**St. Luke’s School Development Plan: Performance Dashboard 2021.22**

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Context of the school** | | | | | | | St. Luke’s has one of the highest levels of mobility in Tower Hamlets. We had only 85% coverage for Year 6 in 2019 outcomes – meaning that 15% of the year group had not completed KS1 SATs anywhere, and certainly not at St. Luke’s.  During the 2018.19 academic year, all year groups experienced mobility with children arriving and leaving throughout the year and three-year groups experienced upwards of 15 changes of pupil during the course of the year. In the significant majority of cases, the mobility did not advantage pupil outcomes. This level of mobility makes it very difficult to accurately track the level of progress made by whole cohorts because of the constant variation to pupil outcomes.  In September 2020, the school began a two-year partnership with a local primary school, on the Isle of Dogs, which had seen a decline in standards, and instability in leadership, over the previous couple of years. This has resulted in a change in the leadership structure of our school.  The new leadership team consists of an executive headteacher, who works across both schools. St. Luke’s has a Head of School, previously one of its deputy headteachers and three assistant headteachers. These have all been stable members of staff since the last inspection, all having been on the senior leadership team for a considerable period of time prior to the formation of this partnership. These leaders know the school priorities, pupils and staff well. They carry a high level of credibility with staff and have strong professional working relationships with all staff. This enables them to have honest conversations regarding where improvement is needed. They have a proven track record of modelling effective practice and leading on change.  Unusually for Tower Hamlets at St. Luke’s we have an extremely diverse cohort with pupils of all faiths and none, from a multitude of different countries and speaking a significant variety of first languages. The diversity impacts on achievement both positively and negatively whereby some of our families, particularly from India and other Asian countries, have very high aspirations where as in stark contrast we also have a high percentage of White British families, eligible for Pupil Premium, some of whom have a legacy of unemployment and low aspirations. Overall approximately 30% of our families are eligible for Pupil Premium although this varies considerably from cohort to cohort. Our cohorts in Upper KS2 tend to have much higher Pupil Premium after aspirational families have moved off of the Island into property from which they are more likely to secure a grammar school place for Y7.  With our diverse cohort come a very high number of safeguarding and child protection concerns which impact negatively on our attendance figures. Having made significant progress on attendance figures for 2018 reaching 96.2%, after a dip in 2019, we were pleased to see attendance of 95.9% in the three half terms leading up to lockdown last year.  St. Luke’s used to be a one form entry primary school. It is now a two form entry primary school. Staff turnover remains low which allows for ongoing improvement and development. The leadership of the school remain focused on seeking to ensure that systems and structures maintain a supportive staff working ethos as well as ensure that a high level of individual knowledge for each child and their needs is maintained to inform planning for their learning. | | | | | | | **Ofsted judgements:** Last inspection: **Good** – 06 and 07 October 2021 | | | | | | | Overall Effectiveness | **Quality of Education** | **Behaviour and Attitudes** | **Personal Development** | **Leadership and Management** | **Quality of Early Years Education** | | 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **SIAMs judgements:** Last Inspection: **Outstanding** – 01.12.17 | | | | | | Overall Effectiveness | Christian Distinctiveness | Collective Worship | Religious Education | Leadership and Management | | 1 | 1 | 1 | 1 | 1 |   **Notes:** We have a Teach First student teacher in Reception, for the first time. This is the second of her two training years.  Two members of teaching staff are on maternity leave: An Assistant headteacher and the SENCO. | |  |  |  |  | | --- | --- | --- | --- | | **Quality of teaching, learning and assessment – beginning of academic year 2021.22** | | | | | Inadequate provision | Requires Improvement | Good provision | Outstanding provision | | 0 | 0 | 11 | 6 | | 0% | 0% | 65%  (4 are gd++ = 26%) | 35% |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **School’s Self Evaluation against the current Ofsted Framework** | | | | | | | **Overall Effectiveness** | **Quality of Education** | **Behaviour and Attitudes** | **Personal Development** | **Leadership and Management** | **Quality of Early Years Education** | | **2↑** | **2↑** | **1** | **1** | **1** | **2↑** | | **Key priorities arising from the data and self-evaluation** | | | | | | | **Raising attainment**   * Establish a **Mobility** Working Group to seek to improve the school’s response to and management of such high levels of mobility, to reduce the impact on the school’s overall capacity to continue to raise pupil outcomes. * Keep provision under review and seek to increase the impact had on the progress and outcomes for pupils eligible for **Pupil Premium**, for White British children and for **boys**, particularly in literacy and **writing**. * Enable more children to achieve greater depth in writing, particularly White British children lower down in the school. * Refine the teaching of phonics to ensure 2019 outcomes are maintained and strengthened. * Further develop teacher’s assessment of pupils with SEN so that the school’s tracking of impact and progress is more robust. * Through the provision for reading, seek to improve the understanding of vocabulary for our EAL and WB children and then follow this through so that children are using that vocabulary in their writing. * Extend the focus on ‘cusp’ children to include all children who are not working in line with our expectations for them, given the impact of Covid disruption for the last two years.   **Pupil welfare:** Children are **Present** and **Ready** to learn   * Take consistent and direct action to improve rates of attendance and punctuality. Groups to target carefully include: Pupil Premium children, White other and White British. * Make sure the whole school community are championing the importance of school attendance, so that children want to come to school and encourage their parents to bring them into school. * Work to understand the link between attendance and other safeguarding and child protection concerns and work with other agencies with increased effectiveness, to enable struggling families to get their children into school with greater consistency. * Coordinate the development of a Mental Health Policy for the school so that together we ensure children and staff, who need support, are well supported by the school and other services and get the help they need. * Continue to equip children and their families with the knowledge to keep themselves safe on line and make sure they know who they can ask for help.   **Quality of provision:** Children **want** to learn and are **enabled** to learn   * Further develop the teaching of writing across the school, considering the teaching sequence very carefully, refining the processes of drafting vs. editing, seeking to enable children’s independence and self-evaluation of their work. * Make sure that teaching staff understand and are using teaching methods that enable learning long term across the curriculum. * Embrace opportunities for peer observation so that staff develop pedagogy with each other across classrooms so that teaching methods are tightly attuned with impact on learning. * Refine inclusive practices so that more reluctant learners are empowered to be active participants in all parts of lessons.   **Leadership, management and the curriculum**   * Further develop roles in the new senior leadership structure, to maintain capacity for ongoing development at St. Luke’s whilst at the same time support the partnership school. * Ensure Subject Leaders have the opportunity to meet regularly with teachers to remove any barriers to the learning of the planned curriculum and to monitor their subject’s implementation and impact. * Induct new staff well and support them effectively to deliver high quality teaching and learning for their pupils and make sure other staff have a clear programme of well targeted CPD to enable a culture of continual improvement. * Take steps to increase further, the level of challenge provided by governors, particularly around the curriculum and standards. | | | | | | |

