

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 2024/25

SCHOOL CONTEXT

Head Teacher	Chair of Governors	Last OFSTED Inspection
Paul Murphy	Daniel Rudd	June 2023

OUR VISION

We will make a fairer society.

- 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.

To do this, we will make the best school.

- 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 2024/25 academic year, Lancasterian Primary School will:	Sept 2022	Sept 2023	Sept 2024	Sept 2025
	1. enable all pupils to confidently showcase their learning, passions and achievements, with every single child reaching their individual attainment targets annually;	7.6	8.0	8.0	
	2. ensure all pupils are able to successfully navigate the changing world around them, scoring a minimum of 25/30 in their individual annual Values Self-Evaluation by the time they move on to secondary; and	7.6	7.3	8.4	
	3. be a place where leaders at all levels drive excellence and embrace challenges, including achieving financial sustainability as a priority.	7.9	8.0	8.8	
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, the highest being 49% in Year 6 down to 25% in Year 1. The percentage of pupils with special educational needs or disabilities is above national at 21% across the school and up to 29% in some year groups. The proportion of pupils supported with an EHCP is also high, with 19 children currently on plans. Over 85% 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. 64% of pupils speak English as an additional language (i.e. English is not the language they speak at home) and around 16% of pupils are at the very early stages of English acquisition.</p>				
	STAFFING <p>Lancasterian Primary has strong leadership in place across the school and has benefitted from high staff stability over the past few years. The school employs 30 full-time and 32 part-time staff, including 2 non-class based teachers who provide expertise in ICT and the Performing Arts. Consistent high-quality cover for PPA and teacher absence is provided by two highly-skilled SO1 HLTAs, reducing the need for supply teachers. To best meet the diverse and often complex needs of pupils at Lancasterian Primary, there is a range of teaching experience across the school, from Postgraduate Teacher Apprentice 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 <p>We have a broad and balanced curriculum which has been designed around the needs of our children and ensures full inclusion of our EAL, 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 are being further</p>				

enhanced through our ongoing Big Inclusion curriculum review. The 'Lancs Approach to Learning', which is based on SOLO Taxonomy (Structure of Observed Learning Outcomes), frames our pedagogical approach to delivering the KS1/2 curriculum.

Our Y6 pupils are the first to start lessons in the morning, arriving at 8:30am to begin their extended timetable in preparation for secondary school; EYFS, KS1 and KS2 then begin the day on a staggered start between 8:45am and 9:05am. The school day finishes in a similarly staggered fashion between 3:15pm and 3:45pm. The school offers breakfast and after school clubs starting at 7:45am and finishing at 6:00pm, as well as daily after school extra-curricular learning opportunities which run from 3:30pm to 4:30pm.

OTHER FEATURES

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

Lancasterian Primary is a 'coaching school', which means that we support and expect all adults and children to:

- find their own solutions;
- use a range of tools to make informed decisions;
- know when they need coaching and request it;
- continuously develop; and
- be leaders.

Senior and middle leaders have been trained in – and frequently use – coaching skills and techniques to help improve decision-making and problem-solving. The school uses Instructional Coaching as a key tool to enhance pedagogy.

The school shares the site with a local authority special school, The Vale. Although the leadership and governors are separate for this school, pupils from both schools share some assemblies and lessons, as well as the lunch hall and playground.

NEXT STEPS FOR THE SCHOOL IDENTIFIED IN 2023 OFSTED

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

10 KEY STRENGTHS FROM THOSE OUTLINED IN THIS DOCUMENT

1. Progress is strong in EYFS from often low starting points due to effective curriculum intent and implementation, with a rich and purposeful learning environment, with GLD in line with national.
2. KS2 outcomes show significant improvements in reading, SPaG and Combined RWM, with the latter now above national.
3. Quality of teaching at the school is consistently good and often outstanding.

