

# Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



## Self-Evaluation and School Improvement Plan 2019/20

SCHOOL CONTEXT	
Head Teacher	Chair of Governors
Paul Murphy	Anne Baxendale
	Last OFSTED Inspection May 2017
<b>OUR VISION</b>	<p><b>We will make a fairer society.</b></p> <ul style="list-style-type: none"> <li>• A society where everyone can reach the top of the mountain, because all of us understand that achieving ambitions includes learning from mistakes.</li> <li>• A society where everyone has the skills and knowledge to open any door, because all of us break down barriers to opportunity.</li> <li>• A society where everyone improves the world we share, because all of us seek creative solutions to the issues we face together.</li> </ul> <p><b>To do this, we will make the best school.</b></p> <ul style="list-style-type: none"> <li>• A school where every child embraces learning as a demanding lifelong journey, because all of us show them how to love challenge and growth.</li> <li>• A school where every child feels proud of who they are and their own uniqueness, because all of us celebrate difference.</li> <li>• A school where every child leaves the gate with fond memories, a creative outlook and a sense of excitement for the road ahead, because all of us have put them at the centre of everything we do.</li> </ul>
<b>OUR THREE YEAR GOALS</b>	<p><b>By the end of the 2021/22 academic year, Lancasterian Primary School will:</b></p> <ul style="list-style-type: none"> <li>• have end of key stage results which are consistently at or above national average;</li> <li>• self-evaluate as outstanding in all areas; and</li> <li>• give all children and staff equal opportunity to acquire the knowledge, skills, attitudes and values they need to thrive on a personal and societal level.</li> </ul>

OUR VALUES AND STRATEGIES	VALUE	PAIRED STRATEGY (WITH ACTION PLAN ABBREVIATION)
	Inclusion	Inclusive Practice (IP)
	Lifelong Learning	Quality First Teaching (QFT)
	Growth Mindset	Child-Centred Learning (CCL)
	Integrity	The Right Culture (TRC)
	High Aspirations	Exceptionally High Achievement (EHA)
	Respect	The Golden Rules (TGR)

SCHOOL CONTEXT	PUPILS
	<p>Lancasterian Primary is a two form entry school in the heart of Tottenham, a busy, exciting and energetic part of London. We are proud of our diverse, welcoming and enthusiastic learning community. A high proportion of the children who join Lancasterian Primary School in either nursery or reception begin with below expected levels of development, and this is also true of the significant number of children who join the school as casual admissions, arriving from a range of different circumstances. A higher than national average number of pupils are disadvantaged; the percentage of pupils eligible for Pupil Premium funding varies across the school, from 42% in year 6 down to 22% in Year 1. The percentage of pupils with special educational needs or disabilities is above national average and amongst the highest in Haringey, up to 15% in some year groups. The proportion of pupils supported with an EHCP is also high, with 14 children currently on plans. Over 85% of pupils are from minority ethnic backgrounds; there is a broad mix of ethnicities in the school, with Black African, Turkish, Black Caribbean, White Eastern European, White British and children from mixed backgrounds being the largest groups. 70% of speak English as an additional language.</p>
	<p><b>STAFFING</b></p> <p>Following a period of leadership instability from 2013 to 2015 – during which time there were 4 head teachers – and a resultant high turnover in staff, the school now has strong leadership in place throughout the school and is benefitting from vastly improved staff stability; in the last year alone, staff absence reduced by 60%. Our current year 6 are the last remaining cohort adversely affected by this instable period, and additional teaching support has been put in place alongside a range of other strategies to address gaps in learning. The school employs 47 full-time and 22 part-time staff, including 4 non-class based teachers who provide expertise in ICT, music and Pupil Premium support as well as consistent high quality cover for PPA and teacher absence, keeping the need for supply teachers to an absolute minimum. The deputy and assistant head teachers all have part-time class teaching commitments. To best meet the diverse and often complex needs of pupils at Lancasterian Primary, there is a range of teaching experience across the school, from M1 to UPS3, supported by dedicated and hard-working support staff. We welcome a number of volunteers and trainee teachers into the school each year.</p>
	<p><b>CURRICULUM AND TIMETABLE</b></p> <p>Currently, our Y6 pupils are the first to start lessons in the morning, arriving at 8:30am to begin their extended timetable; EYFS, KS1 and KS2 then begin the day on a staggered start between 8:45am and 9:00am. The school day finishes in a similarly staggered fashion between 3:25pm and 3:45pm. The school offers before and after school clubs starting at 8:00am and finishing at 6:00pm, as well as daily after school extra-curricular learning opportunities which run from 3:30pm to 4:30pm. EYFS pupils benefit from a child-centred, play-based model of learning following the Early Years Foundation Stage curriculum,</p>

KEY    Priorities: Progress on Track Some Progress Made No/Limited Progress    Success Criteria Milestones: Met Not Met    Actions: Completed In Process Unable to Complete/No Longer Required

with routines incrementally formalising as the children progress through the phase. Year 1 have an EYFS to KS1 transition period in autumn 1, with daily routines quickly moving into a more formal approach. KS1/2 teach 1½ hours of English and 1 hour of Maths in the morning sessions and science and foundation subjects in the afternoons. We are following the National Curriculum, supported by Letters and Sounds for phonics (Sounds Write has been introduced in EYFS this year and will move into KS1 next year as the current reception pupils progress through the school), Destination Reader for reading, Talk for Writing for English, and the Chris Quigley Essentials for foundation subjects; however, the latter is under review as we work with Haringey Education Partnership (in collaboration with Christine Counsel and Valerie Hannon) to review our approach to the foundation subjects curriculum. The 'Lancs Approach to Learning', which is based on SOLO Taxonomy (Structure of Observed Learning Outcomes), frames our approach to delivering the KS1/2 curriculum; currently it is in place in English, maths and science, and it will later be embedded in foundation subjects.

### OTHER FEATURES

In our September 2019 staff INSET we launched Lancasterian Primary as a 'coaching school', which means that we support and expect all adults and children to:

- find their own solutions;
- use a range of tools to make informed decisions;
- know when they need coaching and request it;
- continuously develop; and
- be leaders.

Senior leaders have already been trained in – and frequently use – coaching skills and techniques to help improve decision making. This training is now being rolled out to middle leaders.

The school shares the site with the local authority special school for disabled pupils. Although the leadership and governors are separate for this school, pupils from both schools share some assemblies and lessons, as well as the lunch hall and playground.

### NEXT STEPS FOR THE SCHOOL IDENTIFIED IN 2017 OFSTED

#### Leaders and those responsible for governance should ensure that:

- teachers plan activities that extend the level of challenge available for the most able pupils to deepen and broaden their learning;
- middle leaders are developed further so they have the necessary skills to check on the quality of teaching in their subject areas and offer appropriate advice and guidance to staff.

### 8 KEY PRIORITIES FOR DEVELOPMENT FOR 2019/20 FROM THOSE OUTLINED IN THIS DOCUMENT

1. Accelerate improvement in key stage 2 outcomes for our 2019/20 Year 6 cohort, the last remaining year group affected by previous instability in school leadership.
2. Prioritise diminishing the difference between priority groups and others, i.e. PP, SEND Support, EAL, White Other (incl. Turkish), mobile, Black Caribbean.
3. Work with Haringey Education Partnership, Christine Counsel and Valerie Hannon to review our curriculum intent and implementation, particularly in relation to foundation subjects.

4. Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the implementation of Sounds Write as our approach to phonics.
5. Enhance plans and provision for the small number of children with complex needs for whom the school behaviour policy is not working.
6. Urgently improve attendance and lateness, with a particular focus on persistent absenteeism.
7. Ensure that middle leaders robustly embed upcoming curricular changes in their subject areas across the school.
8. Investigate strategies to ensure the future financial health and sustainability of the school, raising awareness within the local community about the challenges we currently face.