**St. Luke’s School Development Plan: Standards and progress tracker 2021.22: All children**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | |  | **Reading** | | |  | **Writing** | | |  | **Mathematics** | | | **End of Year Targets 2022** | | | |
|  |  | **KS1 APS** | | |  | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** | **Reading** | **Writing** | **Maths** | **Combined** |
| **Reception:**  **56 children** |  | R | W | M | Age APS | 13 | 14 | 15 | 16 | 13 | 13/14 | 15 | 16 | 13 | 13/14 | 15 | 16 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1:**  **60 children** |  | R | W | M | Age APS | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |  |  |  |  |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2:**  **58 children** |  | R | W | M | Age APS | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |  |  |  |  |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3:**  **58 children** |  | R | W | M | Age APS | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |  |  |  |  |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4:**  **53 children** |  |  |  |  | Age APS | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |  |  |  |  |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5:**  **57 children** |  |  |  |  | Age APS | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |  |  |  |  |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6:**  **48 children** |  |  |  |  | Age APS | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |  |  |  |  |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| % Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |

**Gap Tracker: All children**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | **Reading** | | | | **Writing** | | | | **Mathematics** | | | |
|  |  |  |  | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** |
|  |
| **Reception** | | Age APS | | 12 | 14 | 15 | 16 | 12 | 14 | 15 | 16 | 12 | 14 | 15 | 16 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1** | | Age APS | | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** | | Age APS | | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3** | | Age APS | | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4** | | Age APS | | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5** | | Age APS | | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6** | | Age APS | | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |

**Standards and progress tracker 2021.22: Boys**

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|  |  |  | | | | | **Reading** | | |  | **Writing** | | |  | **Mathematics** | | |
|  |  | **KS1 APS** | | |  | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** |
| **Reception:**  **X children** |  | R | W | M | Age APS | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above)Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1: X children** |  | R | W | M | Age APS | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above)Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2:**  **X children** |  | R | W | M | Age APS | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above)Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3:**  **X children** |  | R | W | M | Age APS | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above)Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4:**  **X children** |  |  |  |  | Age APS | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
|
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above)Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5:**  **X children** |  |  |  |  | Age APS | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
|
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6:**  **X children** |  |  |  |  | Age APS | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ARE |  |  |  |  |  |  |  |  |  |  |  |  |
|
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) Gain |  |  |  |  |  |  |  |  |  |  |  |  |

**Gap Tracker: Boys**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | **Reading** | | | | **Writing** | | | | **Mathematics** | | | |
|  |  |  |  | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** |
|  |
| **Reception** | | Age APS | | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1** | | Age APS | | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** | | Age APS | | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3** | | Age APS | | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4** | | Age APS | | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5** | | Age APS | | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6** | | Age APS | | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |

**Standards and progress tracker 2021.22: Pupil Premium**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | | | **Reading** | | |  | **Writing** | | |  | **Mathematics** | | |
|  |  | **KS1 APS** | | |  | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** |
| **Reception:**  **X children** | | R | W | M | Age APS | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above)Gain |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1:**  **X children** | | R | W | M | Age APS | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2:**  **X children** | | R | W | M | Age APS | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3:**  **X children** | | R | W | M | Age APS | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4**  **X children** | |  |  |  | Age APS | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5:**  **X children** | |  |  |  | Age APS | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6:**  **X children** | |  |  |  | Age APS | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |

**Gap Tracker: Pupil Premium**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | **Reading** | | | | **Writing** | | | | **Mathematics** | | | |
|  |  |  |  | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** |
|  |
| **Reception** | | Age APS | | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1** | | Age APS | | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** | | Age APS | | 19 | 20 | 21 | 22 | 19 | 20 | 16.0 | 17.0 | 19 | 20 | 21 | 22 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3** | | Age APS | | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4** | | Age APS | | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5** | | Age APS | | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6** | | Age APS | | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |

**Standards and progress tracker 2021.22: White British**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | | | **Reading** | | |  | **Writing** | | |  | **Mathematics** | | |
|  |  | **KS1 APS** | | |  | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** | *EPY* | **Autumn** | **Spring** | **Summer** |
| **Reception:**  **X children** | | R | W | M | Age APS | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1:**  **X children** | | R | W | M | Age APS | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2:**  **X children** | | R | W | M | Age APS | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |
| N/A | N/A | N/A | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3:**  **X children** | | R | W | M | Age APS | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4:**  **X children** | |  |  |  | Age APS | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5:**  **X children** | |  |  |  | Age APS | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6:**  **X children** | |  |  |  | Age APS | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
|  |  |  | Actual |  |  |  |  |  |  |  |  |  |  |  |  |
| @ ARE |  |  |  |  |  |  |  |  |  |  |  |  |
| Above |  |  |  |  |  |  |  |  |  |  |  |  |
| (at/above) |  |  |  |  |  |  |  |  |  |  |  |  |

**Gap Tracker: White British**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | **Reading** | | | | **Writing** | | | | **Mathematics** | | | |
|  |  |  |  | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** | EPY | **Autumn** | **Spring** | **Summer** |
|  |
| **Reception** | | Age APS | | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 | 13 | 14 | 15 | 16 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1** | | Age APS | | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 | 16 | 17 | 18 | 19 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** | | Age APS | | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 | 19 | 20 | 21 | 22 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3** | | Age APS | | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 | 22 | 23 | 24 | 25 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 4** | | Age APS | | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 5** | | Age APS | | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 | 28 | 29 | 30 | 31 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 6** | | Age APS | | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 | 31 | 32 | 33 | 34 |
| **Actual APS** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gap** | |  |  |  |  |  |  |  |  |  |  |  |  |

