**St. Luke’s School Development Plan: Performance Dashboard 2020.21**

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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 32% 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 96% 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 the very supportive staff working ethos as well as ensure that a high level of individual knowledge for each child and their needs is maintained. | | | | | | **Ofsted judgements:** Last inspection: **Good** – 20.09.16 | | | | | | Overall Effectiveness | Effectiveness of leadership and Management | Quality of teaching, learning and Assessment | Personal development, behaviour and welfare | Outcomes for pupils | | 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 | | |  |  |  |  | | --- | --- | --- | --- | | **Quality of teaching, learning and assessment – beginning of academic year 2020.21** | | | | | Inadequate provision | Requires Improvement | Good provision | Outstanding provision | | 0 | 1 | 5 | 6 | | 0% | 8% | 42% | 50% |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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↑** | **2↑** | **2↑** | **2↑** | **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 particularly **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. * Maintain focus on moving ‘cusp’ children to working in line with age related expectations.   **Pupil welfare**   * 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. * 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. * Follow the principles of the ‘Recovery Curriculum’ to ensure that children feel safe and supported in their return to school after the period of national lockdown.   **Teaching and learning**   * Further develop the teaching of writing across the school, considering the teaching sequence very carefully, refining the processes of drafting vs. editing, seeking to develop children’s self-evaluation as well as looking to develop portfolios of progress for every child. * Refine inclusive practices so that more reluctant learners are empowered to be active participants in all parts of lessons.   **Leadership, management and the curriculum**   * Effectively implement the revised senior leadership structure, to maintain capacity for ongoing development at St. Luke’s whilst at the same time support the partnership school. * Invest leadership time to refine our wider school curriculum so the curriculum directly reflects the needs of its very particular intake of pupils and that teachers have comprehensive guidance to plan and assess against. In particular ensure the curriculum reflects our school as a Church of England Primary School and supports pupils in developing deeply embedded learning over time. * Induct new staff well and support them effectively to deliver high quality teaching and learning for their pupils. * Take steps to increase further, the level of challenge provided by governors, particularly around the curriculum and standards. | | | | | | | **Notes:**   * One NQT has joined the teaching team for September 2020; we also have a Teach First student teacher in Reception, for the first time. She will be with us for two years. * Two members of teaching staff, one of whom is an Assistant headteacher, are on maternity from the Autumn term onwards, with a further member of staff due to be on maternity leave from the Spring term onward. | | | | | | |

