



Self Evaluation 2016/17 SUMMARY Last updated January 2017

The School

Al-Hijrah School is a well-established (4-16) Voluntary Aided Islamic School. The School's recent GCSE results put it in the top 2% of Value Added Schools in England.

At Al-Hijrah School we have a clear aim to provide outstanding education for all our pupils. The key to our schools development is significant investment in innovative teaching and learning in all curriculum areas.

At Al-Hijrah, we encourage and expect the highest standards in both academic work and behaviour. Self-discipline, respect and concern for others, good manners, hard-work and the determination to succeed are the foundations of our educational philosophy.

Ethos

The values of respect, forgiveness, tolerance, justice, uniqueness, equality, acceptance and love are the foundations of our ethos and our practice. Within the context of our strong vision of an Islamic school we aim to place ourselves at the heart of the multi-faith community of Birmingham. Furthermore, we have a deep commitment to helping every child reach their potential, along with the support of a committed team and IEB, the school aims for further and greater success.

Performance

Previous year's outcomes for KS4 place the school in the top 10 for performance (Birmingham Mail), top 3 amongst local grammar schools for value added and top 6 in the country for achievement of the disadvantaged pupils (The Guardian).

"I know from recent visits to Birmingham's schools that our children and young people are learning to be inclusive, fair and tolerant members of society... at Al-Hijrah the head and deputy head girls and boys are some of the most sophisticated analysts of contemporary urban society you will ever meet." (16.11.2015)

"So friends, colleagues, on behalf of Birmingham City Council I congratulate you formally on your achievements. What you are providing here is the best possible stepping stone to a successful adult life both in England and the World." (6.12.2016)

Colin Diamond

Interim Executive Director of Education from the DFE (School Noticeboard – Birmingham City Council)

The effectiveness of leadership and management is judged to be at least Good

Al-Hijrah has a culture of high expectation which has enabled pupils at the school to excel. In 2016 Al-Hijrah was in the top 3% of the highest performing schools for progress between KS2 to KS4. Due to a high demand for places at Al-Hijrah, we are in discussion with partners to drive the plans for expansion. (ROL 2016). *'there has been undeniable focus and drive to rapidly improve the school. Substantia*I improvements have been made.'* HMI June 2015

- Rigorous self evaluation and performance management at all levels ensures that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are highly effective so that all key stages achieve better than national average. Impact – KS4 School in top 3% nationally and disadvantage pupils in the top 8%. (ROL 2016). KS2 progress identified to be below national average. A comprehensive programme is in place to improve progress in line with national averages.
- The impact of comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision e.g. highly detailed SEMHD action plans for SEN. A thorough timetable for professional development is implemented for both Class Teachers and Teaching assistants which addresses common areas of development and reflecting a focus on effective teaching, learning, assessment and progress.
- Due to effective school leadership, the teaching and learning has improved from 72% good or better in autumn 2014 to 83% in summer 2016 with 56% outstanding. (T&L Records)
- Staff opinions are sought and used to inform and develop provision. Best practice is modelled and shared resulting in typically excellent opportunities for pupils to learn. For example introduction of Kagan strategies.
- The Governors are well informed of the current school context and challenge robustly when needed and liaise closely with senior leaders. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils. Impact – IEB monitors impact of key actions such as safeguarding, assessment, Teaching & Learning through visits and by holding SLT to account e.g. KS2 and KS4 predictions and actual.
- Through our extensive CPD programme, we have developed our capability to start working with other schools and agencies such as Calthorpe, Chilcote, BEP, St Mary and St John Catholic School, St Augustines, Holly Trinity, Star Bank, etc. on a mutual beneficial basis and are regularly exchanging good practice. SLE in our school has been deployed by a teaching school to support and improve the teaching of mathematics and in other local schools.
- Our SLE has developed a bespoke Al-Hijrah tracking system for 'life without levels' in key stage 3 that bridges key stage 2 and 4 and builds on our learning ladders. This has been shared with BEP and a teaching school; who have complemented on its effectiveness.
- School has supported Holyhead (Teaching) School with developing mastery in Maths. School in Wigan was supported for both mathematics and assessment.
- Develop capacity at middle leadership to support effective implementation of new curriculum and assessment through subject specific training. Impact: KS2, KS4 New curriculum implemented and teachers and pupils understand the new expectations.

