

# 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 2023/24

SCHOOL CONTEXT							
Head Teacher	Chair of Governors	Last OFSTED Inspection					
Paul Murphy	Anne Baxendale	June 2023					
OUR VISION	<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>						
	OUR VALUES	<table border="1"> <tr> <td>Inclusion</td> <td>Integrity</td> </tr> <tr> <td>Lifelong Learning</td> <td>High Aspirations</td> </tr> <tr> <td>Growth Mindset</td> <td>Respect</td> </tr> </table>	Inclusion	Integrity	Lifelong Learning	High Aspirations	Growth Mindset
Inclusion	Integrity						
Lifelong Learning	High Aspirations						
Growth Mindset	Respect						

<b>OUR THREE YEAR GOALS (with whole staff self-evaluation scores out of 10)</b>	<b>By the end of the 2024/25 academic year, Lancasterian Primary School will:</b>	Sept 2022	Sept 2023	Sept 2024	Sept 2025
	1. enable all pupils to confidently showcase their learning, passions and achievements, with every single child reaching their individual attainment targets annually;	7.6	8.0		
	2. ensure all pupils are able to successfully navigate the changing world around them, scoring a minimum of 25/30 in their individual annual Values Self-Evaluation by the time they move on to secondary; and	7.6	7.3		
	3. be a place where leaders at all levels drive excellence and embrace challenges, including achieving financial sustainability as a priority.	7.9	8.0		

<b>SCHOOL CONTEXT</b>	<b>PUPILS</b> 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, the highest being 54% in year 3 down to 25% in Year 1. The percentage of pupils with special educational needs or disabilities is above national at 20% across the school and up to 25% in some year groups. The proportion of pupils supported with an EHCP is also high, with 16 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. 69% of pupils speak English as an additional language (i.e. English is not the language they speak at home) and around 10% of pupils are at the very early stages of English acquisition.
	<b>STAFFING</b> 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 35 full-time and 29 part-time staff, including 2 non-class based teachers who provide expertise in ICT and the Performing Arts. Consistent high quality cover for PPA and teacher absence is provided by two highly-skilled SO1 HLTAs, reducing the need for supply teachers. 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.
	<b>CURRICULUM AND TIMETABLE</b> We have a broad and balanced curriculum which has been designed around the needs of our children and ensures full inclusion of our EAL, SEND and more able 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 White Rose Maths. Our science and foundation subjects curricula meet and exceed National Curriculum expectations – these have been developed with Haringey Education Partnership (in collaboration with Christine Counsel and Valerie Hannon) and are being further enhanced through our current Big Inclusion curriculum review. 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.

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 9:05am. 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 7:45am 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

Lancasterian Primary School is driven by its vision to make society fairer by being the best school for our diverse children, and by deeply embedded values which run through everything we do. We have brought our school values to life for the children by creating our 'values characters' – Imari Inclusion, Leila Lifelong Learning, Gerty Growth Mindset, Ignacio Integrity, Hetty High Aspirations and Ronnie Respect.

Lancasterian Primary is 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. The school is currently incorporating Instructional Coaching as a key tool to enhance pedagogy.

The school shares the site with a local authority special school, The Vale. 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 2023 OFSTED

- "Sometimes, teachers' choice of activity does not help pupils to secure knowledge as well as it could. Also, sometimes, teachers do not check pupils' understanding with sufficient rigour before moving on to the next stage of learning. This results in some pupils not building up their knowledge and understanding in a secure and coherent way. **Leaders should ensure that they provide teachers with the pedagogical development they need to secure and check pupils' knowledge and understanding consistently.**"

## 10 KEY STRENGTHS FROM THOSE OUTLINED IN THIS DOCUMENT

1. Progress is strong in EYFS from often low starting points due to effective curriculum intent and implementation, with a rich and purposeful learning environment.
2. Greater depth attainment is strong.
3. SEND and EAL are viewed as high priorities at the school as reflected in the leadership and support staffing structures and the early identification of needs.
4. The school has a strong approach for the identification of – and support for – neurodiverse children whose needs are often hidden.

5. The school provides an ambitious, inclusive and well-planned broad and balanced curriculum – with strong cross-curricular links – supported by leaders who are experts in their areas.
6. 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 and supported by a range of initiatives.
7. Behaviour for learning is excellent, underpinned by a values-based approach; expectations are high and these are met.
8. 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; staff report that they are fully on board with the direction the school is taking.
9. Middle leaders are the engine room of school improvement, providing direction, expertise, guidance and support in their areas and staff report they are approachable.
10. The school’s financial resources are well managed in the extremely challenging circumstances of low pupil numbers in Haringey and especially the local ward; a realistic 5-Year Deficit Plan is in place and has been ratified by governors and the local authority.

