

Harbinger School Development Plan: Performance Dashboard 2023.24

Context of the school

Harbinger School experienced an unsettled period for a number of years prior to September 2020. An Ofsted inspection in 2014 graded the school as Requires Improvement. Then in 2016 the school was graded as Good. Most recently in November 2019, after a change in leadership a year before, the school was once again graded as Requires Improvement. The headteacher at the time of the inspection, who had been in post since September 2018, left at the end of the 19.20 academic year.

Whilst the school received an inspection result of Requires Improvement in 2019 it was felt that this was a positive outcome under the circumstances, as there were very serious concerns held by the local authority in respect of safeguarding in the school.

Despite this, Harbinger benefits from a stable staff team who are deeply committed to the school, many of whom who have worked for the school for more than 10 – 15 years. They care enormously for the children who attend the school, many of whom who come from families who for generations have attended Harbinger School themselves.

The consistent issue that had faced the school was the outcomes achieved by children, especially in literacy and at the end of Key Stage 2. Certainly the last inspection identified that expectations in the curriculum were not high enough.

The school serves a diverse East End community, with the significant majority of children attending coming from either White British or Bangladeshi families. The school has a very high percentage of Pupil Premium families, and a significant number of children come from families who have lived on the Island for generations with a history of unemployment since the London Docklands ceased to be a key employer. Despite being on the Isle of Dogs, under the sky scrapping towers of Canary Wharf, these communities are not well represented in the Canary Wharf workforce. Aspirations stemming from home therefore have impacted upon pupil outcomes, often evidenced in the poor attendance of some children. The requirement for the school to over compensate is very high.

The 'Requires Improvement' judgement has resulted in the school's roll falling. Already vulnerable in terms of raising achievement with a PAN of 45 pupils in each year group and mixed age classes, further reductions increase vulnerabilities in terms of budget. Furthermore, the budget is already compromised by a PFI deal reached 22 years ago, for which the school needs to serve a further 3 years, and that costs the school in excess of £338k a year.

This context outlines some of the challenges, however progress since September 2020 has been significant.

Since September 2020, Harbinger has had a partnership with St. Luke's CE School, also on the Isle of Dogs. The partnership was initially set up to last two years but has since been extended indefinitely. The former Headteacher of St. Luke's became the Executive Headteacher across both schools between 2020 – 2023 and the former Deputy Headteacher of St. Luke's became Head of School during this period. The Head of School is now the Acting Headteacher until the end of the academic year 2023-24. The leadership of the school meet with the Local Authority on a half termly basis to assess the impact of the partnership and measure the progress being made by the school.

The outcomes achieved in the 2022 national assessments demonstrate a positive picture across all phases. All KS1 'at expected' outcomes exceed national outcomes and these were moderated by the LA. Notably, the combined outcomes at KS2 show a significant improvement when compared to the same measure in 2018 and 2019, despite the significant disruption of Covid. Outcomes for Reading and GPS far exceed those achieved nationally at KS2 and outcomes for Writing, Mathematics are in line.

This data clearly evidences that the school is on a surer footing. Safeguarding has been assessed by the LA as being effective. Work to raise expectations in the curriculum has been extensive and is ongoing. The staffing structure has been overhauled and a number of changes made to the teaching workforce. The appetite for ongoing school development is strong and the pace of change is rapid.

Ofsted Judgements: Last inspection in November 2019: Requires Improvement (RI)

Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal development	Leadership and Management	Early Years Provision
3	3	3	3	3	2

Note: 1 – Outstanding, 2 – Good, 3 – Requires Improvement, 4 – Inadequate

School Self Evaluation: November 2021

Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal development	Leadership and Management	Early Years Provision
2	2	2	2	2	2

Quality of teaching and learning, September 2023

Inadequate provision	Requires Improvement	Good provision	Outstanding provision
0%	0%	78%	22%
0	0	7	2

Notes:

- The school has 4 teachers who are ECTs. They are not yet included in this data.
- Within the group of teachers highlighted as being 'good' there is wide variation in terms of quality. There are at least 4 teachers who are 'very good' and with the further impact of work planned to raise expectations in the curriculum, should move to outstanding quickly.

Standards of attainment and achievement

	Harbinger				National			
	2018	2019	2022	2023	2018	2019	2022	2023
EYs GLD	62	64	60	58	72	72	65	67
Y1 Phonics	73	81	79	75	82	82	76	79
KS1 Combined	69	73	65	58	65	65	53	56
KS2 Combined	37	45	57	57	65	64	59	59

Notes: There is no data available for 2020 or 2021 due to the national lockdowns resulting from Covid-19

Ofsted 2019

- To enhance the impact of the curriculum, leaders and governors should:
 - Ensure that learning is sufficiently demanding and equips pupils with the knowledge they need for the next stage of their education.
 - Provide additional support to those adults that support the weakest readers, so strong teaching enables them to catch up quickly.
 - Ensure that pupils, including those who speak English as an additional language, gain a wider and more secure vocabulary and strengthen their comprehension of text.
- Leaders must embed the new systems to ensure that there are speedy and effective response to any concerns, including those about bullying and behaviour. Staff, leaders and governors should ensure that parents and pupils feel that when they raise concerns, the school will deal with them well.
- Governors should receive the training and information they need to gain a comprehensive understanding of the work of the school. They need to ensure that they have an accurate understanding of the school's strengths. This will equip them to hold leaders to account for improvements in the school.
Next inspection forecast for Autumn 2023.

