

Safeguarding				
- The school's single central record is fully compliant and regularly audited. - There is a strong safeguarding culture across the school in which all staff, pupils, governors and volunteers understand that safeguarding is everyone's responsibility. Leaders have successfully embedded safeguarding as a golden thread throughout school life, and all staff recognise that safeguarding is not limited to compliance but is part of the school's values, ethos and day-to-day practice. - Safeguarding policies, including the Child Protection Policy, are reviewed annually and updated to reflect the latest national and local guidance, including updates to KCSIE and local safeguarding partnership protocols. Policies are clearly communicated to staff, parents, and pupils, and are available in the school office and via the school website. - All staff understand and fulfil their responsibilities in accordance with the latest version of Keeping Children Safe in Education (KCSIE). All adults, including volunteers, receive regular and up-to-date safeguarding training. This includes annual whole-staff safeguarding updates and termly briefings, with additional training where necessary			- Staff are also trained in specific risks relevant to our context, including online safety, radicalisation, and mental health. - Senior leaders and governors with responsibility for recruitment have completed safer recruitment training and understand how to apply it consistently to appointments and ongoing staff monitoring. - Allegations or concerns about adults are managed swiftly and appropriately, in line with statutory guidance and local authority procedures. - An annual pupil voice survey is conducted, which includes questions on keeping safe. Pupils report that they feel safe in school and know how to report concerns. - Keeping safe is embedded across the curriculum, including PSHE, computing, RSE and assemblies. Pupils are taught how to stay safe online and offline, how to report concerns, and how to seek support if they feel at risk. Safeguarding themes are revisited regularly and adapted in response to local and national risks, as well as pupil feedback.	
Inclusion				
- The percentage of PPG (60%), SEND (23%), EAL pupils and pupil mobility is significantly higher than the national average. This combined with the high deprivation index results in provision required to take an inclusive but strategic approach to teaching and learning. - Pupils eligible for the PPG grant and those with special educational needs and/or disabilities (SEND) consistently achieve well over a sustained period, with data demonstrating that the school supports these pupils to thrive academically and personally. - The progress of key groups including pupils with SEND and those eligible for the PPG grant is exceptional and sustained over time; the school monitors and evaluates trends, intervenes promptly and ensures no group lags behind. - Governors and senior leaders regularly review inclusion data, identify barriers to learning or participation, and take decisive action to adapt provision, allocate resources and strengthen inclusive practice across the school. - A substantial number of senior and middle leaders hold SENCO (Special Educational Needs Co-ordinator) qualifications, including the headteacher and executive headteacher, strengthening leadership capacity for inclusive provision. - Leaders work collaboratively with outside agencies on a multi-agency level (for example children's social care, health services, and specialist SEND provision) to ensure that children's additional needs are identified early, met effectively and supported in a joined-up way			- The SEND working party across the federation has been transformational: it has driven innovative initiatives such as personalised assessment grids (PAGs) and bespoke strategies which enhance learning, inclusion and outcomes for pupils with additional needs. - Inclusive practice is embedded across the curriculum, across wider school life, and pupils feel that they belong, are valued and are supported to thrive regardless of background or need. - The school has been awarded the Inclusion Quality Mark (IQM) Flagship status year after year, and it takes a leading role in developing, sharing and embedding inclusive best-practice across a network of schools.	
