

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 2021/22

SCHOOL CONTEXT

Head Teacher	Chair of Governors	Last OFSTED Inspection
Paul Murphy	Anne Baxendale	May 2017

OUR VISION	<p>We will make a fairer society.</p> <ul style="list-style-type: none"> • A society where everyone can reach the top of the mountain, because all of us understand that achieving ambitions includes learning from mistakes. • A society where everyone has the skills and knowledge to open any door, because all of us break down barriers to opportunity. • A society where everyone improves the world we share, because all of us seek creative solutions to the issues we face together. <p>To do this, we will make the best school.</p> <ul style="list-style-type: none"> • A school where every child embraces learning as a demanding lifelong journey, because all of us show them how to love challenge and growth. • A school where every child feels proud of who they are and their own uniqueness, because all of us celebrate difference. • 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.
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OUR THREE YEAR GOALS (with whole staff self-evaluation scores out of 10)	<p>By the end of the 2021/22 academic year, Lancasterian Primary School will:</p>	Dec 2019	Sep 2020	Sept 2021
	<ul style="list-style-type: none"> • have end of key stage results which are consistently at or above national average; 	6	7	7
	<ul style="list-style-type: none"> • self-evaluate as outstanding in all areas; and 	8	8	9
	<ul style="list-style-type: none"> • 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. 	7	8	9

OUR VALUES	Inclusion	Integrity
	Lifelong Learning	High Aspirations
	Growth Mindset	Respect

SCHOOL CONTEXT	<p>PUPILS</p> <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 53% in year 5 down to 29% in Year 2. The percentage of pupils with special educational needs or disabilities is above national average and amongst the highest in Haringey, up to 32% in some year groups. The proportion of pupils supported with an EHCP is also very high, with 23 children currently on plans. Over 87% 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 pupils speak English as an additional language and around a quarter of those (55 pupils) are at the very early stages of English acquisition.</p>
	<p>STAFFING</p> <p>Lancasterian Primary has strong leadership in place across the school and has benefitted from high staff stability over the past few years. The school employs 50 full-time and 19 part-time staff, including 4 non-class based teachers who provide expertise in ICT, performing arts and Pupil Premium support as well as consistent high quality cover for PPA and teacher absence, reducing the need for supply teachers. The deputy and assistant head teachers all have part-time class teaching and/or intervention support 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>CURRICULUM AND TIMETABLE</p> <p>We have a broad and balanced curriculum which has been designed around the needs of our children and ensures full inclusion of our EAL and SEND learners. EYFS pupils benefit from a child-centred, play-based model of learning following the Early Years Foundation Stage curriculum. Year 1 have an EYFS to KS1 transition period in autumn term, with daily routines moving into a more formal approach according to the children’s needs. KS1/2 teach English and Maths in the morning sessions and science and foundation subjects in the afternoons. We follow the National Curriculum, supported by: Sounds-Write for phonics; Destination Reader for reading; Talk for Writing for English; and Power Maths with White Rose Maths resourcing. Our science and foundation subjects curricula meet and exceed National Curriculum expectations – these have been completely overhauled over the past few years, working with Haringey Education Partnership (in collaboration with Christine Counsel and Valerie Hannon). The ‘Lancs Approach to Learning’, which is based on SOLO Taxonomy (Structure of Observed Learning Outcomes), frames our pedagogical approach to delivering the KS1/2 curriculum.</p> <p>Currently, our Y6 pupils are the first to start lessons in the morning, arriving at 8:30am to begin their extended timetable in preparation for secondary school following disruption to learning due to the pandemic; 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 3:15pm and 3:45pm. The school offers breakfast 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.</p>

OTHER FEATURES

Lancasterian Primary School is driven by its vision to make society fairer by being the best school for our children, and by deeply embedded values which run through everything we do. These values are inclusion, lifelong learning, growth mindset, integrity, high aspirations and respect. The culture of our school could be described as high performance and relaxed but purposeful.

In 2019/20 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 and middle leaders have been trained in – and frequently use – coaching skills and techniques to help improve decision-making and problem-solving. Coaching support is now being rolled out more widely across the school.

The school shares the site with a local authority special school. Although the leadership and governors are separate for this school, pupils from both schools would normally share some assemblies and lessons, as well as the lunch hall and playground, although this has had to be suspended due to the Coronavirus pandemic.

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.

10 KEY PRIORITIES FOR DEVELOPMENT FOR 2021/22 FROM THE AREAS FOR DEVELOPMENT OUTLINED IN THIS DOCUMENT

1. Maintain robust curricular approaches and reintroduce rigorous intervention programmes to rapidly close gaps in learning caused by the pandemic, in particular ensuring children are ready to transition to the next key stage.
2. Increase the number of children working at greater depth.
3. Improve reading outcomes across the school with a particular focus on early reading, bringing phonics outcomes back on track and supporting those who are at risk of failing to read in KS2.
4. Return to previous high standards of writing following the difficulties that have been experienced in this area during lockdown.
5. Prioritise diminishing the difference for SEND and BAME (especially white other and black African) groups.
6. Further develop the school's approach to MFL and PE to ensure full consistency.

