Harbinger School Development Plan: Performance Dashboard 2020.21

Context of the school

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.
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.
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.
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.
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.
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 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.
This context outlines some of the challenges, however there is swell of enthusiasm for improvement in the staff and the community it serves.
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 partnership will exist for two years. The former headteacher of St. Luke's is now the Executive Headteacher across both schools and the former Deputy Headteacher of St. Luke's is now the Head of School full time at Harbinger.
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.
Notwithstanding the impact of the pandemic, the staff team are 'gelling' well together and the pace of improvement is once again restored.

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: January 2020

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

Next inspection forecast for Summer 2 2021 or Autumn 1 2021

Quality of teaching and learning , January 2021

Inadequate provision	Requires Improvement	Good provision	Outstanding provision
0%	27%	73%	0%
0	4	11	0

Notes:
- The school has two teachers who were NQTs last year when school experienced widespread disruption due to Covid-19
- Within the group of teachers highlighted as being 'good' there is wide variation in terms of quality. There are at least 3 teachers who are 'very good' and with the impact of work planned to raise expectations in the curriculum, should move to outstanding quickly.

Standards of attainment and achievement

	Harbinger			National		
	2017	2018	2019	2017	2018	2019
EYs GLD	60	62	64	71	72	72
Y1 Phonics	73	73	81	81	82	82
KS1 Combined	46	69	73	64	65	65
KS2 Combined	52	37	45	61	64	64

Notes: There is no data available for 2020 due to the national lo-ckdowns resulting from Covid-19

Ofsted 2019

1. 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.
2. 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.
3. 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.

Key priorities arising from the data and self-evaluation

Quality of Provision:
- Raise standards of attainment and increase achievement for all pupils as they move through Key Stage 2, with a particular focus on Reading.
- Review the curriculum for all subjects, across Key Stages 1 and 2, to make sure expectations are sufficiently high and the curriculum is shaped by key drivers that ensure the curriculum meets the needs of Harbinger's community.
- Make sure that the curriculum ensures that learning builds on what children know, is cohesive and ensures progress over time.
- Provide a clear focus on teaching children new vocabulary and implement support to enable children who have fallen behind, to catch up.

Behaviour and Attitudes:
- Make sure an agreed policy is implemented across the school, that promotes restorative approaches to managing behaviour and enables a significant improvement in behaviours that underpin effective learning.

Personal Development
- 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.

Leadership, management
- Take decisive action to ensure the staffing structure is fit for purpose, leadership is distributed and governors are equipped to effectively challenge and hold the school to account.

Harbinger's School Development Plan: Standards and progress tracker 2020.21: All children

	KS1 APS					Reading				Writing				Mathematics			End of Year Targets			
					EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	Reading	Writing	Maths	Combined
Reception: X children	R	W	M	Age APS	13	14	15	16	13	13/14	15	16	13	13/14	15	16				
	N/A	N/A	N/A	Actual																
				% ARE																
				% above																
				(at/above)																
Year 1: X children	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19				
	N/A	N/A	N/A	Actual													**56%**	**56%**	**66%**	**56%**
				% ARE																
				% above																
				(at/above)																
Year 2: X children	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22				
	N/A	N/A	N/A	Actual													**77%**	**74%**	**74%**	**72%**
				% ARE																
				% above																
				(at/above)																
Year 3: X children	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25				
				Actual													**81%**	**68%**	**71%**	**66%**
				% ARE																
				% above																
				(at/above																
Year 4: X children				Age APS	25	26	27	28	25	26	27	28	25	26	27	28				
				Actual													**84%**	**80%**	**84%**	**67%**
				% ARE																
				% Above																
				(at/above)																
Year 5: X children				Age APS	28	29	30	31	28	29	30	31	28	29	30	31				
				Actual													**83%**	**62%**	**83%**	**63%**
				% ARE																
				% Above																
				(at/above)																
Year 6: X children				Age APS	31	32	33	34	31	32	33	34	31	32	33	34				
				Actual													**74%**	**66%**	**74%**	**68%**
				% ARE																
				% Above																

(at/above)

Gap Tracker: All children

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	12	14	15	16	12	14	15	16	12	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS												
	Gap												
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS												
	Gap												
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS												
	Gap												
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS												
	Gap												
Year	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS												
	Gap												

