Report on IQM Inclusive School Award

School Name	Whitehall Primary School
School Address	Normanton Park Chingford London United Kingdom E4 6ES
Head/Principal	Zakia Khatun
Assessment Date	6th July 2026
Assessor	Jo Jo Morrall

Sources of Evidence:

- Learning walk
- Observations of sessions
- Observations of lunch times
- Watched children’s performances
- Social media
- Example of a Learning Journey
- Parent questionnaire
- Year group assemblies
- Videos from exhibition
- Video which the school created which is on Amazon Prime
- Presentations

Meetings Held with:

- SLT
- MLT
- Pupils -Parents
- Staff
- Governor

Overall Evaluation

Whitehall Primary School is an extraordinary school. From the moment of arrival, it is clear that this is a place where inclusion is not a policy position but a lived reality, woven into every interaction, every space and every decision the school makes. The headteacher, who leads with exceptional vision and humanity, described a journey the school has been on, one of building a genuine sense of community and belonging, of making sure every child can be seen and heard. That journey is visible everywhere.

The building itself communicates the school's values before a single word is spoken. Displays repurposed from the annual exhibition line the corridors, functioning as pieces of art in their own right. They represent world topics including Windrush and the experiences of asylum seekers, and reflect the school's deep commitment to widening children's cultural understanding so that they truly know about the world they live in. The books children have access to represent all cultures, and the library is a wonderful, colourful and welcoming space that fosters a genuine love of reading. Older children take responsibility for keeping it well maintained, a small but telling detail about the culture of care and ownership the school has cultivated.

All classes are inclusive in nature, and this is genuinely embedded rather than an add-on. Children with a range of different needs learn in the same environment, with adaptations seamlessly integrated to ensure every child gets what they need. Children were seen on the carpet whilst others worked at desks, sitting wherever they felt most comfortable and able to engage with learning. The school is flexible and fluid, and the children respond to this with confidence and ease. There is no unnecessary time spent trying to get everyone to sit the same way, which could take away from learning. The principle at work is always quality teaching first.

The outdoor spaces are exceptional. The playground has been recently redeveloped and is thoughtfully laid out so the whole school community can enjoy that precious outdoor time. There are dedicated spaces for ball games, an amphitheatre for outdoor performances, tyres, a play area and places to simply sit and read under the trees. The children are on a rota to care for the school chickens. The EYFS outdoor space is just as impressive, with lanterns, drapes and an outdoor piano, creating what can only be described as a home-away-from-home feel. Children were seen crushing garlic they had grown themselves to make garlic bread later in the week. It is that kind of school.

The Whitehall Collective was one of the most striking features of the assessment. This is not a traditional school council but a genuine forum open to any child from Year 2 upwards, built on the belief that children have strong ideas and that even the youngest among them can make a big difference to the world. When asked whether it is only adults who can solve problems, one child replied: "children are so creative and can help people." Another said: "even if you are young you can make a big difference to the world." The collective has organised initiatives including selling ice creams for less than the local van so that every child can afford one, and has raised significant sums for global causes including War Child. The children spoke about it with pride and purpose. "It makes me feel that we play a part in saving people's lives," one pupil said. "Everyone has the right to be safe, have water and food."

Philosophy for Children permeates all aspects of school life. During an observed session, pupils were engaged in a rich discussion about a topic that could not be answered easily or with technology, challenged to consider different perspectives and to respectfully question each other's thinking. Pupils described it as not a typical lesson and spoke of loving the debate, of learning other people's opinions and finding it really great. The chair of governors noted that P4C gives pupils the language to be able to use to talk about difficult things and that the children use that really well. Topics explored include the afterlife, racism, sexism, disability and genocide. The school describes these as very

bold topics, because it is good to hear children's views, and the approach is clearly working. As one leader observed, there is a measurable change in behaviour and the school is able to address misconceptions thoughtfully.