7. Ensure children are actively engaged in all lessons by implementing further AFL tools and strategies.
8. Continue to work on reducing persistent absenteeism and improving punctuality.
9. Work to achieve financial sustainability by effectively implementing strategies to raise pupil numbers, including improvements in marketing.
10. Ensure that the health and safety of children and staff remains a key factor in all decisions taken in relation to school provision, staffing, etc. by continuing to follow guidance from the government, Public Health, Haringey HR, HEP and the unions and by listening to all stakeholders.

QUALITY OF EDUCATION		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2021/22 Priorities in Blue
Pupil achievement	<ul style="list-style-type: none"> Progress is good in EYFS from low starting points due to strong curriculum intent and implementation; GLD has increased in spite of disruption. KS1 outcomes are broadly in line with national. KS2 outcomes have shown a five year trend of improvements, continuing to close the gap to national. Robust implementation of new phonics programme Sounds-Write has led to positive outcomes for reception children. Maths is a particular strength in many year groups due to a focus on teaching for mastery. 	<ul style="list-style-type: none"> Maintain robust curricular approaches and reintroduce rigorous intervention programmes to rapidly close gaps in learning caused by the pandemic, in particular ensuring children are ready to transition to the next key stage. Develop a strong transition programme for Year 1 in order to quickly achieve their remaining Early Learning Goals and prepare them for their Phonics Screening Check. Increase the number of children working at greater depth. Improve reading outcomes across the school with a particular focus on early reading, bringing phonics outcomes back on track and supporting those who are at risk of failing to read in KS2. Return to previous high standards of writing following the difficulties that have been experienced in this area during lockdown.
Achievement of vulnerable groups	<ul style="list-style-type: none"> Parents agree that the school has high aspirations for <i>all</i> pupils and that the provision for children with SEND supports their needs. SEND is viewed as a high priority at the school as reflected in the leadership and support staffing structures and the early identification of needs. 	<ul style="list-style-type: none"> Prioritise diminishing the difference for SEND and BAME (especially white other and black African) groups.
Curriculum and the Lancasterian Approach to Learning	<ul style="list-style-type: none"> The school provides a well planned and resourced broad and balanced curriculum which is constantly reviewed to ensure it meets pupils' needs. An effective catch-up curriculum was implemented to consolidate learning, address needs and rapidly begin to close gaps. The introduction of Tapestry in EYFS has had a positive impact on learning and parental engagement, especially during lockdown. 	<ul style="list-style-type: none"> Continue to prioritise the development of cultural capital. Further develop the school's approach to MFL and PE to ensure full consistency.

	<ul style="list-style-type: none"> • The Lancs Approach to Learning in all subjects is providing pedagogical structure and consistency, continually recapping previous learning and building pupil independence, metacognition and mastery; staff and pupils are fully engaged with this approach. • Developing a love of reading is well supported by a range of carefully considered curricular approaches. • A number of extra-curricular strategies – including a longer school day, teacher-led tutoring and small group SLT-led interventions – show a strong commitment to accelerating progress for our vulnerable upper key stage 2 cohorts. • The representation and celebration of diversity continues to be developed across the curriculum in order to better reflect our community. • Engagement in remote education was high (87%) and the curriculum was strong with hardware and technical support given to families where needed. 	
Teaching staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> • Quality of teaching at the school is consistently good and often outstanding. • During lockdown a flexible approach based on safety and fairness was used in the deployment of teaching staff. 	<ul style="list-style-type: none"> • Ensure children are actively engaged in all lessons by implementing further AFL tools and strategies. • Ensure staff remain able to re-implement remote education if needed; embed our approach into homework. • Continue to develop the ethos, knowledge and understanding of all staff in relation to SEND so that <i>all</i> children are consistently supported. • Provide bespoke and rigorous training and support for ECTs.
Teaching support staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> • Teaching assistants, nursery nurses and the pastoral care team work cohesively and flexibly to provide high quality, nurturing support for our most vulnerable children and those with complex needs. 	<ul style="list-style-type: none"> • Ensure teachers and TAs work effectively together such that support is shared between SEND and other pupils.
Assessment and target setting	<ul style="list-style-type: none"> • The regular use of PAGs (Pupil Assessment Grids), PPRs (Pupil Progress Reviews) and QARs (Quality 	<ul style="list-style-type: none"> • Raise the profile of pupil targets in order to maximise progress. • Review data targets for all children, taking into account changes in the school.

Assurance Reviews) has increased the reliability of data for the improvement of teaching and learning.

Actions led by the Senior Leadership Team (white background) and Middle Leadership Team (grey background)

