



<b>Key Area 1 – Teaching, Learning , Assessment and professional development</b>			
To ensure the quality of teaching and learning is consistently good	<b>TARGET:</b> To ensure that T&L is 100% 'Good' to 'Outstanding', 60% 'Outstanding' by the end of the year 2016/17. (New Ofsted Framework criteria)		
<b>Objectives/ Success Criteria</b>	<b>Activities (Expected Date of Completion)</b>	<b>Led By</b>	<b>Review</b>
1. Help pupils to develop their reading and writing skills to raise the standard of literacy across the school  Success Criteria: ➤ Review and procurement of reading resources across school ➤ Implement reading programme across school ➤ Writing action plans for identified areas of development ➤ Data reflects improvements in literacy	Review impact of phonic teaching (Oct 2016)	GA	<b>Autumn Review 2016</b> The school has purchased accelerated reader program and has implemented DEAR time to improve reading skills. The current library has a wide selection of fiction and non-fiction books.  Parent workshop on how to support with phonics at home was completed on Nov 2016.  Phonic teaching is progressing through homework. The evidence for progress can be found in the tool '2Simple' and pupil books and homework. Sr. Gemma to produce a review of the progress by 21/10 (Pupil progress narratives – Autumn 2)  Small key purchase orders raised for guided reading in primary and accelerated reader in secondary. Refer to requisition. Progress inhibited due to financial constraints.  List of books compiled for different
	HODs with subject leaders to review impact of subject writing mats. (Oct 2016)	SAB	
	Follow up writing scrutiny across the curriculum (Oct 2016)	SC	
	Evaluate progress on actions. Accelerated Reader results show improvements. (Oct 2016)	GA	
	Purchase more decode-able books for EYFS and KS1 (Nov 2016)	GA	
	Moderation of writing in ks1 and 2 across the curriculum using target tracker statements. (Nov 2016)	SC	
	Additional parent workshop for phonics (Dec 2016)	GA	
	Purchase suitable reading materials linked to all subjects to increase the breadth and depth of reading - OFSTED Issue (Jan 2016)	SA	
	Review progress of reading programme (Jan 2016)	GA	
60% of pupils in Y5 to have gained a pen licence (June 2017)			



**Al-Hijrah School Improvement Plan 2016/17**

	KS3 lead to carry out literacy work scrutiny at least once a term. (On-going)	ZH	subjects but ordering deferred due to financial constraints.
	Review evidence for writing across curricular. (On-going)	SC	
<p>2. In the early years provision, help children apply learning during play that they have been taught</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>➤ Outside learning area matches the teaching provisions in the class room</li> <li>➤ Teacher planning to further develop and incorporate learning during play</li> </ul>	Monitor early year provisions through lessons observations and learning walks (Dec 2016)	GA/SC	<p><b>Autumn Review</b></p> <p>First cycle of PM observations shows that learning during play is matched learning during play is matched. The classes have been re-organised to ensure that the outside play area reflects the inside teaching environment.</p> <p>Pupil progress meetings completed. Intervention in place. See EYFS narratives.</p>
	Evaluate progress made and introduce appropriate interventions (Dec 2016)	GA/SC	
	Monitor early year provisions through lessons observations and learning walks (Apr 2017)		
	Evaluate progress made and introduce appropriate interventions (Apr 2017)		
	Monitor early year provisions through lessons observations and learning walks (July 2017)		
	Evaluate progress made and introduce appropriate interventions (July 2017)		
<p>3. Create opportunities to learn from and share the good teaching that exists throughout the school.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>➤ Plan departmental/Phase sharing best practice across school</li> <li>➤ Departments and phases share tips during whole school briefings</li> <li>➤ Best practice observed during PM observations</li> </ul>	Share good practice during briefings, one to one meetings, formal CPD and any planned activities such as triads. (On-going)	ZH	<p><b>Autumn Review</b></p> <p>Evidence: Briefing timetable and formal records.</p> <p>A timetable for sharing good practice during briefings is in place. Evaluation carried out and scheduled improvements.</p>
	Evaluate progress made and introduce appropriate interventions (Dec 2016)	ZH	
	Devise an action plan post recommendations (Nov 2016)	ZH	
	Use Triads to plan and implement shared good practice (May 2017)	ZH	



