

LEWISHAM LOCAL AUTHORITY

S157/175 AUDIT TOOL

2025-26



**Submission deadline: 31 January
2026**

**REVISED IN LINE WITH UPDATED
KEEPING CHILDREN SAFE
IN EDUCATION 2025**

s157/175 Audit Tool for Maintained and Independent Schools and Nurseries, Academies, Short Stay Schools, Sixth Form and FE Colleges to support arrangements for safeguarding and promoting the welfare of children and young people up to the age of 18

This checklist has been produced in accordance with reference to Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2025) and with reference to the Children's Commissioner's reports into outstanding safeguarding practice in schools – You have someone to trust (Sept. 2012) and Feeling Safe, Keeping Safe (Sept. 2013).

'Keeping Children Safe in Education' is statutory guidance from the Department for Education issued under Section 175, Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

It has also been cross referenced with the Ofsted Framework for School Inspection, the School Inspection Handbook and Inspecting Safeguarding in Maintained Schools and Academies (September 2025).

Schools and colleges should be safe environments where children and young people can learn. Inspectors should consider how well leaders and managers in schools or colleges have created a culture of vigilance and where children's welfare is promoted and timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer, significant harm'.

This checklist should be used by the educational establishment's Governing Body/Management Committee/Trustees, the Headteacher/Principal and the Designated Safeguarding Lead (referred to as DSL in checklist) in order to establish whether the policies, procedures and practices within the provision safeguard children effectively.

Definition of safeguarding

1. Ofsted adopts the definition of safeguarding used in the Children Act 2004, and in the government's guidance document Working Together to Safeguard Children 2023. This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Inspectors should consider the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe'. 'Inspectors should conduct a brief

internet search as part of their pre-inspection planning to see whether there are any safeguarding issues that may need to be followed up during inspection. When evaluating the effectiveness of the school/educational provision's safeguarding procedures, leaders should also ask whether there have been any safeguarding incidents since the last inspection of the school'.

2. Safeguarding is about protecting children from deliberate harm. It relates to aspects of school life including:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security, taking into account the local context

3. Safeguarding can involve a range of potential issues such as:

- bullying, including cyber-bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

Introduction to the Tool

The Tool has been designed to compliment the Ofsted framework and support schools in identifying ways in which they can confirm that they have met the standards outlined there in. The new framework expands and deepens the inspection focus across **eight key domains**:

1. **Safeguarding**
2. **Inclusion**
3. **Curriculum and Teaching**
4. **Achievement**
5. **Attendance and Behaviour**
6. **Personal Development and Well-being**
7. **Early Years**
8. **Post-16 Provision**
9. **Leadership and Governance**

Each declaration is a statutory requirement but settings will be able to determine the extent to which they are compliant. For each question, rate your school's current position using the following descriptors:

- **Urgent Improvement**
- **Needs Attention**
- **Expected Standard**
- **Strong Standard**
- **Exceptional**

Provide evidence for each answer (e.g., policies, logs, minutes, pupil voice, data).

To support settings further with an understanding of where they may be able to demonstrate how they have fulfilled the criteria, each question is linked to a range of DfE and other legislative guidance. We have created a breakdown of each of these documents, outlining which aspects are statutory and which are advisory. We have also included a non-exhaustive list of potential sources whereby compliance can be evidenced.

The tool allows for partners to upload supporting evidence for any declarations made, e.g. policies or other relevant documents, but this is NOT a requirement. However colleagues must be sure that they can evidence any declarations that they make.

The expectation is that schools are compliant with statutory elements as a minimum and support will be made available where gaps in statutory requirements are apparent.

Ofsted Inspectors have shared that it is useful to have any evidence centralised, potentially in a folder but this is NOT a requirement and depending on the inspector that arrives, they may or may not even spend much time looking at it. However, should you choose to do so, dividing this evidence against the four categories and numbered questions of our self-assessment tool would prove a useful way of organising this information, for yourselves and your governors to be fully clear on what is in place and what it still outstanding, whether or not Ofsted look at it.

The most important thing to bear in mind when carrying out this self-assessment is to spend enough time really interrogating each question. There are only 9 questions, but they each cover a wide range of areas and so it will take time to adequately assure yourselves that what you currently have in place is enough to meet the criteria and how well it does. Updates may be necessary but this can form part of an Action Plan which will automatically be generated by the online tool.