Updated at the start of each term

Priority 1: Maintain robust curricular approaches and reintroduce rigorous intervention programmes to rapidly close gaps in learning caused by the pandemic, in particular ensuring children are ready to transition to the next key stage.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Use 3 September INSET days to provide training and support in relation to delivery of school curriculum, with a particular focus on ECTs	x	x	x	x	x		1/9/21 – 3/9/21	CADHTs	n/a	Yes
2.	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	x		From 6/9/21	Paul	n/a	Yes
3.	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	From 6/9/21	Paul	Coaching cover costs	Yes
4.	Use Power Maths workbooks as a pilot for accelerated learning in maths		x	x		x		From 6/9/21	Rob	Workbooks	Yes
5.	Accelerate progress in Y6 through additional teaching support from PPFT (in English) and CADHT (in maths) enabling pupils to be taught in smaller, focused groups	x	x	x		x		From 14/9/21	Andrea, Leisel and Charlotte	n/a	Yes
6.	Provide additional 1:1 and small group English/Maths tutoring, led by teachers and SLT	x	x	x		x		From 4/10/21	Leisel	Duvet Day cover costs	Yes
7.	Use 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	x	From Jan 2022	Rob and Fatma	n/a	Yes
8.	Run 'Fire in the Belly' assemblies for Y6 to track progress towards year groups targets across the year	x	x	x	x	x	x	From Sept 2021	Paul	n/a	Yes

9.	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	x	During Easter holiday	Paul	Pendarren and staff costs	Yes
10.	Revise all Y1 – 6 children’s targets in collaboration with previous class teachers to ensure that they are accurate but ambitious	x	x	x	x	x		By 24/9/21	Fatma and Paul	n/a	Yes
11.	Work closely with HEP, UCL and NELTSH to ensure compliance with ECT induction requirements, such that ECTs, their mentors and their tutors are clear about expectations and are fully supported	x	x	x	x	x		From 6/9/21	Julia	TBC	Yes
12.	Adapt approach to initial autumn term Pupil Progress Reviews (PPRs) to ensure that teachers are clear about children’s individual targets, how they will work to achieve this and to provide further guidance and support where needed - include targeted work with ‘cuspy’ children	x	x	x	x	x		WB 27/9/21	Fatma	Supply cover for PPR mtgs	Yes
13.	Use autumn term Y1 PPR to review impact of transition period on catch-up and identify next steps	x	x	x		x		WB 27/9/21	Fatma & Leisel	n/a	Yes
14.	Implement targeted TA-led English & maths interventions, based on needs identified in autumn term PPR meetings	x	x	x	x	x		From aut 2	Angela	n/a	Yes
15.	Employ additional TA to release teachers/TA to run catch-up and interventions during the afternoons	x	x	x	x	x		From aut 2	Angela	n/a	Yes
16.	To ensure that parents are informed about how they can best support their child’s learning, organise: <ul style="list-style-type: none"> socially-distanced playground-based EYFS settling in meet the Teacher sessions Nur – Y6 	x	x	x	x	x	x	During Aut 1	Julia and CADHTS	n/a	Yes
17.	Work with school EP to run INSETs/workshops to develop children’s working memory	x	x	x				During staff conf or spr 1	Angela	TBC	Yes
18.	Introduce and embed NELI across EYFS	x	x	x	x	x		From aut 2 (nur) and spr 1 (rec)	Julia	n/a	Yes
19.	Implement STEM week throughout the school.	x	x	x		x		Spring 1	Victoria / Rob	Resources for week Time out to prepare	Yes

20.	Reviewing curriculum and planning to ensure garden is being utilised within science lessons to deepen learning and outcomes.	x	x			x		Summer 1	Victoria	N/A	Yes
21.	Review current Foundation curriculum to ensure coverage is beneficial in developing cultural capital from Year 1 – Year 6.	x	x	x	x	x	x	From Autumn 1	Elena	n/a	Yes
22.	HISTORY CPD training for staff on Historical skills.	x	x	x	x			From Autumn 2	Rose and Elena	n/a	Yes
23.	Review current Foundation curriculum to ensure diverse coverage of BAME	x	x	x	x	x	x	From Autumn 1	Elena Rose and Andrea	n/a	Yes
24.	Implement a reading specific intervention for Years 1 – 4 for children who are at risk based on Autumn 1 PPR	x	x	x	x	x	x	From Autumn 1	Ciara	n/a	Yes
25.	Introduce Rap lyrics writing and performance group to help boys with behavioural issues. Year 6 earmarked to complete this from September 2022/23	x	x	x	x	x	x	From Spring 1	Tim	n/a	Yes
26.	Introduce music training for support staff to teach them music-based activities that will prove both therapeutic and stimulating for their intervention groups. Moved to next year 2022/23 – Music lead consulting in another school	x	x	x	x	x	x	From Spring 2	Tim	Training for Tim and 3 TA's	Yes
27.	Implement the Mindfulness paws.b curriculum to help children manage their emotions, self-regulate and improve their learning behaviours.	x	x	x	x	x	x	From Autumn 1	Holly	Training for teachers/ Lesson slides	Yes
28.	Lead times tables parent workshop for Y3 and Y4 parents Moved to Autumn 2022/23 due to time constraints/covid absence	x	x			x		By end of Autumn 2	Rob	n/a	Yes
29.	Introduce Numicon intervention to TAS Mastery of Number intrvention will happen instead, numicon training not a priority	x	x	x		x		By end of Spring 1	Rob	£100 for new sets of Numicon	Yes
30.	Spend part of coffee mornings focusing on core curriculum areas, providing parents/carers with resources and strategies they can implement at home	x	x	x		x		From Autumn 1	Fatma	Printed resources	Yes
31.	Send learning topics for EAL families translated in the school's main languages	x	x	x	x	x	x	From Autumn 2	Fatma	Time to prepare	Yes

