



***Mehria Primary School***  
***School Development and Improvement Plan***  
***2019/2020***





## **DREAM, BELIEVE, ACHIEVE**

*The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.*

*Everyone has the chance to contribute ideas as to how our school can improve. Staff, SLT and Governors meets termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved. We are constantly reviewing everything we do at Mehria Primary School based on assessments, observations, feedback from all stakeholders and most importantly the needs of all children in school. These reviews help us to inform our School Improvement plan. In addition we seek to implement new national and local initiatives. School Improvements are implemented in various ways including revised curriculum delivery, events, training, schemes and resources, focused initiatives and through partnership with colleagues.*

*There are four key priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.*

*Professional development INSET days are an important part of this process. We have got set training days for the full academic year. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken and will undertake training throughout the year in order to further their own professional development.*

### ***Mehria Primary School Mission statement***

*“To provide the best quality education in a secure Islamic environment.”*



*Respect, Responsibility, Challenge, Enjoyment, Resilience*



### *We aim:*

- 1. To be an inclusive school and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.*
- 2. To promote and achieve high standards for all by providing teaching and learning of the highest quality.*
- 3. To use data and tracking to ensure all pupils make outstanding progress and they are involved in understanding their next steps to learn.*
- 4. To treat learners as individuals and to differentiate teaching and learning to take account of their individual and any additional needs.*
- 5. To provide well for learners' physical, mental, social, spiritual, moral and cultural needs.*
- 6. To provide well for learners' care, health and safety.*
- 7. To ensure that all learners benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for purposeful experiences that enable pupils to learn to learn.*
- 8. To teach basic skills and core subjects well and to give great emphasis to the foundation subjects and RE through a thematic and creative approach.*
- 9. To make connections between subjects and aspects of learning and to apply basic skills across the curriculum. To give consideration to pupils input into the direction of the learning and to listen to their feedback acting accordingly.*
- 10. To enliven and enrich the curriculum by visits, visitors and extensive use of the environment*
- 11. To make parents and the wider community partners with the school and to involve them in the evaluation of its success.*
- 12. To build an ethos marked by a welcoming, friendly, bright and lively, happy place where learners feel secure. A place where good behaviour and attitudes to learning are expected and where learners enjoy growing up and staff feel valued. Through implementing Communication Friendly Spaces principles we aim to make this school a comfortable and secure place of enjoyment where success is celebrated and acknowledged and we continually strive to improve and be the best we can be.*

*We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:*

- develop their use of English and Maths which provide the foundation for all their other learning*
- learn social skills that encourage agreeable interactions between their peers as well as adults*
- treat everyone in an equal manner, irrespective of gender, race, class or disability*
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life*
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.*

## **School Context**

*This is a small independent community primary school. The School was established in September 2006 and since then there has been a gradual and steady increase in the number of pupils. We have currently 96 pupils on roll. The Department of Education has given permission for 20 more places in September 2019. Since the last Ofsted inspection in February 2018 school has taken steps to improve further and raise standards. Since Ofsted (Feb 2018) all school stakeholders have continued to commit to the developed mission -Respect, Resilience, Enjoyment, Challenge and Responsibility. The school has had to address maintaining raising standards and progress expectations over the three years and has been effective in achieving this through a range of initiatives and approaches. The new assessment system has been introduced successfully to monitor pupil's progress.*

*In Phonics screening test 92% of pupils achieved the standard in 2019. For KS1 reading, 90% of pupils reached the expected standard in 2019. In maths, 82% of pupils reached the expected standard. In GPS, 82% of pupils reached the expected standard. For KS2 reading, 73% of pupils reached the expected standard in 2019. In maths, 79% of pupils reached the expected standard. In GPS, 78% of pupils reached the expected standard.*

*At KS1 we need to improve standards in handwriting. Hand writing club has been introduced and pupils are attending the club. Performance Management, staff development, coaching and mentoring have been instrumental in ensuring staff progress and professionally develop further to ensure consistent approaches across the key stages.*

