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 2026/27

Co-Head Teachers	Chair of Governors	Last OFSTED Inspection
Paul Murphy & Charlotte Clinton	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-generated self-evaluation scores out of 10)

By the end of the 2027/28 academic year, Lancasterian Primary School will:	Sept 2025	Sept 2026	Sept 2027	Sept 2028
1. enable all pupils to confidently showcase their learning, passions and achievements, with outcomes across the school consistently above national average;	6.6	7.3		
2. ensure all pupils are able to successfully navigate our increasingly complex world, scoring a minimum of 25/30 in their individual annual Values Self-Evaluations by the time they move on to secondary;	5.4	6.9		
3. be a place where leaders at all levels drive excellence and embrace challenges, including achieving financial sustainability as a priority.	9.0	9.8		

SCHOOL CONTEXT

PUPILS

Lancasterian Primary is a two-form entry school in the heart of Tottenham, a busy, exciting and energetic part of London. We are proud of our diverse, welcoming and enthusiastic learning community. A high proportion of the children who join Lancasterian Primary School in either nursery or reception begin with below expected levels of development, and this is also true of the significant number of children who join the school as casual admissions, arriving from a range of different circumstances. A higher than national average number of pupils are disadvantaged; the percentage of pupils eligible for Pupil Premium funding is 42%. The percentage of pupils with special educational needs or disabilities is 22% across the school and up to 25% in some year groups. The proportion of pupils supported with an EHCP is high, with 21 children currently on plans. Around 81% 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. 46% of pupils speak English as an additional language (i.e. English is not the language they speak at home) and around 12% of pupils are at the very early stages of English acquisition.

STAFFING

Lancasterian Primary has a clear and robust structure of senior and middle leadership in place and has benefitted from high staff stability over the past few years. The school employs 44 full-time and 25 part-time staff, including 2 non-class-based teachers who provide expertise in ICT and the Performing Arts. Consistent high-quality cover for teacher absence/release time is provided by three highly-skilled SO1 HLTAs, reducing the need for supply teachers. To best meet the diverse and often complex needs of pupils at Lancasterian Primary, there is a range of teaching experience across the school, from first year ECT to UPS3, supported by dedicated and hard-working teaching assistants, nursery nurses and early years practitioners. We welcome a number of volunteers and trainee teachers into the school each year.

CURRICULUM AND TIMETABLE

We have a broad and balanced curriculum which has been designed around the needs of our children and ensures full inclusion of our EAL, SEND and more able learners. EYFS pupils benefit from a child-centred, play-based model of learning following the Early Years Foundation Stage curriculum. Year 1 have an EYFS to KS1 transition period in autumn term, with daily routines moving into a more formal approach according to the children's needs. KS1/2 teach English and Maths in the morning sessions and science and foundation subjects in the afternoons. We follow the National Curriculum, supported by: Sounds-Write for phonics; our bespoke reading programme; Talk for Writing for English; and White Rose Maths. Our science and foundation subjects curricula meet and exceed National Curriculum expectations – these have been developed with Haringey Education Partnership and we are now

	introducing the Opening Worlds humanities curriculum across Key Stage 2 on a year-on-year basis, with Years 3 and 4 now following the programme. 'The Lancs Way' frames our pedagogical methodology for the KS1/2 curriculum, an adaptive teaching approach based on Rosenshine's Principles, supported by Walkthrus Our Y6 pupils are the first to start lessons in the morning, arriving at 8:30am to begin their extended timetable in preparation for secondary school; EYFS, KS1 and KS2 then begin the day on a staggered start between 8:45am and 9:05am. The school day finishes in a similarly staggered fashion between 3:15pm and 3:45pm. The school offers breakfast and after school clubs for children from nursery through to Y6, starting at 7:45am and finishing at 6:00pm, as well as daily after school extra-curricular learning opportunities which run from 3:30pm to 4:30pm. Lancasterian Primary School has an Additional Resource Base (ARB) for 6 Reception and KS1 pupils with significant speech, language and communication needs and for whom access to more personalised support leads to better outcomes. The children benefit from a highly personalised curriculum, based on their individual support plans and shaped by the EYFS framework, SEND guidance and advice from specialists. The offer includes free-flow learning, small group work and structured 1:1 input – akin to our high-quality early years provision – with most children spending the majority of their day in the ARB.
	OTHER FEATURES Lancasterian Primary is driven by its ambitious vision to 'create a fairer society' by 'making the best school' recognising that – because many of our pupils face significant disadvantage and other barriers to learning – an average educational offer is not enough; the school must provide the very best education and wider opportunities to enable every pupil to be ready to succeed at the next stage of education and in wider life. Our deeply embedded values 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', supporting and expecting all adults and children to find their own solutions, make informed decisions, seek coaching when needed, continuously develop and be leaders. Senior and middle leaders have been trained in – and frequently use – coaching skills and techniques to help improve decision-making and problem-solving. The school uses Instructional Coaching coupled with Walkthrus as a key tool to enhance pedagogy. We have a popular nursery provision for children aged 2+ which includes wraparound care for those parents/carers that require this. The school shares the site with a local authority special school, The Vale, which provides for a wide variety of special educational needs. Although the leadership and governors are separate for this school, some pupils from The Vale access learning full-time in our mainstream provision, and pupils from both schools share some assemblies and lessons, as well as the lunch hall and playground.
STATUTORY DUTIES	**SAFEGUARDING** The school addresses safeguarding through a comprehensive approach that includes regular and up-to-date training for all staff to ensure they understand how to identify, respond to and report concerns. Clearly defined roles and responsibilities are established so that everyone knows their duties in keeping pupils safe, with designated safeguarding leads (DSLs) playing a key part in coordinating responses. The school implements robust processes and procedures that guide the handling of safeguarding concerns, including reporting systems, record-keeping and escalation pathways. All actions are underpinned by detailed policies that align with local and national safeguarding frameworks, ensuring a consistent and accountable approach to keeping pupils safe. **EQUALITY**

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

NEXT STEPS FOR THE SCHOOL IDENTIFIED IN 2023 OFSTED

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

SELF-EVALUATION GRADES

QUALITY OF EDUCATION	
Inclusion	Strong Standard
Curriculum and Teaching	Expected Standard
Achievement	Expected Standard
Early Years	Exceptional
PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES	
Safeguarding	Met
Attendance and Behaviour	Expected Standard
Personal Development and Well-Being	Exceptional
LEADERSHIP AND GOVERNANCE	
Leadership and Governance	Strong Standard