Key priorities arising from the data and self-evaluation

Quality of Provision:

- Strengthen the attainment and progress of children across KS2 particularly in mathematics and with due consideration to the Multiplication Tables check in year 4 as well as Y6 SATs.
- Refine the curriculum for all subjects, across Key Stages 1 and 2, to make sure there is distinct progression from one year group to the next despite the mixed classes.
- Ensure that each unit of work has clear components that build towards clearly defined composite goals/end points.
- Maintain the clear focus on teaching children new vocabulary and implement support to enable children who have fallen behind, to catch up.
- Promote oracy as a priority.

Behaviour and Attitudes:

- Refine the implementation of the agreed policy to develop consistency of practice across the school.
- Continue the work towards becoming an Attachment and Trauma Aware school.











Personal Development

- Continue to improve attendance and ensure safeguarding remains effective.
- Continue to promote and monitor well-being for children and staff, supported by our Mental Health First Aiders

Leadership, management

- Refinement of roles to maintain capacity to deliver ongoing accelerated progress.
- Build upon Microsoft Showcase School Award.

Harbinger's School Development Plan: Objectives 1 – 5












 Nimesha Nagahawatte Headteacher & Computing Lead	 Eddi Miller KS1 Reading Lead and Phonics Lead	 Jackie Garner EYFS Leader	 Fiona Keogh Writing Lead and Oracy Lead	 Tom Bem-Hodgkinson PSHE Lead and Music Lead	 Azmina Vaid RE Lead	 Rebecca Cartwright Science Lead, Art & Design Lead and Design Technology Lead	 Sultana Begum Humanities Lead and Maths Lead (Mat cover)	 Anna Adamcyk PE Lead	 Yolenn Col MFL Lead
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Objective 1	Strengths	Success Criteria for 2024
<p>Develop Teaching & Learning</p> <p>and</p> <p>the Curriculum</p>	<ul style="list-style-type: none"> The provision for EYs and KS1 enables children to make strong progress in learning. (<i>Ofsted 2019</i>) Outcomes for Reception in 2022 demonstrate that pupils who were in the school for the full year achieved in line with national outcomes at 65%. 'At expected' outcomes for children in Key Stage 1 in 2022, that were moderated by the Local Authority, exceeded those achieved by schools nationally for each of reading, writing, mathematics and combined measures. 'At expected' outcomes for children in Key Stage 2 in 2022 and 2023, exceeded those achieved nationally in Reading and Grammar/Punctuation and Spelling. They were broadly in line with national Combined measures. This demonstrated immense progress on previous years, most notably in the 'Combined' outcomes. Greater depth outcomes at KS2 in 2022 for Reading, Mathematics and Grammar/Punctuation and Spelling were also high. EYs teachers enable children to develop their language skills swiftly. (<i>Ofsted 2019</i>) Leaders in the school have worked together to create a cohesive curriculum so that the learning in each subject is carefully sequenced, with the learning in each year building upon the previous year, starting from the Nursery. Children acquire a love of reading. (<i>Ofsted 2019</i>) 	<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. Teaching sequence for all subjects, including Science, MFL, PE and Music is clearly portrayed through Road Maps for each subject and clearly defined end points. Unit overviews exist for all subjects including Music, art, DT, PE and MFL tailoring commercially available schemes to Harbinger's uniqueness evident in the agreed drivers. Series of lessons consistently match the aims of the curriculum, exploiting links to the school's agreed drivers. Learning is challenging for all children and this is evidenced in increasing numbers of children achieving greater depth at Key Stage 1, at KS2 in Writing and Maths and 'stable children' achieving stronger outcomes than the whole cohort at KS2. 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. For disadvantaged children to achieve Phonics outcomes that are in line with those achieved by the whole cohort or better. The disadvantaged children at Harbinger achieve outcomes for Phonics that exceed those achieved by all children nationally. Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age in all strands of the mathematics curriculum including handling data and Shape, Space and Measure.

Actions (Green – Autumn 2 priorities)	Lead	Timescale	Evaluation
<p>Inspire academic rigour and precision in the implementation of teaching, learning and the curriculum:</p> <ul style="list-style-type: none"> Increase active learning to counter passivity. Planning and clear modelling to increase pupil independence. Effective deployment of additional adults. Use of adaptive teaching and questioning to increase challenge. <p>Actions:</p> <ul style="list-style-type: none"> Programme of peer observations and coaching pairs Peer reviews with external partners Use the Early Careers Framework to support the Early Careers Teachers. 			
<p>Raise attainment in Writing and Maths across the school particularly % of children attaining at higher levels.</p> <p>Actions:</p> <ul style="list-style-type: none"> Target Setting and Pupil Progress meetings to plan delivery of Maths and Writing interventions for targeted children. Writing Lead to trial 'Place Value of Grammar and Punctuation' unit of work, to help children secure sense of a sentence. Maths Lead to work closely with Maths Consultant, particularly challenging and stretch the higher attainers. 			
<p>Inspire academic rigour and precision in the implementation of teaching, learning and the curriculum – refine pedagogy with foci to develop:</p> <ul style="list-style-type: none"> Increasing active learning to counter passivity. Planning and clear modelling to increase pupil independence. Effective deployment of additional adults. Use of adaptive teaching and questioning to increase challenge. Using evidence-informed research, apply effective teaching across school. 	Nimesha Nagahawatte	Half termly peer observations. Peer review in Spring 2nd half term 2024	