	Grade	Strengths	Next steps
Outcomes for pupils	3	<p><b><u>PHONICS</u></b> Phonics Screening Benchmark (92% compared with 82% Nationally, 2019)</p> <p><b><u>SAT's KS 1</u></b> Reading, Writing and Maths have increased from 2018, (60%, 50% 70%) and are above National Standard in all areas (90%, 82%, 82%)</p> <p><b><u>SAT's KS 2</u></b> Results in reading (82%) and GPS (72%) and Maths (82% compared to 79%).</p>	<p><b><u>Phonics</u></b> Provide high quality phonics provision in Year 1 to ensure all children achieve phonic screening. Coaching, mentoring and training to be used as a tool to enhance the quality of the phonics programme being taught.</p> <p><b><u>SAT's KS1</u></b> Ensure 100% to achieve at least expected progress from EYFS.</p> <p><b><u>SAT's KS2</u></b> Improve % achieving in SAT's and combined to above National To maintain/improve standards across KS2 and to focus on improving attainment. Ensure 100% achieve at least expected progress from SAT'S KS1.</p>
Quality of Teaching and Learning	3	<p>All teaching in 2018/2019 was at least good. Develop co coaching approach throughout school.</p>	<p>Move good teachers to outstanding to maintain at least 50% of teaching is Outstanding over time. Implement highly effective programme of support new teachers. Ensure that the needs of all children are being meet in all lesson through high quality first teaching using appropriate challenge and differentiation. Delivered personalised intervention to meet individual needs of children at risk of falling below or not achieving targets. Greater focus on providing challenge for the more able across school.</p>
Personal Development, Behaviour and Welfare	2	<p>Rewards and Sanctions system for behaviour is fully implemented throughout the school. Student council is in in place to raise the</p>	<p>Continue to develop the behaviour for learning in all lessons for all children. To continue to increase the importance of Attendance Achieve healthy school award. Develop well-being and active learning opportunities across the whole school</p>
Effectiveness of Leadership and Management	3	<p>Leaders are highly effective in supporting and challenging teaching and learning in their phase. SLT works closely with the Governing body to ensure high expectations are set and school procedures are effective and compliant</p>	<p>HT to access on-going support and training from local schools and Luton Borough Council to continue to maintain high expectations and guarantee that school procedures are effective and compliant</p>

***Priority Target 1 : To improve handwriting standards in KS1 and to ensure that pupils learn to form their letters correctly.***

***Expected Impact***

***Sustain and improve the outcomes in handwriting for KS1 pupils in Writing. Differences between groups (SEN, LA, disadvantaged) are diminished with all children achieving their full potential: Demonstrate an effective use of assessment data to plan intervention and challenge to consistently demonstrate high expectations of all children.***

<b><i>Priority Developments</i></b>	<b><i>Actions</i></b>	<b><i>Success Criteria</i></b>	<b><i>Who</i></b>	<b><i>Time by</i></b>
<i>To improve pencil grasp development at an early stage in year 1 by using tripod and the quadruped grasp method.</i>	<i>To review current year 1's pencil grasping skills and help them improve by focusing on fine motor activities that require them to imitate how to hold a pencil.</i>  <i>To gather year one teacher views on current pencil grasping skills in year one class.</i> <i>To provide staff with the necessary training on helping pupils improve their pencil grasping skills at an early stage.</i>	<i>There is a consistent approach to delivering High quality hand writing skills.</i>  <i>Hand writing outcomes are improved for all KS 1 learner as a result of a targeted system of highlighting and correcting errors.</i>  <i>Hand writing Planning is tailored to improving outcomes for all learners by delivery of highly effective, targeted teaching which a range of opportunities for children to demonstrate learning in handwriting.</i>	<i>ZQ ZH All staff</i>	<i>October 2019</i>

<i>To cover handwriting little and often on the regular basis</i>	<p><i>Demonstrate letter formations and joins, but don't just spend handwriting time "copying" lines of letters.</i></p> <p><i>Use letter dice or spinners to generate random sequences of letters and practise these. A handwriting "blast" to see how many times children can write each combination of letters in 20 seconds is a fun way to build automaticity.</i></p>	<i>Children have a greater range of opportunities to demonstrate learning of Hand writing skills including letter formation.</i>	ZQ ZH All staff	October 2019
<i>To reward and encourage good handwriting by giving instant verbal feedback.</i>	<p><i>Children need to build confidence in their writing ability; make sure you nurture this early on with positive feedback and rewards.</i></p> <p><i>Display writing on a wall that reflects good effort or achievement.</i></p>	<p><i>Children take pride in their work.</i></p> <p><i>Marking and feedback is consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement.</i></p>	ZQ ZH  All staff	October 2019
<i>To strengthen the quality and consistency of marking and feedback so that pupils understand their next Learning steps, they understand more clearly how to improve their work and standards are raised.</i>	<p><i>Build positive feelings about the act of writing, wanting to write and, through this, learning how to control a pencil (or chalk, pen, or paintbrush).</i></p> <p><i>A dedicated time to looking at pupil's individual targets will be introduced where staff work with individuals. All children will be encouraged to get into the habit of looking at targets set and responding to them.</i></p>	<p><i>There is a consistent, whole school approach to delivering effective feedback and marking which celebrates success and highlights next steps and improves hand writing outcomes for all groups of learners. Teachers have a greater understanding of misconceptions and are more effective in correcting these 'errors' as opposed to marking simply correcting one off mistake. Teacher's workload in relation to marking and feedback is reduced as a result of the school focus on instant feedback given during lessons.</i></p>		



