

St. Luke's School Development Plan: Performance Dashboard 2022.23

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. For the 2022 checking exercise, we had 83% non-mobile children.

It is common for us to experience very high levels of mobility and the legacy of Covid combined with the increase in cost of living has compounded this rather than alleviated it. To give an example we had 18 changes of child in Year 1 alone last year, during the year that they would sit their national Phonics check assessment. Mobility tends not advantage pupil outcomes. Sticking with the same Year 1 cohort, 75% of the whole cohort achieved the Phonics check which was in line with national, however of the 'non-mobile children' – those who were there on day one of the year, 80% of those children achieved the check; better than national 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. Due to the success of the partnership this has now been extended indefinitely. This partnership necessitated a change in the leadership structure of our school.

St. Luke's has experienced a very high level of maternity in recent years. This has also necessitated changes to the leadership structure. Currently our Head of School is on maternity leave and the Executive Headteacher is providing cover whilst also seeking to support the other school. We have a Deputy Headteacher and 3 other members of the senior leadership team. Despite the changes to roles and responsibilities, there is consistency in that all members of SLT have been stable members of staff for many years. 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. Their resilience and adaptability to change are testament to the capacity for ongoing development.

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 where 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 the first lockdown. Last year, our attendance was above average for the borough and above national, albeit not yet restored to pre Covid levels.

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↑ 06.10.2021 – now awaiting a Section 5 inspection

Overall Effectiveness	Effectiveness of leadership and Management	Quality of teaching, learning and Assessment	Personal dev., 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 2021.22

Inadequate provision	Requires improvement	Good provision	Good↑ provision	Outstanding provision
0	0	4	6	5
0%	0%	27%	40%	33%

Please note: We have an ECT in Year 5, a staff member in the first year of her 'Teach First' route into teaching, another ECT in Reception (2nd year). They are not included in these figures as they are not assessed yet within the overall whole school monitoring and performance management processes.

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

- Through work to continually refine the curriculum, seek to restore attainment outcomes for Phonics, writing, maths and combined to pre covid levels.
- Secure high levels of accountability for pupil outcomes through the target setting, Pupil Progress meeting and Performance Management mechanisms.
- Make effective use of tools to support rigorous tracking of pupils' progress e.g. Progress tool for Y6, transition from O track to Arbor.
- Delegate responsibility to the Phase leaders for the deployment of adults in their phase according to shifting need to aid the delivery of appropriate interventions.
- Work to achieve the Success Criteria for the Pupil Premium Strategy so that the gap between outcomes for PP children and all children is narrowed for all national assessments.
- Narrow the gap between the attainment of boys, Pupil Premium and White British children, with the cohort average of each year group in writing, also seeking to increase the % WB PP children who achieve Greater Depth in writing.

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: Cusp families, 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.
- Finalise our 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.
- Ensure that actions are rigorous to protect children from harm on line e.g. effective, tested filtering.

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.
- Lift the expectation across the whole school of the amount children should be writing each day including in Early years.
- Make sure that teaching staff understand and are using teaching methods that enable learning long term across the curriculum. This includes ensuring the consistent use of components and end points to support children in making connections across their learning.
- 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 and the school's lesson structure is consistently implemented.
- Seek to ensure that children are expected to work independently of the teacher 'more' and have the tools to do so.
- Refine inclusive practices so that more reluctant learners are empowered to be active participants in all parts of lessons.

Leadership and management

- Continue to refine roles in the leadership structure especially where posts are 'acting' resulting from maternity leave, to maintain capacity for ongoing development at St. Luke's whilst at the same time supporting our 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.
- Develop our role and impact as a Microsoft Showcase School and innovator.
- Seek to stay within budget and protect reserves despite the increased energy costs, unfunded pay awards and inflation.