- We have now begun to share and support the Al-Hijrah tracking system with other schools such as Holy Trinity Primary school and Starbank through School directly and we have been requested to share with a number of schools via BEP who have found it challenging to implement 'life without levels'.
- Al-Hijrah actively seeks to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff and pupils and a highly positive school culture being developed. Impact – In school data shows positive trend with low incident rate (Pastoral Records).
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PHSE curriculum and high profile school council, pupils are well prepared for life in modern Britain. Impact – Successful visit from Chilcote Primary school to celebrate Seerah Exhibition (celebrating life of the prophet). A return visit for Christmas has taken place. (School Facebook, School Newsletter)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. (Refer to Safeguarding Summary)
- New curriculum and assessment expectations embedded to ensure that assessment is used to effectively benchmark achievement against year group expectations. Impact: All teachers produce performance narratives for their classes.
- The process of evaluation which aligns how all MLT/HODs identify resources and budgets they require to teach even more effectively are now in place e.g. procurement of guided reading books across full range of curriculum subjects and across all key stages. Impact: Primary and KS3 reading is embedded through DEAR time and guided sessions
- School develops middle leadership through recognized training e.g. npqmal.
- It has also identified departments with specific strengths and those requiring support. These will be matched to develop middle leadership e.g. Science supporting Art or DT

Desired outcomes to achieve Outstanding:

- *KA 1 – To ensure the quality of teaching and learning is consistently good through the regular review of the school CPD programme e.g. secure teachers knowledge and expertise in securing reading skills across the school in all areas (Target 100% Good to Outstanding)*
- *KA3 - At KS2 the new national assessment has highlighted progress as an area of development. Changes need to be made to address this issue.*
- *KA4 – Continue to develop Governance so that Governors systematically self evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups.*
- *KA2 – To improve and embed independent careers guidance for all pupils in years 8 to 11 through a range of activities which inspire them e.g. talks from employers, develop entrepreneurial skills for self employment and offer IAG advice and guidance on a range of education and training options including apprenticeships.*

The quality of teaching, learning & assessment is judged to be at least Good

- Teachers have high expectations for pupil outcomes which is a key factor in creating the improved outcomes we have seen across the school. Most classes have achieved 4+ point progress in the previous year and are making similar progress currently.
- Teacher planning demonstrates good subject knowledge and is effective in ensuring that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result pupil outcomes are at least good based on 2016 data.
- Teachers give feedback using incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve. Impact: 91% of teachers are using questioning effectively (TLA data).
- Pupils are resilient and take ownership of their learning. Engagement in the many extracurricular activities is extremely high and reflective of the diversity in the school.
- Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils. Impact: 95% of the staff are providing challenge (TLA data – Summer 2016)
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need. Impact: Disadvantaged pupils have performed in line or above national (ROL2016)
- Currently across the school we have secure impact and effective practice. In many year groups teachers are demonstrating high impact and highly effective practice this is based on data, lesson evaluations and work scrutiny previous and current. (T&L data)
- Completed initial CPD with David Hewitt of ATM to develop teaching of mathematics using the Shanghai approach.
- In order to address KS3 issues raised in the December OFSTED visit a comprehensive improvement plan has been devised and shared with the SLT. Feedback has been used to improve the plan. There has been an initial pilot to determine the effectiveness of the proposed changes to RS, History and MFL. The strategies are now in the process of being shared with other subjects.
- We are ensuring that there is greater consistency in our offer of a variety of activities including subscriptions to online learning, games and creative research based holiday tasks intended to minimise learning loss and build effective links between home and school. Most teachers are planning for this consistently.
- A school homework diary and a robust system of organising reading books according to ability ranges has resulted in reading being a consistent feature of pupil experience at home and at school 100% of the library books have been book banded for extending the reading range.
- The school is now engaged in high quality internal and external moderation and validation of its data e.g. a KS1 and KS2 moderation of writing across the curriculum found that the school was accurate in its judgments. External moderation of KS4 shows significant levels of praise for our standards e.g. science and history.
- Termly pupil reports and year group curriculum leaflets, workshops and reading sessions as well as termly meetings ensure that parents are well informed in how well their children are progressing and what their child needs to do to improve.
- Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in the school. Impact 93% of the lessons observed showed progress in lessons and over time (TLA data)
- The school SLE has overseen assessment across the school. The impact of this has been improved consistency and robustness in data as another of our strategies which are underpinning our improvements in standards.
- SLT have worked with the PE, RS, Sound Studies, MFL and Computing departments to develop their assessment methodologies. The impact of this has been to enable us to measure progress in skills, knowledge and application across the curriculum.
- Developed teacher subject knowledge to support the successful implementation of the revised curriculum and assessment expectations across all key stages.

