












# Harbinger School Development Plan: Performance Dashboard 2024.25

Context of the school					
<p>Harbinger School has experienced an unsettled period for a number of years. 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.</p> <p>Harbinger had benefitted from consistent leadership from the same headteacher for many years prior to 2018. She was a well respected leader and under her leadership, Harbinger was perceived well in the local community. The change in leadership to a new headteacher in 2018 did not however go as smoothly as hoped. A significant impact was felt quickly, with a breakdown in relationships between staff in the school and felt by both the governing body and the community. As a consequence the pace of school improvement decelerated and systems and procedures across the school fragmented.</p> <p>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 particular.</p> <p>Shortly after the inspection, the country went into lock down as a result of the Covid-19 virus. At the end of the academic year, the new headteacher moved on from the school.</p> <p>Despite, the unsettled and sometimes turbulent times, 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. The consistent issue that has faced the school and caused the RI judgements has been the outcomes achieved by children, especially in literacy and sometimes resulting from expectations considered not to be high enough.</p> <p>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.</p> <p>The unsettled period and 'Requires Improvement' judgements have 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 18 years ago, for which the school needs to serve a further 7 years, and that costs the school £260k a year.</p> <p>This context outlines some of the challenges, however there is swell of enthusiasm for improvement in the staff and the community it serves.</p> <p>Following the departure of the new headteacher at the end of the 2019.20 academic year, the Local Authority intervened a brokered a partnership with another local school, St. Luke's CE School. The former Headteacher of St. Luke's was the Executive Headteacher across both schools and the former Deputy Headteacher of St. Luke's was the Head of School full time at Harbinger. In September 2023, the Executive Headteacher left and the Head of School was appointed as substantive Headteacher in November 2023. In November 2023, the school was inspected by Ofsted and the school was judged <b>Good</b> in all areas and <b>Outstanding</b> in Early Years.</p> <p>Notwithstanding the impact of the pandemic, fragilities of the falling roll, changes in leadership, staff absences and limited resources, the staff team are working well together in order to maintain high standards and continue the pace of improvement.</p>					
Ofsted Judgements: Last inspection in November 2023: <b>Good</b>					
Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal development	Leadership and Management	Early Years Provision
2	2	2	2	2	1
<i>Note: 1 – Outstanding, 2 – Good, 3 – Requires Improvement, 4 – Inadequate</i>					
School Self Evaluation: September 2024					
Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal development	Leadership and Management	Early Years Provision
2	2	2	2	2	1
Next inspection forecast for 2026/2027.					

Quality of teaching and learning, September 2024						
Inadequate provision	Requires Improvement		Good provision		Outstanding provision	
0%	11%		77%		11%	
0	1		11		1	
<b>Notes:</b> <ul style="list-style-type: none"> <li>The school has two permanent teachers who are ECTs (Early Careers Teachers) and are not included in the data above.</li> <li>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 impact of work planned to raise expectations in the curriculum, should move to outstanding soon.</li> </ul>						
Standards of attainment and achievement						
	Harbinger			National		
	2022	2023	2024	2022	2023	2024
EYs GLD	60%	57.8%	57.7%	65%	67.2%	67.7%
Y1 Phonics	79.1%	75%	87.5%	75.5%	78.9%	80.3%
KS1 Combined	65.1%	58.3%	-	53.4%	56%	56%
KS2 Combined	57.1%	57%	50%	58.7%	59%	60%
Ofsted November 2023						
<ul style="list-style-type: none"> <li>On occasion, teaching does not consistently check pupils' understanding and identify misconceptions. This means that sometimes pupils are not fully ready to learn new content and commit knowledge, including subject-specific vocabulary, to their long-term memory.                             <ul style="list-style-type: none"> <li>The school should develop the expertise of all teachers so that any gaps in pupils' understanding are identified and addressed in a timely way.</li> </ul> </li> </ul>						
Key priorities arising from the data and self-evaluation						
<b>Quality of Provision:</b>						
<ul style="list-style-type: none"> <li>Raise standards of attainment and increase achievement for all pupils as they move through Key Stage 2, with a particular focus on Maths.</li> <li>Staff are checking children's understanding systematically, identifying misconceptions accurately and providing clear, direct feedback.</li> <li>Enable children to be more active in their learning.</li> <li>Enable children to be more independent learners.</li> <li>Effective deployment of additional adults.</li> <li>Use of adaptive teaching and questioning to increase challenge.</li> </ul>						
<b>Behaviour and Attitudes:</b>						
<ul style="list-style-type: none"> <li>Pupils behave with consistently high levels of respect for others.</li> <li>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.</li> <li>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</li> <li>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</li> </ul>						
<b>Personal Development</b>						
<ul style="list-style-type: none"> <li>Improve attendance, ensure safeguarding is effective in all areas and adopt and implement a new PSHE curriculum to ensure children are taught about safety, British Values, how to maintain '+ve mental health and statutory RSE.</li> </ul>						
<b>Leadership, management</b>						
<ul style="list-style-type: none"> <li>Ensure capacity to continue to deliver improving outcomes.</li> <li>Increase effectiveness of leadership.</li> <li>Ensure systems exist to enable staff voice to contribute to whole school development.</li> <li>Ensure CPD is tailored to the needs of individuals as well as the needs of the school.</li> <li>Increase engagement with parent community.</li> </ul>						

# Harbinger's School Development Plan: Objectives 1 – 5

 Nimesha Nagahawatte Headteacher & Computing Lead	 Fiona Keogh Deputy Headteacher, UKS2 Reading Lead, Writing Lead and Oracy Lead	 Eddi Miller Assistant Head, KS1 Reading Lead and Phonics Lead	 Tom Bem-Hodgkinson Assistant Head UKS2 Reading Lead PSHE Lead and Music Lead	 Jackie Garner EYFS Leader	 Azmina Vaid Pastoral Lead & RE Lead	 Rebecca Cartwright Science Lead, Art & Design Lead and Design Technology Lead	 Sultana Begum Maths Lead	 Shafia Khatun MFL Lead	 Nimesha Nagahawatte & Fiona Keogh History/Geography Leads	 Nimesha Nagahawatte & Fiona Keogh PE Leads
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Objective 1	Strengths
<b>Develop Teaching &amp; Learning and the Curriculum</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Leaders have designed an ambitious curriculum for all pupils, including pupils with SEND (Ofsted 2023)</li> <li>Leaders ensure that the curriculum is designed to build pupils' knowledge over time (Ofsted 2023).</li> <li>Leaders' curricular thinking has improved considerably (Ofsted 2023).</li> <li>Pupils' knowledge and understanding across the curriculum is strong (Ofsted 2023).</li> <li>Teachers have strong subject knowledge and present information clearly (Ofsted 2023).</li> <li>Teachers make adaptations to ensure pupils with SEND are supported to access the ambitious curriculum (Ofsted 2023).</li> <li>Pupils are passionate about reading (Ofsted 2023)</li> <li><b>At EXP+ in reading, both boys and girls were broadly in line with the national. At EXP+ in writing, both boys and girls were slightly above the national. (2024 Summer SATs)</b></li> </ul>

What difference do we want to make? The subjects are taught in school because they are gateways into understanding the world, both from a human and intellectual point of view. We want our pupils to know more, remember more and be able to do more, and we also want them to develop as human beings.	Action	Lead	Timescale	Evaluation
<i>We aim to be 'Outstanding' in Quality of Education in the next Ofsted inspection.</i>				
<b>Implementation of the curriculum</b> <ul style="list-style-type: none"> <li>The school's curriculum intent and implementation are embedded securely and consistently across the school.</li> <li>It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.</li> <li>Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</li> <li>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</li> <li>Pupils' work across the curriculum is consistently of a high quality.</li> <li>Evidence demonstrates that all children are getting the substance of the curriculum irrespective of disadvantage and/or need.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff are checking children's understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</li> <li>Enable children to be more active in their learning</li> <li>Enable children to be more independent learners</li> <li>Effective deployment of additional adults.</li> <li>Use of adaptive teaching and questioning to increase challenge.</li> <li>Nursery to develop lesson/session structures.</li> <li>Enhanced Teacher subject knowledge – being prepared by reading the plans, be prepared for misconceptions i.e. White Rose</li> <li>Lessons are 'teacher-led' not 'powerpoint-led.'</li> <li>Leaders are monitoring the impact of training, to ensure all staff have the necessary expertise.</li> <li>The subjects add value to children's lives and experiences, beyond the formal curriculum – we are educating them for life.</li> </ul>	<ol style="list-style-type: none"> <li>Timetabled training for staff re. AFL <ul style="list-style-type: none"> <li>- develop bank of questions</li> <li>- create more opportunities i.e. mini-plenaries</li> <li>- grow teacher subject knowledge, to anticipate misconceptions</li> <li>- modelling</li> <li>- key vocab</li> <li>- kinaesthetic</li> </ul> </li> <li>Embed the 'lesson structures' for each phase in school (Reception, KS1, LKS2 and UKS2), to develop consistency and 'commonality of lessons.'</li> <li>Use evidence-informed research to apply effective teaching across school.</li> <li>Schedule internal peer lesson observations and coaching pairs, as well as external peer</li> </ol>	Nimesha Nagahawatte  Fiona Keogh	Termly staff meetings with pedagogy focus;  Throughout the year.	

