

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 2020/21

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>		Dec 2019	Sep 2020
<ul style="list-style-type: none"> • have end of key stage results which are consistently at or above national average; 		6	7		
<ul style="list-style-type: none"> • self-evaluate as outstanding in all areas; and 		8	8		
<ul style="list-style-type: none"> • give all children and staff equal opportunity to acquire the knowledge, skills, attitudes and values they need to thrive on a personal and societal level. 		7	8		

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 speak English as an additional language.</p>	
	STAFFING	
SCHOOL CONTEXT	<p>Following a period of leadership instability from 2013 to 2015 – during which time there were 4 head teachers – and a resultant legacy of high staff turnover and absence, the school now has strong leadership in place throughout the school and has benefitted from vastly improved staff stability over the past few years. Our 2019/20 year 6 were the last remaining cohort adversely affected by this instable period. The school employs 50 full-time and 17 part-time staff, including 3 non-class based teachers who provide expertise in ICT, music and Pupil Premium support as well as consistent high quality cover for PPA and teacher absence, reducing the need for supply teachers. The deputy and assistant head teachers all have part-time class teaching commitments. To best meet the diverse and often complex needs of pupils at Lancasterian Primary, there is a range of teaching experience across the school, from M2 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>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 in 2019/20; EYFS, KS1 and KS2 then begin the day on a staggered start between 8:45am and 9:00am. The school day finishes in a similarly staggered fashion between 3:25pm and 3:45pm. The school offers before and after school clubs starting at 8:00am and finishing at 6:00pm, as well as daily after school extra-curricular learning opportunities which run from 3:30pm to 4:30pm. EYFS pupils benefit from a child-centred, play-based model of learning following the Early Years Foundation Stage curriculum, 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 1½ hours of English and 1 hour of Maths in the morning sessions and science and foundation subjects in the afternoons. We are following the National Curriculum, supported by Sounds-Write for phonics (this was introduced in EYFS last year and has now moved into Y1 as pupils progress through the school; Y2 continue to use Letters and Sounds), Destination Reader for reading, Talk for Writing for English and Power Maths. For foundation subjects, last year we implemented a new curriculum – which meets and exceeds national curriculum expectations – having worked with with Haringey Education Partnership (in collaboration with Christine Counsel and Valerie Hannon) to review our approach. The ‘Lancs</p>	

Approach to Learning', which is based on SOLO Taxonomy (Structure of Observed Learning Outcomes), frames our approach to delivering the KS1/2 curriculum.

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

The school shares the site with the local authority special school. 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 2020/21 FROM THE AREAS FOR DEVELOPMENT OUTLINED IN THIS DOCUMENT

1. Establish robust systems to rapidly close gaps in learning caused by the pandemic, in particular ensuring Year 6 are secondary ready.
2. Prioritise diminishing the difference between priority groups and others, i.e. BAME, PP, SEND Support, EAL, mobile.
3. Further develop the school's approach to remote education beginning with a thorough investigation into the community's needs, including learning from best practice in other schools.
4. Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the continued implementation of Sounds-Write as our approach to phonics.
5. Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.
6. Incorporate a whole school curricular response to the social and emotional issues experienced by children during lockdown (e.g. through PSHE, mindfulness, pupil voice and assemblies), including issues that they may have faced having been online more frequently (e.g. grooming, bullying).

- | |
|---|
| 7. Respond fairly to attendance guidelines as children return to school in 2020/21 following absence due the pandemic, taking into account individual circumstances. |
| 8. Improve ICT systems such that they consistently support efficient work practices. |
| 9. Work with the LA to achieve financial sustainability. |
| 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. |

QUALITY OF EDUCATION **Self-Evaluation Grade: Good**

Area of Focus	Strengths	Areas for Development 2020/21 Priorities in Blue
Pupil achievement	<ul style="list-style-type: none"> • Progress is good in EYFS due to strong curriculum intent and implementation leading to more children exceeding ARE. • Robust implementation of new phonics programme Sounds-Write has ensured consistency for both staff and children and contributed to a four year upward trend bringing us broadly inline with National. • Achievement up to and including Y5 demonstrates improvements teaching and learning over the last five years. • Maths is a particular strength in many year groups due to a focus on teaching for mastery, through Power Maths. • Achievement of GD children across the school has greatly improved demonstrating the impact of consistent learning journeys over time. 	<ol style="list-style-type: none"> 1. Establish robust systems to rapidly close gaps in learning caused by the pandemic, in particular ensuring Year 6 are secondary ready. • 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.
Achievement of vulnerable groups	<ul style="list-style-type: none"> • Parents agree that the school has high aspirations for all pupils and that the provision for children with SEND supports their needs. 	<ol style="list-style-type: none"> 2. Prioritise diminishing the difference between priority groups and others, i.e. BAME, PP, SEND Support, EAL, mobile.
Curriculum and the Lancasterian Approach to Learning	<ul style="list-style-type: none"> • The school provides a broad and balanced curriculum. • The Lancs Approach to Learning in all subjects is providing structure and consistency to the curriculum which is building pupil independence, metacognition and mastery; staff and pupils are fully engaged with this approach. • A number of extra-curricular strategies – including a longer school day, teacher-led tutoring, small group SLT-led interventions and residential Easter booster school – show a strong commitment to accelerating progress for our vulnerable upper key stage 2 cohorts. 	<ul style="list-style-type: none"> • Restructure, adapt and prioritise curricula in order to mitigate the effects of lockdown and bring learning back on track as quickly as possible; consider especially how to engage with the National Tutoring Programme. • Ensure the EYFS curriculum is adapted to cater for the high number of children with SEND coming into Early Years and those who have not attended another provision. <ol style="list-style-type: none"> 3. Further develop the school’s approach to remote education beginning with a thorough investigation into the community’s needs, including learning from best practice in other schools. 4. Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including

	<ul style="list-style-type: none"> A HEP BAME review in Spring 2020 highlighted curricular strengths and the direct reference to BAME in each subject area. The school's approach to remote education provided good curricular coverage and was generally well regarded by staff, parents and pupils who have fed back. 	<p>the continued implementation of Sounds-Write as our approach to phonics.</p> <ul style="list-style-type: none"> Continue to develop representation of our school community within the curriculum, remembering the importance of cultural capital.
Teaching staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> Quality of teaching at the school is 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"> Support staff when responding to the challenges of blended school/remote education.
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 and inclusive support for our most vulnerable children and those with complex needs. 	
Assessment and target setting	<ul style="list-style-type: none"> The introduction of PAGs (Pupil Assessment Grids) and QARs (Quality Assurance Reviews) has increased the reliability of data for the improvement of teaching and learning; staff are very positive about these changes. 	<ul style="list-style-type: none"> Adapt our approach to assessment to best support the recovery curriculum.

