

St. Luke's School Development Plan: Performance Dashboard 2019.20

Context of the school

St. Luke's has one of the highest levels of mobility in Tower Hamlets. We had only 85% coverage for Year 6 in 2019 outcomes – meaning that 15% of the year group had not completed KS1 SATs anywhere, and certainly not at St. Luke's.

During the 2018.19 academic year, all year groups experienced mobility with children arriving and leaving throughout the year and three year groups experienced upwards of 15 changes of pupil during the course of the year. In the significant majority of cases, the mobility did not advantage pupil outcomes. This level of mobility makes it very difficult to accurately track the level of progress made by whole cohorts because of the constant variation to pupil outcomes.

Unusually for Tower Hamlets at St. Luke's we have an extremely diverse cohort with pupils of all faiths and none, from a multitude of different countries and speaking a significant variety of first languages. The diversity impacts on achievement both positively and negatively whereby some of our families, particularly from India and other Asian countries, have very high aspirations where as in stark contrast we also have a high percentage of White British families, eligible for Pupil Premium, some of whom have a legacy of unemployment and low aspirations. Overall approximately 32% of our families are eligible for Pupil Premium although this varies considerably from cohort to cohort. Our cohorts in Upper KS2 tend to have much higher Pupil Premium after aspirational families have moved off of the Island into property from which they are more likely to secure a grammar school place for Y7.

With our diverse cohort come a very high number of safeguarding and child protection concerns which impact negatively on our attendance figures. Despite making significant progress on attendance figures for 2018 in contrast to other Island schools, our outcomes for 2019 were poor.

St. Luke's used to be a one form entry primary school. It is now a two form entry primary school. Staff turnover remains low which allows for ongoing improvement and development. The leadership of the school remain focused on seeking to ensure that systems and structures maintain the very supportive staff working ethos as well as ensure that a high level of individual knowledge for each child and their needs is maintained.

Ofsted judgements: Last inspection: **Good** – 20.09.16

Overall Effectiveness	Effectiveness of leadership and Management	Quality of teaching, learning and Assessment	Personal development, behaviour and welfare	Outcomes for pupils
2	2	2	2	2

SIAMs judgements: Last Inspection: **Outstanding** – 01.12.17

Overall Effectiveness	Christian Distinctiveness	Collective Worship	Religious Education	Leadership and Management
1	1	1	1	1

Quality of teaching, learning and assessment – end of 2018.19 academic year

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

Note:

- Two NQTs join the teaching team for September 2019;
- Two members of the staff team are on maternity leave for the Autumn/Spring terms with a further member of staff due to start maternity leave towards the end of the Autumn term.

School's Self Evaluation Against the New Ofsted Framework

Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Quality of Early Years Education
2↑	2↑	2↑	2↑	2↑	2↑

Key priorities arising from the data and self-evaluation

Raising attainment

- Establish a **Mobility** Working Group to seek to improve the schools response to and management of such high levels of mobility, to reduce the impact on the school's overall capacity to continue to raise pupil outcomes.
- Keep provision under review and seek to increase the impact had on the progress and outcomes for pupils eligible for **Pupil Premium**, for White British children and for **boys**, particularly in literacy and particularly **writing**.
- Enable more children to achieve greater depth in writing, particularly White British lower down in the school.
- Refine the teaching of phonics to ensure 2019 outcomes are maintained and strengthened.
- Further develop teacher's assessment of pupils with SEN so that the school's tracking of impact and progress is more robust.
- Through the provision for reading, seek to improve the understanding of vocabulary for our EAL and WB children.
- Maintain focus on moving 'cusp' children to working in line with age related expectations.

Pupil welfare

- Take consistent and direct action to improve rates of attendance and punctuality. Groups to target carefully include: Pupil Premium children, White other and White British.
- Work to understand the link between attendance and other safeguarding and child protection concerns and work with other agencies with increased effectiveness, to enable struggling families to get their children into school with greater consistency.

Teaching and learning

- Further develop the teaching of writing across the school, considering the teaching sequence very carefully, refining the processes of drafting vs. editing, seeking to develop children's self-evaluation as well as looking to develop portfolios of progress for every child.
- Refine inclusive practices so that more reluctant learners are empowered to be active participants in all parts of lessons.

Leadership, management and the curriculum

- Work to effectively implement the refined senior leadership structure, designed to increase capacity, improve the smooth running of the school, and in particular ensure a consistent and high quality profile of teaching and learning across the school.
- Invest leadership time throughout the year, to fully develop and refine our wider school curriculum so that the school has a curriculum which directly reflects the needs of its very particular intake of pupils and that teachers have very clear guidance regarding what they are expected to teach and the outcomes children are to achieve. In particular the curriculum needs to reflect our school as a Church of England Primary School. The curriculum also needs to be designed in such a way as to support pupils in developing deeply embedded learning over time.
- Make sure that new staff are inducted well and supported effectively to deliver high quality teaching and learning for their pupils.
- Take steps to increase further, the level of challenge provided by governors, particularly around the curriculum and standards.