		reviews.			
		5. Use the Early Careers Framework to support the Early Careers Teachers.			
<p>In Early Years, leaders have a sharp focus on ensuring children develop their language and communication skills highly effectively. Leaders' curricular thinking has improved considerably, including in mathematics. This means that pupils' knowledge and understanding across the curriculum is strong. In early years, children are highly motivated and demonstrate high levels of self-control (Ofsted November 2023).</p> <p><b>Further develop the Early Years provision:</b></p> <ul style="list-style-type: none"> <li>Accelerate children's acquisition of communication and language using various strategies and interventions.</li> <li>Continue to ensure provision is enabling and language rich and offers constant opportunities for engagement in all types of learning through play.</li> <li>Work is ongoing to ensure that the provision outside complements the provision indoors, removing the barriers of all EYFS children accessing the same area and challenges learners.</li> <li>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.</li> <li>Include in this more handwriting practice and exercises for reluctant writers so that they can develop the physical dexterity to manage the writing process.</li> <li>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, highlighting the impact of teaching in observations to demonstrate progress.</li> <li>See sections for Phonics and DSR – to continue to develop children's reading and comprehension of text.</li> <li>Engage pro-actively with the LA moderation.</li> </ul>		<ol style="list-style-type: none"> <li>Support new teachers in Reception Class to maintain outstanding practice.</li> <li>To extend learning environment into two classrooms.</li> <li>Implement new strategies such as EEF SHREC.</li> <li>Enhance knowledge of HLTA for long term plan of teacher training.</li> </ol>	Jackie Garner	Throughout the year.	
<p><b>Implementation for Reading:</b></p> <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>In KS1, all children have adaptations to access Phonics at their level, which is more formalised and progressive.</li> <li>In KS1, all children are confident readers and identified children make progress and 'catch up' with the help of 1:1 interventions. The gap closes.</li> <li>We have a full complement of phonically decodable books (both hard copies and online copies).</li> <li>Increasing parental engagement to facilitate reading at home.</li> <li>DSR to begin in Autumn term in Reception to align with the teaching of Phonics (4x sessions per week).</li> <li>In KS1, DR Lite will be developed (by Spring Term) so children are applying their understanding of the text to answer a range of comprehension questions.</li> <li>In DSR, language clarification remains a priority during lessons.</li> <li>All staff in school model reading with clear speaking and annunciation, 'recasting' sentences.</li> <li>Feedback is shared with the DSR Lead every Friday during the session, to enable children to be moved onto the next suitable group.</li> </ul> <p><b>KS2:</b></p> <ul style="list-style-type: none"> <li>Develop Reading Buddies with George Green's School to support reading across KS2</li> <li>Lowest 20% of readers in KS2 get daily 1:1 reading. Further group interventions for any children who read below ARE</li> <li>KS2- Any children in LKS2 who have not passed their KS1 phonics screening check in in KS1 will do booster phonics revision sessions weekly.</li> <li>KS2 Children who have not passed PSC to take home a reading journal as a record of reading at home.</li> </ul>		<ol style="list-style-type: none"> <li>Explore the TH Phonics Programme SEND from Nicole</li> <li>Identify children to access 'ChapterOne' in Year 1.</li> <li>Coordinate an 'Open DSR session' for parents – Autumn</li> <li>FK to coordinate GG Reading Buddies in Autumn</li> <li>Class Teachers organise 1:1 reading for lowest 20%</li> <li>Identify KS2 children who need to attend Phonics</li> </ol>	Eddi Miller Tom Bem-Hodgkinson Fiona Keogh	Autumn Term 2025	
<p><b>Refine intent and implementation for English in order to increase attainment and accelerate progress:</b></p> <ul style="list-style-type: none"> <li>Children are understanding the basics of sentence structure through the 'place value' of punctuation and grammar.</li> <li>A systematic teaching of spelling across KS1 and KS2.</li> <li>Audit the writing curriculum to ensure grammar and punctuation is progressive.</li> <li>Children can use the correct tenses, when speaking or writing.</li> <li>All teachers are modelling during writing – including thinking out aloud, constructing sentences, punctuating &amp; handwriting.</li> <li>Handwriting is consistently taught using the THEP Phonics handwriting work in Reception and KS1.</li> <li>Pen Licences and are used consistently in KS2 to encourage children to adopt a consistent letter formation and then cursive handwriting style.</li> <li>Increased expectations regarding the complexity of sentence structure in children's writing, extending use of Alan Peat's sentences.</li> <li>Reduced specificity of success criteria, increasing independence across writing units, inc. "I am learning about...by..."</li> <li>Subject Leaders plan plentiful and purposeful opportunities for writing in the wider curriculum.</li> <li>All staff implement Colourful Sentences, where applicable.</li> </ul>		<ol style="list-style-type: none"> <li>First 2 weeks of Autumn term, focus on spelling and handwriting.</li> <li>In-house handwriting competition</li> <li>English Lead models Grammarsaurus tense checks.</li> </ol>	Jackie Garner Eddi Miller Tom Bem-Hodgkinson Fiona Keogh	Throughout the year.	

