

School Development Plan 2025-26

Mulberry Wood Wharf Primary

1. Excellence in Action – First-Quality Teaching Through Evidence-Based Practice

Develop and embed the Mulberry Wood Wharf Principles of Teaching and Learning, underpinned by Rosenshine’s Principles of Instruction, and implement strategies from WalkThrus to enhance lesson clarity, memory retention, and independent pupil learning, with a deliberate focus on the first 20% of pupils to ensure they keep up with the curriculum rather than needing to catch up while also deepening challenge and opportunities for pupils working at greater depth to excel.

2. Literacy Across the Curriculum – Confident Communicators, Readers, and Writers

Embed literacy across all subjects to ensure pupils develop strong reading, writing, and communication skills, fostering confident learners and raising standards in Literacy across every phase.

3. Inclusion in Action – High Expectations, Strong Attendance, and a Sense of Belonging for All

Embed inclusive practices that promote equity, nurture positive behaviour, and ensure every pupil attends, engages, and achieves within a culture of high expectations and belonging.

4. Leadership in Action – Developing a Skilled and Cohesive Leadership Team

Strengthen leadership capacity across the school by developing the expertise, confidence, and strategic influence of the Deputy Head Teacher, English Lead, and Maths Lead. Embed a culture of collaboration, reflection, and accountability, ensuring leaders drive sustained improvement in teaching and learning, curriculum quality, and pupil outcomes across all subjects, with a particular focus on raising attainment in reading, writing, and maths — including increasing the proportion of pupils achieving greater depth.

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



Data 2024-25

GLD: 72%

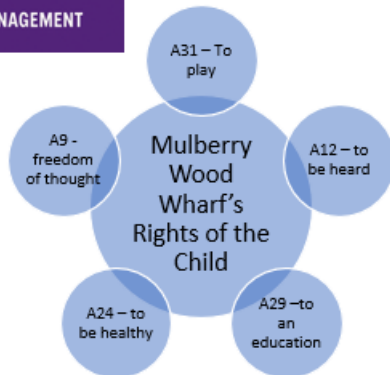
Phonics: 95%

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>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>

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.

Pupils have highly positive attitudes to their learning.

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.

School improvement priority 1: Excellence in Action – First-Quality Teaching Through Evidence-Based Practice

Ofsted Link: Curriculum & Teaching (combined) / Achievement

Develop and embed the Mulberry Wood Wharf Principles of Teaching and Learning, underpinned by Rosenshine’s Principles of Instruction, and implement strategies from WalkThrus to enhance lesson clarity, memory retention, and independent pupil learning, with a deliberate focus on the first 20% of pupils to ensure they keep up with the curriculum rather than needing to catch up while also deepening challenge and opportunities for pupils working at greater depth to excel.

Actions	Success criteria	Autumn term	Spring term	Summer term
Embed the Mulberry Wood Wharf Principles of Teaching and Learning across all phases.	Consistent high-quality teaching observed across all classrooms.	Launch principles through walkthrus	Continue coaching cycles and peer observations	Evaluate impact of the work on principles of teaching (data, surveys, book looks)
Provide professional development in evidence-based teaching strategies through WalkThrus.	Pupils can articulate their learning and show improved retention and independence.	T&L scrutiny will inform the 3 walk thru principles/focus the school will focus on	Carry out another T&L scrutiny across all subjects	share best practice and formalise this in the teaching and learning policy
Monitor and coach to ensure lesson clarity, retrieval practice, and independence are consistent.	Progress and attainment improve, particularly for those at risk of falling behind.	CPD focus – Aut 2 PPM to identify first 20% and pupils working at GD including target setting	Staff survey Pupil survey/voice CPD sessions	plan refinements for next year and decide the focus for the principles/walkthrus

Use formative assessment effectively to support the first 20% of pupils and the pupils working at GD	Teachers are confident and highly skilled in adaptive teaching to support all learners across all subject areas	Coaching model – led by SLT Begin the peer observation model, sharing of practice Review understanding of the CPD sessions and set expectations for the spring term	PPM - monitor mid-year assessment data.	that will be a focus next year
--	---	---	---	--------------------------------

