Grafton Primary School - Self-Evaluation Form
Date: October 2026
School Context

Aspect	Details
School Type	Primary School
Phase	Primary (ages 5-11)
Number of pupils	440
Core values	Resilience, love, creativity, inclusion, empowerment and kindness

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1. Safeguarding

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Met**		
Safeguarding culture	Safeguarding is effective	- Senior staff will not accept inappropriate behaviour in any form - Clear and consistent communication across our whole community	**SDP Priority 6: Safeguarding and Attendance** - Create new post by Easter 2026 to support wellbeing of children and adults,

Aspect	Current Position	Evidence	Next Steps (from SDP)
	School has 5 DSLs and a DSL is available from 8 am to 6pm every day. School has employed a welfare officer to support the day to day management of safeguarding as well as work with the most vulnerable. Referrals to CSC have reduced due to the pro active nature of the school's work. CPOMs is used to store and communicate information. ALL staff know how to make a referral and know that there is no matter too small to share therefore children at risk are identified early.	- Consistently high standards of conduct modelled by senior staff - Clear expectations of how all staff conduct themselves - ALL children are expected to talk to an adult if they ever feel unsafe or are hurt in any way, or hear pejorative language being used CPOMS Welfare officer JD Meeting between Welfare Officer and community. Minutes of weekly safeguarding meeting where all 5 DSLs meet. Conversations with staff and children. Therapist case load Referral system	supporting attendance and managing lunchtime staff - Train more staff to DSL level - Keep list of vulnerable children and families for proactive support by Pastoral Lead - Create list of vulnerable children and vulnerable families (October 2025) - New wellbeing role to identify vulnerable families and signpost support agencies - Specialist safeguarding training for all staff (September 2026) - Ensure AI and online safety are addressed in safeguarding policy Ensure that all staff understand when to escalate behaviour issues and when more importantly when not to. Ensure that behaviour id dealt with proportionately and that children remain children, that they are allowed to make mistakes and learn from these.

Aspect	Current Position	Evidence	Next Steps (from SDP)
	School works closely with outside agencies including ISC, LA housing, CLA support. School employs 5 therapist/counsellors to support the emotional well-being of all but in particular those affected by social issues. All staff received safeguarding training and DSLs receive training at appropriate times and access supervision. Prevent training undertaken by staff 25-26		

Aspect	Current Position	Evidence	Next Steps (from SDP)
	Most importantly children know to talk to trusted adult if they feel worried or scared about anything.		
Proactive safeguarding	School aims to be proactive in meeting community needs Online safety policy in place, each term's computing SoW starts with safety. Regular items in the school newsletter. Years groups developing AUPs. Code of conduct clear about staff responsibility for safeguarding.	- School makes fewer referrals to children's social care but more referrals to supportive agencies - Focus on identifying children and families at risk of neglect and abuse before incidents occur	- Reduce likelihood of referrals to children's social care by providing early intervention - Parents report feeling supported by the school in surveys

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2. Inclusion

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Strong standard**		
INCLUSIVE provision	SEND, PP, CSC and EAL children receive good support across the school. Quality first Teaching and Learning for all is prioritised for all. AHT for Curriculum T&L post created July 2026 with particular focus on improving teaching in areas of the school where provision is not as strong. Specialist teachers work with identified children. Early identification of need through teacher assessment, assessing new children on arrival for reading. Termly pupil review meetings. Children's attainment and progress is tracked through	- SEND children receive good support in Early Years as evidenced through lesson observation and outcomes for all children GLD 75% - Work is adapted to appropriate levels to keep children with SEN motivated evidence through lesson obs and in books where ISP targets match - Bespoke, caring intervention plans for children who find school challenging - SENDCo holds the national SENDco qualification Sp and Lan professional employed a day a week by the school Dyslexia teacher employed a day a week by the school. SENDCO fulfills statutory requirements for children with EHCPs and monitors outcomes through termly pupil review sessions with CT and HT.	**SDP Priority 4: SEND** - Ensure all children with SEN access an ambitious curriculum - Ensure suite of effective and researched interventions are in place - Interventions timetabled, monitored and adapted according to assessment outcomes (January 2026 ongoing) - Train staff to implement interventions effectively though regular TA training on a weekly basis. - Ensure interventions hold high status - Intervention data shared with SLT and governors - Analyse data to identify strengths and areas for development

Aspect	Current Position	Evidence	Next Steps (from SDP)
	teacher assessment recorded on SONAR tracking, subject leader tracking sheets, Pupil Review tracking and intervention tracking sheets. Evidence from these assessments is used to inform next steps for children who are either not working at ARE or at risk of falling behind ARE.		
Curriculum adaptation for SEND	All subjects consider SEND adaptation. Adapting teaching and learning is a key tenant of the school's focus for teacher development 26-27. This follows 25-26 development in school focused broadly on Rosenshine's principals of teaching	- Development plans include strategies for adaptation and consideration of special educational needs and disabilities. AHT for curriculum and T&L has created school handbook for T&L which includes strategies for adaption. Adaption focus for lesson observations October 2026	**SDP Priority 1: Curriculum** - All subject action plans to include strategies for adaptation and consideration of SEND - SEND children have the same ambitious curriculum but adapted to need supported by the SENDCo

