





Previous priorities 2014-5

- Governance - to monitor progress of all pupils across year groups in their learning
- Embed the new curriculum and make cross-curricular links, especially with To be effective in raising and maintaining consistent attainment and progress mathematics
- Monitor marking and feedback which includes children's response to marking

Previous priorities 2015-6

- To develop a clear, simple and robust data and assessment system across the school
- To continue to review, revise and improve strategies and provision to narrow the gap for the most vulnerable groups of pupils
- For all teaching staff to deliver and embed the new curriculum, in line with new expectations, ensuring accelerated progress and higher standards and expectations for all groups.
- To develop all teachers into outstanding practitioners with an increase in outstanding practice
- To improve the learning environment

Consolidation of 2016-7 priorities

- To continue to improve our curriculum ensuring our pupils have a wide range of skills and learning experiences which are cross-curricular.
- To be effective in raising and maintaining consistent attainment and progress
- To build a new working area within the school that will promote the arts and a healthy lifestyle for all stakeholders long into the future

Awards and Marks 2016-2017

- To renew the Arts mark gold/ platinum - achieved (pending result)
- To achieve the Investors in Pupils Award – achieved 2016
- To achieve the Gold Sainsbury's Sports award – achieved 2016
- To achieve Healthy schools Gold 2017-8

Other Key Information

Each year the school writes a School Improvement Plan based on the evaluations of its ongoing work and national initiatives and requirements. This includes analysing pupil data to maximise pupil learning and progress, planning how to develop the quality of teaching and learning and establishing next steps for the spiritual, moral, social and cultural development of pupils.

All action plans and budget are linked to the above aims and are reviewed each term in the head teacher's report to the Governing Body. The 2017-18 budget, has limited the school in its development due to increased costs and the national funding formula



Engayne Primary School is leading the 'Havering Train 2 Teach' programme (in conjunction with the TES Institute Initial Teacher Training programme with Havering School Improvement Services (HSIS) and with most primary schools within the London Borough of Havering). In September 2017 we will be managing a large cohort of approximately 15 trainees.

1. Teaching, Learning and Assessment

To review and improve the teaching and learning in the mathematics and reading curriculums.

- To ensure children read regularly, widely and are equipped to use inference and comprehension skills to a high level including understanding complex texts and vocabulary
- To develop mathematical understanding of new concepts and methods so pupils think and reason for themselves
- To develop the teaching and learning of times tables so there is a clear progression of skills throughout the school

2. Leadership and Management

To strengthen the effectiveness and development of leadership at all levels

- As part of our schools annual Professional Development Review use the 'Leadership in Havering: A Professional Development Framework' to improve outcomes for pupils
- Develop a highly personalised CPD (Continued Professional Development) where teachers can collectively and individually identify specific areas of their own development to create a motivated, inspiring and highly skilled staff
- To ensure the well-being of all staff through regular review of practices, reducing workload where necessary and ensuring sufficient time to complete their roles effectively

3. Personal development, behaviour and welfare

To continue to embed our values, aims and ethos to ensure all pupils are prepared for life beyond primary school

- Using our school health profile, The School Food Plan and the 'Childhood Obesity Strategy' have an impact on the health of young people through their food, nutrition and exercise (continue from 2016_7)



- To maintain high standards of behaviour and for individual pupils provide the necessary interventions and skills to improve and sustain their understanding of school rules and high expectations
- To develop a working area for children with additional needs, where they can feel safe and work effectively for some periods of the school day



The staffing structure of the school is under review and will be finalised in July 2017.