**Al-Hijrah School Improvement Plan 2016/17**

<p>4. Evaluate the effectiveness of INSET programme and plan CPD for Teachers and LSAs</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>➤ Evaluation complete</li> <li>➤ New CPD programme developed and implemented</li> </ul>	<p>Review INSET programme. (Sept 2016)</p>	<p>ZH</p>	<p><b>Autumn Review</b>            NM delivered a PM session for LSAs.            A survey completed and revised programme based on the feedback.</p>
	<p>Distribute INSET programme, include LSA specific. (Sept 2016)</p>	<p>ZH</p>	
	<p>Evaluate effectiveness of Inset programme. (Feb 2017)</p>	<p>ZH</p>	
	<p>Distribute Inset programme, include LSA specific. (Mar 2017)</p>	<p>ZH</p>	
<p>5. Behaviour for learning to be judged at least good in an increasing number of lessons and, as a result, attitudes to learning and progress will improve</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>➤ Classes and staff requiring support identified</li> <li>➤ PM observation show improvement in behaviour for learning</li> <li>➤ Plan for further improvements devised post review</li> </ul>	<p>Develop whole school strategies to raise expectations for T&amp;L to further develop behaviour for learning (Sept 2016)</p>	<p>SC</p>	<p><b>Autumn Review</b>            Classes identified for pastoral support. Individual support programmes designed.</p> <p>New behaviour lead appointed for secondary phase. Reflection room for targeted mentoring. Links with other schools to support internal exclusions.</p> <p>Revised record keeping. Reviewed mentoring approach. Community projects planned to develop service culture. Impact of review: More positive reward system such as trips, afterschool activities, weekend clubs planned, links to other schools and outside agencies to provide behavioural support.</p>
	<p>Pastoral team with SLT review the behaviour of individuals and classes causing concern (Oct 2016)</p>	<p>SC</p>	
	<p>Behaviour Action plan devised for individuals and classes causing concern (Oct 2016)</p>	<p>SC</p>	
	<p>SLT to consider proposals for new behaviour management processes and procedures (Dec 2016)</p>	<p>SC</p>	
	<p>Review impact of Behaviour Action Plan (Apr 2017)</p>	<p>SC</p>	
	<p>Devise intervention plan post review (Apr 2017)</p>	<p>SC</p>	
<p>6. Develop a high performing inclusive provision for all groups of learners e.g. G&amp;T, PP, Disadvantaged, DSEN</p>	<p>Review impact of changes to DSEN (Oct 2016)</p>	<p>NM</p>	<p><b>Autumn Review</b>            Review completed and intervention planned through LSA and QTF.</p>
	<p>Review impact of provisions through data (Mar 2017)</p>	<p>SAB</p>	



**Al-Hijrah School Improvement Plan 2016/17**

Success Criteria ➤ Groups of learners performing in line with national expectations			
7. Design a programme of activities for pupils to develop academic, physical, collaborative and communication skills Success Criteria ➤ Extra-curricular Calendar published	Review school provisions for extra-curricular activities (Nov 2016)	OA	<b>Autumn Review</b> Afterschool activity programme has been devised.
	Create a draft whole school event calendar of extra-curricular provisions (Nov 2016)	OA	
	Share whole school extra-curricular events calendar with staff (Jan 2017)	OA	

<b>Key Area 2 – Curriculum</b>			
Ensure all subject areas and phases have the resources and budgets they require to teach effectively.	Target: Allocation of budget for 2016-17 set and linked to a systematic approach for all subject leaders to access.  Procurement of sufficient curriculum and reading resources to facilitate progress on identified issues  To develop and deliver a comprehensive SMSC programme		
<b>Objectives/ Success Criteria</b>	<b>Activities (Expected Date of Completion)</b>	<b>Led By</b>	<b>Review</b>
1. To develop and deliver a comprehensive SMSC programme Success Criteria ➤ SMSC/PSHCE review completed ➤ SMSC and PSHCE curriculum maps completed ➤ Lesson plans to deliver the programmes are in place	Complete the SMSC map for the whole school Ongoing- Deliver weekly PSHCE lessons/British value/SMSC (Sept 2016)	SA	<b>Autumn Review</b> Spreadsheet The overview for PSHE is complete for KS3&4. However, its yet to be completed for KS1&2
	Review the PSHE map for academic year (Oct 2016)	SA	
2. To establish a comprehensive	Review the EVC systems (Oct 2016)	SC	<b>Autumn Review</b>