Staff are proud, warm and deeply committed. When asked what they are most proud of, their answers were telling: "our children's confidence," "how eloquent they are," "they have good self-esteem, so there is space to care for other people." The school does not use an online platform such as Tapestry for learning journeys but instead uses handcrafted books, which is more personable in a world where technology is everywhere. When asked to describe their school, pupils offered words including unimaginable, eco-friendly, resilient, courageous, environmentally aware and different. One pupil wrote a pantomime, performed it in front of over two hundred people and spoke about it with quiet confidence. This school makes things like that possible for all its children.

The performances observed during the visit were joyful and accomplished. Year 1, Year 4 and Year 5 took to the stage with confidence and evident pride. One pupil described having written a pantomime that was performed in front of over two hundred people. It was said simply, without boasting, as if this were entirely natural. At Whitehall, it is. Staff reflected that they work hard to make the school as beautiful for the children as possible. That care is visible in every corner of the building, in every conversation overheard, in every child encountered. It is a school that knows what it is, believes in it and lives it every single day.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Jo Jo Morrall

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd

Element 1 - The Inclusion Values of the School

Whitehall Primary School presents a vision of inclusion that is coherent, deeply held and consistently enacted across every aspect of school life. The headteacher set the tone clearly at the outset of the assessment: "make sure every child can be seen and heard." That aspiration is not rhetorical. It shapes how the school is led, how classrooms are designed, how families are supported and how children are taught to see themselves and each other.

The school's overarching theme of "We All Belong Here" provides a meaningful framework within which all aspects of school life sit. This is reinforced through the three core values of courage, curiosity and collaboration, which are consistently referenced across the curriculum, behaviour policy and relationships with families. These values give staff and pupils a shared language and a clear moral compass, and their presence is tangible when moving around the school. The restructuring of inclusion leadership has been a significant development. Moving away from a single SENCO who leads inclusion to a model where everyone is involved has been described by staff as the most effective change for inclusion the school has made. Leaders now deal with all issues within their own phases and the result is, as one member of staff put it, a lot more fluid. There is a genuine culture where teachers are fully accountable for every child in their class, with the understanding that all teachers are teachers of SEND. This is a powerful principle and its impact is visible.

The Whitehall Collective is one of the most distinctive features of the school's inclusive ethos. Open to any child from Year 2 upwards, it operates on the belief that everyone can have a chance to speak, that children can help solve problems and that the school is better for it. Pupils described it as a place where everyone can come and share their ideas, where it lets us make the school better and where we can all come together to make decisions. "It makes me feel that we play a part in saving people's lives," one child reflected. This is pupil voice at its most meaningful and most ambitious.

Family Dining was observed during the visit and is a wonderful initiative. Year groups sit together in mixed tables, older pupils take responsibility for serving younger ones and the lunchtime atmosphere is calm and purposeful. Pupils described it as being like a restaurant and said we look out for the young ones and help them get their food. The staggered playtime that follows continues that calm into the outdoor space, which is thoughtfully designed with places to read, space for ball games and quiet corners.

Support for families is holistic and proactive. Pupil Premium families are given priority booking for school events and clubs, and the school approaches families before families feel they need to approach the school. This includes help with holidays, referrals to food banks and sustained relationship-building with families who carry multiple vulnerabilities. Parents spoke with genuine emotion about what the school has done for their children. "I don't think he would be as successful as he is if it wasn't for Whitehall," said one parent. "We worked together as a team, as a parent and as the school," reflected another. The chair of governors summarised it clearly: "inclusion is integral. It is not an add-on."

Next Steps

Whitehall Primary School has established a strong and authentic foundation for inclusive practice, and the priority now is to consolidate and deepen what is already working well. The disaggregated inclusion leadership model is relatively new and would benefit from a period of structured reflection to evaluate its impact systematically, ensuring that outcomes for pupils with SEND are consistently strong across all phases. As the two SLT members progress through the NPQ SENCO programme, the school should consider how their developing expertise will be shared across the wider staff

body, embedding new learning into everyday practice rather than keeping it within the leadership tier. The "We All Belong Here" curriculum theme is a genuine strength, and there is scope to further document and evidence its impact on pupils' sense of belonging and wellbeing over time. Continuing to strengthen and formalise pupil voice mechanisms through the Whitehall Collective will further embed the school's inclusive values in a meaningful and measurable way.