Desired outcomes to achieve Outstanding:

- *KA 1 - Ensure that the CPD programme for all teachers including NQT's results in a sustained outstanding teaching profile across all key stages.*
- *KA1 - Implement revised systems of monitoring feedback to a coaching model which incorporates greater professional dialogue and a greater level of teacher self evaluation of areas for development.*
- *KA1 - To develop the concept of mastery in teaching styles and assessment to ensure that most able pupils are effectively challenged*
- *KA1 – Strengthen the teaching of reading across the school especially for those not meeting expected standards*
- *KA1 - Ensure that pupils read a wide range of suitably challenging books across all subject areas and interests*

Personal development, behaviour & welfare of pupils is judged to be at least Good

Pupils' behaviour is very good as is the attitude towards learning. Pupils are motivated to achieve the high expectations placed upon them as highlighted by our excellent Primary and GCSE results. Pupils' demonstrate a caring empathetic disposition towards one another in school and the wider community. In actively wanting to raise funds for charity they do so through a democratic process. They relish learning partnerships with other schools enabling them to develop tolerance & understanding of other communities and faiths. The schools structured and systematic SMSC approach provides the infrastructure that is leading to the development of balanced thinking and action in the context of developing young British citizens.

- Pupils' behaviour and the extent to which pupils feel safe at Al-Hijrah School is at least good. Pupils demonstrate thoughtful behaviour which creates a positive school ethos as well as being a significant factor in their successful learning. Pupils are generally very supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils at Al-Hijrah encourage others to conduct themselves positively at all times and there are many well embedded role models such as prefects, the student council, anti bullying ambassadors, sports leaders, peer mentors and buddy readers.
- Behaviour outside lessons is 'usually good'. Pupil's personal pride in school is shown by excellent conduct & punctuality to lessons. Impact: red card outside of the classroom.
- As a result of highly effective data systems pupils needs are identified early which has enabled us to support and deliver bespoke interventions that have had at least good impact.
- The school works very effectively offering additional support to identified pupils with need; ensuring a high quality of pastoral care.
- The Schools Anti-bullying policy is clear and is underpinned by a zero tolerance attitude towards bullying. Pupils have a good understanding of what bullying is and know how to report any instances. Anti-bullying workshops held with parents. Impact: Student Council feedback/questionnaire.
- Regular training for pupils on preventing, reporting and dealing with bullying promotes a high level of responsibility, ownership and awareness which thus reinforces our zero tolerance attitudes.

- The school is well on its way to achieving the nationally recognised anti bullying quality mark (ABQM-UK).
- Weekly SMSC/ PSHCE focuses increase tolerance, mutual respect and brotherhood thus reinforcing core British values. This is evident in the low level of incidents recorded (Pastoral data).
- As well as regular circle/ form time sessions, pupils have a voice through the School Council. Pupils feel they have input into School Council discussions. They have recorded a number of successful actions including a campaign tendering for new caterers, school tuck shop, input on school trips as well as organising a number of fundraising activities. They also participated in the Head Teacher interviews as well as the designs of the outside play area. Pupils also play a role in shaping extra-curricular activities.
- Each class works on a comprehensive PSHCE/ IS/ RE curriculum. Impact: IS/RE books and PSHCE lesson plans.
- To promote the importance of physical and emotional wellbeing we have devised a comprehensive 'healthy4life' programme which involves the whole school community. Impact: Extra-curricular activities SMSC logs and Sports Leader
- Within our healthy4life programme, the SMSC/ PSHCE curriculum delivers awareness on key subjects such as radicalisation, grooming, DV, self-harm knife and gang culture. Impact: Staff training logs.
- As a result of a robust and comprehensive set of actions overall pupil attendance has been sustained at or above national averages for the last three academic years.
- The attendance of FSM pupils is 93.8% which is below the national expectation. SLT have recognized this and are working to improve to at least national expectations.

