

Harbinger School Development Plan: Performance Dashboard 2025.26

Context of the school

Harbinger School has experienced an unsettled period for a number of years.

- An Ofsted inspection in 2014 graded the school as Requires Improvement.
- Then in 2016 the school was graded as Good. Most recently in November 2019, after a change in leadership a year before, the school was once again graded as Requires Improvement.
- Harbinger had benefitted from consistent leadership from the same headteacher for many years prior to 2018. She was a well-respected leader and under her leadership, Harbinger was perceived well in the local community.
- The school received an inspection result of Requires Improvement in 2019 it was felt that this was a positive outcome under the circumstances, as there were very serious concerns held by the local authority in respect of safeguarding in particular.
- Shortly after the inspection, the country went into lock down as a result of the Covid-19 virus. At the end of the academic year, the new headteacher moved on from the school.
- Harbinger benefits from a stable staff team who are deeply committed to the school, many of whom who have worked for the school for more than 10 – 15 years. They care enormously for the children who attend the school, many of whom who come from families who for generations have attended Harbinger School.
- The consistent issue that has faced the school and caused the RI judgements has been the outcomes achieved by children, especially in literacy and sometimes resulting from expectations considered not to be high enough.
- The school serves a diverse East End community, with the significant majority of children attending coming from either White British or Bangladeshi families. The school has a very high percentage of Pupil Premium families, and a significant number of children come from families who have lived on the Island for generations with a history of unemployment since the London Docklands ceased to be a key employer. Despite being on the Isle of Dogs, under the sky scrapping towers of Canary Wharf, these communities are not well represented in the Canary Wharf workforce. Aspirations stemming from home therefore have impacted upon pupil outcomes, often evidenced in the poor attendance of some children. The requirement for the school to overcompensate is very high.
- The school's roll falling. Already vulnerable in terms of raising achievement with a PAN of 45 pupils in each year group and mixed age classes, further reductions increase vulnerabilities in terms of budget. Furthermore, the budget is already compromised by a PFI deal 18 years ago, for which the school needs to serve a further 2 years, and that costs the school £300k a year.
- This context outlines some of the challenges, however there is swell of enthusiasm for improvement in the staff and the community it serves.
- In November 2023, the school was inspected by Ofsted and the school was judged **Good** in all areas and **Outstanding** in Early Years.
- the staff team are working well together in order to maintain high standards and continue the pace of improvement.
- Autumn 2025 Census:
 - NOR = 298
 - No. of languages = 16
 - EAL = 54%
 - FSM eligible = 107/298 = 40%
 - SEND code E = 34/298 = 11%
 - SEND code K = 39/298 = 13% (total = 24%)

Ofsted Judgements: Last inspection in November 2023: **Good**

Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal development	Leadership and Management	Early Years Provision
2	2	2	2	2	1

Note: 1 – Outstanding, 2 – Good, 3 – Requires Improvement, 4 – Inadequate

School Self Evaluation: September 2025

Safeguarding	Inclusion	Curriculum and Teaching	Achievement	Attendance and Behaviour	Personal Development and Well-Being	Early Years	Leadership and Governance
Standard met	Expected Standard	Expected Standard +	Expected Standard	Expected Standard +	Expected Standard +	Strong Standard	Expected Standard

Next inspection forecast for 2027.28.

Standards of attainment and achievement

	Harbinger			National				
	2022	2023	2024	2025	2022	2023	2024	2025
EYs GLD	60%	57.8%	57.7%	41.9%	65%	67.2%	67.7%	68.3%
Y1 Phonics	79.1%	75%	87.5%	75.9%	75.5%	78.9%	80.3%	80%
KS1 Combined	65.1%	58.3%	-	-	53.4%	56%	56%	-
KS2 Combined	57.1%	57%	50%	63.3%	58.7%	59%	60%	62.2%

Ofsted November 2023

- On occasion, teaching does not consistently check pupils' understanding and identify misconceptions. This means that sometimes pupils are not fully ready to learn new content and commit knowledge, including subject-specific vocabulary, to their long-term memory.
 - The school should develop the expertise of all teachers so that any gaps in pupils' understanding are identified and addressed in a timely way.

