

Single Improvement Plan 2016–17

School: Simon Marks Primary School

LaMA: Calvin Henry

Ofsted Priorities from most recent inspection (20/21 May 2015)

Overall Effectiveness: 3

Achievement: 3

Quality of teaching: 3

Behaviour and Safety: 3

Leadership and Management: 3

Increase the rigour with which school leaders drive forward improvement by:

- putting in place more effective support programmes for individual teachers
- ensuring that subject leaders, including in the early years, check more carefully that the actions and guidance they provide are being implemented fully
- making more effective use of additional sports funding to provide a lasting impact.

Bring greater consistency to the impact of teaching on the pupils' learning and progress by ensuring that:

- teachers have higher expectations of the pupils' behaviour and what they can achieve
- teachers provide work that enables all pupils, whatever their ability, to make good progress
- support staff are deployed to support learning more effectively
- provision and practice are consistent across the early years particularly in the use of assessment to plan activities for children.

Ensure that teachers use their marking to identify errors made and provide pupils with sharper feedback on how they can be eliminated.

End of year outcomes for SRAS (as shown on TAG template)

- The quality of teaching and learning is at least consistently good or better overall. Leaders demonstrate that weaker teaching is improving rapidly.
- Leaders are able to demonstrate their impact on teaching and learning by the progress made by teachers from their individual starting points.
- Scrutiny of pupil work and lesson observations shows that teachers and support staff have high expectations of pupils in lessons.
- The quality of provision is improving in the EYFS, so that the Foundation Stage is judged as good overall by the end of the year.
- Leaders have established secure assessments of pupils' learning so that teachers and leaders are able to plan effectively to close any gaps for identified groups of learners.
- Leaders (at all levels) demonstrate accurate evaluation of key aspects of the school and identify appropriate actions to address weaknesses and secure improvement.

Data Table A: 2015 Outcomes

To be confirmed

Data Table B: Standards, progress & gap tracker 2015-16

To be confirmed

Single Improvement Plan 2016-17 Simon Marks Primary School

Objective 1	Success Criteria			Evaluation
<p>For all teaching and learning to be at least good or better by the end of the academic year.</p>	<ul style="list-style-type: none"> • Dec 16 – 68% Good/Outstanding, Mar 17 75% - Good/Outstanding, July 17 – 100% Good/Outstanding • Support staff are consistently effective in supporting teaching and pupil progress in lessons. • Teachers use feedback and marking to secure or improve learning, specifically in English and maths. • Behaviour for learning improves and pupils consistently respond appropriately to expectations and take increasing responsibility for their own learning. • Early Years provision and practice is secure and leads to good outcomes for children. 			
Action	Lead	Resources	Timescale	Monitoring
<p>Teachers develop a firm understanding of key elements that allow for effective teaching, learning progress. Training provided re:</p> <ul style="list-style-type: none"> • Effective planning • Conditions for learning • Improving marking/differentiation/teaching • Effective deployment of support staff • Behaviour for learning 	SLT		Autumn(1)	Monitoring and evaluation schedule/strategic calendar
<p>To secure a more robust cycle of quality assurance including lesson observations, work scrutiny, learning walks etc that inform the teaching profile. Strengths and identified areas for development to be established.</p> <ul style="list-style-type: none"> • Appraisal leads identified • Induction and training for appraisers • To determine whole school targets and success criteria- and link to Single Action Plan • To report to pay committee for 2016-17 to monitor appraisal outcomes • Strategic calendar updated and aligned to appraisal cycle with links to CPD (process map for appraisal procedures updated) • Timely and regular written feedback to staff. 	GT/SLT HLT support	Strategic calendar, profile docs appraisal docs time for release for appraisal.	Appraisal 1 mtgs & obs November 2016 Half termly review for calendar updates	<p>H/T to monitor appraisal documentation</p> <p>Pay committee to monitor recommendations and report to full governing body</p> <p>Lesson observations, one day reviews termly 2016-17.</p>
<p>Review and update school teaching and learning policy.</p> <ul style="list-style-type: none"> • Reviewed September 2016 • Presentation to staff September 2016 	GT/CT , Strategy group	INSET day	Presented to T&L cttee Sept 2016	
<p>Assessment cycle and moderation fully built into the school's strategic calendar.</p> <ul style="list-style-type: none"> • Cycle built in to calendar and annual overview matched to assessment fundamentals in 'Hackney approach to assessment' programme of training 	DC/CT	INSET Twilight staff meetings - one per term	Sept 2016	<p>LaMA visits,</p> <p>Pupil progress mtgs- half termly</p> <p>Monitoring and evaluation schedule/strategic calendar</p>