10 KEY STRENGTHS FROM THOSE OUTLINED IN THIS DOCUMENT

QUALITY OF EDUCATION (Inclusion, Curriculum and Teaching, Achievement & Early Years)

1.	Leaders and staff know pupils and their individual needs and barriers exceptionally well, ensuring timely, well-chosen and targeted support, including effective partnership with external agencies such as CAMHS, LAST, Educational Psychologists and Speech and Language Therapy where specialist expertise is required.
2.	The school has a strong reputation in the community and amongst its parent/carers for its inclusive ethos and high expectations for its pupils, consistently reported in parent/carer, staff and pupil surveys; 99% of parents/carers say that they would recommend the school to others.
3.	The ambitious and inclusive Lancasterian Primary School curriculum meets and exceeds National Curriculum requirements and has been deliberately designed and refined for the community, drawing on strong external practice including Talk for Writing in English, White Rose Maths and Haringey Education Partnership's Opening Worlds curriculum.
4.	The school's pedagogical approach, 'The Lancs Way', translates evidence about effective teaching into classroom practice tailored to the needs of the school's pupils, drawing on Rosenshine's Principles, WalkThrus and adaptive teaching approaches, ensuring that disadvantaged pupils, those with SEND, pupils with EAL and others facing barriers to learning are fully included.
5.	Key Stage 2 outcomes over time reflect a strong longer-term trajectory of improvement, rising from 36% combined reading, writing and mathematics in 2017 to above national outcomes in each of the previous two years, with a dip to 54% in 2026 reflecting the particular complexity of this year's cohort, while greater-depth outcomes remained broadly in line with national in reading, writing, SPaG and combined reading, writing and mathematics.
6.	Leaders have sustained a clear and ambitious vision for Early Years, rooted in a strong understanding of the school community; children achieve consistently well from their varied starting points across the seven areas of learning, with GLD consistently in line with national, supported by a provision that enables the significant number who are disadvantaged, have SEND or face other barriers to access a rich and ambitious curriculum.
PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES (Safeguarding, Attendance and Behaviour & Personal Development and Well-Being)	
7.	Leaders have embedded an open and vigilant safeguarding culture in which keeping children safe is understood as everyone's responsibility, with all stakeholders empowered to raise concerns; the strength of the school's safeguarding culture and practice was recognised very positively through a May 2026 Haringey Education Partnership School Review and an external Section 175 audit in July 2026.
8.	The school's strategic approach to behaviour is highly inclusive, rooted in knowing pupils and families exceptionally well and adapting support to individual needs, resulting in suspension rates below national figures, including for disadvantaged pupils and those with SEND, with no permanent exclusions or managed moves out of the school in the last ten years.
9.	Leaders have embedded an exceptionally high-quality, broad, inclusive and coherently planned personal development programme rooted in the school's vision and values, which is tailored to the school's context and supported by a robust PSHE curriculum as well as additional programmes such as Votes for Schools, Guided Emotional and Mental Health Support (GEMHS) and The BroCode.
LEADERSHIP AND GOVERNANCE (Leadership and Governance)	
10.	Staff and parents/carers provide strong evidence of confidence in the school's leadership, with 96% of staff reporting that the school is well led and managed and that they are proud to work at the school, and 96% of parents/carers reporting that when the school makes decisions, it has children's best interests at heart.

7 KEY FURTHER IMPROVEMENT PRIORITIES FROM THOSE OUTLINED IN THIS DOCUMENT

QUALITY OF EDUCATION (Inclusion, Curriculum and Teaching, Achievement & Early Years)
1. Successfully implement the second phase of the Additional Resource Base (ARB), including relocation to a refurbished learning environment with outdoor provision and the appointment of a full-time teacher, while further strengthening seamless links with mainstream to maximise inclusion, curriculum access and positive outcomes for pupils.
2. Further embed 'The Lancs Way' as it enters its second year, strengthening consistency in the application of the school's agreed evidence-informed pedagogical approaches across all key stage 1 & 2 classes and subjects.
3. Further strengthen the presentation of pupils' work across the curriculum, ensuring consistently high expectations for handwriting and presentation alongside a purposeful balance of worksheets and increased opportunities for sustained and extended writing.
4. Build on the school's strong longer-term trajectory of improvement at Key Stage 2 by reversing the 2026 dip in outcomes, with combined RWM returning to above national levels in 2027 and demonstrating that the 2026 results reflected cohort variation rather than a change in the school's sustained pattern of improvement.
PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES (Safeguarding, Attendance and Behaviour & Personal Development and Well-Being)
5. Continue to improve attendance to at least national levels, both overall and for key pupil groups, through the consistent implementation of the revised Attendance and Punctuality Policy from Autumn 2026, with a particular focus on reducing persistent absence through timely, targeted and personalised support.
6. Finalise the new Relationships and Behaviour Policy in Autumn 1, following a year of collaborative development, and embed it from Autumn 2, with staff training and ongoing support securing consistent implementation and further strengthening the school's already positive behaviour and attitudes profile.
LEADERSHIP AND GOVERNANCE (Leadership and Governance)
7. Develop and implement a comprehensive Heatwave Plan, in consultation with staff, pupils and parents/carers, to maintain pupils' access to education as a priority while protecting pupil and staff safety and wellbeing during periods of extreme heat.

QUALITY OF EDUCATION

Key Strengths in Green

2026/27 Areas of Focus in Blue

Inclusion

Self-Evaluation: **Strong Standard**

Areas within Scope: Identifying, assessing and meeting needs, and reducing barriers | Supporting disadvantaged pupils | Supporting pupils with SEND | Supporting pupils who are known (or previously known) to children's social care

Strengths:

- **Leaders and staff know pupils and their individual needs and barriers exceptionally well, ensuring timely, well-chosen and targeted support, including effective partnership with external agencies such as CAMHS, LAST, Educational Psychologists and Speech and Language Therapy where specialist expertise is required.**
- High-quality inclusive teaching is at the heart of the school's approach to inclusion, with classroom staff understanding the barriers pupils may face and adapting teaching and support to enable all pupils to access an ambitious curriculum and achieve well.
- Leaders have a secure understanding of disadvantaged pupils and align the Pupil Premium Strategy closely with identified needs and wider school priorities, with implementation and impact monitored carefully by senior leaders and governors.
- Inclusion is strategically and robustly led by two experienced AHTs for Inclusion, who are key members of the school leadership team, ensuring consistent oversight, high expectations and high-quality provision for pupils with SEND.
- Looked-after and previously looked-after pupils receive well-coordinated and personalised support, with the AHTs for Inclusion working closely with the Pastoral Care Manager, families, social care and other professionals to promote pupils' learning, well-being and inclusion.
- Rigorous processes ensure pupils' emerging and changing needs are identified, supported and reviewed effectively through a graduated assess-plan-do-review approach, including pupil progress reviews, Support Plans, One-Page Profiles and Inclusion Quality Assurance Reviews.
- Leaders respond strategically to the changing needs of the school's intake and adapt provision and the environment to reduce barriers to learning, including the development of a specialist in-school provision – the Additional Resource Base (ARB) – in partnership with Haringey Education Partnership and The Grove Special School.
- **The school has a strong reputation in the community and amongst its parent/carers for its inclusive ethos and high expectations for its pupils, consistently reported in parent/carer, staff and pupil surveys; 99% of parents/carers say that they would recommend the school to others.**
- Parents and carers are actively involved in decision-making and developing inclusive practice through initiatives such as the Hidden Needs Working Group and Neurodiversity Celebration Week.

- High quality, ongoing SEND-related CPD ensures that staff are skilled and confident in delivering effective inclusive practice for pupils with additional needs.

Further Improvement Priorities:

- Further refine Support Plans to ensure consistently ambitious, personalised and outcome-focused targets, strengthening the assess-plan-do-review cycle and enabling pupils with SEND to make the best possible progress from their starting points.
- **Successfully implement the second phase of the Additional Resource Base (ARB), including relocation to a refurbished learning environment with outdoor provision and the appointment of a full-time teacher, while further strengthening seamless links with mainstream to maximise inclusion, curriculum access and positive outcomes for pupils.**
- Further develop the strategic deployment and evaluation of targeted interventions across Key Stages 1 and 2, ensuring provision is precisely matched to identified need, complements high-quality inclusive classroom teaching and demonstrates clear impact on pupils' learning and progress.

Curriculum and Teaching

Self-Evaluation: **Expected Standard**

Areas within Scope: Strategic leadership of curriculum and teaching | Securing strong foundations for all pupils | School and subject curriculum | Teaching | Inclusive curriculum and teaching

Strengths:

- **The ambitious and inclusive Lancasterian Primary School curriculum meets and exceeds National Curriculum requirements and has been deliberately designed and refined for the community, drawing on strong external practice including Talk for Writing in English, White Rose Maths and Haringey Education Partnership's Opening Worlds curriculum.**
- The curriculum is carefully sequenced so that pupils' knowledge and skills develop cumulatively over time, with deliberate vertical progression within subjects and meaningful horizontal connections across subjects, enabling pupils to connect new learning with what they already know, revisit important content and build increasingly secure and sophisticated understanding.
- **The school's pedagogical approach, 'The Lancs Way', translates evidence about effective teaching into classroom practice tailored to the needs of the school's pupils, drawing on Rosenshine's Principles, WalkThrus and adaptive teaching approaches, ensuring that disadvantaged pupils, those with SEND, pupils with EAL and others facing barriers to learning are fully included.**
- Senior and middle leaders have a comprehensive and accurate understanding of the quality of curriculum and teaching across the school, secured through weekly learning walks, regular Quality Assurance Reviews, Pupil Progress Reviews and ongoing professional dialogue with teachers, enabling strengths and areas requiring improvement to be identified and acted upon promptly, including through targeted deployment of staff where needed.

- Strong foundations are established from the earliest stages through an exceptional Early Years provision, recognised as a beacon of effective practice locally and beyond, and sustained through coherent transition into Key Stage 1, including continuity in approaches such as Talk for Writing and White Rose Maths and a well-embedded SoundsWrite programme taught from Nursery and continued for key stage 2 pupils who require additional phonics support.
- The development of language, vocabulary, reading and oracy is prioritised across the curriculum in response to the needs of the school community, with WordAware embedded across subjects, Talk for Writing supporting pupils to articulate and develop their ideas, and the school's bespoke reading programme building on Destination Reader while being adapted to meet contextual needs.
- Leaders and teachers identify barriers to learning early and take timely action to prevent pupils from falling behind, using formative assessment, termly summative assessment and regular Pupil Progress Reviews to identify gaps and inform adaptations, targeted teaching, interventions and booster provision, with a clear emphasis on enabling pupils to keep up.
- Pupils with EAL are supported to access the same ambitious curriculum as their peers and expectations remain consistently high regardless of their stage of English acquisition, with newly arrived pupils receiving an initial assessment and targeted support through Flash Academy.
- Leaders invest strategically in high-quality professional development so that teachers have the knowledge and expertise to implement the curriculum and the school's pedagogical approach consistently and effectively, for example through engagement with Haringey Education Partnership training and collaboration with other schools to support the phased implementation of Opening Worlds across key stage 2.

Further Improvement Priorities:

- **Further embed 'The Lancs Way' as it enters its second year, strengthening consistency in the application of the school's agreed evidence-informed pedagogical approaches across all key stage 1 & 2 classes and subjects.**
- Build further consistency in securing the active engagement of all pupils, including the small number who may occasionally become quietly off-task, through the rigorous and consistent selection and application of agreed whole-school WalkThrus.
- Refine the school's approach to feedback and marking, ensuring that pupils are consistently clear about their next steps for improvement and that their response to feedback is evident in their work.
- **Further strengthen the presentation of pupils' work across the curriculum, ensuring consistently high expectations for handwriting and presentation alongside a purposeful balance of worksheets and increased opportunities for sustained and extended writing.**

Achievement

Self-Evaluation: **Expected Standard**

Areas within Scope: Foundational knowledge | Inclusive achievement: national tests and examinations | Inclusive achievement: across the curriculum

Strengths:

