Development Plan

September 2017 – August 2018

Developing the action plan

PURPOSE

The purpose of the school development plan is to set out the priorities of the school and to produce targets in order to enhance the provision of teaching and learning. The School Manager has produced this document in partnership with Senior Leaders and Trustees.

AREAS FOR IMPROVEMENT

The areas for improvement identified are as follows:

Key Priority 1: Raise the quality of teaching, learning and the curriculum
Key Priority 2: Improve the use of assessment information, target setting and pupil outcomes
Key Priority 3: Improve aspects of leadership and management

Key Priority 1: Raising the Quality of EYFS

Targets

By July 2018 at least 70% of pupils will achieve a Good Level of Development by the end of Reception
By July 2018 the progress made by pupils in Reception will be outstanding
By July 2018 at least 80% of pupils will achieve a Good Level of Development by the end of Reception

In order to achieve this we will:	**This means that:**
In order to achieve this we will: - Engage parents and carers in their children's learning in school and at home - Creating a stimulating environment that motivates learning - Encourage excellent attitudes to learning through role modelling - Encourage children to learn together and from each other - Use of skilful questioning to extend speaking and thinking skills - Ensure that staff get to know the children, their needs and interests well - Make accurate assessments for each pupil with individual targets identified and shared with pupils and their carers/parents - Establish calm, reassuring routines so that children feel safe and happy at school - Identify gaps in learning and implement strategies to address these - Ensure good transition routines are in place	5.1 Parents will be able to support their child's learning at home; 5.2 Pupils will be motivated to learn and demonstrate excellent attitudes to learning; 5.3 Pupils will learn cooperatively and establish positive peer relationships; 5.4 Pupils will be challenged to achieve their full potential; 5.5 The curriculum and learning environment will respond to the needs and interests of the pupils; 5.6 Individual targets will be set that identify the learning needs of pupils; 5.7 Pupils will feel safe and happy to learn at school; 5.8 Pupils will make at least good progress and at least 75% of pupils will achieve GLD by the end of Reception; 5.9 Pupils will move successfully into Year 1 and the National Curriculum

Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.1	To engage parents and carers in their children's learning in school and at home	Invite parents to 'Letters & Sounds' session		Annually in October and February	Hospitality costs Cover for Qadan	• Parents will feel able to support their child's learning • Parents will feel part of the school partnership	• Parent questionnaire • Governor visits • Learning walks	
		Meet and greet parents at the door		Daily				
		New parents' coffee morning in November and in January		November and Sept January				
		Learning packs for PPG pupils						
	To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences	Provide additional training for EYFS staff (teacher and support staff) on creating a stimulating environment		Jan/Feb 2018	Training costs £300	• Pupils will make at least • good progress in Reception • The Reception environment will be stimulating and varied • Pupils will demonstrate very positive attitudes to learning • The curriculum will be well organised and motivating	• Planning scrutiny • End of Year • assessments • Learning walk • Lesson observations • Pupil voice interviews	
		Implement the advice of LA and other advisers to enrich the provision		January 2018 Rev: Aug 2018	Advisory visit costs £500			
		Provide new and stimulating resources and environments for pupils' learning		Ongoing Rev. June 2016	Additional resources £500			
		Support pupils to take risks and explore		Ongoing Rev. June 2016	None			
	To ensure that children are highly motivated and eager to join in, demonstrating curiosity, imagination and concentration	Support children to choose challenging and stimulating activities		Ongoing	Staff training £300	• Pupils will be keen to learn • Pupils will be active • participants in their own learning • Pupils will work cooperatively • Staff will help pupils to	• End of year assessments • Learning journals • Lesson observations • Pupil voice interviews • Learning walks	
		Encourage excellent attitudes to learning through role modelling						

		Encourage children to learn together and from each other Use skilful questioning to extend speaking and thinking skills				make rapid progress in Reception	• Classroom environment	
	To ensure assessment is accurate and that provision across all areas of learning is planned meticulously so that every child undertakes highly challenging activities.	Staff get to know children well and respond to their needs and interests Accurate assessments are made for each pupil Individual targets are identified and shared with pupils and their carers/parents Skilful questioning deepens thinking skills and supports understanding				• Pupils will make rapid • progress in Reception • Individual pupils with additional learning needs (including disadvantaged pupils) will make at least good progress • Accurate assessments • will ensure the curriculum meets the individual needs of pupils • Parents and pupils will know their targets and work in partnership to achieve them	• End of year assessments • Learning journals • Lesson observations • Pupil voice interviews • Parent/carer questionnaires • Learning walks • Classroom environment	
	To improve outcomes so that pupils are well placed to achieve well in KS1.	Establish calm, reassuring routines so that children feel safe and happy Use accurate assessment to ensure that all pupils make at least good progress Identify gaps in learning and implement strategies to address these so that >75% of pupils achieve GLD by the end of Reception		Ongoing Ongoing Review termly Ongoing Review termly Review June 2016	None	• Pupils will quickly adapt to the Year 1 expectations • Pupils will all make at • least good progress • At least 75% of pupils will achieve GLD at the end of year • Pupils will feel confident about the move to Year 1	• Pupil voice interviews • End of year assessments / moderations • Progress measures against Baseline	
		Ensure good transition routines are in place to support pupils moving into Reception e.g. Yr 1 teacher/TA spends time in Reception etc		Review Sept 2016	Cover for Yr1 teacher			