Element 2 - Leadership, Management and Accountability

Leadership at Whitehall Primary School is a genuine strength, characterised by clarity of vision, warmth of culture and a deeply non-hierarchical approach. The headteacher leads with a philosophy of empowerment rather than direction. "Leadership is empowering other people to act," she said. "We are big on empowerment." The effect of this is felt throughout the school. SLT are described as approachable and genuinely supportive, and the culture they have created is one in which staff feel trusted, valued and able to grow.

The distributed model of inclusion leadership, now running for over a year, has transformed how the school operates. Each member of SLT holds responsibility for inclusion within a specific phase and knows the children and families within it deeply. Staff spoke about how this has made inclusion a lot more fluid and noted that everyone needs to have ownership over inclusion. Leaders are not simply overseers of provision but are hands-on within it, delivering interventions themselves and maintaining first-hand knowledge of what each child needs. "We see the children who would otherwise not be seen," the headteacher reflected.

Monitoring systems are rigorous. The annual cycle of observations, book looks, learning walks and termly assessment weeks provides a detailed and accurate picture of teaching quality and inclusive practice. Pupil Progress Meetings bring together SLT, class teachers and support staff, taking a holistic view that encompasses academic progress, wellbeing and safeguarding in a single forum. Leaders are present in all of these meetings, ensuring accountability is both shared and visible.

Professional development is handled with care and equity. Middle leaders described being able to request specific CPD and valued the fact that SLT will always try and tie in what staff do now, rather than always adding more work and responsibilities. Teaching Assistants access the same training as teachers, a principle the school holds to consistently. Team teaching, co-planning and bespoke feedback from middle leaders to classroom staff all reflect a school where professional learning is genuinely collaborative.

The relationship with governors is exceptional. The chair of governors described a governing body that wants to understand things and get a good look at how the school operates. Governors attend events including Family Dining, are led by the children when they visit and engage substantively with the school's work. "We have a really strong relationship with our governors," SLT reflected. "They really want the school to succeed." Two governors sit on the IQM team, which signals a depth of commitment to inclusion that goes well beyond compliance.

The headteacher's involvement in the Education Strategic Board, the Alternative Provision Working Party and the SEND Reform Working Party reflects a leader who sees her role as extending into the wider community. "My job is to tackle the barriers in my community," she said. "We have the mechanisms to ensure things continue to flourish." The culture is strong, the direction of travel is clear and this is a school whose leadership genuinely empowers everyone within it.

Next Steps

The distributed leadership model for inclusion is a well-considered development and the school should now focus on embedding it with greater consistency and measurability. Establishing clear, shared frameworks for how each phase leader monitors and reports on inclusive outcomes would strengthen accountability and make it easier to track

impact over time. As Middle Leaders take on a more active role in driving inclusion, the school should ensure that this is supported by structured coaching and clearly defined expectations, so that their involvement adds genuine depth rather than adding to workload. The strong CPD programme would benefit from a more systematic approach to evaluating impact on pupil outcomes, moving beyond attendance records to evidence the difference training makes in the classroom. Finally, the school's engagement with external partners such as HEP and the RISE programme is commendable, and capturing the outcomes of these partnerships more formally would strengthen the school's self-evaluation and support future planning.

Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

The curriculum at Whitehall Primary School is one of its most distinctive and impressive features. It is described by the school as inclusion by design, not by exception, and that phrase captures something important. This is not a curriculum adapted to meet diverse needs but one built from the ground up with all children in mind, structured around five progressive concepts that give coherence and ambition to learning across all year groups: identity and human rights, community, equality and social justice, climate and sustainability, and inspirational people and legacy.

