

St. Luke's School Development Plan Performance Dashboard 2018.19

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:			
Inadequate provision	Requires Improvement	Good provision	Outstanding provision
0	0	8	7
0%	0%	50%	50%

Key priorities arising from the data and self-evaluation:
<p>Raising attainment:</p> <ul style="list-style-type: none"> 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 writing. Enable more children to achieve greater depth in writing, particularly White British lower down in the school. Refine the teaching of phonics to increase the proportion of children achieving the phonics check in Year 1. 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. <p>Pupil welfare:</p> <ul style="list-style-type: none"> Build upon progress made with improving rates of attendance and punctuality. Groups to target carefully include: Pupil Premium children, White other and White British. <p>Teaching and learning:</p> <ul style="list-style-type: none"> 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. <p>Leadership and management:</p> <ul style="list-style-type: none"> Training and coaching to develop senior and middle leadership. Take steps to increase further, the level of challenge provided by governors, particularly around the curriculum and standards.

Overview of outcomes for pupils							
Early Years	2015 School	2015 National	2016 School	2016 National.	2017 School	2017 National	2018 School
% children achieving GLD	62	66	71	69	75	70.7	66 (19)

Note: 2018 LA 69.2

Phonics check outcomes:

- Year 1: 75% children achieved the expected standard, the same as in 2017; (THEP – 82%, National 81%)
- Year 2: 82% children have achieved the expected standard.

Key Stage 1	2016 ARE (GD)	2016 Nat.	2017 ARE (GD)	2017 Nat.	2018 ARE (GD) School	2018 ARE (GD) LA	2018 ARE (GD) National
Reading	79 (30)	74 (23.6)	75 (37)	76 (25.2)	77 (34)	77 (24.3)	75.4 (25.6)
Writing	70 (30)	66 (13.3)	79 (25)	68 (15.6)	70 (20)	73 (17.4)	69.9 (15.9)
Maths	72 (30)	73 (17.8)	82 (26)	75 (20.5)	77 (25)	78 (22.5)	76.1 (21.8)
Combined R,W and M		60.3 (8.9)		63.7 (11)	64 (18)	68 (12.6)	65.3 (11.7)

- Since this cohort completed Reception, EYFS, 8 children have left who were at ARE or GD and,
- 8 children have arrived: 4 working below and 4 at ARE or GD

Key Stage 2	2016 ARE School	2016 Progress School	2017 ARE (GD) School	2017 Progress and SS School	2017 National ARE (GD) SS	2017 London ARE	2017 LA ARE (GD)	2018 ARE (GD) School	2018 ARE (GD) Nat	2018 ARE (GD) LA	LA Prog
Reading	65	-0.7 (-3.2→1.8) 102	79 (25)	2.1 (-0.3→4.5) 106 Top 22%	71 (24.5) 104	74	75 (24)	89 (32) 107 +1.76	75 (28.1) 105.1	79 (29.5) 106	+1.2
Writing	77	2.2 (-0.3→4.7)	71 (14)	-0.2 (-2.5→2.1) N/A Middle 57%	76 (17.7) N/A	79	81 (20.2)	71 (29) +0.22	78 (19.9)	81 (23)	+1.4
Maths	92	3.0 (0.9→5.1) 107	75 (32)	3.7 (1.5→5.9) 108 Top 8%	75 (22.6) 104	80	81 (26.5)	79 (46) 108 +3.19	76 (23.6) 104.4	82 (30) 106	+1.9
GPS	88		64 (25)	106	77 (30.9) 106		(39.3)	86 (46) 108	78 (34.4) 106.2	83 (42.1) 108	
Combined ARE (GD)	58		61 (11)	N/A	61	66	68	71 (14)	64 (9.9)	71 (11.8)	

