

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 2025/26

Head Teacher	Chair of Governors		Last OFSTED Inspection
Paul Murphy	Daniel Rudd		June 2023
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 VALUES	Inclusion	Integrity	
	Lifelong Learning	High Aspirations	
	Growth Mindset	Respect	

OUR THREE-YEAR GOALS (with whole staff self-evaluation scores out of 10)	By the end of the 2027/28 academic year, Lancasterian Primary School will:	Sept 2025	Sept 2026	Sept 2027	Sept 2028
	1. enable all pupils to confidently showcase their learning, passions and achievements, with outcomes across the school consistently above national average;	6.6			
	2. ensure all pupils are able to successfully navigate our increasingly complex world, scoring a minimum of 25/30 in their individual annual Values Self-Evaluations by the time they move on to secondary;	5.4			
	3. be a place where leaders at all levels drive excellence and embrace challenges, including achieving financial sustainability as a priority.	9.0			
SCHOOL CONTEXT	PUPILS	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 is at 42.5%. The percentage of pupils with special educational needs or disabilities is above national average at 24% across the school and up to 30% in some year groups. The proportion of pupils supported with an EHCP is also high, with 17 children currently on plans. Around 82% 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. 54% of pupils speak English as an additional language (i.e. English is not the language they speak at home) and around 8% of pupils are at the very early stages of English acquisition.			
	STAFFING	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 38 full-time and 28 part-time staff, including 2 non-class based teachers who provide expertise in ICT and the Performing Arts. Consistent high-quality cover for teacher absence/release time is provided by three 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 first year ECT to UPS3, supported by dedicated and hard-working support staff. We welcome a number of volunteers and trainee teachers into the school each year.			
	CURRICULUM AND TIMETABLE	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; our bespoke reading programme; 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 and we are currently			

trials the full Opening Worlds humanities curriculum in Y3, with a view to rolling it out across the school if successful. 'The Lancs Way' frames our pedagogical methodology for the KS1/2 curriculum, an adaptive teaching approach based on Rosenshine's Principles, supported by Walkthrus

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; 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.

Lancasterian Primary School has an Additional Resource Base (ARB) for 12 Reception and Year 1 pupils with significant speech, language and communication needs and for whom access to more personalised support would lead to better outcomes. The children benefit from a highly personalised curriculum, based on their individual support plans and shaped by the EYFS framework, SEND guidance and advice from specialists. The offer includes free-flow learning, small group work and structured 1:1 input – akin to our high-quality early years provision – with most children spending the majority of their day in the ARB but joining their mainstream classes when appropriate, supported by a TA from the ARB.

OTHER FEATURES

Lancasterian Primary School is driven by its vision to make society fairer by being the best and most inclusive school for our diverse community, 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 uses Instructional Coaching coupled with Walkthrus as a key tool to enhance pedagogy.

We have a popular nursery provision for children aged 2+ which includes wraparound care for those parents/carers that require this.

The school shares the site with a local authority special school, The Vale. Although the leadership and governors are separate for this school, two pupils from The Vale access learning full-time in our mainstream provision, and pupils from both schools share some assemblies and lessons, as well as the lunch hall and playground.

STATUTORY DUTIES

SAFEGUARDING

The school addresses safeguarding through a comprehensive approach that includes regular and up-to-date training for all staff to ensure they understand how to identify, respond to and report concerns. Clearly defined roles and responsibilities are established so that everyone knows their duties in keeping pupils safe, with designated safeguarding leads (DSLs) playing a key part in coordinating responses. The school implements robust processes and procedures that guide the handling of safeguarding concerns, including reporting systems, record-keeping and escalation pathways. All actions are

underpinned by detailed policies that align with local and national safeguarding frameworks, ensuring a consistent and accountable approach to keeping pupils safe.

EQUALITY

The school actively addresses the Equality Act 2010 by implementing a comprehensive package of guidance and training for all staff to ensure they understand their responsibilities in promoting equality and tackling discrimination. There is absolute clarity about the roles and responsibilities that are assigned across the school community to uphold the principles of the Act. We have established robust processes and procedures to maintain the strongest stance towards making certain that all aspects of the act are fully and continuously adhered to. Our processes and procedures also enable us to respond effectively and consistently to incidents of inequality or discrimination, ensuring swift and appropriate action is taken. In addition, our policies, such as our Equal Opportunities Policy, Anti-Bullying Policy and SEND Policy are regularly reviewed and updated to reflect current legislation and best practice. This ensures that all pupils and staff are treated fairly and have equal access to the opportunities and experiences that the school provides.