The chair of governors, clearly proud of what the school has built, described the curriculum as different and unique and said the school should be really proud. The headteacher spoke of a curriculum that does not shy away, one that is very ambitious and that gives children knowledge that no one can take away from them. This is curriculum with genuine moral purpose, and it shows in the children.

Philosophy for Children permeates all aspects of school life. In an observed P4C session, pupils were engaged in rich, respectful debate about complex topics, learning other people's opinions and articulating their own with confidence and care. Pupils described it as not a typical lesson and spoke of loving the chance to discuss things that cannot be answered with a search engine. Topics explored include racism, sexism, disability, the afterlife and genocide. The result, as leaders have observed, is a measurable change in behaviour and a significant development in pupils' capacity to address misconceptions and see things from different angles.

A BSL lesson was observed during the assessment. It was wonderful to watch a whole class learning sign language together. Every class assembly is signed, all staff and children know some BSL and the school has taken a principled position that signing should be a part of everyone's life. This reduces barriers to socialising, builds genuine community between Deaf and hearing pupils and gives all children a skill of real value. Deaf adults are brought in as positive role models and Deaf pupils lead whole school assemblies on Deaf identity. This is inclusive practice at its most genuine.

The reading curriculum is rooted in Reading Reconsidered principles and is, as one teacher described it, a way of teaching reading which lends itself to being inclusive for all children. Vocabulary is made meaningful, literature is ambitious and the library, following a significant investment in new stock, is a colourful and welcoming space that older children take genuine pride in maintaining. Split teaching is described by staff as the thing in the school that enables all this to happen: we can move the learning on really quickly. Children are, as staff observe, so confident in being able to take ownership of their own learning. Trips are extensive and equitable. Every class goes on a visit every half term, taking in the ballet, cinema, forest, the Sea Life Centre, the Bank of England Museum, ice skating and the beach among others. The curriculum changes every year and, as pupils put it, they really get to delve into the topics and learn a lot about the outside world. It is ambitious, cohesive and built with every child in mind.

Next Steps

The curriculum is a clear strength, and future development should focus on deepening and documenting impact rather than wholesale change. As curriculum sequencing continues to be refined, the school should ensure that knowledge organisers and retrieval structures are reviewed regularly to reflect the progression actually experienced by pupils, rather than remaining as static planning documents. The Topical Talk and P4C provision are well-embedded, and the next step is to gather more systematic evidence of their impact on pupils' critical thinking and oracy, particularly for

SEND pupils and those in the SRP. Futures Week and the Finance Curriculum are imaginative and purposeful; extending career-related learning more explicitly across year groups throughout the year, rather than concentrating it within a single week, would deepen its impact further. The extra-curricular monitoring system is commendable, and the school should now consider using participation data more actively to identify and address any remaining barriers for specific groups. Finally, as pupil leadership within the curriculum grows, capturing pupils' contributions to enrichment planning more formally would provide valuable evidence of the school's inclusive ethos in action.

Element 4 - Teaching and Learning, Learning Environment, Planning Resources and Pedagogy

Teaching and learning at Whitehall Primary School are of a consistently high quality, and what makes them distinctive is not any single approach but the coherence and conviction with which all approaches are held together. Staff share a common purpose and a common language, and the result is a learning environment that feels both professionally rigorous and deeply human.

Lessons are varied and deliberately designed to challenge all pupils. Teachers draw on a strong repertoire including modelling, scaffolding, guided practice, retrieval, adaptive teaching and live feedback, and apply these with skill and evident care. Cognitive science principles are genuinely embedded in classroom practice rather than simply referenced in documentation. Retrieval practice, knowledge organisers, interleaving and vocabulary instruction are consistent features of lessons across the school, and pupils clearly benefit from the security and clarity this provides.

