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|  | Strategic Imperative 1:  **To be assessed internally and externally as Good.** | Strategic Imperative 2:  ***To sustain and develop the existing relationships between various partners:*** | Strategic Imperative 3:  ***To ensure there is a Randal Cremer approach to learning that is based on shared pedagogy and instils a ‘Growth Mindset’ approach to learning and assessment.*** | Ensure displays and/or book area linked to topic .  Introduce topic map and monitoring of coverage of the curriculum- links to R,W,M.  Curriculum newsletters & visits and visitors are planned to support topic and in the school diary.  Set up assembly rota incudes SMSC themes, festivals and charities – parents invited to attend  Strategic Imperative 4:  ***To have a broad and balanced curriculum map in place that embeds reading, writing, oral development and mathematical skills and ensures pupils have a range of opportunities to develop spiritually, morally, socially and culturally so that they are able to excel at future educational setting.*** | Strategic Imperative 5:  ***To have consistent, effective, transparent lines of communication with all stakeholders who are clear about their roles and responsibilities and have high expectations for the pupils, their own and other’s conduct.*** |
| C:\Users\jriley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CQODQGXT\autumn-310541_640[1].png | Ensure revised OFSTED Handbook is shared with all staff and governors.  Review SEF in line with new judgements.  Prepare evidence folders.  Work with Middle Leaders on being prepared.  Develop GB in their role of monitoring.  Ensure revised OFSTED Handbook is shared with all staff and governors. Ensure ready for ODR  Review SEF in line with new judgements.  Prepare evidence folders.  Work with Middle Leaders on being prepared.  Develop GB in their role of monitoring. | Local Secondary Schools: Consolidate relationship - focus maths and reading.  Moderation: EYFS Baseline  Continue to develop the partnership between school and parents.  Set up ‘junior citizen’ scheme with Hackney Citizens with a focus on keeping children safe in London.  Work with IOE to take student teacher. | Produce Assessment Policy based on HAA.  Carry out Standardised testing (Dec ’15)  Coaching set up for all teachers. CPD reflects needs of the school.  Learning partners in Lit & Foundation subjects, AFL strategies evident in lessons &books..  Book looks embedded and books judged good or better. |  | Carry out Performance Management for all Teaching and Non Teaching Staff  Ensure the new SEN code of Practice is understood and embedded across the school  LM and other support staff intervene and support  specific pupils  Well-trained LSAs provide high-quality support  Intervention Groups mapped |
| Autumn Term Success Criteria | 1. 80% of teaching good or better based on observations, book scrutiny and progress 2. 80% of pupils at 60% of age expected yr 1 to Yr 6, 30% in Reception | | | | |
| C:\Users\jriley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CQODQGXT\spring[1].jpg | **Involve Governors in Self Evaluation of the School.**  **Review SEF**  **Prepare Middle Leaders through mock interviews**  **Ensure all presentation of pupil information is consistent.**  **Conduct staff surveys.**  **Ensure ready for ODR Safeguarding audit** | Moderation across year groups and Cluster E schools.  Education Business Partners – Aspiration Day  Introduce Debate Mate  Involve pupils with preparation for Mayoral Assembly  Have student on final placement from IOE. | Targetted intervention for LA pupils.  Begin Recruitment for any staffing gaps.  Ensure access arrangements in place .  2 – 3 teachers training as coaches, teachers sharing good practice in classrooms and in CPD.  Learning partners in reading, Literacy and Foundation subjects, AFL in all lessons &. books.  Books good or better. | Ensure displays are up to date and reflect learning.  Topic Medium Term Plans introduced, ½ term ly maths investigation and Literacy extended writing.- books included in book looks.  Ensure visits logged and relevant, residential s to be planned for other year groups.  File of evidence collated on assemblies work SMSC photographs ,videos etc | PM Reviews  All aspects of behaviour are ‘good’ or better, including at break/lunchtimes  Work with parents to rasie levels of attendance and punctuality  Children are aware of how to keep themselves safe, including online. |
| Spring Term Success Criteria | 1. 95% of teaching good or better, 30% outstanding 2. 80% of pupils at 70% age expected yr 1 to Yr 6, 50% in Reception | | | | |
| C:\Users\jriley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WC7INTJJ\good_sun1[1].jpg | Conduct pupil and parent surveys.  Review SEF and evaluate SDP with Governors and staff.  Set priorities for 2016-2017  ML able to measure their impact and contribute effectively to SEF | End of year assessment secure and moderated across cluster.  Attend mayoral assembly with parents and pupils.  Final placement student from IoE  Parental engagement work evaluated.  Transition planned for Yr 6 and Nursery/Recption children. | Coaching set up for all staff. Staff have an open door policy and share targets with other staff.  2nd model classroom set up.  Learning partners in all subjects, self-assessment, peer assessment and feedback reflected in all books.  Books reflect good or better learning in all lessons and pupils as reflective learners. | Ensure displays relevant and parents invited to Learning Galleries.  Topic web and MTPs embedded – working party in place.  Survey staff and children on curriculum  Books reflect topics/themes – all children’s work used to make assessment judgements.  Residential and curriculum trips set up for next school year.  Set up assembly rota for coming year. | New to English pupils are provided with quality support to enable them to achieve at a good level by the time they leave school  The dining rooms have a calm atmosphere and are a pleasant environment throughout lunchtimes.  Successful transition of Year 6 to Secondary School  Develop outside areas to provide high quality outdoor provision. |
| Summer Term Success Criteria | 1. 100% of teaching good or better, 35+% outstanding 3. 80% of pupils at age expected yr 1 to Yr 6, 70% in Reception | | | | |