**Al-Hijrah School Improvement Plan 2016/17**

<p>EVC system</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ EVC review and training complete</li> <li>➤ Evolve training delivered</li> <li>➤ Effectiveness of Evolve reviewed</li> </ul>	EVC training for identified staff (Oct 2016)	SC	<p>Reviewed evolve system. System found to be deficient and as such have decided not to proceed with it. A similar system will be rolled out by BCC and school is looking to subscribe if it meets our needs.</p>
	Implement identified improvements(Nov 2016)	SC	
	Provide Evolve training to staff (Nov 2016)	SC	
	Review the effectiveness of the Evolve programme (Dec 2016)	SC	
<p>3. To further promote British values through all subjects</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Review British values provision across school</li> <li>➤ Safeguarding topics identified within PSHCE SoW</li> <li>➤ Lesson plans and activities planned and delivered</li> <li>➤ Evaluation of provision impact completed</li> </ul>	PSHCE SoW to reflect safeguarding topics (Sept 2016)	SA	<p><b>Autumn Review</b></p> <p>British value impact statement created</p> <p>Safeguarding topics identified within the overview of PSHCE. This has been checked against the topics included /listed in the safeguarding audit. HODs to implement SMSC and British values. Meeting held to discuss how this can be implemented.</p> <p>HODs have given plans of how they are implementing BV in their subject areas.</p>
	All departments and phases to ensure their teaching reflects SMSC and British values (Sept 2016)	SAB	
	10 Review the British value impact statement (Oct 2016)	SA	
<p>4. To deliver further parent workshops on safeguarding</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Safeguarding workshops identified, planned and delivered</li> <li>➤ Parent Feedback captured</li> </ul>	On-going To deliver one parent workshop every half term	AH, SA	<p><b>Autumn Review</b></p> <p>Lesson/Power-point for the workshop, Parent questionnaire</p> <p>eSafety workshop was delivered to parents</p> <p>eSafety day planned for whole school 7/2/2017. This includes a parent workshop.</p>
<p>5. Upgrade safeguarding records to meet revised standards</p>	21/09 Review and revise case files to meet the revised standards.	SK	<p><b>Autumn Review</b></p> <p>Safeguarding records update in line with the new requirements</p>



**Al-Hijrah School Improvement Plan 2016/17**

<p>Success Criteria</p> <ul style="list-style-type: none"> <li>➤ Safeguarding audit completed</li> <li>➤ Records revised accordingly</li> <li>➤ Records reorganised to improve accessibility</li> <li>➤ Software purchased to capture and organise records electronically to improve security, compliance and reporting</li> </ul>			<p>100% of the records are in line with the revised standard</p>
<p>6. To improve library processes</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Library procedure updated</li> <li>➤ SACRE guidelines implemented</li> <li>➤ Security systems evaluated and a decision taken</li> </ul>	<p>23/09 Review library procedures to ensure all purchases of religious or social issue books will be in line with SACRE guidelines (See SACRE report).</p>	<p>SA</p>	<p><b>Autumn Review</b></p> <p>There is a document showing the use of the library by the students across the key stages. Working on producing a library policy.</p> <p>Awaiting final SACRE report. All other aspects have been implemented. Security system awaiting funds. Different systems and quotes have been obtained. Decision delayed due to availability of finances.</p>
	<p>30/09 Consider introducing a security system to ensure all books are borrowed in a controlled manner</p>	<p>SA</p>	
<p>7. Revise curriculum in KS3 to ensure it is more engaging, challenging and broad</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Key stage 3 review complete</li> <li>➤ New lead appointed</li> <li>➤ Actions prioritised</li> </ul>	<p>Review KS3 action plan and implement outstanding objectives(Oct 2016)</p>	<p>ZH</p>	<p><b>Autumn Review</b></p> <p>Last review autumn 2. The ks3 lead resigned. We are exploring other options.</p>
	<p>Appoint new KS3 lead and identify key actions (Feb 2017)</p>	<p>SC</p>	
<p>8. Careers guidance and advise embedded in years 8 to 11 by</p>	<p>Publish the existing careers advice schedule for 2016/17. Audit the schedule against a local outstanding school. (Oct 2016)</p>	<p>SA</p>	<p><b>Autumn Review</b></p> <p>A career action plan is now in place</p>