KEY

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QUALITY OF EDUCATION		Self-Evaluation Grade: Good
Area of Focus	Strengths	Priorities for Development in 2019/20 Key Priorities in Blue
Pupil achievement	<ul style="list-style-type: none"> <li>Strong curriculum and provision in EYFS leads to GLD outcomes which are in line with national average in spite of low starting points on entry for many children.</li> <li>Well structured and high quality teaching of phonics enables many children to overcome barriers to learning such that the school achieves broadly in line with national average and has experienced a 3 year upwards trend in outcomes.</li> <li>Achievement up to and including Y4 demonstrates improvements teaching and learning over the last four years.</li> <li>Achievement in maths has been strengthened, in part by the early adoption of the Lancs Approach to Learning in this subject.</li> </ul>	<ol style="list-style-type: none"> <li>Accelerate improvement in key stage 2 outcomes for our 2019/20 Year 6 cohort, the last remaining year group affected by previous instability in school leadership.</li> <li>Provide additional targeted support for 2019/20 Year 3 cohort, where high EAL, SEND and mobility have impacted on end of key stage 1 outcomes including Year 2 phonics uplift.</li> <li>Ensure the provision in 2019/20 reception diminishes the difference in achievement between boys and girls moving up from nursery.</li> </ol>
Achievement of vulnerable groups	<ul style="list-style-type: none"> <li>Changes in EYFS provision are beginning to support more able children to exceed GLD.</li> <li>Achievement at greater depth in lower key stage 2 is demonstrating the impact of consistent learning journeys over time.</li> <li>Progress on SEND children in nursery and reception is good.</li> </ul>	<ol style="list-style-type: none"> <li>Prioritise diminishing the difference between priority groups and others, i.e. PP, SEND Support, EAL, White Other (incl. Turkish), mobile, Black Caribbean.</li> <li>Increase the number of children working at greater depth across the school.</li> </ol>
Curriculum and the Lancasterian Approach to Learning	<ul style="list-style-type: none"> <li>The Lancs Approach to Learning in English and maths, whilst still in its infancy, is providing structure and consistency to the curriculum which is building pupil independence, metacognition and mastery; staff and pupils are fully engaged with this new approach.</li> <li>A number of extra-curricular strategies – including a longer school day, teacher-led tutoring, small group SLT-led interventions and residential Easter booster school – show a strong commitment to accelerating progress for our vulnerable upper key stage 2 cohorts.</li> </ul>	<ol style="list-style-type: none"> <li>Work with Haringey Education Partnership, Christine Counsel and Valerie Hannon to review our curriculum intent and implementation, particularly in relation to foundation subjects.</li> <li>Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the implementation of Sounds Write as our approach to phonics.</li> <li>Implement the Lancs Approach to Learning within the science and foundation subjects.</li> </ol>

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	<ul style="list-style-type: none"> <li>School provides an exemplary coding curriculum, becoming a beacon of best practice from which other schools learn.</li> </ul>	9. Develop more robust teaching of spelling and handwriting across the school.
Teaching staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> <li>Quality of teaching across the school is consistently good and often outstanding.</li> </ul>	10. Enhance teacher subject knowledge in science and foundation subjects.
Teaching support staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> <li>Teaching assistants, nursery nurses and the pastoral care team work cohesively and flexibly to provide high quality, nurturing and inclusive support for our most vulnerable children and those with complex needs.</li> </ul>	11. Further develop teaching assistants' English and maths subject knowledge and skills such that all can be deployed flexibly across the school. 12. Better utilise existing strengths within teaching assistants' and nursery nurses' knowledge and skills to run high quality, carefully targeted small group interventions which are frequently monitored and evaluated for impact.
Assessment and target setting	<ul style="list-style-type: none"> <li>The school has completed a comprehensive review of key stage 1 + 2 assessment systems in order to increase the reliability of data for the improvement of teaching and learning; staff are very positive about these changes.</li> </ul>	13. Develop approach to assessment of science and foundation subjects in line with our approach for reading, writing and maths.

## Success Criteria/Milestones

**Priority 1:** Accelerate improvement in key stage 2 outcomes for our 2019/20 Year 6 cohort, the remaining year group affected by previous instability in school leadership.

Year 6 Internal End of Term Data	Y5 End Year 2019	End Aut		End Spr	
		Target	Result	Target	Result
Reading ≥ARE	59%	65%		73%	
Writing ≥ARE	57%	67%		79%	
Maths ≥ARE	55%	66%		78%	
RWM ≥ARE	52%	58%		65%	
Reading Progress		2.7		5.3	
Writing Progress		2.8		5.5	
Maths Progress		2.3		4.6	

KS2 SATs Tests	National 2019 Result	LPS 2019 Result (+) indicates increase on previous year	LPS 2020 Target	LPS 2020 Result
KS2 Reading EXS	73%	49%	73%	
KS2 Writing EXS	79%	70% (+)	79%	
KS2 SPaG EXS	78%	53%	78%	
KS2 Maths EXS	78%	62% (+)	78%	
KS2 RWM EXS	65%	43% (+)	65%	

**Priority 2:** Provide additional targeted support for 2019/20 Year 3 cohort, where high EAL, SEND and mobility have impacted on end of key stage 1 outcomes including Year 2 phonics uplift.

Year 3 Internal End of Term Data	End Year 2019	End Autumn			End Spring			End Summer		
		Target	Result		Target	Result		Target	Result	
Reading ≥ARE	56%	59%			63%			66%		
Writing ≥ARE	58%	59%			60%			61%		
Maths ≥ARE	67%	68%			69%			70%		
RWM ≥ARE	54%	55%			56%			57%		
Reading Progress	n/a – assessment system has changed							4.3		
Writing Progress								4.2		
Maths Progress								4.2		

**Priority 3:** Ensure the provision in 2019/20 reception diminishes the difference in achievement between boys and girls moving up from nursery.

Rec Internal End of Term Data – GLD Areas	End Year 2019	End Autumn			End Spring			End Summer		
		Target	Result		Target	Result		Target	Result	
Girls ≥ARE	68%	30%			55%			72%		
Boys ≥ARE	29%	30%			55%			72%		

**Priority 4:** Prioritise diminishing the difference between priority groups and others, i.e. PP, SEND Support, EAL, White Other (incl. Turkish), mobile, black Caribbean.

	Pupil Premium									SEND Support									EAL																				
	End Autumn			End Spring			End Summer			End Autumn			End Spring			End Summer			End Autumn			End Spring			End Summer														
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M												
Y3 Internal																																							
Y4 Internal																																							
Y5 Internal																																							
Y6 Internal																																							
GLD																																							
Phonics																																							
KS1 SATS																																							
KS2 SATS																																							

Green = DD  
 Pink = Not DD  
 Blue = Above others

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Green = DD  
 Pink = Not DD  
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	Turkish									Mobile									Black Caribbean								
	End Autumn			End Spring			End Summer			End Autumn			End Spring			End Summer			End Autumn			End Spring			End Summer		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Y3 Internal																											
Y4 Internal																											
Y5 Internal																											
Y6 Internal																											
GLD																											
Phonics																											
KS1 SATS																											
KS2 SATS																											

**Priority 5:** Increase the number of children working at greater depth across the school.

	End Year 2019	End Autumn		End Spring		End Summer Term	
	Result	Target	Result	Target	Result	Target	Result
Nursery Prime Areas >ARE	12%	5%		10%		15%	
Reception GLD Areas >ARE	3%	3%		5%		7%	
KS1/2 Reading >ARE	22%	7%		10%		14%	
KS1/2 Writing >ARE	14%	5%		10%		15%	
KS1/2 Maths >ARE	20%	10%		15%		21%	
KS1/2 Combined RWM >ARE	11%	6%		9%		12%	

**Priority 6:** Work with Haringey Education Partnership, Christine Counsel and Valerie Hannon to review our curriculum intent and implementation, particularly in relation to foundation subjects.

Curriculum Framework Progress:	Target	Outcome
End Autumn	HT and Topic Lead have begun to actively engage in HEP curriculum vision steering group and working party respectively, starting to develop curriculum framework	
End Spring	KS2 foundation subjects curriculum framework in draft	
End Summer	Draft of HEP KS2 foundation subjects curriculum framework mapped out at school level, with training and resourcing in place for Sept 2020 start	

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**Priority 7:** Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the implementation of Sounds Write as our approach to phonics.

	End Year 2019	End Autumn		End Spring		End Summer Term	
	Result	Target	Result	Target	Result	Target	Result
Year N Reading ≥ARE	-	45%		50%		60%	
Year R Reading ≥ARE	58%	60%		67%		77%	
Year 1 Reading ≥ARE	75%	80%		85%		88%	
Year 2 Reading ≥ARE	70%	71%		72%		73%	
Year 3 Reading ≥ARE	56%	59%		63%		66%	
Year 4 Reading ≥ARE	73%	74%		75%		76%	
Year 5 Reading ≥ARE	72%	74%		76%		78%	
Year 6 Reading ≥ARE	37%	50%		65%		73%	

**Priority 8:** Implement the Lancs Approach to Learning within the science and foundation subjects.

Science		Foundation Subjects	
Target	Outcome	Target	Outcome
Lancs Approach to Learning embedded by the end of autumn term		Lancs Approach to Learning being introduced by the end of summer term	

**Priority 9:** Develop more robust teaching of spelling and handwriting across the school.

KS Tests/Checks	LPS 2019 Result (+) indicates increase on previous year	LPS 2020 Target	LPS 2020 Result	Internal Data %ARE in GAPS Tests	Aut Target	Aut Result	Spr Target	Spr Result	Sum Target	Sum Result
KS1 SPaG EXS	32%	50%		Y1	41%		44%		47%	
KS2 SPaG EXS	53%	78%		Y2	44%		47%		50%	
				Y3	52%		55%		58%	
				Y4	55%		63%		66%	
				Y5	55%		65%		72%	
				Y6	55%		68%		78%	

	End Year 2019	End Autumn		End Spring		End Summer	
	Result	Target	Result	Target	Result	Target	Result
Number of children with pen licences across key stage 2	31	40		70		100	

**Priority 10:** Enhance teacher subject knowledge in science and foundation subjects.

Number of QARs receiving 'Not Yet Good' grades for clear, progressive learning journey using Lancs Approach to Learning in either planning or books	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
Science	3		1		0	
Foundation Subjects	3		1		0	

**Priority 11:** Further develop teaching assistants' English and maths subject knowledge and skills such that all can be deployed flexibly across the school.