1	Safeguarding	<ol style="list-style-type: none"> 1. Does the school establish an open and positive safeguarding culture? 2. Are safeguarding policies and procedures understood and applied effectively? 3. Is there effective multi-agency working to protect pupils at risk? 4. Are staff trained and empowered to take action when there are concerns? 5. Is there a clear system for managing child-on-child violence and online safety?
2	Inclusion	<ol style="list-style-type: none"> 1. Are pupils' needs identified quickly and accurately? 2. Is there a graduated approach to reducing barriers to learning? 3. Is the pupil premium strategy evidence-based and monitored? 4. Are pupils with SEND supported effectively and included in decision-making? 5. Are pupils known to social care receiving appropriate multi-agency support?
3	Curriculum and Teaching	<ol style="list-style-type: none"> 1. Is the curriculum ambitious and well-sequenced for all pupils? 2. Do teachers have expert subject knowledge and adapt teaching appropriately? 3. Is assessment used effectively to inform teaching and close gaps? 4. Are foundational skills in reading, writing and maths prioritised? 5. Are adaptations for disadvantaged pupils and those with SEND effective?
4	Achievement	<ol style="list-style-type: none"> 1. Do pupils make progress from their starting points across the curriculum? 2. Are gaps in foundational knowledge identified and addressed? 3. Do pupils achieve well in national tests and examinations? 4. Are pupils prepared for the next stage of education or employment? 5. Is there a strong culture of reading and high-quality work production?
5	Attendance and Behaviour	<ol style="list-style-type: none"> 1. Is attendance monitored and improving for all pupil groups? 2. Are behaviour policies applied consistently and fairly? 3. Do pupils feel safe and confident reporting bullying or discrimination? 4. Are staff trained to manage behaviour and emotional regulation? 5. Are interventions timely and effective for pupils with barriers to attendance?

6	Personal Development and Well-being	<ol style="list-style-type: none"> 1. Does the curriculum support pupils' SMSC development and character? 2. Are pupils taught about healthy relationships and mental health? 3. Do pupils understand risks and know how to stay safe online and offline? 4. Are pupils prepared for life in modern Britain and future careers? 5. Is pastoral support targeted and effective for pupils who need it?
7	Early Years (if applicable)	<ol style="list-style-type: none"> 1. Is the EYFS curriculum ambitious and well-sequenced? 2. Do staff engage children in high-quality interactions and language development? 3. Are children supported to develop foundational skills in literacy and maths? 4. Is the provision inclusive and responsive to children's needs? 5. Are children well prepared for transition to Year 1?
8	Post-16 Provision (if applicable)	<ol style="list-style-type: none"> 1. Are study programmes tailored to students' needs and aspirations? 2. Do students achieve relevant qualifications and progress to appropriate destinations? 3. Is careers education impartial and aligned with Gatsby Benchmarks? 4. Are non-qualification activities enriching and inclusive? 5. Are barriers for disadvantaged students and those with SEND addressed effectively?
9	Leadership and Governance	<ol style="list-style-type: none"> 1. Do leaders have a clear strategic vision and improvement plan? 2. Is professional development evidence-informed and collaborative? 3. Are staff well-being and workload managed effectively? 4. Do governors challenge and support leaders appropriately? 5. Is there constructive engagement with parents and the wider community?

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Question No.	Questions to consider	Linked Guidance	Potential evidence	Urgent Improvement/ Needs Attention/ Expected Standard/ Strong Standard/ Exceptional
Safeguarding	<ol style="list-style-type: none"> 1. Does the school establish an open and positive safeguarding culture? 2. Are safeguarding policies and procedures understood and applied effectively? 3. Is there effective multi-agency working to protect pupils at risk? 4. Are staff trained and empowered to take action when there are concerns? 5. Is there a clear system for managing child-on-child violence and online safety? 	<p>KCSIE 2025; Working Together 2023; Ofsted Inspection Handbook 2025</p> <p>KCSIE 2025; Safer Working Practice Guidance 2022</p> <p>Working Together 2023; London Child Protection Procedures</p> <p>KCSIE 2025; Ofsted Inspecting Safeguarding 2023</p> <p>DfE Sexual Violence & Harassment Guidance 2021; Teaching Online Safety 2019; Prevent Duty</p>	<p>Safeguarding policy; staff/pupil surveys; governor minutes; safeguarding assemblies/workshops</p> <p>Induction packs; staff training logs; safeguarding audits; case file tracking</p> <p>CPOMS/MyConcern logs; Early Help/TAF records; CP conference/core group minutes</p> <p>Training matrix; quiz/spot-check results; safeguarding briefings; DSL newsletters</p> <p>Child on child abuse policy; bullying logs; pupil voice surveys; online safety curriculum map</p>	Met

Write responses here:

