Context

School Name: Mulberry Wood Wharf Primary

Website:
www.mulberrywoodwharf.org
Headteacher: Sarah Jane Bellerby
Chair of Governors: Mark Traynor

OUTSTANDING
IN PERSONAL DEVELOPMENT

OUTSTANDING
IN BEHAVIOURS AND ATTITUDES

OUTSTANDING
IN EARLY YEARS

GOOD
IN QUALITY OF EDUCATION

IN LEADERSHIP AND MANAGEMENT



Mulberry
Wood Wharf Primary

Data 2024-25
GLD: 72%
Phonics: 95%

Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to always do their best because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Number of pupils on roll: 187
EAL: tbc
FSM/PP: 18%
SEND: 24%
EHCP: 3%



- Driver 1**
 - We are driven by our moral purpose, vision and values and we have a clear strategic direction so that time and resources are used effectively and have the best impact.
- Driver 2**
 - We take pride in being an inclusive school that takes diversity, equality and equity seriously. We make sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world
- Driver 3**
 - We provide high quality teaching and interactions with pupils. We carefully assess them and we know that good progress is when children know more and they feel good about their learning and themselves.
- Driver 4**
 - We draw on old and new research which informs our practice, we are particularly interested in theories about how child development and how the brain works through the primary years and how children learn (pedagogy and characteristics of learning)
- Driver 5**
 - The unique child - We know that happy brains means lots of learning and we take the time to find out about children and their needs. We focus on pupils' wellbeing and involvement throughout the primary years (Leuven scales)
- Driver 6**
 - We aim to provide our pupils with a mini world where they can learn, make mistakes and learn some more so that they are prepared and feel confident for the future

Previous inspection information	
Date of last inspection	13 th May 2025
Inspection gradings Behaviour and Attitudes – Outstanding Early Years – Outstanding Personal Development – Outstanding Quality of Education – Good Leadership and management – Good	
Inspection findings – key quotes	Identified areas for improvement
<p>Pupils thrive at Mulberry Wood Wharf Primary School.</p> <p>Pupils’ behaviour is exemplary.</p> <p>The school fosters inclusivity exceptionally well.</p> <p>Pupils learn an ambitious and well-thought through curriculum.</p> <p>The school’s personal development provision is exceptional.</p> <p>Pupils are explicitly taught the positive learning habits of creativity, resilience and respect. The nurturing and stimulating environment supports children to settle quickly and learn well.</p> <p>The school’s curriculum is ambitious and well sequenced.</p> <p>Staff quickly identify any pupils who need additional help and put in place a range of immediate and effective support. This results in pupils, including those with special educational needs and/or disabilities (SEND), becoming fluent, confident and enthusiastic readers.</p> <p>Pupils have highly positive attitudes to their learning.</p>	<p>Sometimes, checks on learning do not identify pupils’ errors and misconceptions. This means that some pupils develop gaps in their understanding and find it more difficult to learn the intended curriculum. The school should ensure that staff have the knowledge and expertise to identify and address misconceptions consistently</p>

Across the school, consistent routines foster a calm, purposeful environment, conducive to learning.

Pupils benefit from rich opportunities, supported by well-designed and expertly delivered personal, social and health education (PSHE) programme.

Pupils are encouraged to use their voices to create change.

Pupils feel seen, valued, and cared for.

Discrimination and bullying have no place here. Children get off to an excellent start in early years.

The journey so far...

Mulberry Wood Wharf Primary School embarked on its journey in September 2022, opening with just one class on a temporary site. Despite starting in a space far from a traditional school building, our team transformed the environment into a nurturing and dynamic place for learning. We embraced the challenge of building a school from the ground up, creating a foundation for our pupils' educational journeys and setting the tone for the school's culture, ethos, and values.

In September 2023, we expanded to welcome two small reception classes, with great excitement and optimism. At the time, we anticipated moving into a new, purpose-built space, but fate had a different plan. After packing up and preparing for the move, we found ourselves un-packing once more. This did not deter us. Instead, we took the opportunity to bring our school back to life and continued nurturing our pupils in an environment we had worked so hard to establish. This experience taught us flexibility, perseverance, and an unwavering commitment to our children and families.

By September 2024, we finally moved into our new building. While the move happened rapidly, with partial occupation and the physical space still incomplete, we were proud that the core elements of our school, the curriculum, culture, and ethos, had already been firmly established. This allowed us to hit the ground running, ensuring that the essence of what makes Mulberry Wood Wharf Primary School unique was immediately present, even before our building was fully finished.