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

QUALITY OF EDUCATION

1. Progress is strong in EYFS from often low starting points – including a high number of children with additional needs – due to an effective curriculum and a rich and purposeful learning environment, with GLD in line with national.
2. KS2 RWM Combined is above national.
3. The school provides an ambitious, inclusive and well-planned broad and balanced curriculum with clear cross-curricular links, supported by strong middle leaders.
4. Quality of teaching at the school is strong.
5. ECT recruitment and support strategies are robust, rigorous and lead to high retention.

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

6. Close attention to children’s social and emotional needs is embedded within the school culture, led by a strong Pastoral Care Manager, underpinned by highly positive adult:child relationships and supported by a range of staff and initiatives – parents/carers tell us that they notice and highly value this.
7. Pupils, parents/carers and staff agree that all kinds of families, cultures, abilities, needs and religions are welcomed and included at Lancasterian.

LEADERSHIP AND MANAGEMENT

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; children are at the heart of all decision-making.
9. Staff work with exceptional dedication in the context of a deficit budget which means fewer people and resources available.
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; the school is on-track with the 5-Year Deficit Recovery Plan, due to be achieved a year ahead of schedule.

8 KEY PRIORITIES FOR DEVELOPMENT FROM THOSE OUTLINED IN THIS DOCUMENT

QUALITY OF EDUCATION

1. Put in place robust plans to support Y6, following their 2024/25 outcomes, in preparation for SATs.
2. Implement a more thorough approach to analysing group data across the school to identify gaps and take corrective action.
3. Develop a robust provision with the new Additional Resource Base (ARB) which includes a well-planned curriculum, a purposeful environment and personalised planning.
4. Ensure the rigorous and successful implementation of 'The Lancs Way' pedagogical approach, including a shared understanding of how we balance consistency and autonomy in teaching and learning.

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

5. Overhaul the school's approach to behaviour management with a focus on restorative justice so that we achieve significant improvements in pupil well-being, emotional literacy and routines around the school.
6. Increase the range and quality of extra-curricular provision, including academic clubs, wrap-around care and potentially holiday club provision.
7. Urgently improve attendance, especially through a significant reduction in persistent absenteeism.

LEADERSHIP AND MANAGEMENT

8. Ensure progress against the 5-Year Deficit Recovery Plan continues to be 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 2025/26 Priorities in Blue
Pupil achievement	<ul style="list-style-type: none"> Progress is strong in EYFS from often low starting points – including a high number of children with additional needs – due to an effective curriculum and a rich and purposeful learning environment, with GLD in line with national. Phonics and KS1 RWM Combined outcomes are broadly in line with national. Multiplication Tables Check has shown significant improvement and is above national. KS2 RWM Combined is above national. 	<ul style="list-style-type: none"> Put in place robust plans to support Y6, following their 2024/25 outcomes, in preparation for SATs. Implement a more thorough approach to analysing group data across the school to identify gaps and take corrective action.
Achievement of vulnerable groups	<ul style="list-style-type: none"> 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. In EYFS, a range of carefully selected and evidence-based interventions lead to good and often exceptional progress. The school has a strong approach for the identification of – and support for – neurodivergent children, including those whose needs are often hidden. Parents/carers strongly agree that the school includes, nurtures and supports children with a wide range of needs. 	<ul style="list-style-type: none"> Develop a robust provision with the new Additional Resource Base (ARB) which includes a well-planned curriculum, a purposeful environment and personalised planning. Ensure the early identification of – and robust targeted support for – ‘amber’ children who are at risk of not achieving ARE in every year group. Improve outcomes for mid-phase admissions – particularly EAL and SEND – providing staff with the strategies and resources they need to make these as successful as possible. Give further consideration to the targeted use of ability grouping.
Curriculum and The Lancs Way	<ul style="list-style-type: none"> The school provides an ambitious, inclusive and well-planned broad and balanced curriculum with clear cross-curricular links, supported by strong middle leaders. Sounds Write is embedded across EYFS and KS1 as a rigorous, sequential and consistent approach to phonics. 	<ul style="list-style-type: none"> Ensure the rigorous and successful implementation of ‘The Lancs Way’ pedagogical approach, including a shared understanding of how we balance consistency and autonomy in teaching and learning.