<ul style="list-style-type: none"> To develop school2school and in school moderation opportunities Regular assessment and moderation of writing 			Half termly Termly	Line managers, induction and mid-year appraisal meeting and training log. Impact reviews from CPD.
<p>Induction of new staff to include provision of teacher standards so that they understand what at least good looks like.</p> <ul style="list-style-type: none"> Initial induction undertaken with revised staff handbook and policies Support new staff with exemplification of standards and CPD opportunities within selected curriculum training and school visits. 	SLT/ AHT/ ECC	CPD / support and CPD	INSET Sept 2016	
<p>Cycle of support staff lesson observations included within the strategic calendar with strengths and areas for development identified.</p> <ul style="list-style-type: none"> Appraisal targets aligned with SIP and training needs audit Initial observations, in groups/in class Full cycle impact reviews 	SENCO	Support staff meetings November	Termly	Lesson observations, one day reviews and learning walks.
<p>Use HLT staff to support identified teachers following quality assurance feedback.</p> <ul style="list-style-type: none"> Initial observations/ scrutinies (strategic calendar) Developing individual support plans for individuals RI Schedule and focus agreed with HLT staff Timely modelling/ feedback sessions and timescales for targets Review 	GT to coordinate support LaMA HLT staff	Buy in of additional HLT resource	October and review before half term.	Lesson observations, one day reviews and learning walks appraisal meetings.
<p>Review and update marking and feedback policy and embed procedures throughout the school.</p> <ul style="list-style-type: none"> Review and revise/sharpen policy against feedback from initial scrutinies H/T leads Governor learning walks to include marking and feedback and Hackney Approach to Assessment focus. Marking, specifically in writing, offers effective guidance to move every child's learning on. Opportunities are provided for children to respond to the marking, edit and rehearse skills. 	DC/CT GT	INSET Staff meeting workshops	Sept/Oct 2016 December 2016	LaMA visits, one day reviews, quality assurance, work scrutinies, Reports to Governing Body, Chairs' group.
<p>Destination Reader - Implementation of programme throughout the school: learning behaviours and specific modelling</p> <ul style="list-style-type: none"> Sessions timetabled under new arrangements to the school day Training for identified project lead (AH) Support for CPD sessions delivered by project lead Programme roll out and training Programme delivery /effectiveness through comparison of initial pupil and staff audits to information at the end of Year 1 Evaluation of Year 1 	AH with support from CT	AH CPD £2,500 books INSET X 4	Oct 2016 July 2017	Reading walks, progress checks through pupil progress meetings, training feedback , pupil questionnaires, Literacy/ programme lead
Embed use of Primary Advantage maths for planning and teaching	Maths Leader		Autumn term 2016	Half termly learning walks, observations work scrutinies, HLT Associate Deputy to meet with Maths leader re- action plans