**St. Luke’s School Development Plan: Objectives 1 - 6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Objective 1 | Strengths | Success Criteria for 2022 | | | | |
| Develop the school’s curriculum  Children want to learn and are enabled to learn | * Overall we have a stable staff, with a high proportion of experienced teachers and support staff who share a commitment to enable the best learning for the children. * There is a high level of enthusiasm amongst staff to embrace new ideas and initiatives. Staff are ambitious for themselves and the children. * The standard of quality first teaching is high, with cohesion between classes in year groups, developed by a strong programme of CPD meeting staff as well as school need. * We have a Wider Curriculum Framework that is carefully planned to enable learning within each subject to be built upon each year and for the learning in one subject to be in place for the benefit of another. * Planning for the delivery of all curriculum subjects is robust, with teachers getting support to understand precisely what we want children to learn for each subject and also how their delivery of the subject can enable continuous learning for children of our curriculum drivers and Christian Distinctiveness. * Jolly Phonics is well established and pupil outcomes have significantly improved as a result. * Daily Supported Reading and benchmark levelling is embedded in the school. * Destination Reader is well established across Year 2 and Key Stage 2. * Enhanced opportunities exist to inspire and strengthen learning through enrichment | * The EYs curriculum provides no limits or barriers to the children’s achievement, regardless of their backgrounds, circumstances or needs. * Series of lessons consistently match the aims of the curriculum, exploiting links to raising aspirations, celebrating differences and building resilience to manage and cope with change. * Teachers have a deep understanding of the chronology of learning in each individual subject for before and beyond their year group. * Work is of a high quality and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. * Evidence demonstrates that all children are getting the substance of the curriculum irrespective of disadvantage and/or need. * Pupils read widely and often, with fluency and comprehension, appropriate to their age as a result of the rigorous and sequential reading curriculum they experience providing them with a vocabulary that becomes evident in their writing. * Children are writing with a greater degree of independence, increasing evidence of children independently evaluating the impact of their writing and taking steps to improve it. * Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | | | | |
| Actions | | | Lead | Timescale | Resources/CPD | Evaluation |
| The provision of Remote Learning when required is of a high quality:   * Take steps to maximise engagement, recognising that one size does not fit all, with a particular focus on children from families eligible for Pupil Premium. * Refine the strategy for the deployment of resources, should the requirement for Remote Learning once again be widespread i.e. if restrictions are increased locally or there is a national lockdown. * Ensure that all Remote Learning provides the child with an equivalent amount of learning to that that they would receive were they in school. * Ensure that all Remote Learning is pitched at the correct level for a child and enables them to make progress in their learning from their starting point. * Publish guidelines for parents on the Remote Learning page of the school’s website and keep these under review, as we learn from others and also reflect upon feedback received from parents. * Take steps to ensure that all learning undertaken remotely is done in line with safeguarding guidance and acceptable user agreements. | | | Nimesha Nagahawatte  Cristina King | Ongoing throughout the year |  |  |
| Teachers use strategies that are effective in ensuring long term learning   * To ensure that everyone understands, that the focus this year is on learning. We want our children:   Present to learn  Ready to learn  To want to learn  Enabled to learn   * Plan a cohesive CPD programme across the year to share strategies that support long term learning. * Ensure that the school’s teaching and learning manual, that also acts as a policy for the school, informs the development of teachers’ practice across the school including consistency of approaches for example with the use of Success Criteria and Learning Partners. * Create opportunities for teachers to observe each other, where the focus is on the impact of teaching in securing long term learning. * Review the school’s approaches to providing feedback in different subjects, considering workload, but retaining making sure that misconceptions are addressed and children are given the chance to respond meaningfully. * Ensure time is given for the sharing of ideas and a professional dialogue to grow with learning as its focus. | | | All members of SLT | Ongoing throughout the year | INSET time at the start of the year and then staff meetings to build upon that throughout the year. |  |
| Further develop the Early Years provision   * Work in partnership with the borough and other local schools, to develop a thorough understanding of the new EYs curriculum and in particular reflect on the recommended approach to assessment within our context to ensure that we are tracking children’s development and progress accurately to inform planning and further progression. * Undertake the new Baseline assessment and use the outcomes to inform the planning for children’s learning. * Make effective use of the Nuffield Early Learning Intervention (NELI) to accelerate children’s acquisition of communication and language. * Create environments that are language rich and offer constant opportunities for engagement in all types of play. * Make sure the outdoor spaces enable children to access the same assessment links as indoors. * Planning ensures all areas of the curriculum are available for the children to explore so that children are accessing more within a preferred space. * Ensure the Wow books, informed by a variety of information sources, provide an accurate assessment for each child. * Ensure opportunities for children to independently write are acted upon immediately – in the moment. * Teachers in EYs understand how they are preparing the children for the curriculum they will face in KS1 and beyond. * See sections for Phonics and DSR – to develop children’s reading and comprehension of text. | | | Jess Tough | Ongoing throughout the year | Budget of £500 for EYs which can be supplemented if bid made with extra need. |  |
| Refine intent and implementation for Reading   * Review progress made in Reading. Why is progress for White British pupils the exception at the school i.e. stronger in writing than reading? Take steps to ensure that while writing is the whole school priority, momentum in reading is maintained, with readers interest ignited by the richness of the wider curriculum. * Ensure all children are read to every day at a level beyond what they can comfortably read to themselves. * Continue to refine use of Jolly Phonics through working in partnership with the English Hub and in particular, targeting refinements to teaching programme for the lowest 20% of children and making sure children have access to sufficient numbers of phonically decodable books. * Implement Early Words programme and shared reading pre DSR in Reception. * Continue to use ‘Tutormate’ in Year 1 and also further the work with Bookmark volunteers in Year 2 once volunteers are available again. * Continue implementation of ‘Bug Club’ focusing on parental engagement to facilitate reading at home. * Continue to refine implementation of Daily Supported Reading for Reception and Year 1 and Destination Reader for Years 2 –6 with a consistent focus on developing children’s application of the reading skills that underpin effective comprehension of text. In particular, review the provision for Y2 to make sure it retains the same priority status as Y1, with staffing etc. Also maintain a focus on clarification to support some WB pupils as well as EAL pupils in acquiring a broad understanding of vocabulary that they then apply in their writing. * Ensure weekly meetings for DSR and movement of children and adults between groups to avoid any complacency. * Increase effectiveness of reading journals as a communication tool to inform tracking pupils’ progress in Destination Reader. Maintain high expectations of written responses through careful teacher modelling to ensure reading for meaning. * Ensure consistency in the use of Accelerated Reader across KS2 as a tool to motivate children to read regularly at home and also maintain engagement in reading from parents. * Through working in partnership with the school librarian, continue to extend access to texts that motivate children to read and in the taught wider curriculum. * Introduce opportunities throughout the year, for parents to come into school and read with their children, whilst also hearing about the school’s work to improve reading. | | | Jess Tough (Phonics, Early Words + Reading, KS1 Literacy units and Tutormate)  Adriana Sutherland  (DR, AR, KS2 Literacy units) | Ongoing throughout the year | Accelerated Reader: £2,225  Library subscription: £1,674 + £3,206  Subscription to DSR and DR |  |
| Refine intent and implementation for Writing   * Continue to unpick the process of writing, learning from the evidence and drawing upon guidance provided from research by EEF with a particular view to increasing engagement of boys, PP and WB pupils in writing and enabling more children to achieve greater depth. * Provide training for and secure implementation of, the Frayer Model, to enable children’s acquisition of a broad vocabulary appropriate for their age. * Enable staff to access Nina Birch training and literacy units to inspire the children as writers. * Ensure systematic teaching of spelling, punctuation and grammar is happening across the school. * Ensure handwriting practice and Pen Licence incentives encourage children to adopt a consistent letter formation and then cursive handwriting style as soon as they are able to. * Increase expectations regarding the complexity of sentence structure in children’s writing, extending use of Alan Peat’s sentences. * Ensure the wider curriculum provides a purpose for writing that motivates children. * Regularly undertake book scrutinies, join other schools for moderation purposes and undertake a Deep Dive into writing, to ensure that the quality of writing across the curriculum is consistent with the quality in literacy and that standards are high by comparison to local and national outcomes. | | | Amy Rothon, Leader for Writing with Phase Leaders | Ongoing throughout the year | Bids can be made to the resources budget for required resources to enhance learning |  |
| Refine intent and implementation for Maths   * Continue to support staff with the use of White Rose by ensuring a high degree of planning support for all teachers, particularly with staff new to the school or those who have moved year groups. * When refining use of White Rose, ensure that the children have a varied experience and that there are regular opportunities for children to work practically and to make decisions about how to organise their thinking and their working out. * Ensure pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. * Streamline maths assessment to increase effectiveness. * Ensure provision meets demands of new Times Tables assessment for Year 4. * Adopt and develop use of a ‘motivator’ to engage children in developing and maintaining sharp recall of facts/tables/knowledge etc. * Continue to work in partnership with Carolyn Lindsay, the THEP maths adviser, to ensure rigour and standards are maintained. | | | Cristina King, Head of School and Maths lead when appointed | Ongoing throughout the year | Bids can be made to the resources budget for required resources to enhance learning |  |