Key priorities arising from the data and self-evaluation

- **Safeguarding**
 - Establishing robust, consistent systems of sharing safeguarding information.
 - Staff code of conduct.
 - Online Safety inc. AI
- **Inclusion**
 - Adaptive teaching for disadvantaged children (inc. children with SEND) in Maths.
 - Trauma-informed work building resilience to problem-solving.
- **Curriculum and Teaching**
 - School embeds a consistent whole-school approach to teaching and assessing Maths.
 - Outcomes in Maths in national tests are in line with national and local averages
- **Achievement**
 - Disadvantaged pupils achieve consistently well in Maths.
 - Outcomes in Maths in national tests are in line with national and local averages
- **Attendance and Behaviour**
 - Attendance to be at least 96%, broadly in line with national
 - Close the gap between the attendance of all children in the school and the attendance of the disadvantaged children.
 - Children demonstrate self-regulation, resilience and dedication in Maths
- **Personal Development and Well-Being**
 - Building children's confidence and resilience in Maths
 - Healthy School – going for Gold Award
 - Embedding an Anti-Racist Curriculum approach
 - Progress made in pastoral interventions
- **Early Years**
 - Outcomes for Maths are in line with national averages
 - Outcomes for GLD are in line with national averages
 - Improved outcomes for Maths in Nursery
- **Leadership and Governance**
 - Leaders use detailed and insightful analysis of school performance to evaluate the effectiveness of their provision in Maths
 - Leaders accurately identify, monitor and act on priorities for improvement (disadvantaged children)
 - Leaders at all levels develop staff expertise as the key driver of improvement (Maths)
 - Leaders and governors develop constructive relationships with all parents and with the wider community
 - Build financial capacity

Harbinger's School Development Plan:

Objective 1: Safeguarding

 Fiona Keogh Deputy Headteacher and DSL	 Nimesha Nagahawatte Headteacher, DDSL and Computing Lead	 Jackie Garner DDSL and EYFS Leader	 Jade Ellis SENDCO	 Azmina Vaid Pastoral Lead	 Asma Begum Learning Mentor
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Objective 1 Safeguarding	Strengths				
	- Safeguarding continues to be effective. - A Local Authority audit summarised that Safeguarding is effective and rapidly improving. - Leaders have developed a welcoming culture in the school. Staff know their pupils extremely well (Ofsted 2023). - Working relationships between staff and pupils are very positive (Ofsted 2023). - Pupils feel a strong sense of community. They are happy, safe and feel valued (Ofsted 2023).				
What difference do we want to make?		Actions	Lead	Timescale	Evaluation
- Staff embody staff code of conduct - Robust systems for forwarding safeguarding information for any leavers and new joiners - Empowered first aiders with relevant training and guidance - Online Safety curriculum updated to ensure it is relevant - Implement new AI policy and training to ensure safety - Parents informed and updated through policy consultation and workshops - Hiring school to organisations with agreements referring to checklists 'After-school clubs, community activities, and tuition safeguarding guidance for providers' (Department of Education, 2023), including enhanced DBS checks		- Complete audits inc. online safety audit; PREVENT self-assessment - DSL meet regularly with technical team re. filtering and monitoring - Build opportunities for pupil voice - Regular feedback and training on staff code of conduct - Medical tracker - Explore CCTV	Fiona Keogh Nimesha Nagahawatte Jackie Garner		

Objective 2: Inclusion

 Nimesha Nagahawatte Headteacher and DDSL	 Fiona Keogh Deputy Headteacher and DSL	 Jade Ellis SENDCO	 Tom Bem-Hodgkinson Assistant Head and PSHE Lead	 Jackie Garner DDSL and EYFS Leader	 Azmina Vaid Pastoral Lead	 Asma Begum Learning Mentor	 All Teaching and Support Staff
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Objective 2: Inclusion	Strengths
	- Leaders have designed an ambitious curriculum for all, including pupils with SEND (Ofsted 2023). - There are high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND) (Ofsted 2023). - Teachers make adaptations to ensure pupils with SEND are supported to access the ambitious curriculum (Ofsted 2023). - Some pupils with more complex needs have a bespoke curriculum which is well suited to their individual needs (Ofsted 2023). - Phoenix Specialist Class running for 2 years, providing bespoke curriculum and approaches for children with highest needs.