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

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| Objective 1 | Strengths | Success Criteria for 2021 | | | | |
| Develop the school’s curriculum | * High level of enthusiasm amongst staff to embrace new ideas and initiatives. * High standard of quality first teaching, cohesion between classes in year groups, developed by a strong programme of CPD meeting staff as well as school need. * 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 to inspire and strengthen learning subject through enrichment | * The EYs curriculum provides no limits or barriers to the children’s achievement, regardless of their backgrounds, circumstances or needs. * Teachers have a firm and common understanding of the school’s curriculum intent and what it means for their practice. * 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. * 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. * Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | | | | |
| Actions | | | Lead | Timescale | Resources/CPD | Evaluation |
| Develop the provision of Remote Learning required in response to Covid-19 closures:   * 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. * Publish guidelines for parents and keep these under review, as we learn from more effective practice and we also from our families’ responses. * Take steps to ensure that all learning undertaken remotely, is done in line with safeguarding guidance and acceptable user agreements. * Reflect on what we are learning from the experience of providing Remote Learning and identify what we may ‘keep’ once more traditional schooling resumes. | | | Nimesha Nagahawatte and Cristina King | Throughout the year |  |  |
| Inspire academic rigour and precision in the implementation of teaching, learning and the curriculum   * Ensure that the teaching and learning manual that also acts as a policy for the school, informs the development of teachers’ practice across the school. | | | Phase leaders and Assistant headteachers | Throughout the year | N/A |  |
| Further develop the Early Years provision  Further develop:   * Through engagement as an Early Years Adopter school, work in partnership with the borough and another local school, 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. * Make effective use of the Nuffield Early Learning Intervention (NELI) to accelerate children’s acquisition of communication and language. * An environment that is language rich and offers constant opportunities for engagement in all types of play. * The outdoor space to allow children to access the same assessment links as indoors. * Links to all areas of the curriculum so that children are accessing more within a preferred space. * The Wow books, informed by a variety of information sources, to provide an accurate assessment for each child. * The opportunities for children to independently write thereby improving outcomes for writing. * See sections for Phonics and DSR – to develop children’s reading and comprehension of text. | | | Jess Tough | Throughout the year – see action plan |  |  |
| 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. * Extend the use of ‘Tutormate’ in Year 1 for a third year and also further the work with Bookmark volunteers in Year 2. * Continue implementation of ‘Bug Club’ with the intention of increasing 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. * Ensure weekly meetings for DSR and movement of children and adults between groups. * Increase effectiveness of reading journals as a communication tool to inform tracking pupils’ progress in Destination Reader. * Develop consistency in the use of Accelerated Reader across KS2 as a tool to motivate children to read regularly at home. * 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. * Assistant headteacher to do targeted teaching for Reading and Writing through the Autumn term until she starts her maternity leave. | | | Jess Tough (Phonics, Early Words + Reading, KS1 Literacy units and Tutormate)  Amelia Sheppard  (DR, AR, KS2 Literacy units) | Throughout the year | Accelerated Reader: £4989 |  |
| 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. * 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 standards. * Provide support and training to enable staff to make effective use of Colourful Semantics. | | | Amelia Sheppard and Jess Tough with Phase Leaders | Throughout the year | Staff meeting time for teachers to meet with other IoD teachers to moderate standards.  Cost of Mary Jones Consultant day to ‘Deep Dive’ into writing |  |
| 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. * Ensure pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. * Enable two staff to engage with the Mike Askew project focusing on: ‘Connections, Continuity and Progression in Multiplicative Reasoning in Primary Mathematics’ if this continues after lockdown. * 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 | Throughout the year | 4 days of maths Consultant time including 5 staff meetings  £800 for AB and SS to attend Mike Askew Project |  |
| Refine intent and implementation of the school’s Wider Curriculum   * Take an active role in the History Project with the other island schools, the LA and Christine Counsel. * 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 the key questions across each term and year. * Refine Unit overviews and ‘Knowledge Organisers’ to demonstrate all the details of each unit of work: National Curriculum objectives, key skills, questions and intended outcomes. Include key activities linked to the overarching key questions. * 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 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  Amelia Sheppard  and subject leaders | Throughout the year | Support staff enable cover to keep costs down whilst enabling regular communication between leaders and teachers |  |
| 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 | t.b.c. post lockdown and once travel corridors open once again | 29,000 Euros grant |  |
| Use THEP model for Peer Review to sharpen our understanding of the strengths and areas for development of each of reading, writing and the Wider Curriculum. | | | SLT | Once Bubbles have relaxed for adult movement | No additional cost |  |