Aspect	Current Position	Evidence	Next Steps (from SDP)
Adapting learning	Learning is adapted to need and additional adults contribute positively. Teachers use school T&L handbook to support planning. AHT T&L and DHT ECT support through regular monitoring visits and coaching.	- In 90% of lessons across all subjects, learning is adapted to need, this is evidenced through books looks ***IiP visit Autumn Term 2026*** - Additional adults are contributing positively to children's educational experiences **lesson obs** - Support staff are integral to training needs	**SDP Priority 3: CPD and Appraisal** - SENDCo and HT to Identify training needs through monitoring procedures - Appraisal system in place for support staff
Social Care Support	School employs welfare officer to focus support for most vulnerable socially. Social vulnerable children's needs are prioritised by the school especially their social and emotional needs	JD for Welfare Officer. List of interventions run by welfare officer List of parents supported. Therapists timetables.	Continue to work on early identification of most vulnerable including young carers and offer support or sign post to local agencies.
Support for DA pupils	With 50% of children receiving the PP much of the school's	See outcomes for DA	

Aspect	Current Position	Evidence	Next Steps (from SDP)
	work focusing on supporting SEND children has a significantly impact on PP children. Phonics is exceptionally well taught and the pp allows us to ensure that there are more support staff in reception and Year 1 so that phonics groups can be small and specific. These staff also ensure that early maths is well taught following our maths Mastery Programme. PP Strategy reviewed for 2026 to reflect great practice in school.	Phonics DA 83.3% achieve pass mark in Year 1 2026 Same group com and lan goals EYFS 55%. See outcomes section.	
Cultural inclusion	We promote and support under-represented and traditionally marginalised groups Cultural capital is embedded through our artist in residence.	- We follow Islington RSE and PSHE curriculums - Use focus months such as LGBTQ+, Black History, International Woman's Day - We 'tap' into the rich culture that exists	**SDP Priority 1: Curriculum** - PSHE to be reviewed 2026-2027 with allocated INSET day and staff meeting time

Aspect	Current Position	Evidence	Next Steps (from SDP)
	Every year each class study at least one topic area through a creative process therefore reducing	within our school given the diversity of our community. Artist in residence timetable. Work exhibited at the National Gallery	
Outcomes for SEN	Outcomes are strong for SEN children at end of KS2. In reading and writing SEN children attain and make progress well beyond SEN children nationally. In maths children attain and make progress in line with those nationally. This has been the case for two years. Analysis shows children with lower attainment and progress also challenges with CSC/attendance.	**Key Stage 2** CONTEXT Grafton Primary School (2261) / NCER National Item — Value — Cov. — Value — Gap — Cov. Cohort — 13 — - — 149,260 — n/a — - Sex (Male) — 69.2% — 100.0% — 62.5% — +6.7% — 100.0% SEN Support — 100.0% — 100.0% — 73.1% — +26.9% — 100.0% EHCP/Statement — 0.0% — 100.0% — 26.9% — -26.9% — 100.0% Ethnicity (BME) — 76.9% — 100.0% — 23.6% — +53.3% — 100.0% Language (EAL) — 61.5% — 100.0% — 16.3% — +45.2% — 100.0% Disadvantaged — 84.6% — 100.0% — 47.3% — +37.3% — 98.7% ATTAINMENT & ASSESSMENTS Grafton Primary School (2261) / NCER National Subject — Level — Value — Value — Gap Reading (test), Writing (TA) & Maths (test) — ≥EXS/Exp.Std. — 23.1% — 25.6% — -2.5% GDS/High Score — 0.0% — 1.7% — -1.7% Reading — ≥Exp.Std. — 61.5% — 43.2% — +18.3% High Score — 15.4% — 11.9% — +3.5% Writing (TA) — ≥EXS — 69.2% — 34.2% — +35.0% GDS — 0.0% — 3.0% — -3.0% Maths (test) — ≥Exp.Std. — 38.5% — 41.8% — -3.3% High Score — 0.0% — 9.4% — -9.4% PROGRESS Grafton Primary School (2261) / NCER National Subject — Level — Value — Value — Gap Reading — Avg. Prog. Score — 0.99 — -1.86 — +2.85 Writing — Avg. Prog. Score — 4.30 — -2.61 — +6.91 Maths — Avg. Prog. Score — -1.73 — -1.89 — +0.16	Maths subject action to address foundational knowledge around3 tables particularly at year 4. Target for MTC to be above national at 22 marks.