Number of bespoke individual or group training sessions held:	End Autumn		End Spring		End Summer	
	Target	Result	Target	Result	Target	Result
English	2		4		6	
Maths	2		4		6	

**Priority 12:** Better utilise existing strengths within teaching assistants' and nursery nurses' knowledge and skills to run high quality, carefully targeted small group interventions which are frequently monitored and evaluated for impact.

Number of interventions consistently carried out for which there is a measurable impact on pupil progress:	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
Nursery Nurses (EYFS)	6		6		6	
Teaching Assistants (KS1/2)	10		12		12	

**Priority 13:** Develop approach to assessment of science and foundation subjects in line with our approach for reading, writing and maths.

Science		Foundation Subjects	
Target	Outcome	Target	Outcome
Assessment through PAGs and TT introduced from spring term		Assessment through PAGs and TT introduced from summer term	

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## Actions

Below are the key actions which will be taken to improve Quality of Education. Many actions impact across multiple priorities and milestones, but they are listed under 'Pr.' according to the main priority on which they will have impact. Actions may be led at senior leadership level, middle leadership level or both.

### Actions led by the Senior Leadership Team

Pr.	Action	Contributes to the development of the following strategies (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		IP	QFT	CCL	TRC	EHA	TGR				
1a	Extend the school day for Y6 children to enable an additional daily half hour gap closing/pre-teaching session from 8:30am to 9:00am	x	x	x		x		From 4/9/19	Paul	Additional PPA for Y6 teachers	Yes
1b	Provide one hour additional PPA time to Y6 teachers to facilitate extra planning and promote well-being; use this time for extra sports coaching for pupils to promote their well-being and positive behaviours for learning			x	x		x	From 4/9/19	Paul/Eoin	Cost of 1 hour x 2 sports coaches per week	Yes
1c	Accelerate progress in Y6 through additional teaching support from DHT (in English) and AHT Inclusion (in maths), enabling pupils to be taught in smaller, focused groups	x	x	x		x		From 9/9/19	Charlotte	n/a	Yes
1d	Ensure that most Y6 children presenting the most challenging behaviour for learning are initially with own class teachers during morning lessons, to enable relationships and routines to be built quickly	x	x	x			x	From 9/9/19	Charlotte	n/a	Yes
1e	Set up SLT led small weekly Y6 group focused pupil reading, SPaG and maths tutoring sessions, 8 – 8:45am and 3 – 4pm	x	x	x		x		From 16/9/19	Charlotte	n/a	Yes
1f	Focus the majority of the Pupil Premium Focus Teachers' individual and small group support on Y6 PP pupils, to address gaps in learning	x	x	x		x		From 23/9/19	Angela	n/a	Yes
1g	Put in place a programme of sessions to deepen Y6 children's ownership of their learning and to put a 'fire in their belly' with regards to their academic success	x		x	x	x	x	During autumn 2 and spring terms	Paul	n/a	Yes

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1h	Re-structure Y6 afternoon learning time to ensure a balanced curriculum is maintained but opportunities for additional work on core subjects is incorporated	x	x	x	x	x		From autumn 2	Rob and Victoria	n/a	Yes
1i	Set up teacher-led 1:1/1:2 reading, SPaG and maths tutoring session, 3:45pm – 4:30pm, focusing on key misconceptions/gaps in learning	x	x	x		x		From 6/1/20	Charlotte	1 'duvet day' per volunteer teacher	Yes
1j	Set up half termly meetings between Y6 teachers and SIA to review progress and identify further support needs		x	x	x	x		From autumn 1	Paul	n/a	Yes
1k	Invite all PP Y6 children to free Pendarren one week residential Easter booster and enrichment school, with option for non PP children to pay, up to 30 children; fundraise accordingly	x	x	x	x	x		Begin organising 6/1/20	Paul	£7000 plus £4500 fundraising	Yes
1l	Undertake HEP Ofsted-style review of teaching and learning to identify progress against SESIP, strengths and areas for further development	x	x	x	x	x	x	12 and 13 Feb 2020	Paul	n/a	Yes
2a	Use Target Tracker and Fischer Family Trust to ensure that challenging, realistic individual pupil in-year and end of key stage targets are set across the school which are then used to determine accurate whole class targets		x	x	x	x		By 20/9/19	Charlotte	FFT/TT subscriptions	Yes
2b	SLT to plan with Year 3 team at least 2x per half term to develop skills in targeting priority groups of children and addressing key areas for development within learning	x	x			x		Autumn 1 onwards	Charlotte and Angela	n/a	Yes
2c	Ensure Y3 Pupil Progress Review meetings place a particular emphasis and focus on 'catch-up' children and groups, planning additional support and intervention as required	x	x	x		x		Termly	Charlotte and Angela	Cost of any additional support put into place	Yes
3a	Enhance EYFS learning environment with an emphasis on further engaging boys	x	x	x		x		From autumn 1	Julia	n/a	Yes
3b	Target parents of underperforming boys to engage them in activities which they can undertake to support learning at home	x		x	x	x		Once all R children have started	Julia	n/a	Yes
4a	Develop two Pupil Premium Focus Teachers with specialist middle leadership areas of focus to broaden remit and improve impact as follows:	x	x	x	x		x	Confirm with FGB on 11/9/19	Paul	n/a	Yes

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	<ul style="list-style-type: none"> <li>Pupil Premium Leader: (incl. PP Strategy, PP intervention planning and teacher absence cover arrangements)</li> <li>Pupil Well-Being and Mindful-ness Leader: (incl. promotion of positive pupil mental health, mindfulness and well-being interventions)</li> </ul>										
4b	Implement new assessment policy, including the use of Pupil Attainment Grids, to improve accuracy of data and enable better planning and targeting of support	x	x	x	x	x		By 30/9/19	Charlotte and Paul	Cost of PIRA, PUMA and GAPS	Yes
4c	Implement new approach to performance management in which teaching and teaching support staff's first objective is focused on a priority underachieving group in the classes in which they work	x	x	x	x	x		By 18/10/19	Paul	n/a	Yes
4d	Put in place a lead governor for BAME achievement, ensuring that relevant actions are included in the governor annual workplan	x		x		x		By 18/10/19	Paul	n/a	Yes
4e	Engage in NLC moderation meetings at the end of aut 1, spr 1 and sum 1, in order to improve accuracy of assessments		x		x	x		18/10/19, 14/2/19 and 22/5/19	Charlotte	n/a	Yes
4f	Complete Haringey BAME audit and implement action plan according to the outcomes	x	x	x		x		By 20/12/19	Angela	TBD, depending on outcomes	Yes
4g	Adapt Pupil Progress Review format to be in line with new assessment policy, ensuring a continued focus on priority group data in order to diminish differences	x	x	x	x	x		Autumn 1	Charlotte and Angela	n/a	Yes
4h	Develop AHT Inclusion's EAL leadership expertise through engagement in HEP's EAL Train the Trainer CPD, and disseminate learning across Lancasterian Primary and other HEP schools.	x	x					By end of Summer 2	Angela	Possible CPD cost - TBC	Yes
5a	Use Target Tracker and Fischer Family Trust to ensure that challenging, realistic individual pupil in-year and end of key stage greater depth targets are set across the school which are then used to determine accurate whole class greater depth targets		x	x	x	x		By 20/9/19	Charlotte	FFT/TT subscriptions	Yes

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5b	Support middle leaders to provide training for staff about extending greater depth learners through effective questioning and challenging extended abstract tasks	x	x			x		Autumn 2	Charlotte	n/a	Yes
5c	Implement Nuffield Early Language Intervention (NELI-N) programme in the nursery focusing on improving pupils speaking, listening and pre-literacy skills	x	x			x		From 1/10/19	Julia	n/a	Yes
5d	Ensure that greater depth children, their progress and their next steps are highlighted as a priority underperforming group within new PPR approach, with discussion on next steps teachers can take to improve outcomes		x	x		x		Termly	Charlotte	n/a	Yes
6a	Ensure increasing consistency in the Lancs Approach to Learning across KS1/2 in R, W and M through CPD and monitoring systems, developing it in line with evolving curriculum demands		x	x	x			From 4/9/19	Charlotte with MLs	n/a	Yes
6b	Fully engage with HEP steering groups, working parties and training sessions at senior and middle leader levels to ensure that LPS is a prominent voice in shaping the Haringey curriculum framework and that developments are brought back to the school for implementation in a timely manner		x			x		Across year	Paul, Charlotte and MLs	TBD by outcomes of working parties	Yes
6c	Systematically review progression through our implementation of the national curriculum in all core and foundation subjects in order to ensure that children experience logical 'spirals of enquiry' as they journey through KS1/2		x	x	x			From autumn 2	Charlotte	ML release time	Yes
6d	Review 'Topic' as a subject, considering how to better develop children's understanding of their skills and knowledge in relation to individual curriculum subject areas, including – for example – named learning objectives 'History LO, Geography LO, etc.'		x	x				By 18/10/19	Paul, Charlotte and Elena	n/a	Yes
6e	Implement voluntary non-TLR middle leaders for Art & Design, Design & Technology, Geography and History, led by the Foundation Leader, in order to build expertise and the quality of curriculum and teaching in these areas		x	x	x	x		By 18/10/19	Paul, Charlotte and Elena	n/a	Yes
6f	Put into place a programme of leadership meetings, CPD and release time when required for new non-TLR middle leaders		x		x	x		By 20/12/19	Charlotte and Elena	Training and cover costs	Yes
7a	Implement Sounds-Write programme in nursery and reception to improve phonics and reading across EYFS; take into KS1 as the current reception children move into Y1 and then Y2	x	x			x		From Autumn 1	Julia and Rachel	Training for 5 staff members	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