Note: 2018 Inner London Combined ARE was 70%

Standards and progress tracker 2018.19: All children

	KS1 APS			Age APS	EPY	Reading			EPY	Writing			EPY	Mathematics			End of Year Targets					
	R	W	M			Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer	Reading	Writing	Maths	Combined		
Reception: Number %	R	W	M	Age APS	13	14	15	16	13	13/14	15	16	13	13/14	15	16						
	N/A	N/A	N/A	Actual																		
	N/A	N/A	N/A	% ARE			53(30)				61 (34)				78(44)							
	N/A	N/A	N/A	% above			19 (11)				9(5)				2(1)							
	N/A	N/A	N/A	(at/above)			73 (41)				70(39)				80(45)							
Year 1: 56	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19						
	N/A	N/A	N/A	Actual		16.6	17.6			16.5	17.4			16.7	17.7							
	N/A	N/A	N/A	% ARE	38(21)	51 (27)	52 (29)		45(25)	45 (24)	50 (28)			43(24)	49 (26)	52 (29)			80	78	78	78
	N/A	N/A	N/A	% above	34(19)	15 (8)	18 (10)		23(13)	15 (8)	14 (8)			37(21)	19 (10)	20 (11)						
	N/A	N/A	N/A	(at/above)	71(40)	66 (35)	70 (39)		68(38)	60 (32)	64 (36)			79(44)	68 (36)	71 (40)						
Year 2: 56	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22						
	N/A	N/A	N/A	Actual	18.7	19.4	20.2		18.6	19.5	20.3			18.8	19.6	20.5						
	N/A	N/A	N/A	% ARE	48(27)	44 (24)	46 (26)		55(31)	50 (27)	52 (29)			63(35)	59 (32)	23 (13)			71	71	76	69
	N/A	N/A	N/A	% above	25(14)	22 (12)	21 (12)		18(10)	17 (9)	14 (8)			21(12)	17 (9)	57 (32)						
	N/A	N/A	N/A	(at/above)	73(41)	67 (36)	68 (38)		73(41)	67 (36)	66 (37)			84(47)	76 (41)	77 (43)						
Year 3: 51	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25						
				Actual	21.5	22.4	23.3		21.4	22.2	23.2			21.6	22.4	23.3						
				% ARE	42(23)	43 (21)	47 (24)		51(28)	51 (25)	47 (24)			51(28)	57 (28)	55 (28)			80	76	82	72
				% above	35(19)	31 (15)	27 (14)		20(11)	14 (7)	16 (8)			24(14)	18 (9)	18 (9)						
				(at/above)	76(42)	73 (36)	75 (38)		71(39)	65 (32)	63 (32)			76(42)	76 (37)	76 (39)						
Year 4: 53				Age APS	25	26	27	28	25	26	27	28	25	26	27	28						
				Actual	24.4	25.2	26.2		24.2	24.9	26.0			24.4	25.3	26.2						
				% ARE	51(26)	52 (27)	49 (26)		39(20)	33 (17)	36 (19)			57(29)	62 (32)	51 (27)			87	70	79	72
				% Above	27(14)	21 (11)	26 (14)		25(13)	19 (10)	25 (13)			22(11)	17 (9)	25 (13)						
				(at/above)	78(40)	73 (38)	75 (40)		65(33)	52 (27)	60 (32)			78(40)	79 (41)	76 (40)						
Year 5: 57				Age APS	28	29	30	31	28	29	30	31	28	29	30	31						
				Actual	27.4	28.1	28.9		27.3	28.0	28.8			27.4	28.4	29.3						
				% ARE	36(19)	43 (23)	42 (24)		34(18)	37 (20)	39 (22)			34(18)	43 (23)	39 (22)			76	70	75	64
				% Above	26(14)	24 (13)	26 (15)		23(12)	22 (12)	21 (12)			26(14)	24 (13)	23 (13)						
				(at/above)	62(33)	67 (36)	68 (39)		57(30)	59 (32)	60 (34)			60(32)	67 (36)	61 (35)						
Year 6: 48				Age APS	31	32	33	34	31	32	33	34	31	32	33	34						
				Actual	30.2	30.8	31.8		29.7	30.3	31.4			29.8	30.6	31.8						
				% ARE	37(19)	43 (20)	42 (20)		25(13)	46 (21)	48 (23)			27(14)	48 (22)	56 (27)			86	78	80	76
				% Above	34(17)	20 (9)	19 (9)		36(18)	11 (5)	10 (5)			36(18)	17 (8)	17 (8)						
				(at/above)	71(36)	63 (29)	61 (29)		61(31)	57 (26)	58 (28)			63(32)	65 (30)	73 (35)						

Gap Tracker: All children

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	12	14	15	16	12	14	15	16	12	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.6	17.6			16.5	17.4			16.7	17.7	
	Gap		-0.4	-0.4			-0.5	-0.6			-0.3	-0.3	
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS		19.4	20.2			19.5	20.3			19.6	20.5	
	Gap		-0.6	-0.8			-0.5	-0.7			-0.4	-0.5	
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS		22.4	23.3			22.2	23.2			22.4	23.3	
	Gap		-0.6	-0.7			-0.8	-0.8			-0.6	-0.7	
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS		25.2	26.2			24.9	26.0			25.3	26.2	
	Gap		-0.8	-0.8			-1.1	-1.0			-0.7	-0.8	
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS		28.1	28.9			28.0	28.8			28.4	29.3	
	Gap		-0.9	-1.1			-1.0	-1.2			-0.6	-0.7	
Year	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS		30.8	31.8			30.3	31.4			30.6	31.8	
	Gap		-1.2	-1.2			-1.7	-1.6			-1.4	-1.2	