Rag rating to be completed at the end of each term and highlighted as follows:

Green – on track

Yellow – working towards

Red – not on track

School improvement priority 2: Literacy Across the Curriculum – Confident Communicators, Readers, and Writers

Ofsted (2025) Evaluation Area: Curriculum & Teaching / Personal Development & Wellbeing

Objective: Embed literacy across all subjects to ensure pupils develop strong reading, writing, and communication skills, fostering confident learners and raising standards in Literacy across every phase.

Actions	Success criteria	Autumn term	Spring term	Summer term
Secure a consistent approach to spelling and handwriting from			Writing framework focus – sentence structure –	

Reception through to Key Stage 2.	Improved reading and writing outcomes across all key stages.	Review current literacy provision and identify key priorities.	monitoring and CPD to support this	Review the year 3 curriculum at the end of Sum 1 and then sum 2
Review the Year 3 curriculum, evaluate its impact, and plan progression for the remainder of Key Stage 2.	Pupils confidently communicate using subject-specific vocabulary.	Support English lead with priorities for English, the English action plan the CPD plan	Thep moderation	E14 moderation
Develop systematic approaches to using key resources such as the RWI portal, Oxford Owl, and Accelerated Reader to support learning and progress.	Literacy is consistently visible and embedded in all curriculum areas.	Shireena and Lorna to attend writing framework training, To decide what the focus will be for the spring/summer term	Review the year 3 curriculum at the end of spring 1 and then spring 2	Agree and finalise the year 4 planning for English
Strengthen the Reading Lead's role in coaching to ensure high-quality phonics teaching across the school.	Evidence visually around the school that writing is valued and celebrating	Set up and embed the reading lead and coaching routine for phonics	Monitor cross-curricular writing opportunities.	Evaluate literacy impact across curriculum subjects.
Provide targeted support for the new Year 3 teacher leading on the new curriculum, with a focus on grammar teaching strategies.	Pupils can talk confidently about their targets and how to improve their writing	Review the year 3 curriculum at the end of aut 1 and then aut 2	Gather pupil voice on reading enjoyment and confidence.	Share best practice and celebrate pupil achievements.
Unpick the writing framework and embed regular book monitoring,	Pupils enjoy writing	Support the English lead with English working	Create the Year 4 planning for English	Refine literacy priorities for the next academic year.
	Teachers and support staff feel confident with subject knowledge and the teaching of English			

<p>moderation, and learning walks to ensure consistency and quality.</p>	<p>Monitoring of all subject areas lessons and books shows high quality</p>	<p>walls/ displays/reading areas and book scrutiny.</p>		
<p>Establish a school-wide writing focus (likely around sentence structure) as a shared development theme.</p>	<p>outcomes equal to English books</p>	<p>Implement guided reading and writing interventions.</p>		
<p>Create a plan for celebrating, showcasing, and publishing literacy outcomes to raise the profile of writing and reading across the school.</p>				
<p>Design and implement a purposeful writing project from Reception to Year 6, promoting creativity and audience awareness (pen pals east sussex (3), writing to parliament (6)</p>				

Rag rating to be completed at the end of each term and highlighted as follows:

School improvement priority 3: Inclusion in Action – High Expectations, Strong Attendance, and a Sense of Belonging for All

Ofsted Framework Link: Inclusion, Behaviour, Attitudes and Establishing Routines, Children’s Welfare and Well-being, Achievement

Objective:

Embed inclusive practices that promote equity, nurture positive behaviour, and ensure every pupil attends, engages, and achieves within a culture of high expectations and belonging.