- More information to be added here following the finalisation of KS2 outcomes and the publication of the Inspection Data Summary Report in November
- Children make strong progress from often low starting points in the Early Years and develop sound foundational knowledge, with 76% of Nursery pupils reaching age-related expectations in 2026 and 70% of Reception pupils achieving a Good Level of Development, broadly in line with national despite a significant proportion of the cohort having complex additional needs, including 6 children who were part of the Additional Resource Base class.
- Pupils develop strong foundational knowledge and skills that prepare them well for subsequent learning, with Year 1 phonics outcomes consistently strong and broadly in line with national at 81%, and over 85% of Year 2 pupils achieving end-of-year age-related expectations in reading, writing, mathematics and combined.
- The school's sustained focus on early reading enables pupils to develop secure reading foundations, with Sounds-Write embedded from Nursery and continuing into Key Stage 2 where needed, ensuring pupils who require additional support continue to develop the fluency necessary to access the wider curriculum.
- A strong culture of reading is embedded and continues to be developed across the school, through the school's bespoke approach based on Destination Reader and, for example, the recent redevelopment of the school library to further promote reading for pleasure, confidence and enjoyment.
- Pupils achieve positively in foundational mathematics as they progress through the school, with the Year 4 Multiplication Tables Check average score of 20 broadly in line with national, demonstrating secure development of important mathematical foundations.
- The school's inclusive approach to teaching and learning enables pupils facing significant barriers or disruption to their education to make meaningful progress from their individual starting points, including pupils with SEND, those joining mid-phase, pupils new to English and those joining late with little or no previous schooling, maximising their progress and equipping them as fully as possible with the knowledge and skills needed to succeed at the next stage of their education.
- **Key Stage 2 outcomes over time reflect a strong longer-term trajectory of improvement, rising from 36% combined reading, writing and mathematics in 2017 to above national outcomes in each of the previous two years, with a dip to 54% in 2026 reflecting the particular complexity of this year's cohort, while greater-depth outcomes remained broadly in line with national in reading, writing, SPaG and combined reading, writing and mathematics.**

Further Improvement Priorities:

- More information to be added here following the finalisation of KS2 outcomes and the publication of the Inspection Data Summary Report in November
- **Build on the school's strong longer-term trajectory of improvement at Key Stage 2 by reversing the 2026 dip in outcomes, with combined RWM returning to above national levels in 2027 and demonstrating that the 2026 results reflected cohort variation rather than a change in the school's sustained pattern of improvement.**

Early Years

Self-Evaluation: **Exceptional**

Areas within Scope: Leadership of early years | Curriculum | Teaching | Achievement in early years | Well-being and welfare in early years | Inclusive practices in early years

Strengths:

- **Leaders have sustained a clear and ambitious vision for Early Years, rooted in a strong understanding of the school community; children achieve consistently well from their varied starting points across the seven areas of learning, with GLD consistently in line with national, supported by a provision that enables the significant number who are disadvantaged, have SEND or face other barriers to access a rich and ambitious curriculum.**
- The EYFS curriculum is bespoke and carefully sequenced across all areas of learning and development, providing rich learning experiences that enable children to build knowledge, skills and vocabulary progressively from Nursery to Reception and into Year 1.
- Communication and language are prioritised throughout the provision, with high-quality adult interactions, purposeful talk and explicit vocabulary development supporting children to articulate their ideas, develop confidence and access the wider curriculum.
- Foundational learning in phonics and mathematics is well established and coherently linked with the wider school curriculum, with Sounds-Write used consistently for early reading and mathematics planned to support secure progression into Key Stage 1.
- Staff identify children's starting points and emerging needs quickly through effective assessment, including baseline assessment, working closely with the AHTs for Inclusion, Pastoral Care Manager and external professionals to provide tailored support that reduces barriers and enables children with SEND and other additional needs to achieve and flourish within the provision.
- The school provides a high-quality, inclusive offer for two-year-olds, with developmentally appropriate provision, strong care routines and consistently safe practice, including carefully implemented sleeping arrangements where required.
- Strong relationships between staff, children and families underpin the early years provision, supporting children's wellbeing, independence and sense of belonging while enabling close partnership with parents around learning, development and readiness for school.
- Staff expertise is strengthened through high-quality training and a clear focus on purposeful interaction with children rather than unnecessary evidence collection, ensuring adults spend their time teaching, modelling, extending language and responding to children's needs.
- Leaders work collaboratively with and directly support other schools and Early Years professionals in order to share expertise, strengthen practice and support improvement beyond their own setting, with the school recognised for its expertise in inclusive Early Years practice and high-quality provision.

Further Improvement Priorities:

- Begin the implementation of the Rethinking School Playoneering Project, to further enhance the child-led element of continuous provision.

Success Criteria/Milestones

Priority 1: Successfully implement the second phase of the Additional Resource Base (ARB), including relocation to a refurbished learning environment with outdoor provision and the appointment of a full-time teacher, while further strengthening seamless links with mainstream to maximise inclusion, curriculum access and positive outcomes for pupils.

Percentage of ARB parents/carers indicating 'Agree' or 'Really Agree' with the following statements in end of year survey

Statement	Target %	Outcome %
1. My child is happy in the Additional Resource Base	80	
2. My child has made good overall progress this year	80	
3. My child has made good speech, language and communication progress this year	80	
4. The relationship between my child and the ARB staff is good	80	
5. I have been kept well-informed about my child's journey at the school this year	80	

Priority 2: Further embed 'The Lancs Way' as it enters its second year, strengthening consistency in the application of the school's agreed evidence-informed pedagogical approaches across all key stage 1 & 2 classes and subjects.

Percentage of QARs indicating Good or Excellent in relation to criteria *'Planning: clear, progressive learning journey using The Lancs Way, including Walkthru symbols and following Curriculum Map and Blocking Timetable'*, across all English, Maths, Science, Foundation, ICT, Music and Spanish					
Autumn Term		Spring Term		Summer Term	
Target %	Outcome %	Target %	Outcome %	Target %	Outcome %
85%		90%		95%	

Priority 3: Further strengthen the presentation of pupils' work across the curriculum, ensuring consistently high expectations for handwriting and presentation alongside a purposeful balance of worksheets and increased opportunities for sustained and extended writing.

Percentage of QARs indicating Good or Excellent in relation to criteria *'Consistently high-quality presentation, with books neat, well cared for and organised, work and worksheets presented carefully, and handwriting reflecting high expectations following Magic Link guidelines'*, across all English, Maths, Science, Foundation and Spanish					
Autumn Term		Spring Term		Summer Term	
Target %	Outcome %	Target %	Outcome %	Target %	Outcome %
85%		90%		95%	
Percentage of QARs indicating Good or Excellent in relation to criteria *'Appropriate quantity of work: 'Meaty' enough tasks; Opportunities for extended writing; Tasks are mostly completed'*, across all English, Maths, Science, Foundation and Spanish					
Autumn Term		Spring Term		Summer Term	
Target %	Outcome %	Target %	Outcome %	Target %	Outcome %
85%		90%		95%	

Priority 4: Build on the school's strong longer-term trajectory of improvement at Key Stage 2 by reversing the 2026 dip in outcomes, with combined RWM returning to above national levels in 2027 and demonstrating that the 2026 results reflected cohort variation rather than a change in the school's sustained pattern of improvement.