Standards and progress tracker 2018.19: Boys

	KS1 APS			EPY	Reading			EPY	Writing			EPY	Mathematics			
	R	W	M		Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer	
Reception :	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				@ ARE												
				(at/above)Gain												
Year 1: 29	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual		16.5	17.6			16.3	17.1			16.4	17.4	
				@ ARE		39 (11)	38 (11)			21 (6)	31 (9)			29 (8)	38 (11)	
				Above		18 (5)	24 (7)			21 (6)	17 (5)			21 (6)	21 (6)	
			(at/above)Gain		57 (16)	62 (18)			42 (12)	48 (14)			53 (16)	59 (17)		
Year 2: 29	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual		19.5	20.2			19.4	20.2			19.6	20.5	
				@ ARE		50 (14)	52 (15)			50 (14)	55 (16)			57 (16)	48 (14)	
				Above		21 (6)	21 (6)			14 (4)	10 (3)			18 (5)	24 (7)	
			(at/above)Gain		71 (20)	72 (21)			64 (18)	66 (19)			75 (21)	72 (21)		
Year 3: 17	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual		22.3	23.1			22.1	22.8			22.3	23.5	
				@ ARE		38 (6)	41 (7)			19 (3)	18 (3)			38 (6)	35 (6)	
				Above		38 (6)	29 (5)			31 (5)	24 (4)			38 (6)	35 (6)	
			(at/above)Gain		75 (12)	71 (12)			50 (8)	41 (7)			75 (12)	76 (13)		
Year 4: 27				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual		24.9	26.0			24.4	25.6			25.1	26.1	
				@ ARE		52 (14)	59 (16)			22 (6)	37 (10)			67 (18)	63 (17)	
				Above		15 (4)	15 (4)			7 (2)	7 (2)			11 (3)	15 (4)	
			(at/above)Gain		67 (18)	74 (20)			30 (8)	44 (12)			78 (21)	78 (21)		
Year 5: 35				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual		27.5	28.2			27.5	28.2			28.1	28.9	
				@ ARE		39 (13)	40 (14)			30 (10)	31 (11)			39 (13)	34 (12)	
				Above		18 (6)	20 (7)			18 (6)	17 (6)			18 (6)	17 (6)	
			(at/above)Gain		58 (19)	60 (21)			48 (16)	49 (17)			58 (19)	51 (18)		
Year 6: 24				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual		29.7	30.9			29.0	30.2			29.4	30.8	
				@ARE		36 (8)	42 (10)			41 (9)	42 (10)			36 (8)	42 (10)	
				Above		4 (1)	4 (1)			5 (1)	4 (1)			14 (3)	17 (4)	
			(at/above)Gain		41 (9)	46 (11)			45 (10)	46 (11)			50 (11)	58 (14)		

Gap Tracker: Boys

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.5	17.6			16.3	17.1			16.4	17.4	
	Gap		-0.5	-0.4			-0.7	-0.9			-0.6	-0.6	
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS		19.5	20.2			19.4	20.2			19.6	20.5	
	Gap		-0.5	-0.8			-0.6	-0.8			-0.4	-0.5	
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS		22.3	23.1			22.1	22.8			22.3	23.5	
	Gap		-0.7	-0.9			-0.9	-1.2			-0.7	-0.5	
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS		24.9	26.0			24.4	25.6			25.1	26.1	
	Gap		-1.1	-1.0			-1.6	-1.4			-0.9	-0.9	
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS		27.5	28.2			27.5	28.2			28.1	28.9	
	Gap		-1.5	-1.8			-1.5	-1.8			-0.9	-1.1	
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS		29.7	30.9			29.0	30.2			29.4	30.8	
	Gap		-2.3	-2.1			-3.0	-2.8			-2.6	-2.2	

Standards and progress tracker 2018.19: Pupil Premium

	KS1 APS			EPY	Reading			EPY	Writing			EPY	Mathematics			
					Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer	
Reception: Number:	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				(at/above)Gain												
Year 1: 16	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual		15.9	16.9			15.7	16.5			15.9	16.9	
				@ ARE		33 (5)	40 (6)			33 (5)	33 (5)			40 (6)	40 (6)	
				Above		0 (0)	0 (0)			0 (0)	0 (0)			0 (0)	0 (0)	
			(at/above)		33 (5)	40 (6)			33 (5)	33 (5)			40 (6)	40 (6)		
Year 2: 13	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual		19.1	20.0			19.1	20.0			19.0	20.0	
				@ ARE		54 (7)	54 (7)			69 (9)	69 (9)			77 (10)	69 (9)	
				Above		15 (2)	15 (2)			0 (0)	9 (0)			0 (0)	8 (1)	
			(at/above)		69 (9)	69 (9)			69 (9)	69 (9)			77 (10)	77 (10)		
Year 3: 25	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual		22.1	23.0			21.9	22.8			22.0	22.8	
				@ ARE		40 (10)	48 (12)			44 (11)	44 (11)			52 (13)	52 (13)	
				Above		24 (6)	20 (5)			12 (3)	8 (2)			16 (4)	16 (4)	
			(at/above)		64 (16)	68 (17)			56 (14)	52 (13)			68 (17)	68 (17)		
Year 4: 16				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual		24.7	25.6			24.3	25.4			24.6	25.6	
				@ ARE		56 (9)	50 (8)			31 (5)	31 (5)			56 (9)	38 (6)	
				Above		13 (2)	19 (3)			6 (1)	13 (2)			6 (1)	19 (3)	
			(at/above)		69 (11)	69 (11)			38 (6)	44 (7)			63 (10)	56 (9)		
Year 5: 24				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual		28.3	29.3			28.3	29.2			28.6	29.4	
				@ ARE		52 (12)	50 (12)			48 (11)	50 (12)			48 (11)	42 (10)	
				Above		13 (3)	17 (4)			9 (2)	8 (2)			17 (4)	17 (4)	
			(at/above)		65 (15)	67 (16)			57 (13)	58 (14)			65 (15)	58 (14)		
Year 6: 24				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual		31.0	32.0			30.0	31.1			30.5	31.7	
				@ ARE		46 (11)	42 (10)			33 (8)	38 (9)			46 (11)	58 (14)	
				Above		13 (3)	13 (3)			8 (2)	8 (2)			8 (2)	8 (2)	
			(at/above)		58 (14)	54 (13)			42 (10)	46 (11)			54 (13)	67 (16)		