<ul style="list-style-type: none"> Whole school CPD Support NQTs with planning, teaching and assessment Monitoring of planning Observations of teaching Ensuring the quality assurance process is embedded within the strategic plan and undertaken 	with support from ES		termly	Evaluation of action plan measures impact
<p>Embed weekly extended writing across the curriculum.</p> <ul style="list-style-type: none"> AH to include in action plan Learning walks and scrutinies included on strategic calendar Ensuring the quality assurance process is embedded within the strategic plan and undertaken Moderation within phases established School2school and in school moderation sessions 	Literacy Leader	Associate deputy from HLT (CT)	December 2016	<p>Associate Deputy: Book Looks undertaken relating to improving the quality and quantity of writing throughout the school. Feedback and subsequent areas for development provided.</p> <p>LaMA and HT re: Learning Walks re: SIP Visit 1.</p>
<p>Establish a cycle of teacher2teacher support from Springfield</p> <ul style="list-style-type: none"> Cycle of lesson observation/support Feedback links to individual support plans for identified teachers Reciprocal visits arranged 	H/T	Release time cost implications for paired school	Spring 2017	Review of support plans, line managers, appraisal cycle- Lesson observations, one day reviews and learning walks appraisal meetings.
<p>The link between high quality teaching and behaviour for learning continues throughout the school</p> <ul style="list-style-type: none"> CPD establishes 'Stay on Green' , the school's approach to behaviour management for all staff including new teachers Modelling and standards of behaviour are constantly revisited so all staff can apply the Stay on Green strategy Training for ICT systems supporting recording and tracking of behaviours is implemented 	HLT Associate Deputy (CT)	INSET	September 2016	Lesson observations, one day reviews and learning walks appraisal meetings.

Objective 2	Success Criteria	Evaluation		
<p>To develop the role of middle leaders so that they can effectively contribute to raising standards and have an impact on rapid school improvement.</p>	<ul style="list-style-type: none"> All school leaders play a part in school self-evaluation and are able to articulate the school's key strengths and weaknesses. Good leadership capacity is established as a result of effective training and development opportunities being provided for senior and middle leaders. Triangulation of the school's quality assurance procedures is robust and leads to rapid improvements in the quality of teaching and outcomes for pupils. PE funding is being used effectively to improve the quality of provision, practice and build a legacy. 			
Action		Lead	Resources	Timescale
				Monitoring

<p>To review line management structure in order to distribute responsibilities</p> <ul style="list-style-type: none"> • Clear lines of responsibility established • Job descriptions accurately reflect their role and responsibility areas. 	H/T	LaMA , H/R	December 2016	LaMA visit. Interviewing middle leaders to determine extent to which they are aware of their responsibility areas and the extent to which they are able to accurately identify school strengths and areas for development.
<p>Support from HLT for new subject leaders re: expectations of roles and responsibilities</p> <ul style="list-style-type: none"> • Bespoke training to support leaders to write action plans informed by an accurate evaluation of the school, relating to their specific subject area. • 1:1 support Maths Lead 	H/T	LaMA HLT associate Deputy	November 2016	As above, including weekly reviews of progress against key improvement priority areas re: maths, EYFS, science, computing and English by HLT Associate Deputy Headteachers.
<p>School Self- Evaluation is updated to reflect school's current performance</p> <ul style="list-style-type: none"> • SEF reviewed with LaMA and draft summary established • Middle and senior leaders' action plans contribute to SEF, given key school improvement priorities. • All leaders use performance information to accurately identify priority needs. • Governors read the SEF and articulate a clear grasp of the school's strengths and areas for development. Under leadership and Management governors contribute to the SEF specifically relating to Governing Body Training and development • To develop a Governing Body Action Plan by initially completing a comprehensive skills audit 	H/T LaMA	PAJeS / HLT training programmes	December 2016	<p>Weekly LaMA visits, to include weekly review of Single Improvement Plan priorities with HT. LaMA – review and evaluation of subject leaders' action plans.</p> <p>LaMA – review school Self-Evaluation documentation.</p> <p>LaMA interviewing governors to determine their challenge and understanding of and contribution to school improvement. LaMA review and evaluation of GB Action Plan.</p>
<p>CPD for all leaders through Hackney Training Programme and curriculum specific programmes.</p> <ul style="list-style-type: none"> • H/T AHT conferences, breakfast updates • Develop your talent for leadership • Subject forums • Leaderships forums • Destination reader, Primary Advantage Maths, Assessment (Hackney Approach to Assessment) • Preparation for AHT/DHT 	H/T	£2000 Hackney CPD programmes PAjes £1000 (IOE)	Termly planned Spring 2017	LaMA – analysis of traded services report.
<p>Subject leaders professional network established with local school</p> <ul style="list-style-type: none"> • Cross school partnership established for subject leaders <p>The moderation cycle in Reading, Writing and Maths is implemented giving a framework of reference for more accurately assessing pupils work.</p>	H/T			Lesson observations, one day reviews and learning walks LaMA SIP reports
<p>Further develop leadership capacity</p> <ul style="list-style-type: none"> • Appointment of new parent Governor • Robust review of senior and middle leaders work eg H/T performance management, talent spotting and signposting opportunities to people who demonstrate leadership potential. 	Chair of Governors H/TPayctee and H/T		October 2016 July 2017	Governing body minutes anonymised reports to full governing Body

