

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. 																		
	OUR THREE YEAR GOALS (with whole staff self-evaluation scores)	<p>By the end of the 2021/22 academic year, Lancasterian Primary School will:</p> <table border="1"> <thead> <tr> <th></th> <th>Dec 2019</th> <th>Sep 2020</th> <th>Sept 2021</th> </tr> </thead> <tbody> <tr> <td>• have end of key stage results which are consistently at or above national average;</td> <td>6</td> <td>7</td> <td>7</td> </tr> <tr> <td>• self-evaluate as outstanding in all areas; and</td> <td>8</td> <td>8</td> <td>9</td> </tr> <tr> <td>• 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.</td> <td>7</td> <td>8</td> <td>9</td> </tr> </tbody> </table>				Dec 2019	Sep 2020	Sept 2021	• have end of key stage results which are consistently at or above national average;	6	7	7	• self-evaluate as outstanding in all areas; and	8	8	9	• 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
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OUR VALUES	Inclusion	Integrity
	Lifelong Learning	High Aspirations
	Growth Mindset	Respect
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 40% in year 6 down to 29% 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 29% in some year groups. The proportion of pupils supported with an EHCP is also high, with 20 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. 68% of pupils speak English as an additional language and XXX% of pupils are at the early stages of English acquisition.</p>	
	STAFFING	
SCHOOL CONTEXT	<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>	
	CURRICULUM AND TIMETABLE	
SCHOOL CONTEXT	<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, with routines incrementally formalising as the children progress through the phase. 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 their KS2 SATs 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</p>	

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.

OTHER FEATURES

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 the 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: Good

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 structure and consistency to the curriculum which continually recaps previous learning and builds 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 Assurance Reviews) has increased the reliability of data for the improvement of teaching and learning. 	<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.

Success Criteria/Milestones

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.

Data	National 2019 Result (no National 2020 or 2021 Data)	LPS 2021 Outcomes	LPS 2022 Target	LPS 2021 Result (+ indicates increase on previous year)
End Rec GLD	72%	68%	72%	
Y1 Phonics	82%	49%	82%	
KS1 Reading EXS	75%	66%	75%	
KS1 Writing EXS	69%	69%	69%	
KS1 Maths EXS	76%	71%	76%	
KS1 RWM Combined EXS	65%	62%	65%	
KS2 Reading EXS	73%	68%	73%	
KS2 Writing EXS	79%	61%	79%	
KS2 SPaG EXS	78%	-	78%	
KS2 Maths EXS	78%	64%	78%	
KS2 RWM Combined EXS	65%	59%	65%	

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

Data	National 2019 Result (no National 2020 or 2021 Data)	LPS 2021 Outcomes	LPS 2022 Target	LPS 2021 Result (+ indicates increase on previous year)
End Rec Exceeding GLD				
KS1 Reading EXS+	25%	26%		
KS1 Writing EXS+	15%	21%		
KS1 Maths EXS+	22%	28%		
KS1 RWM Combined EXS+	11%	21%		
KS2 Reading EXS+	27%	18%		
KS2 Writing EXS+	20%	9%		
KS2 SPaG EXS+	36%	-		
KS2 Maths EXS+	27%	14%		
KS2 RWM Combined EXS+	11%	5%		

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.

	End Autumn		End Spring		End Summer Term	
	Target	Result	Target	Result	Target	Result
Year N Reading \geq ARE						
Year R Reading \geq ARE						
Year 1 Reading \geq ARE						
Year 2 Reading \geq ARE						
Year 3 Reading \geq ARE						
Year 4 Reading \geq ARE						
Year 5 Reading \geq ARE						
Year 6 Reading \geq ARE						

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

	End Autumn		End Spring		End Summer Term	
	Target	Result	Target	Result	Target	Result
Year N Writing \geq ARE						
Year R Writing \geq ARE						
Year 1 Writing \geq ARE						
Year 2 Writing \geq ARE						
Year 3 Writing \geq ARE						
Year 4 Writing \geq ARE						
Year 5 Writing \geq ARE						
Year 6 Writing \geq ARE						

Priority 5: Prioritise diminishing the difference for SEND and BAME (especially white other and black African) groups.