- Policies are kept up-to-date and are shared on the school server and placed around the school, including posters highlighting names of DSL and DDSLs
- Lewisham Safeguarding Self-Assessment audit completed annually
- Safeguarding Audit carried out by Lucia Bernardi (Lewisham's Safeguarding in Education Officer) in 2024, school fully compliant
- Induction including Safeguarding CPD provided for all new staff
- Visitors are provided with a leaflet on safeguarding and school procedures
- Annual Safeguarding updates and CPD for all staff at beginning of academic year, including updates to KCSIE, highlighting the concerns and importance for the pupils at Watergate
- Wellbeing is a focus for pupil premium
- Safeguarding CPD for staff specific to the needs and life experiences of our pupils and their families – September 2025
- At least half termly meetings to discuss safeguarding concerns, which are RAG rated and updated with next steps
- DSL and DDSL's attend all safeguarding meetings, including CP, CHiN, TAFs, TACs an professionals meetings - findings and reports are added to CPOMs
- Ongoing and effective communication between school , social care, attendance and welfare, health, therapists, Educational Psychologist, CAMHS, short breaks, FSW
- DSL and DDSL's have positive and open and honest communication with Social Workers and multi-disciplinary teams to ensure best outcomes
- Annual training on how to use CPOMs and individual training on the use of CPOMs for new staff – whole -school focus 24/25 on identifying, reporting and recording concerns/incidents has seen a marked improvement on quality and consistency of reporting and recording using CPOMs and Arbor
- Watergate has an open-door policy and culture where staff feel safe and confident to share any concerns and/or potential issues
- DSL or DDSL attends Lewisham's DSL meetings and safeguarding network meetings
- Individual safeguarding concerns are discussed at SLT to ensure consistency of approach and support
- HT attends LSCP Education Safeguarding Network Meetings
- Twilight sessions incorporate safeguarding reminders, case studies, check understanding, writing observations and effective safeguarding practice
- Posters displayed around the school in respect to INSET training – establishing the importance of pupil voice, which focuses on how to proactively teach and support our pupils to develop the understanding and learn the skills they need to safeguard themselves and reduce the risks of harm and abuse to themselves
- INSET include reminders of safeguarding protocols and effective reporting
- Targeted coffee mornings and workshops for more vulnerable families

- FSW undertakes welfare calls and home visits.
- FSW accesses a variety of support services to provide support for families, including signposting to short breaks, Athena, housing, transport etc.
- and receives donations to provide food parcels, clothing, food vouchers etc
- Advice regularly sort for the dedicated external H&S officer ensures ongoing safety of the building, addresses any arising issues and carryout required risk assessments
- The HT, Business Manager, Governor and the school's H&S adviser undertake H&S walks and discuss works necessary to ensure that both building are safe and fit for purpose.
- Augmentative and Alternative communication methods are used to gain the voice of all pupils and voice opinions in school council
- The welcoming and calm environment, low arousal approach to behaviour demonstrates that pupils feel safe, happy and relaxed in school

Question No.	Questions to consider	Linked Guidance	Potential evidence	Urgent Improvement/ Needs Attention/ Expected Standard/ Strong Standard/ Exceptional
Inclusion	<ol style="list-style-type: none"> 1. Are pupils' needs identified quickly and accurately? 2. Is there a graduated approach to reducing barriers to learning? 3. Is the pupil premium strategy evidence-based and monitored? 4. Are pupils with SEND supported effectively and included in decision-making? 5. Are pupils known to social care receiving appropriate multi-agency support? 	<p>SEND Code of Practice 2015; Equality Act 2010; KCSIE 2025</p> <p>SEND Code of Practice 2015; Ofsted EIF 2025</p> <p>DfE Pupil Premium Strategy Guidance 2024</p> <p>SEND Code of Practice; UNCRC Article 12</p> <p>Working Together 2023; KCSIE 2025</p>	<p>SENCO referrals; baseline assessments; screening data; graduated response logs</p> <p>Intervention timetables; ILPs/EHCP plans; progress tracking; parental engagement records</p> <p>Impact reports; attainment gap data</p> <p>Pupil voice; annual review minutes; personalised learning conversations</p> <p>Multi-agency records; chronologies; case summaries; safeguarding/attendance logs</p>	Exceptional

Write responses here

- HT is a representative on the Lewisham SEND Strategic Board
- Pupils needs are identified accurately and quickly during the Consultation and transition stages of admission
- Physical develop lead works close with outside sporting organisations to assist them in ways of providing safe and appropriate access for our children to activities such as wheelchair tennis, basketball, track running, taekwondo and has also been part of setting up community holiday activities that include pupils with SEND to take part alongside their mainstream peers.
- Middle Leaders provide opportunities throughout the school year for different class groups and cohorts of children to work and play together in meaningfully inclusive ways within and beyond the school, e.g.; mixed ability taekwondo sessions, visiting Therapy Dog and Forest School workshops
- SLT and FSW work closely with families and other professionals to support the needs of families and help them with issues around housing, short breaks, funding for clothing/resources, DLA entitlement etc
- Proactive approach to support early diagnosis and support through joint working with therapists and multi-disciplinary teams
- Robust reporting on CPOMs/Arbor to identify concerns/barriers to inclusion, i.e. behaviour
- Admin staff, including FSW, report all attendance and welfare issues immediately and follow-up with parents and SLT and actively look at ways in supporting families
- Pre admission home visits are undertaken by class teacher and FSW for all new starters, building strong relationships from the start, obtain an understanding of the child and family's situations and best ways to support them
- Joint working with Attendance & Welfare, Social Services, Multi-disciplinary teams to support persistent absence and return of pupils to school
- Working closely with colleagues in health, SEND and Social Care to provide assessments, support, signposting and, where appropriate, assessment placements for children New to the UK with complex needs
- Our pupil premium strategy is evidence-based and monitored frequently. It recognises that all of the pupils are considered disadvantaged by nature of their needs, ensuring funding not only support the most disadvantage, but has a positive impact of the progress and wellbeing for all pupils
- We've effectively reduced attainment gaps and increased participation in after-school clubs for pupils who qualify for the pupil premium
- Active school council to ensure that pupils have a voice in their learning, environment, resources etc.
- Community days/activities form part of the school calendar to promote inclusion for pupils, families, staff, governors and the wider community. I.e. Community lunch, Spring Festival, protest marches
- The school is supported by a multi-disciplinary team including speech and language therapists, occupational therapists, physiotherapists and specialist teachers for visual and hearing impairment. The multi-disciplinary teams work closely with class teams and pupils, to comprehensively meet all of their needs. The school employs a music therapist who works with a number of pupils on both sites
- DSL/DDSL's meet with multi-disciplinary colleagues to ensure a holistic understanding, effective information sharing, joint working and early intervention to improve outcomes
- There is a dedicated AHT that provides positive behaviour support for both staff and families and is also responsible for linking with multi-disciplinary colleagues to provide holistic and bespoke support for individual pupils
- Proactive approach to support early diagnosis and support through joint working with therapists and multi-disciplinary teams
- Records on CPOMs from CP, CHiN and other meetings