In the current academic year, the following areas are a focus to sustain high quality provision:				
<i>To ensure that high standards provision for disadvantaged, SEND and vulnerable pupils are maintained and that achievement gaps are minimised.</i> <i>To continue to encourage innovation through the work of the SEND working party to enhance exceptional provision across the federation schools and more widely.</i>				
Curriculum & Teaching				
- The school's curriculum exceeds national expectations and is coherently planned and sequenced across all year groups and subjects. Clear curriculum intent aligns with school values and prepares pupils exceptionally well for future learning and life. - The curriculum places a strong emphasis on developing pupils' foundational skills, with a clear priority given to accurate and fluent word reading, spelling, handwriting, and mathematics. - The curriculum is intentionally designed to extend pupils' language, both spoken and written. Rich vocabulary instruction, contextual learning, and exposure to high-quality texts enhances pupils' comprehension and expression. - The reading curriculum is coherently sequenced to build fluency, comprehension, and enjoyment. As a result, all pupils are well equipped to access the full breadth of the curriculum with confidence and independence. - Cross-curricular links are intelligently designed to deepen understanding and promote critical thinking. - Subject leaders have deep knowledge of their areas and drive continuous improvement through rigorous monitoring, coaching, and innovation. - Teaching is consistently of a high standard across the school, with evidence of adaptive teaching that meets the needs of all learners. - Regular, high-quality CPD ensures all staff deliver the curriculum with confidence and expertise. Teachers demonstrate deep subject knowledge and use evidence-based strategies (e.g. retrieval practice, scaffolding, modelling) to secure strong learning outcomes.			- Learning environments are stimulating, inclusive, and support high levels of pupil independence and curiosity. - The school has been accredited with a number of accreditations: the ECO Schools Green Flag Award, Leading Parent Partnership Award, Basic Skills Quality Mark, Geography Gold Quality Mark, Investors in People Award, STARS Gold Accreditation, International Schools Award, Hackney Languages Gold Award, Guild Science Quality Mark, Rights Respecting Award, Anti-Bullying Quality Mark Silver, Arts Mark and has been reaccredited Flagship Inclusion Status three years running. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.	
In the current academic year, the following areas are a focus to sustain high quality provision:				
<i>To continue to work with strategic networks and partners to continue to enhance identified areas of the curriculum.</i> <i>To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision.</i>				
Achievement				
Progress KS1 – KS2	School Progress			
	2022	2023	2024	2025
	-0.2	+0.5	-	-
	+2.9	+2.0	-	-
Maths	+0.5	+1.4	-	-
Standards	Attainment			
	2022	2023	2024	2025
	73%	74%	77%	76%
	93%	86%	86%	84%
Yr4 MMC (National '24: 34%)	65%	71%	67%	76%
KS2 EXS R/W/M/GSP (National '25: 74/72/74/73%)	79-93-79-91	83-85-86-87	95-89-95-94	93-88-92-84
KS2 GDS R/W/M/GSP (National '25: 33/13/26/30%)	33-23-28-41	33-23-31-41	49-31-36-53	40-27-44-40
- Pupils at the school achieve extremely well. Pupils consistently make exceptional progress across all key stages, including those from disadvantaged backgrounds and SEND pupils. - Attainment is significantly above national averages in Reading, Writing, Mathematics (both at EXS and GDP) at KS2 and in the Year 1 Phonics Check and Year 4 Multiplication Check. Pupils in Reception make excellent progress from their low starting points. Performance is sustained year after year ensuring that pupils are well prepared for their next stage of learning. - School assessment shows the large majority of all pupils (70%+) to be at least in line with expected attainment which has been sustained over time. - High-quality assessment practices, including live and written feedback, ensure teaching is responsive and leads to exceptional outcomes in books. - Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEND and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need. - Two data points each year are used to inform pupil progress meetings with teachers during which support for pupils who need to catch up is agreed. Moderation with partner schools and the use of a linked planning and assessment tool ensures that this process is meaningful and manageable for staff. - Achievement in foundation subjects is equally strong, with robust assessment showing breadth and depth of understanding			In the current academic year, the following areas are a focus to sustain high quality provision:	
<i>To ensure that rapid rates of progress for all groups of pupils ensures that outcomes at the end of EYFS, KS1 and KS2 remain above national averages.</i> <i>To continue to ensure assessment for learning is used systematically to monitor understanding, identify misconceptions and provide clear, direct feedback in order that teaching is responsive and adapted to children's needs.</i>				

Attendance & Behaviour