St. Luke's School Development Plan: Standards and progress tracker 2019.20: All children

	KS1 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: 56	R	W	M	Age APS	13	14	15	16	13	13/14	15	16	13	13/14	15	16				
				Actual																
	N/A	N/A	N/A	% ARE																
				% above																
				(at/above)																
Year 1: 58	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19				
				Actual																
	N/A	N/A	N/A	% ARE	55(31)				59(33)				64(36)							
				% above	23(13)				14(8)				16(9)							
				(at/above)	79(44)				73(41)				80(45)							
Year 2: 57	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22				
				Actual	18.7				18.5				18.7							
	N/A	N/A	N/A	% ARE	43(25)				48(28)				52(30)							
				% above	26(15)				17(10)				19(11)							
				(at/above)	70(40)				66(38)				71(41)							
Year 3: 50	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25				
				Actual	21.6				21.6				21.7							
				% ARE	53(30)				61(35)				58(33)							
				% above	16(9)				9(5)				16(9)							
				(at/above)	68(39)				70(40)				74(42)							
Year 4: 55				Age APS	25	26	27	28	25	26	27	28	25	26	27	28				
				Actual	24.3				24.1				24.2							
				% ARE	40(20)				48(24)				56(28)							
				% Above	30(15)				14(7)				16(8)							
				(at/above)	70(35)				62(31)				72(36)							
Year 5: 54				Age APS	28	29	30	31	28	29	30	31	28	29	30	31				
				Actual	27.1				26.9				27.2							
				% ARE	47(26)				35(19)				49(27)							
				% Above	27(15)				25(14)				25(14)							
				(at/above)	75(41)				60(33)				75(41)							
Year 6: 47				Age APS	31	32	33	34	31	32	33	34	31	32	33	34				
				Actual	29.9				29.8				30.3							
				% ARE	39(20)				35(18)				37(19)							
				% Above	27(14)				27(14)				27(14)							
				(at/above)	67(34)				63(32)				65(33)							

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												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	18.7				18.5				18.7			
	Gap	-0.3				-0.5				-0.3			
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.6				21.6				21.7			
	Gap	-0.4				-0.4				-0.3			
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.3				24.1				24.2			
	Gap	-0.7				-0.9				-0.8			
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	27.1				26.9				27.2			
	Gap	-0.9				-1.1				-0.8			
Year	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	29.9				29.8				30.3			
	Gap	-1.1				-1.2				-0.7			

Standards and progress tracker 2019.20: Boys

		KS1 APS				Reading				Writing				Mathematics			
		R	W	M	Age APS	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception :		R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
					Actual												
		N/A	N/A	N/A													
					(at/above)Gain												
Year 1: 31		R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
					Actual												
		N/A	N/A	N/A	@ ARE												
					Above												
Year 2: 31		R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
					Actual	18.6				18.2				18.4			
		N/A	N/A	N/A	@ ARE	35(11)				39(12)				35(11)			
					Above	26(8)				13(4)				19(6)			
Year 3: 18		R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
					Actual	21.8				21.7				21.7			
					@ ARE	55(17)				68(21)				55(17)			
					Above	23(7)				10(3)				19(6)			
Year 4: 28					Age APS	25	26	27	28	25	26	27	28	25	26	27	28
					Actual	24.1				23.6				24.3			
					@ ARE	28(5)				11(2)				39(7)			
					Above	28(5)				22(4)				33(6)			
Year 5: 35					Age APS	28	29	30	31	28	29	30	31	28	29	30	31
					Actual	27.0				26.6				27.2			
					@ ARE	57(16)				36(10)				61(17)			
					Above	18(5)				11(3)				18(5)			
Year 6: 23					(at/above)Gain	75(21)				46(13)				79(22)			
					Age APS	31	32	33	34	31	32	33	34	31	32	33	34
					Actual	29.1				29.1				29.8			
					@ ARE	39(12)				35(11)				39(12)			
				Above	19(6)				16(5)				16(5)				
				(at/above)Gain	58(18)				52(16)				55(17)				

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												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	18.6				18.2				18.4			
	Gap	-0.4				-0.8				-0.6			
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.8				21.7				21.7			
	Gap	-0.2				-0.3				-0.3			
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.1				23.6				24.3			
	Gap	-0.9				-1.4				-0.7			
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	27.0				26.6				27.2			
	Gap	-1.0				-1.4				-0.8			
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	29.1				29.1				29.8			
	Gap	-1.9				-1.9				-1.2			

