

The Quality of Education

- An Ofsted inspection took place in December 2019 and the school continued to be judged as 'good'. Leaders and staff have high expectations of what pupils can achieve and pupils are supported if they are at risk of falling behind.
- The school has developed a curriculum, which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils. The rigorous monitoring systems and procedures inform high quality professional development which in turn is systematically evaluated for impact. As a result, pupil outcomes evidence a growing depth of knowledge and understanding being applied in all subjects over time.
- Our long term and medium-term curriculum planning is structured to ensure a progression of knowledge and skills from Nursery to Year 6 that deepen over time. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this across different contexts.
- Short term curriculum plans are well-structured and set out in a way which builds on prior learning, ensures high expectations and supports teacher workload. Lesson planning demonstrates good subject knowledge and ensures that all groups of pupils are sufficiently challenged.
- Achievement across the wider curriculum demonstrates a high quality of provision across subjects with links made between different areas of learning such as science and mathematics. Pupils take pride in their learning with well-presented outcomes that illustrate independent application of key skills.
- The school has been accredited the Science Quality Mark, Geography Gold Quality Mark, International Schools Award, Hackney Primary Spanish Gold Award, Eco Schools Distinction Award, PE Award and the Anti-Bullying Quality Mark. The school has been re-accredited the Leading Parent Partnership Award and Inclusion Quality Mark with Flagship status. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.
- Parents are well-informed and active partners in the school. The school has a diverse parent group who give positive feedback and constructive suggestions on further learning opportunities they feel would benefit them.
- Termly pupil reports and meetings, half termly year group curriculum leaflets, parent into school events, including weekly reading sessions, ensure that parents are well informed in how well their pupils are progressing and what their child needs to do to improve.
- Pupils make strong progress in reading and achieve above national averages at the end of KS2. This is the result of an effective provision from Early Years onwards to the teaching of reading across the school.
- Synthetic phonics is taught systematically, and pupils make good progress. The number of pupils passing the Y1 phonics check is above the national average. Pupils read books matched to their phonetic understanding thus ensuring rapid progress. This is supported by a Daily Supported Reading programme. By the time pupils enter KS2, the significant majority can read fluently and decode unknown words using phonic cues. Pupils are able to articulate a good comprehension of the texts that they read as a result of the Destination Reader lessons which take place each day in Years 3 to 6 focussing on comprehension skills. The lowest 20% of readers receive additional support including precision teaching and daily 1:1 reading.
- Reading is high profile and books are celebrated through home reading, reading for pleasure and diverse text exposure. Tracking systems are robust and ensure that pupils read regularly both at school and at home and that pupils who fall behind catch up quickly.
- A mathematics curriculum has been implemented which builds on an emphasis on number and key knowledge in the earlier years progressing to applied problem solving in a range of contexts as pupils develop knowledge. Pupils are challenged and achieve at a high standard. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages.
- Teachers give feedback using specific, targets, incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.
- Formative assessments in reading, writing and mathematics are used to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning, vocabulary building, precision modelling, deliberate practise and application are features of our agreed pedagogy.
- Two data points each year are used to inform supportive 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.
- Phase leaders and subject leaders are knowledgeable of school standards and areas for development. Subject leaders produce informed action plans that link with whole school aims and ensure that high quality teaching across the curriculum is sustained. Phase leaders undertake half-termly monitoring and engage in yearly action research focus projects.
- The percentage of SEND pupils is 23%. EAL and pupil mobility is significantly higher than the national average. The high deprivation index results in provision taking an inclusive but strategic approach to teaching and learning

Progress KS1 – KS2	School Progress			
	2019	2022	2023	2024
Reading Latest available: National (2024)	+4.8	+3.9	+4.2	
Writing Latest available: National (2024)	+2.6	+3.7	+2.8	
Maths Latest available: National (2024)	+4.4	+6.4	+4.9	

Standards	Attainment			
	2019	2022	2023	2024
N (2024): GLD Latest available: National (2023): 68%	79	73%	78%	74%
KS2: EXS National (2024): R74-W72-M73-GSP72	90-92-97-92	89-89-96-91	97-92-97-95	90-90-98-98
KS2: GDS Latest available: National (2024) R28-W13-M24-GSP32	47-25-37-45	44-22-56-60	47-26-45-71	35-30-48-80
KS2: RWM EXS – GDS Latest available: National (2024): 61-8	85-18	87-20	92-21	93-15