Success Criteria/Milestones

Priority 1: Establish robust systems to rapidly close gaps in learning caused by the pandemic, in particular ensuring Year 6 are secondary ready.

Data	National 2019 Result (no National 2020 Data)	LPS 2020 Outcomes (Based on End Spring Term Data) (+) indicates increase on previous year	LPS 2021 Target	LPS 2021 Result
End Rec GLD	72%	64%	72%	
Y1 Phonics	82%	81% (+)	82%	
KS1 Reading EXS	75%	69% (+)	75%	
KS1 Writing EXS	69%	69% (+)	69%	
KS1 Maths EXS	76%	70% (+)	76%	
KS1 RWM Combined EXS	65%	65% (+)	65%	
KS2 Reading EXS	73%	56% (+)	73%	
KS2 Writing EXS	79%	65%	79%	
KS2 SPaG EXS	78%	n/k	78%	

KS2 Maths EXS	78%	60%	78%
KS2 RWM Combined EXS	65%	54% (+)	65%

Priority 2: Prioritise diminishing the difference between priority groups and others, i.e. BAME, PP, SEND Support, EAL, mobile.

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

	Pupil Premium Difference to Others at End of Year			SEN Support Difference to Others at End of Year			EAL Difference to Others at End of Year			White Other Difference to Others at End of Year			Mobile Difference to Others at End of Year			Black Caribbean Difference to Others at End of Year			Black African 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	R	W	M	
Y3 Internal																						
Y4 Internal																						
Y5 Internal																						
Y6 Internal																						
GLD																						
Phonics																						
KS1 SATS RWM																						
KS2 SATS RWM																						

Priority 3: Further develop the school's approach to remote education beginning with a thorough investigation into the community's needs, including learning from best practice in other schools.

Average Engagement in 'Wider Remote Education' across school	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
	70%	70%	80%		90%	

Priority 4: Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the continued implementation of Sounds-Write as our approach to phonics.

	End Autumn (Summer Data after Catch-Up teaching)		End Spring		End Summer Term	
	End of Year Targets 2019/20	Result	Target	Result	Target	Result
Year N Reading ≥ARE	n/a	38%	55%		65%	
Year R Reading ≥ARE	50%	50%	60%		72%	
Year 1 Reading ≥ARE	63%	61%	55%		61%	
Year 2 Reading ≥ARE	71%	64%	73%		75%	
Year 3 Reading ≥ARE	65%	73%	65%		71%	

Year 4 Reading ≥ARE	65%	76%	67%	70%
Year 5 Reading ≥ARE	69%	51%	69%	71%
Year 6 Reading ≥ARE	73%	52%	69%	73%

Actions

Actions led by the Senior Leadership Team

Priority 1: Establish robust systems to rapidly close gaps in learning caused by the pandemic, in particular ensuring Year 6 are secondary ready.

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.	<p>Teach reading and writing across three equal length blocks between September and March as follows:</p> <ul style="list-style-type: none"> Block 1: Summer 2019/20 curriculum Block 2: Autumn 2020/21 Block 3: Spring 2020/21 <p>Identify key learning objectives to be covered in each block to ensure that children are able to progress to the next step, and provide full guidance for teachers</p>	x	x	x		x		From Sept 2020	Charlotte, Ciara and Rachel	Updated curriculum planning documents	Yes
2.	Continue to teach maths following the usual termly schedule using the White Rose maths catch up curriculum, which aligns with our normal Power Maths approach but ensures regular recap/pre-teaching to ensure gaps are closed	x	x	x		x		From Sept	Charlotte and Rob	White Rose catch up curriculum	Yes
3.	Adapt Pupil Attainment Grids and summative assessment schedules and resources to ensure that they align with actions 1 & 2 above	x	x	x		x		From Sept	Charlotte, Ciara and Rob	Updated PAGs & Test papers	Yes
4.	Provide detailed staff training on actions 1, 2 & 3 above	x	x	x		x		Sept INSET days, and before each new block	Charlotte, Ciara and Rob	n/a	Yes

5.	Enhance Y1 transition period during block, ensuring that gaps in early learning goals are closed rapidly	x	x	x		x		During autumn term	Julia, Rose and Holly	EYFS resources	Yes
6.	To ensure that parents are informed about how they can support their child's learning, organise: <ul style="list-style-type: none"> socially-distanced playground-based EYFS settling in EYFS third week 1:1 check-in with parents/carers KS1/2 Meet the Teacher sessions 	x	x	x	x	x	x	WB during Aut 1	Julia and Angela	n/a	Yes
7.	Adapt approach to initial autumn term Pupil Progress Reviews to ensure that teachers are following the catch up curriculum expectations, providing further guidance and support where needed	x	x	x	x	x		WB 28/9/20	Paul and Charlotte	Supply cover	Yes
8.	Use termly Quality Assurance Reviews to ensure that teachers are following the catch up curriculum expectations, providing further guidance and support where needed	x	x	x	x	x		Throughout the year	Charlotte	Supply cover	Yes
9.	Introduce new assessment system for foundation subjects through the Pupil Attainment Grids, ensuring that it is being followed through weekly checking	x	x	x	x	x		Sept INSET days, and throughout the year	Charlotte and foundation subject leaders	Updated PAGs	Yes
10.	Extend the school day for Y6 children to enable an additional daily half hour gap closing/pre-teaching session from 8:30am to 9:00am	x	x	x	x	x		From 7/9/20	Paul	n/a	Yes
11.	Provide one hour additional PPA time to Y6 teachers to facilitate extra planning and promote well-being; use this time for extra sports coaching for pupils to promote their well-being and positive behaviours for learning				x		x	From 7/9/20	Paul	Coaching cover costs	Yes
12.	Accelerate progress in Y6 through additional teaching support from DHT (in English) and AHT Inclusion (in maths) and Pupil Premium Leader (across all subjects) enabling pupils to be taught in smaller, focused groups	x	x	x		x		From 14/9/20	Charlotte, Angela and Andrea	n/a	Yes
13.	Ensure that Y6 children presenting the most challenging behaviour for learning are initially with own class teachers during morning lessons, to enable relationships and routines to be built quickly	x			x		x	From 7/9/20	Charlotte	n/a	Yes