The journey has not been without its challenges. Our new site has been an ongoing project, and we have navigated a total of three contractors, each contributing to the building's development. Health and safety, safeguarding, and maintaining our culture and ethos have remained top priorities

throughout these transitions, with the headteacher guiding the school with unwavering focus and dedication.

Recruiting families has been a key area of our development. Despite not yet having formal performance indicators or an Ofsted inspection until May 2025, the response from families has been overwhelming. We were oversubscribed in both September 2024 and September 2025, receiving an astonishing 180 applications in 2025 alone. This incredible trust from our community, despite the unfinished building and our newness, speaks volumes about the strength of our vision and the commitment of our staff.

We are aware, however, that like many London boroughs, falling birth rates and families moving out of the city present challenges for future recruitment. Additionally, we have noticed a pattern of families attending our school for a few years before relocating overseas for work or returning to their home countries, a trend we anticipate continuing. Despite these challenges, we are committed to remaining the school of choice for our local and global community.

Our school celebrates diversity, with 25 languages spoken by our pupils. This richness reflects the global community we serve and reinforces our commitment to inclusivity, understanding, and respect for all cultures.

At Mulberry Wood Wharf, children are at the heart of everything we do. They are happy, eager to learn every day, and thrive in an environment where our core values shine through. We believe it is essential for our community to understand the journey we have been on, the challenges we have overcome, and the immense pride we take in the school we are building together.

Looking ahead, we are filled with anticipation and excitement. We aim to fully bring our school spaces to life, continue embedding our curriculum, develop strong leaders, and provide the best possible educational experience for our pupils. We are equally committed to maintaining a welcoming, supportive environment for parents and staff alike. Our journey has only just begun, and we look forward to the future with confidence and optimism.

Section 2: School Self-Evaluation

	Not met	Met
Safeguarding		✓

	Needs attention	Expected standard	Strong standard	Exceptional
Inclusion		✓		
Curriculum and teaching			✓	
Achievement			✓	
Attendance and behaviour			✓	
Personal development and well-being			✓	
Early years			✓	
Leadership and governance			✓	

Section 3: Evidence to support judgements

Safeguarding

Statement

Evidence

Leaders have established an open culture in which safeguarding is everyone's responsibility.

Multi-agency working is effective.

There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.

Leaders actively try to learn from safeguarding cases and incidents and take any action needed.

Pupils are kept safe and feel safe.

Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day).

Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum.

Pupils and parents know who to go to for support.

All staff are vigilant and carry out their responsibilities effectively to keep pupils safe.

Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.

Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty.

The school has clear and accessible policies and procedures that keep pupils safe.

Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.

- Weekly safeguarding briefings at staff meetings where all staff contribute observations and updates.
- Staff feel confident reporting concerns and know that their input is valued, evidenced through staff surveys showing that staff are confident with reporting procedures
- Visible safeguarding posters around school reminding staff and pupils of key contacts and responsibilities.
- Regular case meetings with social services, Early Help practitioners and Thews
- Joined-up plans with external agencies for vulnerable pupils, e.g., families with safeguarding plans or Early Help involvement.
- School attendance at Tower Hamlets Safeguarding Children Partnership (THSCP) meetings and workshops.
- Safeguarding governor undertakes termly reviews of cases and provides reports to the governing body.
- Designated safeguarding leads (DSLs) produce termly safeguarding reports showing referrals, outcomes, and trends which are presented at LGB and standards
- Annual safeguarding audit completed and actions monitored through the school improvement plan.
- Reflection meetings held after safeguarding concerns to identify lessons learned and implement preventative strategies.
- Staff CPD includes case studies from local authority safeguarding reviews.
- Pupil surveys indicate 95% of pupils say they feel safe in school.
- Structured lunchtime and playground supervision ensures safe spaces for all pupils.
- Peer support initiatives, like the Kindness Crew, give pupils avenues to raise concerns.
- Inclusion of pupil voice in risk assessments and individual support plans.
- Rights ambassador meetings so pupil voice can be captured
- Connection boxes around school so children can leave messages to the headteacher

Leaders ensure that staff's work is monitored and that they get appropriate supervision and support.

The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.

Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.