Key Priority 2: Improve the Use of Assessment Information, Target Setting and Pupil Outcomes

Targets

By July 2018 an effective whole school target setting process will be set up that will be used by all staff to monitor progress and inform future planning and delivery.

By the autumn term 2016 an effective pupil target setting system will be in place that is shared, and understood by pupils and parents.

In order to achieve this we will:	**This means that:**
✓ Review and update the assessment, marking and feedback policy	2.1 The school will use Target tracker to systematically track pupil progress throughout the school, use the target setting feature within it, and identify potential under achievement in gender, ethnic and ability groups;
✓ Ensure there is an effective target setting process in place	
✓ Use tracking 'Gap analysis' data to set targets for children that they know and understand and are shared with parents	2.2 Group and/or individual targets will be set for and shared with children and their parents so that they understand what they need to do next to improve, these targets will be shared with parents so that they can support the school and their child's progress;
✓ Ensure teachers are consistent in their practice of next steps marking and giving effective feedback on pupils' work so that they know how to improve	
✓ Develop an effective assessment and target setting system for Arabic and Qur'aan	2.3 The SLT and Assessment Coordinator will use the performance review and assessment cycle effectively to monitor and raise standards throughout the school. (*Appendix 1*)
	2.4 Arabic and Qur'aan will need to develop assessment statements.

Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
2.1	The school will use Target tracker to systematically track pupil progress throughout the school, use the target setting feature within it, and identify potential under achievement in gender, ethnic and ability groups;	Teachers to use Target Tracker as a formative assessment tool. Pupil progress will be measured using summative assessment procedures such as Target tracker steps assessment and SATs tests.	SM	Ongoing	£1000	• Target tracker clearly indicates those pupils who are making good, expected and below expected progress. • Additional support/intervention will be provided for those children identified as making below expected progress. • Tracker target will be used for individual/group target setting. Targets will be communicated to children and parents to that they can support their child at home.	**Baseline assessments** will be recorded onto the Target tracker as 'Autumn Term 1' in the first week of the academic year. The baseline assessments of new students will take place in the last week of October before the half term break, when they have been in school for 6 weeks. School Manager checks steps assessments, analyses results and identify pupils needing support/intervention. **Autumn term 2** steps assessment will take place in December. School Manager checks results- have those children made progress Spring term 1 will take place in February and **Spring 2** in April. Summer term 1 in June and **Summer 2** July. School Manager to analyse SATs results to measure pupil progress.	SM reviewed and updated the assessment, marking and feedback policy and trained the staff on this. The SM to attend Target tracker training - particularly the 'Cap analysis' feature of the software.

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources /Costs	Success Criteria	Monitoring	Evaluation (Impact)
2.2	Targets will be shared with children and their parents so that they can support the school and their child's development	SM to develop: • A system for the children to know their targets and tick them off when achieved • A system to share children's targets with parents. • A short questionnaire to canvass parent's attitudes towards the system and make improvements after analysing the responses.	SM	Start: May Ongoing	-	**By October 2017:** Responses to the parental questionnaire show at least 90% satisfaction rate with the system. **By October 2017:** All children in primary classes should know their target when asked	DSM to report to the SM that system is in place and ready to be implemented from the start of the Autumn term 2016. In November 2016, DSM presents results and analysis of parent questionnaire to SM. What is the satisfaction rate? What is being done about identifying areas for improvement?	SM to include information about the target setting system and results from the parents questionnaire in the SM report, as well as evaluate how it can be improved for the following term.
2.3	The SLT will use the performance review and assessment cycle more effectively to monitor and raise standards throughout the school.	Create a performance review and assessment cycle that helps to monitoring performance and review progress in the childrens learning	SM	Ongoing	-	SLT to follow performance management and assessment cycle systematically and keep up to date records of actions and outcomes	Ensure that all staff and SLT have copies of the cycle by displaying it in the staffroom. Refer to the cycle as required during morning briefings to keep staff up to date. Feed this cycle into SLT meetings as a way of looking ahead at what area is to be focused on in the following week.	SM to ensure that SLT maintain all relevant records of monitoring and progress to demonstrate that the cycle is being followed, monitored and that actions from the monitoring are acted upon. Half termly pupil progress meetings will be used to measure the progress that pupils are making and performance appraisal meetings will be used to set and review class targets.