## 6 KEY PRIORITIES FOR DEVELOPMENT FROM THOSE OUTLINED IN THIS DOCUMENT

1. Close gaps to national in all KS2 outcomes ensuring, in particular, that reading provision is maximising pupil progress.
2. Prioritise the development of cultural capital, particularly enhancing the curriculum through increasing trips, fieldwork and visitors.
3. Ensure consistency of lesson implementation including careful choosing of activities, effective checking of understanding and consistent teaching of key vocabulary.
4. Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including during break and lunchtimes.
5. Urgently reduce persistent absenteeism.
6. Ensure progress against the 5-Year Deficit Recovery Plan is systematically tracked and innovative corrective action is taken when necessary.

# QUALITY OF EDUCATION

## Self-Evaluation Grade: Good

Area of Focus	Strengths Key Strengths in Green	Areas for Development 2023/24 Priorities in Blue
Pupil achievement	<ul style="list-style-type: none"> <li>Progress is strong in EYFS from often low starting points due to effective curriculum intent and implementation, with a rich and purposeful learning environment.</li> <li>Phonics and KS1 outcomes show an improvement on the previous year and are in line with national.</li> <li>Children attained well in the Y4 Multiplication Tables Check.</li> <li>Greater depth attainment is strong.</li> <li>Y3 have made a strong start in KS2 following the impact during KS1 experienced due to the pandemic; Y4 outcomes are also strong.</li> </ul>	<ul style="list-style-type: none"> <li>Close gaps to national in all KS2 outcomes ensuring, in particular, that reading provision is maximising pupil progress.</li> <li>Put in place robust plans to support Y1, Y2 and Y6, following their 2022/23 outcomes.</li> </ul>
Achievement of vulnerable groups	<ul style="list-style-type: none"> <li>SEND and EAL are viewed as high priorities at the school as reflected in the leadership and support staffing structures and the early identification of needs.</li> <li>Parents/carers agree that the school includes, nurtures and supports children with a wide range of needs.</li> <li>A range of carefully selected and evidence-based interventions across the school lead to good and often exceptional progress.</li> <li>The school has a strong approach for the identification of - and support for - neurodiverse children whose needs are often hidden.</li> <li>Difference has been diminished for White Other and EAL pupils across KS2.</li> <li>The attainment of Black African and EAL children shows a positive picture.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise diminishing the difference for SEND Support.</li> <li>Improve outcomes for mid-phase admissions with particular focus on EAL and SEND.</li> </ul>
Curriculum and the Lancasterian Approach to Learning	<ul style="list-style-type: none"> <li>The school provides an ambitious, inclusive and well-planned broad and balanced curriculum – with strong cross-curricular links – supported by leaders who are experts in their areas.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise the development of cultural capital, particularly enhancing the curriculum through increasing trips, fieldwork and visitors.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sounds Write is embedded across EYFS and KS1 as a rigorous, sequential and consistent approach to phonics.</li> <li>• Developing a love of reading is well supported by a range of carefully considered texts and curricular approaches.</li> <li>• A number of extra-curricular strategies – including a longer school day, engagement with the National Tutoring Programme, teacher-led tutoring and small group SLT-led interventions – show a strong commitment to accelerating progress for our vulnerable upper key stage 2 cohorts.</li> <li>• Representation and celebration of diversity across the curriculum ensures that our community is reflected in our learning; this being further enhanced by the Big Inclusion Curriculum Review.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure consistency of lesson implementation including careful choosing of activities, effective checking of understanding and consistent teaching of key vocabulary.</li> <li>• Create more meaningful opportunities for children to showcase their passions and achievements.</li> </ul>
Teaching staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> <li>• Quality of teaching at the school is consistently good and often outstanding.</li> <li>• Parents/carers speak highly of teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide bespoke and rigorous training and support for ECTs.</li> </ul>
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 support for our most vulnerable children and those with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including during break and lunchtimes.</li> </ul>
Assessment and target setting	<ul style="list-style-type: none"> <li>• The regular use of PAGs (Pupil Assessment Grids), PPRs (Pupil Progress Reviews) and QARs (Quality Assurance Reviews) ensures the reliability of data for the improvement of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use QARs to further drive high quality outcomes across foundation subjects.</li> <li>• Review our approach to the use on in-class pupil targets in order to maximise impact.</li> </ul>

## Success Criteria/Milestones

Priority 1: Close gaps to national in all KS2 outcomes ensuring, in particular, that reading provision is maximising pupil progress.