Area	2025/6 LPS Outcomes %	2025/26 National Outcomes %	2026/27 Target %	2026/27 Outcome %
Expected Standard				
Reading	63	75	76	
Writing	58	73	74	
SPAG	69	74	75	
Maths	65	75	76	
RWM Combined	54	63	64	
Reading	27	31	31	
Writing	13	13	13	
SPAG	35	30	30	
Maths	13	27	27	
RWM Combined	4	9	9	

Actions

Priority 1: Successfully implement the second phase of the Additional Resource Base (ARB), including relocation to a refurbished learning environment with outdoor provision and the appointment of a full-time teacher, while further strengthening seamless links with mainstream to maximise inclusion, curriculum access and positive outcomes for pupils.

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.	Recruit additional specialist TA capacity for the ARB: use an agency supply TA for the next half-term while undertaking permanent recruitment to secure a longer-term ARB TA for a January start.	x	x	x	From Nov/From Jan	Doy & Zubeyde	Additional salary costs	Y
2.	Agree clear, needs-led criteria for ARB placement during 2026–27: Doy, Zubaida, Julia and Holly will meet with an objective external voice, such as an ARB leader from another primary school, to establish the criteria, which will be reviewed annually in response to pupils' needs and may lead to changes in the current cohort.			x	During autumn 2	Doy	N/A	Y

3.	Put essential ARB policies and systems in place promptly for fire evacuation (Doy), restrictive intervention (Zubeyde) and positive handling (Doy).			x	By end Nov	Doy & Zubeyde	N/A	Y
4.	Clarify and plan for the ARB's longer-term policy requirements by initially contact Sarah Shaughnessy at HEP for advice on the policies required and developing a plan to update or introduce them - including the revision of the ARB policy to reflect the outcomes of this work that outlined in actions 2 and 3 above.			x	By end of spring term	Zubeyde & Paul (ARB policy)	N/A	Y

Priority 2: Further embed 'The Lancs Way' as it enters its second year, strengthening consistency in the application of the school's agreed evidence-informed pedagogical approaches across all key stage 1 & 2 classes and subjects.

No.	**Action**	**Contributes to the achievement of the following Three-Year Goals** (indicate with x):			**When**	**Lead**	**Resources**	**CHECK: is there a clear, positive impact on pupil achievement?** (Explain if necessary)
		1	**2**	**3**				
1.	Use book looks to identify, celebrate and share examples of effective scaffolding and extension, promoting greater consistency in classroom practice across the school.	x			Autumn 2, Week 4	Julia	n/a	Y
2.	Review and refine the school's approach to embedding the Walkthrus through instructional coaching, identifying strong internal and external models to strengthen professional learning opportunities for staff.	x		x	From autumn 2	Julia	n/a	Y
3.	Develop and clarify SLT expectations for high-quality inclusive classroom practice through visits to schools demonstrating exceptional practice.	x	x	x	Visits starting in autumn 2	Doy	Travel costs	Y
4.	Establish a programme to develop middle leaders' capacity to demonstrate effective I Do/We Do/You Do modelling within their subjects.	x		x	From spring 1	Julia	Release time	Y
5.	Explore, evaluate and then deliver within school the DfE professional development materials relating to inclusive classroom practice, with a particular focus on effective scaffolding strategies.	x	x	x	Staff CPD starting in spring 1	Zubeyde	n/a	Y

Priority 3: Further strengthen the presentation of pupils' work across the curriculum, ensuring consistently high expectations for handwriting and presentation alongside a purposeful balance of worksheets and increased opportunities for sustained and extended writing.								
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 a programme of visits for subject middle leaders to beacon schools demonstrating exemplary presentation in pupils' books within their subject areas, to raise expectations and support them in embedding consistently high standards through QARs, learning walks and ongoing work with teachers.	x		x	Visits beginning in autumn 2	Julia	Class cover	Y
2.	Adapt the school's approach to learning walks to place greater focus on handwriting and presentation, the purposeful use of worksheets, and opportunities for sustained and extended writing, with clear expectations for meaningful feedback to individual teachers and whole-team sharing of key findings.	x		x	From autumn 2	Paul	n/a	Y
3.	Organise training for middle leaders on the effective delivery of Quality Assurance Reviews, including confidently holding teachers to account against agreed expectations and using healthy conflict to challenge practice and drive improvement.	x		x	Before first QAR on 28th Sept	Paul	Class cover	Y
4.	Create a bank of high-quality, authentic examples of extended writing across a range of genres for all year groups, to exemplify expectations for teachers and provide models that can be used with pupils during lessons.	x		x	By end autumn 2	Julia	TBC	Y

Priority 4: Build on the school's strong longer-term trajectory of improvement at Key Stage 2 by reversing the 2026 dip in outcomes, with combined RWM returning to above national levels in 2027 and demonstrating that the 2026 results reflected cohort variation rather than a change in the school's sustained pattern of improvement.								
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**

		1	2	3				achievement? (Explain if necessary)
1.	Approach the local authority Inclusion Team to explore and appeal for additional funding to support Year 6 pupils with complex additional needs, creating additional capacity within the existing support team to support the wider cohort in preparation for SATs following the dip in last year's outcomes.	x	x	x	Begin conversation by end aut 1	Paul	n/a	Y
2.	Develop a coherent plan to maintain the current level of same-day intervention in Year 6 following Ms Calamia's departure at the end of Autumn 1.	x	x	x	By end aut 1	Julia	TBC	Y
3.	Work with Year 6 teachers and leaders, using current and Year 5 assessment information, to accurately plot all pupils on an RWM Venn diagram so that intervention and support can be targeted effectively, using a large interactive format with pupil names on moveable notes and clear identification of secure, amber and disapplied pupils.	x		x	By end aut 1	Paul	Teacher release cover	Y
4.	Organise an additional termly 'mini-PPR' for Year 6, focused primarily on tracking pupil progress against the RWM Venn diagram and adjusting provision and intervention where necessary.	x		x	Ready for autumn 2	Julia	Teacher cover release	Y
5.	Develop a clear agreement with Year 6 amber pupils and parents/carers setting out how school and home will work together to maximise success in SATs, outlining the extensive additional support being provided by the school and three clear expectations for support at home (such as ensuring children complete daily reading) while also giving consideration to strategies such as sharing marked mock SATs papers and results with parents/carers throughout the year.	x	x	x	By end aut 1	Zubeyde	n/a	Y