<p><b>Refine intent and implementation for Maths in order to increase attainment and accelerate progress:</b></p> <ul style="list-style-type: none"> <li>Teachers are prepared to teach Maths using the White Rose scheme of learning by: reading the resources in advance and adapting them so they are bespoke for their class</li> <li>All Maths lessons have suitable challenge included to stretch the higher attainers/fast finishers.</li> <li>Concrete resources are used widely particularly shape, time and measures.</li> <li>Units of work on Fractions, Decimals &amp; Percentages should be taught fully so children have the sufficient knowledge to build on.</li> <li>Retrieval practice of key topics are considered throughout the year i.e. FDP, Statistics, Measures, Roman Numerals, therefore, avoiding them being taught only once in a year.</li> <li>Embed Maths Mastery Number programme for Reception-Year 2.</li> <li>Children record more of their work and there is a reduction in the use of worksheets.</li> <li>Teachers use NRich resources to plan more reasoning opportunities with areas of maths other than number.</li> <li>Teachers modelling thinking out loud and writing model working out Maths onto a flipchart. These examples are then moved to the Maths Working Wall in class.</li> <li>Through the lesson structures, children have enough time to work independently.</li> <li>Work in partnership with the LA Consultant to provide support for teachers with planning high expectations for children's learning and up skilling teachers' subject knowledge through effective CPD.</li> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Maths staff meeting on 23<sup>rd</sup> Sept – teachers plan Nrich sessions</li> <li>Regular monitoring of Maths through Learning Check-ins</li> <li>Work on lesson structure</li> <li>Develop initiatives for whole-school maths</li> <li>Training on varying the 'diet' of Maths</li> </ol>	Sultana Begum	Throughout the year.	
<p><b>Embedding plans for each subject in the school's Wider Curriculum:</b></p> <ul style="list-style-type: none"> <li>Children and teachers share, see and understand the Learning Journey for every unit of work they study.</li> <li>The school has a full complement of Learning Journeys for Cycles A and B which are progressive.</li> <li>Children in the new mixed Year 2 &amp; 3 class in 2024.25 will be taught the appropriate curriculum ("Cycle C") which ensures it is pitched at the correct age-group. SLT carefully track the curriculum these children study in the future.</li> <li>Learning Journeys will be created for the new curriculum for Pearl Class.</li> <li>Ensure Golden Threads (Anti-racist curriculum, Trauma-informed approach and Oracy) are woven through subjects.</li> <li>Teaching staff following the Wider Curriculum Cycles as per the document.</li> <li>Teachers follow the new 'Trips Planner' to ensure a minimum of enrichment opportunities are delivered.</li> <li>Children have thoughtful exposure and encounters with a rich range of material across the curriculum that will both provide background knowledge and develop their vocabulary.</li> </ul>	<ol style="list-style-type: none"> <li>Ensure all lessons begin with the Learning Journey at start of lessons for Cycle A and B.</li> <li>Ensure all end points from Learning Journeys are copied over into Wider Curriculum document.</li> <li>Keep under review the alignment of different topics for children in the new mixed Year 2 &amp; 3 class. Ensure the MILESTONES are met by the end of Year 2, Year 4 and Year 6. Track children from this class very carefully.</li> <li>Subject Leaders plan and lead Talk Tuesday assemblies focusing on their subject.</li> </ol>	<p>Nimesha Nagahawatte</p> <p>Fiona Keogh</p> <p>Eddi Miller</p> <p>Tom Bem Hodgkinson</p> <p>Subject Leaders</p>	<p>Summer term 2024</p> <p>Throughout the year.</p>	
<p><b>Building on the Microsoft Showcase School Award</b></p> <ul style="list-style-type: none"> <li>Build on staff's existing prior knowledge and skills in digital education by planning relevant CPD.</li> <li>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.</li> <li>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.</li> <li>Aim for every teacher to be on the MEC Pathway.</li> <li>Aim for 20% of educators to achieve MIEE status.</li> <li>Aim for 10% of educators to achieve MCE status.</li> <li>Continue to innovate and promote good practice in the use of Teams and various apps, building up talent across our partnership and beyond.</li> </ul>	<ol style="list-style-type: none"> <li>Plan INSET for Microsoft training for whole staff (Twilight tbc).</li> </ol>	Nimesha Nagahawatte	Throughout the year.	
<p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Embed the Oracy work, building on the Silver Award.</li> <li>Oracy built into every lesson, thoughtfully planned as a 'Golden Thread'.</li> <li>Children to be confident communicators for a range of purposes.</li> <li>Children making progress in Oracy, measured against the TH progression documents.</li> <li>Oracy Ambassadors taking the lead to create video/audio content for newsletters, social media and website.</li> <li>Subject Leaders leading a subject-specific 'Talk Tuesday', each term</li> <li>All adults across model Standard English and high expectations of spoken language.</li> <li>Oracy is a priority across EYFS ('Circles')</li> </ul>	<ol style="list-style-type: none"> <li>Oracy Lead to lead staff training and parent workshop.</li> <li>SLT plan Oracy element - invite parents to Oracy assembly.</li> <li>Oracy Learning walk inc. governors.</li> <li>Develop assessment in Oracy.</li> <li>Plan a schedule of age-appropriate presentational and talk opportunities.</li> <li>Update assembly schedule.</li> </ol>	Fiona Keogh	Staff meeting Autumn 1.	
<p><b>Anti-Racist Curriculum</b></p> <ul style="list-style-type: none"> <li>The school works increasingly proactively (rather than reactively) to build an anti-racist approach.</li> <li>The Racial Literacy Framework is applied across our curriculum subjects.</li> <li>Staff engaging in training opportunities at subject-specific and role-specific level, bringing back greater knowledge to apply</li> <li>Staff engaging in PADLET resources.</li> </ul>	<ol style="list-style-type: none"> <li>Schedule staff meeting time, incorporating the padlet resources.</li> <li>Organise events to bring together the community inc. Culture Day on last Friday of Autumn 1 (25<sup>th</sup> Oct).</li> </ol>	<p>Nimesha Nagahawatte and</p> <p>Fiona Keogh</p>		

<ul style="list-style-type: none"> <li>• Staff growing in confidence to voice and contribute to anti-racism.</li> <li>• Policies and plans in place and enacted to promote racial equality and an anti-racist culture.</li> <li>• Engage in the Schools Linking Network project to carry out at least one collaborative linking activity with your partner from Phase 1 - exploring Who Am I? Who Are We? and from Phase 2: Where Do We Live &amp; How Do We All Live Well Together?</li> <li>• Contributing to the Summer Celebration Week i.e. sharing work / activities from across the year</li> <li>• Engage with members of the community to celebrate our multi-faith, multi-cultural school community</li> <li>• School has a selection of books to support the anti-racist curriculum work.</li> </ul>	<p>3. Engage community members to visit classes to speak about their faith/country of origin etc.in line with RE curriculum/festivals, to hear other perspectives (RE Lead)</p> <p>4. Project Leads to attend three network training events through the year to meet others, share and develop practice.</p> <p>5. School will have access to an advisor for a Staff Surgery to reflect and plan anti-racist work in your school.</p> <p>6. Online refresher training again for new staff to bring them up to speed with the programme and receive initial Racial Literacy training.</p> <p>7. Apply to be pilot school for Racial Equity</p> <p>8. SLT audit</p>			
<p><b>Specialist Class</b></p> <ul style="list-style-type: none"> <li>• All staff becoming increasingly aware and deepening knowledge of autism. Autism Awareness training for the whole school (Teachers and TAs).</li> <li>• Harbinger works in partnership with Phoenix to develop practice as whole school to understand SEND across the school.</li> <li>• Suggestions and training from Phoenix staff are put into practice. Written recommendations and advice from Phoenix staff must be put into practice.</li> <li>• Staff from the school access additional SALT trainings, resource evenings and other trainings.</li> <li>• Self-audit with their outreach teacher using the AET framework at the beginning, mid-point and end of the project.</li> </ul>	<ol style="list-style-type: none"> <li>1. Autism training booked for September 2024 INSET. This includes 3 sessions over two years including at least two AET accredited courses. All schools must send a member of staff to all resource evenings.</li> <li>2. Team Teach training booked for September INSET</li> <li>3. Peer review in Autumn term 2024</li> <li>4. Training for OT in Autumn 2024</li> <li>5. Spring 2025 a decision will be made about continuation of the project</li> <li>6. SENCO supporting Class Teacher regularly</li> <li>7. Monitor to see if supervision is required for staff</li> </ol>			

 Nimesha Nagahawatte Headteacher & Computing Lead	 Fiona Keogh Deputy Headteacher, UKS2 Reading Lead, Writing Lead and Oracy Lead	 Eddi Miller Assistant Head, KS1 Reading Lead and Phonics Lead	 Tom Bem-Hodgkinson Assistant Head UKS2 Reading Lead PSHE Lead and Music Lead	 Jackie Garner EYFS Leader	 Azmina Vaid Pastoral Lead & RE Lead	 Rebecca Cartwright Science Lead, Art & Design Lead and Design Technology Lead	 Sultana Begum Maths Lead	 Shafia Khatun MFL Lead	 Nimesha Nagahawatte & Fiona Keogh History/Geography Leads	 Nimesha Nagahawatte & Fiona Keogh PE Leads
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Objective 2	Strengths
<p><i>Develop use of data and assessment to improve pupil outcomes.</i></p>	<p>Outcomes for 2024:</p> <ul style="list-style-type: none"> <li>■ <b>EYFS</b> = The %s of girl and non-PP children attaining the GLD is slightly above the national</li> <li>■ <b>Phonics</b> = The % of children attaining the required standard is above the national and is a large increase from last year (87.5% school vs. 80.3% nationally); 7 out of the 8 SEND children reached the required standard.</li> <li>■ <b>Year 4 MTC</b>= 33% of boys attained full marks. This is likely to be in line with the national; The % of PP children attaining full marks was above the non-PP children but this was only from 3 children.</li> <li>■ <b>KS2 SATs</b> = <ul style="list-style-type: none"> <li>○ In reading the % of children attaining at least expected is broadly in line with national.</li> <li>○ In writing the % of children attaining at least expected is above the national and is an increase from last year.</li> <li>○ The % of children attaining <b>GDS</b> is broadly in line for maths and above for writing.</li> <li>○ The combined measure at <b>GDS</b> is in line with the national.</li> </ul> </li> </ul>