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

Objective 1	Strengths	Success Criteria for 2023			
<p>Develop the school's curriculum</p> <p><i>Children want to learn and are enabled to learn</i></p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 the school's curriculum drivers for aspirations, celebrating differences and building resilience. 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 at length, 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
<p>Teachers use strategies that are effective in ensuring long term learning</p> <ul style="list-style-type: none"> Refine the school's lesson structure to reflect key aspects of Rosenshine's Principles and then seek to ensure consistency of application through monitoring, peer review and CPD. 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. 		All members of SLT	Ongoing throughout the year	INSET time at the start of the year and then staff meetings throughout the year.	
<p>Further develop the Early Years provision</p> <ul style="list-style-type: none"> To continue to 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. Continue to 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 throughout the year. 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 and writing books, informed by a variety of information sources, provide an accurate assessment for each child. Increase the amount of writing that children are doing in EYs. Seek to ensure that children write every day following carpet sessions as well as through focus tasks and within the continuous provision. Teachers in EYs understand how they are preparing the children for the curriculum they will face in KS1 and beyond. Provide learning together afternoons across different areas of the curriculum, to maximise opportunities through the partnership with parents for children's learning. See sections for Phonics and DSR – to develop children's reading and comprehension of text. 		Tamsin McFarlane	Ongoing throughout the year	Budget of £1000 for EYs	
<p>Refine intent and implementation for Reading</p> <ul style="list-style-type: none"> Keep progress made in Reading under review. 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. To increase accountability ensure each class has a 'We are reading' display around their classroom door that charts all texts shared through the year. Continue to refine use of Jolly Phonics and in particular, targeting refinements to teaching programme for the lowest 20% of children, making sure children have access to sufficient numbers of phonically decodable books and maintaining rigorous tracking of, and teaching for, children who have not yet achieved the check. Continue to use 'Tutormate' in Year 1 and also further the work with Bookmark volunteers in Year 2 once volunteers are available again. Reinvigorate use 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 		<p>Jess Tough, Phonics and Tutormate</p> <p>Amy Rothern, KS1 Literacy units</p> <p>Amelia Sheppard, DSR</p> <p>Naomi Lukwesa,</p>	Ongoing throughout the year	<p>Accelerated Reader: £3,100</p> <p>Library subscription: £5,500</p> <p>Subscription to DSR and DR including whole staff INSET training</p>	

<p>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.</p> <ul style="list-style-type: none"> • Look to create better links between the texts used for DR and the class text. • 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. Seek to ensure that each year group has someone trained to test to aid pace and consistency. • 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. 	DR, AR, KS2 Literacy units			
<p>Refine intent and implementation for Writing</p> <ul style="list-style-type: none"> • 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. • Refine the teaching sequence for writing units, considering the role that IT might play, in distinguishing between the redraft stage and the editing stage of the writing process and also enabling the children to understand the components and end points for each unit, in such a way that over time they can select their success criteria with greater independence. • Increase the amount of independent assessment and review that the children are engaged in, so that children are equipped to, and able to, independently assess against the Success Criteria. • Secure consistent implementation of the Frayer Model, to enable children's acquisition of a broad vocabulary appropriate for their age. • Make sure chosen literacy units are rich so as to inspire the children as writers. Provide staff with access to training if they are new to the chosen units. (Literacy Tree and Nina Birch) • Ensure systematic teaching of spelling, punctuation and grammar is happening across the school. • Ensure children are writing everyday from Nursery throughout the school, so that children see writing as a requirement of school 'everyday'. Build upon the increased amount of writing in EYs as children move through the school with handwriting practice and Pen Licence incentives that encourage children to adopt a consistent letter formation and then cursive handwriting style as soon as they are able to, to aid their writing fluency. • 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 learning check ins, 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 for Years 1 – 3 and Naomi Lukwesa for Years 4 - 6	Ongoing throughout the year	Bids can be made to the resources budget for required resources to enhance learning	
<p>Refine intent and implementation for Maths</p> <ul style="list-style-type: none"> • 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. • Through application of the school's lesson structure, seek to support children in understanding the components and end points for units, to support children in making connections across their learning in different lessons. • Ensure pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. • Review maths assessment to increase effectiveness. • Ensure provision meets demands of new Times Tables assessment for Year 4. Introduce Ninja maths (or something similar) as part of homework to motivate the children to learn their tables and build automaticity. • Continue to work in partnership with Carolyn Lindsay, the THEP maths adviser, to ensure rigour and standards are maintained. 	Ellie Williams	Ongoing throughout the year	Bids can be made to the resources budget for required resources to enhance learning	
<p>Refine intent and implementation of the school's Wider Curriculum</p> <ul style="list-style-type: none"> • Ensure teachers understand the chronology of each subject; 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 enabled 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 through learning check ins. • Clarify components and end points for every unit of the wider curriculum and make sure they are shared with the children at the start of every lesson. • Make sure that children are being regularly assessed against the components and end points for each unit of work and refine the use knowledge organisers to instead contribute as a form of assessment. • Displays in classrooms to reflect the learning journey in different subjects. • Keep under review how each unit builds on the previous one, within and across years from N – Year 6, 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 our learning guarantees, detailed in the Wider Curriculum Framework, which include a balance of high-quality enrichment from varied educational visits and visitors. 	Amelia Sheppard and the subject leaders	Ongoing throughout the year	Bids can be made to the resources budget for required resources to enhance learning	