<ul style="list-style-type: none"> • Embed the 'lesson structures' for each phase in school (Reception, KS1, LKS2 and UKS2), to develop consistency and 'commonality of lessons.' • Nursery to develop lesson/session structures. • Through internal peer lesson observations and coaching pairs, as well as external peer review, seek to ensure that learning is challenging, builds on what children already know and well-paced to enable progress to be made in lessons by all children. • Use the Early Careers Framework to support the Early Careers Teachers. 			
<p>Further develop the Early Years provision:</p> <ul style="list-style-type: none"> • To accelerate children's acquisition of communication and language using various strategies and interventions. • Continue to ensure provision is enabling and language rich and offers constant opportunities for engagement in all types of learning through play. • Work is ongoing to ensure that the provision outside complements the provision indoors, removing the barriers of all EYs children accessing the same area and challenges learners. • To continue to have high expectations of the amount of recording children can do throughout EYs so that children are writing every day, for reception pupils, using writing books. • Include in this more handwriting practice and exercises for reluctant writers so that they can develop the physical dexterity to manage the writing process. • Make sure learning journeys are informed by a variety of information sources, to provide an accurate assessment for each child in order to move them forward in their learning. Work is currently underway to include impact of teaching highlighted in observations to demonstrate progress. • See sections for Phonics and DSR – to develop children's reading and comprehension of text. • Engage pro-actively with the LA moderation. 	Jackie Garner	Throughout the year.	
<p>Refine intent and implementation for Reading:</p> <ul style="list-style-type: none"> • Continue to ensure all children are read to every day at a level beyond what they can comfortably read to themselves. • Log of story time books is recorded on the classroom doors to promote reading and enjoyment. • Continue to use 'Tutormate' in Year 1 and Year 2. • Continue to refine use of the Partnership Phonics Programme targeting refinements to the teaching programme for the lowest 20% of children and making sure children are accessing phonically decodable books. • Continue implementation of 'Bug Club' in Reception and KS1 with the intention of increasing parental engagement to facilitate reading at home. • DSR to begin in Autumn term in Reception to align with the teaching of Phonics (4x sessions per week). • In DSR and DR maintain a focus on clarification to support some WB pupils as well as EAL pupils in acquiring an understanding of an increasing vocabulary and continue to refine the use of the reading stem questions. • Ensure feedback is shared with the DSR Lead and subsequent movement of children and adults between groups. • Develop Reading Buddies with George Green's School to support reading across KS2 • Lowest 20% of readers in KS2 get daily 1:1 reading. Further group interventions for any children who read below ARE • Any children in LKS2 who have not passed their KS1 phonics screening check in in KS1 will do 4 phonics revision sessions a week. • Ensure use of digital reading journals to motivate readers and record reading for pleasure at home (reading journals for those who cannot access) 	Jackie Garner Eddi Miller Fiona Keogh Tom Bem	Throughout the year.	
<p>Refine intent and implementation for English in order to increase attainment and accelerate progress:</p> <ul style="list-style-type: none"> • Continue to enable staff to access Literary Curriculum training and literacy units to inspire the children as writers. • Continue to ensure systematic teaching of spelling is happening across the school. • Audit the writing curriculum to ensure grammar and punctuation is progressive. • Explore the use of progressive Place value of Grammar and Punctuation units across all year groups 1 – 6 • Ensure handwriting is consistently taught using the THEP Phonics handwriting work in Reception and KS1 and that Pen Licences and are used consistently in KS2 to encourage children to adopt a consistent letter formation and then cursive handwriting style. • Increase expectations regarding the complexity of sentence structure in children's writing, extending use of Alan Peat's sentences. • Subject Lead/Teachers attend relevant training. • Reduce specificity of success criteria to increase independence across writing units. • Continue to ensure the wider curriculum provides a purpose for writing that motivates children. • Continue to make effective use of Colourful Sentences ('Colourful Semantics') where applicable.. 	Jackie Garner Eddi Miller Tom Bem Fiona Keogh	Throughout the year.	
<p>Refine intent and implementation for Maths in order to increase attainment and accelerate progress:</p> <ul style="list-style-type: none"> • Ensure White Rose is implemented across the school from Years 1-6 • Embed Maths Mastery Number programme for Reception-Year 2 • Continue to develop variety in the children's experience, where the children record more of their work and there is a reduction in the use of worksheets. • Continue the development of reasoning with areas of maths other than number. Use NRich mapping tool to plan investigations for each half term. • Maintain our focus on increasing independence through effective reductions in scaffolding and differentiation. • Work in partnership with the LA Consultant CL to provide support for teachers with planning high expectations for children's learning and up skilling teachers' subject knowledge through effective CPD. • Carefully monitor the progress made by the least able children in maths and the most able children in maths, identifying development points where children are not progressing as expected or required. • Use No Nonsense Maths as Maths interventions in KS2. 	Sultana Begum	Throughout the year.	
<p>Create Learning Journeys and Plans for each subject in the school's Wider Curriculum:</p> <ul style="list-style-type: none"> • Make sure we seize every opportunity to develop the impact of the curriculum drivers through the teaching of different subjects. • Keep under review the alignment of different topics to year groups (because of the impact of declining numbers on the construction of classes from year to year) making sure that all children experience high expectations and are able to progress in their learning and understanding across all subjects each year and experience the full National Curriculum. MILESTONES are that by the end of Year 2, Year 4 and Year 6, children will have been taught the curriculum content. • Ensure KS1 and KS2 are delivering the 2-year cycle for the Wider Curriculum subjects. • Cement the understanding and use of Components and End points/Composite Goals when organising and delivering the curriculum. • Where we have a scheme to support the delivery of the curriculum, develop Learning Journeys that tailor the scheme to our school and drivers. • Work with St. Luke's to refine and implement the curriculum for French and PE. • Engage with the anti-racist curriculum work in the borough. 	Nimesha Nagahawatte Subject leaders both at Harbinger and St. Luke's	Throughout the year.	