	<ul style="list-style-type: none"> • 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. • Significant work has been undertaken to ensure representation and celebration of diversity across the curriculum, to ensure that our community is reflected in our learning. • The increase in curriculum-linked trips and visitors to the school, to further enrich the learning, has been sustained. 	<ul style="list-style-type: none"> • Further expand work related to racial equity and diversity within the curriculum, ensuring all school communities are represented. • Develop the offer for outdoor learning across the curriculum. • Review the approach to teaching maths in nursery. • Improve consistency in teaching handwriting.
Teaching staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> • Quality of teaching at the school is strong. • ECT recruitment and support strategies are robust, rigorous and lead to high retention. • Teachers are well supported and developed for senior leadership opportunities. • Parents/carers speak highly of teaching staff. 	<ul style="list-style-type: none"> • Further embed key Walkthrus related to checking for understanding. • Bring a greater focus onto subject knowledge within CPD, both at middle leader and class teacher levels.
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. • Teaching assistants and nursery nurses work flexibly to provide high-quality cover across the school when needed. • Volunteers have made a valuable contribution in classes, with a number of them becoming paid members of staff. 	<ul style="list-style-type: none"> • In the context of fewer TAs, ensure support staffing structure and deployment delivers the best outcomes for pupils especially those with SEND and those working in the lowest 20%.
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) support the improvement of teaching and learning. 	<ul style="list-style-type: none"> • Implement a new assessment tracker.

Success Criteria/Milestones

Priority 1: Put in place robust plans to support Y6, following their 2024/25 outcomes, in preparation for SATs.

Area	2024/25 LPS Outcomes %	2024/25 National Outcomes %	2025/26 Target %	2025/26 Outcome %
Expected Standard				
Reading	70	75	75	
Writing	68	72	72	
SPAG	72	73	73	
Maths	68	74	74	
RWM Combined	64	62	62	
Greater Depth				
Reading	22	33	33	
Writing	12	13	13	
SPAG	24	30	30	
Maths	18	26	26	
RWM Combined	6	8	8	

Priority 2: Implement a more thorough approach to analysing group data across the school to identify gaps and take corrective action.

The groups below have been identified through analysis of the 2024/25 end-of-key-stage and phonics data, and are presented in order of their prevalence as underperforming groups

	Turkish & Kurdish			Black Caribbean & Mixed White and Black Caribbean			EAL			Girls			Black African & Mixed White and Black African		
	% of group ≥ 'Just At' End 24/25	% of group ≥ 'Just At' End 25/26	% Points Change	% of group ≥ 'Just At' End 24/25	% of group ≥ 'Just At' End 25/26	% Points Change	% of group ≥ 'Just At' End 24/25	% of group ≥ 'Just At' End 25/26	% Points Change	% of group ≥ 'Just At' End 24/25	% of group ≥ 'Just At' End 25/26	% Points Change	% of group ≥ 'Just At' End 24/25	% of group ≥ 'Just At' End 25/26	% Points Change
Y1 R															
Y1 W															
Y1 M															
Y2 R															
Y2 W															
Y2 M															
Y3 R															
Y3 W															
Y3 M															
Y4 R															

Y4 W															
Y4 M															
Y5 R															
Y5 W															
Y5M															
Y6 R															
Y6 W															
Y6 M															

Priority 3: Develop a robust provision with the new Additional Resource Base (ARB) which includes a well-planned curriculum, a purposeful environment and personalised planning.