- PSHE lessons covering online safety, mental health, and healthy relationships.
- Integration of safety messages into literacy (stories exploring consent, conflict resolution) and computing (cyber safety lessons).
- Regular assemblies on anti-bullying, stranger danger, and road safety and then themed weeks like antibullying and road safety week (autumn)
- Clear information on the school website, newsletters, and classroom posters highlighting DSLs and pastoral staff.
- Open-door policy for parents and pupils to approach pastoral or safeguarding leads.
- Daily briefings (teams) include reminders of vulnerable pupils or ongoing safeguarding concerns.
- Staff complete mandatory annual safeguarding training and refresher modules.
- Recorded instances where staff promptly identified and reported concerns, showing adherence to procedures.
- Staff able to identify indicators of neglect, emotional abuse, or exploitation during observations and lesson interactions.
- DSL monitors staff reports and provides feedback to ensure consistent response.
- Scenario-based safeguarding training exercises during INSET days.
- Anti-bullying policy addresses online and offline harassment.
- Incident logs show investigations into peer-on-peer abuse, with follow-up support provided.
- PSHE curriculum includes lessons on respectful relationships and conflict resolution.
- Safer recruitment checks completed for all new staff (DBS, references, qualifications).
- Clear procedures for reporting to the local authority, recordkeeping, and Prevent duty training.
- DSL and senior leaders maintain up-to-date knowledge through Tower Hamlets safeguarding updates.
- Safeguarding policy publicly available on the school website and updated annually.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Behaviour, anti-bullying, and online safety policies linked to safeguarding practices.• Staff handbook includes step-by-step procedures for responding to concerns.• Following external safeguarding audit, action plan implemented and impact reviewed after six months.• Leaders seek feedback from staff and parents on safeguarding processes through surveys.• DSL team meetings include reflective practice discussions on current safeguarding approaches – vulnerable highlighting meetings• Mentoring for new staff to ensure confidence in procedures.• All staff adhere to the school's code of conduct and safeguarding policies.• Staff professional boundaries monitored by senior leaders, with corrective support if required.• Local authority procedures followed for any safeguarding allegation against staff.• Any minor issues identified in recent audits have been addressed, e.g., updating first-aid logs, improving playground supervision, or amending risk assessments.• Evidence of timely follow-up meetings and documentation of corrective actions. |
|--|--|

Inclusion

- Identifying, assessing and meeting pupils' needs, and reducing barriers
- Supporting disadvantaged pupils
- Supporting pupils with SEND
- Supporting pupils who are known (or previously known) to children's social care

Statement

Evidence

Expected Standard

Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.

Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met.

Staff receive suitable training and support to implement this approach. Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.

The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.

Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND.

Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.

Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well.

Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.

Alternative provision is commissioned appropriately and is used in pupils'

- Early screening in Reception and at transition points (e.g., Year 1 phonics checks, baseline assessments, Leuven scales pre school questionnaire and observations, information from other schools/nurserys) to identify learning needs.
- Regular progress meetings (x3 per year) where teachers highlight pupils whose needs are changing, including disadvantaged pupils, those with SEND, and those with safeguarding histories.
- Use of formative assessment and observations to quickly identify pupils needing additional support, including social and emotional needs.
- Collaboration with social workers and health professionals for pupils with additional safeguarding or wellbeing needs.
- Individualised support plans following specialist advice (e.g., speech and language therapy, educational psychologist reports).
- Targeted interventions such as small group literacy or maths support for pupils with SEND which are tracked on an intervention tracker through arbor and measured for impact
- Social-emotional support through nurture groups or 1:1 mentoring for pupils facing barriers and working with THews.
- Staff trained to scaffold learning, use adaptive resources, and maintain high expectations in the classroom – CPD overview
- Termly review cycles for SEND and vulnerable pupils, using a clear "assess-plan-do-review" format.
- Evidence in ppm and on arbor/provision map that adjustments are made quickly if interventions are not effective.
- Clear records showing progress monitoring for each pupil receiving additional support on the intervention tracker
- Regular SEND CPD sessions for all staff on differentiation, autism, ADHD, dyslexia, and other common needs – see cpd plan
- Staff coaching and mentoring from the SENCo to implement interventions effectively.
- Training on supporting disadvantaged pupils, including trauma-informed practices and EAL strategies.
- SENCo maintains detailed tracking of pupils with SEND,

<p>best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.</p>	<p>disadvantaged pupils, and those known to social care.</p> <ul style="list-style-type: none"> • Analysis of termly data informs interventions and pupil premium spending. • Reports shared with staff and governors demonstrating progress and impact of strategies. • Pupil premium plan clearly links funding to interventions shown to be effective, e.g., additional reading support or targeted enrichment activities. • Staff understand the rationale behind interventions and apply them consistently in classrooms. • Termly review of the impact of pupil premium interventions informs future strategy. • SENCo is a member of senior leadership team and participates in strategic planning. • SENCo authorises interventions and monitors their implementation across the school. • SENCo leads training for staff and liaises with external specialists. • Participation in Tower Hamlets SEND Inclusion Partnership meetings. • School contributes to local initiatives, such as TH SALT and Phoenix Outreach and Thews • Leaders align school SEND priorities with local authority strategies to improve outcomes. • Collaboration with other schools or multi-agency teams to support inclusion has improved access and progress for pupils – E14 and E1 • Pupil passports and personal plans completed and updated regularly based on the child's individual needs and monitored by the SEndco • PEP meetings attended and action points implemented in school. • Monitoring shows improvement in attendance, engagement, and academic outcomes. • Risk assessments and regular reviews ensure provision meets both educational and safeguarding needs.
--	---