Data	National Average 2023 Outcomes	LPS 2023 Outcomes	LPS 2024 Target	LPS 2024 Outcomes (+) indicates increase on previous year
KS2 Reading EXS	73%	43%	73%	
KS2 Writing EXS	71%	68%	71%	
KS2 SPaG EXS	72%	51%	72%	
KS2 Maths EXS	73%	60%	73%	
KS2 RWM Combined EXS	59%	43%	59%	
KS2 Reading GDS	29%	19%	29%	
KS2 Writing GDS	13%	16%	16%	
KS2 SPaG GDS	24%	23%	24%	
KS2 Maths GDS	30%	15%	30%	
KS2 RWM Combined GDS	8%	11%	11%	

Priority 2: Prioritise the development of cultural capital, particularly enhancing the curriculum through increasing trips, fieldwork and visitors.

Big Inclusion Curriculum Review Timeframe			
Phase	Subject	Completion Target	Completed?
1	Geography	Summer Term 2022/23	Yes
	History	Summer Term 2022/23	Yes
	RE	Summer Term 2022/23	Yes – Was extended into Autumn Term 2023/24
2	English	Autumn Term 2023/24	No – Extended in Summer Term 2023/24
	Maths	Autumn Term 2023/24	Yes
	Science	Autumn Term 2023/24	Yes
3	Art & Design	Spring Term 2023/24	Yes
	Design & Technology	Spring Term 2023/24	Yes
	PE	Spring Term 2023/24	Yes
4	ICT	Summer Term 2023/24	
	Music	Summer Term 2023/24	
	PSHE	Summer Term 2023/24	
	Spanish	Summer Term 2023/24	

Class	Minimum Number of Non-Local Trips/Fieldwork						Minimum Numbers of Visitors/Speakers	
	Autumn Term		Spring Term		Summer Term		Across Year	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
N Cherry	0	0	1 (can be local)	1	1 (can be local)		1	
R Byron	0	0	1	1	1		1	
R Portis	0	0	1	1	1		1	
1 Andrews	1 (can be local)	0	1	0	1		1	
1 Rashmi	1 (can be local)	0	1	0	1		1	
2 Ringgold	1	0	1	1	1		1	
2 Jeffers	1	0	1	1	1		1	
3 Mian	1	1	1	1	2		1	
3 Akala	1	1	1	1	2		1	
4 Kerr	1	1	1	1	2		1	
4 Olusoga	1	1	1	1	2		1	
5 Coelho	1	1	1	0	2		1	
5 Magorian	1	1	1	0	2		1	
6 Zephaniah	1	2	1	0	2		1	
6 Blackman	1	2	1	0	2		1	

Priority 3: Ensure consistency of lesson implementation including careful choosing of activities, effective checking of understanding and consistent teaching of key vocabulary.

**% Y1-6 pupils reaching their individual end of year attainment targets:**

Subject	Target (based on improving on 2022/23 outcomes):	Outcome
Reading	>84%	
Writing	>80%	
Maths	>81%	



## Actions

- The “Three Big Ideas” led by the Senior Leadership Team – white background
- Major new initiatives led by Middle Leadership Team – grey background

Priority 1: Close gaps to national in all KS2 outcomes ensuring, in particular, that reading provision is maximising pupil progress.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Use whole school events to promote reading at home and develop parental skills in this area.	x			Starting at parents evening (Nov)	Charlotte	n/a	YES
2.	Develop a 1:1 reading volunteer programme across the school (in collaboration with parents/carers and/or local secondary schools/colleges).	x			To start in Jan 2024	Paul	n/a	YES
3.	Implement a programme to improve the quality and consistency of teacher-led Y6 tutoring.	x			By the end of Autumn 2	Charlotte	n/a	YES
4.	Promote reading for pleasure by having protected 'Reading For Pleasure Time' timetabled weekly in each year group (Years 1 - 6)	x			Spring 2	Holly and Elena	n/a	YES
5.	Investigate and complete KS2 Soundwrite Spelling training	x	x		Summer 2	Holly	Phonics budget	YES
6.	Drive consistency of Destination Reader across school particularly by developing teaching including key vocabulary	x			Spring 1	Elena	n/a	YES
7.	Train Year 4 and 5 teachers in Mastering Number to develop number understanding and vocabulary	x			Ongoing	Rob	Cover	YES
8.	Implement strategies from Word Aware across the school	x			Summer 1	Fatma	n/a	YES