2.4	Arabic and Qur'aan will need to develop assessment statements.	Head of Arabic and Qur'aan to develop statements that can be used to assess children's progress	Head of Arabic	Start: October 2017 complete by July 2018	-		Head of Arabic to work on producing the statements and report to be SM fortnigSMly on progress of these statements	Head of Arabic to review the statements at the end of the year, report on its effectiveness and revise for the following year. The Arabic and Qur'aan teachers will understand how to assess the children against the statements as they will now also take part in assessment and recording procedures using the terminology used in the rest of the school .e.g. 'below expectation', 'at expectation' and 'above expectation'.

Tarbiyyah Primary School:

Target Tracker

End of Reception ELG Report

Rec - All Pupils (25 pupils)

11 July 2017

Reception Summer 2

Aspect	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	**1.9 (7.5%)**	**21.4 (85.6%)**	**1.7 (6.8%)**	**23.1 (92.5%)**
Listening and attention	3 (12.0%)	14 (56.0%)	8 (32.0%)	22 (88.0%)
Understanding	3 (12.0%)	16 (64.0%)	6 (24.0%)	22 (88.0%)
Speaking	3 (12.0%)	18 (72.0%)	4 (16.0%)	22 (88.0%)
Moving and handling	0 (0.0%)	24 (96.0%)	1 (4.0%)	25 (100%)
Health and self-care	0 (0.0%)	25 (100%)	0 (0.0%)	25 (100%)
Self-confidence and self-awareness	0 (0.0%)	25 (100%)	0 (0.0%)	25 (100%)
Managing feelings and behaviour	0 (0.0%)	25 (100%)	0 (0.0%)	25 (100%)
Making relationships	0 (0.0%)	25 (100%)	0 (0.0%)	25 (100%)
Reading	4 (16.0%)	16 (64.0%)	5 (20.0%)	21 (84.0%)
Writing	5 (20.0%)	20 (80.0%)	0 (0.0%)	20 (80.0%)
Numbers	3 (12.0%)	22 (88.0%)	0 (0.0%)	22 (88.0%)
Shape, space and measures	1 (4.0%)	24 (96.0%)	0 (0.0%)	24 (96.0%)
People and communities	5 (20.0%)	20 (80.0%)	0 (0.0%)	20 (80.0%)
The world	5 (20.0%)	20 (80.0%)	0 (0.0%)	20 (80.0%)
Technology	0 (0.0%)	25 (100%)	0 (0.0%)	25 (100%)
Exploring and using media and materials	0 (0.0%)	22 (88.0%)	3 (12.0%)	25 (100%)
Being imaginative	0 (0.0%)	23 (92.0%)	2 (8.0%)	25 (100%)

Key:

Aspect
Prime
Specific

Key Priority 3: Improve Aspects of Leadership and Management

Target

By July 2018 leadership, management and governance will be judged as 'Good'.

In order to achieve this we will:	**This means that:**
✓ Improve the quality of the school's leadership and management, particularly that of the governance	4.1. all stakeholders will use the strategy and evaluation document to assess, action and review the development of the school
✓ Use the school self-evaluation (strategy and evaluation document) to help raise standards and develop a detailed cycle of monitoring and self-evaluation;	4.2 Performance management, and areas for development, will be linked to the quality of teaching observed, the quality of work in evidence through work scrutiny and ensuring the progress targets set for a class are met as set out in the cycle in Appendix 1. This cycle will be monitored by the SLT.
✓ Ensure SLT and coordinators work together so that clear systems are in place to check up on standards in teaching and learning	4.3 Training and mentoring will be provided for co-ordinators to enable them to fulfil their role successfully
✓ Ensure the results of lesson observations are used effectively to raise the level of teaching to improve standards;	4.4 the Trustees to receive the appropriate training to discharge their duties effectively
✓ Train coordinators so that they have good knowledge and understanding of their subject(s);	