Aspect	Current Position	Evidence	Next Steps (from SDP)

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3. Curriculum and Teaching

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Strong standard**		
Curriculum intent and implementation	Our school's curriculum intent and implementation are embedded securely and consistently. Vocabularly is key, subjects such as maths always have key vocab in lesson. Progress on vocab developed by subject leaders. Monitored through lesson obs and book looks. AHT for Curriculum Teaching & Learning created July 2026 with the role of overseeing whole school curriculum and developing teaching and learning for staff beyond the ECT years.	- Teachers have a firm and common understanding of our school's curriculum intent - Series of lessons contribute very well to delivering the curriculum intent - Three-year rolling programme of curriculum development - All subjects have been reviewed by July 2025 with new cycle starting 2025. Cycle flexible to meet need where arises. July 2026 identified foundation skills of handwriting and reading fluency as areas for development therefore additional training,	**SDP Priority 1: Curriculum and Subject Leadership** - Every subject to have an action plan - **2025-2026:** SEND, Art and Design, Music and Dance - **2026-2027:** English, PE, and PSHE - **2027-2028:** Maths, Computing and Science - **2028-2029:** RE, DT and MFL - Each subject allocated an INSET day and staff meeting time - Development plans to include use of AI - Plans to include vocabulary progression and cultural capital - Curriculum plans to state explicit assessment points - Action plans to include yearly analysis

Aspect	Current Position	Evidence	Next Steps (from SDP)
	DHT responsible for T&L for ECTS, as of SEptember 2026 3 x ECT 1 and	support and monitoring in place to quickly raise standards in these areas evidence through lesson observations, books looks. Curriculum leaders contribute directly to writing the school website.	of strengths and areas for development - Plans to identify cross-curricular working opportunities **NB Identify handwriting and spelling for early 2026**
Curriculum breadth	All subjects receive their rightful priority. Learning time is maximised through punctuality and focus of staff. Tight well designed lessons, sequenced to ensure progress in learning based on subject progression documents.	- Every child explores one of their foundation subject topics through art over the course of the school year which embeds cultural capital into learning - Schemes of Work, programmes of study and resources are well established in all subjects - Subjects without schemes are led by specialist teachers following government guidance (e.g., music)	**SDP Priority 1:** - Subject leaders to articulate vision for what children will achieve by leaving school - Work in books and discussions to show vocabulary development - Assessment clear for each subject leading to more precise next steps
Teaching quality	Teaching, learning and assessment are highly effective in c95% of lessons. Little time is lost to off task behaviour. In most cases lesson follow principals of Roseshein but in particular	- The 'Grafton Way' of teaching and learning based on Rosenshine principles (developed 2024-2025) - Well-trained, highly motivated teachers and support staff	**SDP Priority 2: Teaching and Learning** - Create teaching and learning handbook focusing on: * Checking understanding * Retrieval and spaced repetition * Modelling and scaffolding

Aspect	Current Position	Evidence	Next Steps (from SDP)
	teachers focus on ensuring that children **attend** to their learning, focus on the **main thing**, use **recall** to position new learning. CPD around Rosenshein has demonstrated better skills in checking for understanding and ensuring the main thing is the main things and that this is understood by children, the learning not the task is important.	- Tasks are coherently planned and sequenced - Evidence from lesson observations and book looks - Support is given where teaching does not meet expectations Evidenced through lesson obs	* Questioning techniques - Share great practice across school to build resource bank - Staff meetings at regular intervals to review Rosenshine principles - Lesson observations to focus on key principles - Induction process for new staff to include Rosenshine rubric - All lessons to be engaging, creative and adapted where required - Vast majority of lessons to follow 10 principles of Rosenshine (NB: EY will look slightly different) - Staff retain prerogative to explore creative/innovative teaching but outcomes must be assured 26-27 Adaptions in lesson using schools teaching and learning tool
Foundational knowledge	Reading, writing, spelling and maths have an appropriately high status within the school. Children read widely and regularly, they love reading. Phonics is exceptionally well organsied and taught,	Lesson obs Outcomes for phonics and end of KS2. Author visits,	Maths MTC slightly below average. Maths subject action plans gives action for teachers to focus on tables.

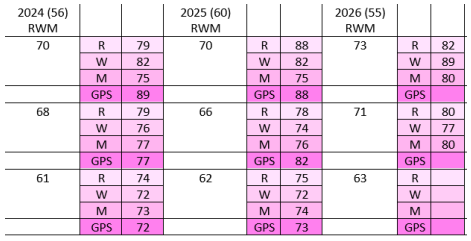
Aspect	Current Position	Evidence	Next Steps (from SDP)
	Handwriting now reprioritised across the school and spelling school closely monitored to ensure quality of provision. Homework reprioritise to focus on foundational knowledge only so reading, tables, numbers facts	Lesson obs Books looks	
Quality of pupils' work	In 90% pupils' work across our curriculum is consistently of a high quality.	- The great majority of work given to children consistently achieves the aims of our curriculum - Where practice is developing, the quality can be variable but senior leaders are aware and taking steps to improve	**SDP Priority 2:** - Progress identified through individual child review sessions and statutory testing to indicate teaching is extremely effective
Use of AI	AI being embedded across the school		**SDP Priority 5: AI** - AI embedded across school, impacting on staff efficiency, creativity of learning and enjoyment for children - Organise INSET training day (October 2025) - AHT (Curriculum) to be SLT lead - Staff focus group to consider AI use