Objective 2	Strengths	Success Criteria for 2023			
<p><i>Refine use of data and assessment to enable increases in pupil outcomes</i></p> <p><i>Children are enabled to learn</i></p>	<ul style="list-style-type: none"> 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 25% schools nationally for reading 2022 and reading and mathematics prior to 2022. Progress for middle and lower prior attainers in reading, writing and maths is in the highest 25% schools nationally, 2022. PP children at St. Luke's achieved higher than all children nationally for reading KS2 expected+ 3 year upward trends for the progress/attainment of Pupil Premium pupils at each national assessment point prior to 2022. 	<ul style="list-style-type: none"> Attainment outcomes for Phonics, writing, maths and combined are restored to pre covid levels. 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 so that the gap between outcomes for PP children and all children is narrowed for all national assessments. Narrow the gap between the attainment of boys, Pupil Premium and White British children, with the cohort average of each year group, in writing also seeking to increase the % WB PP children who achieve Greater Depth in writing. 			
Actions		Lead	Timescale	Resources/CPD	Evaluation
<p>Strategic raising attainment:</p> <ul style="list-style-type: none"> Set targets for each class and year group for each of reading, writing and maths and then ensure Performance Management clearly targets the expectation of increasing the amount of progress made by target groups and raising overall standard of attainment particularly for boys and children eligible for PP, so that progress is made towards achieving the targets set. For Year 6, use knowledge of last year's calculation of progress, to ensure the targets set, if achieved, would secure positive progress for each child. Maintain the capacity to deliver the National Tutoring Programme, focusing in Year 6, so that all children at risk of not achieving positive progress from KS1 receive at least 15 hours of tuition during the year. Seek to understand whether the lower attainment of girls for maths at KS2 in 2022 was cohort specific or whether girls engagement with maths needs a boost. Develop the role of Phase Leader to ensure strategic use of resources across the phase to support raising attainment. Tighten the shared vision between SLT and Subjects leaders that then feeds 'Learning Check ins' and resulting refinements teachers' planning and delivery. Improve the assessment of children's levels of fluency to inform next steps in provision to acquire Standard English, when children join a year group from overseas. 		<p>Rebecca Abrahams</p> <p>Tamsin McFarlane, EYs</p> <p>Amelia Sheppard, Years 1 - 3</p> <p>Jess Tough, Years 4 - 6</p>	<p>Targets to be set in September</p>	<p>NTP Funding confirmed from the DfE</p>	
<p>Improve assessment</p> <ul style="list-style-type: none"> Refine use of standardised tests twice a year (NFER) to contribute to moderation of outcomes. Improve management of data collection particularly for end of key stage science as well as Year 5 Banding. Refine use of assessment procedures developed for Computing. Refine the use of B Squared to improve progress tracking for children who are working significantly below age related expectations. Continue to contribute to the IoD working party for the implementation of the engagement model. Continue to refine assessment for the foundation subjects, including R.E. and MFL. Refine assessment within the units against components and end points and through the learning check ins. 		<p>Jess Tough leads on assessment</p> <p>Jess Dewan for Computing</p> <p>Harriet Pickering, SENCO</p> <p>Subject leaders</p>	<p>Timetabled throughout the year on the M&E Schedule</p>	<p>£2500 allocated in budget for assessment</p>	
<p>Improve use of data</p> <ul style="list-style-type: none"> In response to the data resulting from each assessment point, identify what specific gaps in learning exist for children. Keep a record of those gaps and take steps to ensure that the curriculum is adjusted accordingly. 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. Ensure high levels of accountability result from Pupil Progress meetings, making sure that boys, Pupil Premium and White British children, are carefully tracked and where progress is falling short of the targets set at the start of the year, resources are deployed by Phase leaders to deliver interventions that enable pupils to get back on track. 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. Manage transition from O Track to Arbor to further improve formative and summative tracking to inform school improvement. Use B squared to inform planning for children. 		<p>Subject and Phase Leaders</p> <p>Jess Tough and Billy Jo</p> <p>SLT</p> <p>Jess Tough</p> <p>Harriet Pickering, SENCO with class teachers</p>	<p>Timetabled throughout the year on the M&E Schedule</p> <p>December 2022</p>	<p>Check increase in cost for Arbor</p>	