14.	Use Y6 afternoon learning time to ensure a balanced curriculum is maintained but opportunities for additional work on core subjects is incorporated	x	x	x	x	x	x	From Jan 2021	Charlotte	n/a	Yes
15.	Invite all PP Y6 children to free Pendarren one week residential Easter booster and enrichment school, with option for non PP children to pay, up to 30 children; fundraise accordingly Cancelled due to financial and H&S constraints	x	x	x	x	x	x	During Easter holiday	Paul	Pendarren and staff costs	Yes
16.	Put in place additional support for our M1 teacher due to the impact of the pandemic on her NQT year	x	x	x	x	x	x	Meet WB 14/9/20 to arrange	Julia	TBD	Yes
17.	Review approach to children's groupwork (especially for core subject), i.e. whether there is a possibility of more flexible grouping to be put into place (currently restricted for health and safety reasons)	x	x	x				By end of autumn term, ready for spring term	Paul	n/a	Yes
18.	Ensure that staff are given targeted information about CPD online opportunities through HEP and other sources, much of which can be accessed outside of learning time	x	x	x		x		From 7/9/20	Julia	Training costs (largely free through HEP)	Yes
19.	Ensure parents/carers evenings proceed via Zoom.	x		x		x		During Nov 2020	Charlotte	n/a	Yes
20.	Provide additional training for teachers on quality first teaching through the WALKTHRU approach incl the effective use of AfL strategies to identify and close gaps in learning – multiple choice quizzes, closed and opening questioning, etc.		x	x				Spring term	Charlotte	n/a	Yes
21.	Further embed the use of The Lancs Approach to Learning through training/workshops and investigate how Rosenshine's Principles of Instruction could fit alongside it	x	x	x		x		At Dec staff conference	Charlotte	TBD	Yes
22.	Provide additional training for TAs to support them in covering classes during COVID-related teacher absence		x	x	x	x	x	During autumn term	Angela, Ciara and Rob	n/a	Yes
23.	Fully engage with LA and HEP on secondary transition processes to ensure the best possible start for next year's Y7 children, creatively	x	x	x	x						

	adapting to challenges caused by the pandemic (e.g. difficulties for school visits)											
Priority 2: Prioritise diminishing the difference between priority groups and others, i.e. BAME, PP, SEND Support, EAL, mobile.												
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.	Put in place new EAL assessment framework and system for new EAL arrivals, based on Solihull approach – also create Turkish, Bulgarian and Polish versions	x	x	x		x		From Sept 2020	Angela and Fatma	EAL Assessment materials	Yes	
2.	Create a bank of resources for EAL reading, writing, speaking and listening linked to the EAL assessment framework above	x	x	x		x		From Sept 2020	Angela and Fatma	EAL Assessment materials	Yes	
3.	Provide training for teachers and TAs on 1 & 2 above	x	x	x		x		9/9/20	Angela and Fatma	EAL Assessment materials	Yes	
4.	Source additional support through external Speech and Language therapists for Y1 children with Speech and Language needs (to catch up on input missed during reception year)	x	x	x	x	x		From Oct 2020	Angela	n/a	Yes	
5.	Continue to carry out actions identified in BAME action plan following 2019/20 HEP BAME review	x			x	x		From Nov 2020	Angela and Andrea	According to BAME action plan	Yes	
6.	Restart targeted, data-informed, TA-led interventions using: <ul style="list-style-type: none"> Precision Teaching Project X Inference training Speech and Language Groups Provide additional support and training as required and ensure that that effective use of available spaces in the school is maximised	x	x	x		x		From WB 21/9/20	Angela	Various according to interventions	Yes	
7.	Use 19/20 achievement data to set up SLT led small weekly Y6 group focused pupil reading, SPaG and maths tutoring sessions, 8 – 8:45am and 3 – 4pm	x	x	x		x		From 5/10/20	Charlotte, Paul and Angela	n/a	Yes	

8.	Use 19/20 achievement data to set up teacher-led 1:1/1:2 Y6 reading, SPaG and maths tutoring session, 3:45pm – 4:30pm, focusing on key misconceptions/gaps in learning	x	x	x	x	x		From 5/10/20	Charlotte	Cover for duvet days for teachers	Yes
9.	Engage with the National Tutoring Programme (Tuition Partners and Academic Mentors) as soon as it becomes available, according to: <ul style="list-style-type: none"> the needs of our children (data informed) the funding available and how to achieve best value best practice learned from other schools and via HEP 	x	x	x	x	x		As soon as these programmes are available	Charlotte	Costs TBC	Yes

Priority 3: Further develop the school's approach to remote education beginning with a thorough investigation into the community's needs, including learning from best practice in other schools.