Aspect	Current Position	Evidence	Next Steps (from SDP)
			- All subjects to include AI in action plans - AI to have its own action plan - Cross-reference with computing action plan - Train staff on implications and safeguarding - Tools identified that positively impact staff workload - Children able to articulate dangers of AI
Professional development	Teachers receive focused and highly effective professional development that translates into teaching improvements	- SLT combined experience: 55+ years of educational leadership - Professional development guided by pedagogy, subject development and school priorities - ECTs follow well-developed programme with expert mentoring - Two senior staff completed NPQSL - SENDCo holds national qualification - Head teacher currently following NPQEL - Support staff involved in whole	**SDP Priority 3: CPD and Appraisal** - Ensure all staff trained to highest level to make significant impact on outcomes - Link appraisal to school priorities (teaching and learning, professional standards, outcomes) - Identify training needs through monitoring (lesson observations, conversations, work sampling, questionnaires) - Job descriptions reviewed for all staff (Autumn 2025 to Summer 2026) - Match need with in-school expertise where possible - Identify out-of-school training where

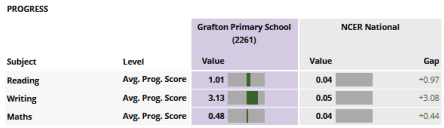
Aspect	Current Position	Evidence	Next Steps (from SDP)
		school INSETs - Regular INSET days focused on subject development and pedagogy	needed - Appraisal system in place for support staff - Teacher appraisal led by HT, support staff appraisal led by DHT

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4. Achievement

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Strong standard**		
Overall attainment	Pupils consistently achieve highly	- By the time children leave Grafton they attain well above the national average in all areas of tested learning IDSR 2026 Y6 RWM 3 year ave sig + 	**SDP Priority 1: Curriculum** - Actions to impact on outcomes for children judged through assessments, tests, questionnaires, monitoring, lesson observations and sampling work - Subject leaders to identify particularly strong areas and areas needing development

2024 (56) RWM			2025 (60) RWM			2026 (55) RWM		
70	R	79	70	R	88	73	R	82
	W	82		W	82		W	89
	M	75		M	75		M	80
	GPS	89		GPS	88		GPS	
68	R	79	66	R	78	71	R	80
	W	76		W	74		W	77
	M	77		M	76		M	80
	GPS	77		GPS	82		GPS	
61	R	74	62	R	75	63	R	
	W	72		W	72		W	
	M	73		M	74		M	
	GPS	72		GPS	73		GPS	

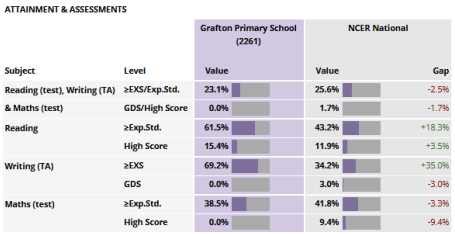
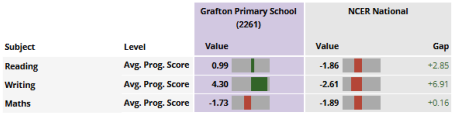
Aspect	Current Position	Evidence	Next Steps (from SDP)
Progress	All children make progress over time	- Across year groups and key stages all children make progress over time - Excellent outcomes in Year 6 	**SDP Priority 2: Teaching and Learning** - Progress identified through individual child review sessions and statutory testing

PROGRESS

		Grafton Primary School (2261)	NCER National	
Subject	Level	Value	Value	Gap
Reading	Avg. Prog. Score	1.01	0.04	+0.97
Writing	Avg. Prog. Score	3.13	0.05	+3.08
Maths	Avg. Prog. Score	0.48	0.04	+0.44

Aspect	Current Position	Evidence	Next Steps (from SDP)
Disadvantaged pupils	Pupils achieve highly, in comparison to disadvantaged children nationally and in line with all children nationally. Pupil Premium Strategy reflects rich history of the school addressing inequality through QFT, interventions, specialist teaching and whole school interventions including in the arts.	IDSR 2026 Y6 RWM 3 year ave sig + See pupil premium strategy evaluations. Where children do not make good progress then they are likely to be living in overcrowding and poverty and be subject to social care intervention.	See Pupil Premium Strategy developed reflecting excellent practice Autumn term 2026

Aspect	Current Position	Evidence	Next Steps (from SDP)
		Key Stage 2 **CONTEXT** Grafton Primary School (2261) / NCER National Item: Value, Cov. / Value, Gap, Cov. Cohort: 35, - / 196,980, n/a, - Sex (Male): 54.3%, 100.0% / 51.2%, +3.1%, 100.0% SEN Support: 31.4%, 100.0% / 24.6%, +6.8%, 100.0% EHCP/Statement: 0.0%, 100.0% / 10.2%, -10.2%, 100.0% Ethnicity (BME): 71.4%, 100.0% / 34.0%, +37.4%, 100.0% Language (EAL): 62.9%, 100.0% / 25.3%, +37.6%, 100.0% Disadvantaged: 100.0%, 100.0% / 99.9%, +0.1%, 99.9% **ATTAINMENT & ASSESSMENTS** Grafton Primary School (2261) / NCER National Subject, Level: Value / Value, Gap Reading (test), Writing (TA) & Maths (test), ≥EXS/Exp.Std.: 62.9% / 48.8%, +14.1% GDS/High Score: 8.6% / 3.7%, +4.9% Reading, ≥Exp.Std.: 74.3% / 63.1%, +11.2% High Score: 20.0% / 19.6%, +0.4% Writing (TA), ≥EXS: 85.7% / 60.6%, +25.1% GDS: 11.4% / 6.8%, +4.6% Maths (test), ≥Exp.Std.: 74.3% / 62.1%, +12.2% High Score: 14.3% / 15.5%, -1.2% **PROGRESS** Grafton Primary School (2261) / NCER National Subject, Level: Value / Value, Gap Reading, Avg. Prog. Score: 0.01 / -0.63, +0.64 Writing, Avg. Prog. Score: 2.89 / -0.45, +3.34 Maths, Avg. Prog. Score: 0.13 / -0.81, +0.94	
SEND pupils	See SEND section.	ISDR 2026	**SDP Priority 4: SEND** - Children of greatest need making excellent