**Al-Hijrah School Improvement Plan 2016/17**

<p>talks by employers, offering opportunities to develop entrepreneurial skills for self employment, training, education and apprenticeships</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Review of career guidance across school carried out</li> <li>➤ Audit of Schedule complete</li> <li>➤ Pupils milestones complete</li> <li>➤ Parents indentified and sessions delivered</li> </ul>			with monthly targets. We are taking part in career network meetings to share good practice.							
	Pupils to devise a plan of milestones for their chosen career. (Nov 2016)	SA	Destination reports are complete for last year.							
	12/12 – Review careers advice schedule and its effectiveness	SA	Year 11 career guidance with agreement with Birmingham career service.							
	<p>12/12 – Identify and invite professional parents to present their careers for Years 8 to 11.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Professional invited to school</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Fatima Alim (Business – Retailer)</td> <td>Nov 2016</td> </tr> <tr> <td>Rehana Mustafa (Dentist)</td> <td>Mar 2017</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Professional invited to school	Date	Fatima Alim (Business – Retailer)	Nov 2016	Rehana Mustafa (Dentist)	Mar 2017			SA
Professional invited to school	Date									
Fatima Alim (Business – Retailer)	Nov 2016									
Rehana Mustafa (Dentist)	Mar 2017									
Review the milestones achieved by pupils to ensure they are on target in their career paths (pupils, parents, teachers) (July 2017)	SA	<p>Programme delivered through form tutors. SA to evaluate impact.</p> <p>Milestone folder. In form times pupils have completed (student work book) an introduction to careers for Y7, Y8 and Y9.</p> <p>Self skill analysis and preferences have been completed.</p> <p>One to one interview for year 10 with the career adviser has been scheduled for September.</p> <p>The UCAS progress programme will start in September for year 10 &amp;11(milestone planning)</p>								



			<p>COGS software for career planning was presented and will be used for some year 11 pupils to gain access to apprenticeships.</p> <p>List of parent professional collated. Assembly schedule</p> <p>Some appointments have been made.</p> <p>Passports and milestone folder</p> <p><b>Spring Review</b></p>
<p>9. To encourage more girls to consider careers in engineering, mathematics and technology.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>➤ STEM &amp; Careers invited to talk to pupils to encourage science take-up</li> <li>➤ Girls go on to study 'A' Level STEM subjects after GCSE and build their careers in science, technology and engineering</li> <li>➤ Girls go onto careers in STEM subjects</li> </ul>	<p>Create environments in school through STEM that invite and attract females. Organise STEM day. (Feb 2017)</p>	<p>ARA</p>	<p><b>Autumn Review</b> 40% of the girls take up Maths and at least one science for 2017 50% by 2018</p>
	<p>Collaborate with external agency to inspire girls to study and build careers in science, technology, engineering and maths. (Apr 2017)</p>	<p>SA</p>	<p>STEM day organised in February for year 7 and 8 for both boys and girls.</p>





<b>Key Area 3 – Progress, Achievement and Standards</b>			
Improve the progress of pupils	<p>Target:</p> <p>Improve the progress of all pupils so that the gap between groups narrows by 10% over the previous year.</p> <p>Maintain the progress of the groups where the gap is closed to within 3–5% of each other.</p> <p>Improve progress of more able children above national averages.</p> <p>Improve progress of KS2 to bring in line with national expectations</p>		
<b>Objectives/ Success Criteria</b>	<b>Activities (Expected Date of Completion)</b>	<b>Led By</b>	<b>Review</b>
<p>1. Pupils to make sustained progress in all key stages in all year groups and in subjects through improved quality of teaching especially EYFS and Key Stage 3</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li>➤ FSU provisions reviewed and changes implemented</li> <li>➤ Data shows progress improvement</li> <li>➤ <b>KS2 progress to improve in line with national expectations</b></li> <li>➤ High quality questioning observed and evaluation complete</li> <li>➤ Support plans devised and shared</li> </ul>	Review and moderate FSU approaches. To increase the % achieving GLD. (Sept 2016)	GA	<p><b>Autumn Review</b></p> <p>Action plan completed. Progress review to take place by 4/3/16</p> <p>Data and pupil progress meeting</p> <p>75% of EYFS achieve GLD by 2017</p> <p>85% of KS1 pupils meet age related expectations by 2017</p> <p>65% of KS2 pupils meet age related expectations by 2017</p> <p>80% of KS3 pupils to be secure in their programme of study 2017</p> <p>Progress 8 to be above national expectations 2017</p> <p>Autumn 1 and 2 pupil progress meetings completed and interventions planned.</p> <p>Data demonstrates better progress for GLD.</p> <p>PM cycles will be used to identify</p>
	FSU outdoor activities to mirror the indoor learning areas (Sept 2016)	GA	
	Review Kagan Strategy Impact and plan next step (Sept 2016)	ZH	
	Using key stage 1 data allocate scale score required for individual pupils (Sept 2016)	SC	
	Use assessment data to check pupil progress. Identify pupils for intervention and setup first round of interventions (Sept 2016)	SAB	
	Deliver SATs workshop to year 6 parents to provide home support to pupils (Oct 2016)	SB	
	Review data for each year group & vulnerable groups (Nov 2016)	SC	
	Review progress of FSU to determine impact of changes introduced (Nov 2016)	SC	
Review progress of KS3 action plan (Jan 2017)	ZH		