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Key Strengths in Green

2026/27 Areas of Focus in Blue

Safeguarding

Self-Evaluation: **Met**

Areas within Scope: Leadership of safeguarding, including establishing an open and positive safeguarding culture | Safeguarding information for all staff to know and act on | Management of safeguarding | Safer recruitment | Child-on-child violence

Strengths:

- **Leaders have embedded an open and vigilant safeguarding culture in which keeping children safe is understood as everyone's responsibility, with all stakeholders empowered to raise concerns; the strength of the school's safeguarding culture and practice was recognised very positively through a May 2026 Haringey Education Partnership School Review and an external Section 175 audit in July 2026.**
- Robust systems ensure that pupils at risk of harm are identified, discussed and supported promptly, including through weekly whole-staff safeguarding briefings and regular senior leader safeguarding discussions, enabling concerns to be shared, monitored and acted upon in a timely way; leaders routinely learn from cases to strengthen practice.
- Key safeguarding roles and responsibilities are clearly established, including the DSL, deputy DSLs, Prevent lead and designated teacher for looked-after and previously looked-after children, alongside robust arrangements for pupils with medical conditions and allergies.
- Behaviour and safeguarding incidents are carefully recorded, categorised, monitored and followed up, including bullying, sexual harassment, violence and other higher-risk behaviours, enabling leaders to identify patterns, assess risk and take timely and appropriate action; incidents of bullying remain rare.
- Pupils report that they feel safe, know how to keep themselves safe and can identify five safe adults they can approach for help, with this positive picture reflected in the annual Key Stage 2 pupil survey and Ofsted Parent View.
- The school works frequently and purposefully with Children's Social Care and a range of other safeguarding partners, sharing information and engaging effectively in multi-agency working to secure appropriate and timely support for pupils and families.
- The PSHE curriculum teaches pupils how to stay safe and keep others safe, including online, reinforced through Staying Safe Week, Safer Internet Day and a range of external pupil workshops.
- Safer recruitment is embedded within the school's recruitment and appointment processes, with appropriately trained staff, required checks and pre-employment online searches completed consistently for staff and volunteers, and the single central record checked termly by senior leaders with oversight from the Chair of Governors.

- Embedded induction, training and monitoring ensure that staff know, understand and uphold their safeguarding responsibilities, with knowledge checked biannually through the LGfL KCSIE Knowledge Checker and clear procedures for raising concerns about pupils, adults or safeguarding practice.

Further Improvement Priorities:

- Build on the school's already strong systems for pupils to share worries and concerns by exploring additional approaches to further support those who may find it more difficult to seek help directly from an adult.

Attendance and Behaviour

Self-Evaluation: **Expected Standard**

Areas within Scope: Strategic leadership of attendance and behaviour | Attendance | Behaviour, including bullying | Attitudes to learning | Inclusive approaches to attendance and behaviour

Strengths:

- **The school's strategic approach to behaviour is highly inclusive, rooted in knowing pupils and families exceptionally well and adapting support to individual needs, resulting in suspension rates below national figures, including for disadvantaged pupils and those with SEND, with no permanent exclusions or managed moves out of the school in the last ten years.**
- Pupils demonstrate positive attitudes towards school and learning, with the energy, strengths and potential of the school's diverse community deliberately channelled into engagement, aspiration and success, supported by strong, positive relationships between pupils and adults and consistently high expectations.
- The school's values-led approach creates a positive culture, with pupils developing a deep understanding of how these values shape their choices, relationships and responsibilities through approaches including regular pupil values self-evaluation.
- Despite the significant barriers faced by many pupils, including disadvantage, SEND, EAL and complex family circumstances, pupils engage exceptionally well in their learning, with the school's strong relationship-based culture supporting motivation, resilience and cooperation and ensuring that low-level disruption is rare.
- Pupils who have struggled to succeed in other settings are successfully included at the school, including pupils joining through managed moves, with strong relationships, individualised support and high expectations enabling them to engage positively and experience success.
- Leaders take a strategic and continually evolving approach to behaviour and has collaboratively developed a Relationships and Behaviour Policy for implementation in autumn 2026/27, drawing on work with The Good Morning Club (TGMC) to strengthen relational practice, pupil engagement, self-regulation and restorative approaches consistently across the school.
- Leaders adapt behaviour provision effectively for the small number of pupils requiring additional support, using bespoke behaviour plans and targeted approaches such as sensory circuits, planned support from senior leaders and relationship-based interventions to maintain pupils' inclusion in learning and school life.

- Bullying, discrimination, harassment and derogatory behaviour are not tolerated and concerns are addressed swiftly and robustly, involving families where appropriate and using restorative approaches to help pupils learn from incidents and prevent recurrence; pupil survey evidence shows that pupils feel safe and know how to keep themselves safe.
- Attendance and punctuality remain a high strategic priority, underpinned by strengthened systems, positive promotion and targeted intervention, with a revised Attendance and Punctuality Policy for implementation in autumn 2026/27 tailored to the community, with regular celebration of good attendance and close partnership with families, Education Welfare, Children's Social Care and other agencies where additional support is required.
- Leaders understand the complex barriers to regular attendance within the school community and use this knowledge to inform targeted, personalised action, working closely with pupils and families, including those experiencing persistent absence, SEMH needs or emotionally based school avoidance, and adapting support according to individual circumstances.

Further Improvement Priorities:

- **Continue to improve attendance to at least national levels, both overall and for key pupil groups, through the consistent implementation of the revised Attendance and Punctuality Policy from Autumn 2026, with a particular focus on reducing persistent absence through timely, targeted and personalised support.**
- **Finalise the new Relationships and Behaviour Policy in Autumn 1, following a year of collaborative development, and embed it from Autumn 2, with staff training and ongoing support securing consistent implementation and further strengthening the school's already positive behaviour and attitudes profile.**

Personal Development and Well-Being

Self-Evaluation: **Exceptional**

Areas within Scope: Strategic leadership of personal development and well-being | The personal development programme | Careers education | Pastoral support | Inclusive personal development and well-being

Strengths:

- **Leaders have embedded an exceptionally high-quality, broad, inclusive and coherently planned personal development programme rooted in the school's vision and values, which is tailored to the school's context and supported by a robust PSHE curriculum as well as additional programmes such as Votes for Schools, Guided Emotional and Mental Health Support (GEMHS) and The BroCode.**
- Pupils and their parents/carers consistently report a strong sense of belonging, with 96% of parents/carers reporting that their child is happy at school, supported by a curriculum and learning environment that deliberately reflect and represent the diversity of the school community and wider society.
- Pupils are given meaningful opportunities to become responsible, respectful and active citizens through Values Ambassador roles, half-termly Y1–6 values self-evaluations and the House system, with elected House Captains reflecting the diversity of the school community, including pupils who are disadvantaged, have SEND or face other barriers.