										£2250	
7b	Carry out an audit of children's daily experiences of reading across the school to ensure that: <ul style="list-style-type: none"> <li>children are spending an adequate amount of time reading each day, taking into account how often adults read with children, quality storytime, etc.</li> <li>children are accessing both decodable and non-decodable books</li> <li>reading for pleasure is promoted</li> </ul>	x	x	x	x	x		By 22/11/19	Charlotte, Ciara and Rachel	n/a	Yes
7c	Engage with the Centre for Literacy in Primary Education (CLPE) through HEP to development teacher skills in relation to implementation of our reading curriculum, starting with additional bespoke training aimed at Y5/6 teachers		x	x		x		From autumn 1	Charlotte and Julia	TBC	Yes
7d	Provide additional training for teaching and teaching support staff (according to need) to ensure that they are sufficiently equipped to support weaker readers and enable them to quickly catch up to peers		x	x	x	x		From autumn 2 and throughout spring term	Julia, Ciara and Rachel	Training and cover costs	Yes
7e	Monitor and further develop Destination Reader approach across KS1/2, according to current strengths and AFDs		x		x			During spring term	Charlotte and Ciara	n/a	Yes
8a	Embed the Lancs Approach to Learning in science as part of the continuing roll-out of this learning framework across the school and, later, into topic/foundation subjects; provide additional teacher training and support as necessary	x	x	x	x	x		From 4/9/19	Charlotte and Ciara/Victoria	n/a	Yes
9a	Develop more robust and consistent approach to the teaching of fine motor skills and handwriting in reception	x	x	x		x		From 7/10/19	Julia	£50 Dough disco resources	Yes
9b	Ensure that spelling and handwriting are robustly monitored through Quality Assurance Reviews, with corrective action taken quickly where required in order to build consistency across the school		x					Termly	Charlotte	n/a	Yes
10a	Ensure that science and foundation subject leaders consistently engage with HEP subject leader networks and training, bringing back developments and learning to staff through our in-house CPD programme		x		x	x		From autumn 1	Charlotte	n/a	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

11a	Carry out audit of TA's literacy, maths and ICT skills, with an emphasis on TAs self-assessing and identifying own strengths and areas for development	x	x						By end of Autumn Term 2	Angela	n/a	Yes
11b	Use outcomes of audit to plan and deliver bespoke training with input and training delivered by maths, literacy and ICT subject leaders	x	x						By end of Summer 2	Angela, Rob, Ciara, Valentina	TBD	Yes
12a	Improve school's approach to development of TA subject knowledge and skills through AHT Inclusion's involvement in Maximising the Impact of Teaching Assistants (MITA) training project at IOE	x	x						Throughout autumn and spring terms	Angela	n/a	Yes
12b	Use MITA evidence-based research from the EEF (Education Endowment Fund) to select interventions that best match the needs of pupils	x	x	x					End of Spring 1	Angela	Training costs	Yes
12c	Model maths and literacy interventions to TAs and set up TA peer observations of exemplary interventions	x	x	x					Termly	Angela		Yes
12d	Monitor and review the impact of interventions termly, through data and case studies	x	x						Termly	Angela		Yes
13a	Use examples of current best practice in Haringey to develop PAGs for science and foundation subjects, building upon R, W and M models to improve accuracy of data and enable better planning and targeting of support whilst ensuring a reasonable teacher workload		x				x		Across year	Charlotte	n/a	Yes

### Actions led by the Middle Leadership Team and others

No.	Action	Contributes to the development of the following strategies (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		IP	QFT	CCL	TRC	EHA	TGR				
1a	Provide an effective secondary transfer scheme for Y6 to support this transition, encouraging high aspirations and love of learning	x			x			Oct	Andrea	n/a	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required



1b	Continue to develop maths fluency across the school	x	x	x		x		Spring term	Rob	n/a	Yes
2a	Develop and train peer-tutors to read with targeted children daily to improve reading skills and confidence		x			x		Oct	Andrea	n/a	
3a	Support and train Early Years staff to use the Six Key Areas of Areas of Early Mathematics		X			X		Start in Autumn 2	Rob	n/a	Yes
4a	Diminish the difference between PP and non-PP children through high quality, bespoke interventions carried out regularly with targeted children, during school time and homework clubs							Oct	Andrea	n/a	
4b	Prepare all Year 4 and Year 3 children for Multiplication Tables Check (MTC) through bi-weekly ICT slots and regular use of Times Table Rock Stars	x	x	x		x		October	Rob	TTRockstars	Yes
4c	Carry out case studies to evidence and track targeted children, using this data to assess interventions in order to narrow the gap and improve attainment		x			x		Oct	Andrea	n/a	Yes
4d	Diminish the difference between priority groups and others, i.e. PP, SEND Support, EAL, White Other (incl. Turkish), mobile, black Caribbean through music booster sessions which focus on improving reading and maths through songs and games.	X	x	x	x			February 2020	Tim B	Recording equipment	Yes
5a	Embed maths mastery by liaising with the DHT to train staff in the LATL and Power Maths	x	X	x		X		By 20 <sup>th</sup> December 2019	Rob	Power Maths £600 (already paid for)	Yes
5b	Partake in the Sustaining Mastery Research Group at the Maths Hub which will enable embedding of mastery and will allow new, current practice to be shared with staff at school	x	x	x		x		Throughout academic year.	Rob	We will receive £1000 for cover of Rob's time out of school	Yes
5c	Develop a whole-school approach to problem-solving.	x	x	x		x		Summer Term	Rob		Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

5d	Organise Greater Depth workshops for Year 2 and 6 Greater Depth children by linking with Mr Numbervator		X	x		X		Autumn Term End of Nov (y6) Jan 15 <sup>th</sup> (y2)	Rob	£400	Yes
7a	Implement Sounds Write in Reception to begin the 3 yr plan towards improved phonological awareness, early reading and spelling.	x	x		x	x		Autumn 1 <sup>st</sup> half term	Rachel	Training	Yes
7b	Resource reading books which are Sounds Write approved in order to strengthen EYFS home school reading	x			x	x		Autumn 1 <sup>st</sup> half term	Rachel	Books	Yes
7c	Support KS1 phonics through planning advise, model lessons and streaming children via phases	x	x		x	x		Ongoing fro Autumn 1 <sup>st</sup> half term	Rachel	n/a	Yes
7d	Embed phonics tracking in KS1 and rigourously monitor this, in line with groupings for phased teaching groups	x	x		x	x		From Autumn 1 <sup>st</sup> half term	Rachel	n/a	Yes
7e	Promote and establish Reading for Pleasure within the school with a focus on book corners and home reading, providing a book corner budget for staff			X	X	X		Autumn 2	Ciara	Lit budget	Yes
8a	Plan using the Lancs Approach to Learning within the music curriculum, embedding it throughout the year using the symbols and taxonomy		x	x	x	x		By December 2019	Tim B	n/a	Yes
8b	Train staff on ways to implement the LATL across history, georgraphy, art and design and design and technology through staff insets, drop-in sessions and joint planning	x	X	X	X			Spring/ Summer	Elena	INSET	Yes
8c	Ensure the LATL is embedded in science through continual monitoring and training around the new science planning and recording of work in books		X	X		X		Summer 20	Victoria	n/a	Yes
9a	Monitor and embed handwriting scheme 'Letter Join' across the school, completing pen license assemblies to encourage children		X	X		X		Autumn 2	Ciara	Certificates Pens	Yes
9b	Evaluate current practice and train staff in effective teaching of spelling		X			X		Summer 1	Ciara	Lit budget CPD time	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

10a	Introduce pupils and staff to STEAM School and take part in projects	x	x	x		x		Autumn 2	Valentina	STEAM School subscription (free from academic year 19/20)	Yes
10b	Introduce pupils to Office 365 and begin to use Microsoft tools for cross curricular IT projects	x	x	x	x	x		Spring 1	Valentina	IT Suite	Yes
10c	Support teachers to use maximise the use of Office365 and teach pupils how to create their own work online	x	x	x	x	x		Summer 1	Valentina	n/a	Yes
10d	Implement a Film Week alongside an awards celebration where children will explore learning through other means	x	x	X		X		Autumn 2	Elena Valentina	n/a	Yes
10e	Develop the use of art at Lancs through 3 whole school art projects across the year linked to specific events, e.g Remembrance Sunday		X	X		X		Autumn, Spring and Summer	Elena	n/a	Yes
10f	Enhance teachers foundation subject knowledge through specific and targeted training across the year, working with HEP to provide guidance on a spiral curriculum	x	x	x	x			Spring	Elena HEP	INSET	Yes
10g	Support teaching staff to plan cross curricular IT and teach IT skills.	x	x	x		x		Autumn 2	Valentina	n/a	Yes
10h	Develop cross-curricular links between science and the foundation subjects though discussions at ML meetings and advice from science forums		X	X		X		Summer 20	Victoria Elena	n/a	Yes
10i	Provide support for teachers to introduce environmental topics within all year groups when teaching science.	X				X	X	Spring 20	Victoria	n/a	Yes
11a	Research and plan targeted training for TA's to support their English subject knowledge, in particular SPaG skills, in order to enable them to better support children across the school	X	X			X		End of Spring 1	Ciara Angela	NA	Yes
11b	Develop TA skills around maths fluency and mastery through session with Maths Hub specialist		X	x				Spring Term	Rob	Support staff inset time	Yes
11c	Build teachers' subject knowledge within STEM, through staff training and dissemination of current curriculum development within STEM		X	X		X		Spring 20	Victoria	Training Links with HEP	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