**Al-Hijrah School Improvement Plan 2016/17**

<p>➤ Use of prior learning evident and supporting pupil progress in lessons</p>	<p>Weekend booster sessions for pupils requiring greater to meet their scale score targets (Jan 2017)</p>	<p>SC</p>	<p>progress made and CPD opportunities. Mastery CPD delivered. Mastery Learning walk in the week beginning 23/1/2017 to evaluate impact. PM observations outcomes used to determine further CPD needs on questioning. See first teaching and learning report for first cycle of PM observations</p> <p>Review complete. Br Zabar to send out the evaluation to SLT by 21/10 KS3 coordinator resigned and we are exploring other options.</p> <p>Autumn term progress meetings completed and interventions in place KS2 Class Scale Score target list created Intervention group organises Workshop delivered and resources shared with parents for home support Weekend sessions organised through parental support.</p>
	<p>Review intervention in light of pupil progress data and revise pupil intervention list to improve targeting.</p>	<p>SAB</p>	
	<p>Complete work scrutiny to assess pupil progress and quality of work at KS3 (April 2017)</p>	<p>ZH</p>	
	<p>Monitor quality of questioning through PM observations and learning walks. (On-going)</p>	<p>SK</p>	
	<p>Provide CPD opportunities for those identified to further develop questioning for learning skills. (On-going)</p>	<p>ZH</p>	
<p>2. Provides a high level of challenge for the most able pupils through planning of learning in class and extra-curricular activities</p> <p><b>Success Criteria</b></p> <p>➤ Underperforming most able</p>	<p>Plan a programme for identified pupils across school(Sept 2016)</p>	<p>SAB</p>	<p><b>Autumn Review</b> More able pupils list has been identified and shared with whole staff. CPD session delivered for more able pupils. STEM leads have been identified.</p>
	<p>HODs/ Phase leaders/SENCO to review SOW to ensure there is sufficient challenge for the most able. (Sept 2016)</p>	<p>SAB</p>	



## Al-Hijrah School Improvement Plan 2016/17

<p>pupils identified</p> <ul style="list-style-type: none"> <li>➤ Most able challenged through lesson planning</li> <li>➤ Variety of extra-curricular activities provided for challenging the most able</li> <li>➤ Data shows improve performance by most able</li> </ul>	HODs/ Phase Leaders/SENCO to report on most able pupils during pupil progress meetings after the data round. (Oct 2016)	SAB	<p>MOOC – Mass Online Open Course Individual Registrations MIT, Berkley, Harvard @ EDX.Org</p> <p>10% of pupils at KS4 to take up advance course on MOOC by June 2017</p> <p>Interventions to meet needs of more able pupils have started e.g. booster sessions in year 2 and 6 for writing.</p>
	HODs/ Phase Leaders/SENCO to devise action plans to address any issue arising from data analysis. (Nov 2016)	SAB	
	Identify and deliver afterschool writing booster sessions for primary phases. (Nov 2016)	SC	
<p>3. SLT and HOD/Phase leaders have gap analysis as a regular item on meeting agenda i.e. monitoring class work, homework, and assessment data</p> <ul style="list-style-type: none"> <li>➤ Monitoring calendar shared with all staff</li> <li>➤ DEF and DIP created by departments</li> <li>➤ Learning gaps identified and interventions underway</li> </ul>	Identification of learning gaps in Y2, Y6 & Y11 - Departmental Narrative created; DEF identify underachieving groups. (Oct 2016)	SAB	<p><b>Autumn Review</b></p> <p>Narratives, action plans and data</p> <p>Development pathways</p> <p>Action plans for significant groups are devised in the Narratives but this process is reviewed regularly after each data rounds.</p> <p>Narratives created for Autumn 2 data. Significant groups performing in line with expectations.</p>
	Action plan 2016-17 for significant groups – DIP/DEF/Narratives (Nov 2016)	SAB	
	To monitor pupil progress through work scrutiny, learning walks, assessments and hold pupil progress meetings. (On-going)	SAB	
<p>4. Pupils feel confident about examinations and are well prepared</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Identify underachieving pupils in Y2, Y6 and Y11</li> <li>➤ Use KS1 results to identify scale scores required for KS2</li> </ul>	22/10 – Plan examination arrangements for Y2, Y6, Y11 (Oct 2016)	SAB	<p><b>Autumn Review</b></p> <p>Initial assessments carried out in Y2, Y6 and Y11</p> <p>Using KS1 pupil data to monitor pupil progress in line with the scale scores. Survey for KS4 complete. Awaiting results for KS2.</p> <p>Interventions discussed and review</p>
	Review intervention strategy Y2, Y6, Y11 (Nov 2016)	SAB	
	Review effectiveness of the programme for identified pupil groups (Dec 2016)	NM	