- Preparing pupils exceptionally well for life beyond school is a strategic priority, explicitly reflected in the school's Three-Year Goals, with opportunities such as Tottenham University and Work Week developing pupils' aspirations, knowledge of the wider world and understanding of future possibilities.
- The school has a transformational impact on some of its most vulnerable pupils, including those with complex needs who have joined the school having struggled or experienced exclusion elsewhere, enabling them to feel included, develop personally and emotionally, engage successfully with school and thrive as valued members of the community.
- Strong adult-pupil relationships and a deep understanding of pupils ensure that additional pastoral needs are anticipated, identified and supported effectively, particularly for disadvantaged pupils and those with additional needs, with the strength of this practice highlighted in a May 2026 Haringey Education Partnership School Review.
- Pupils develop understanding and respect for different beliefs, cultures, identities and protected characteristics, through the curriculum and experiences including the celebration of major religious festivals through whole-school assemblies and social events, Neurodiversity Week, Mother Tongue Day and Rainbow Day, with leaders prepared to challenge stereotypes sensitively even where issues may be complex within the wider community.
- Pupils are taught how to keep themselves safe, healthy and emotionally well through the curriculum and wider personal development programme, including learning about online and offline risks through PSHE and initiatives such as Staying Safe Week which includes internet safety.
- Fundamental British values are explicitly taught and reinforced through the curriculum, regular whole-school assemblies and wider school life, while programmes such as Votes for Schools enable pupils to discuss, debate and engage thoughtfully with different views, beliefs and contemporary issues.
- Pupils benefit from an extensive range of artistic, musical, sporting and cultural opportunities through the curriculum, community talent shows, family events and after-school and holiday provision, with participation monitored to promote equitable access and barriers addressed, including offering the Year 6 Pendarren residential free of charge to all pupils.
- The school actively uses its expertise in personal development and wellbeing to support improvement beyond the setting, with the headteacher: contributing to local and national training and conferences on vision, values and developing a culture of belonging and inclusion; directly supporting other schools to develop their practice; and welcoming schools to visit and learn from Lancasterian Primary's approach.

Further Improvement Priorities:

- Further strengthen pupils' role as active local citizens by increasing meaningful opportunities for them to contribute positively to their local community.

Success Criteria/Milestones

Priority 5: Continue to improve attendance to at least national levels, both overall and for key pupil groups, through the consistent implementation of the revised Attendance and Punctuality Policy from Autumn 2026, with a particular focus on reducing persistent absence through timely, targeted and personalised support.

	2025/26		Autumn		Spring		Summer	
	Primary National %	Lancasterian Primary %	Target %	Outcome %	Target %	Outcome %	Target %	Outcome %
% attendance	94.7	92.2	93		94		95	
% persistent absentees	13.9	23.2	<15		<13		<11	

Priority 6: Finalise the new Relationships and Behaviour Policy in Autumn 1, following a year of collaborative development, and embed it from Autumn 2, with staff training and ongoing support securing consistent implementation and further strengthening the school's already positive behaviour and attitudes profile.

Percentage of staff indicating 'Agree' or 'Really Agree' with the following statements in the December and June staff surveys				
Statement	Dec Target %	Outcome %	June Target %	Outcome %
Q8. The school deals effectively with any cases of bullying of pupils	85%		90%	
Q9. Staff consistently manage pupils' behaviour well	85%		90%	
Q10. Leaders support staff well in managing behaviour	85%		90%	

Actions

Priority 5: Continue to improve attendance to at least national levels, both overall and for key pupil groups, through the consistent implementation of the revised Attendance and Punctuality Policy from Autumn 2026, with a particular focus on reducing persistent absence through timely, targeted and personalised support.

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.	Engage with Mulberry Woodside Academy's offer of support around attendance, particularly to strengthen the analysis of attendance data and identify key groups and patterns requiring targeted action.	x		x	Initial contact by end Sept	Paul	TBC	Y

2.	Develop and implement scripted, targeted attendance conversations at Parents/Carers Evenings as a non-negotiable approach for teachers, focusing on up to three pupils per class with the lowest attendance.	x		X	In time for November P/C Evening, to be repeated in spring term	Gemma	N/A	Y
3.	Hold Team Around the Family meetings for persistently absent pupils, involving relevant school staff such as class teachers and TAs, key members of SLT and a Co-Head Teacher, to work collaboratively with families to problem-solve barriers to good attendance.	x		x	From autumn 2	Gemma	Release cover for teachers/TAs	Y
4.	Engage with a school with below-national attendance that has recently received a positive Ofsted outcome for Attendance and Behaviour, to learn from its approach, particularly how leaders analysed and disaggregated attendance data to demonstrate a more positive attendance picture.	x		x	By end spring 1	Paul	N/A	Y
5.	Strengthen the admissions process around attendance, ensuring parents/carers have greater clarity from the outset about the school's attendance expectations and formally agree to adhere to them.	x		x	In place by end autumn 1	Gemma	N/A	Y

Priority 6: Finalise the new Relationships and Behaviour Policy in Autumn 1, following a year of collaborative development, and embed it from Autumn 2, with staff training and ongoing support securing consistent implementation and further strengthening the school's already positive behaviour and attitudes profile.