| Refine intent and implementation of the school’s Wider Curriculum   * Enable leaders and teachers to use the language of the Framework in relation to planning. * Through the learning of the curriculum, make sure children are acquiring the use of the language of enquiry and application of their learning. * Take an active role in the History Project with the other island schools, the LA and Christine Counsel. * Help teachers to understand the chronology of each subject, so that they understand what went before what they are teaching and then what will follow, to ensure a sharp focus to current teaching and subsequent learning. Strengthen understanding of the impact needed for each subject in EYs, KS1 and then KS2. * Refine implementation of the Wider Curriculum Framework, paying particular attention to the 3 key drivers (Building resilience to respond positively to change, to celebrate differences and to raise aspirations) enabling children’s cumulative understanding within these and the key questions linked to our Christian Distinctiveness across each term and year. * Subject leaders to regularly meet with teachers, to remove any barriers to planned learning in each subject and to also monitor implementation and impact of the teaching of their subject. * Keep the content of Unit Overviews and ‘Knowledge Organisers’ under review, making adaptations in the light of experience, if those adaptations will enhance learning further. * Keep under review how each unit builds on the previous one, within and across years, to enable skills to be revisited and developed further, to support embedded knowledge and understanding for learners over time. * Consider evidence of progress and outcomes for all subjects taking steps to ensure coverage across the school by focusing on different subjects through SLT meetings. * Seek to incorporate work related learning into each year group to provide purpose for writing, to build aspiration and to fuel resilience and motivation to succeed. * Ensure that pupils experience learning guarantees, detailed in the Wider Curriculum Framework which include a balance of high-quality enrichment from varied educational visits and visitors. * Continue to refine assessment and tracking of all subjects and including the computing curriculum. | | | Jess Tough  Adriana Sutherland  Subject leaders | Ongoing throughout the year | Bids can be made to the resources budget for required resources to enhance learning |  |
| Increase capacity for the delivery of Modern Foreign Languages  Seek to strengthen the provision for MFL by implementing ERASMUS + opportunity for staff to spend time in a language school in France. Learning for adults will take place before and after the trip. The trip will also provide an opportunity for staff to immerse in the culture of France whilst at the same time, learning some of the language. | | | Yolenn Col | To be confirmed | 29,000 Euros grant |  |
| Use THEP model for Peer Review to sharpen our understanding of impact of teaching on learning long term, across the curriculum. | | | SLT | Throughout the year | Included in THEP membership - No additional cost |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Objective 2 | Strengths | Success Criteria for 2022 | | | | |
| Refine use of data and assessment to enable increases in pupil outcomes  Children are enabled to learn | * Pupil Progress meetings are well established, data is analysed effectively and is used to inform discussion and next steps for learning. * The quality of moderation is very high. Staff are trained as borough moderators. Links with schools on the Island are strong. Internal moderation happens frequently and particularly at the point of transition. * Progress between KS1 and KS2 places St. Luke’s in the top 20% schools nationally for reading and mathematics. * Progress for middle prior attainers in writing is in the highest 20% schools nationally. * KS2 Reading attainment for disadvantaged children is significantly above national for the expected standard. * 3 year upward trends for the progress/attainment of Pupil Premium pupils at each national assessment point. | * Pupils who had not made sufficient progress in the last two years because of the impact of Covid, have been enabled to catch up to where we would have liked them to be had we not experienced the disruption the arose from the impact of the virus. * Attainment is high and significantly above national and local figures in reading, writing and maths for at age related expectations and for greater depth, with clear evidence that one phase has improved upon the previous phase except where mobility has had a significant negative initial effect. * At least 75% children achieve a Good Level of Development at the end of Reception. * At least 85% children achieve the phonics check at the end of Year 1. * At least 70% children complete each year with combined age related or greater depth outcomes in reading, writing and maths. * Work to achieve the Success Criteria for the Pupil Premium Strategy 2021.22 * Narrow the gap between the attainment of boys, Pupil Premium and White British children, with the cohort average of each year group, particularly in writing throughout the school, but also in maths at Key Stage 2. * Increase the % WB PP children who achieve Greater Depth in writing. | | | | |
| Actions | | Lead | | Timescale | Resources/CPD | Evaluation |
| Strategic raising attainment:   * Given the nature of the Y3 cohort coming in to Y4 this year, draft and implement a raising attainment plan for that year group and ensure Performance Management clearly targets the expectation of increasing the amount of progress made by target groups and raising overall standard of achievement particularly for boys and children eligible for PP. Assistant headteachers to support the implementation of the plan to enable more flexible groupings and targeted teaching. * Use the outcomes of the ‘Ready to Progress’ assessments in English and Maths to inform the ‘Catch up’ programme with promised funding from the government for disadvantaged children. * Account for the spending of the Covid Catch Up funding in the Pupil Premium strategy planning. | | | Assistant Headteacher to lead on the Raising Attainment Plan for Year 4  Cristina King to lead on the planning for Covid catch up with Phase Leaders | First half of the Autumn term 2021 | Funding to be confirmed from the DfE |  |
| Improve assessment   * Increase use of quizzes, tailored precisely to the taught curriculum, designed to assess precisely what children can retrieve and have learnt at the end of each taught unit. * Refine use of standardised tests twice a year (NfER) to enhance sharing of data with other local schools. * Refine use of assessment procedures developed last year for Computing. * Make effective use of analysis programme provided by the LA to analyse performance, identify weaknesses and then improve provision. * Refine the use of B Squared to improve progress tracking for children who are working significantly below age related expectations. * Continue to refine assessment for the foundation subjects, including R.E. and MFL. | | | Cristina King  Nimesha Nagahawatte  Rebecca Abrahams  SENCO  Adriana Sutherland with Subject Leaders | Throughout the year | £1500 |  |
| Reduce the impact of high levels of pupil mobility   * Improve the assessment of children’s levels of fluency to inform next steps in provision to acquire Standard English. * Developing our capacity to assess and plan for the needs of new arrivals to lessen the impact of mobility on the learning for all. | | | Assistant headteachers | Spring term | N/A |  |
| Improve use of data   * In response to the data resulting from each assessment point, identify what specific gaps in learning exist for children due to extended periods of time working remotely. Keep a record of those gaps and take steps to ensure that the curriculum is adjusted accordingly. * In response to the data resulting from each assessment point, identify whether specific groups have experienced greater impact of Covid-19 restrictions than others and identify and implement specific actions to address, sharing with governors through the Curriculum Committee meetings. * Continue to refine tracking of children from Nursery to Year 2 with phonics including key dates on the M&E Schedule and an Autumn Phonics Check from a previous year. * Improve use of Fischer Family Trust (FFT). * Continue to develop Pupil Progress meetings, making sure that boys, Pupil Premium and White British children, are carefully tracked. * Develop the use of O Track to further improve formative and summative tracking to inform school improvement. * Refine tracking to include those children working 1 point below ARE and Venn Diagrams of children on track to achieve the combined R, W and M outcome at each assessment point. * Consider more effective ways to plan provision for the PP children and measure the impact achieved referring to DfE guidance. * Make effective use of borough ‘forecast’ spread sheets to anticipate likely levels of progress for KS2 given standardised scores in assessments. * Consider how to make use of NfER data from Year 5 Banding tests more effectively. | | | Cristina King  Jess Tough  Adriana Sutherland  Jess Tough  Rebecca Abrahams  Cristina King  Rebecca and Cristina with Phase leaders  Adriana Sutherland | Throughout the year | £445 for FFT  £1,500 for O track |  |
| Empower learners to be increasingly independent   * Keep under review, the use of Success Criteria in all subjects and particularly writing: When are they useful and less useful? How are children enabled to develop their own Success Criteria? * Reduce amount of scaffolding and increase the amount of time that children are expected to work independently in all subjects and particularly considering Maths and Writing. Avoid overreliance on printing worksheets for maths and providing writing frames. * Supporting TAs to hold back from assisting learners too quickly. * Employing strategies in teaching that empower even the most reluctant learners to have a go and allow for sufficient thinking time for children. * Developing greater consistency in use of pupils’ peer and self-evaluation and feedback. * Developing the use of software to motivate learners to seek to achieve more for example: Accelerated Reader | | | Cristina King and Leader for Maths when appointed  Leader for Writing – Amy Rothon  SENCO  Adriana Sutherland re AR | Throughout the year |  |  |
| Further develop the school’s Provision map and seek to increase impact of interventions   * Implement comprehensive strategy in Year 6 to uplift attainment and increase pupil progress, which may include flexible groupings with some streaming. Maintain HLTA in Y6 to enable smaller teaching groups and Booster. Consider deployment of Senior TA in the Upper KS2 Phase to focus 1:1 support to develop writing for target learners in Years 5 and 6. * Ensure systems exist to enable the impact of interventions to be monitored and evaluated carefully, leading to greater consistency. * Keep the deployment of staff under review to ensure it is optimised to reach the increasing range of need. * Seek to implement new interventions in mathematics for target groups of children. * Liaise carefully with SALT to ensure work undertaken matches school’s evaluation of requirements and need. * Expand training opportunities re children’s specific needs. | | | Cristina King and Adriana Sutherland  SENCO | Throughout the year | £14,600 SALT SLA |  |
| Strengthen the partnership between the school and parents, with a focus on learning   * Create opportunities for learning together in Nursery and Reception. * Enable parents to come in and read with their children, for all year groups, across the year. | | | Jess Tough | Throughout the year | N/A |  |
| Maintain the culture of ‘all children can do it’ by continuing to reflect on ‘Growth Mind set’ work including: Use of praise  Develop understanding of children with significant behavioural and emotional needs, through “attachment theory” training | | | Everyone! | Throughout the year | N/A |  |
| Engage with moderation activity, internal and external, to ensure that judgements regarding the standard of work produced and the progress being made are accurately pitched, in school and within IoD network. Consider exceeding for Reception and Greater depth for Year 1. | | | Jess Tough and all teaching staff | Throughout the year | Staff meeting time allocated |  |