<p>Building on the Microsoft Showcase School Award</p> <ul style="list-style-type: none"> Build on staff's existing prior knowledge and skills in digital education by planning relevant CPD, including working across the St Luke's partnership. Plan to trial 1:1 devices with a cohort of children next academic year so we can begin to integrate technology and weave innovative teaching in a broader way. Our ultimate aim is to have 1:1 devices but at this stage, we will trial it with classes/year groups. The strategy would be to move to 1:2 devices for children in KS2. Use the results from our recent staff audit, from September, we will plan a specific programme of CPD to further develop staff skills and subject knowledge, for all staff and specific groups e.g. training on OneNote;. We want to keep the momentum going. Aim for every teacher to be on the MEC Pathway. Aim for 20% of educators to achieve MIEE status. Aim for 10% of educators to achieve MCE status. Continue to innovate and promote good practice in the use of Teams and various apps, building up talent across our partnership and beyond. 	Nimesha Nagahawatte	Throughout the year.	
<p>Oracy</p> <ul style="list-style-type: none"> Promote oracy as a priority across the curriculum and as a 'Golden Thread' throughout school – delivering staff CPD, auditing oracy practice Oracy Lead to work with teachers and subject leaders to plan for Presentational talk opportunities and events Create discussion guidelines and provide scaffolds for talk Oracy Ambassadors appointed to support school tours 'Talk Tuesdays' include focus on different oracy skill each week, weekly oracy assemblies led by Oracy Lead and class-based discussions where different talk configurations/approaches are used. Oracy Floor Books capture Talk Tuesday discussions. All adults to model Standard English and high expectations of spoken language Pupils confidently engage in conversations and daily interactions. 	Fiona Keogh	Throughout the year.	

 <p>Nimesha Nagahawatte Headteacher Computing Lead</p>	 <p>Jubeda Ahmed Deputy Headteacher</p>	 <p>Eddi Miller KS1 Reading Lead and Phonics Lead</p>	 <p>Jackie Garner EYFS Leader</p>	 <p>Fiona Keogh Writing Lead and Oracy Lead</p>	 <p>Tom Bem-Hodgkinson PSHE Lead and Music Lead</p>	 <p>Azmina Vaid RE Lead</p>	 <p>Rebecca Cartwright Science Lead, Art & Design Lead and Design Technology Lead</p>	 <p>Sultana Begum Humanities Lead and Maths Lead (Mat cover)</p>	 <p>Anna Adamcyk PE Lead</p>	 <p>Yolenn Col MFL Lead</p>
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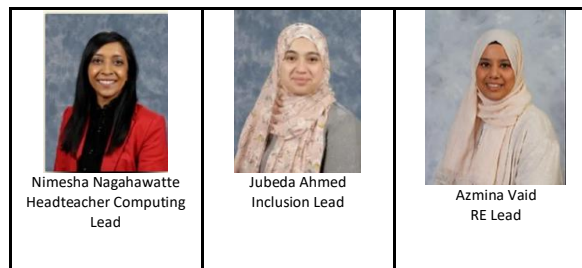
Objective 2	Strengths	Success Criteria for 2024
<p>Develop use of data and assessment to improve pupil outcomes.</p>	<ul style="list-style-type: none"> 3-year incremental improvement to % children achieving GLD from 2017 – 2019 with 2022 outcomes for children who were in the school for the full year being in line with national at 65%. 3-year improvement to Y1 Phonics outcomes with 2019 outcomes in line with national. 2022 Phonics outcomes at 79% exceed the national average of 76%. 3-year improvement to 2019 for KS1 outcomes with 2019 outcomes above national for R, W, Ma and Combined outcomes. 2023 broadly in line with or above national. 'At expected' outcomes for children in Key Stage 1 in 2022, that were moderated by the Local Authority, exceeded those achieved by schools nationally for each of reading, writing, mathematics and combined measures. 'At expected' outcomes for children in Key Stage 2 in 2022, exceeded those achieved nationally in Reading and Grammar/Punctuation and Spelling. Broadly in line with Combined measures. This demonstrated immense progress on previous years, most notably in the 'Combined' outcomes. Greater depth outcomes at KS2 in 2022 for Reading, Mathematics and Grammar/Punctuation and Spelling were also high. SEN children achieve well. (<i>Ofsted 2019</i>) 	<ul style="list-style-type: none"> The gap between the school's outcomes and national outcomes at the end of Reception is reduced. Phonics and KS1 'At Expected outcomes' exceed those achieved nationally. KS2 outcomes for Writing, Mathematics and Science exceed those achieved nationally for the 'At Expected' measure. Learning is challenging for all children and this is evidenced in increasing numbers of children achieving greater depth at Key Stage 1, at KS2 in Writing and Maths and 'stable children' achieving stronger outcomes than the whole cohort at KS2. Increase the attainment of our disadvantaged children in writing and maths by the end of Y6, to close the gap between their performance and the performance of all children nationally. In Years 1 – 5, % Disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort. All progress measures for the 2024 data will be positive. Assessment of all subjects, including Foundation Subjects, is secure and impacting progression in learning for all children.