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.	Review and update behaviour support documentation to ensure that the RASP and individual Behaviour Support Plans are aligned with the new Relationships and Behaviour Policy, providing clear, consistent guidance for staff and appropriate support for pupils.		x	x	By end Nov	Gemma	N/A	Y
2.	Develop and implement a Behaviour Learning Walk proforma to monitor the consistent application of the policy across the school, identify effective practice and areas for development, and inform ongoing staff support and school improvement		x	x	Implemented by end Nov, ongoing	Gemma	N/A	Y

					through the year			
3.	Design and deliver a comprehensive staff training programme to support the effective implementation of the new policy from Autumn 2; training will be tailored to the roles and responsibilities of teaching and support staff across EYFS–Year 6, including SMSAs and the office team, with ongoing guidance and follow-up support to embed consistent practice.		x	x	During autumn and spring terms	Gemma	N/A	Y

LEADERSHIP AND GOVERNANCE

Key Strengths in Green

2026/27 Areas of Focus in Blue

Leadership and Governance

Self-Evaluation: **Strong Standard**

Areas within Scope: Strategic leadership | Governance | Staff well-being and workload | Professional learning and expertise | Parental, professional and community engagement

Strengths:

- The school's clear and ambitious vision – to 'create a fairer society' by 'making the best school' – provides a strong strategic direction rooted in its context: leaders recognise that, because many pupils face significant disadvantage and other barriers to learning, an average educational offer is not enough; the school must provide the very best education and wider opportunities to enable every pupil to succeed at the next stage of education and in wider life.
- **Staff and parents/carers provide strong evidence of confidence in the school's leadership, with 96% of staff reporting that the school is well led and managed and that they are proud to work at the school, and 96% of parents/carers reporting that when the school makes decisions, it has children's best interests at heart.**
- Leaders have established a culture of high expectations and professionalism in which relationships across the community are respectful, open and constructive and staff are highly accessible to staff and families; at the annual School Evaluation Coffee Morning, parents/carers described the school as 'authentic' and 'approachable'.
- Leaders consistently put the best interests of pupils at the heart of decision-making, including when balancing complex and sometimes competing needs; for example, following a challenging summer term due to repeated heatwaves, the school is working with staff, pupils and parents/carers to develop a heatwave plan that maintains access to education as the first priority, while balancing this carefully against the safety, comfort and needs of all stakeholders.
- Leaders have a detailed and accurate understanding of the school's context, strengths and areas for development, underpinned by robust self-evaluation which draws on a wide range of evidence, including pupil outcomes and a comprehensive stakeholder views, enabling leaders to identify and prioritise the actions most likely to improve outcomes and experiences for pupils.
- Quality assurance of teaching and learning is designed to be fair, supportive and focused on continuous improvement, with processes co-constructed with staff and teachers playing an active role; for example, Quality Assurance Reviews are undertaken collaboratively with teachers, while Pupil Progress Reviews similarly promote professional dialogue, shared responsibility and improvement rather than simply holding staff to account.
- Performance management is embedded within the school's wider improvement and professional learning cycle, with all staff actively involved in a fair and robust process explicitly linked to the school's vision, values and priorities, including annual self-evaluation against the school values and identification of individual professional development needs.

- Governors have a robust understanding of their statutory and strategic responsibilities and use their knowledge to provide effective support and challenge, maintaining an open and transparent relationship with leaders and securing an accurate understanding of the school; their strategic oversight has contributed to the school's long-term financial sustainability, including through the expansion of Nursery provision.
- Staff expertise is a key driver of school improvement, supported by a coherent, sustained and evidence-informed professional learning programme which balances whole-school, team and individual priorities; staff take ownership of their development and are supported to pursue relevant CPD and NPQs, while robust mentoring and tutoring have successfully supported successive cohorts of ECTs.
- Leaders have put in place a wide range of meaningful systems, processes and strategies to promote a balanced workload and positive staff wellbeing, e.g.: the half-termly Staff Wellness Working Party, which identifies issues and develops solutions for discussion with SLT; staff-led Golden Weeks focused on morale, positivity and feeling valued; and the annual two-day off-site staff conference, combining high-quality professional development with investment in staff wellbeing and relationships.
- Leaders forge strong and constructive relationships with parents/carers and the wider local community through an open-door approach and a range of inclusive community events, deliberately reaching beyond current families by, for example, inviting children and families from local nurseries to key school events.
- Leaders make a positive contribution to the wider education system and work collaboratively with other schools for mutual support, challenge and improvement, including through active participation in Haringey headteacher networks and in the Learning in Tottenham network, including its annual peer-review process.

Further Improvement Priorities:

- Streamline school-home communication to improve clarity and coordination, reducing information overload for parents/carers while ensuring key messages are communicated effectively.
- **Develop and implement a comprehensive Heatwave Plan, in consultation with staff, pupils and parents/carers, to maintain pupils' access to education as a priority while protecting pupil and staff safety and wellbeing during periods of extreme heat.**
- Further refine the sequencing and implementation of school improvement initiatives to ensure change is introduced at a manageable and sustainable pace, enabling staff to embed new approaches effectively while maintaining a strong focus on agreed priorities.

Success Criteria/Milestones

Priority 7: Develop and implement a comprehensive Heatwave Plan, in consultation with staff, pupils and parents/carers, to maintain pupils' access to education as a priority while protecting pupil and staff safety and wellbeing during periods of extreme heat.

Key milestones for implementation of Heatwave Plan		
Milestone	Deadline	Completed Y/N
1. **Initial consultation** – Survey sent to staff and parents/carers to gather initial views, feedback and ideas	By 23rd Oct 2026	

2. **Initial draft** – SLT drafts the Heatwave Plan, taking account of consultation feedback alongside relevant guidance and advice	By 18th Dec 2026	
3. **Union consultation** – Draft plan discussed with school union representatives and revised to produce Heatwave Plan v1	By 10th Feb 2027	
4. **Governor review** – Heatwave Plan v1 discussed and agreed at the spring-term governor Leadership & Governance meeting	On 10th Feb 2027	
5. **Final consultation** – Heatwave Plan v1 shared with all staff and Parents/Carers for final consultation and feedback	By 22nd Feb 2027	
6. **Second draft** - SLT updates the Heatwave Plan v1, taking account of consultation feedback alongside any relevant updated guidance and advice	By 1st March 2027	
7. **Final revisions** – Updated Heatwave Plan reviewed with union representatives and any amendments agreed to produce Final Heatwave Plan	By 11th March 2027	
8. **Final approval** – Final Heatwave Plan presented to the spring-term FGB meeting for approval, then goes live	11th March 2027	

Actions

Priority 7: Develop and implement a comprehensive Heatwave Plan, in consultation with staff, pupils and parents/carers, to maintain pupils' access to education as a priority while protecting pupil and staff safety and wellbeing during periods of extreme heat.

No.	Action	Contributes to the achievement of the following Three-Year Goals (indicate with x):			When	Lead	Resources	CHECK: is there a clear, positive impact on pupil achievement? (Explain if necessary)
		1	2	3				
1.	Use the potential areas of work identified by SLT during team coaching in relation to Environment, People, Learning and Communication to inform the Heatwave Plan and related surveys.			x	During spring and summer terms	Paul & Eoin	TBC	Y
2.	Ensure that the success criteria for the Heatwave Plan, developed by SLT through team coaching, are reflected in the final plan.			x	During spring and summer terms	Paul	n/a	Y