Aspect	Current Position	Evidence	Next Steps (from SDP)
		ATTAINMENT & ASSESSMENTS  PROGRESS 	progress
Preparation for next stage	Children are well prepared for the next stage of learning	Outcomes at the end of KS2	**SDP Priority 1:** - Subject leaders articulate vision for what children achieve by leaving school in preparation for next stage

5. Attendance and Behaviour

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Exceptional**		

Aspect	Current Position	Evidence	Next Steps (from SDP)
Attendance	Aim to raise attendance above national average. No specific group with poor attendance. New welfare officer in place driving improvements. Weekly attendance celebrations.	*Current attendance 94.1%*	**SDP Priority 6: Safeguarding and Attendance** - Raise attendance to above national average - Focus on Year 1 and Year 2 children with attendance of 95% or better - First day calling for all - Protocols for punctuality and attendance including attendance meetings, letters home - Support and challenge from attendance lead and HT (September 2026 ongoing) - New wellbeing post to support attendance (by Easter 2026) - Most vulnerable families and children at risk of low attendance supported by specific member of staff - Target: Attendance above national, persistent absence in line with national
Behaviour standards	Behaviour and attitudes are exceptional	- Visits to lessons, learning walks show children on task, attentive and learning for the very great majority of time - Children show high levels of commitment to their learning - Incidents of low-level disruption are extremely rare - Staff follow the school's positive behaviour policy	**SDP Priority 7: Behaviour and Attitudes** - Ensure behaviour of highest standard at all times and in all situations - Establish routines around school for every stage of day - Routines understood and followed by all (children, staff, parents/carers) - Interventions for children who find school challenging, particularly youngest children - Holistic work practices to support families

Aspect	Current Position	Evidence	Next Steps (from SDP)
			- Behaviour in lessons continues to be excellent through exciting, engaging, adapted lessons - Target: Reduce prejudicial behaviour instances by 10% each term - Outside agencies continue to refer to behaviour as excellent
Child on Child Violence	Very few incidents usually limited to pushing and shoving due to disputes over games and at transitional points Clear pattern of when problems do occur happening at transition times between a small number of children who struggle to deal with tensions around games play which spills over into pre lesson settling of scores.	CPOMS data	Appoint lunchtime play mentor to work with children Identify areas of playground for children to play in therefore reducing size anxiety Work with children on dealing with tensions arising from disputes over game play.

Aspect	Current Position	Evidence	Next Steps (from SDP)
Lunchtime provision	Improving lunchtime play quality	- 'Playground Friends' from Year 4 upwards support play and friendship - Children take roles to lead play at lunchtime	**SDP Priority 7:** - Ensure lunchtime play is meaningful by providing play opportunities led by/supported by adult staff, coaches and child play leaders - Provide training for lunch staff (September 2026) - Purchase resources - Create timetable - Target: Fewer incidents of inappropriate behaviour; children report enjoying lunchtime and can explain why **SDP Priority 6:** - New wellbeing role to include clear line of support at lunchtime to promote positive play and deal with behaviour incidents before reaching HT - Well-being and first aid systems robust
Respect for others	Pupils behave with consistently high levels of respect for others	- Children play a highly positive role in creating a school environment where commonalities are celebrated, difference is valued - Bullying, harassment and violence are never tolerated	**SDP Priority 7:** - Shared understanding that some children may find school challenging - Support in place rather than removal from school setting

Aspect	Current Position	Evidence	Next Steps (from SDP)
Attitudes to learning	Pupils are highly motivated and persistent in the face of difficulties	- Children are engaged and excited by school - Children with SEN have work adapted to keep them motivated	
Behaviour management	Effective systems in place	- Occasionally children are sent to SLT; workshops held to discuss better choices - If behaviour repeats, sanctions imposed and parents involved	Review behaviour policy. SENDCo to focus on berhaviour of those children with EHCPs.
Pupil autonomy	Children are trusted to resolve their own issues	- Skills taught during class debates, philosophy sessions, modelling from staff and PSHE lessons - From Early Years onwards children given responsibility which they eagerly accept evidence school council, playground friends,	
Staff culture	Staff model positive relationships	- Staff model appropriately positive relationships - Positive code of conduct guides interactions - Staff are motivated and happy at Grafton	

Aspect	Current Position	Evidence	Next Steps (from SDP)
		- Staff treated with respect by SLT and this ethos spreads throughout the school	

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6. Personal Development and Wellbeing