Support staff are fully integrated into the professional life of the school. "Everyone is a teacher here," as one member of staff put it. "We are all here for the children. We have the same purpose." Support staff access the same CPD as teachers, including precision teaching, autism and ADHD training and trauma-informed practice. They are in curriculum planning sessions as well as assessment meetings, and the result is a team where everyone is really invested. Hearing Support Workers receive specialist training from the Consultant Teacher of the Deaf and the Deaf specialist SaLT, ensuring that Deaf pupils receive expert, informed support in mainstream settings.

The learning environment is a genuine strength. Classrooms are calm, purposeful and thoughtfully designed, avoiding lamination and bright colours in a deliberate and evidence-informed response to the needs of pupils with sensory sensitivities. Working walls are present but not performative, used because teachers and pupils need them rather than for display purposes. The school has worked with the local authority to extend classrooms so that pupils with physical disabilities can access their environment freely. The outdoor spaces, including the amphitheatre and the recently redeveloped playground, extend the range of teaching approaches available to staff further still.

Reading Reconsidered was observed being taught during the visit. One teacher described it as a way of teaching reading which lends itself to being inclusive for all children. Vocabulary is made meaningful, pupils are active participants in text and the approach supports all learners, including those with SEND. Peer support is embedded across sessions and is well received. Children have been supported to take ownership of their own learning, and the results are visible in how confident pupils are in classrooms. The texts used are diverse and chosen deliberately so that children can see themselves in what they read. Pupils took part in choosing new library books at a local bookshop: it is all chosen by the children.

Planning is adaptive and collaborative. Leaders have worked hard to make planning and marking as light a burden as possible for teachers, and the commitment to purposeful rather than performative feedback runs throughout the school. BSL is integrated across the school day, with all class assemblies signed and all staff and children knowing some sign language. Staff spoke about teaching children critical thinking skills and helping them to share their opinions and take turns. It is a school where children are trusted, and that trust is repaid in full.

Next Steps

Teaching and learning are strong across the school and the priority should be to sustain and deepen what is working well rather than to make significant changes. As adaptive teaching continues to develop, the school should consider how it captures and shares the most effective in-the-moment adaptations made by staff, so that these insights contribute to wider professional learning rather than remaining with individual teachers. The deployment of HSWs is a clear strength, and formalising a regular structured review of their impact, beyond observations and professional dialogue, would provide stronger evidence of outcomes for Deaf pupils over time. While the learning environment is impressive, the school should ensure that the principles underpinning its design are clearly documented and understood by all new staff, so that the thoughtful approach to sensory-aware spaces is maintained consistently as the school grows. Finally, as the use of digital technology expands with new iPad sets and computing resources, establishing a clearer framework for evaluating its impact on progress and independence, particularly for SEND pupils, would ensure that investment in technology is purposefully and evidentially connected to pupil outcomes.

Element 5 - Assessment

Assessment at Whitehall Primary School is well-conceived, purposefully structured and clearly connected to the school's broader commitment to inclusion. The approach is balanced and triangulated, drawing on formative and summative methods to build an accurate and holistic picture of where each pupil is and what they need next.

The school uses the Insight tracking system to monitor progress from individual starting points, with particular attention given to pupils with SEND and those eligible for Pupil Premium. Leaders look carefully at all groups including gender, vulnerable children and those with multiple disadvantages, and hone in on specific families to give them the right support. Students are tracked throughout the year and leadership are present in all pupil progress meetings, ensuring oversight is active rather than administrative.

This tracking is complemented by a rich diet of ongoing formative assessment, including daily retrieval practice, low-stakes pop quizzes, mini whiteboards, cold calling, think-pair-share and diagnostic questioning. The use of pre- and post-topic assessments alongside formal test papers provides a robust summative anchor. The approach to assessing pupils working significantly below age-related expectations, using the Engagement Model and pre-Key Stage Standards, reflects a principled understanding that meaningful assessment for these pupils must focus on communication, participation, cognition and independence rather than distance from national norms. This is not always well-handled in primary schools and deserves recognition.