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.	Survey staff and parents/carers to find out what went well and areas for development in relation to 2019/20 approach to remote education – use outcomes to inform plan going forward	x	x	x		x		By 2/9/20	Paul	n/a	Yes
2.	Attend HEP training on Mulberry approach to remote education – best practice and lessons learnt	x	x	x		x		By 2/9/20	Paul and Charlotte	n/a	Yes
3.	Survey all families at the school to determine their digital access, i.e. <ul style="list-style-type: none"> Do you have internet access at home? Is there at least one suitably-sized device at home which can be used by your child(ren) for learning (e.g. a tablet or computer, but not a phone as this is too small)? If yes, can your child(ren) use this device to input answers (i.e. there is some kind of keyboard facility, either on-screen or attached)? 	x	x	x	x	x	x	By 18/9/20	Paul	n/a	Yes
4.	Collate the information obtained through the above survey to determine: <ul style="list-style-type: none"> to what extent a digital approach to remote education is feasible; 	x	x	x	x	x	x	By 25/9/20	Paul and Admin Team	n/a	Yes

	<ul style="list-style-type: none"> which families would need additional support with hardware if we were to provide remote education on a digital platform 											
5.	Put in place an interim plan for Individual Remote Education through the Oak National Academy resources	x	x	x		x		By 18/9/20	Paul	n/a	Yes	
6.	<p>Work with HEP using information gathered in actions 1 – 4 above to devise own Remote Education Policy (covering both Individual Remote Education and Wider Remote Education) and put in place systems and resources to make it work, ensuring that it incorporates:</p> <ul style="list-style-type: none"> access for all (incl. considering particular needs of EYFS and SEND children) the Lancs Approach to Learning opportunities for assessment and feedback opportunities or peer interaction 	x	x	x	x	x		By 2/10/20	Paul	TBD, dependent on outcomes of survey	Yes	
7.	Ensure that staff have been adequately trained and supported to implement remote learning strategy	x	x	x	x	x		By 2/10/20	Paul	n/a	Yes	
8.	Use digital strategy as part of setting homework, so that children become used to accessing it independently	x	x	x	x	x		During autumn 2	Paul and Community Learning Leader	n/a	Yes	

Priority 4: Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the continued implementation of Sounds-Write as our approach to phonics.

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.	Implement Sounds-Write in Year 1, providing the initial training and resources as well as additional ongoing monitoring, CPD and support		x	x		x		From 2/9/20	Rachel	Various Sounds-Write resources	Yes
2.	Continue to closely monitor the implementation and impact of Sounds-Write across Rec-Y1 through learning walks, practice phonics checks, formative assessment, lesson obs, etc. and provide further support and training where needed		x	x	x	x		Throughout autumn and spring terms	Rachel, Julia and Charlotte	TBD	Yes

3.	Put in place additional teacher and TA led phonics support for Y2 and Y3 children who are still struggling with reading as a result of gaps in their phonics learning	x	x	x		x		From 14/9/20	Rachel	Various phonics resources	Yes
4.	Collate a bank of free, high quality digital reading sources for use at school and at home, considering how this can be incorporated into home reading in order to prepare for their use as part of remote education		x	x		x		By end Nov	Charlotte and Ciara	TBD	Yes

Actions led by the Middle Leadership Team

Priority 1: Establish robust systems to rapidly close gaps in learning caused by the pandemic, in particular ensuring Year 6 are secondary ready.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Use role as Mindfulness Lead to establish an environment within the Y1 classrooms to enhance Y1 transition period, ensuring that gaps in early learning goals are closed rapidly	x	x	x		x		During Autumn terms	Holly	EYFS resources	Yes
2.	Provide a number fluency framework for the whole school.	x	x	x		x		By end of Autumn 2	Rob	£300	Yes
3.	Organise and deliver an engaging STEM Week	x	x	x		x		By 1 st Feb	Rob and Victoria	£500	Yes
4.	Work with Mr Numbervator to organise y6 maths interventions via Zoom.	x	x	x		x		By end of Autumn 2	Rob	£800: Covid budget	Yes
5.	Link school with the Maths Hub and attend half termly work group meetings.	x	x	x		x		On going	Rob	-	Yes
6.	Plan, resource and deliver engaging STEM week under the current restrictions	x				x		End of spring 1	Victoria Morgan	Inset, resources for each session.	Yes
7.	Lead a science based inset on questioning in order to develop critical thinking within children.		x	x		x		Autumn 2	Victoria Morgan	Inset, resources from cupboard	Yes

8.	Complete the science curriculum document including environmental curriculum and additional support documents.				x	x		Summer 1	Victoria Morgan	Time, national curriculum, research	Yes
9.	Introduce homework projects to target missed Foundation learning.		x	X	x	x			Elena	n/a	Yes
10.	Develop Foundation Solo Explorer lessons to include recapping of prior learning.		x	x	x	x			Elena, Fatma, Rose and Jane	INSET	Yes
11.	Liaise with Year 2 team in order to close the gap for Year 2 children, to achieve a pass in phonics screening.	x	x	x		x		Autumn term	Rachel	Various phonics resources	Yes
12.	Liaise with Year 1 team in order to close the gap for Year 1 children, to achieve a pass in phonics screening.	x	x	x		x		Summer term	Rachel	Various phonics resources	yes

Priority 2: Prioritise diminishing the difference between priority groups and others, i.e. BAME, PP, SEND Support, EAL, mobile.

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.	Put in place Year 5/6 Hip-Hop creative writing sessions to provide support for those in above groups and improving their creative writing.	x	x	x		x		Nov 2020	Tim Bentley	Ipads Music room	Yes
2.	Continue to work with Year 4 in improving Timestable Check scores in particular for EAL and PP children, through a variety of activities and musical interventions.	x	x	x		x		Oct 2020	Tim Bentley	Procedural games pack Timestable songs	Yes
3.	Support parents to sign up to and use Parenthub .	x	x			x		Autumn 2020	Fatma	Ipads	Yes
4.	Send half termly letters in key EAL languages with topics children will be learning about in each subject area to enable EAL parents to support children in mother tongue.	x	x			x		Spring	Fatma	n/a	Yes
5.	Deliver Zoom parent workshops to Y3 and Y4 around times table fluency	x	x	x		x		End of Spring 1	Rob	£100 resources	Yes

											for home learning	
6.	Termly assess times table fluency readiness of y4 children. Organise Spring intervention for children working towards and provide fluency resources for all Y4 children.	x	x	x			x		Termly Resources Autumn 1	Rob	£150	Yes
7.	Develop outdoor curriculum linking in with utilising garden within science.	x	x				x	x	End of spring 1	Victoria Morgan	Time Research	Yes
8.	Review and create inventory resources within science cupboard to ensure they are high quality accessible.		x				x	x	Spring 2	Victoria Morgan	Time Resource room	Yes
9.	Roll out the environmental curriculum to staff (through inset) ensuring full understanding.		X			x	X	x	End of spring 1	Victoria Morgan	Inset Curriculum	Yes