- The behaviour culture is excellent and deeply embedded: pupils are highly motivated, respectful and demonstrate consistently positive attitudes to learning across all phases and areas of the school. Routines and expectations are clearly defined, understood by all staff and pupils, modelled and reinforced continuously; pupils rarely deviate from these routines. There is a tangible sense of belonging and well-being: pupils say they feel safe, supported and valued; they move calmly around the school, socialise positively, and engage fully. - Staff apply behaviour policy and systems consistently and with fairness, and use restorative and preventive approaches where needed. Exclusions (fixed-term and permanent) and sanctions are rare, reasonable, and used as a last resort; data shows low rates and clear impact of preventative work. - Interventions and bespoke support are clearly targeted at the children and families who most need them; the impact of these actions is demonstrable (attendance improving for identified pupils). - The school has a robust anti bullying and behaviour policy and pupils have a good understanding of what bullying is and how to deal with it as a result of high profile strategic delivery of content including assemblies, PSHE curriculum focus, SEAL and value awards. The teaching of the risks of cyber bullying and online safety is taught in a progressive way through the Computing and PSHE curriculum. - Pupils have a good understanding of how to keep safe and they report that they feel safe in our school. The school has successfully achieved the anti-bullying quality mark for its work to ensure that pupils understand what bullying is, and how to report it. Incidents of bullying are rare and dealt with robustly by school staff. Our revised PSHCE curriculum takes account of statutory RSE and Health guidance as well as including themes relevant to our context such as celebrations of diversity, educating against the risks of gang and knife crime, and preparing for secondary school transition.	- Communication with parents/carers is regular, proactive and effective in promoting high attendance – the school has built strong partnerships and mutual trust. - Attendance information is used strategically: senior leaders review trends, intervene early, evaluate the impact of actions and adapt the approach accordingly. - As a result of a robust and comprehensive set of actions pupil attendance has been sustained above national averages for the last five years. - The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care. There are highly effective systems for integrating pupils at risk of exclusion. The school has successfully reintegrated pupils who have previously been permanently excluded however, as a result of a small percentage of vulnerable high need pupils, the rate of exclusion remains above that of the national average. The school is actively works to reduce suspensions. - Parents are very supportive of the school. In the last annual questionnaire over 98% agreed with the statements 'The school provides a good education for my child', 'My child feels safe at school', 'The school ensures that pupils are well behaved' and 'The school is led and managed well'. In the current academic year, the following areas are a focus to sustain high quality provision: ➤ To ensure sustained attendance rates with a particular focus on those whose attendance falls below 96% and persistently late pupils. ➤ Continue to share the school's exceptional practice externally (e.g. through case studies) to contribute to the wider system and further embed reflection, innovation and humility.
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Personal Development & Wellbeing

- A warm, respectful and inclusive school culture is embedded in every aspect of school life: pupils routinely show respect for themselves and others, actively support one another and celebrate difference. - Pupils are resilient and demonstrate pride and independence in their learning. Engagement in the many extra-curricular activities is extremely high and reflective of the diversity in the school. These include trips to universities and further education institutions, debating teams, sports and pastoral activities. A high number of pupils take up musical instrument tuition. - Pupils work collaboratively and purposefully. The school actively promotes values of resilience and perseverance and children are able to articulate how this reflects on their learning. - Pupils contribute to the life of the school and the community beyond: for example through charity work, eco-projects, mentoring younger pupils and participation in local partnerships. - Pupils have a range of opportunities to understand and celebrate key values such as democracy and co-operation and show a high level of respect for cultures other than their own including families, democracy and world culture celebrations. There are many embedded pupil voice role models such as peer mediators, peer mentors, language ambassadors, librarians and the eco team who work alongside a proactive school council.	- Leaders' actions have had a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those known to or previously known to children's social care, and other pupils with barriers to learning or well-being. These pupils now thrive, make strong contributions to the life of the school and are fully prepared for future success. - Pupils leave the school with a strong foundation for the next stage: they are confident, literate, numerate, independent and able to make informed choices about their health, safety, relationships, careers and social responsibilities. Children are exposed to a broad range of aspirations, opportunities and real-world experiences that raise ambition and awareness of the world of work. In the current academic year, the following areas are a focus to sustain high quality provision: ➤ Continue to review and refresh parental engagement strategy in the area of pupil well being, with particular focus on support for families of disadvantaged and vulnerable pupils, and sharing best-practice approaches. ➤ To maintain and develop staff continuous professional development (CPD) in emerging areas of pupil well being (e.g. digital resilience, mental health, climate anxiety) to remain at the forefront of innovation and practice.