What difference do we want to make?	Actions	Lead	Timescale	Evaluation
<p>The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.</p>				
<p><i>We aim to be 'Outstanding' in Quality of Education in the next Ofsted inspection.</i></p>				
<ul style="list-style-type: none"> <li>• Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps</li> <li>• Children with SEND achieve exceptionally well.</li> <li>• Impact is reflected in Pupil outcomes from statutory assessments: <ul style="list-style-type: none"> <li>○ The gap between the school's outcomes and national outcomes at the end of Reception remain closed.</li> <li>○ Phonics outcomes will exceed those achieved nationally.</li> <li>○ For disadvantaged children to achieve Phonics outcomes that are in line with those achieved by the whole cohort or better.</li> <li>○ The disadvantaged children at Harbinger achieve outcomes for Phonics that exceed those achieved by all children nationally.</li> <li>○ Year 4 Multiplication Check outcomes will be a higher average score than the national.</li> <li>○ KS2 outcomes for Writing, Mathematics and Science exceed those achieved nationally for the 'At Expected' measure.</li> <li>○ Children to make accelerated progress in KS2.</li> <li>○ Learning is challenging for all children and this is evidenced in increasing numbers of children achieving greater depth in Reading, Writing and Maths.</li> <li>○ 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.</li> <li>○ In Years 1 – 5, % disadvantaged children achieving expected outcomes in Reading, Writing and Mathematics is in line with or better than whole cohort.</li> <li>○ All progress measures for the 2025 data will be positive.</li> <li>○ At KS2 in Writing and Maths and 'stable children' achieving stronger outcomes than the whole cohort at KS2.</li> <li>○ At KS2 in Writing and Maths and 'stable children' achieving stronger outcomes than the whole cohort at KS2.</li> </ul> </li> <li>• Assessment of all subjects, including Foundation Subjects, is secure and impacting progression in learning for all children.</li> </ul>	<ol style="list-style-type: none"> <li>1. Initially Review Reading, Writing and Maths curriculum, particularly transition from KS1 to KS2.</li> <li>2. Pupil Progress Meetings identify children on track/not on track/cusp for appropriate support and Maths &amp; Writing intervention for targeted children (inc. PP)</li> <li>3. Plan opportunities to moderate work across year groups/phases more frequently.</li> <li>4. Analyse in detail the gaps/sticking points</li> </ol>	<p>Nimesha Nagahawatte</p> <p>Jackie Garner</p> <p>Fiona Keogh</p> <p>Eddi Miller</p> <p>Tom Bem Hodgkinson</p> <p>Sultana Begum</p> <p>Class Teachers</p>	<p>Autumn term</p>	

	<p>5. Engage with research, trial different approaches inc. Writing Lead to trial 'Place Value of Grammar and Punctuation' unit of work, to help children secure sense of a sentence.</p> <p>6. Maths Lead to work closely with Maths Consultant, particularly challenging and stretch the higher attainers.</p>			
<p><b>Improve use of data</b></p> <ul style="list-style-type: none"> <li>Target setting meetings in September set targets which are referred to through the year in Performance Management, and subsequent Pupil Progress Meetings, to be more cohesive and relevant for staff.</li> <li>The data of key groups from each Pupil Progress Meeting is fed into CSC Governors' report (PP, boys) and is at least in-line or better than local averages.</li> <li>We closely monitor the KS1 attainment Appropriate timely interventions for particular groups inc. PP, cusp ARE, GD – planned for and implemented early in the year.</li> <li>Parents informed throughout the year of where the gaps are and how they can support their child.</li> </ul>	<ol style="list-style-type: none"> <li>Look at data analysis from THEP and compare to Harbinger</li> <li>Run Target setting meetings in Autumn 1</li> <li>Termly Pupil Progress Meetings</li> <li>Plan Parent consultations</li> <li>Governors' meetings</li> </ol>	<p>Nimesha Nagahawatte</p> <p>Teachers</p>		
<p><b>Improve assessment</b></p> <ul style="list-style-type: none"> <li>Teachers and TAs consistently using Assessment for Learning (AFL) in lessons.</li> <li>Prioritise training for all staff on AFL.</li> <li>Consistent use of retrieval practice in every lesson so children are remembering more.</li> <li>Teachers using a range of questions and strategies (inc. Quizzes, knowledge organisers, rubrics) to ascertain children's understanding.</li> <li>Teachers consistently using mini plenaries to ascertain children's understanding.</li> <li>Teachers address misconceptions in every subject so that children learn new knowledge accurately.</li> <li>Teachers are expert in responding to information they have elicited from checks made in lessons and adapt their teaching accordingly.</li> <li>All Subject Leaders understanding how to apply the Engagement Model within their subject to improve progress tracking for children who are working significantly below age related expectations.</li> <li>Subject Leaders developing the curriculum to improve progress for children working in specialist class.</li> <li>All Teaching Staff attending IOD cluster groups and moderations to ensure the robustness of our assessment by comparison to others.</li> <li>Continue to use PM Benchmarking for reading in KS1.</li> </ul>	<ol style="list-style-type: none"> <li>Plan AfL in staff meetings.</li> </ol>	<p>Nimesha Nagahawatte</p> <p>Eddi Miller</p> <p>Fiona Keogh</p> <p>Tom Bem Hodgkinson</p>	<p>Assessments completed at least once per term.</p>	
<p><b>Develop a Provision Map and seek to increase impact of interventions</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Ensure systems exist to enable the impact of interventions to be monitored and evaluated carefully, leading to greater consistency.</li> <li>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.</li> <li>Liaise carefully with SALT to ensure work undertaken matches school's evaluation of requirements and need.</li> <li>Expand training opportunities for staff in relation to children's specific needs.</li> <li>Implement training of Boxhall Profiling to aid the organisation of pastoral interventions</li> <li>Implement a comprehensive strategy in Year 6 to uplift attainment and increase pupil progress, which may include flexible groupings with some streaming.</li> </ul>	<ol style="list-style-type: none"> <li>SEN meetings with Teachers</li> <li>Provision map and interventions</li> </ol>	<p>Jade Ellis</p>	<p>Throughout the year.</p>	
<p><b>Empower learners to be increasingly independent</b></p> <ul style="list-style-type: none"> <li>Teachers consistently follow the lesson structure, enabling children to have sufficient time to work/write independently (50% of lessons)</li> <li>Teachers either create bespoke learning resources and/or children making decisions about how they are presenting their learning.</li> <li>Consistent language in Learning Intentions and Success Criteria "I am learning about.....by.....". (therefore, removing the 'ceiling').</li> <li>Employ strategies in teaching that empower even the most reluctant learners to have a go and allow for sufficient thinking time for children.</li> <li>Explore the use of software to motivate learners to seek to achieve more for example: Reading Progress</li> <li>Continue to develop the culture of 'all children can do it' by continuing to reflect on 'Growth Mind set' work.</li> </ul>	<ol style="list-style-type: none"> <li>Revisit lesson structure through staff training</li> <li>Monitor consistency effectiveness</li> </ol>	<p>Nimesha Nagahawatte</p> <p>Fiona Keogh</p> <p>Eddi Miller</p> <p>Tom Bem Hodgkinson</p> <p>Jackie Garner</p>	<p>Ongoing throughout the year.</p>	
<p><b>Empowering TAs/HLTAs</b></p> <ul style="list-style-type: none"> <li>Actively support groups or individuals in their learning.</li> <li>TAs modelling the expectations.</li> <li>TAs checking children's understanding.</li> <li>All staff to be proactive and use initiative when delivering the curriculum.</li> <li>Teachers deploying and maximising the use of the TAs effectively.</li> <li>Implement emotional and social interventions informed from Boxhall profiling</li> </ul>	<ol style="list-style-type: none"> <li>Programme of TA training inc. expectations and AFL (during lesson structure).</li> <li>Staff training for effectively deploying TAs</li> </ol>	<p>Fiona Keogh</p>	<p>Ongoing throughout the year.</p>	
<p><b>Strengthen the partnership between the school and parents, with a focus on learning</b></p> <ul style="list-style-type: none"> <li>Increasing number of parents attend workshop, events etc hosted in school.</li> </ul>	<ol style="list-style-type: none"> <li>Create Parent Engagement Plan (PEP) to</li> </ol>	<p>Nimesha Nagahawatte</p>		