Percentage of ARB parents/carers indicating 'Agree' or 'Really Agree' with the following statement in end of year survey		
Statement	Target %	Outcome %
1. My child is happy in the Additional Resource Base	80	
2. My child has made good overall progress this year	80	
3. My child has made good speech, language and communication progress this year	80	
4. The relationship between my child and the ARB staff is good	80	
5. I have been kept well-informed about my child's journey at the school this year	80	

Priority 4: Ensure the rigorous and successful implementation of 'The Lancs Way' pedagogical approach, including a shared understanding of how we balance consistency and autonomy in teaching and learning.

Percentage of times each element of The Lancs Way elements was 'seen as expected' during learning walks						
The Lancs Way Element	Autumn Term		Spring Term		Summer Term	
	Target %	Outcome %	Target %	Outcome %	Target %	Outcome %
1. Learning Objective – taken from curriculum map and shared	70	100	80	82	90	
2. Daily Review – retrieval of prior learning through <i>Quizzing</i>	70	70	80	71	90	
3. Key Vocabulary – using the Word Aware approach	70	91	80	92	90	
4. New Material in Small Steps – 'chunking' the learning	70	88	80	100	90	

5. Checking for Understanding and Addressing Misconceptions – <i>TPS, Cold Calling, Show-Me Boards, BCA</i>	70	88	80	94	90	
6. Examples – ensuring ambitious pitch	70	100	80	100	90	
7. Teacher Modelling – <i>I do (on my own), We do (with pupil input)</i>	70	76	80	90	90	
8. Independent Practice – <i>You do (on your own)</i> , adults supporting individuals or groups	70	100	80	100	90	
9. Scaffolding and Extension – enabling everyone to achieve or exceed the LO	70	100	80	100	90	
10. Assessment – self, peer, progress conferences and metacognition	70	100	80	100	90	

Actions

- Initiatives led by the Senior Leadership Team – white background
- Initiatives led by Middle Leadership Team – grey background

Priority 1: Put in place robust plans to support Y6, following their 2024/25 outcomes, in preparation for SATs.

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.	Concisely identify 'amber' children in the Y6 PPR meeting and plan clear and comprehensive support strategies which start as early as possible.	x			On 3/10/25 in Y6 PPR meeting	Charlotte	n/a	Yes
2.	Work with James Page (HEP School Improvement Advisor) to identify additional support avenues (e.g. a HEP Support Partner) to generate further ideas/strategies to maximise progress in Y6. HEP unable to provide any additional links or guidance.	x			End of Autumn 1	Paul	n/a	Yes

3.	Facilitate an early 'cards on the table' meeting with parents to discuss concerns regarding pupils at risk of not achieving SATs and to reinforce collaborative strategies for supporting attainment, well-being and attendance.	x			By early Autumn 2	Charlotte	n/a	Yes
4.	Explore employing an additional teacher as early in spring term as affordable to provide targeted support in Year 6 in the run up to SATs, in order to further accelerate pupil progress.	x			By end Autumn 2	Paul	TBC	Yes
5.	Target key Year 4 pupils that would benefit from the Willow's 'Roots to Excellence' Saturday School and send them the information.	x			From Autumn 1	Leisel	n/a	Yes
6.	Fundraise for Year 6 prom through Scopay as an initiative for the year group.	x			By Spring 1	Katia	n/a	Yes
7.	Gather and train parents willing to tutor in Year 6.	x			By Autumn 2	Katia	n/a	Yes

Priority 2: Implement a more thorough approach to analysing group data across the school to identify gaps and take corrective action.

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.	Work with Chi (HEP) to finalise key underperforming groups across the school.				By end Autumn 1	Charlotte	n/a	Yes
2.	Improve systems related to ensuring that children are reading daily at home, including those in underperforming groups.				By end Autumn 2	Zubeyde	n/a	Yes
3.	Examine data related to whole school vulnerable groups in PPR meetings in order to identify which are relevant to each year group and what action can be taken to accelerate their progress.				Spring PPRs	Charlotte	n/a	Yes
4.	Identify amber children with teachers in PPRs and baseline these to get them to ARE in relation to timestable knowledge.	x			Autumn PPRs	Muhra	n/a	Yes
5.	Plan and deliver Haringey Creates creative writing project for Year 5 amber children.	x	x		From Spring 2	Caitlin	Haringey Creates resources	Yes

6.	Encourage creative writing in Music Appreciation sessions with upper KS2 amber children.	x	x		From Autumn 2	Tim	n/a	Yes
7.	Recruit key groups of children to take part in Tottenham University trips.	x			From Autumn 1	Leisel	n/a	Yes

Priority 3: Develop a robust provision with the new Additional Resource Base (ARB) which includes a well-planned curriculum, a purposeful environment and personalised planning.