12a	Create a mastery-style intervention program to be run by TAs	x		x				Spring Term	Rob and Angela	n/a	Yes
13a	Develop PAGs for foundation subjects, using the national curriculum and HEP guidance to support; beginning with history and geography, followed by art & design and design & technology.	x	x	x	x			Spring onwards	Elena	n/a	Yes
13b	Develop PAGES for science, using the national curriculum and current PAG system as guidance		X	X		X		Summer 20	Victoria Charlotte	n/a	Yes

KEY

Priorities: Progress on Track Some Progress Made No/Limited Progress

Success Criteria Milestones: Met Not Met

Actions: Completed In Process Unable to Complete/No Longer Required

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES		Self-Evaluation Grade: Good
Area of Focus	Strengths	Priorities for Development in 2019/20 Key Priorities in Blue
Safeguarding	<ul style="list-style-type: none"> <li>There is a strong culture of safeguarding underpinned by robust systems and multiagency working; children report that they feel safe at school and know how to keep themselves safe more generally.</li> </ul>	
SMSC and pupil adherence to school values and FBV	<ul style="list-style-type: none"> <li>Children and staff have a deep understanding of the school values and what these mean for their behaviours.</li> <li>The school has recently been awarded the SMSC Silver Quality Mark.</li> </ul>	14. Develop children's understanding of Fundamental British Values and their real life application. 15. Improve the breadth and depth of RE provision across the school.
Pastoral Support	<ul style="list-style-type: none"> <li>Close attention to children's social and emotional needs is embedded within the school culture, led by a strong pastoral care team.</li> </ul>	
Pupils' physical and mental health and well-being	<ul style="list-style-type: none"> <li>Children report that they are happy at Lancasterian Primary and enjoy coming to school; their parents echo this.</li> <li>The school has recently been awarded the bronze Healthy Schools Award.</li> </ul>	16. Develop greater consistency amongst staff in how we identify and support children with complex mental health needs. 17. Further educate children and their parents/carers about healthy school choices and related school expectations.
Attitudes and behaviour for learning	<ul style="list-style-type: none"> <li>The majority of children report that they believe they work hard and behave well at school.</li> <li>The school has a clear, bespoke behaviour policy and systems.</li> <li>Behaviour for learning is generally strong across the school, with decreasing numbers of children receiving stage 3 consequences.</li> </ul>	18. Improve consistency in application of the behaviour policy both in the classroom and in the playground ensuring that common language is used across the school. 19. Enhance plans and provision for the small number of children with complex needs for whom the school behaviour policy is not working.
Bullying	<ul style="list-style-type: none"> <li>Bullying is rare with systems in place to monitor regularly and deal with incidents effectively.</li> </ul>	
PSHE, citizenship, RSE and Prevent within the curriculum	<ul style="list-style-type: none"> <li>House captains provide strong and proactive pupil leadership.</li> </ul>	20. Ensure parents/carers remain engaged, informed and supportive of changes to the RSE curriculum. 21. Improve the breadth and depth of PSHE provision across the school.

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

Extra-curricular provision	<ul style="list-style-type: none"> <li>Uptake for extra-curricular clubs is very strong with a broad menu of options available.</li> </ul>	22. Increase the number of after school clubs which directly support the school curriculum, ensuring equality of access for all.
Pupil aspirations for their own futures	<ul style="list-style-type: none"> <li>The majority of children have a strong sense of belief in their ability to achieve well.</li> <li>Pupils are beginning to develop a sense of aspiration for their future education and careers through the school values and initiatives such as Inspire Work Week, Tottenham University and Into University.</li> </ul>	
Attendance and lateness		23. Urgently improve attendance and lateness, with a particular focus on persistent absenteeism.

## Success Criteria/Milestones

**Priority 14:** Develop children's understanding of Fundamental British Values and their real life application.

Pupil Survey Statement % 'Agree' or 'Really Agree' responses:	June 2019	Target Dec 2019	Result Dec 2019	Target June 2020	Result
<ul style="list-style-type: none"> <li>I understand how people who live in this country are supposed to behave and treat each other.</li> </ul>	84%	80%		85%	

**Priority 15:** Improve the breadth and depth of RE provision across the school.

	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
Number of foundation subjects QARs where RE has been identified as an issue	5		3		1	

**Priority 16:** Develop greater consistency amongst staff in how we identify and support children with complex mental health needs.

Pupil survey statement % 'Agree' or 'Really Agree' responses:	June 2019	Target Dec 2019	Result Dec 2019	Target June 2020	Result
<ul style="list-style-type: none"> <li>I enjoy school most of the time.</li> </ul>	81%	80%		85%	
<ul style="list-style-type: none"> <li>I am usually happy at school.</li> </ul>	79%	80%		85%	
<ul style="list-style-type: none"> <li>I believe that I can do as well as anyone else in my learning as long as I try my best.</li> </ul>	88%	85%		88%	
<ul style="list-style-type: none"> <li>My teacher or another adult helps me when I need it.</li> </ul>	88%	85%		88%	

**KEY** Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

• I feel safe at school.	78%	80%		90%	
• I think the teachers and adults try to be fair.	82%	80%		85%	
• I have lots of good friends.	82%	80%		85%	

**Priority 17:** Further educate children and their parents/carers about healthy school choices and related school expectations.

Targets	Outcomes
Reduce the number of children in years 4,5 and 6 who say they consume sweets and chocolate 'on most days' from 41% to 20%	
Increase the percentage of year 6 girls taking part in extra-curricular sporting activities from 69% to 80%	
Implement at least 3 cooking sessions for parents and their children	

**Priority 18:** Improve consistency in application of the behaviour policy both in the classroom and in the playground ensuring that common language is used across the school.

Number of stage 3 per term	First Stage 3		Second Stage 3		Third Stage 3		Fourth Stage 3	
Summer 2019	23		2		0		3	
	Target	Result	Target	Result	Target	Result	Target	Result
Autumn	30		6		2		2	
Spring	25		4		1		1	
Summer	20		2		0		0	

Pupil survey statement % 'Agree' or 'Really Agree' responses:	June 2019	Target Dec 2019	Result Dec 2019	Target June 2020	Result
• Most children behave well in the classroom.	66%	65%		75%	
• Most children behave well in the playground.	54%	60%		70%	

**Priority 19:** Enhance plans and provision for the small number of children with complex needs for whom the school behaviour policy is not working.

Children with complex needs for whom the school behaviour policy is not working (anonymised here)	Targeted behaviour for learning by end of autumn term: not yet good, good or excellent	Targeted behaviour for learning by end of spring term: not yet good, good or excellent	Targeted behaviour for learning by end of summer term: not yet good, good or excellent
Child 1	Not yet good	Good	Good
Child 2	Not yet good	Good	Good
Child 3	Not yet good	Good	Excellent
Child 4	Not yet good	Not yet good	Good

**KEY** Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

Child 5	Not yet good	Not yet good	Good
Child 6	Good	Not yet good	Good
Child 7	Not yet good	Good	Excellent
Child 8	Good	Good	Excellent

**Priority 20:** Ensure parents/carers remain engaged, informed and supportive of changes to the RSE curriculum.

Targets	Outcomes
Less than 10 families request extra information on the RSE curriculum	
Less than 10 families formally complain about the new RSE curriculum	
Less than 10 families remove children from RSE lessons	

**Priority 21:** Improve the breadth and depth of PSHE provision across the school.

	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
Number of foundation subjects QARs where PSHE has been identified as an issue	5		3		1	

**Priority 22:** Increase the number of after school clubs which directly support the school curriculum, ensuring equality of access for all.

	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
Number of after school clubs which directly support the school curriculum	3		5		7	
PP v Non PP Attendance ratio (NB school ratio is __)						

**Priority 23:** Urgently improve attendance and lateness, with a particular focus on persistent absenteeism.

	End Summer 2019	End Autumn		End Spring		End Summer	
		Target	Result	Target	Result	Target	Result
Attendance	94.93%	95%		95.5%		96%	
Lateness before registration closes	2.42%	2.4%		2.2%		2%	
Lateness after registration closes	0.16%	0.15%		0.12%		0.10%	

**KEY** Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required



Persistent Absentees	12.5%	12.5%		11.5%		10%	
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## Actions

Below are the key actions which will be taken to improve Quality of Education. Many actions impact across multiple priorities and milestones, but they are listed under 'Pr.' according to the main priority on which they will have impact. Actions may be led at senior leadership level, middle leadership level or both.