Standards and progress tracker 2020.21: Boys

	KS1 APS					Reading				Writing				Mathematics		
					EPY	**Autumn**	**Spring**	**Summer**	*EPY*	**Autumn**	**Spring**	**Summer**	*EPY*	**Autumn**	**Spring**	**Summer**
Reception : X children	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				(at/above)Gain												
Year 1: X children	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)Gain												
Year 2: X children	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)Gain												
Year 3: X children	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual												
				@ ARE												
				Above												
				(at/above)Gain												
Year 4: X children				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual												
				@ ARE												
				Above												
				(at/above)Gain												
Year 5: X children				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual												
				@ ARE												
				Above												
				(at/above) Gain												
Year 6: X children				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual												
				@ARE												
				Above												
				(at/above) Gain												

Gap Tracker: Boys

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS												
	Gap												
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS												
	Gap												
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS												
	Gap												
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS												
	Gap												
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS												
	Gap												

Standards and progress tracker 2020.21: Pupil Premium

						Reading				Writing				Mathematics		
	KS1 APS				*EPY*	Autumn	Spring	Summer	*EPY*	Autumn	Spring	Summer	*EPY*	Autumn	Spring	Summer
Reception: X children	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				(at/above)Gain												
Year 1: X children	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)												
Year 2: X children	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)												
Year 3: X children	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual												
				@ ARE												
				Above												
				(at/above)												
Year 4 X children				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual												
				@ ARE												
				Above												
				(at/above)												
Year 5: X children				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual												
				@ ARE												
				Above												
				(at/above)												
Year 6: X children				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual												
				@ ARE												
				Above												
				(at/above)												

Gap Tracker: Pupil Premium

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS												
	Gap												
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS												
	Gap												
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS												
	Gap												
Year	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS												
	Gap												
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS												
	Gap												

Standards and progress tracker 2020.21: White British

	KS1 APS					Reading				Writing				Mathematics		
					EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception: X children	R	W	M	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)												
Year 1: X children	R	W	M	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)												
Year 2: X children	R	W	M	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	N/A	N/A	N/A	Actual												
				@ ARE												
				Above												
				(at/above)												
Year 3: X children	R	W	M	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
				Actual												
				@ ARE												
				Above												
				(at/above)												
Year 4: X children				Age APS	25	26	27	28	25	26	27	28	25	26	27	28
				Actual												
				@ ARE												
				Above												
				(at/above)												
Year 5: X children				Age APS	28	29	30	31	28	29	30	31	28	29	30	31
				Actual												
				@ ARE												
				Above												
				(at/above)												
Year 6: X children				Age APS	31	32	33	34	31	32	33	34	31	32	33	34
				Actual												
				@ ARE												
				Above												
				(at/above)												

Gap Tracker: White British

		Reading				Writing				Mathematics			
		EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer	EPY	Autumn	Spring	Summer
Reception	Age APS	13	14	15	16	13	14	15	16	13	14	15	16
	Actual APS												
	Gap												
Year 1	Age APS	16	17	18	19	16	17	18	19	16	17	18	19
	Actual APS												
	Gap												
Year 2	Age APS	19	20	21	22	19	20	21	22	19	20	21	22
	Actual APS												
	Gap												
Year 3	Age APS	22	23	24	25	22	23	24	25	22	23	24	25
	Actual APS												
	Gap												
Year 4	Age APS	25	26	27	28	25	26	27	28	25	26	27	28
	Actual APS												
	Gap												
Year 5	Age APS	28	29	30	31	28	29	30	31	28	29	30	31
	Actual APS												
	Gap												
Year 6	Age APS	31	32	33	34	31	32	33	34	31	32	33	34
	Actual APS												
	Gap												