What difference do we want to make? We aim to be 'Strong Standard' in Inclusion the next Ofsted inspection.	Actions	Lead	Timescale	Evaluation
- All staff understanding and following SEND Code of Practice – all staff fulfilling their role as a teacher of SEND - All leaders and staff have identified disadvantaged children (inc. SEND, children known/previously known to CSC and other children with barriers to learning and/or well-being) - Teaching staff have knowledge of strategies to plan and adapt learning for children's needs and confidently implement, making inclusive environments and lessons (Maths) - Disadvantaged children make good or better progress in Maths - Support staff understand children's needs well and implement adaptive teaching strategies in Maths	- SENDCO meeting teachers termly - Training with Phoenix outreach teacher (Phoenix Steps) - Engage in THEP Peer Review (SEND in Maths) - Trauma-Informed work around resilience to problem-solving - Data of identified children is included and highlighted on Arbor - Leaders and staff trained to monitor and analyse tracking of children's progress in Maths - Pupil Progress meetings	Nimesha Nagahawatte Jade Ellis Fiona Keogh Jackie Garner Azmina Vaid Asma Begum	Termly	

Objective 3: Curriculum and Teaching

 Nimesha Nagahawatte Headteacher, Computing Lead & Science Lead	 Fiona Keogh Deputy Headteacher, UKS2 Reading Lead, Writing Lead and Oracy Lead	 Tom Bem-Hodgkinson Assistant Head LKS2 Reading Lead PSHE Lead & Music Lead	 Jackie Garner EYFS Leader	 Sultana Begum Maths Lead	 Azmina Vaid Pastoral Lead & RE Lead	 Rumana Hoque Art & Design Lead and Design Technology Lead	 Shafia Khatun MFL Lead	 Fiona Keogh History/Geography Lead	 Lloyd Walker PE Lead
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Objective 3:	Strengths				
Curriculum and Teaching	• Leaders in the school have worked together to create a cohesive curriculum so that the learning in each subject is carefully sequenced, with the learning in each year building upon the previous year, starting from the Nursery. • Leaders have designed an ambitious curriculum for all pupils, including pupils with SEND (Ofsted 2023) • Leaders ensure that the curriculum is designed to build pupils’ knowledge over time (Ofsted 2023). • Leaders’ curricular thinking has improved considerably, including Mathematics (Ofsted 2023). • Pupils’ knowledge and understanding across the curriculum is strong (Ofsted 2023). • Teachers have strong subject knowledge and present information clearly (Ofsted 2023). • Staff are confident teaching phonics. They are trained to be able to identify and support pupils who fall behind the pace of the phonics programme. (Ofsted 2023) • Effective support is put in place for pupils to ensure that they catch up and keep up. (Ofsted 2023) • Teachers make adaptations to ensure pupils with SEND are supported to access the ambitious curriculum (Ofsted 2023). • Pupils are passionate about reading (Ofsted 2023)				
What difference do we want to make?		Action	Lead	Timescale	Evaluation
We aim to be ‘Strong Standard’ in Curriculum and Teaching in the next Ofsted inspection.					

• Staff and leaders embed a consistent whole-school approach to teaching mathematics ○ Teaching is built upon prior knowledge and secures progression ○ Pupils commit knowledge to their long-term memories in Maths ○ Strong teacher subject knowledge and confidence in Maths ○ Staff anticipate misconceptions and continually dispel misconceptions in Maths ○ Teachers use high-quality teaching practices and effective assessment for learning ○ Teachers strengthen focus on reasoning and problem-solving ○ Children develop positive learning attitudes to Maths ○ Plan for targeted support that fosters children's confidence, resilience and enthusiasm in Maths • Outcomes for Maths are in line with or above national and local averages • Oracy - use dialogic approaches to Maths learning which deepen understanding of mathematical functions. • Improved outcomes for Early Years through evidence-based recommendations and programmes inc. NDNA (National Day Nurseries Association) Maths Champions Programme • Make use of outdoor areas for Maths lessons	1. Maths Lead continues to lead INSET through the year on Maths inc. 'One Pager' 2. All Teachers attend McCubed Maths Moderations 3. Nursery Teacher attend training for Maths Champion 4. Phase meetings focus on planning and lesson structure. 5. Work scrutiny to ensure consistency and coherence across year groups. 6. Share updated one-pager with staff. Gather staff voice through consultation and refine/clarify where needed. 7. Learning walks 8. Gather staff voice to evaluate impact 9. Gather pupil voice 10. Pupil Progress meetings to identify trends and areas for support. 11. Showcase best practice	Sultana Begum Nimesha Nagahawatte All Phase Leaders	INSET Staff Meeting	
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Objective 4: Achievement