Priority 2: Prioritise the development of cultural capital, particularly enhancing the curriculum through increasing trips, fieldwork and visitors.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				

1.	Investigate the Primary School International Baccalaureate as a possible route to raising cultural capital, to make a recommendation to SLT and governors in time for 2024/25 budget setting	x	x		By end Spr 1, in time for budget setting	Doy	n/a	YES
2.	Research and build a resource bank of companies that are able to offer visiting speakers to the school, linked to the school curriculum.	x	x		By the end of the school year	Doy/Zubeyde	n/a	YES
3.	Collate information from parents/carers through surveys in relation to what curriculum support they may be able to offer to the school in terms of: sharing their expertise with classes; linking the school to potential visitors; offering trip destinations (e.g. to their work places); or suggesting new and exciting school trips.	x	x		By end Aut 2	Julia	n/a	YES
4.	Create a list of trips and visitors for Art, RE, DT, History, Geography and Science to support staff when booking trips		x		Spring 1	Jane, Katia, Fatma and Will	n/a	YES
5.	Run a video editing competition in Upper KS2 using the family values as a theme	x	x		Summer 1	Dan and Tim	IT Resources	YES
6.	Include key historical themes and links in the curriculum map document	x			Spring 2	Will	n/a	YES

Priority 3: Ensure consistency of lesson implementation including careful choosing of activities, effective checking of understanding and consistent teaching of key vocabulary.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Create an Instructional Coaching/Walkthrus action plan, outlining both short and long term actions	x		x	Initial action plan by the end of autumn term	Charlotte	n/a	YES
2.	Investigate a whole school approach to teaching vocabulary, for possible implementation in 2024/25	x			By end summer 2	Zubeyde	Cost of programme & training	YES
3.	Agree a list of 'pedagogical non-negotiables' through: middle leaders reflections on Ofsted feedback; conference teaching staff exploration issue roots; a series of spring term INSETs to finalise list; a set of actions to embed them within our practice (e.g. QARs, performance management, briefings, INSET starters, etc.)	x		x	From autumn onwards	Charlotte/Paul	n/a	YES

4.	Implement updated Talk 4 Writing programme to develop quality of writing and teaching of key vocabulary	x			Spring 2	Elena	INSET Time	YES
5.	Add six key vocabulary words to the Art, PSHE, RE curriculum maps to ensure consistency	x			Spring 2	Jane	n/a	YES
6.	Add Year 2 and Year 3 to weekly phonics meetings to ensure fidelity across the scheme	x			Autumn 1	Holly	n/a	YES
7.	Expand STEM week through the addition of Design Technology	x	x		Spring 1	Katia	n/a	YES
8.	Train the wider staff team using the NCTEM resources	x		x	Throughout the year	Rob	NCTEM Resources	YES
9.	Include greater opportunities for reading across the foundation subjects	x			Autumn 2	Will, Katia	HEP Foundation Resources and others	YES
10.	Share foundation reading resources with staff to promote cross curricular learning in Destination Reader sessions	x	x		Spring 1	Elena	HEP Foundation Resources	

# PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Self-Evaluation Grade: Outstanding

Area of Focus	Strengths Key Strengths in Green	Areas for Development 2023/24 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.</li> <li>Children report that they feel safe and can consistently name their five trusted adults; parent/carers echo this.</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 holistically develops pupils so that life skills support academic learning.</li> <li>Children know and understand the Fundamental British Values and how these relate to our school values.</li> <li>The main cultural and religious celebrations within the school community are recognised and used as learning opportunities.</li> </ul>	
Pastoral Support	<ul style="list-style-type: none"> <li>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 and supported by a range of initiatives.</li> <li>Parents are supported by the school to access additional support and services, such as food banks, financial assistance and mental health provision.</li> </ul>	
Pupils' physical and mental health and well-being	<ul style="list-style-type: none"> <li>Children report that they feel safe and happy at Lancasterian Primary and enjoy coming to school; their parents echo this.</li> <li>The school has in place a comprehensive offer of support for children's mental health and wellbeing.</li> <li>The school has achieved gold in the Healthy Schools Award.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a balanced, healthy and appropriately portioned school lunch provision, including wrap-around care.</li> </ul>
Attitudes and behaviour for learning	<ul style="list-style-type: none"> <li>Behaviour for learning is excellent, underpinned by a values-based approach; expectations are high and these are met.</li> <li>The school has a clear, bespoke behaviour policy and systems – including the Zones of Regulation – which supports children</li> </ul>	<ul style="list-style-type: none"> <li>Further develop children's understanding of each other's behaviours and needs.</li> </ul>