Pupil Progress Meetings are held three times a year and bring together SLT, class teachers and support staff in a way that ensures everyone has the same access to the knowledge the teachers hold. Everyone is genuinely invested. The meetings take a holistic view, encompassing academic progress, wellbeing and safeguarding in a single forum. As one leader described it: "we talk about it to make sure we can all keep an eye out for our vulnerable students." External agencies are involved when the picture requires it.

Learning plans are shared with families and with Teaching Assistants to ensure everyone is in the loop. Parents are kept informed and actively encouraged to engage throughout the year. The co-production of learning plans with pupils and families ensures that targets are meaningful and genuinely owned. Learning intentions and success criteria are clearly communicated and well understood by pupils, with teachers modelling expectations through worked examples and revisiting objectives during lessons to support self-assessment.

Peer learning is well-embedded. Talk partners, peer conferencing and carefully planned mixed-ability groupings ensure that collaborative learning is purposeful and inclusive. The structured seating arrangements that facilitate high-quality discussion reflect the care with which the school approaches every aspect of learning. Assessment at Whitehall is coherent, inclusive and purposefully connected to provision. The inclusion of support staff in pupil progress meetings, the holistic view taken of each child and the proactive communication with families all reflect a school that understands assessment as a tool for supporting children rather than simply measuring them. It is an area of real strength.

Next Steps

Assessment practice at Whitehall is strong, and the school's own future plans are well-directed. The priority should be to sharpen the link between assessment information and the evaluation of intervention impact, moving beyond tracking attendance at interventions towards clearer evidence of the difference they make to individual pupils' progress. Pupil Progress Meetings are already a strength; building in a more consistent

structure for reviewing the impact of previously agreed actions would strengthen accountability further. Moderation of teacher assessment, particularly in relation to pre-Key Stage Standards and the Engagement Model, would benefit from greater formalisation, ensuring that all staff apply these frameworks with confidence and consistency across phases. Pupils' awareness of their own targets is developing well, and extending opportunities for older pupils in particular to engage more actively in reviewing and contributing to their learning plans would deepen ownership and metacognitive awareness. Finally, ensuring that the strong formative assessment culture visible in classrooms is consistently documented and evidenced would better demonstrate its impact to external reviewers and support the school's ongoing self-evaluation.

Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour at Whitehall Primary School is exceptional, and it is exceptional precisely because it is not managed through traditional reward and sanction systems. The school does not follow any conventional behaviour reward system. Instead, it has built a culture rooted in Unconditional Positive Regard, restorative practice and the genuine belief that children should behave because they want to do the right thing. As one member of staff reflected: "behaviour really improved when we got rid of all sanctions." The children understand this and have internalised it.

Staff described the impact in detail. They give children the tools to be able to discuss things. It has built the empathy in the school. The staff have been able to see the benefits. Restorative practice enables children to reflect, take account of their actions and repair things. "If someone is struggling, our teachers see it, take us outside for a chat and we feel better," one pupil explained. Another described a worry box in the classroom where worries can be placed. These are not isolated strategies but expressions of a whole-school culture in which children know they will always be heard.

The Establishment Week at the beginning of each year, during which time is dedicated to circle time, PSHE and getting to know one another, sets the tone. Class charters are created together at the start of the year, giving children genuine ownership of the expectations they live by. The use of first names for all staff has helped build relationships with parents and breaks down barriers. The atmosphere in the school is calm, warm and purposeful, and children move through it with confidence.

Personal development is handled with genuine ambition. Philosophy for Children, the Whitehall Collective, drama, outdoor learning and enquiry-based tasks all contribute to a community in which pupils are articulate, empathetic and genuinely care about each other. Support staff spoke with evident emotion about the children: "I am so proud of every single one of them every day," "they are so resilient," "once they have confidence the learning will follow." Pupils reflected with warmth: "they will always come and try and help you if you are struggling."