Harbinger's School Development Plan: Objectives 1 - 5

Objective 1	Strengths	Success Criteria for 2021	Success Criteria for 2022
Develop the school's curriculum	• The provision for EYs and KS1 enables children to make strong progress in learning. (*Ofsted 2019*) • EYs teachers enable children to develop their language skills swiftly. (*Ofsted 2019*) • Leaders in the school have worked together to create intent and implementation documents for the teaching of Reading across the school. • Children acquire a love of reading. (*Ofsted 2019*) • Last year the school invested in a scheme for the teaching of Mathematics. • The school is part of the Maths Hub.	• Learning walks evidence that the provision is the same across both **Reception** classes. • Evidence in workbooks/remote learning/homework demonstrates **that spelling, punctuation, grammar and handwriting** are all being 'taught' in line with agreed policy and practiced every week with the emerging positive impact starting to be evident. • Year 1 **phonics** 'internal assessment' demonstrates that children are making strong progress towards achieving in excess of 80% achieving the phonics check in the Autumn 2 2021 • Learning walks in Summer term demonstrate that **DSR** is running effectively across Reception and Year 1. • Learning Walks in Summer term demonstrate consistency in practice and high expectations for **DR** across Years 2 – 6. • **'Attendance' for Remote Learning**' mirrors attendance target of 95.5%. • Book scrutinies demonstrate that children working below the age expectation are making strong progress in learning of **mathematics**. • **Unit overviews** for Autumn 1 and 2 exist in draft form for: **Computing, History, Geography, Science** and a scheme is in place for **PSHE** and there is a plan for how these will be rolled forward for each term of the year ahead.	• The EYs curriculum provides no limits or barriers to the children's achievement, regardless of their backgrounds, circumstances or needs. • Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice in all subjects. • Unit overviews exist for all subjects including Music, art, DT, PE and MFL. • Series of lessons consistently match the aims of the curriculum, exploiting links to the school's agreed drivers. • Work is of a high quality and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. • Evidence demonstrates that all children are getting the substance of the curriculum irrespective of disadvantage and/or need. • Pupils read widely and often, with fluency and comprehension, appropriate to their age as a result of the rigorous and sequential reading curriculum they experience. • Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Actions	***Lead***	***Timescale***	***Resources/ CPD***	***Evaluation***
Inspire academic rigour and precision in the implementation of teaching, learning and the curriculum: • Work to achieve a consistent understanding what constitutes effective teaching across the school. • Through lesson observation and 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.	Nimesha Nagahawatte	Ongoing		
Further develop the Early Years provision: • Ensure that the provision is consistent across both classes in Reception, so children in each class benefit from the same quality of provision. • Make effective use of the Nuffield Early Learning Intervention (NELI) to accelerate children's acquisition of communication and language. • Make sure each environment is language rich and offers constant opportunities for engagement in all types of play. • Improve the use of the outdoor space to enable children to access the same assessment links as they do inside the classroom. • Develop links to all areas of the curriculum so that children are accessing more within a preferred space. • Make sure learning journeys are informed by a variety of information sources including home, to provide an accurate assessment for each child. • Increase opportunities for children to independently write thereby seeking to improve outcomes for writing. • See sections for Phonics and DSR – to develop children's reading and comprehension of text. • Engage pro-actively with the LA moderation.	Jackie Garner	Summer 1 and 2 2021 and going forwards		
Refine intent and implementation for Reading: • Ensure all children are read to every day at a level beyond what they can comfortably read to themselves. • Introduce the use of '**Tutormate'** in Year 1 and Bookmark volunteers with Year 2 to increase opportunities for children to read with an adult each week. • Continue to refine use of Letters and Sounds targeting refinements to the teaching programme for the lowest 20% of children and making sure children have access to phonically decodable books. • Implement **Early Words** programme and shared reading pre DSR in Reception. Are the staff at Harbinger familiar with this programme? • Continue implementation of 'Bug Club' with the intention of increasing parental engagement to facilitate reading at home. • Provide CPD and secure effective implementation of Daily Supported Reading for Reception and Year 1 and Destination Reader for Years 2 –6 with a consistent focus on developing children's application of the reading skills that underpin effective comprehension of text. • In 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. • Ensure weekly meetings for DSR and subsequent movement of children and adults between groups. • Increase effectiveness of reading journals as a communication tool to inform tracking pupils' progress in Destination Reader. • Through working in partnership with the school librarian, extend access to texts that motivate children to read and in the taught wider curriculum. • Make sure that the intent and implementation of the subject are clearly drafted, agreed by SLT and available through the school's website.	Jackie Garner Eddie Miller Emily Fawcett Laura Craig	Ongoing DSR and DR from as soon as children return to school following lock down On website from Autumn 1 2021		
Refine intent and implementation for Writing: • Enable staff to access Nina Birch training and literacy units to inspire the children as writers.	Jackie Garner			