Gap Tracker: Pupil Premium

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		15.9	16.9			15.7	16.5			15.9	16.9	
	Gap		-1.1	-1.1			-1.3	-1.5			-1.1	-1.1	
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS		19.1	20.0			19.1	20.0			19.0	20.0	
	Gap		-0.9	-1.0			-0.9	-1.0			-1.0	-1.0	
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS		22.1	23.0			21.9	22.8			22.0	22.8	
	Gap		-0.9	-1.0			-1.1	-1.2			-1.0	-1.2	
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS		24.7	25.6			24.3	25.4			24.6	25.6	
	Gap		-1.3	-1.4			-1.7	-1.6			-1.4	-1.4	
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS		28.3	29.3			28.3	29.2			28.6	29.4	
	Gap		-0.7	-0.7			-0.7	-0.8			-0.4	-0.6	
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS		31.0	32.0			30.0	31.1			30.5	31.7	
	Gap		-1.0	-1.0			-2.0	-1.9			-1.5	-1.3	

Standards and progress tracker 2018.19: White British

	KS1 APS			Age APS	EPY	Reading			EPY	Writing			EPY	Mathematics		
						Autumn	Spring	Summer		Autumn	Spring	Summer		Autumn	Spring	Summer
Reception:	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
			(at/above)													
Year 1: 13	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual		16.9	17.8			17.0	17.9			17.1	18.1	
				@ ARE		67 (8)	62 (8)			75 (9)	69 (9)			67 (8)	69 (9)	
				Above		17 (2)	15 (2)			17 (2)	15 (2)			25 (3)	23 (3)	
			(at/above)		83 (10)	77 (10)			92 (11)	85 (11)			92 (11)	92 (12)		
Year 2: 13	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual		19.3	20.2			19.3	20.4			19.5	20.5	
				@ ARE		54 (7)	54 (7)			62 (8)	69 (9)			69 (9)	54 (7)	
				Above		15 (2)	15 (2)			0 (0)	0 (0)			8 (1)	23 (3)	
			(at/above)		69 (9)	69 (9)			62 (8)	69 (9)			77 (10)	77 (10)		
Year 3: 13	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual		22.2	23.2			21.9	22.9			22.0	22.8	
				@ ARE		38 (5)	38 (5)			54 (7)	38 (5)			54 (7)	46 (6)	
				Above		31 (4)	31 (4)			0 (0)	8 (1)			8 (1)	8 (1)	
			(at/above)		69 (9)	69 (9)			54 (7)	46 (6)			62 (8)	62 (8)		
Year 4: 13				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual		25.5	26.4			24.8	25.8			25.5	26.5	
				@ ARE		46 (6)	46 (6)			31 (4)	38 (5)			54 (7)	38 (5)	
				Above		15 (2)	15 (2)			8 (1)	8 (1)			15 (2)	31 (4)	
			(at/above)		62 (8)	62 (8)			38 (5)	46 (6)			69 (9)	69 (9)		
Year 5: 20				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual		27.6	28.5			27.6	28.5			27.9	28.8	
				@ ARE		35 (7)	40 (8)			40 (8)	40 (8)			45 (9)	45 (9)	
				Above		25 (5)	25 (5)			15 (3)	15 (3)			15 (3)	15 (3)	
			(at/above)		60 (12)	65 (13)			55 (11)	55 (11)			60 (12)	60 (12)		
Year 6: 19				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual		30.5	31.6			29.3	30.4			29.9	31.1	
				@ ARE		37 (7)	32 (6)			32 (6)	32 (6)			42 (8)	53 (10)	
				Above		16 (3)	16 (3)			5 (1)	5 (1)			5 (1)	5 (1)	
			(at/above)		53 (10)	47 (9)			37 (7)	37 (7)			47 (9)	58 (11)		

Gap Tracker: White British

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS		16.9	17.8			17.0	17.9			17.1	18.1	
	Gap		-0.1	-0.2			0.0	-0.1			0.1	0.1	
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS		19.3	20.2			19.3	20.4			19.5	20.5	
	Gap		-0.7	-0.8			-0.7	-0.6			-0.5	-0.5	
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS		22.2	23.2			21.9	22.9			22.0	22.8	
	Gap		-0.8	-0.8			-1.1	-1.1			-1.0	-1.2	
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS		25.5	26.4			24.8	25.8			25.5	26.5	
	Gap		-0.5	-0.6			-1.2	-1.2			-0.5	-0.5	
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS		27.6	28.5			27.6	28.5			27.9	28.8	
	Gap		-1.4	-1.5			-1.4	-1.5			-1.1	-1.2	
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS		30.5	31.6			29.3	30.4			29.9	31.1	
	Gap		-1.5	-1.4			-2.7	-2.6			-2.1	-1.9	