High aspirations are communicated consistently. The chair of governors observed that the school educates the children to not be frightened of difference. This is visible in how pupils talk about themselves and each other, in the topics they explore through P4C, in the performances they give and in the confidence with which they navigate the world. Children are proud of their work when they try hard. The school fosters empathy and critical thinking in equal measure. The outdoor spaces, Family Dining and the staggered playtimes all contribute to a school day that is calm, purposeful and well-structured. "Everyone who is comfortable doing it can do it, or you stay on the carpet to get extra help," as one pupil put it. Behaviour at Whitehall grows naturally from a culture of belonging. It is a far harder and more impressive thing to achieve than any reward chart.

Next Steps

Behaviour and personal development are genuine strengths at Whitehall, and the school's ambition to share its relational approach with other settings through outreach and school-to-school support is well-founded and worth pursuing purposefully. As this work develops, the school should ensure that its model is clearly documented and articulated, so that the principles underpinning its approach to behaviour can be communicated coherently to other schools. Attendance monitoring is strong, and the next step is to ensure that the impact of early intervention strategies is captured and evaluated more formally, so that the school can demonstrate with evidence what is

working best for its most vulnerable families. The recent CPD on AuDHD and neurodiversity has been well-received and should be followed up with a review of how this learning is translating into adapted provision and pupil outcomes. Finally, while pupil understanding of online safety and digital citizenship is addressed through PSHE and the computing curriculum, ensuring this is revisited and updated regularly in line with the rapidly changing digital landscape would strengthen an already solid foundation.

Element 7 - Parents, Carers and Guardians

Whitehall Primary School has developed an approach to working with families that is warm, proactive and genuinely inclusive. From the outset of a family's journey at the school, the ethos and expectations are clearly communicated, and the relationships that are built are characterised by accessibility, trust and mutual respect.

Communication with families is multi-channelled and thoughtfully managed. Newsletters, emails, text messages, Instagram, the school website and face-to-face conversations at the gate ensure that families can engage in whatever way suits them. The use of first names for all staff is a deliberate and well-considered choice that reduces perceived barriers and reinforces the relational culture the school has worked to build. Families know which member of the senior leadership team to approach, the messaging to families is now consistent and, as leaders reflected, families feel a lot more secure.

The school goes significantly beyond standard communication to build real partnerships. Parents were heard speaking with genuine emotion about what the school has done for their children. "They welcomed my child in," said one parent. "They were doing everything for her because the specialist asked them to. There is no other school like this. I am so grateful." Another parent, whose child has since found her voice and her confidence, said: "she was given a safe inclusive environment which allowed her to be herself." A third described how the school adapted and met his needs before they were even aware there were any needs there.

The school approaches families before families feel the need to approach the school. Pupil Premium families are given priority booking for events and clubs, and support extends to practical help with holidays and referrals to food banks. Working with the parents, as one staff member reflected, really nurtures the personal wellbeing of the child. Parents describe a school where children feel included, where the curriculum helps them and where their voice is genuinely heard. "They meet where the child is at," said one parent. "They celebrate the whole child." Another added that the child's voice is really heard and that children are included in a lot of the decisions that are made.

The annual exhibition raises funds for causes such as War Child and draws in local councillors and families from other schools. Workshops including Family Maths, Trauma-Informed Practice and reading sessions extend the school's relational approach into the home. The approach to uniform is described as really inclusive and parents reflect consistently that they have always had their voice heard.

Parents encountered during this assessment spoke with pride and deep emotion about how grateful they are for the experience Whitehall has given their children. "I don't think he would be as successful as he is if it wasn't for Whitehall," said one. "They nurtured my child, they gave her confidence and a voice and helped her to reach her full potential," said another. Whitehall's engagement with families is not a set of activities but a sustained and deeply meaningful commitment.