4. 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.
5. There is a strong culture of safeguarding underpinned by robust systems and multiagency working.
6. Behaviour for learning is excellent, underpinned by a values-based approach; expectations are high and these are met and this is also noticed by parents/carers.
7. Pupils, parents/carers and staff agree that all kinds of families, cultures, abilities, needs and religions are welcomed and included at Lancasterian.
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. 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.
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.

6 KEY PRIORITIES FOR DEVELOPMENT FROM THOSE OUTLINED IN THIS DOCUMENT

1. Ensure there are robust support plans in place in reception for the higher than usual number of children with additional needs.
2. Ensure the early identification of – and robust targeted support for – ‘cuspy’ children who are at risk of not achieving ARE in every year group.
3. 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%.
4. Revolutionise the school's catering offer to provide healthy, substantial and enjoyable food for children.
5. Ensure that a staff culture of teamwork, trust and togetherness remains a strength of the school, with a healthy balance of praise and holding to account across and within teams.
6. 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: Outstanding	
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2024/25 Priorities in Blue	
Pupil achievement	<ul style="list-style-type: none"> Progress is strong in EYFS from often low starting points due to effective curriculum intent and implementation, with a rich and purposeful learning environment, with GLD in line with national. Phonics and KS1 outcomes continue to show improvement year on year and are in line with national. KS2 outcomes show significant improvements in reading, SPaG and Combined RWM, with the latter now above national. Greater depth attainment is strong. Reading is a clear focus at the school, as evidenced in outcomes. 	<ul style="list-style-type: none"> Put in place robust plans to support Y4, following their 2023/24 outcomes. 	
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. Parents/carers strongly agree that the school includes, nurtures and supports children with a wide range of needs. A range of carefully selected and evidence-based interventions across the school lead to good and often exceptional progress. The school has a strong approach for the identification of - and support for - neurodiverse children whose needs are often hidden. 	<ul style="list-style-type: none"> Ensure there are robust support plans in place in reception for the higher than usual number of children with additional needs. Ensure the early identification of – and robust targeted support for – ‘cuspy’ children who are at risk of not achieving ARE in every year group. Improve outcomes for mid-phase admissions – particularly EAL and SEND – clarifying admissions processes with staff to support their understanding and aspirations. 	
Curriculum and the Lancasterian Approach to Learning	<ul style="list-style-type: none"> The school provides an ambitious, inclusive and well-planned broad and balanced curriculum – called the “Big Inclusion 	<ul style="list-style-type: none"> Improve reading provision through the implementation of a new reading curriculum across Y1-6, focusing on fluency, prosody, comprehension and a love of reading. 	

	<p>Curriculum” – with strong cross-curricular links, supported by leaders who are experts in their areas.</p> <ul style="list-style-type: none"> • The Lancs Approach to Learning in all subjects is providing pedagogical structure and consistency, building pupil independence, metacognition and mastery; staff and pupils are fully engaged with this approach. • Sounds Write is embedded across EYFS and KS1 as a rigorous, sequential and consistent approach to phonics. • 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. • Representation and celebration of diversity across the curriculum ensures that our community is reflected in our learning. • There has been an increase in curriculum-linked trips and visitors to the school, to further enrich the learning. 	<ul style="list-style-type: none"> • Improve handwriting through the introduction of a new programme across Y1-6. • Further embed the KS1/2 Pedagogical Non-Negotiables. • Continue the development of cultural capital, ensuring trips and visitors are consistent, purposeful and regular.
Teaching staff deployment, subject knowledge and skills	<ul style="list-style-type: none"> • Quality of teaching at the school is consistently good and often outstanding. • The use of Walkthrus and Instructional Coaching are supporting teachers to effectively check for understanding. • Parents/carers speak highly of teaching staff. 	<ul style="list-style-type: none"> • Ensure leaders and teachers have a shared understanding of how we balance consistency and autonomy in teaching and learning.
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. 	<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) ensures the reliability of data for the improvement of teaching and learning. 	<ul style="list-style-type: none"> Ensure QARs further drive high quality outcomes. Review our approach to the use on in-class pupil targets in order to maximise impact, under the new tracking system.
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Success Criteria/Milestones

Priority 1: Ensure there are robust support plans in place in reception for the higher than usual number of children with additional needs.