Desired outcomes to achieve Outstanding:

- *KA 4 –To continue to improve rates of attendance for all groups of pupils through careful analysis of attendance patterns and robust related actions for persistent absentees.*
- *To further develop pupil voice and involvement with their community through focused and achievable outreach projects;*
- *KA4 – to continue to build effective community links with other schools, organisations and parents.*
- KA4 – To ensure all staff demonstrate high expectations of behaviour which is managed in line with the school policy e.g. apply sanctions consistency
- KA4 – To improve the attendance of FSM and SEN pupils

Outcomes for pupils are judged to be Outstanding for EYFS, KS1, and KS4. It is at least Good for KS2

KS4	Overall 5 A* - C including English and Mathematics			
Year	School	National	APS (capped)	National
2016	84%		364	
2015	79%	56%	348	309
2014	70%	55%	355	307

5 A* - C in English & Mathematics						
	English			Mathematics		
Year	2016	2015	2014	2016	2015	2014
School	91%	97%	78%	88%	90%	84%
National	60%	65%	62%	61%	63%	62%
Value Added Scores		2016	2015	2014		
KS4		1041	1043	1036		
Pupils Achieving Ebacc		2016	2015	2014		
KS4		54%	31%	28%		

	2016	2015
Attainment 8	59.0 (B)	56.1 (B-)
Progress 8	0.61	0.75

KS2	Attainment		
	2016	2015	2014
Average Scale Score	Reading-104 (Nat) SPAG-106 (Nat) Mathematic-104 (Nat)	L4+(%):R-W-M-GSP Sch: 95-85-88-78 Nat: 89-85-86-76	L4+(%):R-W-M-GSP Sch: 92-90-80-82
Expected standard (%)	RWM-62% (Nat- 53%) Reading-70% (Nat-66%) Writing-80% (Nat 74%) Maths-78% (Nat 70%) SPAG- 80% (Nat 72%)	L5+(%):R-W-M-GSP Sch: 52-33-35-60 Nat:49-33-42-52	L5+(%):R-W-M-GSP Sch: 48-47-42-63
Progress	Reading (-1.34) Writing (-2.6) Mathematics (-0.76)		

Phonics	2016	2015	2014
Year 1 N: 77	88%	87%	97%
Year 2 N: 77	100%	100%	-
	2016	2015	2014
EYFSNI72/GLD	70%	67%	42%
	2016	2015	2014
KS1 Average scale score / APS	Reading (105.6) Writing (Cancelled) Mathematics (107.2)	16.8 (APS)	15.0 (APS)
KS1 : L2b+ R - W -M National: R82 -W 72 -M82	98-77-92	90-72-85	92-87-97
KS1 : L3+ R - W -M National: R32 -W 18 -M26	23-10-38	40 - 15-25	38-22-45

Pupils currently at the school are achieving well. School assessment information of pupils shows the large majority of all pupils to be at least in line with age related expectations. They are making good progress from starting points in all year groups which has been sustained overtime. Any pupils below age related expectations are supported to make rapid progress.

Pupil Achievement at KS4 is outstanding

- Value added for the whole school is 1041.5. This value is similar to previous year, which put the school in the top 10% in Birmingham schools; this is outstanding.
- 84% of pupils achieved 5A*-C including English and Maths A*-C, up 5% from 2015 this is outstanding.
- Pupils made above average progress in English and Maths in 2016, 93% made at least 3 levels of progress in English and 82% in Mathematics; this is outstanding.
- Progress 8 is +0.61 attainment 59.0 (B) this is well above national averages and we are now the top 3 in Birmingham for progress 8 and top 10% nationally.
- Science results are significantly above national average (Single Science 97%, Additional Science 96%, Physics 100%, Biology 100%, Chemistry 100%) A*-C 2016; this is outstanding.
- In RE 98% pupils achieved A* -C, 83% made 4+ levels progress; this is outstanding
- 54% achieved Ebacc, 30% above national average (2015); this value is outstanding.
- Art 29% A*C, DT 12% A*C and Geography 36% are performing below national averages. However, significant improvements in provisions and support have been made. The work areas have been redesigned, AQA consultant is working with DT, external support and moderation for both Art and Geography.