32.	Review current PSHE curriculum	x	x	x	x	x	x	From Autumn 2	Jane	n/a	Yes
33.	Lead RSE meeting with parents so they understand the importance.	x	x	x	x	x	x	Summer 1	Jane	n/a	Yes
34.	Identify target children to support in Y2 and Y6 with a focus on reading and writing.	x	x	x	x	x	x	From Autumn 2	Andrea & Leisel	n/a	Yes
35.	Create a Diverse scientist list to be used for each topic within science.	x	x		x	x	x	Spring 2	Victoria	N/A	Yes

Priority 2: Increase the number of children working at greater depth.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Increase focus on greater depth children during spring term PPR meetings	x	x	x	x	x		Jan 2022	Fatma	n/a	Yes
2.	Provide at least 1 greater depth after school INSET sessions (English and maths) during spring term	x	x	x		x		Spring term	Julia	n/a	Yes
3.	Ensure there is some focus on greater depth children during internal W & M moderations	x	x	x	x	x		Throughout year	Fatma	n/a	Yes
4.	Provide texts that link between Science and Literacy- with the hope to include these in core texts to link subjects.		x			x		Summer 1	Victoria / Ciara	Books Time out to research	Yes
5.	Identify greater depth children and run weekly Greater Depth tutor group for maths		x	x		x		Weekly from September 2021	Rob	GD booklets (£10)	Yes

Priority 3: Improve reading outcomes across the school with a particular focus on early reading, bringing phonics outcomes back on track and supporting those who are at risk of failing to read in KS2.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				

1.	Ensure implementation of Sounds-Write in Year 2, providing the initial training and resources as well as additional ongoing monitoring, CPD and support		x	x		x		From 20/9/21	Paul & Rachel	Various Sounds-Write resources	Yes
2.	Continue to closely monitor the implementation and impact of Sounds-Write across Rec-Y2 through learning walks, practice phonics checks, formative assessment, lesson obs, etc. and provide further support and training where needed		x	x	x	x		Throughout autumn and spring terms	Rachel, Julia and Ciara	TBD	Yes
3.	Put in place additional teacher and TA led phonics support for Y2 and Y3 children who are still struggling with reading as a result of gaps in their phonics learning	x	x	x		x		From aut 1	Angela and Rachel	Various phonics resources	Yes
4.	Implement Y6 class reading competition, with prizes linked to end of year trips	x	x	x	x			From Sept 2021	Paul	n/a	Yes
5.	Implement Bookmark reading intervention across year groups 3, 4 & 5		x	x	x			Following spring PPr meetings	Ciara/Angela/Rachel	£500	Yes
6.	Provide letters and sounds phonics training for KS2 teachers and support staff. (Year 3 staff being trained in September)	x	x	x		x		Dec 2021	Rachel	TBD	Yes
7.	Re-introduce phonics-based parent workshops/ family phonics sessions in EYFS & YR 1.	x	x	x		x		Summer 1	Holly	Various resources	Yes
8.	Provide parent workshops for early reading skills.	x	x	x		x		Summer 1	Holly	Various resources	yes
9.	Establish outdoor libraries (sheds) in EYFS and KS1. Including launching reading buddies and library monitors.	x	x	x		x		From Spring 2	Holly	N/A	Yes
10.	Implement the new home reading program to develop reading for pleasure culture in the school	x	x	x	x	x		From Autumn 1	Ciara	Book and road map resources	Yes
11.	Continue to monitor the use of the new book banding to ensure children are reading at their instructional level 2x a week (KS2) and know their own marks of progress. Replenish books regularly throughout year.	x	x	x		x		From Autumn 1	Ciara	Book stickers	Yes
12.	Plan and implement World Book Day	x	x	x	x	x	x	Spring 2	Ciara	n/a	Yes

13.	Embed comprehension activity in music lessons, whereby children answer questions from reading text about a musician or group.	x	x	x	x	x	x	From Autumn 2	Tim	N/a	Yes
14.	Use Mindfulness lessons to teach children about the parts of their brain that are working / need to function well in order to achieve maximum learning potential. Reference these in literacy lessons ie "Your attention skills are really improving which is helping you to read better - that's your prefrontal cortex working well!"	x	x	x			x	From Autumn 2	Holly	Lesson slides	Yes

Priority 4: Return to previous high standards of writing following the difficulties that have been experienced in this area during lockdown.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Showcase high quality writing from Y1 – 6 in every Monday assembly to celebrate effort and inspire others	x	x	x	x	x	x	From Jan 2022	Paul	n/a	Yes
2.	Work with NLC to ensure reimplementation of writing moderation across primary NLC schools Unable to pursue this due to covid restrictions and different NLC priorities.	x	x	x	x	x		Starting spr term	Paul	n/a	Yes
3.	Use EYFS and Y1 PPR meetings to identify key children who require support to develop their pre-writing skills and implement targeted support	x	x	x	x	x		From aut 1	Julia and Angela	n/a	Yes
4.	Relaunch and promote pen licences for handwriting, giving certificates in assembly to mark those who have achieved this		x	x		x	x	From Autumn 1	Ciara	Certificates and pens	Yes
5.	Introduce write-ups/reviews of music performances and topics of work. These write-ups would be done by the children and would focus on high standards adhered to across the school. Work will be shared during music assemblies and on displays.	x	x	x	x	x		From Autumn 2	Tim	n/a	Yes
6.	Use mindfulness as an exercise to improve handwriting; fine motor skills and attention to detail.	x	x	x			x	From Autumn 2	Holly	Handwriting scaffolds / music	Yes
7.	Establish supportive curriculum documents to support teachers within teaching science		x				x	From Autumn 2	Victoria		yes