Priority 3: Further develop the school's approach to remote education beginning with a thorough investigation into the community's needs, including learning from best practice in other schools.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)	
		Inc	LL	GM	Int	HA	R					
1.	Provide up-to-date and accessible information for families relating to Mindfulness, mental health and well-being that can be accessed via our online learning systems	x	x	x	x			x	Spring	Fatma	n/a	Yes
2.	Discuss and amend homework policy to include elements from online remote learning platform		x	x				x	Autumn	Fatma	n/a	Yes
3.	Number, security mark and enrol laptops onto the asset register that will be given to pupils that have been identified as needing a device.					x			13/10/20	VE	Laptops, QR asset stickers.	
4.	Introduce the children to J2e Platform and apps that will be used for remote learning. Prepare devices to go home for pupils who have been identified on the Pupil IT Hardware Audit if/ when they are sent home.	x	x			x	x	x	From 2/11/20 On going	VE	Laptops	Yes
5.	Research potential ways to run phonics parent workshops/ family phonics sessions online.	x	x					x	Spring 1 st half term	Rachel	Webcam	Yes

Priority 4: Improve reading outcomes across the school, with a particular focus on early reading (especially for less able children) including the continued implementation of Sounds-Write as our approach to phonics.

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.	Implement reading and comprehension into homework with competitions and rewards.		x	x		x		Autumn onwards	Fatma Ciara	n/a	Yes
2.	Review and rewrite the home reading policy to be in line with DR reading levels and promote engagement and enthusiasm for reading for pleasure		X	X		X		Summer Term	Ciara (Fatma/Rachel)	Scholastic App/Sheela	
3.	Plan and delivery high quality CPD for KS1 and 2 teachers around teaching reading and comprehension in line with DR	X	X			X		Autumn 2	Ciara	DR online portal	
4.	Plan and delivery an engaging and inclusive World Book Day	X	X			X		Spring 2	Ciara	NA	
5.	Embed the Sounds Write approach to phonics in Rec and YR 1 through informal/ formal learning walks, planning sessions, demo sessions and regular discussion.	x	x	x		x		Ongoing until July 2021	Rachel	Various phonics resources	Yes
6.	Review the implementation of Sounds Write via a learning walk with a Sounds Write trainer.	x	x	x	x	x	x	Autumn 2 nd half term and Spring 1 st half term	Rachel and Theresa Plummer (SW trainer)	£500	Yes
7.	Establish an outdoor library when safe to do so (COVID) in KS1 playground.	x	x			x	x	By summer 2021	Rachel	Resources have been bought	Yes
8.	Ensure Sounds Write books are being used effectively in both Rec and YR1 in order to support phonics development and early reading.	x	x		x	x		Ongoing until July 2021	Rachel	SW books	Yes

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths	Areas for Development 2020/21 Priorities in Blue
Safeguarding	<ul style="list-style-type: none"> • There is a strong culture of safeguarding underpinned by robust systems and multiagency working; a recent HEP audit validated this. • Children and their parents report that pupils feel safe at school and know how to keep themselves safe more generally. • Provision for key worker and vulnerable children during lockdown 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. 	
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 team. • Parents 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). 	<p>5. Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.</p>
Pupils’ physical and mental health and well-being	<ul style="list-style-type: none"> • Children report that they are happy at Lancasterian Primary and enjoy coming to school; their parents echo this. This was also evident in the return to school post-lockdown. • The school has recently been awarded the silver Healthy Schools Award and the bronze EYFS Healthy Schools Award. 	<p>6. Incorporate a whole school curricular response to the social and emotional issues experienced by children during lockdown (e.g. through PSHE, mindfulness, pupil voice and assemblies), including issues that they may have faced having been online more frequently (e.g. grooming, bullying).</p>
Attitudes and behaviour for learning	<ul style="list-style-type: none"> • The majority of children report that they believe they work hard and behave well at school. • The school has a clear, bespoke behaviour policy and systems. • Behaviour for learning is generally strong across the school, with decreasing numbers of children receiving stage 3 consequences. 	<ul style="list-style-type: none"> • Enhance plans and provision for the small number of children with complex needs for whom the school behaviour policy is not working. • Ensure a rapid return to consistent and familiar school routines and systems to support pupils to re-engage with learning in a positive way.

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. 	<ul style="list-style-type: none"> Ensure parents/carers remain engaged, informed and supportive of changes to the RSE curriculum.
Extra-curricular provision	<ul style="list-style-type: none"> Parent/carer feedback on our extra-curricular offer is very positive. 	
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 beginning to develop a sense of aspiration for their future education and careers through the school values and initiatives such as Inspire Work Week, Tottenham University and Into University. 	
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. 	7. Respond fairly to attendance guidelines as children return to school in 2020/21 following absence due the pandemic, taking into account individual circumstances.

Success Criteria/Milestones

Priority 5: Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.

	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
% of 'End of Intervention: Coronavirus Support' feedback surveys which are positive	80%	75% Survey sent to 33 children, 8 completed, 1 not positive	83%		85%	

Priority 6: Incorporate a whole school curricular response to the social and emotional issues experienced by children during lockdown (e.g. through PSHE, mindfulness, pupil voice and assemblies), including issues that they may have faced having been online more frequently (e.g. grooming, bullying).