<ul style="list-style-type: none"> <li>• School offers a range of parental engagement opportunities inc. In-class events, reading, exhibitions, community events.</li> <li>• Increase opportunities for parents to engage in volunteering, deployed to support in priority areas.</li> <li>• Introduce new opportunities for prospective Parents to engage in school, such as 'Stay and Play.'</li> <li>• Early Years staff lead home visits to learn more about the child and family and strengthen partnership.</li> </ul>	<p>include calendar of events.</p> <p>2. EYFS staff organise home visits.</p>	<p>Jackie Garner</p>	<p>Ongoing throughout the year.</p>	
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 Nimesha Nagahawatte Headteacher & Computing Lead	 Fiona Keogh Deputy Headteacher, UKS2 Reading Lead, Writing Lead and Oracy Lead	 Eddi Miller Assistant Head, KS1 Reading Lead and Phonics Lead	 Tom Bem-Hodgkinson Assistant Head LKS2 Reading Lead PSHE Lead and Music Lead	 Jackie Garner EYFS Leader	 Azmina Vaid Pastoral Lead & RE Lead	 Rebecca Cartwright Science Lead, Art & Design Lead and Design Technology Lead	 Sultana Begum Maths Lead	 Shafia Khatun MFL Lead	 Sajna Begum School Business Manager	 Nimesha Nagahawatte & Fiona Keogh History/Geography Leads	 Nimesha Nagahawatte & Fiona Keogh PE Leads	Behaviour Champions
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Objective 3	Strengths
<i>Improve pupils' personal development, behaviour and attitudes</i>	<ul style="list-style-type: none"> <li>Pupils feel a strong sense of community. They are happy, safe and feel valued (Ofsted 2023).</li> <li>Staff know their pupils extremely well. Working relationships between staff and pupils are very positive (Ofsted 2023).</li> <li>There is a very high level of pastoral care for the children and their families.</li> <li>Harbinger has a set of values that are strongly embedded in the culture of the school and understood by the children.</li> <li>The school has achieved the Anti-Bullying Alliance Silver award.</li> <li>The school has achieved the Trauma-Informed Approach Bronze award.</li> <li>A Local Authority audit summarised that Safeguarding is effective and rapidly improving.</li> <li>Leaders have delivered workshops for parents to support them with strategies for reading with their children at home (Ofsted 2023).</li> <li>Pupils have positive attitudes to learning (Ofsted 2023).</li> <li>There are robust procedures in place and work closely with parents to support pupils to attend school regularly (Ofsted 2023).</li> <li>Children in early years are very motivated to learn. They are extremely engaged and sustain high levels of concentration (Ofsted 2023).</li> <li>Leaders have developed a carefully designed personal development programme (Ofsted 2023).</li> </ul>

What difference do we want to make?	Action	Lead	Timescale	Evaluation
<i>We aim to be 'Outstanding' in Personal Development and Behaviour &amp; Attitudes in the next Ofsted inspection.</i>				
<ul style="list-style-type: none"> <li>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</li> <li>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.</li> <li>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</li> <li>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</li> </ul>	<ol style="list-style-type: none"> <li>Incorporate work on pupil voice into values – class work, assemblies.</li> <li>Staff meeting – setting expectations.</li> <li>Parent workshop – setting expectations.</li> </ol>	<p>Fiona Keogh</p> <p>Eddi Miller</p> <p>Nimesha Nagahawatte</p>	<p>Autumn 1</p> <p>Ongoing.</p>	
<p><b>Improve Attendance and Punctuality:</b></p> <ul style="list-style-type: none"> <li>Attendance continues to be at least 96%.</li> <li>Attendance management systems in place, monitoring more thoroughly.</li> <li>Early interventions in place to target families at 90-93%.</li> <li>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.</li> <li>Increased support for families with children exhibiting EBSA (Emotional Behaviour School Avoidance).</li> <li>Attendance Lead and AWA working collaboratively with persistent absences.</li> <li>Raising the profile of good attendance.</li> <li>We want to close the gap between the attendance of all children in the school and the attendance of the disadvantaged children.</li> <li>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</li> <li>Feedback positively to parents on improvements in attendance as well as 100% attendance.</li> <li>Work together to implement strategies to tackle and lower PA rates.</li> <li>Continue 'tracking' system of monitoring pupil attendance levels.</li> <li>Reward for those with 100% attendance with a trip to the park for a litter picking session</li> </ul>	<ol style="list-style-type: none"> <li>Staff meeting on Attendance.</li> <li>Training on how to extract data from Arbor.</li> <li>Praise to be given to pupils with good attendance to encourage those with poor attendance – termly attendance recognition in assemblies.</li> </ol>	<p>Fiona Keogh</p> <p>Makda Mascio</p> <p>Emdad Rahman</p>	AWA to meet SLT weekly.	

<p><b>Refine provision for safeguarding:</b></p> <ul style="list-style-type: none"> <li>Safeguarding continues to be effective.</li> <li>Staff know and understand the KCSiE 2024 updates.</li> <li>Staff supported to understand and implement the Code of Conduct and guidelines for safe working practices for the protection of children and staff.</li> <li>School proactive in addressing the feedback from the last LA review and make sure all improvements required have been addressed.</li> <li>Safeguarding Team inc. DSL, DDSLs and Pastoral Lead coordinating regular training updates for staff across the year to include: VAWG, Online Safety and Prevent</li> <li>All relevant staff have appropriate training to positively handle, when required i.e. Team Teach Training</li> <li>Staff understanding and implementing the procedures on how to report low-level concerns.</li> <li>All new staff who join Harbinger mid-year are inducted to know and understand the expectations and relevant policies.</li> <li>School continually engaging with borough's on-line audit process and use it to identify aspects of practice that can be developed further.</li> <li>DSL DDSL use data from CPOMs to analyse what concerns are coming up.</li> <li>Governors know and understand the KCSiE 2024 update in relation to their role.</li> <li>Increase opportunities for pupil voice to make sure that we know children are safe.</li> <li>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.</li> <li>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.</li> <li>Develop the use of a 'PACE' model when working with vulnerable children (Playful, Acceptance, Curiosity, Empathy).</li> <li>If school hires out their premises to an organisation working with children and young people, the hire agreement should be reviewed to ensure that reference is made to the updated guidance: 'After-school clubs, community activities, and tuition safeguarding guidance for providers'. (Department of Education, 2023.)</li> <li>Schools should check their hirers meet the (minimum) standards listed in the checklist on pages 11 to 12 (of 'After-school clubs, community activities, and tuition safeguarding guidance for providers') (Department of Education, 2023.)</li> </ul>	<p>1. <b>Staff INSET</b> - Review policy and procedures to ensure full implementation of updated KCSiE from September 2024.</p> <p>2. Staff INSET and regular updates on Code of Conduct</p> <p>3. Weekly Safeguarding team meetings</p> <p>4. SLT standing agenda on personnel</p> <p>5. Bring analysis of safeguarding cases to governor meetings</p> <p>6. Complete <a href="#">PREVENT self-assessment by Dec 2024</a></p> <p>7. Regularly check staff's understanding of safeguarding with 'Question of the week' and quizzes i.e. <a href="#">Prevent Quiz for School Staff 2024 (google.com)</a></p>	<p>Fiona Keogh</p> <p>Nimesha Nagahawatte</p> <p>Jackie Garner</p> <p>Azmina Vaid</p> <p>Sajna Begum</p>	<p>Training at the start of the year and then top ups throughout the year.</p>	
<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Clear roles and responsibilities for the Lead First Aider.</li> <li>First Aid Policy is reviewed and updated.</li> <li>School trials new First Aid tracker as a more efficient reporting system.</li> <li>Trial Medical Tracker software</li> </ul>	<p>1. SLT start training for tracker.</p>	<p>Fathema Khatun</p> <p>Fiona Keogh</p> <p>Nimesha Nagahawatte</p>	<p>Autumn term</p>	
<p><b>Trauma-Informed Approach (Attachment and Trauma Sensitive School Awards = ATSSA)</b></p> <ul style="list-style-type: none"> <li>Continue to deepen knowledge and appropriate training on attachment and trauma, aiming to achieve the silver award</li> <li>Staff have access to good-quality training</li> <li>Key school policies will evidence a strategic approach to ATSSA</li> <li>Additional funding, including Pupil Premium Plus is used effectively and imaginatively to support the emotional wellbeing of eligible pupils.</li> <li>There will be a wide range of strategies in every classroom to support executive function: <ul style="list-style-type: none"> <li>- <i>Language</i> - check understanding frequently; use minimal speech; allow extra time for processing</li> <li>- <i>Verbal &amp; non-verbal working memory</i> - visual supports; consistent, structured environments and routines; checklists</li> <li>- <i>Organisational challenges</i> - chunking, writing frames, checklists and multi-sensory cues</li> <li>- <i>Time concepts</i> – calendars, days of the week displayed &amp; referred to facilitate temporal understanding</li> </ul> </li> <li>Classrooms are well-planned with clearly defined visual boundaries designating where different types of activities will take place. Boundaries need to be as visually clear as possible. Clutter is kept to a minimum to maintain specific spaces and to ensure all spaces are welcoming and attractive. Colour coding using rugs, mats or coloured tape on the floor may be used to define different spaces.</li> <li>Nurture principles are understood across the school community</li> <li>Children develop a strong sense of identity, belonging and emotional resilience through a designated programme of Nurture support, coordinated by the pastoral lead</li> <li>Advice and training is sought from Occupational Therapy or similar to develop and deliver daily sensory circuits.</li> <li>Adults supervising playtime have designated roles, e.g. scanner, player, social play leader, and staff are active participants rather than observers.</li> <li>Staff are skilled in monitoring excitement and anxiety, and make appropriate interventions to provide co-regulation</li> <li>Children experience emotional regulation through relational play before accessing structured 'emotional literacy' interventions</li> <li>Systems are in place to ensure that all staff know who the particularly vulnerable pupils in the school are and use a 'connection before correction' approach to support pupils.</li> <li>Quality staff care and emotional support for all staff to protect staff mental health and well-being is provided.</li> </ul>	<p>1. Ensure Trauma-informed training is part of induction for new staff</p> <p>2. Book follow-up training for INSET twilight or staff meeting</p> <p>3. Relaunch MHFAs</p> <p>4. Regular sensory audits are carried out and acted upon</p>	<p>Jade Ellis</p>	<p>Ongoing through the year (Silver award deadline is tbc)</p>	