**Al-Hijrah School Improvement Plan 2016/17**

<ul style="list-style-type: none"> <li>➤ Review KS2 test scripts and convert to current scale scores</li> <li>➤ Booster sessions setup to support underachieving pupils</li> <li>➤ Data round to check progress at all key stages and re-align interventions</li> </ul>	<p>Data to confirm pupil exam preparation (Apr 2017)</p>	<p>SAB</p>	<p>half-termly during pupil progress meetings. SEN review meetings used to change and amend interventions based on collected data. On-going.</p>
<p>5. To continue to close the gap between vulnerable groups</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>➤ To narrow the gaps between vulnerable groups and non vulnerable groups by 5%.</li> <li>➤ To ensure boys achieve results in line with girls.</li> </ul>	<p>New SEN list Review FSM/SEN/PSP/Y7P (Oct 2016)</p>	<p>SAB</p>	<p><b>Autumn Review</b> New SEN list The girls are still outperforming boys in line with national trends. Action plan to improve pending. SLT monitoring and mentoring underachieving boys in year 11.  Some children removed/added from the SEN list after review by the SENCO – Removed children are still being monitored so they don't fall back. Evaluation carried out through pupil progress meeting, narratives and data.</p>
	<p>Monitor half-termly Boy's progression rigorously and identify subjects where the gaps are above 5%. Create intervention groups to ensure the gaps narrow. (On-going)</p>	<p>SAB</p>	
	<p>Half termly review of SEN data to make sure the correct pupils are on the list. (On-going)</p>	<p>SAB</p>	
	<p>Half termly review of MAT data to make sure the correct pupils are on the list. (On-going)</p>	<p>SAB</p>	
	<p>Evaluate data between groups – SEN, Boys/Girls, PP - On-going</p>	<p>SAB</p>	
<p>6. To encourage students to study and achieve high results in creative subjects.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>➤ Greater take up of creative</li> </ul>	<p>Review of ART, DT and Drama department (Sept 2016)</p>	<p>SAB</p>	<p><b>Autumn Review</b> Arts award to be offered at KS4 to encourage pupils to develop creativity.</p>
	<p>To raise the profile of the creative subjects (Art, DT and Music). (Oct</p>	<p>SAB</p>	



**Al-Hijrah School Improvement Plan 2016/17**

subjects ➤ High results achieved in line with other academic subjects	2016)		
	To ensure lessons are engaging and fun that are delivered by specialist teachers. (Nov 2016)	SAB	
	Experienced HODs to work with creative subjects to improve results (Mar 2017)	SAB	
	Offer Arts award at KS4 to encourage creativity (April 2017)	SK	
7. Improve the results of ART, DT and Geography to be in line with national averages Success criteria: ➤ Subjects requiring improvement identified ➤ Support plan in place ➤ Strategies reviewed	Redesign work environment for Art and DT (Mar 2016)	SAB	<b>Spring Review</b>
	SLT and Strong middle leaders to provide support and guidance to these departments.(Sept 2016)	SAB(SA,ARA,OA)	
	Secure AQA consultant to support DT (Sept 2016)	SAB	
	Support plan for Geography HOD and secure some external support to moderate and monitor standard of work (Jan 2017)	SA	
	Review of current strategies to assess impact and revise interventions. (Mar 2017)	SAB	

<b>Key Area 4 – Leadership, Management, Systems and Behaviour</b>	
Improve effectiveness of Leadership & Management	Target: 1. Ensure consistency in quality and provision across school through effective, systematic use of data 2. Continue to improve the effectiveness of middle leaders through CPD, joint observations, mentoring 3. Maintain a balance budget for year 2016/17 4. Governance of school is effective 5. Systematic approach to behaviour management 6. To take all necessary steps to keep children and improve their welfare