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| Objective 3 | Strengths | Success Criteria for 2022 | | | | |
| Develop distinctive ethos and pupils’ well being  Children are present and ready to learn | * Safeguarding is effective: Practice is driven by strong team work, staff are well trained and subsequently vigilant, records are rigorous and links with other areas of vulnerability for children are robust, for example: with SEN. * The partnership with parents, even in the most challenging of circumstances, is strong and rooted in our school values of respect, responsibility and partnership. * The provision for children, before and after school, has grown immensely to include a range of opportunities to appeal to children of different ages and interests. | * Safeguarding continues to be effective. * Attendance is at least 96.2%. * Pupils’ behaviour and attitudes are exceptional. * Personal development is exceptional. * All children have access to a wide, rich set of experiences so that children are supported in developing their talents and interests. * Disadvantaged children consistently benefit from the school’s opportunities. | | | | |
| Actions | | Who | | By when | Resources/CPD | Evaluation |
| Improve Attendance and Punctuality   * Make sure, attendance has a high profile in the school. There is a display that is regularly updated, a clear and consistent focus on Collective Worship and teachers champion good attendance with their classes every day. * Improve the use of data to include better tracking of and intervention with cusp families (92 – 95% children). * Monitor data carefully considering the risks for example: FGM and radicalisation as well as links to safeguarding and other indicators of vulnerability e.g. SEN, Bullying * Feedback positively to parents on improvements in attendance as well as 100% attendance. * Develop tracking of, and intervention with, persistently absent families, including ensuring that they have a record of all meetings with clear targets for improvement. * Review what is communicated through the newsletter to parents each week to motivate greater improvements. * Strengthen partnership with Education and Welfare Advisor and increase accountability. * Look for opportunities to publicise the importance of attendance – making use of other events where the turnout is good to get positive message across. | | | Rebecca Abrahams  Christine Collins  Absana Begum in partnership with Emdad Rahman  Cristina King re the newsletter | Throughout the year | SLA to borough £6100 |  |
| Refine provision for safeguarding   * Review policy and procedures to ensure full implementation of updated KCSiE from September 2021. * Take steps to ensure that children know who they can talk to if they are concerned and how they can communicate this: worry boxes in classrooms, posters around the school, culture in classrooms. * Maintain focus on Pupil Voice. Do they feel safe. How do we know? Lead NSPCC ‘Speak out, stay safe’ assembly early on in the year. * Follow on from the assembly with a whole school survey to understand how safe children feel and how we can better support them. * Provide regular training updates for staff across the year with a focus on updates in KCSiE and school priorities to included ‘Sexual Harassment’. * Continue to engage with the borough’s on-line audit process and use it to make continual updates and refinements to practice. * Develop role of link governor in relation to checking the SCR and ensuring robust implementation of policy. * Keep under review, the procedures for First Aid and the careful recording of incidences of illness and injury. * Work with the school nurse to ensure all children who need them have up to date IHC plans and in partnership with GPs have asthma plans. * Maintain vigilance with visiting contractors, supply agencies and external providers such as for sports coaching and music tuition, always ensuring they have an appropriate safeguarding and child protection policy. * Secure from each of the above organisations, written confirmation that all of their employees who are involved in regulatory activity have been subject to enhanced DBS checks. * Provide support to strengthen parenting capacity according to demand. | | | Rebecca Abrahams  Rachel Harvey  Christine Collins  SENCO | Throughout the year | Safeguarding sessions |  |
| Ensure everyone is equipped to deal with On-Line Safety   * Make sure that the On-Line Safety Policy is updated and that all staff and pupils sign the Acceptable User Agreements. * Provide ongoing training and support to ensure that all staff, pupils and parents are equipped with up to date knowledge and understanding of how to keep themselves and others safe on-line. * Ensure that On-Line Safety units are incorporated into the teaching every half term. * Incorporate key messages for On-Line Safety into whole school assemblies. | | | Nimesha Nagahawatte with SLT | Throughout the year | COMPUTING Education SLA  £1,400 |  |
| Develop the provision for RSHE   * Keep the curriculum map under review, to ensure units are in the right place and children are enabled to make progress in their learning and understanding. * Parents are well informed of the statutory RSHE requirements and what is taught when at St. Luke’s. * Ensure the curriculum empowers children to deal with peer pressure when it threatens their personal safety or well-being. | | | Naomi Lukwesa | Organise further workshops ahead of these units being taught | No additional cost beyond staffing |  |
| Strengthen extra-curricular provision  Work to continue to develop the provision before, during and after school in such a way that there are opportunities for children of all ages, accessed by children who are eligible for Pupil Premium as well as other children. | | | Richard Griffiths  Anna Adamczyk | Throughout the year | Consider development of a charging policy |  |
| Further develop the use of positive behaviour management strategies and use of restorative practices   * Ensure that behaviour policy, including the tiered sanction ladder, is being consistently implemented. * Ensure that lunchtime staff are supported and informed with expectations in respect of behaviour, and how to manage, record and communicate incidents. * Provide training to the lunchtime staff on how to effectively deescalate potential incidents. * Build upon the work undertaken with the Anti Bullying Alliance (ABA) when the school achieved Silver Status. Make sure children have new copies of their Behaviour and Anti Bullying leaflets. Refer to these through Collective Worship as appropriate throughout the year. * Work in partnership with LA Behaviour Specialist Team to implement strategies for children displaying particularly challenging behaviour to reduce impact on others and enable progress in learning to take place. | | | Cristina King  SENCO  Midday staff | Throughout the year | Staff meeting time |  |
| Continue to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon  Re-establish the following roles now that restrictions have eased and mixing across classes and year groups can happen when carefully managed with the Risk assessment controls in mind:   * School Council to champion developing a ‘Greener School’(reference Resources section) * Digital Leaders * Peer Readers * Playground Leaders * RE Ambassadors * School Travel Ambassadors. | | | Richard Griffiths (School Council, Travel and Playground Leaders)  Anna Adamczyk (Playground Leaders)  Nimesha Nagahawatte (Digital leaders)  Phase leaders (Readers)  Nomi Lukwesa (RE) | Throughout the year | N/A |  |