8.	Identify key children to support with writing in Y2 and Y6 based on Precision teaching model of regular, short, high impact interventions.		x	x		x		From Autumn 2	Andrea & Leisel	n/a	Yes
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Priority 5: Prioritise diminishing the difference for SEND and BAME (especially white other and black African) groups.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Provide INSET training on: <ul style="list-style-type: none"> quality first teaching to support SEND pupils; effective use of TAs in the classroom for all teachers/TAs; zones of regulation, and how this can particularly support SEND children. 	x	x	x				2/9/21	Angela and Rachel	n/a	Yes
2.	Implement Tapestry to better capture the learning journeys of SEND pupils and improve home/school communication	x	x	x	x			From autumn 1	Angela and Rachel	ipads	Yes
3.	Provide training for EYFS staff on inequalities and diversity of curriculum	x	x	x	x			By end aut 2	Julia	n/a	Yes
4.	Embed the use of EAL assessment framework and system for new EAL arrivals, based on Solihull approach – also create Turkish, Bulgarian and Polish versions	x	x	x		x		From Dec 2021	Angela and Fatma	EAL Assessment materials	Yes
5.	Continue to build bank of resources for EAL reading, writing, speaking and listening linked to the EAL assessment framework above	x	x	x		x		From Sept 2021	Angela and Fatma	EAL Assessment materials	Yes
6.	Provide further training for teachers and TAs on 1 & 2 above	x	x	x		x		Dec 2021	Angela and Fatma	EAL Assessment materials	Yes
7.	Continue to carry out actions identified in BAME action plan following 2020 HEP BAME review – RT and AB meet to re-kick start this work	x			x	x		From Feb 2022	Rachel and Andrea	According to BAME action plan	Yes
8.	Restart targeted, data-informed, TA-led interventions using: <ul style="list-style-type: none"> Precision Teaching Project X 	x	x	x		x		From WB1/11/21	Angela	Various according to	Yes

	<ul style="list-style-type: none"> Inference training Speech and Language Groups Numicon <p>Provide additional support and training as required and ensure that that effective use of available spaces in the school is maximised</p>									inter-ventions	
9.	Hire additional TA to provide catch-up support in Y1 (mornings) and increase capacity for catch-up programmes in KS2 (afternoons) using catch-up funding.	x	x	x	x	x		From autumn 2	Angela	£13,000	Yes
10.	Develop a system that can track non academic progress for EHCP children e.g. PSE.	x	x			x	x	Summer 2	Rachel	n/a	Yes
11.	SENDco to improve knowledge and understanding of how to create a costed provision map for the school. SEND priorities within the school changed to other focus	x	x	x		x		Summer 2	Rachel	n/a	Yes
12.	Reinstate support staff meeting to address training needs to support SEND learners.	x	x	x		x		Spring 2	Rachel	n/a	Yes
13.	Devise a way that SMSAs can develop their knowledge of how to support SEND learners, within their working hours.	x	x	x		x		Summer 2	Rachel and Kamelia	n/a	Yes
14.	Start a creative arts council (made up of children) to meet regularly, focusing on improving arts provision and fundraising for resources to begin Artsmark process	x	x	x	x	x	x	Autumn 2	Tim	n/a	Yes
15.	Identify 8 children of African and Caribbean descent to take part in Nia Academy Saturday tutoring programme focus on English skills.		x	x		x		From Sept 2021	Andrea	Devices, stationary & whiteboards	Yes
16.	Increase BAME representation across Foundation subjects to increase engagement and progress	x	x	x	x	x	x	From Autumn 2	Andrea & Elena	n/a	Yes

Priority 6: Further develop the school's approach to MFL and PE to ensure full consistency.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				

1.	Continue MFL lesson observations and learning walks, introduced towards the end of 2020/21	x	x	x		x		Starting aut 2	Rob	n/a	Yes
2.	Provide support for teachers to deliver good P.E lessons using the P.E Hub	x				x		Ongoing	Leisel	P.E Hub	YES
3.	Organise THFC workshops for Ks2 pupils which include reading, PHSE and P.E sessions	x	x	x	x	x	x	Autumn 2	Leisel	THFC	Yes
4.	Improve and promote Healthy Life styles for children – Attend healthy schools Net -working meetings	x	x	x		x		Ongoing	Leisel	n/a	Yes
5.	Organise sports Day	x	x			x	x	Summer 2022	Leisel	n/a	Yes
6.	Support MFL lead in implementing new strategies and continue to observe MFL lessons.		x	x		x		From Autumn 2	Fatma	n/a	Yes