	to self-regulate; children and parents/carers support this view.	
Bullying	<ul style="list-style-type: none"> <li>Bullying is rare with systems in place to monitor regularly and deal with incidents effectively; parents/carers support this view.</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, are excellent role models for their peers and embody the school's values.</li> <li>PSHE has a regular, dedicated timetable slot.</li> </ul>	
Diversity and Equity	<ul style="list-style-type: none"> <li>Pupils, parents/carers and staff agree that all kinds of families, cultures, abilities, needs and religions are welcomed and included at Lancasterian.</li> </ul>	
Extra-curricular provision	<ul style="list-style-type: none"> <li>Parents/carers report that they like the academic, creative and music clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the range of extra-curricular provision.</li> </ul>
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 developing a sense of aspiration for their future education and careers through the school values and initiatives such as Tottenham University, Into University and links with the London Academy of Excellence.</li> </ul>	
Attendance and lateness	<ul style="list-style-type: none"> <li>The school works very hard to keep children with complex behavioural needs in school; suspensions are only ever used a last resort.</li> <li>The school does not permanently exclude pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Urgently reduce persistent absenteeism.</li> <li>Improve punctuality in order to reduce impact of lateness on phonics and reading.</li> </ul>

## Success Criteria/Milestones

Priority 4: Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including during break and lunchtimes.

Pupil survey response questions about behaviour in the playground in comparison to their response about behaviour in the classroom			
Survey Date	Behaviour in the playground % positive response	Behaviour in the classroom % positive response	In line (playground response at least within 5% of classroom response)?
December 2023	55.7%	59.7%	Yes/No
June 2024			Yes/No

Priority 5: Urgently reduce persistent absenteeism.

	End Autumn		End Spring		End Summer Term	
	Target	Outcome	Target	Outcome	Target	Outcome
% persistent absentees	<20%	13.39%	<17.5%	16.11%	<12.5%	

**Actions**

- The “Three Big Ideas” led by the Senior Leadership Team – white background
- Major new initiatives led by Middle Leadership Team – grey background

Priority 4: Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including during break and lunchtimes.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Create one-page summaries and class summary lists for children with additional needs to ensure that non-class based staff and agency workers have a good understanding of these children’s needs and how best to support them.	x	x		By end spring 1	Doy & Zubeyde	n/a	YES
2.	Work with staff to develop a staff-pupil interactions “code of conduct” outlining clear expectations around how we should communicate with children at all times. Replaced with INSET related to high academic aspirations, as a follow-up to earlier session.		x		To launch in summer 1 INSET day	Paul	n/a	YES
3.	Update behaviour policy to provide more clarity on behaviour management systems and expectations during break and lunchtimes, including guidance on use of the Playpods and zoning of playgrounds with different activities.		x	x	To launch in summer 1 INSET day	Gemma	TBD	YES

Priority 5: Urgently reduce persistent absenteeism.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Organise for HT/DHT/PCM join teacher meetings on parent/carers’ evening of the child with the lowest attendance in each class, discussing how this impacts their learning.	x		x	Parent/Carer Evenings	Paul	n/a	YES

					throughout the year			
2.	Give teachers dedicated time to call persistent absentees families, following a script which indicates the key discussion points.	x		x	Autumn 2 Inset	Gemma	n/a	YES
3.	Create a flowchart to be shared with parents about the systems that are in place when their child is absent from school.	x	x	x	Summer 1	Julia	n/a	YES