Pupil survey statement % 'Agree' or 'Really Agree' responses:	Result Dec 2019	Target Dec 2020	Result Dec 2020	Target June 2021	Result June 2021
<ul style="list-style-type: none"> I enjoy school most of the time. 	86%	81%	83%	86%	
<ul style="list-style-type: none"> I am usually happy at school. 	85%	80%	81%	85%	
<ul style="list-style-type: none"> My teacher or another adult helps me when I need it. 	92%	77%	92%	92%	
<ul style="list-style-type: none"> I feel safe at school. 	86%	81%	82%	86%	

Priority 7: Respond fairly to attendance guidelines as children return to school in 2020/21 following absence due the pandemic, taking into account individual circumstances.

No more than 10% of PA due to child/parent covid anxiety

% of persistent absentees which are due to child or parent/carer Coronavirus-related anxiety	Autumn		Spring		Summer	
	Target	Result	Target	Result	Target	Result
	<10%	0.5%	<10%		<10%	

Actions led by the Senior Leadership Team

Priority 5: Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.

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.	Invite in Jenny Mosley to lead whole staff 'Building School Community Resilience and Mental Health' half day training session, supporting staff to think about how they can build their own and their pupils' resilience	x			x		x	4/9/20	Julia	Jenny Mosley training fee	Yes
2.	Follow-up Jenny Mosley training through implementation of selected elements of the 'From Lockdown to Listening' package at whole school level	x			x		x	From Jan 2021	Angela and Gemma	From Lockdown to Listening package	Yes
3.	Include a weekly message in the school newsletter inviting parents/carers to inform the school if they or their family has been particularly impacted by the pandemic	x			x		x	From 25/9/20	Kamelia	Newsletter	Yes
4.	Include a section in Pupil Progress Reviews for teachers to highlight children/families who they know or suspect have been impacted	x			x		x	Each term, starting WB 28/9/20	Charlotte	n/a	Yes
5.	Ensure teachers check-in with parents/carers regarding their concerns about significant emotional impacts on their children during parents/carers evenings	x			x		x	Each term, starting November	Charlotte	n/a	Yes
6.	Implement a simple zones of regulation system linked to taking the morning register in order to children to signal if they are unhappy or worried – the teacher can then follow this up in a quieter moment and pass on any concerns	x			x		x	Starting in Aut 2	Kamelia	n/a	Yes

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

7.	Re-launch the heretolisten email address through the website and newsletter, ensuring that it is displayed more prominently on key website pages (or as a pop-up)	x			x		x	By end of Aut 1	Kamelia	Website support	Yes
8.	Encourage teachers to use Emotion Wheels with the children through sharing best practice across the school	x			x		x	During Summ 1	Gemma	Emotion Wheels	Yes
9.	Use Pastoral Care Team meeting to discuss concerns raised through actions 3 – 8 above and to plan how best to provide support to children and families	x			x		x	From 10/9/20	Kamelia	TBD, according to need	Yes
10.	Redirect some of the Trailblazers mental health time to parent/carer support	x			x		x	From Sept 2020	Kamelia	Trailblazers time	Yes
11.	Hold open one play therapy slot until the end of October in order to be able to respond to any profound support needs identified within pupils	x			x		x	Until end Oct	Kamelia	Play Therapy service	Yes
12.	Create 'End of Intervention: Coronavirus Support' survey to measure impact of social/emotional support put in place for families impacted by the pandemic	x			x		x	By end Aut 1	Kamelia	Survey	Yes

Priority 6: Incorporate a whole school curricular response to the social and emotional issues experienced by children during lockdown (e.g. through PSHE, mindfulness, pupil voice and assemblies), including issues that they may have faced having been online more frequently (e.g. grooming, bullying).

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Begin school year with 3 week English lessons dedicated to exploring thoughts and feelings related to the pandemic/lockdown using 'A New Kind of Normal' poem and work scheme and 'Here We Are' (CLPE resource) story and work scheme	x	x	x	x	x	x	From 7/9/20 – 25/9/20	Ciara and Charlotte	'A New Kind of Normal' and 'Here We Are' work schemes	Yes
2.	Implement Mindfulness into weekly school curriculum; provide training for all teaching and teaching support staff and create policy with further training and support to roll out across the year	x	x	x	x		x	INSET on 3/9/20 and throughout aut and spr terms	Holly	Mindfulness in School Project and Paws B resources	Yes

3.	Provide teachers with additional bereavement-related storybooks for use in class with children during English and story time – monitor use and provide support as required	x			x		x	Books in place by 2/9/20	Kamelia	Story books	Yes
4.	Update PSHE Curriculum map to ensure opportunities to discuss the pandemic using the PSHE Association for guidance	x	x	x			x	Updated by end Spr 1	Charlotte and Paul	PSHE Association	Yes
5.	Continue to monitor the quality and frequency of PSHE and Votes for Schools through learning walks and Quality Assurance Reviews		x	x	x			Throughout year	Charlotte and Amba	n/a	Yes
6.	Work closely with house captains for their input into the school's curricular response to the pandemic Not identified as an action by HC/VHCs in their SIP	x	x	x			x	From Dec 2020	Paul and Gemma	TBD	Yes
7.	Disseminate the Values Parents/Carers across the community to provide role models and build resilience	x	x	x	x	x	x	During aut term	Paul	Values Parents/ Carers resources	Yes
8.	Explore resources available through https://www.mentallyhealthyschools.org.uk/ with a view to incorporating them into the curriculum if appropriate	x	x	x	x	x	x	From Jan 2021	Kamelia	Mentally Healthy Schools Website	Yes

Priority 7: Respond fairly to attendance guidelines as children return to school in 2020/21 following absence due the pandemic, taking into account individual circumstances.

No.	Action	Contributes to the development of the following values (indicate with x):						When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		Inc	LL	GM	Int	HA	R				
1.	Ensure that all plans relating to the safe return to school and shared transparently with parents/carers in order to build their trust in our ability to minimise risk and promote attendance	x				x	x	From 2/9/20	Paul	Various	Yes
2.	Work closely with EWO to tackle PAs, particularly in the first instance those which are related to the pandemic	x				x	x	From 7/9/20	Kamelia	EWO	Yes
3.	Use Ronnie Respect's values parents to drive home messages around school attendance	x				x	x	From aut 2	Paul and Kamelia	Values Parents/ Carers	Yes

4.	Continue to communicate regularly, openly and transparently with parents/carers through the weekly newsletter and ParentHub messages in order to reassure them about their child's attendance at school	x				x	x	From 7/9/20	Paul	n/a	Yes
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Actions led by the Middle Leadership Team

Priority 5. Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.