Pupil Achievement at KS2 is good

- **Pupil achievement at the end of KS2 is at least good overall.**
- Overall 62% of pupils achieved the expected standard in combined reading – writing and mathematics, 9% above national. This is at least good.
- In reading 70% achieved the expected standard, 4% above national average. 22% achieved a high standard. The average scale score in reading is 104, this figure is above national average
- In writing 80% achieved the expected standard 6% above national average. 20% achieved a high standard; this value is above national expectation.
- In Maths 78% achieved the expected standard 8% above national average. 20% achieved a high standard. The average scale score in Maths is 104, this figure is above national average
- In SPaG 80% achieved the expected standard 8% above national average. 32% achieved a high standard. The average scale score in Maths is 106, this figure is above national average
- Over the past 3 years there has been a sustained trend of attainment broadly in line or above national averages at KS2 in all subjects.
- All of the attainment indicators for sizable groups this year are broadly in line or above average. Overall pupil achievement for pupils with learning difficulties and/or disabilities/other significant groups including FSM/Disadvantaged Pupils has been above national averages.
- The number of pupil's making expected progress (KS1 to KS2) has been broadly in line with national. This is based on approximately 30% of the pupils with KS1 data.

Pupil Progress at KS2 requires improvement

- Pupil progress at ks2 is: Reading –1.34, Writing –2.6, Mathematics – 0.76. This requires training to understand scale scores and ks2 progress better. Detailed plan to address progress needs to be implemented (Refer to SIP KA3 for details)

Pupil Achievement at KS1 is outstanding

- KS1 cohort makes outstanding progress from EYFS to KS1 with overall attainment at the end of **KS1 significantly** above national benchmarks in reading, writing and mathematics.
- Disadvantaged pupils have also performed above national averages in KS1.

Pupil Achievement in PHONICS is outstanding

- In phonics, in year 1, the School achieved 88%, 11% above national average (77% in 2015), and the trend has improved since 2013. By Year 2, 100% achieve the expected standard.

Pupil Achievement at EYFS is good

- Pupils have achieved well and made excellent progress in **EYFS** in all areas. This is significantly above previous years, and above national average (2015). 70% achieved GLD in 2016; this figure is an improvement of 3% on the previous year.

GROUPS

Pupils Premium/FSM/Disadvantaged outcomes are outstanding

- Pupils have performed better than national expectations in almost all areas in all Key Stages EYFS to KS4
- **EAL** children make significantly better progress than national averages and attained higher than those nationally in Reading, Writing and Mathematics.
- *Use of revised assessment formats to track and inform the progress of groups year on year has now been embedded across the school.*

More Able pupil progress requires improvement

- *At key stage 1: 10% of pupils performed at greater depth (NAT 24%), 7% for writing (NAT 13%), 10% for Mathematics (NAV 18%)*
- *At key stage 2: 2% of pupils performed at greater depth for writing (NAT 15%), Reading, Mathematics and SPaG were above national averages.*

Desired outcomes to achieve or maintain Outstanding:

- *KA3 - To continue to ensure that the percentage of pupils in the current Year 6 cohort attain above national averages for attainment and progress in all areas.*
- *KA3 – To increase the % of pupils exceeding national expectations in all areas*
- *KA3 – To increase the % of pupils achieving more than expected progress across all subjects against national averages at KS2.*
- *KA3 – Reduce the SEN gap to be in line with PP and Gender, a new SENCo has been appointed and is having an immediate positive impact on current pupils.*
- *KA1 and KA4 - Improve the results of ART, DT and Geography to be in line with national averages*

The effectiveness of the Early Years provision: The quality & standards is judged to be at least good

Pupils start below age expectations, despite this they make rapid progress so that by the end of reception they achieve well above national. This progress is maintained so that in Phonics they continue to achieve well above, as they do in KS1 SATs. The provision has improved so that, pupils have access to free flow indoor and outdoor. Children have access to technology in various learning areas. Guided personalised teaching is strength in our provision as is the new assessment system. Parent partnership is promoted via dialogue on a daily basis as required.