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.	Broker additional specialist support for the development of the ARB curriculum from HEP, Learning in Tottenham and funded Additional Resource Provisions.	x	x	x	By end Autumn 1	Paul	HEP IP time	Yes
2.	Carry out a deep-dive into the ARB children's EHCPs and Support Plans to find common learning needs and interests in order to inform and shape curriculum planning.	x	x	x	By end Autumn 1	Doy	n/a	Yes
3.	Create a high-quality outdoor provision for ARB children within the KS1 playground.	x	x	x	By end Autumn 2	Julia	Cost of resources	Yes

Priority 4: Ensure the rigorous and successful implementation of 'The Lancs Way' pedagogical approach, including a shared understanding of how we balance consistency and autonomy in teaching and learning.

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.	Revisit the rationale for The Lancs Ways at the staff conference, ensuring staff retain a clear understanding of the cognitive science, research and theories which underpin it.	x		x	4/5 Dec 2025	Charlotte	n/a	Y
2.	Create a programme for peer observations focused on key elements of The Lancs Way, giving staff the opportunity to see best practice in specific areas.	x		x	During autumn and spring terms	Julia	n/a	Y
3.	Support ECTs in delivering lessons confidently through a cycle of modelling and team teaching by middle leaders.	x			From Autumn 2	Scarlett	n/a	Y
4.	Find a user-friendly, accurate replacement for PE Hub – due to applying again for Bronze Award, this will now happen next academic year	x	x		From Spring 1	Pippa	Internet resources	Y
5.	Offer support for teaching practical food technology sessions to improve the quality of the lessons.	x	x		From Autumn 2	Scarlett	n/a	Y
6.	Create a T4W model cycle to support staff implement The Lancs Way.	x		x	From Autumn 1	Elena	n/a	Y
7.	Support Year 3 with teaching, planning, delivering and assessing the Opening Worlds Curriculum.	x		x	From Autumn 1	Thulile	n/a	Y
8.	Support untrained staff in delivery of the Soundwrite approach.	x			From Autumn 1	Holly	Soundwrite resources	Y

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES		Self-Evaluation Grade: Good
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2025/26 Priorities in Blue
Safeguarding	<ul style="list-style-type: none"> • There is a strong culture of safeguarding underpinned by robust systems and multiagency working. • Children report that they feel safe, that they know how to keep themselves safe and can consistently name their five trusted adults; parent/carers echo this. 	
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. • Children know and understand the Fundamental British Values and how these relate to our school values. 	<ul style="list-style-type: none"> • Improve consistency in the implementation of Votes for Schools.
Pastoral Support	<ul style="list-style-type: none"> • Close attention to children’s social and emotional needs is embedded within the school culture, led by a strong Pastoral Care Manager, underpinned by highly positive adult:child relationships and supported by a range of staff and initiatives – parents/carers tell us that they notice and highly value this. • Parents are supported by the school to access additional support and services, such as food banks, financial assistance and mental health provision. • Strong relationships with outside agencies support pupils’ development and well-being. 	<ul style="list-style-type: none"> • Further develop options around systems for children to share their feelings and emotions, supporting their wellbeing, and ensure greater consistency in the use of the Zones of Regulation.