<p><b>Ensure everyone is equipped to deal with Online Safety:</b></p> <ul style="list-style-type: none"> <li>Use Project Evolve at the start of the year to assess children's prior knowledge on each</li> <li>The DSL and DDSL/Computing Lead working with CleverICT to review monthly reports and generate risk assessment</li> <li>Incorporate key messages for Online Safety into whole school assemblies, and parent newsletters (from Project Evolve)</li> <li>Use LGfL Safe Skills to audit UKS2 needs for online safety</li> </ul>	<p>1. Online safety assemblies for children / parent coffee mornings – be responsive</p>	<p>Fiona Keogh</p>		
<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li><b>Review the staff training matrix of safeguarding and Health &amp; Safety training.</b></li> <li>PEEPs are read and understood by teachers and support staff.</li> <li>Explore options for CCTV.</li> <li>All school risk assessments are relevant and up-to-date.</li> <li>Improve the outdoor areas of school so they are safe for all users.</li> <li>Ensure SLT know and understand the school's business continuity plan.</li> <li>All staff understand the school lockdown procedures.</li> </ul>	<p>1. Keep staff training matrix of safeguarding and Health &amp; Safety training up-to-date.</p>	<p>Nimesha Nagahawatte  Sajna Begum</p>		
<p><b>Supporting Social and Emotional Development, Behaviour and Well-being with Nurture UK</b></p> <ul style="list-style-type: none"> <li>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.</li> <li>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character</li> <li>Personal development of pupils is extensively promoted.</li> <li>Children feel confident in themselves and can express their emotions appropriately.</li> <li>Children cope with the challenges of everyday life, manage times of stress and are able to deal with chance.</li> <li>Staff and community learn and engage with the 6 principles of Nurture</li> </ul>	<p>1. Build a working party 2. Nurture Team with Nurture Mentors established 3. Prioritise Weekly Circle Times and relevant training. Boxhall profiling to inform interventions and identify progress and next steps.</p>	<p>Azmina Vaid</p>		
<p><b>The school has high expectations for pupils' behaviour and conduct.</b> <b>Leaders, staff and pupils create a positive environment in which bullying is not tolerated.</b></p> <ul style="list-style-type: none"> <li>The school's Behaviour and Relationships Policy incorporates staff voice and integrates the values and Golden Threads, resulting in a cohesive approach and reducing the number of serious incidents.</li> <li>Staff feel empowered and manage behavioural incidents, so they are dealt with swiftly and escalated appropriately, as per the policy.</li> <li>Staff feel confident to use Restorative Practice.</li> <li>All staff using the scripts from the 'Reflection Books' consistently across the school.</li> <li>Children know and understand the Child-Friendly policy.</li> <li>Across the school community, a greater understanding of the roles and factors of relational conflict and bullying.</li> <li>Work in partnership with external organisations, for example Phoenix School Outreach Service and Primary LEAP to improve behaviours for learning for target learners.</li> <li>Work to develop bank of</li> <li>Develop Behaviour Champions Team</li> </ul>	<p>1. Behaviour staff meeting – policy review 2. Ensure enough reflection books across the school 3. Assemblies to revisit child-friendly policy 4. Raise awareness of bullying</p>	<p>Fiona Keogh  Nimesha Nagahawatte</p>		
<p><b>Develop the provision for PSHE and RSE:</b></p> <ul style="list-style-type: none"> <li>Pending - Incorporate the government's review of the RSE changes into Harbinger practice and policy.</li> <li>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.</li> <li>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.</li> <li>Continue offering annual consultations / Q&amp;As to ensure that parents are informed of the curriculum for PSHE and are consulted with in respect of the RSE curriculum.</li> <li>Developing further ways to grow pupil voice</li> </ul>		<p>Tom Bem-Hodgkinson</p>		
<p><b>Strengthen extra-curricular provision:</b></p> <ul style="list-style-type: none"> <li>All classes experience enrichment opportunities, coherently and strategically planned for each half term.</li> <li>The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.</li> <li>The school offers a rich and varied after-school provision of clubs for KS1 and KS2, including the employment of external coaches.</li> <li>There is an increasingly strong uptake by pupils of the opportunities provided by school</li> <li>Disadvantaged children consistently benefit from the school's opportunities.</li> <li>Gracey Gems increase uptake for extended after-school provision.</li> </ul>	<p>1. Develop a 'Trips Planner' document. 2. Explore opportunities for external coaches to run clubs after-school.</p>	<p>Nimesha Nagahawatte  Fiona Keogh</p>	<p>Clubs reviewed each half term.</p>	
<p><b>Engage in the Healthy Lives Work for lunchtimes</b></p> <ul style="list-style-type: none"> <li>School will achieve Silver Status.</li> <li>School will create a Whole School Food Policy.</li> <li>Staff and pupils have the same basic healthy eating knowledge and excitement about food and the lunchtime meal.</li> <li>Relationships between kitchen staff, lunchtime staff and Senior Leadership and providing SEND specific support.</li> <li>Parents and families engaged with the whole school food environment including healthy eating and the lunch menu and experience. Parents and families supported to make healthier choices for themselves and those at home.</li> </ul>	<p>1. Meet with Healthy Lives Team in Autumn 1 for action planning (Fantastic Food in Schools)</p>	<p>Nimesha Nagahawatte  Fiona Keogh  Sajna Begum</p>	<p>Autumn 1</p>	

