

### Leadership & management

2018-2019

- Complete PMLD, ASD and ICT curriculum review to support more personalised teaching and learning for pupils. Reviews to be led by small teaching groups following the principles of 'agile' project management. **(HF/RD/GB April 2019 reports and GB presentations)**
- Consolidate partnerships with Brent, Harrow, Herts, Assessment Group, other schools, Middlesex and other Universities (including Roehampton and Sol), DFE, Classroom Monitor, Soundabout Music8London, IQM schools and other Challenge Partner schools to support the continuous development of the Progress 8 curriculum, and assessment at TVS as well as support other educational establishments. **(RD/HF/AHT/GB June 2019 report)**
- Establish post 19 provision with WF/CNWL and assessment centre partnership with LB Brent. Continue to develop and strengthen Key stage 3, 4 & 5 vocational pathways. **(GB/DW/RD/Woodfield School/CNWL July 2019)**
- To continue to raise parental involvement focusing on cultural diversity and involvement in activities such as; religious festival days, school trips, food technology and reading to pupils. **(RD/GB/HF/AHT June 2019)**
- Improve pupil attendance across the school from 91% to 94%. **(RD/JMo/HF/AHT/GB)**

### Teaching, learning & assessment

2018-2019

- Teachers and teaching staff to support the development of the appropriate use of Augmentative and Alternative Communication (AAC) by pupils especially pupil choice and pupil voice. **(RD/HF/MB/AHT/GB April 2019)**
- Further develop teachers' ability to identify and extend Lanes pupils learning (the *most* able pupils). **(HF/AHT/RD/GB May 2019)**
- A single overarching phonics approach is used throughout the school (primary and secondary) to support improved literacy outcomes amongst Lanes pupils. **(HF/AHT/MB/GB May 2019)**
- Teachers ensure pupil targets present appropriate challenge, dependent upon their age and starting points and in comparison with their school cohort (pathway), confirmed against internal and external moderation and leadership progress meetings. **(HF/AHT/RD/GB July 2019)**

### Outcomes for pupils

2018-2019

- Maximising opportunities to be safe and healthy and make meaningful choices in their education, personal and social lives in a positive way including all forms of relationships. **(AR/HF/GB/RD/FK June 2019)**
- Key stage 3,4 and 5 teachers link vocational outcomes and accredited courses are more closely linked to the TVS Progress 8 Moving Forward levels and EHCP outcomes **(RD/AHT /HF/JM/GB June 2019)**
- Assessment in ICT and PSED is aligned both to the TVS curriculum and the needs of our pupils and so effectively demonstrates the progress that pupils make in these subject areas. **(HF/AR/IL/OA/GB April 2019)**
- LAC pupil's outcomes in line with their targeted outcomes across all measures. **(HF/RD/AHT/JM/GB June 2019)**
- Integrate key stage 1 and 2 pre-key stage outcomes with TVS V levels **(HF/MB/FK/PJ/DC/RD December 2018)**

### Personal development, behaviour & welfare

2018-2019

- Students with significant absence are supported to make progress in line with their targets in Progress 8 and their EHCP targets **(July 2019 (HF/JMo/EP/AHT)**
- Ensure that early identification and early help is in place for pupils (and parents supporting their children at school) that require support relating to their social, emotional and mental health. **(HF/JM/AR/CD/RD/GB report April 2019)**
- The PSED Curriculum underpins all aspects of curricula and non-curricula activities including structured social communication, social interaction and self-regulation **(AR/RD/HF/AHT/GB report 2019).**