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, adults are kind and that they enjoy coming to school; their parents echo this. The school offers meaningful and compassionate support for children's mental health and wellbeing. 	
Attitudes and behaviour for learning	<ul style="list-style-type: none"> Behaviour for learning is underpinned by a values-based approach; expectations are high and these are generally met – this is also noticed by parents/carers. Pupils report that they have good attitudes to learning and work hard. 	<ul style="list-style-type: none"> Overhaul the school's approach to behaviour management with a focus on restorative justice so that we achieve significant improvements in pupil well-being, emotional literacy and routines around the school. Develop a new approach to playtimes and lunchtimes, ensuring that children are stimulated and regulated.
Bullying	<ul style="list-style-type: none"> Bullying is rare with systems in place to monitor regularly and deal with incidents effectively; parents/carers support this view. 	
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. 	
Diversity and Equity	<ul style="list-style-type: none"> Pupils, parents/carers and staff agree that all kinds of families, cultures, abilities, needs and religions are welcomed and included at Lancasterian. The school celebrates the main cultural and religious events within the school community. 	<ul style="list-style-type: none"> Proactively work towards a more diverse and representative uptake of the extra-curricular offer.
Extra-curricular provision	<ul style="list-style-type: none"> Parents/carers report that they like the creative and music after-school clubs. 	<ul style="list-style-type: none"> Increase the range and quality of extra-curricular provision, including academic clubs, wrap-around care and potentially holiday club provision.
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 Tottenham University, Into University and links with the London Academy of Excellence.	
Attendance and lateness	<ul style="list-style-type: none"> The school works very hard to keep children with complex behavioural needs in school; suspensions are only ever used a last resort. The school does not permanently exclude pupils. 	<ul style="list-style-type: none"> Urgently improve attendance, especially through a significant reduction in persistent absenteeism.

Success Criteria/Milestones

Priority 5: Overhaul the school's approach to behaviour management with a focus on restorative justice so that we achieve significant improvements in pupil well-being, emotional literacy and routines around the school.

% Pupils whose response to the following Pupil Survey statements is either Agree or Really Agree			
Statement	2024/25	Target	Actual
Q7 I feel safe at school	88%	90%	
Q9 I behave well at school and do not often get into trouble	78%	83%	
Q10 I think the teachers and other adults try to be fair	64%	69%	
Q11 Most children behave well in the classroom	52%	57%	
Q12 Most children behave well in the playground	56%	61%	
Q15 Bullying does not happen very often at this school	64%	69%	

Number of Stage 3 consequences by term					
Autumn		Spring		Summer	
Target	Actual	Target	Actual	Target	Actual
<15	11	<12	29	<9	

Priority 6: Increase the range and quality of extra-curricular provision, including academic clubs, wrap-around care and potentially holiday club provision.

Number of extra-curricular clubs by term, with the target to increase them term-on-term			
Type of Club	Autumn	Spring	Summer
Enrichment Clubs - Sports	8	6	
Enrichment Clubs - Other	5	5	
Academic Clubs (incl. tutoring groups)	5	7	
Total Number of Clubs	18	18	

Number of children accessing wraparound care and holiday club provision, with the target to increase them term-on-term			
Type of Club	Autumn	Spring	Summer
Wraparound Care	82	93	
Holiday Clubs	0	22	

Priority 7: Urgently improve attendance, especially through a significant reduction in persistent absenteeism.

	2024/25		Autumn		Spring		Summer	
	Primary National	Lancasterian Primary	Target %	Outcome %	Target %	Outcome %	Target %	Outcome %
% attendance	94.8	93.0	93	93.0	94	92.6	95	
% persistent absentees	13.5	20.1	<15	20.0	<13	20.7	<11	

Actions

- Initiatives led by the Senior Leadership Team – white background
- Initiatives led by Middle Leadership Team – grey background

Priority 5: Overhaul the school's approach to behaviour management with a focus on restorative justice so that we achieve significant improvements in pupil well-being, emotional literacy and routines around the school.

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.	Develop a Learning Walk proforma focused on behaviour for learning and how this is supported by engagement and regulation strategies, to be carried out at least once in every class per half term.	x	x		From Autumn 2	Gemma	n/a	Yes
2.	Invite Jen Foster into an SLT meeting session to: <ul style="list-style-type: none"> • ensure a shared understanding of the pathway for the TGMC work over the coming two years; • clarify how this will be communicated with staff at the December staff conference; and 	x	x		End of November	Gemma	n/a	Yes

	<ul style="list-style-type: none"> agree a toolkit which SLT members can use when supporting extremely dysregulated children. 							
3.	Train all staff using the Hemisphere Programme.	x		x	At December Conference	Leisel	Training slides	Yes
4.	Organise a well-being day for children.	x	x		By Summer 2	Katia	n/a	Yes
5.	Renew Healthy Schools Bronze Award.		x	x	From Autumn 1	Pippa	n/a	Yes
6.	Raise funds to redesign the library as a safe and welcoming place for children.	x	x	x	From Autumn 1	Elena	n/a	Yes

Priority 6: Increase the range and quality of extra-curricular provision, including academic clubs, wrap-around care and potentially holiday club provision.