Standards and progress tracker 2019.20: Pupil Premium

	KS1 APS			Age 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
				Actual												
	N/A	N/A	N/A	@ ARE												
				Above												
Year 1: 15	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
				Actual												
	N/A	N/A	N/A	@ ARE												
				Above												
Year 2: 13	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
				Actual	17.9				17.5				17.9			
	N/A	N/A	N/A	@ ARE	47(7)				27(4)				40(6)			
				Above	0(0)				0(0)				0(0)			
Year 3: 24	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual	21.5				21.5				21.5			
				@ ARE	62(8)				69(9)				62(8)			
				Above	8(1)				0(0)				8(1)			
Year 4: 16				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual	23.9				23.8				23.7			
				@ ARE	42(10)				46(11)				50(12)			
				Above	21(5)				8(2)				17(4)			
Year 5: 24				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual	26.6				26.4				26.6			
				@ ARE	50(8)				37(6)				38(6)			
				Above	19(3)				13(2)				19(3)			
Year 6: 24				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual	30.3				30.4				30.4			
				@ ARE	52(12)				43(10)				39(9)			
				Above	17(4)				22(5)				22(5)			
			(at/above)	70(16)				65(15)				61(14)				

Gap Tracker: Pupil Premium

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	17.9				17.5				17.9			
	Gap	-1.1				-1.5				-1.1			
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.5				21.5				21.5			
	Gap	-0.5				-0.5				-0.5			
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	23.9				23.8				23.7			
	Gap	-1.1				-1.2				-1.3			
Year	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	26.6				26.4				26.6			
	Gap	-1.4				-1.6				-1.4			
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	30.3				30.4				30.4			
	Gap	-0.7				-0.6				-0.6			

Standards and progress tracker 2019.20: 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: 12	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
			(at/above)													
Year 2: 14	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual	18.8				18.8				19.0			
				@ ARE	50(6)				67(8)				67(8)			
				Above	25(3)				17(2)				25(3)			
			(at/above)	75(9)				83(10)				92(11)				
Year 3: 13	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual	21.9				21.7				21.7			
				@ ARE	57(8)				79(11)				64(9)			
				Above	21(3)				0(0)				14(2)			
			(at/above)	79(11)				79(11)				79(11)				
Year 4: 13				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual	24.2				23.8				23.5			
				@ ARE	23(3)				38(5)				46(6)			
				Above	38(5)				8(1)				8(1)			
			(at/above)	62(8)				46(6)				54(7)				
Year 5: 20				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual	27.5				27.0				27.5			
				@ ARE	46(6)				46(6)				38(5)			
				Above	15(2)				8(1)				31(4)			
			(at/above)	62(8)				54(7)				69(9)				
Year 6: 19				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual	29.3				29.3				29.7			
				@ ARE	37(7)				37(7)				47(9)			
				Above	26(5)				21(4)				16(3)			
			(at/above)	63(12)				58(11)				63(12)				

Gap Tracker: White British

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS	18.8				18.8				19.0			
	Gap	-0.2				-0.2				0.0			
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS	21.9				21.7				21.7			
	Gap	-0.1				-0.3				-0.3			
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS	24.2				23.8				23.5			
	Gap	-0.8				-1.2				-1.5			
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS	27.5				27.0				27.5			
	Gap	-0.5				-1.0				-0.5			
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS	29.3				29.3				29.7			
	Gap	-1.7				-1.7				-1.3			