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Early Years

- A highly coherent Early Years' curriculum is delivered with precision; children's learning is planned, sequenced and adapted expertly to meet each child's needs, including those with additional needs. - Staff skilfully use assessment information to identify next steps, intervene early and extend children's learning through targeted enrichment, ensuring all children make very strong progress from their different starting points. - The environment (both indoor and outdoor) is exceptionally rich, stimulating, inclusive and organised to promote children's independence, enquiry and sustained engagement. - High quality interactions by adults consistently deepen children's vocabulary, conceptual understanding and early skills (literacy, mathematics, physical, personal, social emotional). - The setting is unequivocally inclusive. Leaders and staff identify and remove barriers to learning for children from all backgrounds, including those from disadvantaged families, SEND, children known to children's social care and other vulnerable groups. - All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development (GLD) has been in line or above the national percentages for the last three years with pupils making excellent progress from low baselines.	- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings. Evaluations of visits demonstrate that parents value these opportunities and are keen to be involved. Harder to reach parents are targeted by staff to support their engagement e.g. through models of home reading diary completion and dual language reading prompts. - Pupils move from EYFS to Year 1 seamlessly as a result of transition systems in place such as daily supported reader, early morning work, and homework taking place in reception classes. The strong foundations established in the early years result in excellent progress from baseline to the end of KS1. In the current academic year, the following areas are a focus to sustain high quality provision: ➤ To continue to ensure pitch of independent learning for key groups, including disadvantaged pupils and boys in EYFS enables pupils to make rapid progress from baseline. ➤ To further enhance independent learning opportunities both inside and out through consistent and effective adult facilitation.
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Leadership & Governance

- Senior leaders articulate a compelling, shared vision for the school which is rooted in high expectations, inclusive values and a relentless focus on improvement. - Strategic plans are aligned to this vision, with clear milestones, success criteria and measurable impact. Regular review of key performance indicators ensures leaders remain sharply aware of progress and adapt strategy responsively. - Governors bring a broad range of expertise, ask probing questions, provide rigorous challenge and support to leaders, and hold them to account. - Leaders and governors work in strong partnership to ensure that resources (including staffing, budget, professional development) are aligned to the school's strategic priorities and deliver maximum impact. - Disadvantaged pupils, pupils with SEND, those formerly in children's social care, and other vulnerable groups achieve as well as or better than their peers. Leadership decisions and governance oversight demonstrably reduce barriers for these pupils, improve their engagement, progress and well-being, and narrow any attainment/experience gaps. - High standards have been sustained over time across curriculum, teaching, behaviour, attendance, and pupil personal development. - Leaders embed a culture of continuous professional growth: systems are in place for monitoring, evaluation, feedback and innovation. - Workload is actively managed; staff well-being is promoted; and the leadership team models behaviours which foster trust, collaboration and accountability.	- The school shares best practice with other schools, local partnerships or networks, and contributes to system-wide improvement. - Leaders support colleagues beyond the school and use their exceptional practice to influence change across the community (or trust). - Governance arrangements reflect a wider outward-looking perspective, ensuring the school plays an active role in strengthening provision beyond its own gates. - The school's self-evaluation is accurate, honest and leads directly to action; governors and leadership follow up to ensure that improvements are realised, evidenced and embedded. In the current academic year, the following areas are a focus to sustain high quality provision: ➤ To continue to manage falling rolls projections within Hackney through strategic place planning, minimising potential financial risks and ensure continued financial stability. ➤ To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
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