- Feedback from Social Workers
- SLT's attendance in Lewisham's Tri-borough training on equality and diversity
- Designated Senior Mental Health training completed by HT and approach cascaded down throughout the school

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Curriculum and Teaching	<ol style="list-style-type: none"> 1. Is the curriculum ambitious and well-sequenced for all pupils? 2. Do teachers have expert subject knowledge and adapt teaching appropriately? 3. Is assessment used effectively to inform teaching and close gaps? 4. Are foundational skills in reading, writing and maths prioritised? 5. Are adaptations for disadvantaged pupils and those with SEND effective? 	<p>Ofsted EIF 2025; Education Inspection Framework</p> <p>Teacher Standards 2011; SEND Code of Practice</p> <p>Ofsted EIF 2025; DfE Assessment Guidance</p> <p>Reading Framework 2023; KS1/KS2 National Curriculum</p> <p>Equality Act 2010; SEND Code of Practice</p>	<p>Curriculum map; subject schemes; knowledge Organisers</p> <p>CPD logs; lesson observations; QA reports; adaptation records</p> <p>Assessment policies; pupil progress data; gap analysis</p> <p>Reading/maths schemes; phonics tracking; interventions</p> <p>Lesson plans; differentiated resources; case studies</p>	Strong Standard

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Write responses here:

- Our holistic curriculum has been in situ for over 5 years and was endorsed during the March 2022 Ofsted inspection.
- Our curriculum is bespoke and adaptable to meet the needs of all pupils and facilitates exceptional progress for all pupils from their starting points, academically, physically, socially and emotional
- Implementation of the curriculum is monitored and moderated throughout the year
- Communication & Interaction and Thinking & Problem Solving areas of the curriculum is being refined to ensure appropriateness; with a focus on pupils who have been identified as having made progress which means they are now working beyond our curriculum
- Curriculum areas are reviewed by SLT, MLs and teaching staff and is Priority 1 of the 2025-26 SDP to ensure that it is consistently high standard, meets the needs of all pupils and is aspirational
- Watergate is a centre of excellence for MOVE and individual programmes are part of the curriculum and take place throughout the school day
- Reports from school improvement – Cerys Normanton
- Lesson observations have had a focus on 'Curriculum in Action' and have been peer led to provide opportunities for staff to observe one another
- Middle leaders have a responsibility for areas of the curriculum, present their areas at staff & governor meetings and Inset days, regularly meet with SLT regularly to feedback on implementation, adaptations and identified improvements. Wellbeing is an area of the curriculum and leaders and staff recognise the importance of pupil's wellbeing as being a key factor in progress and leading happy and healthy lives
- Lesson observations and learning walks are robustly carried out by SLT, MLs and teaching staff. Feedback is a two way positive dialog, that is supportive, identifying strengths and areas for development. Support staff receive feedback from lesson observations
- Training needs for teachers and teaching staff are implemented and reviewed to ensure highly effective teaching
- Planning is moderated by SLT and feedback given
- Improvements in learning intentions, pilot for tagging curriculum areas on EFL in 2024-25 are now starting to be rolled out to staff
- Training needs for teachers and teaching staff are implemented and reviewed to ensure highly effective teaching.
- Any teachers not meeting the required teaching standards are supported and provided with support and training to fill any gaps and regularly meet with their links SLT for support and guidance
- A lead practitioner role for ASD has been created, to work across the school to ensure consistency in delivery and support for all pupils, support new and ECT teachers in implementing effective and high quality teaching
- Communication is embedded throughout the day, our total communication approach recognises and values all forms of communication. Staff work closely with speech and language therapists to find the best mix of methods to create an inclusive environment where all communication attempts are accepted to support connection and participation
- Staff work with SaLT to provide appropriate technology to support communication
- Our low arousal approach to behaviour has led to greater communication, particularly verbally in a high number of pupils
- A bank of Holistic Topic Planners are now in place for each of the Topics within our 3 Year Cycle. These can now be evaluated and refined on a rolling termly basis, to ensure compliance with recently updated Rights Respecting School aims and the 25/26 INSET focus on proactive safeguarding