Actions	Lead	Timescale	Evaluation
<p>Improve use of data</p> <ul style="list-style-type: none"> • Make sure the pupil tracking software provides the data needed for school improvement (R, W, M and Comb), efficiently and accurately. • Continue to use Performance Management, Target Setting meetings and Pupil Progress meetings, to make sure that boys, Pupil Premium, White British children and ‘Stable’ children are carefully tracked. • Consider more effective ways to plan provision for the PP children and measure the impact achieved referring to DfE guidance. • Share the gaps in learning that have been identified with parents so that they understand where children need to catch up. • Review progress with the gaps in learning through the pupil progress meetings and learning check ins. 	<p>Nimesha Nagahawatte</p> <p>Subject leaders</p>	<p>Target setting meeting at the start of the year and then termly collection and analysis of data and then Pupil Progress meetings.</p>	
<p>Improve assessment</p> <ul style="list-style-type: none"> • Continue to use standardised tests twice a year (NFER) twice a year for reading in KS2 and the end of unit White Rose assessments for mathematics across KS1 and KS2. Refine the identification of areas for improvement for groups of children. • Continue to develop the use the Engagement Model to improve progress tracking for children who are working significantly below age related expectations. • Develop the use of Phoenix steps to improve progress for children working in specialist class. • Increase the use of moderation in all subjects with the IoD cluster to ensure the robustness of our assessment by comparison to others. • Continue to develop the use of the Knowledge Organisers, Quizzes and rubrics to ensure assessment in the Wider Curriculum Subjects is efficient, informative and manageable for teachers. • Continue to use PM Benchmarking for reading in KS1. 	<p>Nimesha Nagahawatte</p> <p>Eddi Miller</p> <p>Fiona Keogh</p> <p>Tom Bem</p> <p>Jubeda Ahmed</p>	<p>Assessments completed at least once per term.</p>	
<p>Develop a Provision Map and seek to increase impact of interventions</p> <ul style="list-style-type: none"> • Using the data from Target Setting and Pupil Progress meetings, continue to identify the exact needs of children, the best interventions to address them and ensure this is held in a Provision Map so that the provision is in place to enable learners who have fallen behind or who have specific needs, to catch up or progress well. • Ensure systems exist to enable the impact of interventions to be monitored and evaluated carefully, leading to greater consistency. • Keep the deployment of staff to deliver 1: 1 support and interventions under review to ensure it is optimised to reach the increasing range of need. • Liaise carefully with SALT to ensure work undertaken matches school’s evaluation of requirements and need. • Expand training opportunities for staff in relation to children’s specific needs. • Implement a comprehensive strategy in Year 6 to uplift attainment and increase pupil progress, which may include flexible groupings with some streaming. 	<p>Jubeda Ahmed – provision map and interventions</p>	<p>Throughout the year.</p>	
<p>Empower learners to be increasingly independent</p> <ul style="list-style-type: none"> • Work towards ensuring that at least 50% of available lesson time is being used for the children to work independently and that in all year groups, children are being expected to write independently more every day, which is recorded, to enable the tracking of their progress (consideration taken for children with SEND) • Reduce dependency on worksheets, so that children are making decisions about how they are presenting their learning and they are learning that learning in different subjects looks different and requires different skills. • Keep under review the use of Success Criteria – consider if they create a ceiling to achievement or are they enabling increased independence. Investigate the evidence that across a unit of work, the use of Success Criteria is being reduced to encourage children to think more for themselves and draw upon their prior learning. • Provide CPD to teaching assistants in how to avoid over scaffolding learning and support teaching assistants to hold back from assisting learners too quickly. • Employ strategies in teaching that empower even the most reluctant learners to have a go and allow for sufficient thinking time for children. • Explore the use of software to motivate learners to seek to achieve more for example: Reading Progress • Continue to develop the culture of ‘all children can do it’ by continuing to reflect on ‘Growth Mind set’ work. 	<p>Nimesha Nagahawatte</p> <p>Jubeda Ahmed</p> <p>Eddi Miller</p>	<p>Ongoing throughout the year.</p>	
<p>Strengthen the partnership between the school and parents, with a focus on learning</p> <ul style="list-style-type: none"> • Create Parent Engagement Plan to include calendar of events. • Ensure opportunities for learning together in Nursery and Reception. • Enable parents to come in and read with their children and experience learning in other subjects, for all year groups, across the year. • Parents invited to class assemblies to celebrate children’s learning. • Organising Parent workshops. • Organise Parent open afternoons to showcase learning. 	<p>Jackie Garner</p> <p>Eddi Miller</p> <p>Tom Bem</p> <p>Fiona Keogh</p>	<p>Ongoing and throughout the year as detailed in the monitoring and evaluation plan.</p>	