Priority 7: Ensure children are actively engaged in all lessons by implementing further AFL tools and strategies.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Provide Walkthrus catch-up training for new teachers	x	x	x				During aut 1	Leisel	n/a	Yes
2.	Continue to embed the Walkthrus approach across all KS1/2 teachers	x	x	x	x	x		From staff conference onwards	Leisel	n/a	Yes
3.	Use spring and summer INSET session to agree key AfL strategies and ensure greater consistency in their use across the school	x	x	x		x		Spring/Summer term	Rob	n/a	Yes
4.	Monitor and support teachers in using the DR AFL techniques (agree, challenge and build) across all subjects and not just DR	x	x		x	x		From Spring 1	Ciara/Rob	n/a	Yes
5.	Pupils to use Seesaw to record and assess their learning.	x	x	x	x	x		From Autumn 2	Valentina	Inset	Yes

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2021/22 Priorities in Blue
Safeguarding	<ul style="list-style-type: none"> • There is a strong culture of safeguarding underpinned by robust systems and multiagency working; the DSL will now lead on this across the borough. • Provision for key worker and vulnerable children during lockdown was strong. • The response to supporting pupils and families impacted by the pandemic was strong. 	
SMSC and pupil adherence to school values and FBV	<ul style="list-style-type: none"> • Children and staff have a deep understanding of the school values and what these mean for their behaviours. • The school holistically develops pupils so that life skills support academic learning (e.g. Votes for Schools). 	
Pastoral Support	<ul style="list-style-type: none"> • Close attention to children's social and emotional needs and well-being is embedded within the school culture, led by a strong pastoral care team. • Parents have fed back that they felt well supported by the school in accessing Free School Meal vouchers and information about other support services during lockdown (e.g. local food banks and mental health services). 	
Pupils' physical and mental health and well-being	<ul style="list-style-type: none"> • Children report that they feel safe and happy at Lancasterian Primary and enjoy coming to school; their parents echo this. This was also evident in the return to school post-lockdown. 	<ul style="list-style-type: none"> • Support pupils' well-being and mental health with the implementation of the ELSA programme and further development of the Zones of Regulation. • Improve school lunch provision.
Attitudes and behaviour for learning	<ul style="list-style-type: none"> • Behaviour for learning is excellent; expectations are high and these are met. • Outdoor behaviour has improved as a result of changes to routines. • The school has a clear, bespoke behaviour policy and systems. 	

Bullying	<ul style="list-style-type: none"> Bullying is rare with systems in place to monitor regularly and deal with incidents effectively. 	
PSHE, citizenship, RSE and Prevent within the curriculum	<ul style="list-style-type: none"> House captains provide strong and proactive pupil leadership, are excellent role models for their peers and embody the school's values. 	<ul style="list-style-type: none"> Continue to monitor the implementation of the RSE curriculum.
Extra-curricular provision		<ul style="list-style-type: none"> Reinstate extra-curricular provision with a particular focus on academic activities.
Pupil aspirations for their own futures	<ul style="list-style-type: none"> The majority of children have a strong sense of belief in their ability to achieve well. Pupils are developing 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. 	
Attendance and lateness	<ul style="list-style-type: none"> The school works very hard to keep children with complex behavioural needs in school; fixed term exclusion is only ever used a last resort. Attendance at the school is high despite two year of disruption. 	<ul style="list-style-type: none"> Continue to work on reducing persistent absenteeism and improving punctuality.

Actions led by the Senior Leadership Team (white background) and Middle Leadership Team (grey background)

Updated at the start of each term

Priority 5. Continue to work on reducing persistent absenteeism and improving punctuality.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Create and monitor a spreadsheet to track absence on a weekly basis.				x		x	Weekly from 9/9/21	Kamelia	n/a	Y
2.	Meet weekly with the EWO to raise concerns about children with poor attendance.				x		x	Weekly from 13/9/21	Kamelia	EWO package	Y

3.	Ensure teachers are regularly reminded to raise concerns about children missing school (on 3 rd day of absence) via CPOMS.				x		x	Ongoing	Kamelia	n/a	Y
4.	Text parents of children at 96% to inform them of absence.				x		x	Ongoing	Kamelia	n/a	Y
5.	Issue first warning letter to parents of children at 94% attendance.				x		x	Ongoing	Kamelia	n/a	Y
6.	Issue second warning letter to parents of children at 92%, inviting them in for a meeting Pastoral Care Manager.				x		x	Ongoing	Kamelia	n/a	Y
7.	Reward 100% attendance and most improved attendance children with a badge at the end of every term.				x		x	Termly	Kamelia	Badges	Y
8.	Reward highest attending classes at weekly assemblies.				x		x	Weekly	Kamelia	Fruit platters	Y
9.	Work with house captains to implement child-led attendance reward strategies.				x		x	Termly	Paul	TBC	Y
10.	Once extreme COVID disruption calms down (hopefully spring 2) ensure that clear messages are sent out about a return to previous attendance and punctuality expectations (through letters, parenthubs, newsletters, etc.)				x	x		From spring 2	Kamelia	n/a	Y
11.	Re-establish late-gate system.				x	x		From spring 2	Kamelia and Gemma	n/a	Y
12.	Re-analyse absence data for first half of the school year to clarify who are PA children, taking out COVID-related absence. Ensure that these children are targeted by Pastoral Care Team and EWO, sharing the workload between Pastoral Care Team children (2 focus children each) with a clear step approach.				x	x		From 27/1/22	Kamelia	n/a	Y
13.	Introduce short music breakfast club for children who are either persistently late or absent. This will be focus on singing and dancing (Just Dance!) and there will be prizes on offer each session, plus prizes for children who attend every week. Due to time constraints (e.g. Music lead now consulting in other schools) this has not happened – aim for 2022/23	x	x	x	x			Spring 2	Tim	Music room & prizes	Yes