PE funding <ul style="list-style-type: none"> Specifically target the spend against training needs so teachers deliver high quality provision. (Gymnastics) To update the website with planned PE spend + impact Curriculum review for PE and improve planning in PE 	GT	Funds allocated £300	Autumn 2016	Lesson observations, SBM report
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Objective 3	Success Criteria			Evaluation
From starting points, to ensure that pupil progress is at least good or better across all year groups and for particular groups.	<ul style="list-style-type: none"> The proportion of pupils likely to attain and exceed end of year expectations is increasing in all year groups in reading writing and maths, so that by the end of the year at least 80% are attaining end of year expectations. The progress of boys and pupil premium children towards end of year expectations is accelerated (i.e. they are making more progress than non UA pupils) and the gap is closing for all pupils. Teachers use a secure evidence base to fully inform future targeted provision and practice for all pupils. 			
Action	Lead	Resources	Timescale	Monitoring
Teachers understand what 'end of year' expectations are. <ul style="list-style-type: none"> Pupil progress review meetings at least half termly Targets are used effectively to move pupil learning on rapidly To train and support all teachers in the most effective AFL strategies so that pupils make rapid progress in lessons e.g. high quality questioning, within lesson 'prove it' checks. Teachers apply agreed procedures robustly and consistently LSA appraisal target is to develop critical thinking through questioning. To use the fundamentals of 'Hackney Approach to Assessment' 	GT DC/CT	Staff meetings	November 2016	Lesson observations, one day reviews and learning walks appraisal meetings. At least half termly pupil progress meetings with HT & SENDCo. Associate Deputy Headteachers and subject leaders undertook QA book looks as per school's strategic calendar.
Establish a clear baseline assessment for all year groups which informs all pupil progress meetings <ul style="list-style-type: none"> PUMA/PIRA standardised scores set the baseline. A consistent and transparent assessment reporting framework is implemented combining summative and formative assessments. 	DC	PUMA/PIRA tests	Oct 2016	HT review of baseline data. LaMA and HT review of assessment cycle. SENDCo planning checks and staff observations of provision for SEN pupils.
Teachers' curriculum planning specifically highlights targeted provision for all groups of learners including those more able and SEN. <ul style="list-style-type: none"> Intervention and specialist support provided to key Year groups to target groups of learners eg Y5/6 intervention teacher, support groups Individual pupils targets given to all CTs – focus groups highlighted for quality precision teaching 	SENCO DC/CT	NA	November 2016	Intervention in place for identified pupils and progress monitored during pupil progress meetings.
Provision for disadvantaged children is more accurately targeted	SENCO /	NA	November	SALT team termly reviews, SENCO impact sheets.

<ul style="list-style-type: none"> Pupil progress review meetings specifically highlight the achievement of boys and pupil premium children towards the end of year expectations and girls in Maths Implement more robust quality assurance checks by the SENCO for groups receiving interventions 	GT		2016	HT & SENDCo re: Pupil progress meetings at least half termly, focusing specifically on the progress of disadvantaged pupils, boys generally and girls in maths. Adapt provision/intervention as required.
<p>Implementing a reliable on entry system for recording data into Nursery and tracking progress throughout the year so that it informs accurate assessment for Reception the following year.</p> <ul style="list-style-type: none"> Training and development for all staff Implement a clear Early Years Action plan that builds on OFSTED priorities for development Cycle of quality assurance e.g. lesson observations portfolio scrutiny and pupil progress reviews applied consistently throughout the foundation stage. Implement Early Excellence baseline (Reception) Provision and practice in the Early Years is evaluated at least half termly and reflects high quality aspirations and care of learners and is consistent. Implement use of 'Tapestry' to record assessments. Training for staff, Parents and carers. 	HLT EYFS	EYFS Adviser from HLT.	<p>October 2016</p> <p>Half termly to July 2017</p>	<p>EYFS Adviser and HT monitor progress against key EYFS priority areas (see adviser reports).</p> <p>Fortnightly review meetings with adviser.</p> <p>EYFS Quality Assurance including observations (including drop ins) and LWs.</p>