 Nimesha Nagahawatte Headteacher, Computing Lead & Science Lead	 Fiona Keogh Deputy Headteacher, UKS2 Reading Lead, Writing Lead and Oracy Lead	 Tom Bem-Hodgkinson Assistant Head LKS2 Reading Lead PSHE Lead & Music Lead	 Jackie Garner EYFS Leader	 Sultana Begum Maths Lead	 Azmina Vaid Pastoral Lead & RE Lead	 Rumana Hoque Art & Design Lead and Design Technology Lead	 Shafia Khatun MFL Lead	 Fiona Keogh History/Geography Lead	 Lloyd Walker PE Lead
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Objective 4: Achievement		Strengths		
		Outcomes for 2024.2025: EYFS = The % of PP children attaining the GLD is generally in line with the national. Phonics = The % of children attaining the required standard in the phonics screening is just below the national. Year 4 MTC = The % of children attaining full marks in well above that of 2024, should be above the result in 2025 and is a great increase from last year. KS2 SATs = The combined measure at EXS+ is above the national and has risen from last year; All 3 separate subjects at EXS+ are above the national and have all increased.		
What difference do we want to make?		Action	Lead	Timescale
We aim to be 'Strong Standard' in Achievements in the next Ofsted inspection.				
- Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well in Maths, developing detailed knowledge and skills, and produce high-quality work across the curriculum. - Outcomes in national tests will be inline or above local and national averages (for EXS and GDS).		- Analyse end-of-term Maths assessments. - Review Maths fluency assessments. - UKS2 review of weekly fluency assessments - arithmetic. - Ensure Maths books show evidence of reasoning, problem-solving and working out. - Teacher questioning in Maths - Teacher modelling displayed - Teacher stretching Maths for GD	Fiona Keogh Nimesha Nagahawatte Jade Ellis Sultana Begum Class Teachers	January Ongoing

Objective 5: Attendance and Behaviour

 Fiona Keogh Deputy Headteacher & Attendance Lead	 Makda Mascio Administrator - Pupils' Data and Admissions	 Emdad Rahman Attendance Officer
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Objective 5		Strengths		
Attendance and Behaviour		- There are robust procedures in place and work closely with parents to support pupils to attend school regularly (Ofsted 2023). - The school has a new Management Information System that enables leaders to work more efficiently especially in relation to pupil attendance. - Pupils are well behaved during lessons and around the school site. They help to support positive behaviour in the school through roles including anti-bullying ambassadors and playground buddies.		
What difference do we want to make?	Action	Lead	Timescale	Evaluation
We aim to be 'Strong Standard' in Attendance and Behaviour in the next Ofsted inspection.				
Attendance - Attendance continues to be at least 96%, broadly in line with national - Continue to close the gap between the attendance of all children in the school and the attendance of the disadvantaged children. - Punctuality improves for individuals and groups Behaviour - A culture established that is highly conducive to learning, in which pupils flourish in Maths - Pupils demonstrate self-regulation, resilience and dedication to their learning in Maths.	- Early identification - Targeted family engagement and support - Rigorous monitoring and tracking of PA and SA - Parent workshops - Behaviour learning walk - Staff training	Fiona Keogh Makda Mascio Emdad Rahman Nimesha Nagahawatte		

Objective 6: Personal Development and Well-Being

 Nimesha Nagahawatte Headteacher, Computing Lead & Science Lead	 Fiona Keogh Deputy Headteacher,	 Tom Bem-Hodgkinson Assistant Head & PSHE Lead	 Jackie Garner EYFS Leader	 Sultana Begum Maths Lead	 Azmina Vaid Pastoral Lead & RE Lead	 Jade Ellis SENDCO	 Asma Begum Learning Mentor	 Lloyd Walker PE Lead	 Alima Khanom Enrichment Lead
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Objective 6 Personal Development and Well-Being	Strengths - Pupils feel a strong sense of community. They are happy, safe and feel valued (Ofsted 2023). - Staff know their pupils extremely well. Working relationships between staff and pupils are very positive (Ofsted 2023). - There is a very high level of pastoral care for the children and their families. - Harbinger has a set of values that are strongly embedded in the culture of the school and understood by the children. - The school has achieved the Anti-Bullying Alliance Silver award. - The school has achieved the Trauma-Informed Approach Silver award. - Leaders have delivered workshops for parents to support them with strategies for reading with their children at home (Ofsted 2023). - Pupils have positive attitudes to learning (Ofsted 2023). - Leaders have developed a carefully designed personal development programme. They teach pupils how to stay safe and healthy (Ofsted 2023). - Pupils are well behaved during lessons and around the school site. They help to support positive behaviour in the school through roles including anti-bullying ambassadors and playground buddies. (Ofsted 2023) - All pupils in the school attend a range of outings every year which help to widen pupils’ cultural experiences. These include visits to museums, galleries and places of worship. Pupils also have the opportunities to develop their leadership skills through groups including the student council, eco leaders and writing for the school paper, the ‘Harbinger Chronicle’. (Ofsted 2023)			
What difference do we want to make?	Action	Lead	Timescale	Evaluation
We aim to be ‘Strong Standard’ in Personal Development and Well-Being in the next Ofsted inspection.				
- Pupils (particularly disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being) are confident, resilient and independent in Maths - Pupils are reflective and cooperative in Maths - Pupils are prepared for Maths in the next stage of their education and for real-life, beyond school Healthy Schools - Create a healthy whole school food environment - Implement family style dining for a calm and sociable dining experience	1. Analyse pupil outcomes in Maths with pupil voice 2. Planning & CPD for adaptive teaching strategies for children with SEND/disadvantages 3. Boxhall assessment for children in Nurture Groups 4. FFS training	Nimesha NAgahawatte Fiona Keogh Azmina Vaid Tom Bem-Hodgkinson		