Curriculum and teaching

- Strategic leadership of curriculum and teaching
- Securing strong foundations for all pupils
- School and subject curriculum
- Quality of teaching
- Inclusive curriculum and teaching

Statement

Evidence

Expected

Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school.

They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.

Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.

Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.

Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.

Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.

Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.

Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.

Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support.

Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.

Strong

Leaders make astute decisions about how the curriculum and teaching

- Regular learning walks, lesson observations, and book looks are carried out by SLT and subject leads, with findings recorded in a shared monitoring tracker- Nautilus.
- Termly pupil progress meetings draw on assessment data to identify strengths and areas for development across subjects.
- Leadership reports summarise trends, highlighting curriculum areas needing reinforcement or targeted CPD.
- Teaching assistants and intervention specialists deployed based on pupil need data, e.g., additional reading support for Year 2 pupils not meeting phonics benchmarks or just passing.
- Staff with subject expertise are given time to support new staff and ECT teachers
- Resources, including manipulatives, reading books, and digital platforms, are distributed according to assessment insights and curriculum priorities – RWI, Oxford Owl, white rose maths
- Medium-term and long-term planning documents show sequenced knowledge progression across each subject and year group.
- Subject leaders maintain curriculum maps and skills ladders, which are used to check that content builds logically from prior learning.
- Units of work include explicit references to prior knowledge checks and links to future learning objectives.
- Lesson plans demonstrate scaffolding strategies and differentiation, e.g., use of visual aids, sentence stems, or structured talk partners.
- Teachers employ evidence-informed methods, e.g., retrieval practice in maths, modelling in writing, or systematic phonics in early reading- walkthrus and Rosenshines principles of teaching
- Regular monitoring shows high levels of pupil engagement and understanding across lessons.
- Teachers attend subject-specific CPD, including Tower Hamlets networks, phonics training, English & Maths Hub and Thep.
- Mentoring from ECT mentors and subject leads ensures new staff quickly develop expertise in pedagogy and subject content.
- Phonics program (RWI implemented consistently across EYFS and KS1 – see RWI development day reports

should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.

Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.

Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups.

Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.

Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.

The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils

- Regular phonics assessments track progress, identify gaps, and inform targeted interventions.
- Catch-up groups run for pupils who have fallen behind, with regular monitoring of impact.
- Targeted interventions for struggling readers, writers, or mathematicians, e.g., 1:1 reading, small-group maths mastery sessions.
- Daily speech, language, and communication activities in EYFS for pupils identified as needing support – SHREC approach and Neli programme.
- Structured handwriting, spelling, and number fluency programs embedded across KS1 and KS2.
- Formative assessment techniques such as mini-whiteboards, talk partners and cold calling and questioning inform in-lesson adjustments.
- Summative assessments analysed termly to identify pupils needing additional support.
- SIP – school priority on addressing pupil misconceptions so they are identified quickly, leading to immediate reteaching or tailored interventions.
- Data from interventions are tracked and show measurable improvements in attainment and progress.
- Staff adjust teaching in-class based on assessment, e.g., scaffolded tasks for SEND pupils.
- Individual plans incorporate accommodations from EHCPs, e.g., visual timetables, reduced workload, assistive technology.
- Teachers collaborate with SENCo to ensure lessons are accessible and inclusive.
- Modifications monitored for effectiveness, and adjustments made when necessary.
- Analysis of assessment data, lesson observations, and curriculum reviews inform curriculum modifications mid-year.
- For example, if pupils underperform in a writing unit, sequence or resources are adapted, or additional scaffolding is provided.
- All subjects have coherent, sequenced schemes of learning with

clear progression markers and end-of-year benchmarks.