Reception GLD Outcome			
2024 LPS Actual	2024 National Actual	2025 Target	2025 Actual
70%	68%	≥68%	

Priority 2: Ensure the early identification of – and robust targeted support for – ‘cuspy’ children who are at risk of not achieving ARE in every year group.

% Children meeting age related expectation by the end of the school year						
	Reading		Writing		Maths	
	Target	Actual	Target	Actual	Target	Actual
Nursery	60%		60%		60% (Number)	
Reception	68%		68%		68% (Number)	
Year 1	73%		75%		75%	
Year 2	74%		71%		71%	
Year 3	67%		60%		73%	
Year 4	67%		65%		67%	
Year 5	56%		54%		67%	
Year 6	66%		66%		70%	

Priority 3: 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%.

Progress of bottom 20% of each KS1/2 year group, target to be at least in line with other 80%						
	Reading		Writing		Maths	
	Bottom 20%	Others	Bottom 20%	Others	Bottom 20%	Others
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Actions

- Initiatives led by the Senior Leadership Team – white background

- Initiatives led by Middle Leadership Team – grey background

Priority 1: Ensure there are robust support plans in place in reception for the higher than usual number of children with additional needs.

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.	Provide reception staff with robust training linked to the SEND needs in the EYFS, using the HEP audit tool to assess gaps in learning and provision.			x	From Autumn 1	Doy	HEP Audit tool	Yes
2.	Run an early transition meeting with parents of SEND children to discuss: <ul style="list-style-type: none"> What's going well Next steps DLA access. 	x	x		End of Autumn 1	Julia	n/a	Yes
3.	Run a reception parent volunteer programme, to increase the capacity of adults within the EYFS and further support those with additional needs.			x	From Autumn 2	Charlotte	n/a	Yes
4.	Ensure there are clear timetables in place for the 4 children with complex needs and the adults who will be working with them.	x	x		From Autumn 1	Julia	TBD	Yes
5.	Raise the profile of reading in the EYFS through working alongside other EYFS Literacy Leads with the LIT group.	x			Autumn 2	Holly	LIT Meetings	Yes

Priority 2: Ensure the early identification of – and robust targeted support for – ‘cuspy’ children who are at risk of not achieving ARE in every year group.

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.	Change the language of ‘cuspy’ children to ‘amber’ children – as part of a Red, Amber and Green system – in order to support a shift in culture on this theme; make spring term the ‘Amber Focus Term’ – launched at conference and driven through subject specific training, PPRs and QARs.	x			Starting at conference and throughout spring term	Charlotte	TBD	Yes
2.	Invite an external review of EAL provision.	x			To happen in spring 1	Zubeyde	TBD	Yes

3.	Investigate alternative approaches to grouping children to maximise progress for all (research, visits to other schools, HEP support, etc.) whilst upholding our value of inclusion.	x		x	Completed by summer 1	Zubeyde	TBD	Yes
4.	Involve teachers in attendance meetings with EWO to discuss impact on progress.	x			From autumn 1	Gemma	n/a	Yes
5.	Start a before-school band focusing on the 'cuspy' children		x	x	Autumn 2	Tim	n/a	Yes
6.	Start a pen-pal programme with link schools to encourage writing	x			Autumn 2	Elena	n/a	Yes
7.	Work with other local schools to do inter-school learning walks with a focus on reading and new strategies	x			Ongoing	Elena	n/a	Yes
8.	Analyse pupil outcomes, looking at cultural groups to identify children who need support.	x			Spring	Leisel	n/a	Yes
9.	Roll out word aware across the school with a focus on deepening understanding in vocabulary for EAL and mainstream children.	x		x	Autumn 2	Victoria, Fatma & Zubeyde	n/a	Yes
10.	Link science learning with areas of the curriculum to embed understanding such as ICT and music.	x			Ongoing	Victoria	n/a	Yes
11.	Support KS2 teachers with teaching spellings of polysyllabic through delivering training based on the Sounds Write KS2 spellings scheme.	x			Autumn 2	Holly	Sounds Write practitioner's resources.	Yes
12.	Re-launch Times Tables Rockstars battles competitions with a whole school focus on specific times tables.	x			Autumn	Fatma	n/a	Yes
13.	Run a parent workshop about the core learning for maths in each year group e.g number bonds to 10, doubles and halves.	x	x		Spring	Fatma	n/a	Yes
14.	Observe PSHE/RE lesson with ECTs and give feedback with a healthy balance of praise and holding to account.	x	x		Spring	Will	n/a	Yes
15.	Re-launch Times Tables Rockstars battles competitions with a whole school focus on specific times tables.	x			Autumn	Fatma	TTRS	Yes
16.	Lead a parent workshop about the core learning for maths in each year group e.g number bonds to 10, doubles and halves.	x			Spring	Fatma	n/a	Yes
Priority 3: 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%.								