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Exceptional**		
Enrichment provision	We consistently promote extensive personal development and provide access to a wide, rich set of experiences	- Artist and musician in residence (2 days per week each) - Children attend Music Education Islington centres - Visiting artists during World Day and cultural events - Outside school hour learning (creative writing, technology, art, design, football, etc.) See enrichment programme	**SDP Priority 10: Cultural Capital - Peripatetic Music** - Appoint peripatetic musician to teach violin across school from Year 3 to Year 6 (September 2025) - Develop ensemble playing - at least a string ensemble, potentially an orchestra - Provide tuition for identified gifted and talented children to play orchestral instruments - Observe string teaching to ensure highest quality - Target: Every child Year 3-6 learns violin and enjoys it; school has string ensemble; potentially children entered for violin examinations

Aspect	Current Position	Evidence	Next Steps (from SDP)
Cultural experiences	Opportunities to develop talents and interests are of exceptional quality	- Regular visits to Young V&A, Science Museum, Natural History Museum - Well-established tie-up with The National Gallery (work exhibited) - Display at London Transport Museum - Wide range of classical and contemporary music in assemblies - Concerts and performances (pantomimes to Shakespearian plays)	**SDP Priority 1: Curriculum** - Plans to develop cultural capital in all subjects - Every child explores one foundation subject topic through art over the school year
Performance opportunities	Children develop confidence and skills for life	- Class, phase and focus assemblies allow children to perform, act, sing and dance - Children perform with confidence and skill in front of larger audiences	String ensemble created
Health and wellbeing	Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy	- Follow Islington RSE and PSHE curriculums (high-value curricula) - Age-appropriate	**SDP Priority 1:** - PSHE to be reviewed 2026-2027 with allocated INSET day and staff meeting time **SDP Priority 6:**

Aspect	Current Position	Evidence	Next Steps (from SDP)
		understanding of healthy relationships	- New wellbeing role to support wellbeing of children and adults - Community better signposted to resources to support parenting and childhood development - Well-being and first aid systems robust
Equality and diversity	We promote and support under-represented and marginalised groups	- Focus months: LGBTQ+, Black History, International Woman's Day - Tap into the rich culture within our diverse school community	See accessibility plan.
High-quality pastoral support	We provide high-quality pastoral support. We quickly identify those children in need of additional well-being support through teacher referral and SLT oversight. Great relationships with our community built through longevity of realaitonships.	- Bespoke intervention plans for children who find school challenging - 'Playground Friends' from Year 4 upwards support play and friendship - No child should be lonely in our school Welfare officer appointed.	**SDP Priority 6:** - New pastoral role to support most vulnerable families and children at risk of low attendance - Safeguarding capacity enhanced by additional staff member **SDP Priority 7:** - Interventions for children who find school challenging - Holistic work practices to support families LM to support lunchtime play for some children.

Aspect	Current Position	Evidence	Next Steps (from SDP)
Pupil leadership and contribution	Pupils make a highly positive contribution to school life and wider community	- Children elected to school council - Children involved in decision-making (play area, school dinners, playground libraries) - Children take roles to lead play at lunchtime - Children raise money for local good causes - Families provide food for local food bank	**SDP Priority 7:** - Child play leaders to support lunchtime provision
Supporting others' wellbeing	Pupils actively support the wellbeing of other pupils	- 'Playground Friends' initiative - Peer support systems	
British Values	British values are developed both through the taught curriculum ie PSHE and RSE and also through the values of the school and the school's behaviour policy	Displays, assemblies, school council, behaviour around school, class rules.	
Built environment	Continuing to improve school environment		**SDP Priority 9: Built Environment** - Redecorate hallways and classrooms (January 2026)

Aspect	Current Position	Evidence	Next Steps (from SDP)
			- Build MUGA (Easter 2026) - Develop quiet garden into sensory garden for children of greatest challenge but accessible by all at lunchtime/break time (September 2026) - Plan to redecorate school over next three years - Target: Sensory garden used by children of significant need and all children; children report enjoying space and better wellbeing; MUGA built following charitable application

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7. Leadership and Governance

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Strong standard**		
Vision and values	We have a clear and ambitious vision realised through strong, shared values, policies and practice	- 6 core values developed since 2023: resilience, love, creativity, inclusion, empowerment and kindness - These core values guide everything we do in school and across our community	**SDP Priority 1:** - Six principles of Grafton Primary School to guide all curriculum development

Aspect	Current Position	Evidence	Next Steps (from SDP)
Leadership of teaching	Leaders ensure teachers receive focused and highly effective professional development. AHT for curriculum and T&L created July 2026. Focus on raising standards in specific areas of the school and able to support teaching and learning whereever it is considered below expectations. Already seeing impact in class as of October 2026. New tier of middle leaders in place September 2026 to monitor for compliance of SoW and interventions, already impact on outcomes, handwriting and spellings scheme both being followed well in 95% of cases across the school.	- SLT combined experience: 55+ years of educational leadership - The 'Grafton Way' developed 2024-2025 based on Rosenshine principles - Professional development guided by pedagogy, subject development and school priorities AHT lesson obs and feedback	**SDP Priority 2: Teaching and Learning** - Create teaching and learning handbook - Share great practice across school - Regular staff meetings to review Rosenshine - Lesson observations to focus on key principles - Induction process to include Rosenshine rubric **SDP Priority 3: CPD and Appraisal** - All staff trained to highest level - Monitoring procedures to identify training needs - Job descriptions reviewed for all staff - Appraisal linked to school priorities