Question No.	Questions to consider	Linked Guidance	Potential evidence	Urgent Improvement/ Needs Attention/ Expected Standard/ Strong Standard/ Exceptional
Achievement	<ol style="list-style-type: none"> 1. Do pupils make progress from their starting points across the curriculum? 2. Are gaps in foundational knowledge identified and addressed? 3. Do pupils achieve well in national tests and examinations? 4. Are pupils prepared for the next stage of education or employment? 5. Is there a strong culture of reading and high-quality work production? 	<p>Ofsted EIF 2025; Confiscation</p> <p>DfE Catch-up/Recovery Premium Guidance</p> <p>DfE Performance Tables; Ofsted Handbook</p> <p>Careers Statutory Guidance 2023; Gatsby Benchmarks</p> <p>Ofsted EIF 2025; Reading Framework 2023</p>	<p>Baseline data; end-of-year tracking; pupil case studies</p> <p>Intervention records; catch-up funding use; targeted support logs</p> <p>SATs/GCSE/A-Level results; analysis reports</p> <p>Destination data; transition plans; NEET tracking</p> <p>Reading logs; library use data; pupil work scrutiny</p>	Strong Standard

Write responses here:

- Many of our pupils have not experienced positive encounters in education or have not been in an educational setting, our primary and in year support with transition allows pupils to quickly feel safe, secure and have their voices heard in an inclusive, low arousal environment
- Our curriculum's learning intentions provide a readiness for learning
- The work invested in ensuring teachers write high quality IEPs has resulted in a successful achievement of 100% in high majority of pupils
- Data demonstrates a year on year increase in the percentage of pupils achieving the outcomes in their IEPs since the implementation of our assessment system in 2021
- Watergate's holistic curriculum provides opportunities for children to make progress in all areas of their development and learning. A basket of assessment tools allows for progress and achievement beyond the academic to be recognised, monitored and celebrated.
- The Evidence for Learning platform can be accessed by parents/carers in order for progress inside and outside of school to be shared and celebrated. Pupils are able to access this platform at home in order to share their achievements through photos, videos and comments with their families and friends
- PEP meetings with the Virtual School for children in Local Authority Care document the progress and achievement made
- The small cohort of pupils who have made exceptional progress from their admission points, has resulted in them working at levels exceeding the learning intentions within our existing curriculum; this has been identified by leadership and action plans put in place by curriculum leads to ensure that this small number of pupils have their educational needs met and achievements recorded
- The school creates an effective environment that promotes reading in the classrooms, library area and around the school
- A wide range of Augmentative and Alternative communication methods are used to promote reading, i.e. objects of reference, symbols, picture, choice boards
- Pupils play an active role in sensory stories
- Any pupils not meeting their IEPs are discussed by SLT, curriculum leads and class teachers to review and refine IEPs and/or explore other reasons for reduced achievement
- Teachers and leaders work closely and collaboratively with the multi-disciplinary team to develop learning outcomes for all pupils
- Our curriculum ensures that pupils are well prepared for the transition into their secondary provision and later life.
- We work collaboratively with feeder schools, particularly Greenvale where the majority our pupils move on to share individual strengths, needs
- AHT's support parents in the secondary school transition in October.
- At the start of the summer term, staff members from Greenvale spend time in classes on a weekly basis to get to know the pupils
- Transition meetings are held at Watergate for parents to attend and pupils have visits Greenvale
- Assessment data is shared with staff and governors
- Achievements are celebrated in a variety of ways, i.e.; Star of the Week, Star of the Term, and weekly WOW moments during staff briefings
- Our outreach support has had positive outcomes for pupils with SLD who attend mainstream schools
- Case sampling demonstrates the rates of progress and achievement made by individual pupils

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Attendance and Behaviour	<ol style="list-style-type: none"> 1. Is attendance monitored and improving for all pupil groups? 2. Are behaviour policies applied consistently and fairly? 3. Do pupils feel safe and confident reporting bullying or discrimination? 4. Are staff trained to manage behaviour and emotional regulation? 5. Are interventions timely and effective for pupils with barriers to attendance? 	<p>DfE School Attendance Guidance 2022; KCSIE 2025</p> <p>Behaviour in Schools Guidance 2022</p> <p>Preventing & Tackling Bullying 2017; Equality Act 2010</p> <p>Mental Health & Behaviour in Schools 2018; DfE Behaviour Hubs</p> <p>DfE School Attendance 2022</p>	<p>Attendance policy; LA returns; vulnerable pupil case studies</p> <p>Behaviour policy; staff/pupil surveys; governor monitoring reports</p> <p>Bullying logs; anonymous pupil surveys; pupil focus groups</p> <p>CPD records; behaviour de-escalation training; trauma-informed practice logs</p> <p>Case studies; EWO referrals; Early Help records</p>	Exceptional