Actions	Success criteria	Autumn term	Spring term	Summer term
Strengthen attendance systems and interventions to reduce persistent absence.	Improved attendance rates and reduced persistent absence.	Support to the DHT leading on attendance – training on policy and roles and responsibility (including meeting with Arnhem wharf attendance champion)	Consultation with pupils, staff and parents on the behaviour policy.	Reviewing and updating the behaviour policy to be submitted to governors
Implement consistent, relational behaviour practices rooted in restorative approaches.	Attendance partnership with parents strengthened		Continue targeted attendance interventions and monitor impact.	Evaluate attendance and behaviour impact.
Continue developing inclusive teaching strategies that meet the needs of all learners.	Positive learning behaviours observed across the school.	Review attendance and behaviour data to identify focus groups		Plan next steps to sustain inclusion strategies

<p>Promote wellbeing and belonging through pupil voice and enrichment opportunities.</p>	<p>All staff approach inclusion consistently</p> <p>All pupils feel valued, supported, and part of the school community.</p>	<p>Consult with parents, staff and children on attendance strategies</p> <p>Review the current policy against the DFE guidance and make any recommendations to go to governors</p> <p>Raise the profile of good attendance in the newsletter and evaluate how we move forwards with this in terms of rewarding attendance</p> <p>Agree and finalise the tracking of attendance for whole group/classes and then groups of children (arbor & DFE)</p> <p>Appraisal target setting and PIP</p> <p>Provide CPD on restorative practices and inclusion</p>	<p>Conduct pupil and parent voice surveys on belonging.</p> <p>Showcase inclusive practice through assemblies and curriculum projects.</p>	<p>Celebrate improvement in attendance and behaviour outcomes</p>
--	--	--	--	---

		<p>Arbor – behaviour monitoring</p> <p>Research into behaviour (EEF and policies) – training for SLT and reading</p>		
--	--	--	--	--

Rag rating to be completed at the end of each term and highlighted as follows:

Green – on track

Yellow – working towards

Red – not on track

School improvement priority 4: Leadership in Action – Developing a Skilled and Cohesive Leadership Team

Ofsted Framework Link: Leadership and Governance, Curriculum and Teaching, Achievement, Inclusion

Objective:

Strengthen leadership capacity across the school by developing the expertise, confidence, and strategic influence of the Deputy Head Teacher, English Lead, and Maths Lead. Ensure that leadership actions drive high-quality teaching, a strong curriculum, and improved pupil outcomes for all learners across all subjects, with a particular focus on raising attainment in reading, writing, and maths — including increasing the proportion of pupils achieving greater depth.

Actions	Success criteria	Autumn term	Spring term	Summer term
Define clear leadership roles and	Leadership team demonstrates clarity,	NPQ opportunities for leaders	Appraisal follow up	

responsibilities aligned with school priorities	confidence, and measurable impact on school improvement.	Appraisal process	Weekly line management meetings	Review leadership development impact and identify next steps
Provide coaching, mentoring, and leadership development opportunities.	Subject leaders effectively drive curriculum and teaching improvements in English and Maths.	Action planning support and monitoring support	Continue coaching and CPD cycles focused on curriculum impact and teaching quality	evaluate subject leadership outcomes against individual action plans
Establish regular strategic leadership meetings focused on curriculum quality, teaching impact, and pupil achievement.	Leadership actions secure improved pupil achievement and consistency across the school.	Weekly line management meetings - Launch leadership coaching and professional development programme	Leaders monitor and evaluate the impact of initiatives on teaching and learning	Share leadership successes and refine priorities for the next academic year.
Develop leaders' confidence in monitoring, evaluating, and giving feedback to improve classroom practice.	Strong, cohesive leadership contributes to sustainable, inclusive improvement.	Define and communicate leadership roles and responsibilities	Facilitate peer-to-peer leadership opportunities and cross-phase collaboration	Continue with subject lead meetings – evaluating impact and planning for next steps
Foster collaboration and distributed leadership across phases and teams.		Appoint maths lead	Continue with subject lead meetings – impact this far and next steps	
		Conduct curriculum leadership audits and identify next steps (English, maths, SEND, wider curriculum)		
		Establish subject lead meetings – action		

		planning and driving school improvement		
--	--	---	--	--

Rag rating to be completed at the end of each term and highlighted as follows:

Green – on track

Yellow – working towards

Red – not on track

Ongoing priorities

Recruitment of pupils

We have a strong and effective pupil recruitment strategy in place, which we will continue to implement and refine as needed. We recognise that we are operating in an increasingly competitive local context, with two neighbouring schools recently judged Outstanding and with falling rolls across the E14 area leading to several schools reducing their PAN. It is therefore essential that we do not become complacent but maintain momentum in our recruitment efforts. Our goal remains to secure full admission of 60 pupils for September 2026, supported by a sustained and healthy waiting list.

Recruitment of staff

Given the nature of our growing school, we will begin the recruitment process for additional staff early in 2026 to ensure we attract and secure excellent teachers who share our vision and values. Early recruitment will allow us to plan effectively for expansion, maintain high-quality provision, and sustain our strong culture and expectations. Alongside external recruitment, we will continue to prioritise internal growth and leadership development, creating opportunities for existing staff to progress and take on new areas of responsibility as the school evolves.

Strategy around SEND and inclusion and meeting the needs of pupils with complex needs

We have a clear and ambitious SEND strategy underpinned by a dedicated action plan that drives improvement in provision, outcomes, and inclusion for pupils with additional needs. Our approach focuses on early identification, high-quality adaptive teaching, and close collaboration with families and external professionals. We continue to navigate the challenges of increasing levels of need and limited access to external agency support, which place pressure on both capacity and resources. Despite these challenges, our commitment remains strong, ensuring that every child with SEND receives the support, challenge, and care they need to thrive as part of our inclusive school community.

Completion of the site

The completion of the school site remains an ongoing priority, though this continues to be a local authority-led project. While the school maintains close communication with the project team, several elements of the build are still outstanding and require resolution to ensure the environment fully meets the needs of pupils and staff. We will continue to monitor progress, provide feedback, and advocate for timely completion so that the facilities align with the high standards and ambitions of our growing school.

Development of the playground spaces

The development of our outdoor spaces remains a key priority to ensure they reflect children's rights to play, exploration, and physical development, as outlined in the Early Years Foundation Stage framework and the UN Convention on the Rights of the Child. The first-floor and top-floor playgrounds, in particular, require further enhancement to provide rich, stimulating, and inclusive play opportunities for all pupils. This will form a significant piece of work in partnership with the Trust and the Governing Body, focusing on securing appropriate funding and ensuring that the design of these spaces supports wellbeing, creativity, and high-quality learning beyond the classroom.

Development of the communal areas and visuals around the school

The communal areas of the school need further development to bring them to life and better reflect our values, ethos, and sense of community. These shared spaces should celebrate our pupils' achievements, showcase our identity, and foster pride and belonging.



across the whole school. We recognise the potential of these areas to strengthen connections between pupils, staff, and families, and will explore creative and cost-effective ways to enhance them, making the most of the team's talents and resources to achieve this vision.

Partnerships with E14 schools, Mulberry Canon Barnett and the East Sussex schools

We continue to strengthen our partnerships with other schools within and beyond the local area, including those in the E14 cluster, Mulberry Canon Barnett, and our link schools in East Sussex. These collaborations provide valuable opportunities for professional dialogue, shared practice, and joint school improvement work. Through these partnerships, we are able to engage in reciprocal learning, develop leadership capacity, and ensure our staff and pupils benefit from a wider network of expertise and support. Maintaining and deepening these relationships remains a key part of our strategy to sustain excellence and innovation across our growing school.

Partnerships with Canary Wharf Group and local businesses

We continue to build and strengthen partnerships with the Canary Wharf Group and other local businesses to enhance learning opportunities, enrichment, and real-world experiences for our pupils. These collaborations support curriculum development, provide access to resources and expertise, and help pupils develop wider skills and aspirations. Working closely with local partners also enables us to foster a strong sense of community and ensures that our school remains connected to the local area and its opportunities.