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 and across year group teams to: a.) identify days/times where there may be spare TA capacity, including during pre-school preparation time and on days where specific children may be off school; and b.) revisit shared TA arrangements agreed in 2023/24 summer 2 to determine how well these are working, tweaking if necessary and formalising the sharing of any spare capacity identified above.	x		X	By end autumn 1	Charlotte	n/a	Yes
2.	Re-organise weekly TA meeting into alternate long/short meetings, in order to give more TA time back to classes and facilitate more in-depth training sessions.	x		x	From 25/9/24	Zubeyde	n/a	Yes
3.	Complete the DfE Workload and Well-Being audit and action planning initiative to reduce staff workload in compensation for fewer TAs.			x	Autumn 1 – Spring 1	Paul	TBD	Yes
4.	Deliver whole staff INSET to explain wider reality across Haringey and beyond in relation to SEND demographics and needs and how schools are working to support these.	x		x	During December staff conference	Paul	n/a	Yes
5.	Ensure a full celebration of Teaching Assistants Day, including Nursery Nurses (this may not be aligned with the national date due to calendar constraints).			x	By end autumn 2	Gemma	TBD	Yes (raising TA/NN motivation)
6.	Organise an annual opportunity for year group teachers and TAs/Nursery Nurses to go out to lunch together.			x	Spread across the year	Paul	N/A	Yes (enabling team bonding)
7.	Increase the percentage of parent volunteers across the school in order to provide additional support.			x	Autumn 1	Katia	n/a	Yes
8.	Complete Music Tree music therapy training for TAs and role out to others	x	x	x	Autumn 1	Tim	n/a	Yes
9.	Train IT Leader and then TAs to use Microsoft Immersive Reader to support children.	x			Autumn 1	Dan	Microsoft	Yes

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2024/25 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 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"> Enhance the celebration of the main cultural and religious groups within the school community.
Pastoral Support	<ul style="list-style-type: none"> Close attention to children's social and emotional needs and well-being is embedded within the school culture, led by a strong pastoral care team and supported by a range of initiatives. Parents are supported by the school to access additional support and services, such as food banks, financial assistance and mental health provision. 	<ul style="list-style-type: none"> Explore options around systems for children to share their feelings and emotions, supporting their wellbeing.
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 has in place a comprehensive offer of support for children's mental health and wellbeing. The school has gold status in the Healthy Schools Award. 	