- The percentage of pupils attaining or exceeding a Good Level of Development have been in line or above the national percentages for the last 2 years with pupils making good or better progress from low baselines (See outcomes above). Pupils currently at the school continue to make good or better progress.
- The quality of teaching from teachers and support staff is consistently good and as a result all groups of children make rapid progress because of focused teaching groups
- The curriculum is highly responsive to pupil needs and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning; this is supported by newly purchased resources and a stimulating #environment. The curriculum is reviewed regularly. Pupils contribute to their learning journeys. Impact: zero incidents (pastoral data).
- The indoor and outdoor area, have now been developed according to the recommendations made by HMI. Defined areas enable pupils to work on specific skills and the provision is structured so that there is free flow between all areas with guided sessions taking place.
- Accurate assessment informs both group and individual needs. Moderation is robust and results in a high level of consistency of judgments. To ensure consistency we are using Target Tracker, to capture learning and progress. The instant data is used by SLT to probe and challenge.

- Children practice their phonic skills at home and in school daily through the use of decodable reading books (Key Action from last inspection).
- Children's learning is maximized through effective use of time
- Teachers are matching activities to what children already know can do and understand
- The leadership of Foundation Stage is effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Children demonstrate independent and safe learning behaviour and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.
- We are refining, parental engagement so that it actively contributes to both pupil profiling and supports children in learning through a variety of planned visits, activities and workshops as well as written reports & meetings.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written reports & meetings.
- Safeguarding is robust. Weekly health and safety checks.

Desired outcomes to achieve Outstanding:

- *KA 1 – Induct new teaching staff and identify training needs to ensure a sustained Good teaching profile.*
- *KA4 – Further develop the outside area so that it offers consistently excellent provision which mirrors indoor activities and maximises opportunities for learning.*
- *KA1/KA3 – To establish an informative baseline in EYFS to ensure rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for SEN starters.*
- *KA4 – Increase parental involvement.*
- *KA3 – To increase the number of pupils exceeding GLD*

Overall effectiveness is judged to be at least Good

- Teaching is at least good and results in pupil progress and outcomes either in line or above that expected nationally for all groups of children. 93% of lessons observed indicate that pupils can work independent of teachers and teachers are promoting this (T&L 2016/17)
- Pupils enjoy a rich and varied curriculum including weekly Sound Studies lessons, Drama, Art, D&T and our new approach to modern languages which has introduced classes in Mandarin and Spanish alongside our work in Arabic and Urdu whilst ensuring all children have the highest quality of English. The computing curriculum has been significantly expanded and with the use of new technologies including ipads to enhance learning. The IPC is developing our children's understanding, tolerance and international mindedness.
- A wide range of clubs are organised throughout the year in the school day and after school. These have included: Fitness, Arabic, Lego and constructions, Games, Ball Skills, Drama and Homework. There are themed enrichment weeks, chess, debate, university trips and extensive external visits to give children the opportunities to reflect as well as get the richest appreciation of themselves as British citizens.
- Provision for SMSC is at least good with pupils demonstrating a willingness to explore new ideas and experiences including the use of faith values in classrooms. Innovative curriculum design that allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including School Council, debate clubs, peer mediation and a comprehensive PSHCE curriculum. High profile school council elections, links with local councilors and enterprise activities and fairs including 'mini-business' and 'tuck shop' ensures that children are fully involved and engaged in the values of the school and wider British society.
- From a challenging start to the Special Measures journey the whole staff and school community has embraced the need for change and as the HMI visits have shown this has led to improvements and high expectations and achievements for the young people we serve as such we have become one of the highest performing schools in the country in spite of all the obstacles that have been put in our way.

Desired outcomes to achieve Outstanding:

- *KA3 - To ensure that the percentage of pupils in the current Year 6 and 11 cohorts attain above national averages for attainment and progress across all subjects*
- *KA1 - Ensure that the CPD programme for new teachers and NQT's results in a sustained outstanding teaching profile.*
- *KA4 - Embed new curriculum and assessment expectations at key stages 2 and 4 to ensure that assessment is used to effectively benchmark achievement against year group expectations*