### Actions led by the Senior Leadership Team

Pr.	Action	Contributes to the development of the following strategies (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		IP	QFT	CCL	TRC	EHA	TGR				
14a	Add additional displays relating to school values to school entry (external sign and above entry), reception area, foyer and classrooms to ensure consistency of messaging	x			x		x	Autumn Term	Paul	£3500	Yes
14a	Launch competition with KS1/2 children to design a new way to recognise and reward school values ambassadors, and implement the winning idea throughout the year	x		x	x		x	Winner chosen by 30/9/19	Paul	Prizes for winners	Yes
14c	Implement a series of KS2 assemblies promoting FBV	x			x		x	From autumn 2	Charlotte/ Kamelia	n/a	Yes
14d	Ensure that a fair election for the new house captains and vice house captains is explicitly related to the FBV	x			x		x	By 30/9/19	Paul	n/a	Yes
16a	Ensure full participation in the Mental Health Trailblazers programme as it is rolled out locally, ensuring that school receives the maximum possible benefit from the scheme	x		x	x		x	From autumn 1	Kamelia	n/a	Yes
16b	Support the Pupil Well-Being and Mindfulness Middle Leader in developing school-wide initiatives and interventions to promote positive pupil mental health, mindfulness and well-being	x		x	x		x	During autumn and spring terms	Kamelia and Charlotte	TBD	Yes
16c	Consistently consider potential need for additional individual bespoke mental health support when reviewing children in fortnightly pastoral care team meetings	x		x	x		x	Throughout year	Kamelia and PC team	TBD	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

16d	Provide further training for staff on promoting all pupils' social and emotional needs and well-being through The Anchor Project training sessions	x	x	x	x		x	By end autumn term	Kamelia and Julia	n/a	Yes
18a	Embed the use of Dojos into the school behaviour system and ensure consistent application by all	x	x	x	x		x	From autumn 1	Kamelia	n/a	Yes
18b	Further develop and share behaviour de-escalation toolkits for staff to use across the school	x	x	x	x		x	By end of autumn 2	Kamelia and Gemma	From Anchor Project	Yes
18c	Create a working party to consider how behaviour could be more consistently and effectively managed by all staff at lunchtimes – particularly considering how to improve the transition back into class after lunch – and implement approved recommendations	x		x	x		x	During spring 1	Kamelia	n/a	Yes
19a	Implement half termly sessions to review learning mentor 1:1 and group sessions impact and plan for following half term	x	x	x	x		x	From autumn 1	Kamelia/Gemma	n/a	Yes
19b	Organise targeted behaviour management training for parents with Tracy Campbell	x		x	x		x	By end autumn 2	Kamelia	Training costs	Yes
19c	Implement coaching sessions with Tracy Campbell and upper KS2 Team to develop techniques to support with behaviour	x	x	x	x		x	By end autumn 2	Kamelia	Training costs	Yes
19d	Work with Anchor Project to implement strategies for children on bespoke behaviour plans which are reviewed fortnightly	x		x	x		x	Improved plans in place by end spring 1	Kamelia/Lucy Spreckly	From Anchor Project	Yes
20a	Finalise RSE Policy and disseminate to all parents/carers once approved by governors	x	x	x	x		x	By 18/10/19	Paul and Amba	n/a	Yes
22a	Encourage more staff to run extracurricular clubs, regularly highlighting to them that this provision has been directly requested by parents and is a current SESIP priority	x	x	x		x		Each term, as the club menu is finalised	Eoin	TBD, according to clubs	Yes
22b	Regularly and consistently promote clubs to parents via all communication channels	x	x	x		x		Each term, once the	Anna		

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

									club menu is finalised			
22c	Investigate fundraising opportunities for resources for curriculum based clubs and/or external providers	x	x	x		x			During autumn 2	Eoin	n/a	Yes
22d	Work with middle leaders to further plan and develop curriculum-based spring term after school club offer	x	x	x		x			During autumn 2	Charlotte	n/a	Yes
23a	Meet individually with all parents/carers of pupils who were persistent absentees (PA) at the end of 2018/2019 to underline the importance of good attendance and it's relation to achievement for their child and to identify any further support needs	x		x		x			By 11/10/19	Kamelia and Paul	n/a	Yes
23b	Ensure all teaching staff are following the correct systems to report children missing education	x		x		x			From autumn 1	Kamelia	n/a	Yes
23c	Discuss and implement additional individual bespoke actions for PA children fortnightly in pastoral care meetings	x		x		x			Fortnightly throughout year	Kamelia	n/a	Yes
23d	Implement attendance clinics half termly to congratulate PA parents/carers and their children for improved attendance and challenge those who are not showing improvement	x		x		x			From autumn 2	Kamelia	n/a	Yes
23e	Share half termly attendance data with teachers, highlighting key concerns incl. PA so that they can also support and challenge parents/carers directly at beginnings and ends of days	x		x		x			From autumn 2	Kamelia	n/a	Yes
23f	Regularly congratulate children achieving attendance awards in the school newsletter	x		x		x			From autumn 2	Kamelia	n/a	Yes

### **Actions led by the Middle Leadership Team and others**

No.	Action	Contributes to the development of the following strategies (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		IP	QFT	CCL	TRC	EHA	TGR				
14a	Ensure regular coverage of Votes for Schools across the school and monitor that the votes are being recorded by all online each week	x		x			x	Autumn 1	Amba	Votes for Schools membership	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

14b	Complete one Fundamental British Value assembly each half-term covering the 5 areas	x		x			x	Autumn 1	Amba	FBV resources	Yes
14c	Adapt QAR format with DHT and Foundation Leader to include PSHE and RE focus to ensure this is being monitored	x		x			x	Autumn 1	Amba	n/a	Yes
15a	Direct teachers in using Awareness Mystery and Value scheme to plan for RE with monitoring of these each half-term	x		x			x	Autumn 1	Amba	AMV resources	Yes
15b	Organise assemblies celebrating religious celebrations and festivals throughout the year.	x		x			x	Autumn 1	Amba	n/a	Yes
15c	Ensure all year groups visit one local place of worship to raise the profile and understanding of RE within school.	x		x			x	Autumn 1	Amba	n/a	Yes
16a	Implement a 'Mindful Kids Club' to promote a kindness culture within the school and to promote positive mental health and well-being for children.	x		x	x		x	Autumn	Holly	n/a	Yes
16b	Provide targeted support for children who have been identified as would benefit from CBT influenced intervention and to track their progress on a termly basis.	x	x	x			x	Autumn 2	Holly Kamelia	Protected Time	Yes
16c	Enhance teachers' and support staff's knowledge in 'mindfulness' through specific and targeted training across the year.	x	x	x	x		x	Autumn / Spring	Holly	n/a	Yes
16d	Develop the use of 'Mindfulness' in the curriculum and in teachers' planning ie through specifically taught lessons relating to mindfulness and the use of mindful vocabulary.	x	x	x	x			Spring	Holly	Inset	Yes
16e	Develop ways to embed mindfulness into the curriculum through planning, environment and specifically taught lessons.	x	x	x	x			Spring	Holly Hep?	n/a	Yes
16f	Promote positive mental health and well-being (in relation to mindfulness) across the school by providing staff with knowledge of resources and knowledge of where to access support.	x			x			Throughout the year	Holly	Displays	Yes
16g	Support in the development and implementation of a Gardening Club with a strong emphasis on 'Mindful Gardening' to promote positive mental health and well-being amongst children.	x		x	x	x		Autumn	Jannine Holly	Gardening tools and garden	Yes
16h	Develop systems to promote positive mental health and well-being amongst children i.e via the use of 'Talk To Me' stickers.	x		x	x			Spring	Holly	Stickers	Yes

KEY

Priorities: Progress on Track Some Progress Made No/Limited Progress

Success Criteria Milestones: Met Not Met

Actions: Completed In Process Unable to Complete/No Longer Required

16i	Provide music therapy sessions to support children with complex mental health needs.	x	x	x				September onwards	Tim B	Resources room, music equipment	Yes
16j	Provide well-being (self-esteem/self-regulation) interventions for children identified as having difficulties with social and emotional aspects of their life – with the aim of improving their coping skills and self-efficacy to achieve higher.	x	x	x		x	x	Autumn 2 / Spring / Summer	Holly Kamelia	Protected Time	Yes
17a	Dissimante information about Healthy Schools to teachers so they can promote healthy living in lessons and use the resources	x		x	x			Autumn 1	Leisel/ Shenikia	n/a	Yes
17b	Organise Healthy food cooking sessions for families after school	x	x	x	x	x		Autumn 2	Leisel + TA	Staff room	Yes
17c	Promote healthy living in the newsletter so links can be shared with parents	x		x	x		x	All year	Leisel	n/a	Yes
19a	Trial mindfulness sessions being part of the school curriculum/day for 10 minutes eah afternoon.	x		x	x		x	January	Tim B	Holly-Cullen Davies	Yes
20a	Share work/practices on social media eg Twitter on a regular basis	x	x	x				From Autumn 1 (on going throught the year)	Valentina	n/a	Yes Parents will find out more about learning which is occurring
21a	Ensure staff are using worry monsters in PSHE lessons and circle times to support with childrens mental health in schools	x					x	Autumn 1 onwards	Amba	Worry monster toy	Yes
21b	Implement a 'Mindful Music' project where children explore meditative music and relaxation to have a positive impact on their afternoon learning.	x	x	x	x	x		Autumn 2	Holly Supprt from HCD	n/a	Yes
21c	Develop a 'Midfulness Scheme of Work' as part of PSHE, involving specifically taught lessons.	x	x	x	x	x		Spring	Holly	n/a	Yes
22a	Run a Digital Leader's lunchtime Club	x	x	x				From Autumn 2	Valentina	n/a	Yes