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.	Allocate spend to the extra-curricular budget, to develop a support staff remunerated Extra-Curricular Middle Leader role which will oversee the expansion of extra-curricular provision; to include: eg. An extra-curricular volunteer programme, promoting use of childcare voucher scheme, establishing pupil-led clubs, co-ordinating links with London Academy of Excellence Tottenham, exploring options for pupils with SEND to be supported to access provision.	x	x	x	From Jan 2026	Eoin	Additional pay award, level TBC	Yes
2.	Investigate options to work with external companies (e.g. through lettings) to expand extra-curricular club provision.	x	x	x	Ongoing	Eoin	TBC	Yes
3.	Investigate options to work with external companies (e.g. through lettings) to expand holiday club provision.	x	x	x	From Easter holidays 2026	Eoin	TBC	Yes
4.	Run a Coding Club for different groups of children across the school (e.g. SEND Robotics)	x			From Spring 1	Dan	N/A	Yes

Priority 7: Urgently improve attendance, especially through a significant reduction in 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.	Investigate how the school's capacity to monitor and respond to attendance issues could be further increased through collaboration with other organisations with expertise in this area.	x		x	By end Aut 2	Paul	TBC	Yes
2.	Consistently and rigorously follow the procedures related to issuing fixed penalty notices with regular check-ins with the attendance team to ensure this is happening.	x		x	From Aut 1 - ongoing	Gemma	n/a	Yes
3.	Devise a programme of support for EBSA children that could include ELSA-trained staff or designated adults building key relationships with identified pupils.	x	x	x	By end Aut 2	Doy	TBC	Yes
4.	Announce to staff that summer term will be a 'Summer of Attendance' in briefing – when a child returns to school after an absence, class teacher must welcome them back and ask why they were away, and speak to parents/carers if they do drop-off/pick-up. Remind staff weekly at briefing.	x			From end spring term	Gemma and Paul	N/A	Yes
5.	Parenthub parents/carers at end of spring term to announce that summer term will be 'Summer of Attendance', with weekly reminders including data updates and related items in the newsletters.	x			During summer term	Gemma	N/A	Yes
6.	Create display which records weekly winning classes for best attendance in each key stage, updated weekly.	x			Start of summer term	Paul	N/A	Yes
7.	Ensure that house captains' games bundles for class attendance winners are given out in assemblies, not just handed to classes	x			During summer term	Paul/Charlotte	N/A	Yes
8.	ANNOUNCE AT START OF SUMMER TERM: Tell children about 'Summer of Attendance' and at the end of each half term, announce the most improved attendance class in each key stage across that half term, with a non-uniform day for the winners.	x			During summer term	Gemma	N/A	Yes

9.	ANNOUNCE AT START OF SUMMER TERM: Looking at summer term only (i.e. previous absences this year won't count), any child who has no more than 1 day off will be able to have a non-uniform week for the last week of term.	x			During summer term	Paul	N/A	Yes
10.	Carry out targeted interventions (individual child incentives, parent meetings, etc.) for the "moveable" children with attendance between 88% - 91% in order to move/keep as many as possible out of PA category.	x			Start of summer term	Gemma and Paul, with SLT support	TBC	Yes
11.	Run a Music tech Breakfast Club with key children struggling with attendance.	x		x	From Spring 1	Tim	n/a	Yes