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| Objective 2 | Strengths | Success Criteria for 2021 | | | |
| Refine use of data and assessment to enable increases in pupil outcomes | * 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. | * 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 2020.21 * 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 Y2 cohort coming in to Y3 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. HLTA now working in Year 3 to support this to enable more flexible groupings and targeted teaching. * Undertake a series of detailed assessments early in the year that will then inform the ‘Catch up’ programme with promised funding from the government for disadvantaged children. * Plan for and deliver a ‘Recovery Curriculum’ to reignite interest in learning and readiness to learn for all year groups. | | Cristina King  Harriet Pickering  Amelia Sheppard  Harriet Pickering  Phase leaders | Autumn term |  |  |
| Improve assessment   * Refine use of standardised tests twice a year (NfER) to enhance sharing of data with other local schools. * Refine use of new 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. * Develop 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  Harriet Pickering  Amelia Sheppard  Nimesha Nagahawatte | 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. | | Rebecca Abrahams | 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. Review Y3 PP outcomes with increase from 13 to 16 boys between Autumn and Spring terms. * 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. | | Rebecca Abrahams  Cristina King  Jess Tough  Amelia Sheppard | Throughout the year | £445 for FFT  £1,500 for O track |  |
| Empower learners to be increasingly independent   * Keeping under review, the use of Success Criteria in all subjects. * Avoiding over scaffolding learning. * 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, Assistant headteachers and  Harriet Pickering | Throughout the year | See costs for reading |  |
| 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 Senior TA in Y6 to focus on 1:1 support to develop writing for target learners in Year 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  Harriet Pickering | Throughout the year | £14,600 SALT SLA  Minimal costs to CPD budget |  |
| 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 |  |
| Develop 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 2021 | | | |
| Develop distinctive ethos and pupils’ well being | * 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 is continues to be effective. * Attendance is at least 96.0% for the periods in the year, when the school is open to all children. * Pupils’ behaviour and attitudes are exceptional. * Personal development is exceptional. * All children have access to a wide, rich set of experiences and 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   * Review the school’s policy including a section on Covid-19 related attendance issues. * 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 – make use of other events where the turnout is good to get positive message across. * Increase administrative support to enable the above to be undertaken manageably. | | 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 2020. * Provide regular training updates for staff across the year. * Undertake 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. * Develop a policy for the school response to and management of asthma and allergies and make sure that the school complies with the new procedures around the creation of asthma plans. * Ensure that all visiting contractors, supply agencies and external providers such as for sports coaching and music tuition, 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. | | Rebecca Abrahams  Rachel Harvey  Christine Collins  Harriet Pickering | 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 evert half term. * Incorporate key messages for On-Line Safety into whole school assemblies. | | Nimesha Nagahawatte | Throughout the year | COMPUTING Education SLA  £3,645  2 X staff meeting slots |  |
| Develop the provision for RSHE   * Review the curriculum map after the first year, 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 new RSHE statutory requirements * Ensure that parents are informed of the curriculum * Ensure the curriculum empowers children to deal with peer pressure when it threatens their personal safety or well-being. | | Amelia Sheppard and then Naomi Lukwesa | Organise parent workshop in the Autumn term  Throughout the year | 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. * Build upon the work undertaken last year with the Anti Bullying Alliance (ABA) when the school achieved Silver Status. Implement the resulting action plan and keep progress under review. * 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. * Training to take place for all staff | | Cristina King  Harriet Pickering  Midday staff | Throughout the year | INSET training  CPD for senior leaders |  |
| Continue to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon  Develop the following roles:   * School Council * Digital Leaders * Peer Readers * Playground Leaders * RE Ambassadors * School Travel Ambassadors.   (all subject to restrictions being lifted and children being able to mix across Bubbles with the exception of School Council which Richard is keeping going even during lockdown) | | Richard Griffiths (School Council, Travel and Playground Leaders)  Anna Adamczyk (Playground Leaders)  Nimesha Nagahawatte (Digital leaders)  Phase leaders (Readers)  Amelia Sheppard (RE) | Throughout the year | N/A |  |
| Work in partnership with the Council to develop a Travel Plan to address parking and to reduce emissions around the school site | | Richard Griffiths  Mike Gleeson | Throughout the year | N/A |  |

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| Objective 4 | Strengths | Success Criteria for 2021 | | | |
| Develop the school’s effectiveness as a church school | * R.E. has been re-energised as a curriculum subject. The quality of teaching of R.E. 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   * Strengthen staff, children and parents’ understanding of the school’s strap line and vision. * 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. * Ensure that subject leadership of RE is thoroughly handed over from existing subject leader, and that support is provided during the transition period. | | Rebecca Abrahams  Tom Pyke  Richard Griffiths  Amelia Sheppard and 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. * Roll out the P4C approach initially within Years 2 and 3 phase and then beyond. | | Rebecca A  Richard Griffiths  Amelia S and with governors | January 2020 | Cost of INSET for P4C, January 7 2020 |  |
| 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 | Post Covid-19 Spring and summer terms | 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. * 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. * Provide INSET for all staff from Jenny Nock 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, Kick- London Mentor, Emotional Literacy Support Assistants (ELSA) and Mental Health First Aiders. | | Rebecca Abrahams and Harriet Pickering | Next available YMHFA training  November 2020 INSET with Jenny Nock | 1 X Staff meetings for Behaviour  £780 for the INSET day |  |
| Dignity and Respect   * 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  Phase leaders | 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, despite current restrictions | | 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. * Consider the LDBS tracking system for learning and progress in R.E. * Build in time to moderate standards in R.E. * Work to achieve the R.E. Quality Mark. * Ensure a through handover between existing subject lead post-holder to new post-holder | | Amelia Sheppard and then  Naomi Lukwesa | Throughout the year | Release of subject leader time |  |