- Mobility within the school is high because of demographic changes in the local area and migration within the borough. The school inclusion team have a robust induction system for pupils new to the school, which has resulted in the lowest possible impact on pupil outcomes.
- Pupils at the school are achieving well. School assessment shows the large majority of all pupils to be at least in line with expected attainment and there is strong progress from starting points in all year groups which has been sustained over time.
- Pupils make excellent progress from low baselines in EYFS. Data shows progress by end of EYFS and strong progress by the end of KS2.
- The % of pupils at Hoxton Garden attaining the expected level in the Year 1 Phonics Screening Check has an above national trend (94% in 2024).
- Pupil achievement at KS2 in Reading, Writing, Maths and GSP at the expected standard was well above national in 2024. At the greater depth standard, achievement was significantly above national across all subjects. The percentage of children reaching the expected standard in RWM combined was 22% higher than the national figure.
- Disadvantaged KS2 pupils' progress in reading, writing, maths and GSP is above that of all pupils and national.
- 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.

In the current academic year, the following areas are a focus to sustain high quality provision:

- To effectively induct new members of staff, so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- 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.
- To ensure pupils identified with SEND have precise received provision that ensures strong progress from starting points.
- To develop precision in subject knowledge within humanities through the second year placement of knowledge organisers.
- To embed the newly structured maths curriculum in KS1 in the second year of implementation.
- To implement revised PSHE and RE learning content.
- To refine teacher marking so that all groups of children are suitably challenged.
- To further develop precision of pupil text knowledge through the core year group texts that reflect an offer of diverse texts to pupils over time.
- To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision.

Behaviour & Attitudes

- Pupils demonstrate a love of learning and behave well in and out of lessons. They are confident and well mannered. Pupils feel school is a safe place. 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.
- Pupil voice is high profile and children are actively involved in decisions regarding their school.
- Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils encourage others to conduct themselves with consideration. 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. Pupil voice role models such as peer mediators, peer mentors, language ambassadors, librarians and the green team who work alongside a proactive school council remains key to our strong school community. Pupils meet regularly onsite and are engaged in cross-site collaboration projects to review federation practices.
- Incidents of disruptive behaviour are uncommon and pupils typically report others do not disrupt their learning. Where pupils present particular needs or are at risk of exclusion, the school works with a range of external agencies to enable a full access to the curriculum and ensures consistent reflection of strategy planning in individual cases. The leaning mentor works with identified vulnerable groups alongside the on-site therapeutic support provided by the UP organisation to support the most at risk 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 ICT 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 children understand what bullying is, and how to report it. Incidents of bullying are rare and dealt with robustly by school staff.
- Our revised PSHE 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.
- There are highly effective systems for integrating pupils at risk of suspension and permanent exclusion. A small percentage of vulnerable high need pupils have personalised behaviour plans and support structures to reduce the risk of suspension.
- Because of a robust and comprehensive set of actions, pupil attendance is above national averages. 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.
- Parents are very supportive of the school. In the last annual questionnaire, 100% of families feel teachers work hard and teach well and also parents are well informed about their child's education.

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.
- To further embed sense of school community and belonging through the use of core language relating to story.
- To implement a revised values structure ensuring all members of the community know and understand these.

Personal development

- Pupils enjoy a rich and varied curriculum including weekly Spanish and Music lessons, themed enrichment weeks, gardening, chess, spelling events, residential journeys including funded trips to our partner school in Spain, university trips, and use of technology to enhance learning. Our music curriculum is a strength, with visits from and to orchestras and musical performances.
- Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Pupils have strength of voice through the school and class councils. They have recorded a number of successful actions including visits to our partner schools, learning walks, working with the local council to improve safety outside the school, and undertaken successful school charity fundraisers.
- Provision for SMSC is embedded as an aspect of learning that is present in lessons and behaviour in school. Our curriculum design allows for pupils to constantly share and reflect on their own experiences, have a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils, debate clubs, peer mediation and a comprehensive PSHE curriculum. High profile school council elections, links with local councillors and enterprise activities and fairs including 'work week' and 'enterprise week' ensure that pupils are fully involved and engaged in the values of the school and wider British society. Creative holiday homework projects and a creative approach to the delivery of the core curriculum ensure pupils benefit from a variety of opportunities to develop their own talents and interests.
- As part of our core enrichment offer, a number of healthy living and growing projects including a gold award winning flower and vegetable garden, ensure pupils understand sustainable living and learn how to stay healthy. All children in KS2 undertake cycling lessons with the aim of leaving primary school with competent cycling proficiency. Children have chess lessons in order to build skills of negotiation, compromise and concentration.
- A wide range of clubs are oversubscribed both in the school day and after school. These have included: cooking, gardening, gymnastics, dance, cheer leading, games, karate, athletics, multi skills, homework and football. The take up of peripatetic lessons has a sustained trend over three years with school analysis of take up demonstrating a broad range of pupils accessing them.
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PSHE curriculum and the high profile of pupil voice, pupils are well prepared for life in modern Britain, understanding how to be responsible, active citizens that contribute positively to society.
- The school has well established systems of pastoral support including onsite therapeutic support and strong links with external agencies such as social care, speech and language teams, specialist teachers and the wellbeing and mental health team. Termly reports demonstrate the positive impact of this provision on individual pupils.