School Development Plan:

The following four objectives are all designed to impact upon the achievement of pupils in the school. We will measure our success against the achievement of priorities as listed on the front page and the following success criteria as well as further measures of success identified specifically for each objective:

- 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 in the case of high mobility.
- Progress of disadvantaged pupils and those with special educational needs is above average.
- Progress of boys and White British pupils is above average.
- The proportions of pupils making and exceeding expected progress in English (Reading and Writing) and in mathematics are significantly above national figures.

Objective 1	Strengths	Success Criteria for 2019			
<p>Improve outcomes for pupils</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. 	<p>At least 70% children achieve a Good Level of Development at the end of Reception At least 80% children achieve the phonics check at the end of Year 1 At least 80% children achieve or exceed age related expectations in reading, writing and mathematics At least 65% children complete each year with combined age related or greater depth outcomes in reading, writing and maths</p>			
Actions		Lead	Timescale	Resources/CPD	Evaluation
<p>Improve assessment by:</p> <ul style="list-style-type: none"> Refine use of standardised tests twice a year (NFER) to enhance sharing of data with other local schools. 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. Develop efficient assessment approaches for ICT, and the foundation subjects, including R.E. and MFL. 		<p>Cristina King and Nimesha Nagahawatte Harriet Pickering Amelia Sheppard Alison McLucas</p>	<p>Throughout the year</p>	<p>£1500</p>	
<p>Seek to reduce the impact of high levels of pupil mobility by:</p> <ul style="list-style-type: none"> Create a working party to develop procedures for responding to in year admissions. 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. 		<p>Rebecca Abrahams Rachel Harvey</p>	<p>Autumn term</p>	<p>N/A</p>	
<p>Improve use of data through:</p> <ul style="list-style-type: none"> Improve tracking of children from Nursery to year 2 with phonics. Improve use of Fischer Family Trust (FFT) Continue to develop Pupil Progress meetings, making sure that boys, Pupil Premium and white British children, are carefully tracked. Develop the use of O Track to further improve formative and summative tracking to inform school improvement. Refine tracking to include those children working 1 point below ARE and Venn Diagrams of children on track to achieve the combined R, W and M outcome at each assessment point. Consider more effective ways to plan provision for the PP children and measure the impact achieved. Make effective use of borough 'forecast' spread sheets to anticipate likely levels of progress for KS2 given standardised scores. Consider how to make use of NFER data from year 5 Banding tests more effectively. 		<p>Rebecca Abrahams Cristina King Nimesha Nagahawatte Rachel Harvey Jess Tough Adriana Tallevi Keller</p>	<p>Throughout the year</p>	<p>£445 for FFT £1,500 for O track</p>	
<p>Work in partnership with 'Achievement for All' to accelerate the progress of the lowest achieving children in the school with a focus on the following elements:</p> <ul style="list-style-type: none"> Identify who are the target children for AfA in each year group i.e. lowest achieving but not with complex SEN. Enhanced tracking of the AfA children in each year group. (progress grid tracking) Refine the Class Portraits and develop their use, clarifying expectations for planning etc. across the year. Coaching of leaders in respect of their impact on outcomes for the lowest achieving children. Audit of school attendance and arising plan of action. Use of Structured Conversations with targeted parents. 		<p>Jess Tough</p>	<p>Throughout the year</p>	<p>£3k</p>	
<p>Empower learners to be increasingly independent by:</p> <ul style="list-style-type: none"> 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 		<p>Cristina King Nimesha Nagahawatte and Phase leaders</p>	<p>Spring term</p>	<p>See costs for reading</p>	
<p>Interventions: Further develop the school's Provision map and:</p> <ul style="list-style-type: none"> Implement comprehensive strategy in Years 5 and 6 to uplift attainment and increase pupil progress, which may include flexible groupings with some streaming. 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>Adriana Sutherland Rachel Harvey</p>	<p>Throughout the year</p>	<p>£14,600 SALT SLA Minimal costs to CPD budget</p>	
<p>Strengthen the partnership between the school and parents, with a focus on learning:</p> <ul style="list-style-type: none"> Enhanced opportunities for learning together in Nursery and Reception. 		<p>Jess Tough</p>	<p>Throughout the year</p>	<p>N/A</p>	
<p>Develop the culture of 'all children can do it' by continuing to reflect on 'Growth Mind set' work including: Use of praise</p>		<p>Everyone!</p>	<p>Throughout the year</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. In particular consider exceeding for Reception and Greater depth for Year 1.</p>		<p>Assistant h/t Jess Tough</p>	<p>Throughout the year</p>	<p>Staff meeting time allocated</p>	