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

Objective 1	Strengths	Success Criteria for 2020			
<p>Develop the school's curriculum</p>	<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. Jolly Phonics is now well established and pupil outcomes have significantly improved as a result. Daily Supported Reading and benchmark levelling is embedded in the school. Destination Reader is well established across Year 2 and Key Stage 2. Enhanced opportunities to inspire and strengthen learning of a subject e.g. visits to 'twinned' school in France. 	<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. Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice. Series of lessons consistently match the aims of the curriculum, exploiting links to raising aspirations, celebrating differences and building resilience to manage and cope with change. Work is of a high quality and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Evidence demonstrates that all children are getting the substance of the curriculum irrespective of disadvantage and/or need. Pupils read widely and often, with fluency and comprehension, appropriate to their age as a result of the rigorous and sequential reading curriculum they experience. Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. 			
Actions		Lead	Timescale	Resources/CPD	Evaluation
<p>Inspire academic rigour and precision in the implementation of teaching, learning and the curriculum</p> <ul style="list-style-type: none"> Enable the established teaching and learning group that meets regularly to complete the development of a teaching and learning manual that also acts as a policy for the school. 		<p>Nimesha Nagahawatte, DH and Computing lead</p>	<p>Throughout the year</p>	<p>N/A</p>	
<p>Further develop the Early Years provision</p> <p>Further develop:</p> <ul style="list-style-type: none"> An environment that is language rich and offers constant opportunities for engagement in all types of play. The outdoor space to allow children to access the same assessment links as indoors. Links to all areas of the curriculum so that children are accessing more within a preferred space. The Wow books, informed by a variety of information sources, to provide an accurate assessment for each child. The opportunities for children to independently write thereby improving outcomes for writing. See sections for Phonics and DSR – to develop children's reading and comprehension of text. 		<p>Jess Tough</p>	<p>Throughout the year – see action plan</p>		
<p>Refine intent and implementation for Reading</p> <ul style="list-style-type: none"> Ensure all children are read to every day at a level beyond what they can comfortably read to themselves. Continue to refine use of Jolly Phonics through working in partnership with the English Hub and in particular, targeting refinements to teaching programme for the lowest 20% of children and making sure children have access to sufficient numbers of phonically decodable books. Implement Early Words programme and shared reading pre DSR in Reception. Extend the use of 'Tutormate' in Year 1 for a second year. Begin implementation of 'Bug Club' with the intention of increasing parental engagement to facilitate reading at home. Continue to refine implementation of Daily Supported Reading for Reception and Year 1 and Destination Reader for Years 2 –6 with a consistent focus on developing children's application of the reading skills that underpin effective comprehension of text. In particular, review the provision for Y2 to make sure it retains the same priority status as Y1, with staffing etc. Also maintain a focus on clarification to support some WB upils as well as EAL pupils in acquiring a broad understanding of vocabulary. Strengthen leadership of DSR and DR, ensuring weekly meetings for DSR and movement of children and adults between groups. Increase effectiveness of reading journals as a communication tool to improve tracking pupils' progress in Destination Reader. Develop consistency in the use of Accelerated Reader across KS2 as a tool to motivate children to read regularly at home. Through working in partnership with the school librarian, continue to extend access to texts that motivate children to read and in the taught wider curriculum. Introduce opportunities throughout the year, for parents to come into school and read with their children, whilst also hearing about the school's work to improve reading. 		<p>Jess Tough (Phonics, Early Words + Reading, KS1 Literacy units and Tutormate)</p> <p>Adriana Sutherland (DR, AR, KS2 Literacy units)</p>	<p>Throughout the year</p>	<p>Accelerated Reader: £4989</p>	
<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. Enable staff to access Nina Birch training and literacy units to inspire the children as writers. Ensure systematic teaching of spelling, punctuation and grammar is happening across the school. Ensure handwriting practice and Pen Licence incentives encourage children to adopt a consistent letter formation and then cursive handwriting style as soon as they are able to. Increase expectations regarding the complexity of sentence structure in children's writing, extending use of Alan Peats sentences. Ensure the wider curriculum provides a purpose for writing that motivates children. Regularly undertake book scrutinies, join other schools for moderation purposes and undertake a Deep Dive into writing, to ensure that the quality of writing across the 		<p>Amy Rothon, Writing leader, and Phase leaders</p>	<p>Throughout the year</p>	<p>Staff meeting time for teachers to meet with other IoD teachers to moderate standards.</p> <p>Cost of Mary Jones Consultant day to 'Deep Dive' into writing</p>	