**Al-Hijrah School Improvement Plan 2016/17**

<b>Objectives/ Success Criteria</b>	<b>Activities (Expected Date of Completion)</b>	<b>Led By</b>	<b>Review</b>
<p>1. Review all books and materials to ensure they are compliant with FBV and the equalities act 2010. Ensure children are not exposed to extreme views.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>➤ Contents of books across the school reviewed and inappropriate items removed</li> <li>➤ Library books reviewed to ensure age related suitability</li> <li>➤ New age appropriate books purchased to promote British values and gender equality</li> <li>➤ Equalities policy reviewed to ensure it is compliance with Equality Act 2010</li> <li>➤ New books purchased to expand the variety of religious books</li> <li>➤ All books in the library are captured in an electronic catalogue</li> <li>➤ SACRE audit complete and recommendations implemented</li> </ul>	<p>Re-catalogue all library books electronically to ensure our records reflect an accurate picture of the library (August 2016)</p>	SA	<p><b>Autumn Review</b></p> <p>New librarian appointed.</p> <p>Several iterations of library book reviews completed with inappropriate books removed with external support</p> <p>New age appropriate and wider variety of books to promote BV purchased</p> <p>SACRE audit of literature completed and review of RE curriculum conducted. Recommendations implemented</p> <p>Review of procedure and security of library carried. Potential purchase of security software</p> <p>CPOMs software purchased to improve safeguarding record keeping and providing greater visibility and linkage of information</p>
	WB 12/09 – Review pupil data for 2015-2016.	SAB	
	Purchase CPOMS software for recording child protection and safeguarding issues as recommended by BCC safeguarding advisor (Sept 2016)	SK	
	Review all text across the school to ensure they are matched to the educational needs of the pupils and are suitable. (Sept 2016)	SA	
	Ensure equalities policy contains smart equality objectives for 2016 – 2017. (Sept 2016)	AM	
	Introduce more recent books on religion and provide a greater balance in topic coverage and to broaden religious perspective. (Sept 2016)	SA	
	HODs to review books and resources to ensure compliance with equality of opportunity and consistency with fundamental British values of tolerance and respect, particularly in relation to the role of women in modern Britain. (Sept 2016)	SA	
	Arrange an external audit of the library to ensure school is following best practice – SACRE (Sept 2016)	AM	
Review equalities policy to ensure compliance with current legislation. (October 2016)	AM		
2. Review and improve EYFS environment	Place a sign on Early Years gate 3 and improve locking mechanism to improve security. (Oct 2016)	GA	<p><b>Autumn Review</b></p> <p>Area secure against pupil access.</p>



**Al-Hijrah School Improvement Plan 2016/17**

<p>Success Criteria</p> <ul style="list-style-type: none"> <li>➤ Gates to the EYFS area are secured against easy access/exit</li> <li>➤ Risk Assessments are prominent in the EYFS policy</li> </ul>	Place bamboo fencing on Early Years ramp 4 to prevent easy access from early years' area. (Oct 2016)	GA	Therefore, gate is not required
	Place a sign on Fire Exit Gate 2 to ensure it is close at all times (Oct 2016)	GA	
	Review EYFS policy to ensure risk assessment process and environment management approach is prominent in the policy. (Oct 2016)	GA	
	Place gate to prevent open access to Stairs 1 from EYFS outside learning area (Nov 2016)	GA	
<p>3. Develop leadership capacity in Key Stages 1, 2 and 4.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Middle leaders identified for NPQML programme</li> <li>➤ Identify leadership capacity gaps in the primary section</li> <li>➤ Support provided for middle leaders through twinning arrangements</li> </ul>	Identify middle leaders to undertake NPQML training programme (May 2015)	SA	<p><b>Autumn Review</b></p> <p>KS1 phase leader with science responsibility appointed.</p> <p>NPQML: Sr. Susan has submitted her project for assessment. The project has made significant improvement in primary PE provisions using Sports Funding. The other MLs have an extension to complete.</p> <p>Two members have an extension for their project. Sr. Safa and Br Zabar to follow up on progress made for next meeting.</p> <p>Primary English lead is mentoring the 3 NQT staff.</p> <p>Primary maths lead working with key stage 1 phase leader and science coordinator on joint CPD for the primary department.</p>
	Review impact of ML Programme ( Mar 2016)	SA	
	Complete NPQML programme (July 2016)	SA	
	Middle leaders lead NQT developments (Sept 2016)	ZH	
	Review leadership capacity within the primary sections and plan for known gaps (Sept 2016)	GA	
	Identify strong departments that could support developing departments	SAB	
	Appoint/develop staff to take up leadership positions in key stages 1&2 (Nov 2016)	SC	
	Start the twinning programme to support middle leaders in the secondary phase (February 2017)	SAB	