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| Objective 4 | Strengths | Success Criteria for 2022 | | | | |
| Develop the school’s effectiveness as a church school | * The quality of R.E. teaching is very high, children enjoy the subject and outcomes are strong as evidenced in their work. * Our school values are embedded in the culture of the school – they impact upon ethos and relationships across the whole school community. | * The school is judged to be outstanding in the next SIAMs inspection, under the new Framework. * The school’s work to develop pupils’ character is exemplary. | | | | |
| Actions | | Who | | By when | Resources/CPD | Evaluation |
| Vision and leadership   * Maintain a strong understanding of the school’s strap line and vision for children, staff and parents – through Collective Worship and regular updates in the newsletters. * Review whether the values underpin the school motto and vision or whether they need to be revised. * Ensure that all policies are written in such a way that it is clear, how the vision impacts on the delivery of that policy. * Maintain partnership with GROW Consultant, John Viner, to keep the focus on ongoing self-review and development in line with the new SIAMs Framework. * Ensure that governors keep under review, the effectiveness of the school, as a church school. | | | Rebecca Abrahams  Cristina King  Tom Pyke  Richard Griffiths  Naomi Lukwesa | Throughout the year | Within GROW leadership and management package |  |
| Wisdom, knowledge and skills   * Develop a shared interpretation of spirituality that is understood by the school community. * Build upon INSET held last year and seek to implement P4C approach across the school. | | | Rebecca A  Richard Griffiths  Adriana with governors | Spring 2022 | Staff meeting time |  |
| Character development, Hope, Aspiration and Courageous Advocacy   * Develop work with Global (Love Trust in Nigeria) and National Partner (Reculver Primary School) so that children develop a sense of social and moral ties to communities both within the UK and across the world considering impact on self and others. * Keep under review the fundraising and work for charity undertaken by the school. Take steps to ensure that it is all linked to the overarching aim to reduce the impact of poverty (see below). Seek to ensure that children in the school understand the purpose and impact and that they are motivated by the cause so that their action and impact ‘moves’ them. * Seek to bring aspirational speakers into the school, to challenge and inspire learners to overcome challenges in pursuit of goals.   (For charity work: KS1 Global Partner – Love Trust, Year 3 and 4 – Shelter/NSPCC, Years 5 and 6 – local foodbanks and support for the homeless – St. Luke’s message is ‘it’s not about me, it’s about my impact on others). | | | Richard Griffiths  With SLT | Spring 2022 | Seek grant from British and Foreign School Society to fund this work  Travel costs to Reculver |  |
| Community and Living Well Together   * Central to this is the work, detailed in Objective 3, about Restorative Practices, linked to the value of ‘responsibility’. * In reviewing the school’s values, reflect upon ‘forgiveness’ and then reconciliation. * Take decisions that will ease workload and benefit staff well being. * Work together to develop a Mental Health Policy, seek CPD for staff in relation to supporting children with mental health difficulties and seek to make adjustments to practice to further support children experiencing challenges with their mental health and well-being. * Look into how we can best build upon the Jenny Nock training re Attachment and Trauma. * Maintain comprehensive support for children’s emotional health and well being to include: developing partnership with Tower Hamlets Emotional Well-being Service (THEWS), our in school Psychological Therapist, Emotional Literacy Support Assistants (ELSA) and Mental Health First Aiders. | | | SLT  SENCO  Psychological Therapist | Next available YMHFA training | Staff meeting time |  |
| Dignity and Respect   * Through implementation of the school’s Wider Curriculum, subject leaders to make sure opportunities to celebrate diversity are maximised. * Continue to host an International evening to celebrate diversity and difference. * Investigate work with Stone Wall for Years 5 and 6. * Ensure RSHE promotes different models of families. * Target Dads to support reading. * Challenge resources for stereotyping etc. | | | Christine Collins and the PTA  Naomi Lukwesa  Jess Tough and Adriana Sutherland | Post Covid-19 restrictions  Ongoing | N/A |  |
| The Impact of Collective Worship   * Develop greater consistency in the gathering and use of pupil and staff evaluation of Collective Worship. * Let Mass deepen children’s knowledge and understanding of the story of Christianity including old and new testaments of the Bible. * Work to raise the profile of prayer in the school community, in particular in partnership with Prayer Space and Christ Church. * Ensure that meaningful daily acts of Collective Worship are happening. | | | Richard Griffiths | Throughout the year | N/A |  |
| Further improve provision for R.E.   * Clearly articulate, and then moderate, the non-negotiables for R.E. * Standards in RE to be explicitly shared with parents through the annual school report. * Undertake cross-school moderation of standards achieved in R.E. with other Deanery school as well as in-school moderation of standards * Strengthen the curriculum to empower more children to be able to achieve greater depth in R.E. * Ensure RE skills are taught and made explicit to children. Share with staff, the progression of skills grid. * Strengthen formative and summative assessment of R.E. * Develop use of the LDBS tracking system for learning and progress in R.E. * Work to achieve the R.E. Quality Mark. | | | Naomi Lukwesa | Throughout the year | Release of subject leader time |  |