- Subject lead and SLT routinely review planning to ensure content matches developmental and cognitive expectations of each year group.
- Evidence from learning walks and book scrutiny confirms consistent delivery.
- Lesson observation records show a high proportion of teaching rated "good" or "outstanding," with highly effective use of scaffolding, questioning, and modelling.
- Peer observations and collaborative planning sessions support continuous improvement.
- Consistency in teaching is reinforced through ongoing CPD and coaching cycles.
- Across subjects, teachers explicitly teach subject-specific vocabulary and model precise language.
- Reading comprehension strategies are in place in KS1, including discussion, prediction, and inference skills, we are now developing KS2
- Sequencing decisions reflect subject-specific pedagogical understanding, e.g., introducing fractions in maths after secure number sense.
- Teachers flexibly respond to pupil needs while maintaining curriculum intent.
- Intervention and support plans integrated with classroom teaching ensure equitable access to learning.
- Differentiation strategies, scaffolded resources, and additional adult support are consistently applied – lesson obs
- Monitoring shows progress of these groups aligns closely with peers, demonstrating effective barrier removal.

Achievement – Strong

- Quality of education, especially for disadvantaged pupils, those with SEND and those known/previously known to social care
- Pupils' attainment and progress over time
- Performance in national tests and examinations, where relevant
- Progress from starting points
- Achievement across the wider curriculum

Statement

Evidence

On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.

Pupils develop the foundational knowledge and skills they need, including language and communication skills.

Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.

On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.

Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.

Strong

Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.

Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.

All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.

- End-of-year transition assessments and teacher judgements show pupils meet age-related expectations
- Structured transition programs in the EY and in to year 1 (e.g., visits, admissions, stay and plays, transition workshops, handover meetings) support academic and pastoral readiness.
- EYFS and KS1 curriculum explicitly targets speaking, listening, vocabulary development, and comprehension.
- Structured interventions for pupils with delayed language acquisition, including targeted speech and language sessions – SALT on site 1 afternoon per week
- Daily storytime, guided reading, and cross-curricular discussion opportunities enhance language development.
- Systematic phonics in EYFS and KS1 ensures early reading skills; pupils are assessed termly and interventions provided for those falling behind.
- Spelling and handwriting programs in place in KS1 and year 3, and monitored through regular book scrutiny.
- Number fact fluency assessed via termly arithmetic checks, with rapid intervention for pupils not meeting expected standards.
- KS1 optional sats, are broadly in line with national averages across reading, writing, and maths.
- Termly assessments in all year groups track attainment and progress, demonstrating that most pupils meet or exceed expectations.
- Disadvantaged pupils' attainment is tracked against peers, with targeted interventions ensuring gaps are closing.
- Data shows pupils with SEND, those known to social care, and disadvantaged pupils make progress in line with their targets.
- Interventions, 1:1 support, and scaffolded learning ensure these

pupils develop the knowledge and skills needed to progress.

- Evidence from work scrutiny shows gaps in knowledge or skills are addressed promptly.
- End-of-year assessments, book scrutiny, and learning walks show high-quality outcomes across subjects, including foundation subjects.
- Pupils demonstrate depth of understanding, analytical thinking, and application of knowledge in a range of contexts.
- Work shows progression in complexity and mastery from year to year.
- Targeted support is embedded in class teaching and interventions, resulting in above-average progress for these groups through first quality teaching
- Evidence from termly progress reviews demonstrates rapid narrowing of gaps in attainment.
- High expectations for all pupils ensure no group is overlooked; outcomes reflect strong achievement.
- Work demonstrates secure grammar, vocabulary, calculation fluency, and reasoning across subjects.
- Teacher assessment data in KS1 and internal tracking confirm consistently strong progress.
- Evidence from pupil surveys indicates high confidence and resilience in approaching new challenges.

Attendance and behaviour – graded as Strong

- Strategic leadership of attendance and behaviour
- Attendance and punctuality
- Behaviour, including bullying
- Attitudes to learning
- Inclusive approaches to attendance and behaviour

Statement

Evidence

Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.

Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.

Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour. Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.

Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.

Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.

Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.

Overall attendance is broadly in line with national averages or shows an improving trend over time.

Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.

Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers.

Any interventions are timely, well chosen and targeted

- Termly analysis of attendance and behaviour data by SLT, broken down by year group, pupil group, and SEND/disadvantaged status.
- Behaviour logs reviewed every half term to identify patterns and triggers.
- Clear behaviour policy communicated to staff, pupils, and parents, with consistent routines and rules – see CPD plan and school priorities in SIP
- Positive behaviour systems, such as marble jars, celebration assembly, raffle tickets and star of the week reinforce expectations.
- Induction for new pupils and families emphasises school expectations and routines.
- Consistent use of behaviour charts, reflection sheets, and restorative conversations.
- Suspensions and exclusions only used when necessary, in line with LA policy – none have been carried out
- Behaviour monitoring records show follow-up actions and improvements over time.
- Anti-bullying policy implemented and communicated; incidents recorded and resolved with support from pastoral team – antibullying week focus in November
- Logs of incidents show timely intervention, parent engagement, and restorative approaches.
- Staff trained to recognise and respond to discrimination, victimisation, or inappropriate language.
- Observations show orderly transitions, attentive classrooms, and collaborative learning.
- Pupils demonstrate positive attitudes to learning in lessons and around the school.
- Ofsted comments on behaviour and attitudes – see report May 2025
- Attendance tracked daily; termly reports identify trends and persistent absentees.
- Leaders investigate causes of absence and work with families to remove barriers.