KEY

Priorities: Progress on Track Some Progress Made No/Limited Progress

Success Criteria Milestones: Met Not Met

Actions: Completed In Process Unable to Complete/No Longer Required

22b	Organise after school girls football club for Yr 5 and 6	x		x		x	x	Spring 1	Spurs Football club	Ks 1 Hall	Yes
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KEY

Priorities: Progress on Track Some Progress Made No/Limited Progress

Success Criteria Milestones: Met Not Met

Actions: Completed In Process Unable to Complete/No Longer Required

LEADERSHIP AND MANAGEMENT		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths	Priorities for Development in 2019/20 Key Priorities in Blue
School vision, values and culture	<ul style="list-style-type: none"> <li>The school has a clear vision and set of values which are known and understood by all, and which have a positive impact on the school community.</li> <li>There is a strong culture of commitment, collaboration and support amongst the staff; parents/carers report that staff are positive, approachable and enthusiastic.</li> </ul>	24. Launch and embed the concept of Lancasterian Primary as a 'Coaching School'.
Senior leadership	<ul style="list-style-type: none"> <li>The senior leadership team are united in their vision for the improvement of the school, with a focus on trust, distributed leadership and a coaching approach to problem solving; parents/carers and staff report that the school is well led and managed.</li> </ul>	25. Develop governance to enable all governors to consistently use their skills and knowledge to support strategic operation of the school as ambassadors of the school values.
Middle leadership	<ul style="list-style-type: none"> <li>Middle leaders are the engine room of school improvement, providing direction, expertise, guidance and support in their areas; all middle leaders graded as good or outstanding in 2019 end of year evaluations.</li> </ul>	26. Ensure that middle leaders robustly embed upcoming curricular changes in their subject areas across the school.
Performance management systems	<ul style="list-style-type: none"> <li>A holistic, values based performance management approach goes hand in hand with supportive performance monitoring systems which foster frequent self-reflection, ownership and accountability.</li> </ul>	
Staff development and training	<ul style="list-style-type: none"> <li>All staff are given ownership of frequent and high quality CPD tailored to their own and the school's needs.</li> </ul>	
Workload and well-being	<ul style="list-style-type: none"> <li>The school demonstrates an exceptional commitment to reducing staff workload and enhancing well-being; this has resulted in a dramatic reduction in work related staff sickness.</li> </ul>	27. Improve ICT systems such that they consistently support efficient work practices.
Financial resources	<ul style="list-style-type: none"> <li>The school's financial resources are well managed in extremely challenging circumstances.</li> </ul>	28. Investigate strategies to ensure the future financial health and sustainability of the school, raising awareness within the local community about the challenges we currently face.

Premises	<ul style="list-style-type: none"> <li>There is planned and systematic development of the learning environment to enhance the children's educational experiences.</li> </ul>	
Health and safety	<ul style="list-style-type: none"> <li>The school has recently been awarded an outstanding health and safety accreditation; recent improvements have had a positive impact on pupil and staff welfare.</li> </ul>	29. Work with the local authority and community to improve road safety around the school.
Engagement of wider school community	<ul style="list-style-type: none"> <li>The PSA is rapidly improving its involvement in a range of school activities and initiatives, bringing an increasing number of parents/carers into the school for events.</li> </ul>	30. Improve communication with parents, particularly in relation to their children's progress and next steps. 31. Increase diversity within the PSA to better represent the school community.

## Success Criteria/Milestones

**Priority 24:** Launch and embed the concept of Lancasterian Primary as a 'Coaching School'.

	End Autumn		End Spring		End Summer	
	Target	Result	Target	Result	Target	Result
Number of staff members who have completed coaching training	5 staff members trained 13 staff members in training		5 staff members trained 13 staff members in training		18 staff members trained	
Number of staff members consistently using coaching skills and techniques as a regular part of their practice	5		11		18	

**Priority 25:** Develop governance to enable all governors to consistently use their skills and knowledge to support strategic operation of the school as ambassadors of the school values.

Governing body self-evaluation survey statement % 'Agree' or 'Really Agree' responses:	July 2019	Target July 2020	Result July 2020
<ul style="list-style-type: none"> <li>Governors make a strong contribution to robust planning for improvement</li> </ul>	88%	90%	
<ul style="list-style-type: none"> <li>Governors use the skills they bring and the information that they have about the school to ask challenging questions which are focused on improvement and hold school leaders to account.</li> </ul>	71%	80%	

**KEY** Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required



<ul style="list-style-type: none"> <li>Governors have absolute clarity about the different roles and responsibilities of the head teacher and governors</li> </ul>	63%	75%	
<ul style="list-style-type: none"> <li>Governors use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body</li> </ul>	75%	80%	
<ul style="list-style-type: none"> <li>Governors make good use of available training and professional development resources (e.g. The Key for School Governors).</li> </ul>	63%	75%	
<ul style="list-style-type: none"> <li>The governing body constantly reflects on its own effectiveness and readily makes changes to improve.</li> </ul>	75%	80%	

**Priority 26:** Ensure that middle leaders robustly embed upcoming curricular changes in their subject areas across the school.

Number of QARs receiving 'Not Yet Good' grades for clear, progressive learning journey using Lancs Approach to Learning in either planning or books.	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
English	3		1		0	
Maths	3		1		0	
Science	3		1		0	
Topic/Foundation	3		1		0	

**Priority 27:** Improve ICT systems such that they consistently support efficient work practices.

Staff survey statement % 'Agree' or 'Really Agree' responses:	June 2019	Target Dec 2019	Result Dec 2019	Target June 2020	Result
<ul style="list-style-type: none"> <li>The resources available at the school support me to do my job well.</li> </ul>	80%	80%		85%	

**Priority 28:** Investigate strategies to ensure the future financial health and sustainability of the school, raising awareness within the local community about the challenges we currently face.

End of 2019/20 financial year budget deficit within agreed limit	
Targets	Outcome
<£100,000	

**Priority 29:** Work with the local authority and community to improve road safety around the school.

% of votes at self-evaluation meeting agreeing that road safety around school is an issue	July 2019	Target July 2020	Result July 2020
	30%	15%	

**Priority 30:** Improve communication with parents, particularly in relation to their children's progress and next steps.

% of parents at self-evaluation meeting agreeing that communication between school and parents/carers is an issue	July 2019	Target July 2020	Result July 2020
	49%	30%	

**Priority 31:** Increase diversity within the PSA to better represent the school community.

% active parents/carers within PSA from BAME background (whole school = 88%)	End Autumn		End Spring		End Summer	
	Target	Result	Target	Result	Target	Result
	20%		25%		35%	

## Actions

Below are the key actions which will be taken to improve Quality of Education. Many actions impact across multiple priorities and milestones, but they are listed under 'Pr.' according to the main priority on which they will have impact. Actions may be led at senior leadership level, middle leadership level or both.

### Actions led by the Senior Leadership Team

Pr.	Action	Contributes to the development of the following strategies (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		IP	QFT	CCL	TRC	EHA	TGR				
24a	Inform whole staff about Coaching School meaning as part of first September staff INSET session				x			2/9/19	Paul	n/a	Yes Staff become more adept at finding solutions to challenges in teaching and learning

**KEY** Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

24b	Inform parents about the Coaching School in the school newsletter, followed by a weekly reminder and coaching quote				x			In newsletter by 17/9/19	Paul	n/a	Yes
24c	Provide coaching training for all middle leaders, through Sonia Gill from Heads Up, to ensure coaching competency and consistency on all leadership levels – this is coupled with between-session ‘homework’ with the support of SLT				x			6 sessions, once per half term	Paul	£3600	Yes
24d	Building on 2018/19 group coaching sessions, hold SLT group coaching sessions 1 x per half term to use and embed coaching skills in tackling challenges facing the school				x			6 sessions, once per half term	Paul	n/a	Yes
24e	Provide all staff with Heads Up Successful Difficult Conversations online twilight training sessions, to promote a culture of healthy conflict	x			x			5 sessions throughout year	Julia	n/a	Yes
24f	Run a series of assemblies with KS2 to introduce coaching school, explain coaching in child-friendly terms and explore how they can use it in their learning			x	x	x		Throughout spring term	Paul	n/a	Yes
24g	Run wider staff coaching training sessions in-house through the 2019/20 Staff Conference and Lancs Leadership Development Institute				x			28/29 Nov and spring and summer terms	Paul	Cover costs	Yes
25a	Bring structure of SESIP in line with changes to the Ofsted inspection framework		x		x	x		From 2/9/19	Paul	n/a	Yes This will bring greater clarity to strengths, AFDs and plans
25b	Restructure governor committees and rewrite committee terms of reference to bring in line with changes to the Ofsted inspection framework		x		x	x		By 11/9/19	Kerry/Paul	n/a	Yes
25c	Provide training for all governors through HEP in relation to the new Ofsted framework and how it relates to our school’s current position	x	x	x	x	x	x	13/11/19	Paul/Fran	n/a	Yes
25d	Use expertise within the governing body to review our approach, systems and practices in order to develop and improve them, building upon the outcomes of the 2018/19 governor self-evaluation				x	x		Through 2019/20	Anne and Tom	TBD	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