Objective 2	Strengths	Success Criteria for 2019			
Develop teaching and learning	<ul style="list-style-type: none"> 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. Daily Supported Reading and benchmark levelling embedded in the school. Destination Reader is well established in Key Stage 2. Enhanced opportunities to inspire and strengthen learning of a subject e.g. visits to 'twinned' school in France. 	<ul style="list-style-type: none"> Pupils read widely and often, with fluency and comprehension, appropriate to their age. Provision in lessons, meets the needs of all learners, enabling them to succeed and demonstrate strong progress across all subjects. 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 in Key Stage 2. Increase the % WB children who achieve Greater Depth in writing, particularly lower down in the school. 			
Actions		Lead	Timescale	Resources/CPD	Evaluation
Inspire academic rigour and precision in the delivery of teaching, learning and the curriculum: <ul style="list-style-type: none"> Established teaching and learning group that meets regularly; Development of a teaching and learning manual which also acts as a policy for the school. 		Assistant headteachers	Throughout the year	N/A	
Improve provision for Writing: <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. Ensure systematic teaching of spelling, punctuation and grammar is happening across the school. Ensure provision for handwriting encourages 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 Peats sentences. Ensure the wider curriculum provides a purpose for writing that motivates children. Monitor the quality of writing across the curriculum. Provide support and training to enable staff to make effective use of Colourful Semantics. 		Amy Rothon Rachel Harvey	Throughout the year	THEP SLA for Julia Weston's support: £4000 Regular staff meeting time	
Refine provision for Reading: <ul style="list-style-type: none"> Ensure all children are read to every day. Develop approaches to target setting perhaps on a termly basis. Continue to refine implementation of Daily Supported Reading: Years Reception and 1 and Destination Reader: Years 2 –6 with a consistent focus on comprehension. In particular, review the provision for Y2 to make sure it retains the same priority status as Y1, with staffing etc. Increase monitoring of DSR and DR, ensuring weekly meeting for DSR and movement of children and adults between groups. Increase effectiveness of reading journals as a communication tool to improve pupils' progress in reading. Develop consistency in the use of Accelerated Reader across KS2. Pilot the use of 'Tutormate' in Year 1. Implement Early Words programme and shared reading pre DSR. Refine use of Jolly Phonics in Nursery and Reception and develop use of 'Letters and Sounds' in Year 1. 		Rachel Harvey (Reading) Jess Tough (Phonics, Early Words and Tutormate)	Throughout the year	Accelerated Reader: £4989	
Refine the provision for Maths: <ul style="list-style-type: none"> Continue implementation of PA Maths 1 – 6. Ensure that pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. Streamline maths assessment to increase effectiveness. Ensure provision meets demands of new Times Tables assessment for year 4. Adopt and develop use of a 'motivator' to engage children in developing and maintaining sharp recall of facts/tables/knowledge etc. 		Cristina King	Throughout the year	2 staff meetings £800 from CPD budget for two staff to attend Reasoning training	
Wider curriculum: <ul style="list-style-type: none"> Trial ideas across phases to innovate the curriculum. Revisit statutory content to ensure coherent and effective progression. Consider evidence of progress and outcomes for all subjects taking steps to ensure coverage across the school. 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. Continue to ensure that pupils experience a balance of high quality enrichment from varied educational visits and visitors. 		Synthia Ahmed Adriana Tallevi Keller	Throughout the year	Within Phase meeting time or out of class – covered internally	
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 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.		Alison McLucas	February 2019 and then a year later	29,000 Euros grant	
Use Peer Review to sharpen our understanding of the strengths and areas for development of each of reading, writing and mathematics		SLT and PL	A day each term	No additional cost	
Develop the provision of Science and ICT through: <ul style="list-style-type: none"> Reviewing the leadership of Science; Further developing tracking and assessment in ICT; Improving resourcing to enable better curriculum delivery: Wifi, suite (?), more I-pads for new staff. 		Nimesha Nagahawatte	Throughout the year	£40,000 allocated to ICT	