Next Steps

Family engagement at Whitehall is already strong, and future development should focus on deepening impact and broadening reach. The school's plans to strengthen attendance-focused communication and early engagement with families where concerns arise are well-directed, and formalising the support planning process in this area, with clearer documentation of agreed actions and their outcomes, would add greater rigour. While parent survey feedback is consistently positive, the school should consider how it gathers and acts upon the views of harder-to-reach families, including those who do not routinely attend events or respond to surveys, to ensure that its engagement offer is

genuinely inclusive rather than predominantly reaching those already engaged. The workshop programme is a clear strength, and mapping these sessions more systematically across the year, including evaluating their impact on home learning and parental confidence, would help the school demonstrate the difference this work makes. Finally, as the PSA continues to grow, ensuring that its membership reflects the diversity of the school community would further strengthen the sense of belonging and shared ownership that Whitehall works so hard to cultivate.

Element 8 - Links with Local, Wider and Global Community

Whitehall Primary School has built a rich and purposeful network of community links that genuinely enhances what pupils experience and who they become. The school's engagement with its local, wider and global community is woven into the curriculum and reflects a core belief that children should know about the world they live in and understand their place within it.

Locally, the school makes creative and consistent use of its surroundings. Every class goes on a trip every half term, taking in the ballet, cinema, forest, the Sea Life Centre, the Bank of England Museum, the park, ice skating and the beach. As one leader put it: "we have such a beautiful local area." Forest School, led by a trained practitioner, runs regularly. The Whitehall Collective visited a local bookshop to choose new titles, and local businesses are supported wherever possible. The Year 6 residential at The Hive, close to the school and connected to its sustainability and forest school work, provides a meaningful outdoor experience rooted in the local environment.

The school's engagement with the broader educational community is strong. Participation in the RISE programme, both as a host and a visiting school, creates a reciprocal and productive model of professional learning. Moderation with local schools, visits to other Specialist Resource Provisions and collaboration with the Waltham Forest music network all reflect a school that is genuinely outward-facing. The headteacher's involvement in the Education Strategic Board, the Alternative Provision Working Party and the SEND Reform Working Party is a significant contribution to the wider system. As she reflected: "my job is to tackle the barriers in my community."

Globally, the curriculum is anchored by the UNCRC and the UN Sustainable Development Goals. The Economist's Topical Talk brings current world events into classrooms in a structured and age-appropriate way. As one leader observed: "our entire community is about learning about what is going on around the world." Fundraising for War Child and previous support for Medecins Sans Frontieres connects pupils' learning to real causes and develops genuine empathy and social responsibility. The annual exhibition draws in families from other schools and local councillors.

Themed weeks run throughout the year and include Futures Week, the Shakespeare play, World Book Day, Snuggle Up Family Time, Sports Week, Feast Week, Deaf Awareness Week, an art symposium and a STEAM week. These are always whole-school events and the community is always invited in. Futures Week brings publishers, female footballers, nurses, doctors and professionals from a wide variety of backgrounds and ethnicities to work with children in smaller groups. The bespoke finance curriculum, teaching children about interest, compound interest and saving, is a genuinely impressive initiative. The Deaf SRP maintains strong links with other Deaf schools through visits and annual performances. "Unseen," the award-winning documentary created by the school and now available on Amazon Prime, speaks to a school unafraid of ambition. Whitehall's community links are extensive, purposeful and genuinely enriching.

Next Steps

Community links at Whitehall are a strength, and the school's future plans to expand local and global partnerships are well-directed. The priority should be to ensure that the breadth of community engagement is captured and evaluated more systematically, so that the impact on pupils' cultural capital, aspirations and curriculum understanding is clearly evidenced over time. The Futures Week careers programme is a distinctive offer, and extending career-related learning more explicitly across year groups throughout the

year, rather than concentrating it within a single week, would deepen its impact and ensure younger pupils begin developing aspirational thinking earlier. As the school develops new community partnerships, it would be worth considering how the voices of community partners are gathered and used to shape provision, moving beyond one-directional outreach towards genuine co-production. The Deaf SRP's links with other Deaf schools and provisions are excellent, and formalising these into a structured partnership, with shared projects, joint events or collaborative development work, would further strengthen the provision and raise its profile. Finally, the school's growing reputation presents an opportunity to develop a more structured outreach offer that shares Whitehall's inclusive practice with the wider community in a purposeful and sustainable way.