<ul style="list-style-type: none"> curriculum is consistent with the quality in literacy and that standards are high by comparison to local and national standards. Provide support and training to enable staff to make effective use of Colourful Semantics. 				
Refine intent and implementation for Maths <ul style="list-style-type: none"> Manage the transition from PA Maths to the use of White Rose by ensuring a high degree of planning support for all teachers. Ensure pupils are regularly applying knowledge and understanding to reasoning and problem solving and that they are engaging in higher order tasks and thinking. Enable two staff to engage with the Mike Askew project focusing on: 'Connections, Continuity and Progression in Multiplicative Reasoning in Primary Mathematics'. 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 DH and maths lead	Throughout the year	4 days of maths Consultant time including 5 staff meetings £800 for AB and SS to attend Mike Askew Project	
Refine intent and implementation of the school's Wider Curriculum <ul style="list-style-type: none"> Implement the revised Wider Curriculum Framework, paying particular attention to the 3 key drivers (Building resilience to respond positively to change, to celebrate differences and to raise aspirations) enabling children's cumulative understanding within the key questions across each term. Develop 'Knowledge Organisers' to demonstrate all the details of each unit of work: National Curriculum objectives, key skills, questions and intended outcomes. They also include key activities linked to the overarching key questions. These K.O. support teachers in linking the curriculum to the intended key drivers. Make sure that each Knowledge Organiser builds on the previous one, within and across years, to enable skills to be revisited and developed further, to support embedded knowledge for learners over time. Revisit statutory content to ensure coherent and effective progression as well as full N.C. coverage. Provide a high degree of planning support for all teachers to enable a successful implementation in its first year. Consider evidence of progress and outcomes for all subjects taking steps to ensure coverage across the school by focusing on different subjects through SLT meetings. Seek to incorporate work related learning into each year group to provide purpose for writing, to build aspiration and to fuel resilience and motivation to succeed. Ensure that pupils experience learning guarantees, detailed in the Wider Curriculum Framework which include a balance of high quality enrichment from varied educational visits and visitors. Continue to refine assessment and tracking of the computing curriculum. Set wider curriculum work up in the children's workbooks in order to enable efficient manageable assessment. 	Jess Tough Amelia Sheppard Adriana Sutherland and subject leaders	Throughout the year	Support staff enable cover to keep costs down whilst enabling regular communication between leaders and teachers	
Increase capacity for the delivery of Modern Foreign Languages Seek to strengthen the provision for MFL by implementing ERASMUS + opportunity for staff to spend time in a language school in France. Learning for adults will take place before and after the trip. The trip will also provide an opportunity for staff to immerse in the culture of France whilst at the same time, learning some of the language.	Yolenn Col	February 2020	29,000 Euros grant	
Use THEP model for Peer Review to sharpen our understanding of the strengths and areas for development of each of reading and the Wider Curriculum.	SLT and PL	A day in each of the Autumn and Spring terms	No additional cost	

Objective 2	Strengths	Success Criteria for 2020			
Refine use of data and assessment to enable increases in pupil outcomes	<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 20% schools nationally for reading and mathematics. Progress for middle prior attainers in writing is in the highest 20% schools nationally. KS2 Reading attainment for disadvantaged children is significantly above national for the expected standard. 	<ul style="list-style-type: none"> 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 2019.20 Narrow the gap between the attainment of boys, Pupil Premium and White British children, with the cohort average of each year group, particularly in writing throughout the school, but also in maths at Key Stage 2. Increase the % WB PP children who achieve Greater Depth in writing. 			
Actions		Lead	Timescale	Resources /CPD	Evaluation
Improve assessment <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 COMPUTING, and the foundation subjects, including R.E. and MFL. 		Cristina King and Nimesha Nagahawatte Harriet Pickering Amelia Sheppard	Throughout the year	£1500	
Reduce the impact of high levels of pupil mobility <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. 		Rebecca Abrahams Pat Probert Absana Begum	Autumn term	N/A	

<ul style="list-style-type: none"> Developing our capacity to assess and plan for the needs of new arrivals to lessen the impact of mobility on the learning for all. 	Christine Collins			
<p>Improve use of data</p> <ul style="list-style-type: none"> Continue to refine tracking of children from Nursery to Year 2 with phonics including key dates on the M&E Schedule and an Autumn Phonics Check from a previous year. Improve use of Fischer Family Trust (FFT). Continue to develop Pupil Progress meetings, making sure that boys, Pupil Premium and White British children, are carefully tracked. Develop the use of O Track to further improve formative and summative tracking to inform school improvement. Refine tracking to include those children working 1 point below ARE and Venn Diagrams of children on track to achieve the combined R, W and M outcome at each assessment point. Consider more effective ways to plan provision for the PP children and measure the impact achieved referring to DfE guidance. Make effective use of borough 'forecast' spread sheets to anticipate likely levels of progress for KS2 given standardised scores in assessments. Consider how to make use of NFER data from Year 5 Banding tests more effectively. 	Rebecca Abrahams Cristina King Nimesha Nagahawatte Jess Tough Amelia Sheppard Adriana Tallevi Keller	Throughout the year	£445 for FFT £1,500 for O track	
<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 and monitoring this carefully. Coaching of leaders in respect of their impact on outcomes for the lowest achieving children. Refine use of Structured Conversations with targeted parents, working with teachers to reach target parents. 	Jess Tough (Cristina King to oversee during maternity leave)	Throughout the year	£3k	
<p>Empower learners to be increasingly independent</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 	Cristina King Nimesha Nagahawatte and Phase leaders	Spring term	See costs for reading	
<p>Further develop the school's Provision map and seek to increase impact of interventions</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. 	Adriana Sutherland Harriet Pickering	Throughout the year	£14,600 SALT SLA Minimal costs to CPD budget	
<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. 	Jess Tough	Throughout the year	N/A	
Develop the culture of 'all children can do it' by continuing to reflect on 'Growth Mind set' work including: Use of praise	Everyone!	Throughout the year	N/A	
Engage with moderation activity, internal and external, to ensure that judgements regarding the standard of work produced and the progress being made are accurately pitched, in school and within IoD network. In particular consider exceeding for Reception and Greater depth for Year 1.	Jess Tough and all teaching staff	Throughout the year	Staff meeting time allocated	