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.	Set expectations for teachers to timetable a Mindfulness slot during the week.	x		x	x			Ongoing as of Autumn 1	Holly	Mindfulness practices and cpd information	Yes
2.	Ensure EAL parents are aware of the support available to them and support them in contacting the school if needed through face-to-face discussions	x						Autumn	Fatma	n/a	Yes

Priority 6: Incorporate a whole school curricular response to the social and emotional issues experienced by children during lockdown (e.g. through PSHE, mindfulness, pupil voice and assemblies), including issues that they may have faced having been online more frequently (e.g. grooming, bullying).

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.	Incorporate Music Mindfulness into music lessons across the school.	x	x	x				Oct 2020	Tim Bentley	Music room Piano	Yes
2.	Enhance teachers' and support staff's knowledge in Mindfulness through specific and targeted training via INSETs.	x	x	x	x	x	x	Autumn 1 Autumn 2	Holly	INSET	Yes
3.	Implement a Mindfulness Curriculum via the Mindfulness in Schools Project's ' and Paws b' scheme of work.	x	x	x	x		x	Spring 1	Holly	MISP curricula	Yes
4.	Train staff on how to access resources for Digital Literacy part of the curriculum – have a focus on Cyberbullying during Anti-bullying week and follow the theme during Safer Internet Day.	x	x	x	x	x	x	November 2020	VE	Common Sense Media files	Yes

5.	Keep parents/carers up to date with guidance on how to keep their children safe online with parent hub messages, newsletters and tweets.	x	x	x	x	x	x	Ongoing	VE	Various weblinks	Yes
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Priority 7: Respond fairly to attendance guidelines as children return to school in 2020/21 following absence due the pandemic, taking into account individual circumstances.

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.											

LEADERSHIP AND MANAGEMENT		Self-Evaluation Grade: Outstanding	
Area of Focus	Strengths	Areas for Development 2020/21 Priorities in Blue	
School vision, values and culture	<ul style="list-style-type: none"> The school has a clear vision and set of values which are known and understood by all, and which have a positive impact on the school community. The school champions inclusion. 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. Promote the school values within the parent/carer community. 	
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 has developed in its role leading, supporting and challenging the school. 	<ul style="list-style-type: none"> Develop governance to enable all governors to consistently engage and contribute their skills and knowledge to support strategic operation of 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. 	<ul style="list-style-type: none"> Provide additional support for new middle 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 disruption to the 2019/20 cycle. 	
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. 	<ul style="list-style-type: none"> Provide whole school and targeted training on adapting to the impact of the pandemic on education. 	
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 	<p>2. Improve ICT systems such that they consistently support efficient work practices.</p>	

	<p>resulted in a continued reduction in work related staff sickness.</p> <ul style="list-style-type: none"> 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"> Review systems for communicating key information in order to reduce additional workload, particularly during lockdown periods. Provide clear guidance around expectations for staff working at home which takes into account personal circumstances.
Financial resources	<ul style="list-style-type: none"> The school's financial resources are well managed in extremely challenging circumstances, resulting in a 2019/20 end of year surplus, where a deficit had been forecast. 	3. Work with the LA to achieve financial sustainability.
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 is undertaking extensive work to enhance outdoor learning through improved garden areas. There have been significant adaptations to the premises to improve safety during the pandemic. 	
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. 	4. 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.
Engagement of wider school community	<ul style="list-style-type: none"> Parents/carers responded well in taking up available places in the wider reopening of the school from June (N, R, Y1, Y2, Y5, Y6) 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. 	<ul style="list-style-type: none"> Find ways to maintain effective relationships with the parent/carer community in spite of the challenges presented by the pandemic.

Success Criteria/Milestones

Priority 8: Improve ICT systems such that they consistently support efficient work practices.

Staff survey statement % 'Agree' or 'Really Agree' responses:	Result June 2020	Target Dec 2020	Result Dec 2020	Target June 2021	Result June 2021
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• The resources available at the school support me to do my job well.	83%	85%	90%	90%
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Priority 9: Work with the LA to achieve financial sustainability.

Targets	Outcome
End of 2020/21 financial year deficit <£190,000	
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.

Survey statement % 'Agree' or 'Really Agree' responses:	Result June 2020 (Dec 2019 for Pupils)	Target Dec 2020	Result Dec 2020	Target June 2021	Result June 2021
PUPIL SURVEY					
• I enjoy school most of the time.	86%	81%	83%	86%	
• I am usually happy at school.	85%	80%	81%	85%	
• I feel safe at school.	86%	81%	82%	86%	
STAFF SURVEY					
• I feel supported by my line manager.	97%	97%	98%	100%	
• During The Pandemic the school leadership team has provided good professional support to staff.	100%	100%		100%	
• The school leadership team has provided good personal/well-being support to staff when needed.	97%	97%		100%	
• The amount of communication from the leadership team has been about right.	100%	100%		100%	
• The school communicated and worked effectively with staff and unions to help people feel as comfortable as possible about coming back into school.	91%	95%		100%	
• I feel satisfied that the school has put in place enough safety measures to minimise risk as much as possible.	97%	97%		100%	
• I have enjoyed being back in school.	93%	93%		95%	
PARENT/CARER SURVEY					
• The school was supportive in the way it communicated with families.	100%			100%	
• The amount of communication from the school was about right.	88%			90%	

• Information provided by the school about how it would begin opening to more children was helpful and reassuring.	91%			95%	
• I feel satisfied that the school has put in place enough safety measures to minimise risk as much as possible.	90%			95%	
• My child has enjoyed being back in school.	88%			90%	

Actions led by the Senior Leadership Team

Priority 8: Improve ICT systems such that they consistently support efficient work practices.