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| Objective 5 | Strengths | Success Criteria for 2021 | | | |
| ***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 or where it is not, leadership are taking decisive action to improve it. * 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. * 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   * Implement restructuring of the senior leadership of the school, making sure that all roles and responsibilities are clearly defined and complement each other. * Further develop 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. * 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 | Starting from the Autumn term | Enhanced staff costs planned for in the 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 – Preparation for Senior leadership course with the LDBS. * Keep roles and responsibilities under review, ensuring they are properly reflected in the post holder’s Job Description, inducting and developing staff new to roles within a coaching framework. * Attend training for effective moderation of standards in literacy and mathematics provided by the borough and within the IoD/Deanery networks. | | Cristina King  Rebecca Abrahams | Throughout the year | Training/coaching costs  See CPD Strategy |  |
| Ensure systems exist to enable staff voice to contribute to whole school developments   * 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 2021 | 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 NQTs so that they have the best possible chance of making outstanding progress throughout their NQT year and all borough deadlines and requirements are met in a timely fashion. * High quality induction, mentoring and support for supply staff covering for staff on maternity leave to maintain standards of pupil progress and outcomes. * Maintain support for all teachers in implementing the wider curriculum framework, with a focus on developing assessment of impact and next steps. * Carefully thought through 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  Amelia Sheppard  Cristina King | Throughout the year | No additional cost beyond staffing |  |
| Benchmark our performance against other schools and learn from others through engagement with THEP model for Peer Review, with a particular focus on Reading and the Wider Curriculum. | | 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 | | Cristina King  Richard Griffiths | Throughout the year | No additional cost beyond staffing |  |
| 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 starting her two years 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  Mike Gleeson | Throughout the year | Training in September |  |

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| Objective 6 | Strengths | Success Criteria for 2021 | | |
| Maximise the school’s use of its resources | * The school had a carry forward of c. £100k | Carry forward for 2020 reflects balance of 2019 carry forward once planned expenditure accounted for, for ICT – anticipated to be c. £103,388. (this may now need to be adjusted in the light of overspend arising from Covid-19 and lack of funding from the DfE) | | |
| Actions | | Who | By when | Evaluation |
| Take a lead in the developing 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. * 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  Mike Gleeson to support the SBM at Harbinger | From September 2020 to two years |  |
| Maintain school’s financial strength   * Seek and complete bids for additional funding and investment * 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. * Bring contract for cleaning, in house. * 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 the playground and the swimming pool changing rooms. * Continue to research opportunities to reduce the carbon foot print of the school and increase efficiency. | | Mike Gleeson  With support from Harriet Pickering for High Needs funding | Spring 2019 |  |
| 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. | | Mike Gleeson  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. | | Mike Gleeson  Rebecca Abrahams  Harriet Pickering | Ongoing throughout the year |  |
| Ensure compliance with GDPR | | Mike Gleeson | 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. | | Mike Gleeson | 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:   * Development of the outside area to enable better zoning. * Further development of the ‘Secret Garden’ to enhance pupil well-being and learning, particularly EYs and Y1. * Creation of a Prayer room. * Enhancement of front playground. * Longer life of the swimming pool. | | Rebecca Abrahams Mike Gleeson  Harriet Pickering | Summer 2020 |  |