• Ensure systematic teaching of spelling, punctuation and grammar is happening across the school. • Ensure handwriting is consistently taught and Pen Licences are used consistently to encourage children to adopt a consistent letter formation and then cursive handwriting style. • Work in partnership with the LA Consultant JW to provide support for teachers with planning high expectations for children's learning and up skilling teachers' subject knowledge through effective CPD. • Increase expectations regarding the complexity of sentence structure in children's writing, extending use of Alan Peat's sentences. • Ensure the wider curriculum provides a purpose for writing that motivates children. • Regularly undertake book scrutinies, join other schools for moderation purposes and undertake a Deep Dive into writing, to identify development points for each class to improve the standard of writing. • Provide support and training to enable staff to make effective use of Colourful Semantics. • Make sure that the intent and implementation of the subject are clearly drafted, agreed by SLT and available through the school's website.	Eddie Miller Emily Fawcett	Summer 1 and 2 2021 Autumn 1 and 2 2021 On website from Autumn 1 2021		
Refine intent and implementation for Maths: • Survey the views of staff regarding the Maths No problem scheme and make a decision whether to stick with it or transition to White Rose. • 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. • Make sure that the intent and implementation of the subject are clearly drafted, agreed by SLT and available through the school's website.	Matthew Warhurst	Spring 2 2021 Summer 1 and 2 2021 On website from Autumn 1 2021		
Create intent and plans for each subject in the school's Wider Curriculum: • Provide training for staff to enable the delivery of a 'Recovery Curriculum' when the children return to school in September. • To reflect on the structure of Harbinger's curriculum. Seek answers to the following question: 'What makes the delivery of the National Curriculum (NC) at Harbinger School different to the way the NC is delivered at another community primary school? Identify the drivers for the Harbinger Curriculum, then associated key questions to shape the learning for each year group across each subject. Look at the alignment of topics to year groups and make changes to ensure expectations are high. Then begin to draft the unit overviews for each topic for each subject. • Take an active role in the History Project with the other island schools, the LA and Christine Counsel. • Reflect upon the organisation of children's work. Do the current workbooks enable the progress of individual subjects to be tracked carefully by leaders? Do the current workbooks enable children to get a sense of the integrity of a subject? Does the organisation of the workbooks enable children to make links across different aspects of learning in the subjects or to see how their understanding of a subject evolves over time, building upon what they already know?	Nimesha Nagahawatte Subject leaders once identified. Rebecca Abrahams	Summer 1 and 2 re planning Autumn 1 and 2 for revised organisation of children's work		
Increase capacity for the delivery of Modern Foreign Languages: • In the reorganisation of staffing (see leadership section) consider whether the provision of MFL might be better delivered in house. • Decide on the best 'next course of action' for the ERASMUS project with the British Council.	Rebecca Abrahams and Nimesha Nagahawatte	Autumn 2021		
Develop the provision of Remote Learning required in response to Covid-19 closures: • Take steps to maximise engagement, recognising that one size does not fit all, with a particular focus on children from families eligible for Pupil Premium. • Publish guidelines for parents and keep these under review, as we learn from more effective practice and we also from our families' responses. • Take steps to ensure that all learning undertaken remotely, is done in line with safeguarding guidance and acceptable user agreements.	Nimesha Nagahawatte	Throughout the year		

Objective 2	Strengths	Success Criteria for 2021	Success Criteria for 2022
Develop use of data and assessment to improve pupil outcomes.	• 3-year incremental improvement to % children achieving GLD from 2017 – 2019. • 3-year improvement to Y1 Phonics outcomes with 2019 outcomes in line with national. • 3-year improvement to KS1 outcomes with 2019 outcomes above national for R, W, Ma and Combined outcomes. • % children achieving greater depth at the end of Y2 compares favourably with national outcomes.	• The school has a moderated and accurate set of whole school data, for each of Reading, Writing, Mathematics and Combined outcomes from which progress can be carefully measured in the following year. • All teachers understand what evidence they are using to form teacher assessments and have received training in their effective use.	Plans have been effective to make up for the 'time lost' as a result of Covid-19 and 1. The % children achieving GLD is within 10% of the national outcome for 2022. 2. The % children achieving the Phonics check is at least in line with national for 2022. 3. The % children achieving age related and greater depth outcomes at the end of Year 2 is at least in line with the national picture. 4. The % children achieving age related and greater depth outcomes at the end of Year 6 for Reading and Combined outcomes is within 10% of national outcomes for the same measures. 5. The % children achieving age related and greater depth outcomes at the end of Year 6 for Writing and Mathematics is in line with national outcomes for the same measures. 6. The progress measures between KS2 and KS1 for Reading and Mathematics are above 1 and the former progress achieved in Writing is at least maintained. Additionally, there is emerging thinking regarding the most effective way to assess pupils' progress in each of the Foundation Subjects and class teachers are trialling the preferred method in History/Geography and Science for the Autumn and Spring terms. Assessment of the Foundation Subjects is refined in the Summer term and rolled out to include at least two other subjects.