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| Objective 5 | Strengths | Success Criteria for 2022 | | | |
| ***Ensure all leaders take decisive action to improve the quality of provision*** | * Much has been accomplished: A Good Ofsted outcome followed by an Outstanding SIAMs outcome. * Leadership has ensured that standards of pupil achievement steadily rise, year on year. * Leadership enable challenges to be overcome as indicated by the combined outcomes in reading, writing and mathematics being above national in 2018 as the result of exceptional progress since the start of Year 5 for the cohort, documented in the Ofsted report. * Staffing is stable across all roles in the school – indicating that staff feel well supported and enabled to develop through carefully targeted CPD, mentoring and coaching. | * Leaders and governors use performance management effectively to improve the provision. They use accurate monitoring to identify and spread good practice across the school. * Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school. * The proportion of ‘highly effective teaching’ is increasing in response to the support and ethos created by leaders. * Staff receive high levels of support for well-being issues. * The school achieves Quality Marks. * Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. | | | |
| Actions | | Lead | Timescale | Resources/CPD | Evaluation |
| Increase capacity to continue to deliver improving outcomes   * Continue to develop roles and responsibilities in the Senior Leadership team so that roles are clearly defined and complement each other. * Maintain the tier of subject leadership so that all wider curriculum subjects are led discretely increasing the capacity for the Wider Curriculum Leaders to focus on embedding the key drivers and over-arching questions for the curriculum as well as holding onto the bigger picture and keeping the full implementation and impact under review. * All leaders to reflect on how they are impacting positively on learning. Leaders to review what they are doing, and make sure that they are prioritising those actions that impact upon learning. * Support the development of Subject Leaders, ensuring they are able to meet with teachers to remove barriers to the learning of the planned curriculum, to strengthen understanding of the chronology of their subjects for all staff and to be systematically holding staff to account for standards in their subject. Central here is that all subject leaders must lead their subject from Nursery and Reception and then up through the school. The EYs Leader will support the development of all leaders in this regard. * Undertake a review of the support staff structure to consider sustainability over the next few years. * Develop succession planning for key roles in the staffing structure and use performance management to up skill staff who may move into roles in the future. | | Rebecca Abrahams  Cristina King and Assistant headteachers | Ongoing throughout the year | Staffing costs built into budget |  |
| Increase effectiveness of leadership   * Ensure a personalised programme of CPD is in place for each school leader which may be through the identification of a coach or mentor or may require attendance on an extended training course for example – Aspiring headteachers course with THEP or the NPQH. * Attend training for effective moderation of standards in literacy and mathematics provided by the borough and within the IoD/Deanery networks. * Provide support to Subject Leaders to engage with the Quality Mark process, and use engagement to maintain profile as leader and for subject. | | Cristina King and Subject Leaders | Throughout the year | Training/coaching costs  See CPD below |  |
| Ensure systems exist to enable staff voice to contribute to whole school developments for   * Staff well-being and workload. * Curriculum, teaching and learning development. * CPD – identifying the right CPD and having the opportunity to share/disseminate afterwards. | | Cristina King | Throughout the year | N/A |  |
| Develop a teaching profile that triangulates all pieces of evidence regarding the quality of teaching and learning and then informs CPD and impacts upon pupil outcomes. | | Rebecca Abrahams | January 2022 | No additional cost beyond staffing |  |
| Ensure CPD is tailored to the needs of individuals as well as the needs of the school   * High quality induction, mentoring and support for ECT so that she has the best possible chance of making outstanding progress throughout her ECT year and all borough deadlines and requirements are met in a timely fashion. * Seek guidance on the development of a ECT Policy in view of new arrangements this year. * High quality induction, mentoring and support for supply staff covering maternity leave to maintain standards of pupil progress and outcomes. * Shift emphasis of whole staff training to ‘Learning’. Learning long term, effective assessment of learning and impactful feedback. * Carefully thought through INSET and staff meeting programme for the school, directly addressing school priorities. * Targeted training for all staff against school priorities e.g. Y2 and Y6 training, Nina Birch training, subject leaders’ networks. * Performance management encouraging support staff to up skill their qualifications or their skills in particular areas, required by the school. | | Jess Tough  Cristina King | Throughout the year | THEP membership: £3,960  THEP Support package: £5,400 and CPD Budget: £5,000 |  |
| Benchmark our performance against other schools and learn from others through engagement with THEP model for Peer Review, with a particular focus on impact of teaching on long term learning. | | Rebecca Abrahams | Post Covid-19 | THEP membership |  |
| Increase profile of school with parents and community through improved use of:   * Social media, website, anomaly screen, filming key events * Parent curriculum related workshops * The Press to communicate ‘Good News’ * School Fairs and open days * More extra-curricular clubs before and after school ensuring access for Disadvantaged children | | Cristina King  Richard Griffiths | Throughout the year | School to review Charging Policy re Music Tuition and Clubs |  |
| Strengthen collaboration and partnership with the Isle of Dogs and Deanery community of schools. | | Rebecca Abrahams | Throughout the year | N/A |  |
| Develop teacher training arm of the school so that we grow our own teachers   * Two student teachers from Goldsmiths to work alongside one of our middle leaders this academic year. * Teach First Trainee in Reception. | | Richard Griffiths  Jess Tough | Throughout the year | Provides income rather than cost |  |
| Seek to develop governors’ evaluation of the school’s strengths and areas for development to enable them to take appropriate action to hold leaders to account and to enable the school to progress and achieve its ambition:   * Governors receive timely and accurate information. * Secure training focusing on the use of data to inform challenge and governors responsibilities for safeguarding. | | Rebecca Abrahams  School Business Manager | Throughout the year |  |  |