Attitudes and behaviour for learning	<ul style="list-style-type: none"> Behaviour for learning is excellent, underpinned by a values-based approach; expectations are high and these are met and this is also noticed by parents/carers. The school has a clear, bespoke behaviour policy and systems – including the Zones of Regulation – which supports children to self-regulate; children and parents/carers support this view. Pupils report that they have good attitudes to learning and work hard. 	<ul style="list-style-type: none"> Ensure consistent application of rewards and sanctions across the school.
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. 	<ul style="list-style-type: none"> Enhance understanding of and engagement in inclusive, community celebrations.
Extra-curricular provision	<ul style="list-style-type: none"> Parents/carers report that they like the academic, creative and music clubs. 	<ul style="list-style-type: none"> Increase the range and quality of extra-curricular provision, including 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"> • Continue to reduce persistent absenteeism. • Improve punctuality across the school.
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LEADERSHIP AND MANAGEMENT		Self-Evaluation Grade: Outstanding
Area of Focus	Strengths Key Strengths in Green	Areas for Development 2024/25 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. There is a strong culture of commitment, collaboration and support across the school; parents/carers report that they like the direction the school is taking and are optimistic about the future. 	<ul style="list-style-type: none"> Ensure that a staff culture of teamwork, trust and togetherness remains a strength of the school, with a healthy balance of praise and holding to account across and within teams. Continue to develop Lancasterian Primary's identity as a 'Coaching School' including Instructional Coaching in tandem with Walkthrus.
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. Parents/carers and staff report that the school is well led and managed. The increasingly diverse governing body supports and challenges the school through relationships based on transparency and trust; there are strong systems in place to support this. Governors have increased their visibility in the school, triangulating evidence presented in meetings. 	<ul style="list-style-type: none"> Ensure that staff feel that, as well as being listened to, their concerns are acted upon. Ensure that there are no vacancies on the governing body by proactively recruiting those with the skills which match the needs of the school; governors should make full use of their professional links both for own contribution and ongoing recruitment. Ensure governors consistently access statutory and role-specific training.

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. • As a result of the Big Inclusion Review, middle leaders have strengthened ownership of their subjects. 	<ul style="list-style-type: none"> • Improve cross-curricular coordination at middle leader level to ensure that teachers are not overwhelmed by initiatives and changes.
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"> • 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. • A continuing focus on marketing has resulted in an oversubscribed 2024/25 reception cohort in the context of many schools struggling to fill and reducing their PAN. • The school is expanding it's 2 year old provision. 	<ul style="list-style-type: none"> • Revolutionise the school's catering offer to provide healthy, substantial and enjoyable food for children. • Ensure progress against the 5-Year Deficit Recovery Plan continues to be systematically tracked and innovative corrective action is taken when necessary. • Consider how marketing could be focused on in-year admissions. • Maximise opportunities for fundraising.
Premises	<ul style="list-style-type: none"> • The school provides an outstanding learning environment, including wonderful outdoor learning opportunities. 	<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.

	<ul style="list-style-type: none"> A robust system of planned resource management and preventative maintenance has been implemented to reduce the cost of reactive works. 	
Health and safety	<ul style="list-style-type: none"> The school continues to hold an outstanding health and safety accreditation; this has a positive impact on pupil and staff welfare. 	<ul style="list-style-type: none">
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. 98% of 172 parents/carers surveyed report that they would recommend the school. The school has Leading Parent Partnership Award accreditation. 	<ul style="list-style-type: none"> Improve opportunities for parents/carers and local businesses to engage with the school for the benefit of the curriculum and finances.

Success Criteria/Milestones

Priority 4: Ensure that a staff culture of teamwork, trust and togetherness remains a strength of the school, with a healthy balance of praise and holding to account across and within teams.

% Staff whose response to the following Staff Survey statements indicates success against this priority (i.e. the higher the %, the better the outcome)					
Statement	June 2024	December 2024		June 2025	
	Actual	Target	Actual	Target	Actual
Q2 Members of this staff team are able to bring up problems and tough issues.	94%	94%		94%	
Q3 If you make a mistake at this school, it is often held against you.	71%	76%		81%	
Q9 In this school, it's easy to speak up about what's on your mind.	87%	90%		90%	
Q10 In this school, we're not allowed to criticise anything the leadership team does.	81%	86%		90%	
Q11 Keeping your cards close to your chest is the best way to get ahead in this school.	87%	90%		90%	
Q13 Staff at this school are encouraged to speak up about things that are wrong.	90%	90%		90%	
Q14 In this school team, we don't ask questions – we just do what we're told.	74%	79%		84%	
Q15 There are systems in place to allow staff members' voices to be heard.	94%	94%		94%	
Q17 Staff here are given an appropriate amount of autonomy.	58%	63%		68%	
Q19 Leaders at this school act as if they have all the answers.	90%	90%		90%	

Q20 Sarcasm is sometimes used here to deal with people raising concerns.	71%	76%		81%	
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Priority 5: Revolutionise the school's catering offer to provide healthy, substantial and enjoyable food for children.