Objective 3	Strengths	Success Criteria for 2020			
Develop distinctive ethos and pupils' well being	<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 is continues to be effective. Attendance is at least 96.0%. The school is judged to be outstanding in the next SIAMs inspection. Pupils' behaviour and attitudes are exceptional. Personal development is exceptional. All children have access to a wide, rich set of experiences and children are supported in developing their talents and interests. Disadvantaged children consistently benefit from the school's opportunities. 			
Actions		Who	By when	Resources/CPD	Evaluation
Improve Attendance and Punctuality <ul style="list-style-type: none"> Improve the use of data to include better tracking of and intervention with cusp families (92 – 95% children). Monitor data carefully considering the risks for example: FGM and radicalisation as well as links to safeguarding and other indicators of vulnerability e.g. SEN, Bullying Feedback positively to parents on improvements in attendance as well as 100% attendance. Develop tracking of, and intervention with, persistently absent families, including ensuring that they have a record of all meetings with clear targets for improvement. Review what is communicated through the newsletter to parents each week to motivate greater improvements. Strengthen partnership with Education and Welfare Advisor and increase accountability. Look for opportunities to publicise the importance of attendance – make use of other events where the turnout is good to get positive message across. Increase administrative support to enable the above to be undertaken manageably. 		Rebecca Abrahams Absana Begum in partnership with Emdad Rahman	Throughout the year	SLA to borough £6100	
Refine provision for safeguarding <ul style="list-style-type: none"> Review policy and procedures to ensure full implementation of updated KCSiE from September 2019. Provide regular training updates for staff across the year. Secure annual audit of provision and review against LDBS check list whilst also engaging with the borough audit process. 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. Ensure that all visiting contractors, supply agencies and external providers such as for sports coaching and music tuition, have an appropriate safeguarding and child protection policy. Secure from each of the above organisations, written confirmation that all of their employees who are involved in regulatory activity have been subject to enhanced DBS checks. Include recruitment check information in respect of the new catering staff. 		Rebecca Abrahams Rachel Harvey Christine Collins Harriet Pickering	Throughout the year	2 days of LDBS SLA for audit (£1200) 1 twilights, delivered by the LA	
Ensure everyone is equipped to deal with On Line Safety <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	COMPUTING Education SLA £3,645 2 X staff meeting slots	
Develop the provision for SRE <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	
Strengthen extra-curricular provision Work to continue to develop the provision before, during and after school in such a way that there are opportunities for children of all ages, accessed by children who are eligible for Pupil Premium as well as other children.		Richard Griffiths Anna Adamczyk	Throughout the year	Consider development of a charging policy	
Further develop the use of positive behaviour management strategies and use of restorative practices		Cristina King	Throughout the	£2000 from the CPD	

<ul style="list-style-type: none"> Develop partnership with Terence Bevington through the Behaviour Champions; Review and update the Behaviour Policy with a particular focus on including sanction ladders as well as improving the use of House Points and consistent rewards; Implement a system of zones for lunch time with better communicated expectations in respect of behaviour in each of the zones and clear briefs for playground leaders to support as well as staff; Work with the Anti Bullying Alliance (ABA), to review school policy and procedures, raise the profile of these and ensure all members of the community understand how they are implemented and why, increase CPD for staff and learn from effective practice in ABA schools. Work in partnership with Cherry Trees Outreach Service and 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. 	Nimesha Nagahawatte Harriet Pickering Middy staff	year	budget 2 X staff meetings across the year CPD for senior leaders	
<p>Continue to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon</p> <p>Develop the following roles:</p> <ul style="list-style-type: none"> School Council Digital Leaders Peer Readers Playground Leaders RE Ambassadors School Travel Ambassadors. 	Richard Griffiths (School Council, Travel and Playground Leaders) Anna Adamczyk (Playground Leaders) Nimesha Nagahawatte (Digital) Phase leaders (Readers) Amelia Sheppard (RE)	Throughout the year	N/A	
<p>Work in partnership with the Council to develop a Travel Plan to address parking and to reduce emissions around the school site</p>	Richard Griffiths Mike Gleeson	Throughout the year	N/A	