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| Objective 6 | Strengths | Success Criteria for 2022 | | | |
| Maximise the school’s use of its resources | * The school has its own swimming pool and extensive outside spaces. * The school concluded the 2020.21 year with a small surplus despite considerable uplift in anticipated expenditure due to a combination of factors including: high needs, maternity leaves and spending to mitigate the transmission of Covid. | * To increase the surplus by at least £20k * To have undertaken works to increase the long term efficiency of the Swimming pool. * For there to be clear evidence that the partnership between St. Luke’s and Harbinger has positively impacted upon children’s learning in both schools. * For the future of both schools, either together or independently, to have been decided upon and acted upon for the benefit of both schools moving forward. | | | |
| Actions | | Who | | By when | Evaluation |
| To continue to develop the partnership with Harbinger school with the aim of providing strong executive leadership to both schools at a strategic and operational level to enhance the ability of both schools to meet their teaching and learning objectives with the following specific objectives:   * Safeguard both Schools' ability to maintain effective control of their future. * Maintain the ethos and distinctiveness of each school. * Enable the schools to continue to focus on their own school development priorities, building upon their existing strengths, and to prosper and flourish in their own rights. * Encourage the development of different and innovative ways of working where there are opportunities for mutual benefit. * Provide opportunities to share and develop staff expertise across both schools: particularly, for this year, look to deploy the School Business Manager operationally across both schools and then secure additional strategic support to also work across both schools. * Facilitate opportunities for co-working and support structures, together with wider leadership opportunities, both for the benefit of existing staff and as an incentive in the recruitment of new staff. * Uphold and further build upon the existing high quality of teaching and learning in both schools to ensure that standards of pupil achievement are high for both schools, including by the provision of access to additional resources and opportunities. * Secure financial benefits and stability for both schools through the sharing of costs for the Executive Headteacher, staff development and aspects deemed appropriate by the Executive Headteacher and Governing Boards e.g. finance or admin. * Inspire the confidence of both parents and staff and, through the aims described above, enhance the educational provision offered to the children of both Schools. | | | Rebecca Abrahams, Executive headteacher  Nimesha Nagahawatte, Head of School at Harbinger on secondment from St. Luke’s | Until the end of the year pending an agreement over what happens once the two years have finished. |  |
| Maintain school’s financial strength   * Seek and complete bids for additional funding and investment * Develop the school’s Charging policy to enable enrichment to remain viable long term, ensuring fair access for disadvantaged children. * Keep under review all existing SLAs and contracts, challenging for best value as well as contract delivery. * This may require us to go to tender again for the provision of school meals. * Develop 3-year projections for expenditure, with a particular focus on staffing and sustainability of school running costs. * Scrutinise all returns to the LA to ensure accuracy to secure funding. * Scrutinise monies received particularly for high needs and challenge bandings for children with complex needs. * Empower the PTA as a key source of fundraising and continue to invest monies raised into the school site – prioritising climbing and staging equipment for the hall. * Continue to research opportunities to reduce the carbon foot print of the school and increase efficiency. | | | School Business Manager  With support from SENCO for High Needs funding | Ongoing and by Spring 2022 |  |
| Sustainability and contribution to a brighter future for all   * Begin to set out a vision and plan for how the school can change practices to become a ‘Greener School’: to include reducing our carbon foot print, improving the quality of air, policies for re-using and reducing waste. * In undertaking this work, explore possibilities with children, staff, governors and parents, exploiting potential ‘learning’ links with the school’s curriculum. * Tying this work in with the school’s Travel Plan and borough’s developments. | | | Rebecca Abrahams  Richard Griffiths  School Business Manager |  |  |
| Continue to invest in ICT to enable the school to run smoothly, staff to work efficiently and the Computing curriculum to be delivered well:   * Actively seek opportunities to invest in additional devices to support children, and particularly the most disadvantaged, to access the Remote Learning resulting from Covid-19 restrictions. * Invest in CPD for staff so that staff are confident in using the new resources to teach the curriculum and manage workload more effectively. * Work in partnership with the William Davis Trust to further enhance resources available to resource vision for Computing as well as how the resources enhance learning across the curriculum. * Work in partnership with Microsoft Education on their Showcase Schools programme. The Incubator path of the Microsoft Showcase School Program partners with like-minded leaders from around the world across a multi-year engagement to design, develop, and deliver positive impact in teaching and learning and students’ future readiness. The program aims to bring leadership, learning, technology, and infrastructure together; building safe, secure, optimized, and efficient schools; providing personal, predictive learning that inspires and empowers students. Including:  1. Connect with the Community   Join the Showcase Schools Professional Learning Community in Microsoft TEAMS   1. Transformation Journey and Path towards becoming a Showcase School   Use the Showcase School rubric to assess where our school is then utilize the Showcase School Transformation Guide for actions to include in our transformation plan. To become a Showcase School, you need to be at level 3 or above for each criterion.   * Develop use of ‘Microsoft Office 365 for Education’ digital platform to deliver effective Remote learning for children not able to be in school due to Covid – 19. | | | School Business Manager  Nimesha Nagahawatte | Ongoing throughout the year |  |
| Enhance use of the school’s Management Information System (MIS)   * Maximise use of its functionality to enhance work on behaviour, safeguarding and SEN. * Use it to ensure well timed intervention for pupil and staff attendance. | | | School Business Manager  Rebecca Abrahams  SENCO | Ongoing throughout the year |  |
| Ensure compliance with GDPR | | | School Business Manager | Ongoing throughout the year |  |
| Ensure that site is effectively managed with robust procedures followed for asset management including systems for the protection of valuable equipment purchased. | | | School Business Manager | Ongoing throughout the year |  |
| Develop a short and longer term plan for the development of the school site, which may then help to attract much needed investment. Plan to consider:   * Climbing equipment for the main hall. * Staging equipment to enhance performances. * Creation of a Prayer room. * Improve outside equipment for EYs. * Development of the outside playgrounds to enable better zoning. * Lengthen the life of the swimming pool. | | | Rebecca Abrahams  School Business Manager  Leader of Early Years | Summer 2022 |  |