<p><i>To improve the quality of letter formation in handwriting for KS1.</i></p>	<p><i>Regular handwriting lesson introduced.</i></p> <ul style="list-style-type: none"> <li><i>• focus on patterns which build on the three basic letter shapes:</i></li> <li><i>• l, for example the long ladder</i></li> <li><i>• c, for example the curly caterpillar</i></li> <li><i>• r, for example the one-armed robot</i></li> <li><i>• include patterns that move across the body, from left to right</i></li> <li><i>• use pattern-making for different purposes.</i></li> <li><i>• keep talking about the movements you make in the patterns</i></li> <li><i>• let the children invent 'sounds' to make as they draw their patterns, for example a bouncing sound as they bounce up from the one-armed robot's feet, a buzzing sound as you draw anticlockwise spirals, a shsh sound as you make wave patterns, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>•Attainment in line with National curriculum.</i></li> <li><i>•Exercise books scrutiny revealing pupils making Good or better progress in handwriting</i></li> <li><i>•Successful outcomes in hand writing</i></li> </ul> <p><i>Improved lesson observation outcomes, revealing high quality hand writing lessons. All staff are confident in teaching hand writing lessons.</i></p>	<p><i>ZQ</i></p> <p><i>ZH</i></p> <p><i>All staff</i></p>	<p><i>October 2019</i></p>
--	--	--	---	----------------------------

***Priority Target 2 : To develop strategies of teaching that challenge more able pupil and they excel particularly in maths.***

***Expected Impact***

***To deliver quality first, inclusive teaching in combination with high quality lesson planning which enables all children particularly more able's to achieve their full potential.***

<b><i>Priority Developments</i></b>	<b><i>Actions</i></b>	<b><i>Success Criteria</i></b>	<b><i>Who</i></b>	<b><i>Time by</i></b>
<i>To use assessment information appropriately to raise the level of challenge for all children.</i>	<ul style="list-style-type: none"><li><i>Use of Gap analysis to support planning for most able.</i></li><li><i>Staff training time to look at Assessment and what each year group should look like at the end of a term and how to use that assessment information to challenge pupils.</i></li><li><i>The CM targets to be set according to the termly assessment information.</i></li><li><i>CM targets to be delivered using the correct resources to achieve the outcome particularly the most able.</i></li></ul>	<p><i>Staff are able to clearly articulate where their children are in relation to the assessment criteria at any given time.</i></p> <p><i>Most able are challenged to achieve their potential.</i></p>	<p><i>SLT</i> <i>All staff</i></p>	<p><i>On-going</i></p>

<p><i>To develop staff understanding and confidence in delivering greater depth opportunities to challenge the MA</i></p> <p><i>To ensure MA pupils make at least expected progress.</i></p>	<ul style="list-style-type: none"> <li><i>• To provide opportunities for accelerated starting points for MA pupils through provision of opportunities to apply, consolidate and peer teach</i></li> <li><i>• SLT to monitor provision for the more able and opportunities to encourage greater depth – books, observations, pupil voice.</i></li> <li><i>• To improve teacher understanding of CM and set termly targets to ensure all children make at least expected progress and challenge those at risk</i></li> <li><i>• To raise aspirations of all pupils through whole school focus on future careers and the academic requirements of these careers – develop aspiration displays.</i></li> <li><i>• To develop a range of MA interventions which develop opportunities to apply and extend learning through problem solving and cross curricular application.</i></li> <li><i>• To engineer opportunities where children are in the learning pit and to take personal responsibility to find the solution</i></li> <li><i>• To conduct pupil voice questionnaires to collect views , topic choices and barriers to improve motivation and engagement</i></li> </ul>	<p><i>MA children are provided with greater opportunity to extend and deepen understanding through the provision of appropriate, challenging activities</i></p> <p><i>Teacher know and respond to individual barriers to learning and appropriate interventions are in place to maximise progress both academically and emotionally.</i></p> <p><i>MA children have high aspirations and know that skills and knowledge they need to achieve their dreams</i></p> <p><i>MA children are happy to be in the learning pit and have a range of strategies solve a problem through improved resilience, stamina and self esteem</i></p>	<p><i>SLT</i></p> <p><i>All staff</i></p>	<p><i>On going</i></p>
--	---	---	---	------------------------