Objective 3	Strengths	Success Criteria for 2024		
<p>Improve pupils' personal development, behaviour and attitudes</p>	<ul style="list-style-type: none"> Children are welcoming. There is a very high level of pastoral care for the children and their families. Harbinger has a set of values that are strongly embedded in the culture of the school and understood by the children. Positive relationships exist between the children and the staff. Behaviour is improving, as evidenced in a recent Peer learning review, with increasing consistency across the school. The school has achieved the Anti Bullying Alliance Silver award. Children's attendance improved across 2021.22 with the attendance of children in Years 1 – 6 at the end of the summer term being 94.2% which we believe is above the national average. The AWA reported: 'Attendance at Harbinger has really improved'. A Local Authority audit summarised that Safeguarding is effective and rapidly improving. 	<ul style="list-style-type: none"> Safeguarding continues to be effective. Attendance is at least 95% and the school's attendance is higher up by comparison to other schools in the LA. Pupils' behaviour and attitudes are graded as good in the next Ofsted inspection. Personal development is graded good in the next Ofsted inspection. Children have access to an increasing rich set of experiences and children are supported in developing their talents and interests. Disadvantaged children consistently benefit from the school's opportunities. We want to close the gap between the attendance of all children in the school and the attendance of the disadvantaged children. 		
Actions (Green – Autumn 2 priorities)		Lead	Timescale	Evaluation
<p>Improve Attendance and Punctuality (from the 2022.23 Attendance report):</p> <ul style="list-style-type: none"> Ongoing support for the school's Attendance Officer. Regular monthly meetings with a core group of attendance team members to discuss main attendance concerns (children approaching 90% attendance). Harbinger to increase the number of home visits in response to repeated sporadic absence (with no justifiable reason) or absences where no contact has been made. Children who are most at risk of being persistently absent, to be identified early and have action plans in place to respond to absences promptly. Praise to be given to pupils with good attendance to encourage those with poor attendance – termly attendance recognition in assemblies. 		Jubeda Ahmed		
<p>Improve Attendance and Punctuality:</p> <ul style="list-style-type: none"> Review the school's policy to make explicit the thresholds between different forms of formal intervention and using every opportunity to keep the message strong and maintain the expectation and momentum for improvement. Continue to refine the use of data to include careful 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. Keep under review what is communicated through the newsletter to parents each week to motivate greater improvements. Strengthen partnership with Attendance and Welfare Advisor increasing accountability and impact. Look for opportunities to publicise the importance of attendance – make use of other events where the turnout is good to get positive message across. 		Jubeda Ahmed	AWA to meet SLT weekly. School to move to new MIS for April 2023	
<p>Refine provision for safeguarding:</p> <ul style="list-style-type: none"> Review policy and procedures to ensure full implementation of updated KCSIE from September 2023. Keep under review feedback from the last LA review and make sure all improvements required have been addressed. Provide regular training updates for staff across the year to include: Domestic Violence, Online Safety and Prevent. Continue to engage with the borough's on-line audit process and use it to identify aspects of practice that can be developed further. Take steps to ensure that governors understand fully their roles in ensuring the implementation of the policy for the school. Continue to develop the role of the Lead First Aider to ensure the health and well-being of children in the school as well as consistent implementation of the First Aid and Asthma/Allergy policies. An ongoing area of focus is pupil voice and how we seek to make sure that we know children are safe. This will remain of particular importance given the likely continued stress and anxiety in the community resulting from the cost of living crisis in this country. Ensure that all visiting contractors, supply agencies and external providers such as for sports coaching and music tuition, are compliant with our safeguarding and protection policy. Continue to secure from each of the above organisations, written confirmation that all their employees who are involved in regulatory activity have been subject to enhanced DBS checks. Develop understanding of children with significant behavioural and emotional needs, through "attachment theory" training. Ensure all staff receive appropriate training on attachment and trauma Develop the use of a 'PACE' model when working with vulnerable children Encourage staff to use a developmental lens rather than a chronological lens to understand and respond to needs and behaviour Develop partnership with Nurture UK 		Jubeda Ahmed	Training at the start of the year and then top ups throughout the year.	
<p>Ensure everyone is equipped to deal with Online Safety:</p> <ul style="list-style-type: none"> Keep the Online Safety Policy updated and ensure all staff and pupils sign the Acceptable User Agreements. 		Nimesha Nagahawatte	Policy updated for the start of the year.	

<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. • Ensure that Online Safety units are incorporated into the teaching every half term. • Incorporate key messages for Online Safety into whole school assemblies, and parent newsletters (from Project Evolve) • Use LGfL Safe Skills to audit UKS2 needs for online safety 		Each computing curriculum unit starts with an online safety lesson, each half term.	
<p>Ensure consistent use of positive behaviour management with integrated Restorative practice:</p> <ul style="list-style-type: none"> • Keep under review the school's policy for behaviour management reducing the number of initiatives, or tying them together better, to support the achievement of increased consistency and impact. • Continue to develop the role of Phase Leaders in monitoring and responding to behaviours in their Phase's classes. • Continue to refine the implementation of the policy, to achieve greater consistency particularly in the use of language and success at de-escalating incidents ensuring that lunchtime staff are supported in how to manage, record and communicate incidents. • Keep under review the school's policy for Anti-Bullying, involving the children in understanding and measuring its impact. • Work in partnership with external organisations, for example Phoenix School Outreach Service and Primary LEAP to improve behaviours for learning for target learners. • Behaviour Champions to highlight behavioural expectations • School Council to develop Child-Friendly policy 	<p>Jubeda Ahmed</p> <p>Jackie Garner, Eddi Miller and Tom Bem-Hodgkinson</p> <p>Fiona Keogh Claire Norton-Steele</p> <p>Sultana Begum Azmina Vaid</p>	Periodically throughout the year as detailed in the Monitoring and Evaluation Schedule.	
<p>Develop the provision for PSHE and RSE:</p> <ul style="list-style-type: none"> • Continue to adapt the implementation of the Jigsaw scheme to reflect Harbinger's needs and ensuring the curriculum is cohesively and progressively taught and includes a thorough curriculum regarding how children can keep themselves safe (in relation to drugs, alcohol, knife crime), enable the children to think about how they can secure positive mental health, and ensures deeper thinking around British Values. • Keep the policy for Relationships and Sex Education (RSE) under review, seeking to ensure that the implementation includes all children and no children opt out of content. • Continue offering annual consultations / Q&As to ensure that parents are informed of the curriculum for PSHE and are consulted with in respect of the RSE curriculum. • Try to ensure the curriculum empowers children to deal with peer pressure when it threatens their personal safety or well-being. 	<p>Tom Bem-Hodgkinson</p>	<p>Staff meetings built into the cycle as detailed in the monitoring and evaluation schedule.</p> <p>Meeting for parents re RSE – early summer term</p>	
<p>Strengthen extra-curricular provision:</p> <ul style="list-style-type: none"> • Further develop 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. • Work with Gracey Gems for extended after-school provision 	<p>Nimesha Nagahawatte with Anna Adamczyk</p> <p>Mai-Anh Dien</p>	Clubs reviewed each half term.	
<p>Seek to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon:</p> <p>Continue to develop the following roles:</p> <ul style="list-style-type: none"> • School Council (Years 1-6) • Digital Leaders (Years 4-6) • Peer Buddies (EYFS – Year 6) • Playtime buddies (Years 5-6) • Anti-Bullying ambassadors (Years 3-6) • Harbinger Chronicles – newspaper club (Years 5-6) • Oracy Ambassadors (Years 1-6) • Eco Leaders (Years 1-6) • Singing assembly song choices suggested and voted by children (Years 3-6) <p>Make sure there is strong emphasis given to the collation of pupil voice within learning check ins.</p>	<p>Nimesha Nagahawatte</p> <p>Jubeda Ahmed</p> <p>Fiona Keogh</p> <p>Tom Bem-Hodgkinson</p>	Ongoing throughout the year.	