Write responses here:

- Priority Area 3 focuses on high levels of attendance, behaviour and wellbeing: Providing the best possible provision and outcomes for our pupils, placing their emotional wellbeing at the heart of everything that we do.
- Attendance is consistently above the national average for SEN primary schools. The DHT for attendance regularly reviews and discusses any long term absence and works closely with families and professionals to get pupils back into school.
- Pupil's behaviour at Watergate is well supported through its low arousal approach, staff and parent/carer training and relational support plans, all of which have a positive impact.
- Leaders and staff have established a culture that positively supports learning for all pupils: 82.1% of staff strongly agree or agree that 'Staff consistently support pupil behaviour well at Watergate in line with the behaviour policy, staff survey December 2025
- Leaders respond and support staff in managing behaviour: 73.7% strongly agree or agree, staff survey December 2025
- The school has a culture that encourages calm, emotional regulation and engagement and is aspirational for all pupils: staff survey December 2025
- Engagement in learning is exemplary as a result of the school's low arousal approach to positively supporting behaviour: 82% strongly agree or agree
- Leaders and class team work collaboratively to develop Relational Support Plans, which focus on the positives and strategies to support individuals to manage their self-regulation
- In-house trainers provide training to all staff on how to implement the low arousal approach and to adopt a 'hands off' approach
- Leaders work collaboratively with all staff on the implementation of the school's behaviour principles and revisit through training and staff meetings. All staff sign to agree to abide by the School's Behaviour Principles and Guidelines, on an annual basis
- The school is part of the Restraint Reduction Network and does not implement restraint methods.
- Any restraints are recorded in the Bound and Numbered book – none recorded for 2024-25 or for the first term in 2025-26
- At the last Challenge Partner's review 2025, visiting colleagues remarked on how well staff recognised and supported pupils who were dysregulated and how effective this was and that the school is very calm and orderly
- Training on low arousal approach has been rolled out as part of the school's outreach offer
- Staff recognise that all pupils' behaviour is communication, understanding that any distress or inappropriate action is a pupils' way of telling them something. Staff do not use sanctions but skillfully build trusting relationships with pupils, altering their responses accordingly. In one class, a very few pupils who were distressed or dysregulated were given space, time and/or the opportunity to walk. This is highly effective and the school is very calm and orderly. Challenge Partners May 2025
- Visitors to the school, including parent tours, remark of the calm and welcoming environment as they walk around the school
- Class teams record any behavior concerns on Arbor, which are reviewed and actioned by link SLT members or HT if appropriate
- SLT work in close collaboration with colleagues from health, SEND and Social Care to quickly identify any potential barriers to attendance, and liaise to provide a multi-agency approach to addressing these barriers

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- The HT and DHT work closely with AWO, families and other professionals to support any long term pupil absence, resulting in successful returns to school
- The school office call families when a pupil is absent, record responses and highlight this to SLT and FSW
- SLT and FSW liaise with Lewisham school transport to address any issues as they arrive
- FSW supports transport requests for new pupils and for pupils that have moved
- Professionals and TAF meetings are held to support families with children with attendance issues
- FSW works closely with families and helps to address any financial issues that prevent attendance
- Average attendance figures are shown on Arbor and a reviewed by HT/DHT

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Question No.	Questions to consider	Linked Guidance	Potential evidence	Urgent Improvement/ Needs Attention/ Expected Standard/ Strong Standard/ Exceptional
Personal Development and Well-being	<ol style="list-style-type: none"> 1. Does the curriculum support pupils' SMSC development and character? 2. Are pupils taught about healthy relationships and mental health? 3. Do pupils understand risks and know how to stay safe online and offline? 4. Are pupils prepared for life in modern Britain and future careers? 5. Is pastoral support targeted and effective for pupils who need it? 	<p>Ofsted EIF 2025; DfE SMSC Guidance</p> <p>RSE Statutory Guidance 2019; Mental Health in Schools 2018</p> <p>Teaching Online Safety 2019; Prevent Duty</p> <p>Prevent Duty; Equality Act 2010</p> <p>Working Together 2023; KCSIE 2025</p>	<p>PSHE curriculum map; enrichment programme; pupil voice</p> <p>RSE curriculum; pastoral timetables; counselling service logs</p> <p>Online safety lessons; safeguarding assemblies; trip risk assessments</p> <p>British values curriculum; citizenship schemes; mock elections</p> <p>Case summaries; pastoral team records; CAMHS referrals</p>	Exceptional

Write responses here:

- Our holistic curriculum allows for pupils to develop and make meaningful progress in all areas, to provide them with the knowledge and skills needed for everyday life, active participation and inclusion within the community for later life
- Staff understand and support our pupils different learning, physical, emotional and social difficulties to ensure that their needs are met, they feel safe and secure and take risks in the next steps of the learning and development
- We acknowledge the often immense effort required by pupils to organize themselves and engage purposefully in learning opportunities. Pupils demonstrate exceptional resilience and determination to achieve and remove any barriers which may inhibit their progress, i.e.; self-regulation, physical/sensory impairments, medical needs, etc.
- Class teams and staff across the school form positive and trusting relationships with all pupils
- Pupils have Relational Support Plans to support them, written by teachers and class teams in conjunction with the AHT for Behaviour and members of SLT
- Pupils feel safe and supported and as a consequence engage well in learning activities and make good progress
- Lunch clubs, additional play equipment and educational visits continue to have a positive impact on pupils' wellbeing and social interaction opportunities
- Our approach to supporting behaviour and wellbeing has had a significant improvement in pupil interaction and greater communication
- Whole school celebrations and parades have a positive impact on pupils, bringing pupils, staff and families together to celebrate achievements, cultures and have their voices heard
- Weekly assemblies provide the opportunity for pupil achievements and successes to be celebrated amongst their peers
- Annual events such as MOVE Awards, Graduation Ceremony and Community events celebrate personal development and enhance pupil, family and community wellbeing
- Improvements in outdoor learning has had a positive impact on the wellbeing and confidence of pupils, who are keen to join in outside learning, particularly forest school activities
- New and exciting trips are consistently sought to enhance learning opportunities and enable pupils to feel part of the local and wider community
- Pupils make very good progress against their targets because the curriculum is exceedingly well adapted, pupils are supported very well and aspirations are high. This progress is evident in learning journals, case studies, pupil data, IEPs and curriculum reviews. Reception pupils in one class had found it difficult to sustain focus and be with others when they started at the school. Now these children engage socially and cognitively and worked creatively with playdough together for a substantial period of time. Challenge Partners May 2025
- Class teams work closely with SLT and FSW any additional pastoral support needed and provide age appropriate and highly effective solutions and strategies
- All pupils have personal development targets reflected in their learning intentions and IEPs
- September 2025 whole school INSET included discussions related to the dangers of taught compliance for our pupils and the importance of pupils developing self-advocacy and having their voices heard
- Research on the importance of pupil voice and how this can be achieved for all pupils was undertaken by our Physical Development Lead as part of their Masters Research (completed 2025), is being driven forward by SLT (through Annual review contributions), School Council (whole school decision making) and by curriculum leads through their action plans (i.e.; My Physical Wellbeing, My Mental Health & Wellbeing).

- Senior Leaders and teaching staff tailor learning opportunities for groups of and individual children in order to develop skills and understanding related to healthy, positive, safe relationships. Where appropriate and in collaboration with families, highly individualised learning opportunities related to personal development and sex education are developed and implemented.

<p>Early Years (if applicable)</p>	<ol style="list-style-type: none"> 1. Is the EYFS curriculum ambitious and well-sequenced? 2. Do staff engage children in high-quality interactions and language development? 3. Are children supported to develop foundational skills in literacy and maths? 4. Is the provision inclusive and responsive to children's needs? 5. Are children well prepared for transition to Year 1? 	<p>EYFS Statutory Framework 2024</p> <p>Birth to 5 Matters; Development Matters 2021</p> <p>EYFS Statutory Framework 2024</p> <p>SEND Code of Practice 2015</p> <p>EYFS Statutory Framework 2024</p>	<p>EYFS curriculum plan; moderation records</p> <p>Observations; staff CPD logs; communication & language plans</p> <p>Phonics assessments; number recognition tracking</p> <p>SENCO plans; reasonable adjustments logs; parental feedback</p> <p>Transition records; parent meetings; handover notes</p>	<p>Strong Standard</p>
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Write responses here:

- Pre admissions work includes members of the MDT to ensure early identification of pupil needs.
- Transition work includes home visits and online meetings with parents to more easily identify and address any potential barriers to engagement.
- The Family Support Worker follows up with engagement and transition work during the summer holiday period to ensure that parents and children are well supported.
- The holistic curriculum ensures that children have access to learning opportunities across all 7 areas of learning and development and that these are interconnected and underpinned by a foundation of communication.
- The holistic curriculum is underpinned by communication opportunities that focus on developing relationships, vocabulary for understanding, expression and interaction.
- Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day through the use of intensive interaction, play, including during less formal times and during care routines.
- Staff proactively seek out children who engage less readily with staff or other children or activities on offer.
- Leaders ensure that the holistic curriculum offer encompasses all 7 areas of learning and development.
- Children's well-being and regulation is supported by all staff with a focus on developing relationships and providing a secure base. This ensures that children are able to develop independence and confidently access all learning opportunities.
- Leaders ensure that staff have a secure understanding of child development and that this is taken into consideration when planning communication and learning opportunities for each child.