Towards Anti-Racist Curriculum • Linking Network Programme				
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Objective 7: Early Years

 Jackie Garner EYFS Leader	 Claire Norton-Steele	 Negeena Raufi HLTA	 Farhana Ferdousi TA	 Husnara Khatun TA	 Laura Smith Nursery Nurse	 Sue Lysfjord Nursery Nurse	 Zaiton Haron Nursery Nurse	 Jade Ellis SEND CO
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Objective 7		Strengths		
Early Years		- There are high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). This includes in early years where there are no limits or barriers to children's achievements (Ofsted 2023). - In Early Years, children are highly motivated and demonstrate high levels of self-control (Ofsted 2023). - In Early Years, staff are highly effective at identifying any misconceptions. This includes checking and developing children's use of vocabulary regularly (Ofsted 2023).		
What difference do we want to make?		Actions	Lead	Timescale
We aim to be 'Exemplary Standard' in Early Years in the next Ofsted inspection.				
- Outcomes for Maths are in line with national averages - Outcomes for GLD are in line with national averages - Improved outcomes for Maths in Nursery		- NDNA's Maths Champions Programme. - Targeted interventions - Staff training - Parent workshops	Jackie Garner Claire Norton-Steele	Termly

Objective 8: Leadership and Governance

Nimesha Nagahawatte Headteacher & Computing Lead	Fiona Keogh Deputy Headteacher & Attendance Lead	Tom Bem-Hodgkinson Assistant Head LKS2 Reading Lead PSHE Lead and Music Lead	Jackie Garner EYFS Leader	Azmina Vaid Pastoral Lead & RE Lead	Sajna Begum School Business Manager	Martin Young Chair of Governors	Kiran Rahman CSC Committee Chair & Parent Governor
Aksary Rahman Co-Opted Governor	Srividya Srivathsan Finance Committee Chair	Father Tom Pyke Safeguarding and LAC Governor	Claire Norton-Steele Staff Governor	Shofiqul Islam Governor	Sudhir Saseed Haran Governor	Nafissa Ayub Parent Governor Link Governor - SEND	Fateha Miah-Choudory Co-Opted Governor

What difference do we want to make?	Actions	Lead	Timescale	Evaluation
We aim to be 'Strong Standard' in Leadership and Governance in the next Ofsted inspection.				
- Leaders use detailed and insightful analysis of school performance to evaluate the effectiveness of their provision in Maths - Leaders accurately identify, monitor and act on priorities for improvement (disadvantaged children) - Leaders at all levels develop staff expertise as the key driver of improvement (Maths) - Leaders and governors develop constructive relationships with all parents and with the wider community Build financial capacity: - Work with the LA financial consultants to improve financial position - Work with the LA re. pupil planning - Analyse SEND provision mapping - Explore options for generating income inc. use of school site - Explore catering options	- Leaders identify disadvantaged children using data in MIS - Prioritise training to develop leaders and staff expertise re. subject knowledge (Maths) - Disseminate training to relevant staff - Coordinate parent workshops - Leaders meet regularly with financial consultants - Continually reviewing and evaluating staffing provision - SEND Provision mapping in Autumn term	Nimesha Nagahawatte Sajna Begum All Leaders and Governors	Termly	