LEADERSHIP AND MANAGEMENT		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2021/22 Priorities in Blue
School vision, values and culture	<ul style="list-style-type: none"> The school has a clear vision and embedded set of values which are known and understood by all, have a positive impact on the school community and support improving outcomes for children. Lancasterian Primary School has a strong and inclusive culture that values all and enables staff and children to feel part of a secure and supportive ethos. There is a strong culture of commitment, collaboration and support across the school; parents/carers and staff report that they like the direction the school is taking and are optimistic about the future. 	<ul style="list-style-type: none"> Embed the concept of Lancasterian Primary as a 'Coaching School', particularly ensuring that all those trained in coaching skills are using them within the school.
Senior leadership	<ul style="list-style-type: none"> The senior leadership team are united in their vision for the improvement of the school, with a focus on transparency, trust, distributed leadership and a coaching approach to problem solving. Parents/carers and staff report that the school is well led and managed, communication is good and they feel well supported. The governing body supports and challenges the school through relationships based on transparency and trust. Leaders across the school are all experts in their own areas. 	<ul style="list-style-type: none"> Continue to develop governance to enable all governors to consistently engage and contribute their skills and knowledge, with a return to direct governor engagement with pupils, staff and parents as restrictions allow. Better make use of governors' professional network to bring specific areas of expertise into the school.
Middle leadership	<ul style="list-style-type: none"> Middle leaders are the engine room of school improvement, providing direction, expertise, guidance and support in their areas and staff report they are approachable. Middle leaders have engaged positively with the Coaching School Policy. 	<ul style="list-style-type: none"> Continue to provide additional support for new leaders.
Performance management systems	<ul style="list-style-type: none"> A holistic, values based performance management approach goes hand in hand with supportive performance 	<ul style="list-style-type: none"> Ensure all staff take ownership of their performance management and CPD demonstrating the school's values, particularly following the two years of disruption.

	monitoring systems which foster frequent self-reflection, ownership and accountability.	
Staff development and training	<ul style="list-style-type: none"> All staff are given ownership of frequent and high quality CPD tailored to their own and the school's needs. 	
Workload and well-being	<ul style="list-style-type: none"> The school demonstrates an exceptional commitment to reducing staff workload and enhancing well-being; this has resulted in excellent staff retention during turbulent times. Staff reported that, during lockdown, they were given good professional and personal support (e.g. weekly check-in calls and signposting to resources to support their well-being) and workload was reasonable. 	<ul style="list-style-type: none"> Ensure that there are sufficient consumable resources that are distributed throughout the year so that this does not become a barrier to learning.
Financial resources	<ul style="list-style-type: none"> The school's financial resources are well managed in extremely challenging circumstances, resulting in a 2020/21 end of year surplus, where a deficit had been forecast. 	<ul style="list-style-type: none"> Work to achieve financial sustainability by effectively implementing strategies to raise pupil numbers, including improvements in marketing.
Premises	<ul style="list-style-type: none"> A robust system of planned preventative maintenance has been implemented to reduce the cost of reactive works. The school has undertaken extensive work to enhance outdoor learning through improved garden areas. There have been significant adaptations to the premises to improve safety during the pandemic. 	<ul style="list-style-type: none"> Ensure that facilities standards remain in spite of financial challenges.
Health and safety	<ul style="list-style-type: none"> The school continues to hold an outstanding health and safety accreditation; recent improvements have had a positive impact on pupil and staff welfare. The community has been reassured by the health and safety procedures being put in place for the return to school post-lockdown. 	<ul style="list-style-type: none"> Ensure that the health and safety of children and staff remains a key factor in all decisions taken in relation to school provision, staffing, etc. by continuing to follow guidance from the government, Public Health, Haringey HR, HEP and the unions and by listening to all stakeholders.
Engagement of wider school community	<ul style="list-style-type: none"> Uptake of the provision during school closure by key worker/vulnerable families was high; we also supported children from other settings as a local and borough hub school. Parents and carers report that communication about their children's learning is very good. 	<ul style="list-style-type: none"> Rekindle effective relationships with – and involvement of – the parent/carer community in spite of the challenges presented by the pandemic.