Size of difference between group and 'others' in comparison to end of key stage 1

Green = Difference has reduced or no change
 Pink = Difference has increased
 Blue = Working above others

	SEN Support Difference to Others at End of Year			White Other Difference to Others at End of Year			Black African Difference to Others at End of Year			Black Caribbean Difference to Others at End of Year			EAL Difference to Others at End of Year			Pupil Premium Difference to Others at End of Year		
	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																		

End of Key Stage Attainment Comparison

Green = Same/Higher attainment than other
 Pink = Lower attainment than other

	SEN Support Difference to Others at End of Year			White Other Difference to Others at End of Year			Black African Difference to Others at End of Year			Black Caribbean Difference to Others at End of Year			EAL Difference to Others at End of Year			Pupil Premium Difference to Others at End of Year		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
GLD																		
Phonics																		
KS1 SATS																		
KS2 SATS																		

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

	By End Autumn Term		By End Spring Term		By End Summer Term	
	Target	Result	Target	Result	Target	Result
MFL	Curriculum rewrite in collaboration with Hackney MFL team completed		Learning walk shows strong consistency in quality of MFL provision across KS2		QAR shows strong consistency in quality of MFL outcomes across KS2	
PE	Teachers provided with – and supported to use – The PE Hub resource materials		Learning walk shows teachers are using The PE Hub materials across KS1/2		Learning walk shows strong consistency in quality of PE provision across KS1/2	

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

Percentage of lesson observations that did not require a follow-up observation before the next cycle

Autumn - Maths		Spring - English	
Target	Result	Target	Result
85%		90%	

Actions

Actions led by the Senior Leadership Team

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.											
2.											

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.											
2.											

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.											
2.											

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.											
2.											

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.											
2.											

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.											
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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.											
2.											

Actions led by the Middle Leadership Team

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.											
2.											

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.											
2.											

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.											
2.											

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.											
2.											

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.											
2.											

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.											
2.											

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.											
2.											

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. 	<ul style="list-style-type: none"> • Continue to work on reducing persistent absenteeism and improving punctuality.

- Attendance at the school is high despite two year of disruption.

Success Criteria/Milestones

Priority 8: Continue to work on reducing persistent absenteeism and improving punctuality.

	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
% persistent absentees						
% late before registration closes						
% late after registration closes						

Actions led by the Senior Leadership Team

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.											
2.											

Actions led by the Middle Leadership Team

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.											
2.											

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 monitoring systems which foster frequent self-reflection, ownership and accountability. 	<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.

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.

Success Criteria/Milestones

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

Targets	Outcome
End of 2021/22 financial year deficit <£150,000	
3 year deficit elimination plan in place	

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.

Survey statement % 'Agree' or 'Really Agree' responses:	Result June 2020	Target Dec 2020	Result Dec 2020	Target June 2021	Result June 2021
PUPIL SURVEY					
• I enjoy school most of the time.	82%	84%		86%	
• I am usually happy at school.	79%	81%		83%	
• I feel safe at school.	85%	87%		89%	
STAFF SURVEY					
• I feel supported by my line manager.	97%	97%		97%	
• I have a reasonable work/life balance.	88%	90%		92%	
• The school is responding effectively to the pandemic in terms of minimising risk and maximising pupil and staff safety as much as possible within the context of government guidelines.	97%	97%		97%	
Ofsted Parent View					
• My child is happy at this school.	100%	100%		100%	
• My child feels safe at this school.	92%	92%		94%	
• When I have raised concerns with the school they have been dealt with properly.	92%	92%		94%	
• I would recommend this school to another parent.	100%	100%		100%	

Actions led by the Senior Leadership Team

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.											
2.											

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.											
2.											

Actions led by the Middle Leadership Team

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.											
2.											

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.											
2.											