LEADERSHIP AND MANAGEMENT

Self-Evaluation Grade: Outstanding

Area of Focus	Strengths Key Strengths in Green	Areas for Development 2025/26 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; children are at the heart of all decision-making. Lancasterian Primary School has a strong and inclusive nurturing culture – with high aspirations – which values all and enables them to feel part of a secure and supportive ethos; the school is a beacon of inclusion. The staff culture is one of teamwork, trust and togetherness; staff report there are systems in place to be heard as well as a willingness to reflect on feedback, in an atmosphere of psychological safety. 99% of parents/carers surveyed highly recommend the school to other families. 	<ul style="list-style-type: none"> Ensure that radical candour is used effectively by staff to support and challenge each other.
Senior leadership	<ul style="list-style-type: none"> 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. Senior leaders are increasingly engaged in work supporting other schools and wider networks. Parents/carers and staff report that the school is well led and managed. The strong and increasingly diverse governing body supports and challenges the school through relationships based on 	<ul style="list-style-type: none"> Ensure that where decisions are taken, that impact on staff, the rationale is clearly communicated. Ensure governors consistently access statutory and role-specific training and increase visibility within the school.

	transparency and trust; there are strong systems in place to support this.	
Middle leadership	<ul style="list-style-type: none"> • Middle leaders are the engine room of school improvement, working collaboratively and proactively to provide direction, expertise, guidance and support in their areas and staff report they are approachable. 	
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. 	
Staff development and training	<ul style="list-style-type: none"> • 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; this is supported by instructional coaching. 	
Workload and well-being	<ul style="list-style-type: none"> • Staff work with exceptional dedication in the context of a deficit budget which means fewer people and resources available. • The school demonstrates an exceptional commitment to reducing staff workload and enhancing well-being; this is consistently reflected in excellent staff retention. 	
Financial resources	<ul style="list-style-type: none"> • The school's financial resources are well managed in the extremely challenging circumstances of low pupil numbers in Haringey and especially the local ward; the school is on-track with the 5-Year Deficit Recovery Plan, due to be achieved a year ahead of schedule. • The school achieved a 'Substantial' outcome in its financial audit – something only very few schools manage. 	<ul style="list-style-type: none"> • Ensure progress against the 5-Year Deficit Recovery Plan continues to be systematically tracked and innovative corrective action is taken when necessary. • Revolutionise the school's catering offer to provide healthy, substantial and enjoyable food for children. • Carefully monitor the implementation of the ARB and nursery wraparound care to ensure financial viability. • Enhance marketing through the use of social media.

	<ul style="list-style-type: none"> • A continuing focus on marketing has resulted in an oversubscribed 2025/26 reception cohort in the context of many schools struggling to fill and reducing their PAN. • The school is expanding its 2 year old provision, including the development of wraparound care. 	<ul style="list-style-type: none"> • Maximise opportunities for fundraising.
Premises	<ul style="list-style-type: none"> • The school provides an outstanding learning environment. • A robust system of planned resource management and preventative maintenance has been implemented to reduce the cost of reactive works. • The school is able to generate significant income through lettings. • The ICT suite will be renovated due to funding from the PSA. 	<ul style="list-style-type: none"> • Work closely with the local authority to reduce energy costs and emissions, and to assist with major capital works, such as 2 year olds and the KS1 hall roof.
Health and safety	<ul style="list-style-type: none"> • The school continues to hold an outstanding health and safety accreditation (scoring 100% in the recent health and safety audit); this has a positive impact on pupil and staff welfare. 	
Engagement of wider school community	<ul style="list-style-type: none"> • Parents/carers and staff all report positive relationships within the community; a wealth of school community events have taken place and been well attended. • Parents/carers report that they rarely have concerns, and that when issues are raised they are dealt with properly. • 99% of 120 parents/carers surveyed report that they would recommend the school. • The school has Leading Parent Partnership Award accreditation. 	

Success Criteria/Milestones

Priority 8: Ensure progress against the 5-Year Deficit Recovery Plan continues to be systematically tracked and innovative corrective action is taken when necessary.

Targets (based on '2 Year Deficit Recovery Plan LPS 2025 – 2027')	Outcome
End of 2025/26 financial year in-year surplus \geq £10,848	>288,694
End of 2025/26 financial year cumulative deficit \leq -£53,400	>236,252
Projected end of 2026/27 financial year in-year surplus \geq £80,492	
Projected end of 2026/27 financial year cumulative surplus \geq £27,092	
2026/27 Reception year group pupil number = 60	63 First Place Preferences

Actions

These are outlined in the '2 Year Deficit Recovery Plan LPS 2025 - 2027' and will be monitored and evaluated through the associated leadership and governance processes.