Nimesha Nagahawatte
Headteacher Computing
Lead

Jubeda Ahmed
Inclusion Lead

Azmina Vaid
RE Lead

Objective 4	Strengths	Success Criteria for 2024		
<p>Ensure all leaders take decisive action to improve the quality of provision</p>	<ul style="list-style-type: none"> • Harbinger benefits from a stable staff, with strong staff relationships and a deep level of care for the children and the community. • The partnership with St. Luke’s has brought additional leadership capacity on to the team at Harbinger to serve the needs of the community. • Harbinger has a staffing structure that is fit for purpose enabling the delivery of interventions to support children making accelerated levels of progress from their starting points and the delivery of all statutory functions. • Performance Management enables the delivery of improved outcomes for children and/or outcomes that compare favourably by comparison to national. • School self-evaluation is thorough and accurate enabling rapid school improvement. • Governors are well informed and effectively challenge the school for ongoing improvement. 	<ul style="list-style-type: none"> • Leadership is judged to be at least good in the next inspection. • Leaders and governors have continued to use performance management effectively to improve the provision. They use accurate monitoring to identify and spread effective 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 good or better across the school or where it is not and ECTs are being inducted effectively. • 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	Evaluation
<p>Ensure capacity to continue to deliver improving outcomes:</p> <ul style="list-style-type: none"> • With the reduction in senior leadership posts ensure that all roles and responsibilities are clearly defined and complement each other. • Continue to develop the effectiveness of the line management structure to ensure high levels of accountability and for Performance Management to continue to be implemented effectively. • Ensure training and support, including coaching, mentoring and engagement with NPQs, for all leaders in the school, including subject leaders, so that leaders are working with increased effectiveness implementing their areas of responsibility. • Develop the use of Learning Check ins so that leaders are using a range of evidence to inform next steps for staff and subject development. • 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. • Keep roles and responsibilities under review, ensuring they are properly reflected in the post holder’s Job Description, inducting and developing staff new to roles within a coaching framework. • Further develop partnerships with counterparts at St. Luke’s and other leaders in Island schools to ensure that leaders are outward facing, learning from effective practice elsewhere and feeding that into planning for Harbinger, with a particular focus on ensuring expectations are high for children’s achievement. 		Nimesha Nagahawatte	Learning check ins built into management time throughout the year as per PPA schedule.	
<p>Increase effectiveness of leadership:</p> <ul style="list-style-type: none"> • Make sure that school improvement planning builds upon a robust self-evaluation, that both the school improvement plan and self-evaluation are clearly documented, kept under review, routinely evaluated, shared and understood with and by staff, parents and stakeholders. • Ensure the school’s leadership remains focused on the core purpose of improving outcomes for children and that this is reflected in the senior leadership team meetings with clear lines of accountability to make sure what is agreed is followed through on. • Create essentials for each role in the school and refine the leadership cycle, so that with adequate release time, subject leaders are able to regularly assess evidence for the implementation and impact of their subject and use this to inform CPD and support for staff, so that improvements are ongoing. • Develop the role of Phase Leaders so they assume greater responsibility for the deployment of resources and responses to behaviour in their phases. 		Nimesha Nagahawatte	Ongoing throughout the year.	
<p>Ensure systems exist to enable staff voice to contribute to whole school developments</p> <p>Trial staff Circle times once per term to increase staff voice on issues:</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	Ongoing throughout the year.	
<p>Continue to 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>		Nimesha Nagahawatte	Ongoing throughout the year.	
<p>Ensure CPD is tailored to the needs of individuals as well as the needs of the school:</p> <ul style="list-style-type: none"> • High quality induction, mentoring and support for ECTs so that they have the best possible chance of making strong progress throughout their ECT years and all borough deadlines and requirements are met in a timely fashion. • Make increased use of Peer Review internally as well as with external partners and staff other local schools, so that we maximise opportunities for staff to learn from each other. • Our carefully thought through staff meeting programme for the school, directly addresses school priorities as detailed in this plan. • Continue to invest in THEP and ensure Consultant support to the leaders of the core subjects. • Targeted training for all staff against school priorities e.g. Y2 and Y6 training, NPQs, subject leaders’ networks. 		Nimesha Nagahawatte Jubeda Ahmed	IoD/moderation networks scheduled in across the year as detailed in the monitoring and evaluation schedule.	