# LEADERSHIP AND MANAGEMENT Self-Evaluation Grade: Outstanding

Area of Focus	Strengths Key Strengths in Green	Areas for Development 2023/24 Priorities in Blue
School vision, values and culture	<ul style="list-style-type: none"> <li>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; staff report that they are fully on board with the direction the school is taking.</li> <li>Lancasterian Primary School has a strong and inclusive nurturing culture that values all and enables staff and children to feel part of a secure and supportive ethos; the school is a beacon of inclusion.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Build upon Lancasterian Primary’s identity as a ‘Coaching School’ through the implementation of Instructional Coaching – in tandem with Walkthrus – to further develop teaching practice.</li> </ul>
Senior leadership	<ul style="list-style-type: none"> <li>The senior leadership team are experts who are united in their vision for the improvement of the school, with a focus on high ambition, transparency, approachability, trust, distributed leadership and a coaching approach to problem solving.</li> <li>The increasingly diverse governing body supports and challenges the school through relationships based on transparency and trust; which have improved year-on-year.</li> <li>Parents/carers and staff report that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop governance to enable all governors to effectively challenge, probe and hold school leaders to account.</li> </ul>
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 and staff report they are approachable.</li> </ul>	
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>	<ul style="list-style-type: none"> <li>Adapt the performance management approach for support staff in order to ensure that whole school priorities are effectively addressed and that they receive the training and support they need to achieve these.</li> </ul>



Staff development and training	<ul style="list-style-type: none"> <li>Lancasterian Primary organises structured, focused and high quality staff CPD – of which staff are given joint ownership – which is tailored to the needs of both the individual and the culture and direction of school.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the impact of cover issues on staff accessing training opportunities.</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 is consistently reflected in biannual staff surveys and has resulted in excellent staff retention.</li> </ul>	
Financial resources	<ul style="list-style-type: none"> <li>The school's financial resources are well managed in the extremely challenging circumstances of low pupil numbers in Haringey and especially the local ward; a realistic 5-Year Deficit Plan is in place and has been ratified by governors and the local authority.</li> <li>An improved focus on marketing has resulted in an oversubscribed 2023/24 reception cohort in the context of many schools struggling to fill and reducing their PAN.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure progress against the 5-Year Deficit Recovery Plan is systematically tracked and innovative corrective action is taken when necessary.</li> </ul>
Premises	<ul style="list-style-type: none"> <li>The school provides an outstanding learning environment, including wonderful outdoor learning opportunities.</li> <li>A robust system of planned resource management and preventative maintenance has been implemented to reduce the cost of reactive works.</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with the local authority to reduce energy costs and emissions.</li> </ul>
Health and safety	<ul style="list-style-type: none"> <li>The school continues to hold an outstanding health and safety accreditation; this has a positive impact on pupil and staff welfare.</li> </ul>	
Engagement of wider school community	<ul style="list-style-type: none"> <li>Parents/carers and staff all report positive relationships within the community; a wealth of school community events have taken place and been well attended.</li> <li>Parents/carers report that they rarely have concerns, and that when issues are raised they are dealt with properly.</li> <li>100% of 218 parents/carers surveyed report that they would recommend the school.</li> <li>The school has gained Leading Parent Partnership Award accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>Improve opportunities for parents/carers to engage with each other and school life, including removing barriers for those with English as an additional language.</li> </ul>

## Success Criteria/Milestones

Priority 6: Ensure progress against the 5-Year Deficit Recovery Plan is systematically tracked and innovative corrective action is taken when necessary.

Targets (based on 5 Year Deficit Recovery Plan 2023 – 2028)	Outcome
End of 2023/24 financial year in-year deficit ≤-£146,031	≤-28,127
End of 2023/24 financial year cumulative deficit ≤-£380,834	≤-262,930
Projected end of 2024/25 financial year in-year deficit ≤-£57,207	
Projected end of 2024/25 financial year cumulative deficit ≤-£438,041	
2024/25 Reception year group pupil number = 60	60

## Actions

- The “Three Big Ideas” led by the Senior Leadership Team – white background
- Major new initiatives led by Middle Leadership Team – grey background

Priority 6: Ensure progress against the 5-Year Deficit Recovery Plan is systematically tracked and innovative corrective action is taken when necessary.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Devise budget-management training for all budget holders; to include use of a spending-tracking tool and grant application best-practice guidance.			x	During Spring 1	Paul	n/a	YES
2.	Organise for all budget holders to present their bids to finance/budget-allocating team, as part of budget approval.			x	During Spring 2	Eoin	n/a	YES
3.	Seek out expertise within the school community for volunteers who can identify and collate grant-application opportunities.			x	By the end of Summer 2	Eoin	n/a	YES
4.	Hold a family STEM showcase event to raise money for the school (Focus of event has changed in order to raise money for ICT Suite – there will be an ICT Supper Club to generate funds)	x	x	x	Spring 1	Fatma, Rob, Katia	n/a	YES
5.	Bid for funding to buy themed books for geography to update bank of texts	x		x	Autumn 1	Katia	n/a	YES
6.	Support the PSA to hold at least 1 event per term			x	Autumn 1	Fatma	n/a	YES