End of term evaluation including any continuing actions




Objective 1	Evaluation – what progress has been made? Indicate the impact	Recommended actions for next term
<p>For all teaching and learning to be at least good or better by the end of the academic year.</p> <ul style="list-style-type: none"> Dec 16 – 68% Good/Outstanding, Mar 17 75% - Good/Outstanding, July 17 – 100% Good/Outstanding Support staff are consistently effective in supporting teaching and pupil progress in lessons. Teachers use feedback and marking to secure or improve learning, specifically in English and maths. Behaviour for learning improves and pupils consistently respond 	<p>Teachers have received CPD on expectations, planning, feedback & marking, challenge/differentiation and assessment. ie: the core components that make for effective teaching and learning.</p> <p>NQTs are responding to advice. Some experienced staff to have support plans.</p> <p>This has not yet been met because some teachers do not consistently direct their LSA effectively to allow for pupils to make good progress in lessons. A new SENCO has starting at the school and has assumed responsibility for leading and managing support staff. The observation cycle of LSAs in class and in interventions has been timetabled</p> <p>Feedback and marking policy rewritten with exemplifications and presented to ensure that all staff fully understand the school's procedures. Quality of feedback and dialogue with pupils has improved. Book scrutinies show that teachers are using green pen comments and highlighters in line with the school's policy and have responded to INSET on this. Pupils respond to marking but this needs to be embedded with consistency.</p> <p>Behaviour in and out of classes is good as staff are using SOG with greater consistency</p>	

<p><i>appropriately to expectations and take increasing responsibility for their own learning.</i></p> <ul style="list-style-type: none"> <i>Early Years provision and practice is secure and leads to good outcomes for children.</i> 	<p>and there are positive relationships between adults and pupils in most phases/areas of the school. Behaviour is monitored through SIMS and there have been fewer referrals on red. Individual plans have been written for children whose needs go beyond the SOG policy.</p> <p>N teacher on maternity leave and Rec/EYFS lead resigned effective Jan 2017. Interviewing Nov for replacement with view to combine classes for one term. Practice in N is consistently good and the learning environment in EYFS continues to improve and is good.</p>	
Objective 2	Evaluation – what progress has been made? Indicate the impact	Recommended actions for next term
<p>To develop the role of middle leaders so that they can effectively contribute to raising standards and have an impact on whole school improvement.</p> <ul style="list-style-type: none"> <i>All school leaders play a part in school self-evaluation and are able to articulate the school's key strengths and weaknesses.</i> <i>Good leadership capacity is established as a result of effective training and development opportunities being provided for senior and middle leaders.</i> <i>Triangulation of the school's quality assurance procedures is robust and leads to rapid improvements in the quality of teaching and outcomes for pupils.</i> <i>PE funding is being used effectively to improve the quality of provision, practice and build a legacy.</i> 	<p>Leaders and managers need to complete the review of previous action plans and re-write new plans to OFSTED framework, with tighter, measurable interim milestones that focus specifically on improving outcomes for pupils and align with the Single Action Plan.</p> <p>New members of staff inducted and 1:1 meetings with leaders held to ensure that they have a firm grasp of their roles and responsibilities as leaders and managers for driving school improvement (in line with job descriptions). The school's monitoring and evaluation schedule shared with all staff.</p> <p>New English lead is impacting on quality of teaching and planning in English and Destination Reader. (Booked on to DH/AHT training with IOE in Spring). Leadership capacity is still under-developed as the school continues to be over-reliant on external support.</p> <p>Quality assurance procedures linked to book looks and learning walks have been undertaken in the core areas, specifically maths and writing and feedback given, which some staff have quickly responded to.</p> <p>Through the school's strategic calendar, we need to ensure that leaders and managers undertake monitoring processes, including books looks, observations and learning walks, with feedback to staff and which leads to rapid improvements in outcomes for pupils.</p> <p>Planning resources for PE have been purchased to allow for improvements in PE teaching and provision. Training in use of large equipment in gymnastics has been booked for November.</p>	
Objective 3	Evaluation – what progress has been made? Indicate the impact	Recommended actions for next term
<p>From starting points, to ensure that pupil progress is at least good or better across all year groups and for</p>		