In the current academic year, the following areas are a focus to sustain high quality provision:

- *To evaluate extended day provision, to ensure the broadest range of rich extracurricular experience for pupils.*

Leadership & Management

- Comprehensive, relevant and reflective action planning ensures well informed strategies are put in place to sustain and develop provision and outcomes for all pupils.
- Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- A robust and responsive professional development plan is delivered in partnership with our two federated partner schools. Staff evaluations of weekly training sessions are very positive. Systems to support teachers at all stages of their career include an ECT programme and Developing Excellent Practice Programme. Both use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders.
- Our annual staff survey is used to continuously improve and develop and provision. Over time, staff retention continues to be high because of this. If staff move on, an exit survey is undertaken. Results of staff surveys are shared with stakeholders and key actions implemented for impact.
- Staff are consulted regularly over the impact of policies and their opinions sought. Our marking policy was revised because of this in 23-24. Bi-annual workload audits result in changes to federation policy, for example to the frequency of delivery of staff meetings across sites in response to teacher time concerns. We provide teachers with additional non-teaching time to deliver leadership roles and during the week to allow for preparation and marking. After school meetings are kept to a minimum.
- We are an accredited Stonewall Champion school and actively seek to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff, pupils and parents and a highly positive school culture being developed.
- There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. Induction for new governors is effective including mentoring and a training programme. Governors are proactive in attending termly visits to the school and in undertaking link governance roles. They have high expectations for outcomes and provision for pupils.
- Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills. Systems of Governance hold the school to account highly effectively and have sustained high quality outcomes for pupils over several years.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of our safeguarding and Health and Safety systems and an annual Safeguarding report to governors.
- There have been no staff complaints regarding bullying and harassment recorded in the last three years.

In the current academic year, the following areas are a focus to sustain high quality provision:

- *To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils through internal development and external partnership.*
- *To ensure continued embedding of the Early Career Framework and maintain quality delivery of the Apprentice Teacher programme to ensure continued higher rates of teacher retention.*
- *To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.*
- *To ensure that articulation of curriculum intent, implementation and impact by all teachers and leaders.*
- *To ensure that safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.*
- *To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.*
- *To continue to manage falling rolls projections within Hackney through strategic place planning.*
- *To ensure that Governance continues a risk focussed methodology that supports strong knowledge of Federation structures and futures thinking.*
- *To minimise potential financial risks and ensure continued financial stability.*

The Quality of Early Years Education

- All groups of learners demonstrate strong progress from starting points because of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development has been in line with the national percentages for the last three years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress.
- Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities that stimulate interest. It is a well-resourced and highly stimulating environment which supports curiosity in all areas of learning. This has resulted in pupils who quickly develop learning approaches that are collaborative and sustain high levels of concentration and engagement. We pay particular attention to the development of language and oracy through a language rich provision and role-play activities due to the low starting points in this area for many of our pupils.
- The use of innovative and creative approaches to themed learning such as pupil assessment tools, as well as static opportunities to read, write and count both indoors and outside results in a highly purposeful environment.
- Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour because of the skilled intervention of adults. Children with particular need are catered for well and in partnership with their parents.
- Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons that effectively build on develop on previously learned skills.
- Systematic teaching of phonics, alongside a well-managed home reading programme ensure that children commonly write and read well. Reading books are celebrated across the setting and children benefit from both independent and group reading activities. Our parents, who share their enjoyment of books with children, regularly attend our parent reading sessions on Friday mornings.
- The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.
- Accurate assessment informs both group and individual need using an online system which supports teachers to be efficient. An EYFS handbook clearly outlines expectations of assessment and has been produced in collaboration with staff.
- Moderation is robust and results in a high level of consistency of judgments.
- Number is taught systematically and results in children applying these skills in workbooks and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage pupils.
- Children are confident to take risks and enthusiastically use our large play apparatus to explore and develop physically. Alongside our healthy living week, children have access to fruit and milk throughout the day and activities are planned throughout the year exploring the importance of healthy living.
- 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 because 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 KS2.

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.*
- *To ensure that an increased percentage of children achieve the Early Learning Goals (ELG) for Literacy and Maths.*