Question No.	Questions to consider	Linked Guidance	Potential evidence	Urgent Improvement/Needs Attention/ Expected Standard/Strong Standard/ Exceptional
<p>Post-16 Provision (if applicable)</p>	<ol style="list-style-type: none"> 1. Are study programmes tailored to students' needs and aspirations? 2. Do students achieve relevant qualifications and progress to appropriate destinations? 3. Is careers education impartial and aligned with Gatsby Benchmarks? 4. Are non-qualification activities enriching and inclusive? 5. Are barriers for disadvantaged students and those with SEND addressed effectively? 	<p>DfE 16-19 Study Programme Guidance 2023</p> <p>DfE Destination Measures 2023</p> <p>Gatsby Benchmarks; Careers Statutory Guidance 2023</p> <p>Ofsted EIF 2025</p> <p>SEND Code of Practice; Equality Act 2010</p>	<p>Curriculum offer; timetables; student feedback</p> <p>Results analysis; destination data</p> <p>Careers programme map; Compass+ reports</p> <p>Enrichment programme; volunteering logs</p> <p>Case studies; support plans; bursary allocations</p>	<p>Not applicable</p>

Write responses here:

Not Applicable

Question No.	Questions to consider	Linked Guidance	Potential evidence	Urgent Improvement/Needs Attention/ Expected Standard/Strong Standard/ Exceptional
Leadership and Governance	<ol style="list-style-type: none"> 1. Do leaders have a clear strategic vision and improvement plan? 2. Is professional development evidence-informed and collaborative? 3. Are staff well-being and workload managed effectively? 4. Do governors challenge and support leaders appropriately? 5. Is there constructive engagement with parents and the wider community? 	<p>Ofsted EIF 2025</p> <p>Teacher Development DfE Standards 2016</p> <p>Education Staff Well-being Charter 2021</p> <p>Governance Handbook 2023; KCSIE 2025</p> <p>Ofsted EIF 2025; Working Together 2023</p>	<p>School improvement plan; safeguarding action plan; SEF</p> <p>CPD logs; appraisal records; evaluation of CPD impact</p> <p>Staff surveys; well-being initiatives; workload review minutes</p> <p>Governing body minutes; link governor reports; safeguarding governor visits</p> <p>Parent survey results; newsletters; community partnership logs</p>	Strong Standard

Write responses here:

- Priority Area 3 Together we will embed the 'Distributed Leadership Model' across the school through coaching with a particular focus on growing and developing staff to provide greater adaptability, innovation and empowerment.
- Watergate utilises the expertise of senior & middle leaders, teachers and therapists to provide bespoke and high quality training that is relevant for the pupils. Apprenticeships for PGCE and HLTA courses have been tried and tested. A wellbeing coach was appointed to work with SLT during 2024-25.
- Our SDP is written by HT, SLT and MLs with input from feedback from staff across the school
- Leaders have a broad range of skills and roles and responsibilities are allocated to individual strengths and regularly reviewed
- All Middle Leaders have action plans in place, created in collaboration with their linked member of SLT (who will have expertise/experience within that area specifically). Action Plans are shared with Middle Leadership Team, SLT and Governing Body across the year
- Teacher CPD aligned with SDP priorities are identified in appraisal and probation documents
- Link SLT members meet with their allocated class teacher regularly and notes from these meetings are shared with the rest of SLT
- SLT regularly liaise with staff and governors to share school development and matters to ensure that everyone is aware of change processes
- AHT for assessment is robust in the monitoring and moderation and has high aspirations for both pupils and teaching staff
- Leaders are forward thinking and consistently look to improve teaching, practices and share good practice with other local schools and provisions
- Our governing body has an excellent balance of skills and work closely with the school to ensure that the school maintains its high quality provision and looks for innovative ways forward
- SLT have positive links with all teachers and class teams, with an open door policy to ensure positive outcomes for both pupils and staff
- Where it has been identified by SLT that a teacher may be at risk of not meeting the teacher standards, a robust and supportive plan of support is put in place to help them develop the skills in identified areas
- SLT undertake research to ensure that practices are theoretical based and appropriate for the cohorts of pupils
- The Challenge Partner review found that the school was leading in all areas. The visiting schools reported: Leaders have a strong, aspirational vision and exceedingly robust 'can do' attitudes, providing a highly effective foundation for pupils' independence, confidence, communication and life-long learning. The work they have done to adapt their temporary accommodation at Ladywell is testament to this.
- Leaders have high expectations for all members of the school community and hold staff to account for pupil progress and behaviour through robust line management and performance development structures.
- Leaders conduct learning walks and other quality assurance strategies to monitor school effectiveness.
- Trainee teachers have a tutor and mentor to enhance the programme offered by their external provider.
- Leaders provide opportunities for staff progression within the school.
- Feedback from the recent staff surveys highlight the approachability of senior leaders
- Staff feel valued, and have opportunities to share their perspectives through meetings, participation in working groups and surveys. Feedback and updates on actions taken by SLT are regularly shared with all staff.
- Staff retention data and staff surveys show low turnover, suggesting a good working environment and manageable workload. This is also backed up by the number of long term agency staff who then take a permanent position at our school