26a	Provide weekly support and challenge through middle leader meetings, continually assessing progress against school improvement milestones and actions, sharing up to date news on current curriculum changes and identifying further actions and possible opportunities for cross-curricular collaborations – widen meetings to include TLR2a MLs		x			x		All year	Charlotte	n/a	
26b	Ensure that all subject leaders consistently engage with HEP subject leader networks and training, bringing back developments and learning to staff through our in-house CPD programme		x		x	x		From autumn 1	Charlotte	n/a	Yes
26c	Continue to provide relevant curriculum leadership training through the Lancs Leadership Development Institute		x		x	x		During spring and summer terms	Paul and Charlotte	n/a	Yes
27a	Review current ICT support contract with CNETSO, identifying strengths and areas for improvement and agreeing a way forward in resolving any urgent outstanding issues	x	x	x		x		By 20/9/19	Eoin, Valentina and CNETSO	TBD, dependent on issues identified	Yes Better IT systems better support teaching and learning
27b	Ensure that all ICT tickets raised by staff are monitored by ICT Leader to ensure rapid response and identify any trends/concerns which need to be addressed further with CNETSO	x	x	x		x		From autumn 1	Valentina	TBD, dependent on issues identified	Yes
27c	Implement an effective monitoring/reporting system in relation to use of school photocopiers, laminators, etc. to ensure the school is well resourced and that apparatus function consistently well	x	x	x	x	x		By end autumn 2	Eoin	n/a	Yes
27d	Retrain staff in the use of photocopiers and reporting errors procedures, ensuring all staff can access all functions of photocopiers e.g. scanned documents to scan straight to the users inbox	x	x	x		x		By end autumn 2	Eoin, Sam and CNETSO	n/a	Yes
28a	Review office staff structure with a view to recruiting an apprentice to fill recent admin assistant vacancy	x	x		x			By end autumn 2	Eoin	n/a	Yes Efficient admin systems better support teaching and learning
28b	Complete a staffing budget options exercise to take to the L&M governor committee for further consideration and debate		x	x	x			16/10/19	Eoin, Paul and Anna	n/a	Yes

KEY Priorities: **Progress on Track** **Some Progress Made** **No/Limited Progress** Success Criteria Milestones: **Met** **Not Met** Actions: **Completed** **In Process** **Unable to Complete/No Longer Required**

28c	Work closely with HEP school improvement advisor to complete external review of school's financial situation and explore possible ways forward			x	x	x		7/11/19	Paul and Eoin	n/a	Yes
28d	Run session with UPS teachers to explore UPS teacher expectations, share UPS teacher experience and leadership across the school and ensure value for money		x	x	x	x		28/29 Nov 2019	Paul	n/a	Yes
28e	Take the lead in organising an Integrated Curriculum and Financial Planning review (ICFP) through Judicium in collaboration with 4 similar NLC schools, including bespoke benchmarking exercise and identification of possible areas for making savings and joint procurement		x	x	x	x		By end autumn 2	Paul and Eoin	Funded by NLC	Yes
28f	Continue to promote fundraising opportunities with relevant staff, including encouraging senior and middle leaders to elect this as their 'lifelong learning' performance management objective	x	x	x	x	x	x	Throughout 2019/20 and autumn term performance	All SLT and MLs	n/a	Yes
28g	Keep parents/carers informed about school's financial situation and its possible implications through regular newsletter updates				x			From autumn 2	Paul and Eoin	n/a	Yes Parents/carers may be able to support in ensuring adequate resources for learning
28h	Generate income through the provision of school-to-school training through HEP		x		x	x		From autumn 2	All SLT	n/a	Yes
28i	Develop further ways to generate income for the school on Spurs match days				x	x		From autumn 2	Eoin, Sam and John	n/a	Yes
28j	Find new and innovative ways to market school places and letting opportunities, including website update in autumn term				x	x		Throughout 2019/20 with a focus on spring 1	Eoin	TBD, dependent on outcomes of research	Yes
29a	Work closely with Eveleen Riordan, Assistant Director for Schools and Learning, and Wendy Thorogood, Smarter Travel Officer, to improve safety	x		x	x			From 2/9/19	Paul	TBD, dependent upon outcomes	No But safety always comes first

KEY Priorities: **Progress on Track** **Some Progress Made** **No/Limited Progress** Success Criteria Milestones: **Met** **Not Met** Actions: **Completed** **In Process** **Unable to Complete/No Longer Required**

	in relation to Vale transport buses and their interaction with our children and parents at drop off/collection time									of discussions		
29b	Contact local authority to see if there are any additional measures which can be put into place to reduce the speed of cars travelling along Church Road	x		x	x				During spring term	Paul	n/a	No But safety always comes first
30a	Share improved and more detailed curriculum overviews with parents on school website, and remind them regularly through newsletter	x	x	x	x	x			Termly	Charlotte	n/a	Yes
30b	Improve consistency in sending home weekly KS1/2 LOs	x	x	x	x	x			By 20/12/19	Charlotte and Andrea	n/a	Yes
30c	Put into place a system of parent class parent/carer reps, to provide a liaison between class teachers and parents to better share information and ideas	x		x	x				By 30/11/19	Kamelia and Angela	n/a	Yes
30d	Work with parents and graphic designer to create a set of values characters parents/carers who model the behaviour we wish to promote within our parent/carer community – share these in newsletters and assemblies	x		x	x				By 31/1/19	Paul	£750	Yes
30e	Amend the way in which we report to parents throughout the year; introducing a ‘mid-year check-in’ report and an altered format ‘end-of-year’ report, both tied closely to the new Pupil Attainment Grids				x		x	Spring 1 and summer 2		Charlotte	n/a	Yes
31a	Interview parents/carers from across the school community to explore how they believe they could most effectively support the PSA (events they would like to see, etc.)	x		x	x			During spring 1		Paul and Jannine	n/a	Yes
31b	Run an ongoing campaign through the school newsletter to highlight the diversity within the school and promote a sense of responsibility throughout the community to take part in supporting the school through the PSA	x		x	x			Spring 2 to summer 2		Paul and Jannine	n/a	Yes

### **Actions led by the Middle Leadership Team and others**

No.	Action	Contributes to the development of the following strategies (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		IP	QFT	CCL	TRC	EHA	TGR				
25a	To work with the school governor for Literacy to demonstrate how Sounds Write works in practise.	x	x		x			Autumn 2 <sup>nd</sup> half term	Rachel	n/a	Yes

KEY Priorities: Progress on Track Some Progress Made No/Limited Progress Success Criteria Milestones: Met Not Met Actions: Completed In Process Unable to Complete/No Longer Required

26a	Monitor the implementation of Sounds Write closely; through learning walks, planning meetings and health checks.	x	x		x	x		Ongoing from Autumn 1 <sup>st</sup> half term	Rachel	Buy in Theresa Plummer to advise	Yes
26b	Outline key cross curricular links to strengthen the intent of the English curriculum and share with staff		X	X		X		Autumn 2	Ciara	n/a	Yes
27a	Train staff to use the PA systems in the hall.	x			x			Autumn 1	Valentina	Inset time	Yes To support with assemblies and performances
27b	Review IT hardware and make informed decisions on replacements	x	x	x	x			Summer 2	Valentina	Cnetso support	Yes
27c	Liaise with Cnetso to ensure systems are running smoothly.			x				Autumn 1 (on going through the year)	Valentina	Cnetso support	Yes
27d	Provide training for support staff on how to use office 365, LGFL resources to enhance pupils learning experience.	x	x	x	x	x		Autumn 2	Valentina	Support from Jose (LGFL)	yes
30a	Improve communication with parents, particularly in relation to their children's progress and next steps. All children to use Charanga Music's YUMU online learning space, providing parents with updates, evidence of their music learning and development	x	x	x	x	x		Sept onwards	Tim B	Charanga	Yes
31a	Update the newsletter with PSA actions – informing parents on how they can join and what the PSA does	x					x	September onwards	Jannine	n/a	Yes
31b	Plan and hold an 'International Afternoon' to raise the profile of the PSA in school	x						November	Jannine	Parent support	Yes

KEY

Priorities: Progress on Track Some Progress Made No/Limited Progress

Success Criteria Milestones: Met Not Met

Actions: Completed In Process Unable to Complete/No Longer Required