<p>Empower learners to be increasingly independent</p> <ul style="list-style-type: none"> • Achieve consistency in use of school's lesson structure so that children are working independently of the teacher for at least half of the lesson time available. • Keep under review, the use of Success Criteria in all subjects and particularly writing: When are they useful and less useful? How do the explicit references to components and end points in each unit support children in developing their own Success Criteria? • Avoiding over scaffolding learning in all subjects and particularly considering Maths and Writing. Reduce use of worksheets in all subjects and increase expectation of children recording their own work. • Support TAs to hold back from assisting learners too quickly. • Employ strategies in teaching that ensure the expectation is that all children are expected to have a go and allow for sufficient thinking time for children. • Develop greater consistency in use of pupils' peer and self-evaluation and feedback. • Develop the use of software to motivate learners to seek to achieve more for example: Accelerated Reader 	<p>SLT</p> <p>Amy Rothon, Naomi Lukwesa and Ellie Williams</p> <p>Harriet Pickering, SENCO</p>	<p>Ongoing throughout the year</p>		
<p>Further develop the school's Provision map and seek to increase impact of interventions</p> <ul style="list-style-type: none"> • Phase leaders to oversee interventions across phases and these interventions to be included in the Provision map. • 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 as well as deployment of Senior TA to provide NTP for cusp learners particularly in writing and maths. • 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. 	<p>Tamsin McFarlane, EYs</p> <p>Amelia Sheppard, Years 1 - 3</p> <p>Jess Tough, Years 4 - 6</p> <p>Harriet Pickering, SENCO</p>	<p>Ongoing throughout the year</p>	<p>£14,600 SALT SLA</p>	
<p>Strengthen the partnership between the school and parents, with a focus on learning</p> <ul style="list-style-type: none"> • 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. • Provide more workshops for parents: SALT/EP/School Nurse/Health Visitor for toilet training/PAC/Sleep and 'Strengthening families and communities'. 	<p>Tamsin McFarlane, EYs</p> <p>Amelia Sheppard, Years 1 - 3</p> <p>Jess Tough, Years 4 - 6</p> <p>Harriet Pickering, SENCO</p> <p>Christine Collins and Rachel Harvey</p>	<p>Ongoing throughout the year</p>		
<p>Maintain the culture of 'all children can do it' by continuing to reflect on 'Growth Mind set' work including: Use of praise</p> <p>Develop understanding of children with significant behavioural and emotional needs, through "attachment theory" training with Jenny Nock, in partnership with IoD schools.</p>	<p>Everyone!</p>	<p>Ongoing throughout the year</p>	<p>Cost of CPD covered by Canary Wharf Group</p>	
<p>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 for writing and mathematics.</p> <p>Ensure cross year group moderation for reading, writing and mathematics as part of handover at end of year.</p> <p>Undertake moderation of RE outcomes with schools through Deanery partnership.</p>	<p>All teaching staff</p> <p>Tamsin McFarlane, EYs</p> <p>Amelia Sheppard, Years 1 - 3</p> <p>Jess Tough, Years 4 – 6</p> <p>Amelia Sheppard as RE Lead</p>	<p>Ongoing throughout the year</p>	<p>Staff meeting time allocated through out the year and then towards the end of Summer 2</p>	