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.	Conduct teacher audit to determine who is in need of additional hardware to support remote education		x	x	x	x		By end Sept	Paul	n/a	Yes
2.	Work with LA, HEP, DfE and EdTech to source additional ICT hardware for children and staff to support remote education; allocate school ipads for remote education if necessary		x	x	x	x		By end aut 2	Paul	n/a	Yes
3.	Work closely with TurnItOn IT support service to ensure that: <ul style="list-style-type: none"> issues carried over from last year are resolved quickly new issues raised by staff are dealt with swiftly we continue to work through our 5 year ICT hardware plan 		x	x	x	x		Throughout year	Eoin and Valentina	TurnItOn service agreement	Yes
4.	Add SSD cards to PPA room computers to enable them to run more effectively		x	x	x	x		By end Sept 2020	Eoin	SSD Cards	Yes
5.	Renew photocopier lease, replacing all machines		x	x	x	x		By end Jan 2021	Eoin	New lease	Yes
6.	Introduce Tapestry to replace special books in nursery and reception	x	x	x	x	x		By end aut 1	Julia	Tapestry subscription	Yes
7.	Source additional ipads for staff implementing Tapestry	x	x	x	x	x		By end aut 2	Julia	Charitable sources	Yes

Priority 9: Work with the LA to achieve financial sustainability.

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.	Complete application to the LA for a licensed deficit		x	x	x			By 2/9/20	Eoin	n/a	Yes
2.	Provide cash flow forecast to LA at the point when it starts to become an issue, as requested by LA		x	x	x			TBD	Eoin	n/a	Yes
3.	Create a 3 year licensed deficit exit plan, taking into account: <ul style="list-style-type: none"> pupil number predictions Pupil Premium forecasts future lettings opportunities staff turnover and recruitment school marketing strategies (incl. local leafletting) 		x	x	x			By end aut 2	Eoin and Paul	n/a	Yes
4.	Begin provision for 2 year old in the nursery Due to a lack of demand, we will revisit this for Sept 2021	x	x	x	x	x		Starting from Jan 2021	Julia	TBD	Yes
5.	Continue to work with The Willow to advocate for schools taking in a disproportionate number of SEND/EHCP children	x	x	x	x	x		Ongoing throughout year	Paul and Angela	n/a	Yes

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

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

2.	Share regular health and safety updates and advice to parents via the weekly newsletter and ParentHub as an when necessary, with consistent weekly newsletter messages in relation to managing symptoms, staying safe, etc.	x	x	x	x	x	x	Weekly and ad hoc as needed	Paul	Newsletter and Parenthub	Yes
3.	Invite staff feedback via email every Wednesday regarding any aspects of the Return to School Plan which are not working, not being implemented or missing, and act upon feedback received	x	x	x	x	x	x	Weekly	Paul	n/a	Yes
4.	Continue to monitor and respond to daily and weekly DfE, HEP and Public Health updates, incorporating changes to the plan as necessary	x	x	x	x	x	x	Ongoing throughout year	Paul and SLT	n/a	Yes
5.	Actively engage with NLC and HEYPSHA heads' briefings to ensure that we remain up to date with current guidelines and best practice	x	x	x	x	x	x	Ongoing throughout the year	Paul	n/a	Yes
6.	Create an effective system to record children who are staying/going home with symptoms and: <ul style="list-style-type: none"> follow-up to find out their test result; determine when they will be able to return to school; inform: <ul style="list-style-type: none"> ✓ the SLT ✓ the teacher of an absent child (so that they can organise remote education if necessary) ✓ any other member of staff directly affected 	x				x	x	From 7/9/20	Eoin	n/a	Yes
7.	Consistently apply for additional Coronavirus test kits to ensure that these are available to pupils and staff who cannot access them otherwise	x	x	x	x	x	x	From 16/9/20	Paul	n/a	Yes
8.	Create a non-SLT Staff Wellness Working Party with the following guidelines: <ul style="list-style-type: none"> In response to current extra-ordinary circumstances Recognising that both employer and employee have a duty for well-being - it is a shared responsibility, so we must ensure there is a forum for employee ownership and contribution Non-SLT Cross-staff representation, with an elected chair Meet monthly 	x	x	x	x	x	x	Introduce in 2/9/20 INSET	Paul to initiate, staff to vote for a chair	TBD	Yes

<ul style="list-style-type: none"> • Monitor: <ul style="list-style-type: none"> ✓ the implementation of Return to School Plan ✓ staff well-being ✓ staff workload • Problem solve and create recommendations (coaching school!) • Chair to feed back and take recommendations to SLT once per month 										
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Actions led by the Middle Leadership Team

Priority 8: Improve ICT systems such that they consistently support efficient work practices.

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.	Work with Turn IT On to resolve issues identified by staff.	x	x		x	x	x	Ongoing	VE		Yes
2.	Develop an action plan to update hardware and prioritise what needs to be actioned first to ensure systems are running smoothly on a day to day basis across the school.	x	x		x	x	x	Ongoing	VE		Yes

Priority 9: Work with the LA to achieve financial sustainability.

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.	Find ways to fundraise through recorded performances by children.	x		x		x		January 2021	Tim Bentley	Musical instruments I pads	yes

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

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

1.	Provide staff with knowledge of Mindfulness practices that can be done easily throughout the day to help them manage stress and have Mindful Moments to recenter the self.	X		X	X		X	Ongoing	Holly	n/a	
2.	Achieve Healthy School Gold Award	X	X	X	X	X	X	Summer	Leisel	Liaise with Public Health Haringey Including Stars travel	Yes
3.	Research PE scheme linked to the current school curriculum map to support teachers	X	X	X	X	X		Spring 1	Leisel	Networking with other schools	Yes
4.	Support teachers to plan Food Tech Lessons linking with English and Maths	X	X	X		X		Spring 2	Leisel Discuss with Rob and Ciara	Class budgets	Yes
5.	Organise Sports Day for the whole school in line with social distancing	X	X	X		X		Summer 1	Leisel	BRUCE Castle Park	Yes