Objective 4	Strengths	Success Criteria for 2020			
<p>Develop the school's effectiveness as a church school</p>	<ul style="list-style-type: none"> R.E. has been re-energised as a curriculum subject. The quality of teaching of R.E. is very high, children enjoy the subject and outcomes are strong as evidenced in their work. Our school values are embedded in the culture of the school – they impact upon ethos and relationships across the whole school community. 	<ul style="list-style-type: none"> The school is judged to be outstanding in the next SIAMs inspection, under the new Framework. The school's work to develop pupils' character is exemplary. 			
Actions	Who	By when	Resources /CPD	Evaluation	
<p>Vision and leadership</p> <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. (<i>September 2020</i>) Ensure that all policies are written in such a way that it is clear, how the vision impacts on the delivery of that policy. Maintain partnership with GROW Consultant, John Viner, to keep the focus on ongoing self review and development in line with the new SIAMs Framework. Ensure that governors keep under review, the effectiveness of the school, as a church school. 	Rebecca Abrahams Tom Pyke Richard Griffiths	Throughout the year	Within GROW leadership and management package		
<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. Roll out the P4C approach initially within Years 2 and 3 phase and then beyond. 	Rebecca A Richard Griffiths Amelia S and with governors	Autumn 2019 and then Summer 2020	Cost of INSET for P4C, May 7 2020		
<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>	Amelia Sheppard Richard Griffiths With SLT	Autumn 2019	Seek grant from British and Foreign School Society to fund this work Travel costs to Reculver		
<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. 	Cristina King and Nimesha Nagahawatte	23 and 24 Sept. For YMHFA training	Host YMHFA training for borough		

<ul style="list-style-type: none"> 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. 		See Objective 3	2 X Staff meetings for Behaviour	
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 and the PTA Amelia Sheppard Phase leaders	Autumn term 2019 Summer term 2019	N/A	
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. 	Rebecca A Richard Griffiths Amelia S	Throughout the year	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. Standards in RE to be explicitly shared with parents through the annual school report. Undertake cross-school moderation of standards achieved in R.E. with other Deanery school as well as in-school moderation of standards Strengthen the curriculum to empower more children to be able to achieve greater depth in R.E. Ensure RE skills are taught and made explicit to children. Share with staff, the progression of skills grid. Strengthen formative and summative assessment of R.E. Consider the LDBS tracking system for learning and progress in R.E. Build in time to moderate standards in R.E. Work to achieve the R.E. Quality Mark. 	Amelia Sheppard	Throughout the year	Release of subject leader time	

Objective 5	Strengths	Success Criteria for 2020			
Ensure all leaders take decisive action to improve the quality of provision	<ul style="list-style-type: none"> Much has been accomplished: A Good Ofsted outcome followed by an Outstanding SIAMS outcome. Leadership has ensured that standards of pupil achievement steadily rise, year on year. Leadership enable challenges to be overcome as indicated by the combined outcomes in reading, writing and mathematics being above national in 2018 as the result of exceptional progress since the start of Year 5 for the cohort, documented in the Ofsted report. Staffing is stable across all roles in the school – indicating that staff feel well supported and enabled to develop through carefully targeted CPD, mentoring and coaching. 	<ul style="list-style-type: none"> Leaders and governors use performance management effectively to improve the provision. They use accurate monitoring to identify and spread good practice across the school. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly. The proportion of 'highly effective teaching' is increasing in response to the support and ethos created by leaders. Staff receive high levels of support for well being issues. Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. 			
Actions		Lead	Timescale	Resources/CPD	Evaluation
Increase capacity to continue to deliver improving outcomes <ul style="list-style-type: none"> Implement restructuring of the senior leadership of the school to include two non class based deputy headteachers, making sure that all roles and responsibilities are clearly defined and complement each other. Further develop the tier of subject leadership so that all wider curriculum subjects are led discretely increasing the capacity for the Wider Curriculum Leaders to focus on embedding the key drivers and over arching questions for the curriculum as well as holding onto the bigger picture and keeping the full implementation and impact under review. Undertake a review of the support staff structure and ensure pay reflects the enhanced contribution of many to the progress made by the school. Maintain enhanced meeting structure to create more space for heightened productivity e.g. creation of teaching and learning manual as well as scrutiny of pupils' work across the curriculum. Develop succession planning for key roles in the staffing structure and use performance management to up skill staff who may move into roles in the future. 		Rebecca Abrahams Cristina King	Starting from the Autumn term	Enhanced staff costs planned for in the budget	
Increase effectiveness of leadership <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 – SENCO beginning training for the National Standard. Keep roles and responsibilities under review, ensuring they are properly reflected in the post holder's Job Description, inducting and developing 		Rebecca Abrahams	Throughout the year	Training/coaching costs See CPD Strategy	