Aspect	Current Position	Evidence	Next Steps (from SDP)
Subject leadership	Subject leaders developing expertise supported by SLT link.	- Subjects allocated capitation - Release time for subject leaders	**SDP Priority 1: Curriculum and Subject Leadership** - Every subject to have action plan with time-specific actions - Each subject allocated INSET day and staff meeting time - Subject leaders to articulate vision - Subject leaders to identify strong areas and areas for development - Release time for subject leaders provided
Professional development impact	Teachers' knowledge consistently builds and translates into teaching improvements	- ECTs follow well-developed programme with expert mentoring - Individualised support for other staff where required - Targets set based on developing teaching and learning/subject leadership - Two senior staff completed NPQSL - SENDCo holds national qualification - Head teacher currently following NPQEL - Support staff involved in whole school INSETs - Regular INSET days and staff	**SDP Priority 3:** - Training needs identified through monitoring - Match need with in-school expertise where possible - Out-of-school training where needed - Teacher appraisal led by HT - Support staff appraisal led by DHT - Target: Monitoring indicates staff having greater impact on outcomes

Aspect	Current Position	Evidence	Next Steps (from SDP)
		meetings focused on subject development and pedagogy	
Staff wellbeing	Staff consistently report high levels of support for wellbeing issues	- January 2025 staff survey: 90% of staff (all but 2) reported high levels of wellbeing and felt supported by SLT	**SDP Priority 6:** - New wellbeing role to support wellbeing of children and adults - All members of community feel safe, secure, looked after and healthy
Protection from bullying/harassment	Leaders protect staff from bullying and harassment. Leaders share expectations of community behaviour and will bar any parent from school who does not adhere to the school users policy.	- Senior staff will not accept inappropriate behaviour in any form - Genuinely caring for each other's wellbeing - Positive interactions modelled by SLT - Clear and consistent communication - Consistently high standards of conduct modelled by senior staff - Clear expectations of staff conduct - Challenging but also supporting where attitudes fall short	
Staffing structure	Ensuring structure meets 21st century needs		**SDP Priority 8: Staffing** - Review all departments against need (September 2026

Aspect	Current Position	Evidence	Next Steps (from SDP)
			ongoing) - Create structure agreed as 'right one' for Grafton - Work to sustain current structure or plan to achieve new structure - Target: Governors and SLT agree structure meets requirements
Governance	Governors understand their role and carry it out effectively. Governors challenge the HT though committee and full gov meetings. Governors are provided with data and substantive information to allow them to fullfill their roles. Governors perform link subject visits to inform themselves,	- Governors make sure we have a clear vision and strategy - Resources are managed well - Leaders are held to account for the quality of education Minutes of sub comms and full gov meetings. Gov hubs Governor reports.	**SDP Priority 4:** - Intervention data shared with SLT and governors **SDP Priority 8:** - Governors to have final say on staffing structure if financial commitment considered a risk - Add more specific detail about how governors hold leaders to account - Document governor training and development - Evidence of governor monitoring - Governor involvement in strategic decisions

Aspect	Current Position	Evidence	Next Steps (from SDP)
Financial management	Resources managed effectively		**SDP Priority 8:** - Review all departments and financial requirements - Consider whether financial climate allows for vision to be achieved - Model staffing to achieve vision **SDP Priority 9:** - Budget capitation identified - Charitable donations through school, PTA and other charities - Applications to charitable organizations
Community Involvement	Suit of events to involve the community in the life of the school. Regular surveys. Open door policy, SLT email addresses used for direct communication.	Calendar of events Emails Community surveys Governor information	

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8. Early Years

Aspect	Current Position	Evidence	Next Steps (from SDP)
Overall judgement	**Expected/Strong standard**		
Curriculum	Our curriculum is ambitious, coherently planned and sequenced. EY leader has recently developed through curriculum map from 2+ to end of Ey and links to KS1,	- Planning is bespoke, responding to need, interest and community - Builds towards the national curriculum in Year 1 - Designed to give children (particularly the most disadvantaged) the knowledge, self-belief and cultural capital they need	**SDP Priority 8: Early Years** - Review written curriculum for 2+, nursery and early years to ensure it meets: * Statutory requirements * Principles of teaching and learning within Grafton * Six principles of Grafton Primary School * An engaging curriculum which excites children and leads to deeper learning - Write Statement of Intent for provision 2026-2027 - written in draft Autrumn 2026
Quality of provision	Children are engaged and happy and independent in the learning which is matched to need on a weekly bais.	- Lesson observations and learning walks show engaged, happy children from 2+ to reception - Early Years is fully integrated into the life of the school Weekly timnetables and interventions	**SDP Priority 2:** - EY will look slightly different to Rosenshine but still follow principles of high-quality teaching. In 2+ and nursery more time and activities to be focused on matching and sorting, currently activities tend to focus