<p>particular groups.</p> <ul style="list-style-type: none"> <i>The proportion of pupils likely to attain and exceed end of year expectations is increasing in all year groups in reading writing and maths, so that by the end of the year at least 80% are attaining end of year expectations.</i> <i>The progress of boys and pupil premium children towards end of year expectations is accelerated (i.e. they are making more progress than non UA pupils) and the gap is closing to all pupils.</i> <i>Teachers use a secure evidence base to fully inform future targetted provision and practice for all pupils.</i> 	<p>The school has undertaken PUMA/PIRA standardised assessment tests in maths and English for Years 1 - 6.</p> <p>New online tracking system aligned to Fundamentals has been updated with last years data, initial staff meeting on assessing writing to fundamentals delivered (8.11) and 1:1 sessions planned w/c 14.11 to support staff in using online tracker.</p> <p>Staff meetings have had a strong focus on quality teaching (effective planning, differentiation/challenge, questioning, behaviour management) and most staff are responding positively and quickly to advice and support.</p> <p>Collation of pupil performance information to also be informed by conversations with teachers in pupil progress meetings (end Nov).</p> <p>Tapestry has been introduced to hold reliable information for assessment and planning for individual children with a clear understanding of starting points (baseline) for all children. As a result, a secure/robust evidence base for starting points is in place. Parents have been given training on how to contribute to this</p> <p>Monitor coverage of Tapestry elements to ensure that all the areas of learning are evidenced at least half termly.</p>	
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2016-17 Timeline for Actions/CPD (specifically related to objectives)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Objective 1 For all teaching and learning to be at least good or better by the end of the academic year.</p> <p>To secure a more robust cycle of quality assurance including lesson observations, work scrutiny, learning walks etc that inform the teaching profile. Strengths and identified areas for development to be established. Review and update school teaching and learning policy. Assessment cycle and moderation fully built into the school's strategic calendar.</p> <p>Induction of new staff (including EYFS), to include provision of teacher standards so that they understand what at least good looks like.</p> <p>EYFS-Use HLT staff (particularly for those new to FS) to support identified teachers following quality assurance feedback.</p> <p>Review and update marking and feedback policy and embed procedures throughout the school. Hackney Loves Reading.-Implementation of programme throughout the school learning behaviours and specific modelling. Re-launch of Primary Advantage maths. Establish a cycle of teacher2teacher support from neighbouring school</p> <p>The link between high quality teaching and behaviour for learning is embedded throughout the school.</p>					
<p>Weekly monitoring/ learning walks etc /timely feedback/support/ actions</p> 					
Appraiser training		Mid-year meetings			End of year quality review
Whole school targets for teachers and LSAs / success criteria linked to SIP		Mid-year meetings include CPD log and impact reviews on 1 st term trainings			End of year reviews include CPD logs and impact reviews on training.

CPD					SENCO report to H/T Report to pay committee
Strategic calendar updated 					
Standing Item on SLT meeting agenda					
Review and update Teaching & Learning policy Staff INSET September	Updated and presented to Teaching & Learning cttee Sept 2016				
Assessment cycle established Staff INSET September Reception baseline	Assessment point 1	Moderations and teacher based assessment			Final summative assessments GL & statutory
Update marking & feedback policy					
Meet with Jubilee School Headteacher- set timetable/ expectations for moderation and network working (see 2 below)		Moderation (3 dates set)		Moderation	Moderation
Induction & Revised policies (EYFS)	Complete Sept 2016 Inset	Policies presented to Governing body			
EYFS handbook- scoped				Completed	
	QA feedback and teaching profile completed December Support plans as required		QA feedback and teaching profile completed March Support plans as required		QA feedback and teaching profile completed July
Update marking & feedback policy Marking, feedback, apply & respond cycle monitored. Monitoring 	Governors learning walks linked to SIP Writing moderation 1	Monitoring cycle and feedback through scrutinies , pupil interviews 			
Hackney loves reading CPD for	CPD for teachers		Mid Year review		