Target Detail

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources /Costs	Success Criteria	Monitoring	Evaluation (Impact)
4.1	All stakeholders will use the strategy and evaluation document to assess, action and review the development of the school	Devise a strategy and evaluation document for each SLT member, Including for Arabic & Qur'aan.	SM	Ongoing	-	• Strategy and evaluation document to be used as a self-evaluation tool by SLT by September 2016.	**July 2018:** SM to show SLT the strategy and evaluation document with an example of how it is completed. **Termly:** SLT to update their strategies and present at SLT meeting.	**Termly:** SLT to share copies of their strategies to all other members. Have teaching skills, techniques and learning improved due to the monitoring that has taken place?
4.2	Performance management, and areas for development, will be linked to the quality of teaching observed, the quality of work in evidence through work scrutiny and ensuring the progress targets set for a class are met as set out in the cycle in Appendix 1. This cycle will be monitored by the SLT.	The performance management cycle will be created and implemented to include a schedule for: o planning scrutiny; o lesson observation; o book scrutiny; o pupil progress meetings o performance appraisal o analysis of assessment results; o learning walks o SM reports	SM	Ongoing	-	• The performance management cycle will be comprehensive and allow for monitoring to take place at scheduled times throughout the academic year	**Summer 2018:** SM to show the SLT the proposed performance cycle and make the necessary adjustments based on feedback (Appendix 1)	The SM developed the performance review cycle in the summer term with the view for it to be fully implemented by the SLT in the Autumn term. This cycle will allow the SLT to manage and monitor performance (as well as assessment) more systematically. The cycle will be reviewed at the end of the next academic year and adapted as necessary.

4.3	Training and mentoring will be provided for co-ordinators to enable them to fulfil their role successfully	Develop subject coordinator roles for: -English -Maths -Science -IT -PE -Assessment	SM	August 2016 and then Ongoing		• Subject coordinators to be a tool for monitoring and driving forward improvements in the subjects that they have been allocated, across the school.	**August 2017:** Subject coordinator allocations to be made. **September 2017:** Subject coordinator training and mentoring to take place. Performance cycle to be used as monitoring tool by coordinators	Subject coordinators will be mentored and supported by SLT. The impact of each coordinator will be judged based on improvement to teaching, learning and resources, which will be looked at each half term by SM.
4.4	The Trustees to receive the appropriate training to discharge their duties effectively	Trustees to devise their own training schedule to improve understanding of monitoring role.	Trustees	Ongoing	TBC	• Trustees have greater understanding and insight into the school • Trustees strategic role improves. • Trustees have a clear understanding of their training needs.	Key trainings to meet statutory requirements as well as enhance understanding needs to be outlined. Weekly meetings with the SLT will have discussions linked to the outcomes of the performance review cycle. Trustees to report on the schools progress and development through its own reporting system and share with the SLT.	The Trustees have devised a leadership and management structure document which outlines their roles and responsibilities including what when internal monitoring of the school will take place. The schedules outlined in this document must now be followed through in the next academic year and reviewed at the end of the year, with changes being made where necessary. From Autumn term, SM is to ensure that SLT meeting discussions also provide quality reports on the performance management cycle areas of focus. SM will also use the cycle to plan what areas will be focused on in the following week.

Performance Management, Assessment Monitoring & Reporting Procedure 2017 - 2018

Autumn Term 1						Autumn Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Last day of term
Baseline assessment Planning scrutiny	Informal observation by SLT of a subject	Assessment week: pupil progress meeting and target setting	Formal observation by SLT of core subject 1	Moderation of children's work through book scrutiny	Teachers Target Tracker summative data entry	Informal observation by SLT of a subject Planning scrutiny	Formal observation by SLT of core subject 2	Assessment week: pupil progress meeting and target setting	Formal observation by SLT of core subject 3	Teachers Target Tracker summative data entry. Data analysis by SM	Teachers Performance appraisal meeting, further training needs identified	Parents Open day: Formal meeting with parents and child to review learning SM report
Spring Term 1						**Spring Term 2**						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Last day of term
Planning scrutiny	Informal observation by SLT of a subject	Assessment week: pupil progress meeting and target setting	Formal observation by SLT of core subject 1	Moderation of children's work through book scrutiny	Teachers Target Tracker summative data entry	Informal observation by SLT of a subject Planning scrutiny	Formal observation by SLT of a core subject 2	Assessment week: pupil progress meeting and target setting	Formal observation by SLT of core subject 3	Teachers Performance appraisal meeting further training needs identified	Teachers Target Tracker summative data entry. Data analysis by SM	Parents Open day: Formal meeting with parents and child to review learning SM report
Summer Term 1						**Summer Term 2**						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Last day of term
Informal observation by SLT of a subject Planning scrutiny	Teachers Performance appraisal meeting	Assessment week: pupil progress meeting and target setting	Formal observation by SLT of core subject 1	Moderation of children's work through book scrutiny	Teachers Target Tracker summative data entry	Key Stage 1 SATs Key Stage 2 SATs Planning scrutiny	Informal observation by SLT of a subject	Formal observation by SLT of subject 2	Assessment week Teachers Performance appraisal meeting	Teachers Target Tracker summative data entry. Data analysis by SM	Formal written report goes out to parents	Parents Open day: Formal meeting with parents and child to review learning SM report

*Learning walks weekly