**Priority Target 3 : To deliver a high quality and relevant curriculum in all subjects.**

***Expected Impact***

***The planned curriculum reflects the experiences and knowledge of all children. High quality, challenging and relevant learning experiences are sequentially planned to ensure creative coverage of the full National Curriculum.***

<b><i>Priority Developments</i></b>	<b><i>Actions</i></b>	<b><i>Success Criteria</i></b>	<b><i>Who</i></b>	<b><i>Time by</i></b>
To review the long-term overviews to ensure that there is suitable coverage for all areas of the curriculum.	<ul style="list-style-type: none"><li><i>Review of a whole school curriculum map of coverage and staff meetings to ensure appropriate links and connections to evident focus on LO – relevant, challenging and child friendly</i></li><li><i>To produce a whole year breakdown of trips, speakers and visitors which will enhance the delivered curriculum</i></li><li><i>To conduct parent questionnaires regarding curriculum intent and content</i></li><li><i>To monitor marking to ensure that is it subject specific and that next steps improve learning</i></li></ul>	<ul style="list-style-type: none"><li><i>Whole school curriculum map shows full coverage of all elements of National Curriculum.</i></li><li><i>LO are accessible by all children (including LA and SEND) due to use of child friendly language. LOs are subject specific and link to threshold concepts being taught.</i></li><li><i>Parent views are collected and analysed to highlight strengths and areas for development in our planned curriculum.</i></li><li><i>Marking follows school policy in all books with marked next steps to extend subject specific skills.</i></li></ul>	SLT  All Staff	Feb 2019
To identify the key drivers for our curriculum	<i>As a staff team we will consider the Intent of our curriculum and identify what driver our curriculum needs.</i> <i>Plan opportunities to ensure key drivers are embedded across the delivery of each curriculum area</i>	<i>School has an agreed set of curriculum drivers: qualities and values which we believe all Mehria children should obtain by the time they leave us. These Drivers underpin everything we do at Mehria and lay the foundations for every learning opportunity we offer our children. The drivers are embedded in all curriculum areas</i>	Whole staff lead by ZQ and ZH	April 2019

		<i>and experiences at Mehria.</i>		
To ensure there is a range of planned opportunities across the year to embed PSHE and British Values (BVs)	All staff will be trained to embed BV'S throughout the curriculum. PSHE lessons will be well structured and will provide enriching experience for all the pupils.	<p><i>Throughout school, staff creates a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.</i></p> <p><i>The curriculum provides a wide range of cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. These activities and experiences are embedded and intertwined within the curriculum.</i></p>	ZQ ZH	April 2019

**Priority Target 4: To improve the personal development, behaviour and welfare of pupils.**

<b>Priority Developments</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Who</b>	<b>Time by</b>
<i>To ensure appropriate concerns are recorded within the A-Z in line with evolving practice – explore the vigilance among staff to record marks and concerns that belong within the A-Z and continue ensuring these are appropriate supervised alongside the threshold documentation</i>	<i>Staff training and meetings to discuss the barriers in raising appropriate concerns and recording them.</i>  <i>Threshold document to be understood fully by all the staff and importance of referring back to the threshold document when filling in the safeguarding form.</i>	<i>All staff always act in the best interests of children, pupils and students to protect them online and offline. They identify children, pupils and students who may need early help and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation.</i>	<i>DSL DSO</i>	<i>Jan 2020</i>
<i>To review the induction to include more competency measures, consider expanding the probation period.</i>	<i>The induction process to be expanded over the 4 weeks period and all the sections to be fully explored with the candidate.</i>  <i>To include the proof of their competency measures in their individual staff file.</i>  <i>To increase the probation period from 2 months to 6 months.</i>	<i>The recruitment team will have the better opportunity to train the staff member to take on the role effectively.</i>	<i>DSL DSO</i>	<i>Jan 2020</i>