Objective 3	Strengths	Success Criteria for 2023			
<p>Develop distinctive ethos and pupils' well being</p> <p><i>Children are present and ready to learn</i></p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p>Improve Attendance and Punctuality</p> <ul style="list-style-type: none"> Review the school's policy to ensure clarity over Fixed penalty warning notice thresholds and use of fines. Make sure, attendance has a high profile in the school. It has a clear and consistent focus in Collective Worship, Phase Leaders champion attendance across their phases, and teachers champion good attendance with their classes every day. Continue to prioritise using data to track and intervene 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. Continue to work in partnership with the EWA to ensure timely 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. 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 LA EWA	Ongoing throughout the year	SLA to borough £6100	
<p>Refine provision for safeguarding</p> <ul style="list-style-type: none"> Review policies and procedures to ensure full implementation of updated KCSiE from September 2022. Continue to ensure 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. Undertake 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. 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. 		Rebecca Abrahams Rachel Harvey Christine Collins Mai-Anh Dien, SBM Rachel Clapham, Safeguarding Governor Felicity Legg, Deputy Safeguarding Governor	Throughout the year	Safeguarding session during INSET at the start of the year, to FGB for their first meeting of the year and the with staff each term	
<p>Ensure everyone is equipped to deal with On-Line Safety</p> <ul style="list-style-type: none"> 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. Undertake training with LGFL regarding responsibility for filtering. Work in partnership with Clever ICT to make sure actions regarding filtering are implemented consistently. 		Jessica Dewan, Computing Lead Rebecca Abrahams In partnership with NN at Harbinger	Throughout the year	COMPUTING Education SLA £2,400 and SLA for Clever ICT £24,000	
<p>Develop the provision for RSHE</p> <ul style="list-style-type: none"> 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. 		Amelia Sheppard, PSHE Leader	Workshops for parents ahead of these units being taught in M&E schedule	No additional cost beyond staffing	
<p>Strengthen extra-curricular provision</p> <p>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.</p>		Richard Griffiths Anna Adamczyk	Throughout the year	£8000 allocated to support clubs for sports	
<p>Further develop the use of positive behaviour management strategies and use of restorative practices</p> <ul style="list-style-type: none"> 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 and pro-actively engage children in play. 		SLT Midday staff	Ongoing throughout the year	Staff meeting time for teachers included in M&E Schedule	

<ul style="list-style-type: none"> 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. 	Harriet Pickering, SENCO		INSET time for Midday staff 31.10.22	
<p>Continue to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon</p> <p>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:</p> <ul style="list-style-type: none"> School Council to champion developing a 'Greener School'(reference Resources section) Pupil Parliament, led by St. Luke's, including IoD schools Emotional Well-being Ambassadors Reading Buddies Digital Leaders RE Ambassadors School Travel Ambassadors 	Richard Griffiths (School Council, Travel Ambassadors and Pupil Parliament) Emotional Well Being Ambassadors and RE Ambassadors (Amelia Sheppard) Jess Tough (Reading Buddies) Jessica Dewan (Digital leaders)	Ongoing throughout the year	No additional cost	

Objective 4	Strengths	Success Criteria for 2023			
Develop the school's effectiveness as a church school	<ul style="list-style-type: none"> 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 continue to be embedded in the culture of the school – they impact upon ethos and relationships across the whole school community. 	<ul style="list-style-type: none"> The school's self-evaluation against each of the criteria for SIAMs is accurate and robust. The school is judged to be excellent 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
<p>Vision and leadership</p> <ul style="list-style-type: none"> 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 LDBS Adviser, Mary Thorne, 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 and Richard Griffiths	Throughout the year	£4,775 for LDBS Core package and £1300 additional for Grow	
<p>Wisdom, knowledge and skills</p> <ul style="list-style-type: none"> Develop a shared interpretation of spirituality that is understood by the school community. Build upon previous INSET held last year and seek to implement P4C approach across the school. 		Rebecca Abrahams and Richard Griffiths Amelia Sheppard	Summer 2023 or next year	Staff meeting time t.b.c.	
<p>Character development, Hope, Aspiration and Courageous Advocacy</p> <ul style="list-style-type: none"> 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. <p>(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').</p>		Richard Griffiths with SLT	Ongoing throughout the year	Richard has a SCITT student so over the course of the year he will have increasing release time with no additional cost	
<p>Community and Living Well Together</p> <ul style="list-style-type: none"> 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. Enable more staff to access Jenny Nock training re Attachment and Trauma. 		SLT Harriet Pickering, SENCO Fiona Treasure, Psychological Therapist		Staff meeting time In Autumn 1 and Jenny Nock Training funded by Canary Wharf Group	