Strong

Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish.

Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.

Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others.

They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour.

Older pupils' behaviour, including consideration for others, sets an excellent example.

Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.

The importance of high attendance is consistently promoted well by leaders and staff.

High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.

Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups

- Attendance interventions include home visits, mentoring, and referral to Early Help services.
- Whole-school attendance is showing improvement year-on-year, particularly for disadvantaged or previously absent pupils.
- Pupil-level tracking shows reductions in persistent absence.
- Communication with families encourages timely attendance, supported by newsletters and phone calls and the trophy in the celebration assembly
- Adjustments such as flexible start times or pastoral support for vulnerable pupils.
- Behaviour systems promote independence, self-discipline, and responsibility.
- Observations show classrooms and corridors calm, purposeful, and respectful.
- Rapid interventions for sudden dips in attendance or spikes in behavioural incidents.
- Staff empowered to implement strategies quickly,
- Regular review meetings ensure adaptations meet pupils' changing needs.
- PSHE and structured social-emotional learning lessons help pupils manage emotions and resolve conflicts.
- Older pupils mentor younger peers, modelling excellent behaviour.
- Evidence from restorative conversations shows pupils take responsibility for their actions.
- Positive peer interactions observed across lessons and unstructured times.
- Praise and recognition systems reinforce self-management and respect for others.
- Individualised behaviour plans lead to measurable improvement in conduct.
- Monitoring of impact shows reduced incidents and improved engagement for targeted pupils.
- Staff report increased confidence in managing challenging behaviours.
- Attendance workshops, newsletters, and assemblies emphasise the

importance of consistent attendance.

- Staff trained to have supportive but challenging conversations with families to address absence.

Personal development and well-being - Strong

- Strategic leadership of personal development and well-being
- The personal development programme
- Careers education
- Pastoral support
- Inclusive personal development and well-being

Statement

Evidence

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences.

It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.

The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.

Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.

The school's careers education, where relevant, prepares pupils for future education, employment or training.

The school is making steady progress towards the Gatsby benchmarks.

Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.

The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.

Strong

Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.

Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.

- PSHE/RHE/RSHE lessons mapped across each year group to ensure progressive coverage.
- Wider opportunities, such as school trips, workshops, and clubs, complement taught curriculum and develop social, moral, spiritual, and cultural (SMSC) understanding.
- See personal development curriculum overview
- Pupil surveys indicate enjoyment and learning from personal development activities.
- Weekly celebration assembly including the MWW song and celebrating values
- RHE/RSHE lessons include discussion of equality, democracy, rule of law, and mutual respect.
- Rights Respecting Ambassadors leading on pupil voice
- Kindness Crew leading on antibullying
- Eco warriors leading on sustainability and contributing to the wider community
- Curriculum and assemblies explore cultural diversity and inclusion, e.g., Black History Month, Ramadan/Eid/Diwali, and other cultural celebrations.
- Anti-bullying and anti-discrimination policies explicitly reference respect for protected characteristics.
- Antibullying week and kindness week and the kindness box and the kindness quilt
- Extra-curricular clubs in sport, arts, music, drama, and coding – see overview and previous years offer
- Participation in festival of arts, local carol singing, Half moon theatre, Unicorn theatre, and sports initiatives.
- The financial literacy curriculum and growing money – Virgin money
- Pupil showcases, exhibitions, and performances demonstrate the development of skills and interests – festival of arts, poetry performances, shows and performance overview, musical instruments. Photography exhibition
- Age-appropriate careers guidance in upper KS2, e.g., visiting speakers, role-play, and career workshops – linking with CWG

Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.

The school engages well with employers in the local area to ensure that pupils are well informed.

Pupils know what they need to do to achieve their ambitions.

The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations.

Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.

Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above

- Pupils discuss aspirations and pathways during PSHE lessons.
- Inclusion team provides individual support for pupils facing barriers, including SEND, disadvantaged pupils, young carers, or pupils known to social care.
- Participation in clubs, trips, and enrichment activities is tracked; reasonable adjustments ensure all pupils can engage.
- Connection box where children can communicate what they wish – feelings/questions/feedback/worries
- Curriculum ensures pupils understand healthy relationships, consent, online safety, mental health, and economic wellbeing - Jigsaw
- Pupils beginning to articulate their learning, e.g., during class debates or reflective exercises.
- Citizenship projects, including community action or fundraising, reinforce knowledge application – carol singing, school fete, money grows project
- Observations and pupil surveys show self-motivation, emotional regulation, and cooperative behaviour.
- Peer mentoring and leadership opportunities (e.g., school council, eco-club) develop independence and responsibility.
- Restorative practices are embedded, with pupils actively participating in conflict resolution and always modelled by staff
- Risk assessments identify pupils likely to need additional support; interventions include mentoring, counselling, or family engagement.
- Regular review meetings – vulnerable highlighting meetings- ensure pastoral provision meets evolving needs.
- Local employers visit school to discuss careers, work experience, and skills needed for employment – developing with CWG
- Pupils complete projects or workshops linked to real-world contexts, e.g., money grows challenges, STEM activities and crest awards and half termly home projects

Early years – Strong

- Leadership of early years
- Curriculum
- Teaching
- Achievement in early years
- Well-being and welfare in early years

Statement

Evidence

Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.

Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.

Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.

Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.

Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.

Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled.

Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.

There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.

Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy.

Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.

By the end of Reception, children use their knowledge of phonics to read

- Regular monitoring of EYFS provision, including observations, learning walks, and book/play scrutiny, to evaluate the impact of teaching and care – Early excellence reviews and RWI development days
- Termly EYFS reports to governors highlighting strengths, areas for improvement, and progress towards targets.
- Action plans to address gaps in provision or attainment, informed by data, parent feedback, and staff observations.
- Curriculum and policies are fully compliant with the EYFS statutory framework.
- Leaders communicate the vision for high-quality EYFS education to staff and parents, ensuring expectations align with KS1 standards.
- Staff understand the 7 areas of learning and how to embed them across play and structured activities
- Daily routines and learning activities match children's developmental stages.
- Staff employ high-quality interactions, e.g., open-ended questioning, scaffolding language, modelling play, and guided exploration – using SHREC from the EEF
- Learning environments are safe, stimulating, and accessible.
- Medium- and long-term planning documents map progression across all EYFS areas of learning.
- Activities build on prior learning and focus on key concepts, e.g., introducing number patterns before simple addition.
- Leaders and EYFS staff regularly review planning to ensure coherence and coverage – head/EY lead meets with the EY team on Thursday ppa sessions
- Observations of teaching show adults engaging children through questioning, role-play, and modelling.
- Continuous provision areas are used to extend learning.
- Staff respond to children's interests while ensuring key learning objectives are met.
- Baseline assessments identify children's prior knowledge and skills.
- Targeted interventions address gaps in communication, phonics, or

accurately and with increasing fluency.

Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development.

Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.

Strong

Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.

Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children. Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.

Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.

social-emotional development – RWI FastTrack tutoring

- Progress is tracked termly, and learning plans are adjusted accordingly.
- Reception teachers provide detailed handovers to Year 1 staff, highlighting learning gaps and strategies that have worked.
- Year 1 teachers spend time in the reception classes in the summer term
- Transition activities include visits, joint planning, and shared assessment data.
- Daily phonics sessions follow a systematic programme (RWI) with assessments and catch-up groups.
- Vocabulary-rich environments include storytelling, role-play, and focused adult-led activities – SHREC and helicopter stories
- Observations show children using new words in play and structured activities.
- Daily routines, circle time, and small-group activities promote confidence, cooperation, and self-regulation.
- Children are observed making choices, managing conflicts, and demonstrating positive relationships.
- Staff monitor and support wellbeing; children feel safe and engaged – using the leuven scale model of wellbeing and involvement
- GLD (Good Level of Development) outcomes are broadly in line with or exceeding national averages.
- By the end of Reception, children use phonics to read simple words accurately and fluently.
- Children demonstrate age-appropriate skills across all 7 areas of learning.
- Progress for disadvantaged pupils, those with SEND, or vulnerable pupils shows gaps closing from starting points.
- Staff actively engage children during all routines, including snack time, outdoor play, and transitions.
- Less confident or quieter children are identified and supported to participate fully.
- Observations and videos show adults modelling language, curiosity, and problem-solving effectively – tapestry

- | | |
|--|---|
| | <ul style="list-style-type: none">• Progress across all 7 areas of learning is strong, including for disadvantaged or vulnerable children.• Vocabulary-rich environments encourage use of new words across contexts.• Observations show children applying knowledge independently, e.g., counting, problem-solving, or exploring scientific concepts.• Transition records show Year 1 teachers report most children are ready academically and socially.• Children demonstrate confidence, independence, and resilience in learning tasks.• Vulnerable groups have targeted support to ensure parity with peers.• Learning journals and observation notes with annotated progress against EYFS outcomes – tapestry and wow books• Phonics tracking data and catch-up group records.• Curriculum maps showing sequenced progression in all 7 areas of learning |
|--|---|

Leadership and governance – Strong

- Strategic leadership
- Governance
- Staff well-being and workload
- Professional learning and expertise
- Parental, professional and community engagement

Statement

Evidence

Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.

Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.

Leaders are role models of high expectations and professionalism.

Staff have high expectations of what pupils can achieve.

Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school.

Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process. The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant.

Leaders protect time for professional learning.

Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.

Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong. Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge. Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may

- Regular self-evaluation identifies school strengths, areas for improvement, and barriers to achievement – in particular how we are reviewing the curriculum
- School improvement plans outline rationale for priorities, including targets for attainment, curriculum, safeguarding, inclusion, and wellbeing.
- Governors receive termly reports on performance, curriculum, safeguarding, attendance, and inclusion.
- Strategic meetings ensure resources are allocated effectively, including digital technologies, staffing, and learning resources.
- Governors monitor leaders' workload and wellbeing, reviewing the impact of school improvement initiatives.
- Leaders demonstrate consistent high standards in teaching, behaviour management, and communication.
- Staff emulate high expectations for pupil achievement and conduct, reflected in classroom culture.
- Policies and routines reinforce the school's values and expectations.
- Staff have opportunities to input into school improvement, via working groups, surveys, and leadership meetings and CPD
- Collaborative planning across phases and subjects ensures shared responsibility for teaching quality – PPA arranged for staff to work together
- Induction programmes support new staff, trainees, and ECTs in understanding expectations and procedures – see induction programme example
- CPD programme is planned around school priorities and research-informed practice, including subject-specific and cross-phase training.
- Opportunities are provided for staff to apply learning in classrooms and reflect on impact – we also use a coaching model and developing this across more subjects and not just in English and reading
- Staff meeting time is protected for professional development.
- Leaders monitor workload and adjust expectations to prevent stress

face other barriers to their learning and/or well-being.

Strong

Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.

Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.

Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise.

Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

or burnout – wellbeing is on the weekly agenda

- Anti-bullying and equality policies protect staff from discrimination, harassment, or victimisation.
- Wellbeing initiatives include surveys, coaching, and access to counselling or occupational support – wellbeing on the admin meeting, wellbeing day in November, Friday treat (hot chocolate week, breakfast club)
- Regular communication with parents via newsletters, Arbor, meetings, and parent workshops fosters trust and collaboration
- excellent Parent feedback – Ofsted May 2025 – see results on ofsted website
- Community partnerships enhance pupil learning and wellbeing, e.g., CWG (Eden Dock), CWG community outreach, Spitalfields music, E14 Schools, The Idea store, John Lewis
- Leaders collaborate with other schools and local professionals to share expertise and best practice – E14 partnership, thep
- Targeted interventions, pastoral support, and inclusion strategies demonstrate measurable impact on pupil outcomes and wellbeing.
- Governors use expertise to question data, school plans, and curriculum design, ensuring accountability across all areas.
- Governor monitoring visits and committee minutes show evaluation of provision, progress, and impact.
- Challenge is constructive, prompting leaders to refine approaches and improve outcomes – eg how are we prioritising writing?
- Staff consistently demonstrate high-quality practice, collaboration, and professional behaviour – learning walks
- Pupils experience a positive, safe, and aspirational school culture – pupil voice, connection box
- Observations and surveys show a calm, purposeful learning environment across all key stages.
- Leaders have developed a systematic CPD curriculum aligned to research, school priorities, subject-specific needs, and individual staff development – see CPD plan
- Staff take ownership of their professional development and apply learning with measurable impact on teaching and outcomes.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Mentoring, coaching, and peer observations are developing, promoting continuous improvement.• Training is differentiated for staff, ECTs, trainees, and leadership teams, ensuring development meets individual and school needs – joint CPD on Tuesday and then CPD programme for teachers and then a separate one for support staff.• Staff workload, mental health, and professional satisfaction are actively monitored, with proactive interventions to prevent issues – working on developing a regular feedback opportunity using Nautilus• Leadership culture balances accountability with support, promoting retention and morale – feedback from staff supports this too.• Parent and community feedback influence school improvement plans and enrich pupil experiences..• School Improvement Plan with priorities, rationale, and measurable milestones. |
|--|---|