Objective 3	Strengths	Success Criteria for 2019			
<p>Develop distinctive ethos and pupils' well being</p>	<ul style="list-style-type: none"> Safeguarding is highly effective: Practice is driven by strong team work, staff are well trained and subsequently vigilant, records of 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 is outstanding Attendance is at least 96.0% School is judged to be outstanding in the next SIAMs inspection 			
Actions		Who	By when	Resources/CPD	Evaluation
<p>Take action to improve Attendance and Punctuality to include:</p> <ul style="list-style-type: none"> Engage with learning through the AfA programme. Improve the use of data to include better tracking of and intervention with cusp families (92 – 95% children). Consider the use of class targets with a particular focus on improving attendance of children in Reception. Monitor data carefully considering the risks for example: FGM and radicalisation. Seek to implement rewards for 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 greater 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. 		Christine Collins and Rebecca Abrahams	Throughout the year	SLA to borough £6100	
<p>Refine provision for safeguarding:</p> <ul style="list-style-type: none"> Review policy and procedures to ensure full implementation of new KCSIE from September 2018. Provide regular training updates for staff across the year. Securing annual audit of provision and review against LDBS check list. Develop role of link governor. Keep under review the careful recording of incidences of illness and injury. 		Rebecca Abrahams Rachel Harvey	Throughout the year	2 days of LDBS SLA for audit (£1200) 2 training twilights, delivered by the LA	
<p>On Line safety:</p> <ul style="list-style-type: none"> 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. Build an 'On Line Safety Group' comprised of different stakeholders in the school community, that promotes key messages and responds to issues that arise. 		Nimesha Nagahawatte	Throughout the year	ICT Education SLA £3,645	
<p>Develop the provision for SRE:</p> <ul style="list-style-type: none"> 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. Ensure the curriculum empowers children to deal with peer pressure when it threatens their personal safety or well-being. 		Amelia Sheppard	Throughout the year	No additional cost beyond staffing	
<p>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.</p>		Richard Griffiths Anna Adamczyk Alison McLucas	Throughout the year	Consider charging policy	
<p>Develop use of positive behaviour management strategies and use of restorative justice practices by working in partnership with Terence Bevington, launching the year with whole staff training and then following it up, more than likely with a focus on lunchtime and peer mediation. Incorporate with this, a review of the whole school 'Behaviour' and 'Anti Bullying' policies.</p>		Rachel Harvey Synthia Ahmed Adriana Tallevi Keller Midday staff	Throughout the year	£2000 from the CPD budget	
<p>Create a common set of rules and expectations for playtimes and lunch times as well as procedures for the end of each one, and handover to class teams.</p>		Rachel and Midday staff	Throughout the year	Overtime for meeting time	
<p>Continue to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon: Roles will include: School Council, Digital Leaders, peer readers, Lunchtime Ambassadors and School Travel Ambassadors.</p>		Richard Griffiths	Throughout the year	Staffing	
<p>Complete refinements to the lunch time provision in order to achieve Healthy Schools Gold Award:</p> <ul style="list-style-type: none"> Develop partnership with new contractor, Principles, to provide the school meals and encourage children to make healthier choices. Maximise the use of the space to reduce noise and to facilitate a more pleasant experience. Develop the role and influence of the Lunch-time Ambassadors; 		Mike Gleeson Midday staff	From September	New catering contract	
<p>Develop a Travel Plan to address parking and to reduce emissions around the school site.</p>		Richard Griffiths	Summer term	Minimal cost for Traffic cones, high vis and publication of posters	

Objective 4	Strengths	Success Criteria for 2019			
Develop the school's effectiveness as a church school	<ul style="list-style-type: none"> R.E. has been reenergised 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. 	<ul style="list-style-type: none"> School is judged to be outstanding in the next SIAMs inspection, under the new Framework. 			
Actions		Who	By when	Resources/CPD	Evaluation
Vision and leadership: <ul style="list-style-type: none"> 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. Consider whether they are virtues or values. Ensure that all policies are written in such a way that it is clear, how the vision impacts on the delivery of that policy. Arrange for John Viner to provide training for the governing board, on the new SIAMs Framework and expectations. Ensure that governors keep under review, the effectiveness of the school, as a church school. 		Rebecca Abrahams	Throughout the year	25 September FGB	
Wisdom, knowledge and skills: <ul style="list-style-type: none"> 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. 		Tom Pyke and Ed Dix	Summer 2019	N/A	
Character development: Hope, Aspiration and Courageous Advocacy: <ul style="list-style-type: none"> Develop work with Global Neighbours, 'Kindred Spirits' and French partners so that children develop a sense of social and moral ties to communities across the world considering impact on self and others. Find a partner in the developing world. Review the fundraising and work for charity undertaken by the school. Is it meaningful to children? Do they understand the purpose and impact? Are they motivated by the cause? Does their action and impact 'move' them? Seek to bring more aspirational speakers into the school, to challenge and inspire learners to overcome challenges in pursuit of goals. 		Amelia Sheppard Richard Griffiths SLT	Autumn 2018	t.b.c.	
Community and Living Well Together: <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. 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. 		Rachel Harvey	Autumn term and then throughout the year	£2000 from the CPD budget	
Dignity and Respect: <ul style="list-style-type: none"> Continue to host an International evening to celebrate diversity and difference. Investigate work with Stone Wall for Years 5 and 6. Ensure SRE promotes different models of families. Target Dads to support reading. Challenge resources for stereotyping etc. 		Christine Collins Years 4, 5 and 6 Phase leaders Amelia Sheppard Jess Tough	Autumn term 2018 Summer term 2019	t.b.c.	
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 testament of the Bible. Work to raise the profile of prayer in the school community, in particular in partnership with Prayer Space and Christ Church. 		Rebecca Abrahams Amelia Sheppard	Autumn term 2018	N/A	
Further improve provision for R.E. <ul style="list-style-type: none"> Clearly articulate, and then moderate, the non-negotiables for R.E. Undertake cross school moderation of standards achieved in R.E. with Sir John Cass Primary school. Enhance teachers' knowledge and confidence to deliver the R.E. curriculum with a whole school focus on Christianity. 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. Prepare to apply for R.E. Quality Mark. 		Amelia Sheppard	Throughout the year	CPD through GROW SLA	