<ul style="list-style-type: none"> Maintain comprehensive support for children's emotional health and wellbeing to include: furthering the partnership with Tower Hamlets Emotional Well-being Service (THEWS), our in school Psychological Therapist, Emotional Literacy Support Assistants (ELSA) and Mental Health First Aiders. 				
Dignity and Respect <ul style="list-style-type: none"> Through implementation of the school's Wider Curriculum, subject leaders to make sure opportunities to celebrate diversity are maximised. Continue to host a Multi-Cultural evening in partnership with the PTA 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 Amelia Sheppard, PSHE Leader Amy Rotheron and Naomi Lukwesa re Reading	Autumn 1 for MC evening Throughout the year for RSE	No additional cost	
The Impact of Collective Worship <ul style="list-style-type: none"> 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	No additional cost	
Further improve provision for R.E. <ul style="list-style-type: none"> 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, components and end points. Strengthen formative and summative assessment of R.E. in line with LDBS guidance. Develop use of the LDBS tracking system for learning and progress in R.E. Work to achieve the R.E. Quality Mark. 	Amelia Sheppard, RE Leader	Throughout the year	The subject leader is non class based therefore there is no cost for her release time	

Objective 5	Strengths	Success Criteria for 2023			
Ensure all leaders take decisive action to improve the quality of provision	<ul style="list-style-type: none"> Much has been accomplished: An Outstanding SIAMs outcome and a 'likely outstanding' outcome to the last Section 8 Ofsted inspection. Leadership has ensured that standards of pupil achievement steadily rise, year on year to 2019 and are either broadly in line with or above national for 2022 despite considerably higher PP than national, the group known to have been impacted the most by Covid. 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. 	<ul style="list-style-type: none"> Outstanding judgements are achieved in the next Ofsted inspection. 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 <ul style="list-style-type: none"> Continue to develop roles and responsibilities in the Senior Leadership team so that roles are clearly defined and complement each other particularly where roles are 'acting' due to maternity cover. 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. 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 and SLT	Ongoing throughout the year	Staffing costs built into budget	

<p>Increase effectiveness of leadership</p> <ul style="list-style-type: none"> 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 the NPQs. 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. 	Jess Tough and Subject Leaders	Throughout the year	£11,000 allocated in budget for CPD over and above THEP and LDBS packages	
<p>Ensure systems exist to enable staff voice to contribute to whole school developments for</p> <ul style="list-style-type: none"> Staff well-being and workload. Curriculum, teaching and learning development. CPD – identifying the right CPD and having the opportunity to share/disseminate afterwards. 	Jess Tough	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 2023	No additional cost	
<p>Ensure CPD is tailored to the needs of individuals as well as the needs of the school</p> <ul style="list-style-type: none"> High quality induction, mentoring and support for ECTs so that they have the best possible chance of making outstanding progress throughout their ECT year and all borough deadlines and requirements are met in a timely fashion. Shift emphasis of whole staff training to ‘Learning’. Lesson structure, 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 Rebecca Abrahams	Throughout the year	£11,000 allocated in budget for CPD over and above THEP and LDBS packages. THEP membership: £3,825 THEP Support package: £5,400	
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		THEP membership - £3,825	
<p>Increase profile of school with parents and community through improved use of:</p> <ul style="list-style-type: none"> 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 	Rebecca Abrahams Jess Tough 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	No additional cost	
<p>Develop teacher training arm of the school so that we grow our own teachers</p> <ul style="list-style-type: none"> SCITT student in Year 1 Teach First Trainee, in initial training year, in Year 2. Teach First Trainee, now 2nd year ECT in Reception. 	Jess Tough to oversee and Amelia Sheppard to support	Throughout the year	£4,500 allocated to recruitment to cover Teach First costs	
<p>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:</p> <ul style="list-style-type: none"> Governors receive timely and accurate information. Secure training focusing on the use of data to inform challenge and governors responsibilities for safeguarding. 	Rebecca Abrahams	Throughout the year	No additional cost	

Objective 6	Strengths	Success Criteria for 2023			
Maximise the school’s use of its resources	<ul style="list-style-type: none"> The school has its own swimming pool which has recently benefited from works that will increase its long term efficiency. The school has extensive outside spaces. The school concluded the 2021.22 year with a small increase in its carry forward from c£23k to c.£50k despite ongoing high costs resulting from maternity cover, children with high needs and the ongoing impact of Covid related staff absence. 	<ul style="list-style-type: none"> To continue to gradually increase the surplus despite rising energy costs, unfunded pay wards and inflation. 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. For the moment, the partnership is designed to continue indefinitely. 			
Actions		Who	By when	Cost	Evaluation