Actions	***Lead***	***Timescale***	***Resources/ CPD***	***Evaluation***
Improve use of data • Make sure the pupil tracking software provides the data needed for school improvement (R, W, M and Comb), efficiently and accurately. • Refine tracking of children from Nursery to Year 2 with Phonics including key dates on the M&E Schedule and an Autumn Phonics Check from a previous year. • Develop Pupil Progress meetings, making sure that boys, Pupil Premium and White British children, are carefully tracked. • Consider more effective ways to plan provision for the PP children and measure the impact achieved referring to DfE guidance. • Provide teachers with support to enable them to specifically pin-point the gaps in the children's learning that have arisen as a result of Covid-19. • Publish 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 book scrutinies.	Rebecca Abrahams Nimesha Nagahawatte Matthew Warhurst	Spring 2 re the data and the Summer 1 and 2 re the gaps in learning		
Improve assessment • Seek to understand how teachers are assessing children's learning in reading, writing and mathematics, referencing the boroughs tools for reading and writing, providing support to make sure that assessments are fair, accurate and robust. • Provide CPD to train teachers and teaching assistants in Reception and KS1 to be able to PM Benchmark readers. • Undertake regular moderation of assessments across year groups and classes within the school and with other schools on the Island. • Refine use of standardised tests twice a year (NfER) to enhance sharing of data with other local schools. • Introduce the use of new assessment procedures for Computing. • Develop the use of B Squared to improve progress tracking for children who are working significantly below age related expectations. • Begin to scope out effective strategies for assessment of the foundation subjects and then trial those in Autumn 1 and 2 2021 for History/Geography and Science, ,with more subjects in Spring 1 and 2 2022.	Nimesha Nagahawatte Eddie Miller Emily Fawcett Jubeda Ahmed	Summer 1 and 2 2021 – subject assessment, PM benchmarking, testing Autumn 2021		
Develop a Provision map and seek to increase impact of interventions • Using the data from Pupil Progress meetings, identify the exact needs of children, the best interventions to address them and design 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.	Jubeda Ahmed – provision map and interventions Matthew Warhurst – Year 6	Draft map based on current resources Summer 1 and 2 2021 and then roll out with training for staff during Autumn 1 and 2 2021		
Empower learners to be increasingly independent • Review the use of Success Criteria in all subjects – does it create a ceiling to achievement or are they the minimum expectation where children can strive for more? • Provide CPD to teaching assistants in how to avoid over scaffolding learning. • 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: Accelerated Reader. • Develop the culture of 'all children can do it' by continuing to reflect on 'Growth Mind set' work.	Nimesha Nagahawatte	Autumn 2021 and going forwards		
Strengthen the partnership between the school and parents, with a focus on learning (Once schools are operating normally) • Create opportunities for learning together in Nursery and Reception. • Enable parents to come in and read with their children, for all year groups, across the year.	Jackie Garner Eddie Miller Emily Fawcett	Autumn 2021 and going forwards		

Objective 3	Strengths	Success Criteria for 2021	Success Criteria for 2022
Improve pupils personal development, behaviour and attitudes	• Children are welcoming. • There is a very high level of pastoral care for the children and their families. • Positive relationships exist between the children and the staff.	• Attendance once the school opens to all children is more than 95% (likely Summer 1 and 2) • 2nd Safeguarding Review reports that previous areas for development have been addressed and safeguarding at Harbinger is judged to be effective.	• Safeguarding continues to be effective. • Attendance is at least 95.5%. • Pupils' behaviour and attitudes are graded as good in the next Ofsted inspection. • Personal development shows progress towards good in the next Ofsted inspection, recognising the impact of leadership to get appropriate planning in place. • Children have access to a wide, rich set of experiences and children are supported in developing their talents and interests. • Disadvantaged children consistently benefit from the school's opportunities.