% KS2 Pupils who Agree or Really Agree with the Pupil Survey Statement "I like school dinners."				
June 2024	December 2024		June 2025	
Actual	Target	Actual	Target	Actual
38%	45%		65%	

School Dinner Uptake R – Y6		
End 2023/24	Target End 2024/25	Actual End 2024/25
80%	85%	

Priority 6: 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 4 Year Deficit Recovery Plan 2024 – 2028)	Outcome
End of 2024/25 financial year in-year deficit ≤-£95,558	
End of 2024/25 financial year cumulative deficit ≤-£358,489	
Projected end of 2025/26 financial year in-year deficit ≤-£14,004	
Projected end of 2025/26 financial year cumulative deficit ≤-£344,485	
2024/25 Reception year group pupil number = 60	

Actions

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

Priority 4: Ensure that a staff culture of teamwork, trust and togetherness remains a strength of the school, with a healthy balance of praise and holding to account across and within teams.

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Organise staff training on how to have conversations related to holding each other to account (including 'difficult conversations that have helped me to develop' sharing discussion).			x	By Spring 1	Paul	n/a	Yes

2.	Devise an approach which ensures staff feel confident and reassured that steps that are being taken by SLT when they raise performance/conduct concerns about their colleagues.			x	By Autumn 2	Charlotte	n/a	Yes
3.	Implement an additional small budget linked to increasing staff well-being, during half terms of 7 + weeks, to be deployed by the Wellbeing Working-Party.			x	By autumn 2 well-being working- party meeting	Eoin	£150 per long half term	Yes
4.	Lead the 'Great Mental Health' Day in school.			x	Spring	Pippa	n/a	Yes

Priority 5: Revolutionise the school's catering offer to provide healthy, substantial and enjoyable food for children.

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 the House Captains to create a Catering Vision through a pupil voice session.		x	x	Autumn 2	Paul	n/a	YES
2.	Organise a 'Bring a Parent to Lunch' option for parents to eat with their children in school.		x		From summer 2	Eoin	n/a	YES
3.	Improve the hall environment and overall lunch experience by introducing calming music and exploring changes to the layout of furniture and cutlery.		x		Autumn 2	Doy	TBC	YES

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

No.	Action	Contributes to the achievement of the following Three Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Organise in-house HEP governor training related to governor role in deficit and financial management.			x	Spring 2	Paul	n/a	Yes (due to finances being managed well at governance level)
2.	Share summary of quarterly financial reports with SLT and middle leaders			x	Quarterly from Q2	Eoin	n/a	Yes (due to finances being managed well at SLT and ML levels)

3.	Carry out further information gathering so that SLT has better understanding when SEND fundings requests get declined and share through SLT meetings			x	From autumn 1	Doy	n/a	Yes
4.	Share latest funding application opportunities with Charlotte for middle leader meetings and introduce “funding bid of the year” award for the person who secures the biggest grant			x	From autumn 2	Eoin	Award prize	Yes (more money available for resources/ events)
5.	Organise new fundraising events e.g. the Halloween Ball			x	Ongoing	Katia	PSA Funds	Yes
6.	Implement the Kids Just Recycle Project			x	Autumn	Katia	n/a	Yes
7.	Find parents who will build furniture for the library for free			x	Summer	Katia	n/a	Yes
8.	Run an inter-school Summer Music Festival to raise funds for the school		x	x	Summer	Tim	n/a	Yes
9.	Apply for 'Let Teachers Shine' grant from the Shine Trust and 'Small Grants for Education' from the London Mathematical Society.			x	Ongoing	Fatma	n/a	Yes