Aspect	Current Position	Evidence	Next Steps (from SDP)
			on sensory and physical aspects of learning.
Admissions and wrap-around care	Aiming to fill all available places		**SDP Priority 8: Early Years** - Fill all available places in nursery and 2+ by providing: * Wrap-around care 40 weeks of year * Flexible solutions for working parents/carers * Engaging and exciting nursery provision including exciting/challenging outside area - Review current arrangements for admissions into 2+ and nursery (September 2025) - Analyse what parents/carers look for with technology in mind - Vision advertised and shared widely in local community - Review uptake and adapt staffing accordingly - Target: Numbers increase by 10% each year over 4 years
Staffing	Reviewing staffing to meet needs		**SDP Priority 8:** - Review staffing in 2+, nursery and early years to ensure roles meet:

Aspect	Current Position	Evidence	Next Steps (from SDP)
			* Statutory requirements * Needs in terms of child development - Model staffing to achieve vision (January 2026) - Potentially employ additional staff with appropriate qualifications
SEND in Early Years	SEND children receive good support through both QFT and interventions. SHREC is now established with staff but more time is needed to truly embed it into daily life.	- SEND children receive good support in Early Years	**SDP Priority 1:** - SEND to be reviewed 2025-2026 with allocated INSET day and staff meeting time - Further training for support staff, particularly supporting autistic children and those with greater need Use SHREC to drive quality of interactions between staff and children.
Phonics	Phonics teaching is well developed and well taught in EY	-Lesson obs, end of Year 1 outcomes.	
Environment and resources	Developing outdoor provision		**SDP Priority 8:** - Further investment in Early Years outside environment - Exciting and challenging outside area as

Aspect	Current Position	Evidence	Next Steps (from SDP)
			part of vision **SDP Priority 9:** - Develop quiet garden into sensory garden accessible by all children (September 2026)
Financial planning	Ensuring financial viability		**SDP Priority 8:** - Set out financial requirements to meet vision - Consider whether current financial climate allows for vision to be achieved - Governors to have final say if financial commitment considered a risk

Overall Effectiveness Summary

Overall Effectiveness	**The quality of education at Grafton is of a very high standard**

Whole School Priorities for Development (from SDP 2025/26 to 2028/29)

Priority	Key Actions	Timeline	Lead
1. Curriculum and Subject Leadership	- Every subject to have action plan - 2025-26: SEND, Art & Design, Music & Dance - 2026-27: English, PE, PSHE - 2027-28: Maths, Computing, Science - 2028-29: RE, DT, MFL - Include AI, vocabulary progression, cultural capital, SEND adaptation - State explicit assessment points	2025-2029	HT, DHT, Subject Leaders
2. Teaching and Learning	- Create teaching and learning handbook (Rosenshine principles) - Share great practice - Regular staff meetings to review - Lesson observations focus on key principles - Induction process for new staff	2025-2029	HT, DHT, AHT (Curriculum)
3. CPD and Appraisal	- Train all staff to highest level - Link appraisal to school priorities - Review job descriptions for all staff - Appraisal system for support staff	Autumn 2025-Summer 2026 ongoing	SLT, HT (teacher appraisal), DHT (support staff appraisal)
4. SEND	- Ensure ambitious curriculum for all SEND children - Suite of effective interventions timetabled	January 2026 ongoing	SENCO

Priority	Key Actions	Timeline	Lead
	and monitored - Train staff in intervention implementation - Share intervention data with SLT and governors		
5. AI	- INSET training day - Staff focus group - All subjects include AI in action plans - AI action plan created - Train staff on safeguarding implications	October 2025 ongoing	AHT (Curriculum)
6. Safeguarding and Attendance	- Create new wellbeing post (by Easter 2026) - Train more staff to DSL level - Keep list of vulnerable children/families - Specialist safeguarding training for all staff (Sept 2026) - Raise attendance above national - First day calling protocols	September 2025 ongoing	HT, DHT, Pastoral Manager, Welfare Officer
7. Behaviour and Attitudes	- Establish routines across school - Train lunch staff (September 2026) - Interventions for children who find school challenging	September 2026 ongoing	AHT (Culture, Ethos, Behaviour), Pastoral Manager, SENCO

Priority	Key Actions	Timeline	Lead
	- Reduce prejudicial behaviour by 10% each term		
8. Staffing	- Review all departments against need - Create structure agreed as 'right one' - Plan to achieve new structure if needed	September 2026 ongoing	HT, Governors
9. Early Years	- Review admissions arrangements (Sept 2025) - Review curriculum (Jan 2026) - Write Statement of Intent (Summer 2026) - Provide wrap-around care 40 weeks/year - Increase numbers by 10% each year over 4 years	September 2025 ongoing	Early Years Leader, Nursery Leader
10. Built Environment	- Redecorate hallways and classrooms (Jan 2026) - Build MUGA (Easter 2026) - Develop sensory garden (Sept 2026) - EY outside environment investment	January 2026-September 2026	School Business Manager, Assistant SBM, Premises Manager
11. Cultural Capital	- Appoint peripatetic violin teacher (Sept 2025) - Every child Year 3-6 learns violin	September 2025	AHT (Culture, Ethos, Behaviour)

Priority	Key Actions	Timeline	Lead
	- Develop string ensemble/orchestra - Tuition for gifted/talented children		