<ul style="list-style-type: none"> staff new to roles within a coaching framework. Attend training for effective moderation of standards in literacy and mathematics provided by the borough and within the IoD/Deanery networks. 				
Ensure systems exist to enable staff voice to contribute to whole school developments <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	
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	By the end of the Autumn term	No additional cost beyond staffing	
Ensure CPD is tailored to the needs of individuals as well as the needs of the school <ul style="list-style-type: none"> High quality induction, mentoring and support for NQTs so that they have the best possible chance of making outstanding progress throughout their NQT year and all borough deadlines and requirements are met in a timely fashion. High quality induction, mentoring and support for supply staff covering for staff on maternity leave to maintain standards of pupil progress and outcomes. Enhanced levels of support for all teachers in implementing the new wider curriculum framework as well as the new scheme for mathematics, with a focus on getting the planning right followed with an assessment of impact and next steps. Partnership teaching to develop the teaching of the new curriculum e.g. from the deputies for teaching mathematical reasoning or computing. Carefully thought through staff meeting programme for the school, directly addressing school priorities. Targeted training for all staff against school priorities e.g. Y2 and Y6 training, Nina Birch training, subject leaders’ networks. Performance management encouraging support staff to up skill their qualifications or their skills in particular areas, required by the school. 	Cristina King Nimesha Nagahawatte Jess Tough Amelia Sheppard Adriana Sutherland Rebecca Abrahams	Throughout the year	No additional cost beyond staffing	
Benchmark our performance against other schools and learn from others through engagement with THEP model for Peer Review , with a particular focus on Reading and the Wider Curriculum.	Rebecca Abrahams	Throughout the year	THEP membership	
Increase profile of school with parents and community through improved use of: <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	
Strengthen collaboration and partnership with the Isle of Dogs and Deanery community of schools.	Rebecca Abrahams	Throughout the year	N/A	
Develop teacher training arm of the school so that we grow our own teachers	Nimesha Nagahawatte	Throughout the year	Provides income rather than cost	
Seek to develop governors’ evaluation of the school’s strengths and areas for development to enable them to take appropriate action to hold leaders to account and to enable the school to progress and achieve its ambition: <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 Mike Gleeson	Throughout the year	Training in September	

Objective 6	Strengths	Success Criteria for 2020		
Maximise the school's use of its resources	<ul style="list-style-type: none"> The school has a carry forward c. £163,349 	Carry forward for 2020 reflects balance of 2019 carry forward once planned expenditure accounted for, for ICT – anticipated to be c. £103,388.		
Actions	Who	By when	Evaluation	
Maintain school's financial strength <ul style="list-style-type: none"> Seek and complete bids for additional funding and investment Keep under review all existing SLAs and contracts, challenging for best value as well as contract delivery. <ul style="list-style-type: none"> This may require us to go to tender again for the provision of school meals; Bring contract for cleaning, in house. Develop 3 year projections for expenditure, with a particular focus on staffing and sustainability of school running costs. Scrutinise all returns to the LA to ensure accuracy to secure funding. Scrutinise monies received particularly for high needs and challenge bandings for children with complex needs. Empower the PTA as a key source of fundraising and continue to invest monies raised into the school site – prioritising the playground and the swimming pool changing rooms. Continue to research opportunities to reduce the carbon foot print of the school and increase efficiency. 	Mike Gleeson With support from Harriet Pickering for High Needs funding	Spring 2019		
Continue to invest in ICT to enable the school to run smoothly, staff to work efficiently and the Computing curriculum to be delivered well	Mike Gleeson	Autumn 2019		

<ul style="list-style-type: none"> • Complete the creation of a Computing Suite to complement the work that can be done in classrooms, particularly for discrete computing lessons. • Look to work in partnership with George Green's and Cubitt Town Juniors to become a Computing Hub with the Dfe – which will raise profile of the school and attract further investment. • Invest in CPD for staff so that staff are confident in using the new resources to teach the curriculum and manage workload more effectively. 	Nimesha Nagahawatte		
Enhance use of the school's Management Information System (MIS) <ul style="list-style-type: none"> • Maximise use of its functionality to enhance work on behaviour, safeguarding and SEN; • Use it to ensure well timed intervention for pupil and staff attendance. 	Mike Gleeson Rebecca Abrahams Harriet Pickering	Autumn 2019	
Ensure compliance with GDPR	Mike Gleeson	Ongoing throughout the year	
Ensure that site is effectively managed with robust procedures followed for asset management including systems for the protection of valuable equipment purchased.	Mike Gleeson	Ongoing throughout the year	
Develop a short and longer term plan for the development of the school site , which may then help to attract much needed investment. Plan to consider: <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 2020	