<ul style="list-style-type: none"> Performance management for all staff encourage the engagement of leaders in NPQs and support staff to up skill their qualifications or their skills in particular areas, required by the school. Make sure that the school is represented for training for effective moderation of standards in literacy and mathematics provided by the borough and within the IoD network. 			
<p>Continue to benchmark our performance against other schools and learn from others through engagement with THEP model for Peer Review, with a particular focus on the Wider Curriculum.</p>	Nimesha Nagahawatte	Spring term	
<p>Continue to increase profile of school with parents and community through use of:</p> <ul style="list-style-type: none"> Social media and website Parent curriculum related workshops The Press to communicate 'Good News' Working with the PTA to focus their energies and increase their impact. School Fairs and open days. More extra-curricular clubs before and after school. Maximising opportunities for parents to come on site. Making sure there are opportunities to listen to and respond to parent voice. Working with Vivify to host and facilitate community group events. 	Nimesha Nagahawatte Jubeda Ahmed Azmina Vaid	Ongoing throughout the year.	
<p>Strengthen collaboration and partnership with the Isle of Dogs community of schools.</p>	Nimesha Nagahawatte	Headteacher meetings each half term.	
<p>Continue to ensure that governors' have the necessary information to inform their thorough and accurate 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 strong progress towards having the RI judgement removed:</p> <ul style="list-style-type: none"> Governors receive timely and accurate information. Secure training focusing on the use of data to inform challenge and governors responsibilities for safeguarding. Governors to be given more opportunities to come on site and experience the work of the school. 	Nimesha Nagahawatte	Meetings scheduled throughout the year.	



Nimesha Nagahawatte
Headteacher Computing
Lead



Jubeda Ahmed
Inclusion Lead



Mai-Anh Dien
School Business
Manager

Objective 5	Strengths	Success Criteria for 2024		
<p>Maximise the school's use of its resources</p>	<ul style="list-style-type: none"> The site is well managed through the PFI arrangement – it is well presented, secure and cleaned well. The partnership with St. Luke's continues to support both schools. The school has been awarded Microsoft Innovator status. The school has a new Management Information System that enables leaders to work more efficiently especially in relation to pupil attendance. 	<ul style="list-style-type: none"> School has a surplus which can then be added to annually until the PFI contract ceases and the school is financially more stable. School can evidence progress made with transformation plan in partnership with Microsoft. School's financial audit has a positive outcome. Temporary classroom and caretakers house have been removed. Viability survey has been completed on extending the main building. 		
Actions		Lead	Timescale	Evaluation
<p>Develop the partnership with St. Luke's School with the following specific objectives written into the partnership agreement:</p> <ul style="list-style-type: none"> Enable the schools to continue to focus on their own school development priorities, building upon their existing strengths, and to prosper and flourish in their own rights. Encourage the development of different and innovative ways of working where there are opportunities for mutual benefit. Provide opportunities to share and develop staff expertise across both schools: particularly, for this year, look to deploy the School Business Manager operationally across both schools, extend leadership of PE and MFL from St. Luke's to Harbinger Facilitate opportunities for co-working and support structures, together with wider leadership opportunities, both for the benefit of existing staff and as an incentive in the recruitment of new staff: this year to include cross school Peer Review as well as cross school learning check ins Uphold and further build upon the existing high quality of teaching and learning in both schools to ensure that standards of pupil achievement are high for both schools, including by the provision of access to additional resources and opportunities: continue to share planning particularly components and end points to increase manageability of process of change and development of the curriculum 		Nimesha Nagahawatte	Extended indefinitely pending the outcome of Harbinger's Ofsted inspection.	
<p>Build financial capacity:</p> <ul style="list-style-type: none"> Develop partnership with the Local Authority through the Finance Consultant relationship to refine the school's understanding of its likely income and therefore adjustments that need to be made to keep the budget on track in view of the vulnerability of the pupil roll. In building the budget for the next financial year build an understanding of what can be afforded now and what may become affordable once the PFI contract ceases in 7 years' time. Consider how to effectively market the good work that is happening in the school with a view to increasing the numbers of pupils on roll and consequently the budget. Build a register of all contracts and keep them under tight review, testing the market or alternatives that enable savings for the school without reducing impact. 		Mai-Anh Dien Nimesha Nagahawatte	Finance Consultant to meet SBM monthly.	
<p>Ensure the school is prepared for the next financial audit including having robust procedures agreed and in place for:</p> <ul style="list-style-type: none"> Asset management including systems for the protection of valuable equipment purchased. Financial control. 		Mai-Anh Dien	Ongoing throughout the year.	
<p>Invest in ICT to enable the school to run smoothly, staff to work efficiently and the curriculum to be delivered well:</p> <ul style="list-style-type: none"> Continue to seek additional investment to enable the purchase of devices to be deployed across the school to assist the delivery of the wider curriculum as well as Computing. Work in partnership with Microsoft Education on their Showcase Schools programme., to maintain our newly-awarded 'Microsoft Showcase School' status. The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and pupil success with future-ready skills: <ul style="list-style-type: none"> Computational Thinking = Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition Creativity and Innovation = Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product Critical Thinking = Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources Collaboration = Sharing responsibility to make substantive decisions together about the content, process, or product of the work Communication = Producing extended or multi-modal communication The school is actively developing all future-ready skills, in an age appropriate manner Further develop use of 'Microsoft Office 365 for Education' digital platform to deliver effective, personalized learning strategies to empower students to own their learning 		Nimesha Nagahawatte	Ongoing throughout the year.	
<p>Ensure compliance with GDPR</p>		Mai-Anh Dien	Ongoing throughout the year	

<p>Develop a short and longer term plan for the development of the school site, which may then help to attract much needed investment. Plan to consider:</p> <ul style="list-style-type: none">• Increasing to two forms of entry so long as next inspection goes well.• Removal of the temporary classroom and caretaker's house.• Creation of an extension to the front of the school to encompass 'fit for purpose' welcoming area for parents and visitors to the school, a confidential meeting room, administrative offices and offices for the leadership of the school.	Nimesha Nagahawatte	Meeting + borough post inspection	
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