<p>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:</p> <ul style="list-style-type: none"> • 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, extend leadership of PE and MFL from St. Luke's to Harbinger • 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: this year to include cross school Peer Review as well as cross school learning check ins • 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: continue to share planning particularly components and end points to increase manageability of process of change and development of the curriculum • 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. <p>To review the partnership once Harbinger have had their next inspection, with a close focus on the long term financial sustainability for each school of having the current leadership structure.</p>	<p>Rebecca Abrahams, Executive headteacher</p> <p>Nimesha Nagahawatte, Head of School at Harbinger on secondment from St. Luke's</p>	<p>Extended indefinitely pending the outcome of Harbinger's Ofsted inspection</p>	<p>School to invoice Harbinger for salaries of Executive Headteacher and HoS Harbinger as well as the TLRs for PE and MFL</p>	
<p>Maintain school's financial strength</p> <ul style="list-style-type: none"> • 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 as well as to consider charging for full time places in the Nursery. • Keep under review all existing SLAs and contracts, challenging for best value as well as contract delivery. • 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. 	<p>Mai-Anh Dien, School Business Manager</p> <p>With support from SENCO for High Needs funding</p>	<p>Ongoing throughout the year</p>	<p>Salary costs for the SBM</p>	
<p>Sustainability and contribution to a brighter future for all</p> <ul style="list-style-type: none"> • 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. 	<p>Rebecca Abrahams</p> <p>Richard Griffiths</p> <p>Mai-Anh Dien, School Business Manager</p>	<p>Ongoing throughout the year</p>	<p>No additional budgeted cost</p>	
<p>Continue to invest in ICT to enable the school to run smoothly, staff to work efficiently and the curriculum to be delivered well:</p> <ul style="list-style-type: none"> • Continue to seek additional investment to enable the purchase of devices to be deployed across the school to assist the delivery of the wider curriculum as well as Computing. • Work in partnership with Microsoft Education on their Showcase Schools programme., to maintain our newly-awarded 'Microsoft Showcase School' status. • The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and pupil access with future ready skills: <ol style="list-style-type: none"> 1. Computational thinking – thinking about problems strategically in all curricular areas to create solutions through abstraction algorithms; 2. Decomposition and pattern recognition; 3. Creativity and Innovation – using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product; 4. Critical thinking – Integrating relevant and sufficient information to address as essential question, gathered from multiple and varied sources; 5. Collaboration – Sharing responsibility to make substantive decisions together about the content, process, or product of the work; 6. Communication – Producing extended or multi-model communication. • The school is actively developing all future ready skills, in an age appropriate manner. • Further develop the use of 'Microsoft Office 365 for Education digital platform to deliver effective, personalized learning strategies to empower students to own their learning. 	<p>Rebecca Abrahams with Jessica Dewan, Computing Lead in partnership with Nimesha Nagahawatte, HoS for Harbinger</p>	<p>Ongoing throughout the year</p>	<p>£73,365 budgeted for IT</p>	
<p>Enhance use of the school's Management Information System (MIS)</p> <ul style="list-style-type: none"> • Maximise use of its functionality to enhance work on tracking pupil progress, behaviour, safeguarding and SEN. • Use it to ensure well timed intervention for pupil and staff attendance. 	<p>Mai-Anh Dien, School Business Manager</p> <p>Rebecca Abrahams</p> <p>Jess Tough</p> <p>Harriet Pickering, SENCO</p>	<p>Ongoing throughout the year</p>	<p>£3,750</p>	
<p>Ensure compliance with GDPR</p>	<p>Mai-Anh Dien, School Business Manager</p>	<p>Ongoing throughout the year</p>	<p>£1,100</p>	

<p>Ensure that site is effectively managed with robust procedures followed for asset management including systems for the protection of valuable equipment purchased.</p>	<p>Mai-Anh Dien, School Business Manager</p>	<p>Ongoing throughout the year</p>	<p>£499 for Parago</p>	
<p>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:</p> <ul style="list-style-type: none"> • Climbing equipment for the main hall. • Staging equipment to enhance performances. • Creation of a Prayer room. • Improve outside play surfaces and equipment for EYs. • Development of the outside playgrounds to enable better zoning. 	<p>Rebecca Abrahams Mai-Anh Dien, School Business Manager Tamsin McFarlane, Leader of Early Years</p>	<p>Summer 2023</p>	<p>£19,000 allocated to premises maintenance including swimming pool</p>	