Haringey's Networked Learning Communities

...learning from each other, with each other, and on behalf of each other

It takes a community to raise a child: Muswell Hill and Highgate NLC
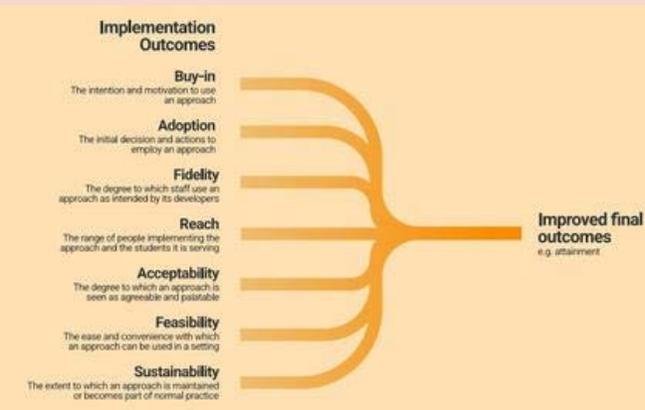
Our children will:
- feel valued and safe
- aim to achieve the highest standards/outcomes
- believe they can be successful at whatever they choose
- have a love of learning
- know about our NLC community

Our staff will:
- feel valued and safe
- aim to achieve the highest standards/outcomes for our area
- be great practitioners who work collaboratively to improve their own performance and that of all our learners across the NLC

Our community will:
- be proud of our NLC
- know about one another in the local and wider communities
- have a set of core moral values
- celebrate our differences and individual successes
- understand more unites us than separates us

Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (so what?)
- Identify pupil needs and their root causes - Understand current practices and what influences them This is based on current data and monitoring information.	Specified strategies allow leaders to: Monitor fidelity - To assess whether an approach is being used as intended you need to know what you are looking for. The core components inform how to monitor implementation fidelity Enable intelligent adaptations - Building a shared understanding of the core components allows staff to agree what can and can't be adapted, which can improve implementation. When schools are developing their own approaches, there are limits to how accurately the core components can be specified. Implementation leaders should, therefore, keep reviewing the core components	- A range of strategies shaped by the details of the problem. The process of selecting and tailoring strategies continues throughout implementation as barriers and success emerge.		It is likely that these final outcomes will include pupil-level outcomes such as attainment and attendance as well as information about the quality of teaching.

2024-2028 Priorities

❖ To refine the teaching of writing to improve outcomes across the NLC (specifically for boys and disadvantaged learners)

❖ To become a Smartphone-Free Childhood Community – supporting parents and carers to raise their children with positive self-confidence, good mental health, healthy, equitable relationships and friendships

❖ To enhance provision for children with additional needs (children with EHCPs, children on SEN support and those with additional needs) across our community.

❖ To work collaboratively to find ways to reduce the financial impact on resources across the NLC.