<ul style="list-style-type: none"> <li>The organisation and structure of the lunchtime encourages a calm and sociable experience for the pupils and staff which helps support healthy food consumption.</li> <li>Explore a family style dining experience for pupils and staff where pupils learn basic dining skills such as serving themselves and each other, building more autonomy for children and encouraging children to try new foods. This encourages more exposure and access to a variety of healthy foods, contributing to a healthier, calmer and more sociable lunchtime experience.</li> <li>A clear, comprehensive and enforced packed lunch policy which is followed by staff and parents. Support for parents on making healthy packed lunches.</li> <li>Understanding and enthusiasm about healthy food through growing and engaging the whole school community. Connect to local organisations supporting food education, growing and reducing food waste.</li> </ul>				
<p><b>Seek to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon:</b></p> <ul style="list-style-type: none"> <li>Pupils are confident to articulate themselves, children 'find their voice'</li> <li>Various Pupil Voice groups will model to their peers: <ul style="list-style-type: none"> <li>School Council (Years 1-6)</li> <li>STEM/STEAM Leaders (Years 4-6)</li> <li>Peer Buddies (EYFS – Year 6)</li> <li>Playtime buddies (Years 5-6)</li> <li>Wellness Ambassadors inc. Anti-Bullying ambassadors (Years 3-6)</li> <li>Harbinger Chronicles – Newspaper Club (Years 5-6)</li> <li>Oracy Ambassadors (Years 1-6)</li> <li>Eco Leaders (Years 1-6)</li> </ul> </li> <li>Singing assembly song choices suggested and voted by children (Years 3-6)</li> <li>There is strong emphasis given to the collation of pupil voice within learning check ins.</li> </ul>	<ol style="list-style-type: none"> <li>Nominations for Pupil Voice groups take place in Autumn 1</li> <li>Pupil Voice groups are given opportunities to work with their class and lead adult and present in front of difference audiences</li> </ol>	<p>Eddi Miller (School Council)</p> <p>Nimesha Nagahawatte (STEAM; ABAs)</p> <p>Fiona Keogh (Reading Buddies and Playtime Buddies; Newspaper Club and Oracy Ambassadors)</p> <p>Tom Bem-Hodgkinson (Well-being Warriors)</p> <p>Rebecca Cartwright (Eco Leaders)</p>	<p>Ongoing throughout the year.</p>	

 Nimesha Nagahawatte Headteacher & Computing Lead	 Fiona Keogh Deputy Headteacher & Attendance Lead	 Tom Bem-Hodgkinson Assistant Head KKS2 Reading Lead PSHE Lead and Music Lead	 Eddi Miller Assistant Head, KS1 Reading Lead and Phonics Lead	 Jackie Garner EYFS Leader	 Azmina Vaid Pastoral Lead & RE Lead	 Sajna Begum School Business Manager
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Objective 4	Strengths			
<p><i>Ensure all leaders take decisive action to improve the quality of provision</i></p>	<ul style="list-style-type: none"> <li>• Harbinger benefits from a stable staff, with strong staff relationships and a deep level of care for the children and the community.</li> <li>• 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.</li> <li>• Performance Management enables the delivery of improved outcomes for children and/or outcomes that compare favourably by comparison to national.</li> <li>• School self-evaluation is thorough and accurate enabling rapid school improvement.</li> <li>• Leaders prioritise the health and welfare of staff. Staff appreciate how leaders explore strategies to manage their workload (Ofsted 2023).</li> <li>• Leaders have worked extremely effectively to develop strong relationships with parents and the local community (Ofsted 2023).</li> <li>• The Governing Body understands the strengths and priorities of the school and carries out its role effectively. It has a clear strategic vision and provides appropriate challenge and support to leaders (Ofsted 2023).</li> </ul>			
What difference do we want to make?	Actions	Lead	Timescale	Evaluation
<p><i>We aim to be 'Outstanding' in Leadership and Management in the next Ofsted inspection.</i></p>				
<p><b>Ensure capacity to continue to deliver improving outcomes:</b></p> <ul style="list-style-type: none"> <li>• A new Senior Leadership Team is in place from the start of the year and all roles and responsibilities are clearly defined and complement each other.</li> <li>• A clear and effective line management structure is shared and in place, so all staff know who to report in the event of any issues and Line Managers know who they are responsible for, having regular meetings.</li> <li>• A clear and effective line management structure to ensure Performance Management is implemented effectively to improve school provision.</li> <li>• Increased investment in CPD to enhance equity, deepen learning, develop collegiality, openness</li> <li>• The HT books relevant CPD (focus on improving teachers' subject, pedagogical and pedagogical content knowledge) for staff across the school, which aligns with the school priorities. This is tracked.</li> <li>• Leaders are working with increased effectiveness implementing their areas of responsibility.</li> <li>• Subject Leaders use a range of evidence to inform next steps for staff and subject development.</li> <li>• SLT learn more about the development of subjects across the curriculum.</li> <li>• 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.</li> <li>• Leaders in Harbinger engage with, and value, CPD and it has a positive impact on the school. 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.</li> <li>• Teaching is consistently good or better across the school or where it is not and ECTs are being inducted effectively.</li> <li>• The proportion of 'highly effective teaching' is increasing in response to the support and ethos created by leaders.</li> </ul>	<ol style="list-style-type: none"> <li>1. Update and share staff handbook line management.</li> <li>2. HT books THEP CPD.</li> <li>3. The HT meets with Phase Leaders and the DHT meets with Subject Leaders for mentoring and coaching .</li> <li>4. Subject Leaders conduct regular 'Learning Check ins' i.e. book looks, pupil voice.</li> <li>5. Subject Leaders will be invited to SLT meetings for book looks/presentation.</li> </ol>	<p>Nimesha Nagahawatte</p> <p>Fiona Keogh</p>	<p>Learning check ins built into management time throughout the year as per PPA schedule.</p>	
<p><b>Increase effectiveness of leadership:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• We use accurate monitoring to identify and spread effective practice across the school.</li> <li>• 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.</li> <li>• Develop the role of Phase Leaders so they assume greater responsibility for the deployment of resources and responses to behaviour in their phases.</li> <li>• THE Partnership team provide Leadership Consultancy offer to: <ul style="list-style-type: none"> <li>○ 1. To provide an independent review of the effectiveness of schools and leadership.</li> <li>○ 2. To provide challenge and support for Headteachers.</li> <li>○ 3. To celebrate and share innovation and good practice.</li> <li>○ 4. To provide coaching and mentoring as appropriate</li> </ul> </li> <li>• The Deputy Headteacher accesses mentoring through THEP in the Autumn term</li> <li>• A member of SLT will be trained as a Senior Mental Health First Aider</li> </ul>	<ol style="list-style-type: none"> <li>1. Buy into THEP consultancy support for 4 visits a year with Rebekah Iyambo</li> <li>2. Book AG for mentoring FK</li> <li>3. Book Senior Mental Health First Aider training by March 2025</li> </ol>	<p>Nimesha Nagahawatte</p>	<p>Ongoing throughout the year.</p>	