Objective 5	Strengths	Success Criteria for 2019			
<p>Ensure all leaders take decisive action to improve the quality of provision</p>	<ul style="list-style-type: none"> The strong and stable leadership team has accomplished a great deal in a short time: A Good Ofsted outcome followed by an Outstanding SIAMs outcome. Leadership has ensured that standards of pupil achievement, overall, steadily rise, year on year, including at Greater Depth. 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 that 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 well targeted CPD, mentoring and coaching. 	<ul style="list-style-type: none"> Leaders and governors use performance management effectively to improve teaching. 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, it is improving rapidly. The proportion of 'highly effective teaching' is increasing in response to the support and ethos created by leaders. 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
<p>Increase leadership capacity across the school by:</p> <ul style="list-style-type: none"> Delegate tasks that have routinely sat with the headteacher, to the Assistant headteachers, to include the gathering of pupil learning data and the leadership of Pupil Progress meetings. Create a tier of subject leadership so that all wider curriculum subjects are led in their own right thereby freeing the Wider Curriculum leaders to focus on curriculum innovation across all subjects. (<i>Speaking and Listening, Language enrichment, Reasoning etc.</i>) Implement a new meeting structure to create more space for heightened productivity e.g. creation of teaching and learning manual. 		Rebecca Abrahams	Starting from the Autumn term	N/A	
<p>Increase effectiveness of leadership through:</p> <ul style="list-style-type: none"> Ensuring a personalised programme of CPD is 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. Keeping roles and responsibilities under review, seeking to raise the profile of different leadership roles and when delegating tasks – doing so within a coaching framework for support. Coaching conversations through the Achievement for all programme. Attending training for effective moderation of standards in literacy and mathematics provided by the borough within the IoD network. Attending and taking an active role in IoD Middle Leader network meetings. 		Rebecca Abrahams	Throughout the year	Add training costs	
<p>Ensure systems exist to enable staff voice to contribute to whole school developments in relation to:</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. 		Nimesha Nagahawatte	Throughout the year	N/A	
<p>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.</p>		Rebecca Abrahams	By the end of the Autumn term	No additional cost beyond staffing	
<p>Ensure that high quality mentoring and support is in place to develop staff new to roles:</p> <ul style="list-style-type: none"> NQTs so that they have the best possible chance of making outstanding progress throughout her NQT year and all borough deadlines and requirements are met in a timely fashion. SENCO so that by the end of her first year, the appointee feels well trained and fully established in role, working effectively and independently. New Phase leader so that the phase is well led, pupils make strong progress and initiatives/innovations are developed well. 		Jess Tough and Nimesha Nagahawatte Cristina King Rachel Prowting	Throughout the year	No additional cost beyond staffing	
<p>Benchmark our performance against other schools and learn from others through engagement with Peer Review in a triad with Sir John Cass and St. John's Primary Schools using the THEP Framework.</p>		Rebecca Abrahams	Throughout the year	t.b.c.	
<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 Termly surveys of views to inform developments The Press to communicate 'Good News' School Fairs and open days More extra-curricular clubs before and after school 		Rebecca Abrahams Nimesha Nagahawatte	Throughout the year	No additional cost beyond staffing	
<p>Strengthen collaboration and partnership with the Isle of Dogs and Deanery community of schools.</p>		Rebecca Abrahams	Throughout the year	N/A	
<p>Develop teacher training arm of the school so that we grow our own teachers</p>		Nimesha Nagahawatte	Throughout the year	Provides income rather than cost	
<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 moving schools to outstanding by the LDBS. 		Rebecca Abrahams Mike Gleeson	Throughout the year	Training in September	

Objective 6	Strengths	Success Criteria for 2019			
Maximise the school's use of its resources	<ul style="list-style-type: none"> The school has a small carry forward c.£79,000 				
Actions	Who	By when	Resources/CPD	Evaluation	
Business objectives: <ul style="list-style-type: none"> Bids for additional funding and investment 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 on staffing and sustainability of school running costs. Empower the PTA as a key source of fundraising. 	Mike Gleeson	Spring 2019			
Resourcing in ICT to enable the school to run smoothly and staff to work effectively: <ul style="list-style-type: none"> Wifi upgrade. Creation of an ICT suite rather than having lap top trollies Invest in CPD for staff so that children have increased opportunities 	Nimesha Nagahawatte	Summer 2018 and then throughout the year			
Enhance use of the school's Management Information System (MIS) to include: <ul style="list-style-type: none"> Consideration of its functionality to enhance work on behaviour, safeguarding and SEN; Well timed intervention for pupil and staff attendance. 	Mike Gleeson Rebecca Abrahams Senior leadership team	Autumn 2018			
Ensure compliance with GDPR	Mike Gleeson	Ongoing throughout the year			
Ensure that site is effectively managed with robust procedures followed for asset management .	Mike Gleeson	Summer 2019			
Develop a short and longer term plan for the development of the school site , that may then help to attract much needed investment. Plan to consider: <ul style="list-style-type: none"> 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 2019			
<ul style="list-style-type: none"> Manage the transition from Tower Hamlets Contract Services to a new provider for school meals, principles. 	Mike Gleeson	October half term onwards			