Actions	***Who***	***By when***	***Resources/CPD***	***Evaluation***
Improve Attendance and Punctuality: • Review the school's policy making sure it includes a section on Covid-19 related attendance issues. • Improve 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. • Review what is communicated through the newsletter to parents each week to motivate greater improvements. • Strengthen partnership with Education and Welfare Advisor and increase accountability 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. • Increase administrative support to enable the above to be undertaken manageably.	Matthew Warhurst with Rebecca Abrahams	Ongoing throughout the year		
Refine provision for safeguarding: • Review policy and procedures to ensure full implementation of updated KCSiE from September 2020. • Review feedback from the last LA review and make sure all improvements required have been addressed. • Invite and partake in a 2nd review of safeguarding to demonstrate the progress made. • Provide regular training updates for staff across the year to include: Domestic Violence, Prevent • Undertake borough's on-line audit process and use it to identify aspects of practice that can be improved. • Develop role of link governor in relation to checking the SCR and ensuring robust implementation of policy. • Make sure the school has up to date policy and procedures for First Aid with the careful recording of incidences of illness and injury. • Make sure the school has an up to data policy for asthma and allergies and that all children with asthma and/or allergies have a plan in place to maintain their safe health. • Ensure that all visiting contractors, supply agencies and external providers such as for sports coaching and music tuition, have an appropriate safeguarding and child protection policy. • Secure from each of the above organisations, written confirmation that all 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.	Jubeda Ahmed Jackie Garner Rebecca Abrahams	2nd Review June 2021 First Aid Policy – Autumn 2020 Asthma Policy Spring 2021 Policy and procedures ongoing and throughout the year		
Ensure everyone is equipped to deal with On-Line Safety: • Make sure that the On-Line Safety Policy is updated and that all staff, pupils, and parents sign the Acceptable User Agreements. • Provide ongoing training and support to ensure that all staff, pupils and parents are equipped with up to date knowledge and understanding of how to keep themselves and others safe on-line. • Ensure that On-Line Safety units are incorporated into the teaching every half term. • Incorporate key messages for On-Line Safety into whole school assemblies.	Nimesha Nagahawatte			
Ensure consistent use of positive behaviour management with integrated Restorative practice: • Review the school's policy for behaviour management to make sure that it reflects the school's values and ethos. • Ensure that behaviour policy includes a tiered sanction ladder and is being consistently implemented. • Develop a child's version of the behaviour policy and distribute to all children and their families. • Ensure that lunchtime staff are supported and informed with expectations in respect of behaviour, and how to manage, record and communicate incidents. • Review the school's policy for Anti Bullying, involve children in the review and make sure that a child's version of the Anti-Bullying Policy is also ready for distribution in Anti Bullying week. • Work in partnership with external organisations, for example Phoenix School Outreach Service and Its Your Life to improve behaviours for learning for target learners.	Nimesha Nagahawatte Matthew Warhurst Jackie Garner, Eddie Miller and Emily Fawcett	Behaviour Policy Autumn 2020 and ongoing Anti-Bullying Policy Autumn 2021 and ongoing		
Develop the provision for PSHE and RSE: • Adopt a new scheme of work for Harbinger, most likely Jigsaw, that will ensure 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, ensure deeper thinking around British Values, and full coverage of statutory expectations for RSE. • Prioritise identifying leadership of these curriculum areas.	Rebecca Abrahams	Summer 2021		

• Take steps 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.				
Strengthen extra-curricular provision: **D**evelop 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.	Matthew Warhurst	Autumn 2021		
Seek to develop Pupil Voice and Responsibility so that pupils feel listened to and that their views are acted upon: Develop the following roles: • School Council • Digital Leaders • Peer Readers • Playground Leaders *(all subject to restrictions being lifted and children being able to mix across Bubbles)*	Matthew Warhurst	Summer 2021 and ongoing		