Actions led by the Senior Leadership Team (white background) and Middle Leadership Team (grey background)

Updated at the start of each term

Priority 9: Work to achieve financial sustainability by effectively implementing strategies to raise pupil numbers, including improvements in marketing.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Begin provision for 2 year old in the nursery	x	x	x	x	x		Starting from Sept 2021	Julia	TBD	Yes
2.	Eoin to share grant opportunities with Leisel for MLs to consider once per term					x		From Sept 21	Eoin/Leisel	n/a	Yes
3.	Encourage MLs to include fundraising as a performance management objective		x	x	x			Aut 1	Paul and SLT	n/a	Yes
4.	Finalise VanColls promotional video, upload to the website to signpost to prospective parents – encourage current families to share with family and friends		x	x	x			By end aut 1	Julia	£1500	Yes
5.	Update website photos		x	x	x			By end aut 2	Eoin	TBD	Yes
6.	Increase quantity and frequency of prospective parent visits	x	x	x	x			From aut 1	Julia and Paul	n/a	Yes
7.	Incentivise reception applications with home learning tablets and school uniform & bag	x	x	x	x			From aut 1	Julia and Eoin	£2500	Yes
8.	Work closely with Haringey admissions to maximise pupil numbers (regular contact, ensuring they're aware of year group spaces, etc.)	x	x	x	x			From 1/9/21	Anna and Kamelia	n/a	Yes
9.	Complete application to the LA for a licensed deficit		x	x	x			During aut 1	Eoin	n/a	Yes
10.	Provide cash flow forecast to LA at the point when it starts to become an issue, as requested by LA		x	x	x			During aut 1	Eoin	n/a	Yes
11.	Work with Haringey head of finance to create a 3 year licensed deficit exit plan, taking into account:		x	x	x			During spr 1	Eoin and Paul	n/a	Yes

	<ul style="list-style-type: none"> pupil number predictions Pupil Premium forecasts future lettings opportunities staff turnover and recruitment school marketing strategies (incl. local leafletting) 										
12.	Re-kindle PSA, with a view to using their community connections to promote the school – possible Guy Fawkes Night event?	x	x	x	x	x	x	From aut 1	Fatma	n/a	Yes
13.	Organise regular fundraisers (see above) such as International Evening and film them so we can put on Instagram, Twitter school website and YouTube channel as another promotional tool. Post regular updates of performances from children on our website, Youtube channel, Instagram and Twitter	x	x	x	x	x	x	From Summer 1	Tim	n/a	Yes
14.	Organise a fundraising (running) activity led to fund BAME resources and raise money for refugees.	x	x	x	x	x	x	From Summer 1	Holly	n/a	Yes
15.	Lead a fundraising group, including parents and staff members	x	x	x	x	x	x	From Autumn 2	Fatma	n/a	Yes
16.	Organise a fundraising event to help bring in money to the arts. Moved to Autumn due to time constraints and Art week being next term 2022/23	x			x	x	x	From Summer 1	Jane	n/a/	Yes
17.	Work with ER to find a suitable company to provide us with new ipads.	x	x		x			From Autumn 1	Valentina	n/a	Yes

Priority 10: Ensure that the health and safety of children and staff remains a key factor in all decisions taken in relation to school provision, staffing, etc. by continuing to follow guidance from the government, Public Health, Haringey HR, HEP and the unions and by listening to all stakeholders.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Continue to share regular updates of the Return to School Plan and Risk Assessment (highlighting changes in blue so that they are easy to find) via: <ul style="list-style-type: none"> email to all staff the school website 	x	x	x	x	x	x	Whenever there are significant changes	Paul	n/a	Yes

2.	Share regular health and safety updates and advice to parents via the weekly newsletter and ParentHub as an when necessary, with consistent weekly newsletter messages in relation to managing symptoms, staying safe, etc.	x	x	x	x	x	x	Weekly and ad hoc as needed	Paul	Newsletter and Parenthub	Yes
3.	Continue to monitor and respond to daily and weekly DfE, HEP and Public Health updates, incorporating changes to the plan as necessary	x	x	x	x	x	x	Ongoing throughout year	Paul and SLT	n/a	Yes
4.	Actively engage with NLC and HEYPSHA heads' briefings to ensure that we remain up to date with current guidelines and best practice	x	x	x	x	x	x	Ongoing throughout the year	Paul	n/a	Yes
5.	Create an effective system to record children who are staying/going home with symptoms and: <ul style="list-style-type: none"> follow-up to find out their test result; determine when they will be able to return to school; inform: <ul style="list-style-type: none"> ✓ the SLT ✓ the teacher of an absent child (so that they can organise remote education if necessary) ✓ any other member of staff directly affected 	x				x	x	From 1/9/21	Eoin	n/a	Yes
6.	Consistently apply for additional Coronavirus test kits to ensure that these are available to pupils and staff who cannot access them otherwise	x	x	x	x	x	x	From 1/9/21	Paul	n/a	Yes
7.	Continue non-SLT Staff Wellness Working Party with the following guidelines: <ul style="list-style-type: none"> In response to current extra-ordinary circumstances Recognising that both employer and employee have a duty for well-being - it is a shared responsibility, so we must ensure there is a forum for employee ownership and contribution Non-SLT Cross-staff representation, with an elected chair Meet monthly Monitor: <ul style="list-style-type: none"> ✓ the implementation of Return to School Plan 	x	x	x	x	x	x	Re-introduce in 3/9/21 INSET	Paul, Victoria and Tim	TBD	Yes

	<ul style="list-style-type: none"> ✓ staff well-being ✓ staff workload • Problem solve and create recommendations (coaching school!) • Chair to feed back and take recommendations to SLT once per month 										
8.	Install new fire doors to improve exit arrangements	x	x	x	x	x	x	By end summer term	Eoin & Sam	n/a	No, but needed legally