<p><b>Ensure systems exist to enable staff voice to contribute to whole school developments</b></p> <ul style="list-style-type: none"> <li>Leaders develop and promote a <a href="#">whole-school approach to mental health and well-being, following the 8 principles</a>: <ul style="list-style-type: none"> <li>Curriculum teaching and learning to promote resilience and support social and emotional learning</li> <li>Enabling student voice to influence decisions</li> <li>Staff development to support their own wellbeing and that of students</li> <li>Identifying need and monitoring impact of interventions</li> <li>Working with parents and carers</li> <li>Targeted support and appropriate referral</li> <li>An ethos and environment that promotes respect and values diversity</li> </ul> </li> <li>Staff feel valued, included and listened to.</li> </ul>	<p>1. Trial staff Circle times once per term to increase staff voice on issues: -Staff well-being and workload. -Curriculum, teaching and learning development. -CPD – identifying the right CPD and having the opportunity to share/disseminate afterwards.</p>	<p>Fiona Keogh  Nimesha Nagahawatte</p>	<p>Ongoing throughout the year.</p>	
<p><b>Leaders work to mitigate burnout / build a work-life balance</b> by incorporating class admin tasks into designated staff meeting sessions.</p> <ul style="list-style-type: none"> <li>Staff receive high levels of support for well-being issues.</li> <li>Leaders protect staff from bullying and harassment.</li> <li>Staff consistently report high levels of support for well-being issues.</li> </ul>	<p>1. Develop a well-being working party</p>	<p>Nimesha Nagahawatte  Fiona Keogh</p>		
<p>Continue to develop a <b>teaching profile</b> that triangulates all pieces of evidence regarding the quality of teaching and learning and then informs CPD and impacts upon pupil outcomes.</p>		<p>Nimesha Nagahawatte</p>	<p>Ongoing throughout the year.</p>	
<p><b>Ensure CPD is tailored to the needs of individuals as well as the needs of the school:</b></p> <ul style="list-style-type: none"> <li>Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</li> <li>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.</li> <li>The practice and subject knowledge of staff, including ECTs, build and improve over time.</li> <li>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.</li> <li>Our carefully thought through staff meeting programme for the school directly addresses school priorities as detailed in this plan.</li> <li>Continue to invest in THEP and ensure Consultant support to the leaders of the core subjects.</li> <li>Targeted training for all staff against school priorities e.g. Y2 and Y6 training, NPQs, subject leaders’ networks.</li> <li>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.</li> <li>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.</li> </ul>	<p>1. HT books CPD 2. Induction Tutor register ECTs 3. Develop and share MEDS. 4. Performance Management will include a target(s) related to school priorities</p>	<p>Nimesha Nagahawatte  Fiona Keogh Eddi Miller</p>	<p>IoD/moderation networks scheduled in across the year as detailed in the monitoring and evaluation schedule.</p>	
<p><b>Continue to benchmark</b> our performance against other schools and learn from others through engagement with THEP model for <b>Peer Review</b>, with a particular focus on the Wider Curriculum.</p>		<p>Nimesha Nagahawatte</p>	<p>Spring term</p>	
<p><b>Leaders engage effectively with stake holders in community inc. Parents, Employers and Local Services</b></p> <ul style="list-style-type: none"> <li>Create engagement opportunities are focused and have purpose.</li> <li>Increase profile of school with <b>parents and community</b> through use of: <ul style="list-style-type: none"> <li>Social media and website</li> <li>Parent curriculum related workshops</li> <li>The Press to communicate ‘Good News’</li> <li>Working with the PTA to focus their energies and increase their impact.</li> <li>School Fairs and open days.</li> <li>More extra-curricular clubs before and after school.</li> <li>Maximising opportunities for parents to come on site.</li> <li>Making sure there are opportunities to listen to and respond to parent voice.</li> <li>Working with Vivify and Sharesy to host and facilitate community group events.</li> </ul> </li> </ul>	<p>1.Devise and share a termly parent calendar of events- send to parents (<b>Parental Engagement Partnership plan</b>) 2. Plan half-termly open afternoons for parents 3. Seek to recruit more parent volunteers to work on targeted school needs i.e. Library / supporting reading 4. Seek opportunities to</p>	<p>Nimesha Nagahawatte  Fiona Keogh  Azmina Vaid  Sajna Begum</p>	<p>Ongoing throughout the year.</p>	
<p>Strengthen <b>collaboration and partnership</b> with the Isle of Dogs community of schools.</p>		<p>Nimesha Nagahawatte</p>	<p>Headteacher meetings each half term.</p>	
<p><b>Governors</b> 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 achieve strong progress:</p> <ul style="list-style-type: none"> <li>Governors receive timely and accurate information.</li> <li>Secure training focusing on the use of data to inform challenge and governors responsibilities for safeguarding.</li> <li>Governors come on site to meet with leaders and experience the work of the school so they are more informed.</li> <li>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.</li> </ul>	<p>1. Arrange Governor meetings with school leaders</p>	<p>Nimesha Nagahawatte</p>	<p>Meetings scheduled throughout the year.</p>	



Nimesha Nagahawatte  
Headteacher &  
Computing Lead



Fiona Keogh  
Deputy Headteacher &  
Attendance Lead















Sajna Begum  
School Business  
Manager

Objective 5	Strengths			
<b>Maximise the school's use of its resources</b>	<ul style="list-style-type: none"> <li>The site is well managed through the PFI arrangement – it is well-presented, secure and cleaned well.</li> <li>The school has been awarded Microsoft Innovator status.</li> <li>The school has a new Management Information System that enables leaders to work more efficiently especially in relation to pupil attendance.</li> </ul>			
	Actions	Lead	Timescale	Evaluation
<p><b>Build financial capacity :</b></p> <ul style="list-style-type: none"> <li>School has a surplus which can then be added to annually until the PFI contract ceases and the school is financially more stable.</li> <li>Develop partnership with FAME, the Finance Consultant, 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.</li> <li>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 3 years' time.</li> <li>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.</li> <li>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.</li> </ul>	1. Work with FAME consultancy	Sajna Begum	Finance Consultant to meet SBM monthly.	
<ul style="list-style-type: none"> <li>A revised class structure to accommodate the falling roll. Teachers are deployed into classes to lead and PPA will be covered by HLTAs and SLT. The impact is cost savings.</li> </ul>	1. Monitor and review through the year	Nimesha Nagahawatte Fiona Keogh	Ongoing throughout the year.	
<ul style="list-style-type: none"> <li>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.</li> <li>Enable the schools to continue to focus on their own school development priorities, building upon their existing strengths, and to prosper and flourish.</li> <li>Encourage the development of different and innovative ways of working where there are opportunities for mutual benefit.</li> <li>Provide opportunities to share and develop staff expertise across schools.</li> <li>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.</li> <li>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.</li> </ul>		Nimesha Nagahawatte	Ongoing throughout the year.	
<ul style="list-style-type: none"> <li>The school is prepared for the next financial audit including having robust procedures agreed and in place for:             <ul style="list-style-type: none"> <li><b>Asset management</b> including systems for the protection of valuable equipment purchased.</li> <li>Financial control.</li> </ul> </li> <li>School's financial audit has a positive outcome.</li> </ul>	1. Work with FAME consultancy	Sajna Begum		
<p><b>Invest in ICT</b> 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"> <li>School can evidence progress made with transformation plan in partnership with Microsoft.</li> <li>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.</li> <li>Work in partnership with Microsoft Education on their Showcase Schools programme., to maintain our newly-awarded 'Microsoft Showcase School' status.</li> <li>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"> <li>Computational Thinking = Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms,</li> <li>decomposition, and pattern recognition</li> </ul> </li> </ul>	1. Book INSET	Nimesha Nagahawatte	Ongoing throughout the year.	













<ul style="list-style-type: none"> <li>○ Creativity and Innovation = Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</li> <li>○ Critical Thinking = Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</li> <li>○ Collaboration = Sharing responsibility to make substantive decisions together about the content, process, or product of the work</li> <li>○ Communication = Producing extended or multi-modal communication</li> <li>• The school is actively developing all future-ready skills, in an age appropriate manner.</li> <li>• The school becomes a 'hub school' in the field of Computing/STEM, working collaboratively to enable other schools to benefit from the skills and resources existing in Harbinger</li> <li>• Further develop use of 'Microsoft Office 365 for Education' digital platform to deliver effective, personalized learning strategies to empower students to own their learning</li> </ul>				
<p>Ensure compliance with <b>GDPR</b></p>	<ol style="list-style-type: none"> <li>1. Work with DPO</li> <li>2. Book GDPR staff training</li> </ol>	<p>Sajna Begum</p>	<p>Ongoing throughout the year</p>	
<p>Develop a short- and longer-term plan for the development of the <b>school site</b>, which may then help to attract much needed investment. Plan to consider:</p> <ul style="list-style-type: none"> <li>• Increasing to two forms of entry so long as next inspection goes well.</li> <li>• Develop caretaker's house.</li> <li>• 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Liaise with G4S exit strategy</li> <li>2. Liaise with LA re. pupil roll</li> </ol>	<p>Nimesha Nagahawatte Sajna Begum</p>	<p>Ongoing throughout the year</p>	



Governing Body

<u>Curriculum &amp; Standards Committee</u>			<u>Finance &amp; General Purposes Committee</u>		
 Caroline Hurley Chair	 Claire Norton-Steele Staff Governor	 Kiran Rahman Parent Governor	 Srividya Srivathsan Chair	 Kiran Rahman Parent Governor	 Martin Young Governor
 Vaughan Piliikian Co-opted Governor	 Lawrence Houldsworth Associate Member	 Nimesha Nagahawatte Headteacher	 Faisal Mumtaz Governor	 Sajna Begum School Business Manager	 Nimesha Nagahawatte Headteacher

Full Governing Board

 Martin Young Chair	 Father Tom Pyke Safeguarding and LAC Governor	 Claire Norton-Steele Staff Governor	 Kiran Rahman Parent Governor Link Governor - SEND	 Nafissa Ayub Parent Governor Link Governor - SEND	 Vaughan Piliikian Co-opted Governor Link Governor – Early Years
 Srividya Srivathsan LA Governor	 Caroline Hurley Co-opted Governor	 Faisal Mumtaz Governor	 Sudhir Saseed Haran Governor	 Lawrence Houldsworth Associate Member	 Nimesha Nagahawatte Headteacher