identified lead Staff meeting 1	Staff meeting 2 &3 &4 Pupil questionnaire Reading walks				Pupil questionnaire Evaluation
Staff meeting 1 &2 Sept INSET & twilight Primary Advantage Maths relaunch Core CPD	Core CPD	CPD all staff Reciprocal visits			
Stay on Green , induction & CPD Sept INSET Whole school target linked to appraisal Modelling and AHT lead working with HLT Associate Deputy to embed ICT system for tracking , CPD and established Sept		Mid term meetings			Final meetings
		Review systems/ Update behaviour policy to include recording systems.			

Objective 2 To develop the role of middle leaders so that they can effectively contribute to raising standards.

To review line management structure in order to distribute responsibilities. Support from HLT for new subject leaders re: expectations of roles and responsibilities
School Self- Evaluation is updated to reflect school's current performance. Clear systems for communicating key school priorities including dates to all members of the school community
CPD for all leaders through Hackney Training Programme and curriculum specific programmes. Subject leaders professional network established with local school
PE action plan is developed detailing a PE and sports plan actions with clear success criteria monitoring and evaluation of the impact.

Appraisal form 1 confirms current roles and responsibilities	Line management structure organisation – showing lines of responsibility and distribution of leadership				
Deployment of HLT staff to support leads – action planning	Action plans use performance information to highlight priorities				
LaMA and H/T review SEF summary	Receive leaders' action reports and feed into SEF				

Governor training – developing a governing body action plan	SEF on agenda for GB mtg 2 Governors develop a governing body action plan New RAISE training 17 Nov Gov Body training on learning walks Headteacher recruitment				
Governing Body sub-committee/ communication group is set up.	One page strategic summary is completed Parent update mtgs scheduled	Website overview (cttee)	Mtg 2		Mtg 3 →
Meeting structure for staff is reviewed- time allocations revisited	Meeting schedule is agreed and running				
CPD schedules agreed and courses booked	Core training - curriculum programmes, assessment leads, Develop your talent for leadership Subject forums →				→
Subject leaders networks established (See 1 above) Moderation cycle	Internal moderation each half term →	HLT Moderation sessions by year			→
Appointment of new Parent Governor H/T appraisal – new targets set for 2015-16 Oct			Mid-Year review		
PE Lead skills audit Sept 2015 Application for additional sports	Leaders action plans				
			If grant allocated additional gym		

funding (cover for training,etc)			CPD		
<p>Objective 3 From starting points, to ensure that pupil progress is at least good or better across all year groups and for particular groups.</p> <p>Teachers understand what 'end of year' expectations are. Establish a clear baseline assessment for all year groups which informs all pupil progress meetings</p> <p>Teachers' curriculum planning specifically highlights targeted provision for all groups of learners including those more able and SEN.</p> <p>Provision for disadvantaged children is more accurately targeted. Implementing a reliable on entry system for recording data into Nursery and tracking progress throughout the year so that it informs accurate assessment for Reception the following year.</p>					
Progress mtgs	Progress mtgs	Progress mtgs	Progress mtgs	Progress mtgs	Progress mtgs
Book/ work scrutinies assessment targets in books					→
Hackney Approach to assessment training Sept		AFL strategies and key questioning techniques			
One day reviews		One day reviews		One day reviews	
Order tests for assessments	Assessment point 1 tests				EOY standardised tests
SENCO / SLT planning reviews agreed formats , quality assurance by groups , pupil interviews etc					→ →
Set up and implement baseline assessments	Accurate baseline assessments inform EOY predictions				
Collate and review on entry data for Nursery					
	Set up parameters for progress information and tracking systems				Review
Develop Early Years Plan					
Quality assurance cycle obs etc	Evaluation of Early Years Provision	Evaluation of Early Years Provision	Evaluation of Early Years Provision	Evaluation of Early Years Provision	Evaluation of Early Years Provision →