Objective 5	Strengths	Success Criteria for 2021	Success Criteria for 2022
Ensure all leaders take decisive action to improve the quality of provision	• 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. • Feedback during the Autumn term is that the team feels reinvigorated and hope for the future re-established.	• New staffing structure ready to implement from September 2021. • Systems for effective Performance Management are established and being implemented. • A clear and accurate School Self Evaluation (SEF) has been created and this has informed a well-pitched School Development Plan (SDP) for the 5 terms of the partnership which is driving improvements. (Recognising that this will be reviewed, evaluated and updated towards the end of Summer 2, in consultation with staff to increase ownership). • The school is able to gather evidence that the perception of the school, held by stakeholders, and particularly parents, is starting to improve once again. • Evidence in governors' meetings is that well informed governors are appropriately challenging the school's leadership and holding leaders to account for progress with school improvement plans.	• Leaders and governors 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 strong across the school or where it is not, leadership are taking decisive action to improve it. • The proportion of 'highly effective teaching' is increasing in response to the support and ethos created by leaders. • Staff receive high levels of support for well-being issues. • Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

Actions	***Lead***	***Timescale***	***Resources/CPD***	***Evaluation***
Increase capacity to continue to deliver improving outcomes: • Undertake a thorough review of staffing, design a new staffing structure, consult with stakeholders and then staff and seek to have a new structure to implement for the start of the next academic year. • Make sure that all roles and responsibilities are clearly defined and complement each other. • Make sure there is a clear underlying line management structure that enables high levels of accountability and for Performance Management to be implemented effectively. • Ensure that there are leaders identified for each curriculum subject and that the capacity exists within the structure to enable subject leaders to lead their subjects effectively. • Make sure the new staffing structure creates career progression routes for different roles in the school for example having tiers of teaching assistants as well as Higher Level Teaching Assistants. • Ensure that the new staffing structure has capacity within it to provide support to teachers for workload. • 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. • Once implemented use the line management structure, mentoring and coaching to develop staff in their new roles and ensure that each individual and all teams are working effectively. • 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.	Rebecca Abrahams	New structure to be implemented for September 2021		
Increase effectiveness of leadership: • 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. • Make sure systems exist and are being used to enable effective Performance Management of all staff. • Ensure a personalised programme of CPD is in place for each school leader which may be through the identification of a coach or mentor or may require attendance on an extended training course for example – Future Leaders training with the LA. • Partner each new subject leader up with both their counterparts in the schools in the New Wave Federation and also St. Luke's to make sure 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.	Rebecca Abrahams	Spring 2021 – SDP and SEF first drafts in place to be kept under review and developed – ongoing. Partnership with New Wave Federation – Spring 2021 CPD for school leaders Autumn 2021		
Ensure systems exist to enable staff voice to contribute to whole school developments • Staff well-being and workload. • Curriculum, teaching and learning development. • CPD – identifying the right CPD and having the opportunity to share/disseminate afterwards.	Matthew Warhurst	Autumn 2021		
Develop a **teaching profile** that triangulates all pieces of evidence regarding the quality of teaching and learning and then informs CPD and impacts upon pupil outcomes.	Rebecca Abrahams	Autumn 2021		

Ensure CPD is tailored to the needs of individuals as well as the needs of the school: • High quality induction, mentoring and support for NQTs/RQTs so that they have the best possible chance of making strong progress throughout their NQT/RQT years and all borough deadlines and requirements are met in a timely fashion. • High quality induction, mentoring and support for supply staff covering for staff on maternity leave to maintain standards of pupil progress and outcomes. • Maintain support for all teachers in implementing the wider curriculum framework, with a focus on developing assessment of impact and next steps. • Carefully thought through staff meeting programme for the school, directly addressing school priorities. • Targeted training for all staff against school priorities e.g. Y2 and Y6 training, Nina Birch training, subject leaders' networks. • Performance management encouraging support staff to up skill their qualifications or their skills in particular areas, required by the school. • 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/Deanery networks.	Nimesha Nagahawatte	Ongoing		
Benchmark our performance against other schools and learn from others through engagement with THEP model for **Peer Review**, with a particular focus on Reading and the Wider Curriculum. (Once schools operating 'normally' and staff are able to move between schools)	Rebecca Abrahams	N/K		
Increase profile of school with **parents and community** through improved use of: • 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.	Nimesha Nagahawatte Matthew Warhurst	Ongoing		
Strengthen **collaboration and partnership** with the Isle of Dogs and Deanery community of schools.	Rebecca Abrahams	Ongoing		
Support **governors'** in developing a 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: • Governors receive timely and accurate information. • Secure training focusing on the use of data to inform challenge and governors responsibilities for safeguarding.	Rebecca Abrahams	Ongoing		