**Al-Hijrah School Improvement Plan 2016/17**

<p>4. Vacancies identified and process for recruitment planned</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Fill vacancies with suitability qualified and experienced staff</li> </ul>	<p>16/09 - Review vacancy requirements for September 2017 (Lower KS2 Phase Leader and IPC lead, HOD Maths, English LEAD Teacher, Drama, Head of Art) (Sept 2016)</p>	<p>SC</p>	<p><b>Autumn Review</b> KS1 Phase Leader appointed from 31<sup>st</sup> of October 2016</p>
	<p>Evaluate recruitment process (Feb 2017)</p>	<p>AM</p>	
<p>5. Evidence of 'self-checking' procedures with IEB members involved for each area above.</p>	<p>On-going - 'Self checking' procedures in place for IEB use On-going – Learning Walks to monitor school progress actions</p>	<p>AM</p>	
<p>6. Website is compliant.</p>	<p>Review website content to ensure compliant and promotes the activities of the school (Sept 2016)</p>	<p>ZH</p>	<p><b>Autumn Review</b> Website review completed and contents updated</p> <p><b>Spring Review</b></p>
	<p>Review Website content to incorporate changes following BEP review (Mar 2017)</p>	<p>ZH</p>	
<p>7. Governors hold SLT to account and know the schools strengths and weaknesses of the school.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Governors complete appropriate training</li> <li>➤ Governors show understanding of school's strength and weaknesses</li> </ul>	<p>Design and Implement year 7 Catch-Up (Sept 2016)</p>	<p>NM</p>	<p><b>Autumn Review</b> Educare programme has been purchased and training has begun.</p> <p>Head teachers report to the I.E.B. provides details of progress made and the schools areas of strength and weakness.</p> <p>List of pupils compiled for SENCO so that the programme can start. Catch-up 7 programme is in progress.</p>
	<p>Provide update to IEB regarding areas of development and progress made (Oct 2016)</p>	<p>AM</p>	
	<p>Collect evidence of improvement made, training provided, etc. (Nov 2016)</p>	<p>AM</p>	
	<p>Undertake training using Educare programme (Jan 2017)</p>	<p>AM</p>	





**Al-Hijrah School Improvement Plan 2016/17**

			Evidence is gathered through data.
<p>8. Consistent application of behaviour policy, high expectations and sanctions</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Physical structures organised</li> <li>➤ Recording systems implemented</li> <li>➤ Recorded incident show improvement in behaviour</li> </ul>	Review of behaviour management structures to improve efficiency and effectiveness. (Sept 2016)	SC	<p><b>Autumn Review</b></p> <p>10% reduction of red cards, Behaviour data and report by June 2017.</p> <p>Behaviour coordinator appointed for secondary phase to support the current pastoral lead. JDs have been revised to reflect the changes. Behaviour management team (SC,AH,MI) visited Aston Manor School and were surprised at similarities in the approach. Some small changes have been agreed to be implemented.</p>
	New behaviour recording system implemented (Sept 2016)	AH	
	Observe behaviour management in good/outstanding local schools. Recommend and implement improvements (Feb 2017)	SC	
	Review impact of changes made, pastoral teams efficiency and effectiveness. (May 2017)	SC	
<p>9. Achieve a nationally recognised accreditation for anti-bullying.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Anti-bullying accreditation achieved</li> </ul>	Identify a nationally recognised accreditation for anti bullying (Nov 2016)	AH	<p><b>Autumn Review</b></p> <p>Accreditation identified Anti-bullying ambassadors trained. Parent workshops held.</p>
	Plan activities to secure anti-bullying accreditation (Nov 2016)	SC	
	Begin first phase for anti-bullying accreditation (Dec 2016)	AH	
	Complete basic accreditation for anti-bullying (Jun 2017)	AH	
<p>10. To further develop pupil voice including an eco school committee and peer mediation; ensuring that all groups of pupils are</p>	Identify pupils for different pupil voice projects such as eco-school committee, peer mediation, etc. (Nov 2016)	AH	<p><b>Autumn Review</b></p> <p>Peer mediation applied through playground leaders and monitors. Student council participated in</p>
	Share projects details with pupils groups and commence activities (Nov 2016)	AH	



**Al-Hijrah School Improvement Plan 2016/17**

represented, through focused and achievable <b>Success Criteria</b> ➤ Pupils identified for different projects ➤ Project impact evaluated and recommendations implemented	17/03 – Evaluate project progress and its impact (Mar 2017)	SC	selection of end of term trips.
	30/06 – Evaluate the programme and plan for next academic year (Jun 2017)	SC	
<b>15. To improve the attendance of FSM and SEN pupils</b>  <b>Success Criteria</b> ➤ FSM/SEN pupils with poor attendance identified ➤ Support provided for pupils/parents to improve attendance ➤ Impact evaluation shows attendance improvement	Identify FSM and SEN pupils with attendance below 80% (Feb 2017)	SC	<b>Spring Review</b>
	Explore the reasons behind lack of attendance through meetings with parents and provide support where necessary (Mar 2017)	SC	
	Hold coffee morning assembly with parents and pupils to emphasize the importance of attendance. (Mar 2017)	GA	
	Evaluate impact of intervention and plan next step (Apr 2017)	SC	