Objective 6	***Strengths***	***Success Criteria for 2021***	***Success Criteria for 2022***
Maximise the school's use of its resources	• The site is well managed through the PFI arrangement – it is well presented, secure and cleaned well.	• New staffing structure in place for September 2021 • Planned opportunities for staff across both schools to work in partnership to include in relation to - finance, delivery of the curriculum. • Substantial investment in Chromebooks achieved to increase access for families during periods of Remote Learning.	• There is a plan for the end of the partnership with St. Luke's that enables Harbinger School to continue to flourish. • School has a small surplus of below 4% budget 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. • Management Information System is installed and enabling leaders to work more efficiently especially in relation to pupil attendance. • 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	***Who***	***By when***	***Evaluation***
Develop the partnership with St. Luke's School with the following specific objectives: • Safeguard both Schools' ability to maintain effective control of their future. • Maintain the ethos and distinctiveness of each school. • Enable the schools to continue to focus on their own school development priorities, building upon their existing strengths, and to prosper and flourish in their own rights. • Encourage the development of different and innovative ways of working where there are opportunities for mutual benefit. • Provide opportunities to share and develop staff expertise across both schools. • 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. • 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. • Secure financial benefits and stability for both schools through the sharing of costs for the Executive Headteacher, staff development and aspects deemed appropriate by the Executive Headteacher and Governing Boards e.g. finance or admin. • Inspire the confidence of both parents and staff and, through the aims described above, enhance the educational provision offered to the children of both Schools.	Rebecca Abrahams	From September 2020 to two years	

Build financial capacity and increase staff efficiency and effectiveness: • Work in partnership with the School Business Manager at St. Luke's to establish an accurate understanding of the 2021.21 budget and plan for the 2021.22 budget. • 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. • Serve notice on EPM and transfer Human Resources support to the London Diocesan Board of Schools (LDBS) to mirror St. Luke's. • With HR support, undertake a thorough review of staffing, drafting a new staffing structure for the school. • Also undertake a consultation with parents on the length of the school day. • Seek approval for the structure from governors and the LA. • Consult with staff and work towards implementing a new structure that prioritises the creation of subject leadership, support for teachers' workload, continuity of provision for the EHC and Vulnerable children, an efficient and effective administrative function and career development opportunities for all staff.	Mai-Anh Dien re Finance actions Rebecca Abrahams re marketing and staffing actions	Spring 2021 for finance Staffing structure and marketing strategy to be implemented from September 2021	
Ensure the school is prepared for the next financial audit including having robust procedures agreed and in place for: • **Asset management** including systems for the protection of valuable equipment purchased. • Financial control.	Mai-Anh Dien	Summer 2021	
Invest in ICT to enable the school to run smoothly, staff to work efficiently and the curriculum to be delivered well: • Serve notice on existing IT provider and enter into a new partnership with Clever ICT. • Seek additional investment to enable the purchase of devices to increase access to the remote learning for the period that children are not on site and then to be deployed across the school once the children are back on site to enhance the delivery of the wider curriculum as well as Computing. • Work in partnership with Microsoft Education on their Showcase Schools programme. The Incubator path of the Microsoft Showcase School Program partners with like-minded leaders from around the world across a multi-year engagement to design, develop, and deliver positive impact in teaching and learning and students' future readiness. The program aims to bring leadership, learning, technology, and infrastructure together; building safe, secure, optimized, and efficient schools; providing personal, predictive learning that inspires and empowers students. Including: 1. Connect with the Community. 2. Join the Showcase Schools Professional Learning Community in Microsoft TEAMS. 3. Transformation Journey and Path towards becoming a Showcase School. 4. Use the Showcase School rubric to assess where our school is then utilise the Showcase School Transformation Guide for actions to include in our transformation plan. To become a Showcase School, you need to be at level 3 or above for each criterion. • Develop use of 'Microsoft Office 365 for Education' digital platform to deliver effective Remote learning for children not able to be in school due to Covid – 19 and to enhance the efficient and effective working of teams in school.	Nimesha Nagahawatte	Ongoing throughout the year	
Improve the school's Management Information System (MIS) • Serve notice on Brom Comm and ensure the smooth handover to a new Management Information System.	Mai-Anh Dien	Handover for Summer 1 2021	
Ensure compliance with **GDPR**	Mai-Anh Dien	Ongoing	
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: • 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.	Rebecca Abrahams	Spring 2022	