

SCHOOL DEVELOPMENT PLAN: 2023-2026

This document sets out the strategic direction for our school

Kobi Nazrul Primary School

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1		Outcomes for Learners		
		School Development Priority Plan (updated termly)	Belinda King/Cath Burns/Rumina Bibi	Senior Leaders
		Inclusion	Rumina Bibi	AHT Inclusion
		Foundation Stage	Amanda Thompson	EYFS Leader
2		Quality of Teaching, Learning and Assessment		
		The Foundation Curriculum	James Allen	Curriculum Leader
		English	Trinity John	English Leader/
		Mathematics	Becky Last	Maths Leaders
		Computing	Simon Neville	Computing Leader
		Science	Aleha Begum	Science Leader
		Healthy Schools (PE / PSHE)	Becky Last	Healthy Schools Leader
3		Personal Development, Behaviour and Welfare		
		Attendance and Welfare	Cath Burns	DHT
		Behaviour and Personal Development	Belinda King	HT
4		Effectiveness of Leadership and Management		
		Leadership and Management	Belinda King	HT
		Parental Engagement	Rumina Bibi / Ruth Gwyther	Inclusion Assistant

Our School Vision

Creating opportunities, building aspirations, inspiring success

Kobi Nazrul is a place where school is an experience; we are rich in opportunities which support children to; find their talents, develop confidence and independence or build friendships and relationships. Our work is principle-centred allowing adults and children to develop their own style and therefore be their best. High standards in maths and English are non-negotiable and these skills are applied to our wider curriculum. We work together in a happy, safe and stimulating setting but our learning goes well beyond the walls of the classroom or school building – something our families really value. By maintaining high expectations of ourselves and each other, our children will be equipped to see barriers as challenges and contribute positively in the wider community, now and in the future with curiosity, resilience and determination.

Our values were developed with careful consideration of the needs of our children. They reflect the way we want our children to grow and develop and they shine through our school experience. We use them explicitly, particularly when reflecting on our learning.

VALUES

Independence	Confidence	Ambition	Respect	Reflectiveness	Enjoyment
Capable Self-directing Intrinsically motivated Responsibilities Learning beyond the classroom Trust in the children Opportunity Self-selecting Appropriate	Clear communicator Expressive Performers Sense of humour Finding your talent Volunteering beyond your comfort zone Competitions beyond local Surveying-confident in different contexts Listened to – it's worth speaking out	Active Informed Linking experiences to themselves Articulating what an experience has given them Purpose Meaningful links Referring to professions (artists) Celebrating mistakes Up for a challenge Self-identifying next steps Risk-taking Praise for improvement rather than outcomes What they say is valued Showing work to other adults (I am to be celebrated) Purposeful around the school	Valued Culturally literate Emotionally intelligent Assembly/Talk circles Emotionally intelligent	Ethical Understanding Grateful Self-aware 'Juicy mistakes' Guidelines for feedback Oracy/P4C/Critical thinking Equalities (recognising difference ALL adults and children) Change in the language we use to engage each other	Fulfilled today and for the future Healthy Visits-experiences Memorable learning Safe spaces Irresistible learning

KEY CONCEPTS

Change	Power	Legacy	Equality and Equity	Identity and belonging	Connections
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'E' CURRICULUM

Entitlement	Expected	Enrichment	Extended	Enterprise
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SCHOOL DEVELOPMENT PLAN OVERVIEW

2023-2026

School Goal 1: Quality of Education Including Early Years	School Goal 2: Quality of Education Including Early Years + Effective Leadership and Management	School Goal 3: Effective Leadership and Management/ Personal Development, Behaviour and Attitudes
<p style="text-align: center;"><u>STEM</u></p> <p style="text-align: center;">To develop the teaching and learning of STEM subjects through individual subject reviews and strengthening the links and experiences between subjects</p> <p style="text-align: center;"><u>This means children will:</u></p> <ul style="list-style-type: none"> - Understand the role science plays in the world beyond traditional jobs - Have more creative ways to apply their mathematics skills; including within other subjects - A range of experiences in STEM, motivate children and help children to know more and remember more <p style="text-align: center;"><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - Receive good quality CPD to support their development; including time to learn from each other - Use evidence gathered to develop their own practice and that of each other - Review medium term plans so that children connect maths, technology and science learning together across the curriculum 	<p style="text-align: center;"><u>Adaptive Curriculum</u></p> <p style="text-align: center;">The curriculum better meets the needs of all of our learners through</p> <ul style="list-style-type: none"> - Cohort specific contextual adaptations; including SEND provision so the needs of ALL are better met <p style="text-align: center;"><u>This means children:</u></p> <ul style="list-style-type: none"> - children develop their knowledge, skills and understanding (particularly of key concepts) across subjects, at a good pace, over their time at Kobi Nazrul - learn more due to planning matched more precisely to their needs - will have more opportunities to be further challenged, when they are ready, in the wider curriculum <ul style="list-style-type: none"> - our children in the Early Years will develop their independence in the outdoor setting - the quality of teaching and learning will be more consistent in subjects on our cycle of development <p style="text-align: center;"><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - review planning to provide opportunities for further challenge - make some specialist provision plans to better meet the needs of our SEND learners - use our work on developing independence the EYFS to support the development of children's independence in the setting - senior and middle leaders make strategic whole school planning decisions based on changing contextual 	<p style="text-align: center;"><u>Innovation for changing times</u></p> <p style="text-align: center;">To ensure our systems and provision (including CPD) for school improvement; supports staff and is sustainable in the longer term to keep up with local and national change</p> <p style="text-align: center;"><u>This means children:</u></p> <ul style="list-style-type: none"> - Have even better teachers and they learn more and aspire higher because of this - Always have great opportunities to develop themselves and their talents at Kobi Nazrul - Attend a school that is resourced well to meet individual, group and changing needs <p style="text-align: center;"><u>This means adults:</u></p> <ul style="list-style-type: none"> - Will seek the right support for their own professional development - Coaching will be used as a support tool for leadership and teacher development - Will use their up to date knowledge of the local and national picture think strategically and make good decisions about the school's future - Use deep reflection to assess and move forward with school objectives and outcomes

	evidence in the school. For example, pupil progress / parent/carer meetings	
THE VISION FOR EACH GOAL:		
<ul style="list-style-type: none"> Children use their knowledge and understanding of the world and its people to actively both directly and indirectly support a more equal world Children have richer connections with others, engaging thoughtfully, respectfully and supportively Children are active citizens 	<ul style="list-style-type: none"> Children are excited to come to Kobi Nazrul because we offer outstanding holistic curriculum and support so all children can access their learning during lessons...and determine some of it! Children build on their knowledge better by linking learning across terms and years with key concepts Children use the key concepts to think critically through different topics 	<ul style="list-style-type: none"> Children feel included in all aspects of school life and can understand the needs of others and identify changes to support others to be included All children make good progress at Kobi Nazrul Primary School and we recognise these this may look different for some pupils
KEY ASPECTS		
<ul style="list-style-type: none"> Science, maths, technology as subjects with the second year focusing on the STEM approach 	<ul style="list-style-type: none"> Understanding of what we mean by adaptations and what influences the need for adaptations. <ul style="list-style-type: none"> - curriculum - context 	<ul style="list-style-type: none"> Highly effective CPD, innately knowing our strengths as a team and wanting to grow professionally as a team and individual Innovative practices and systems improve our offer, workload and support financial stability
Key Performance Indicators		
Autumn <ul style="list-style-type: none"> There is a shared vision for STEM across the school Subject leader action plans are complete for STEM subjects A plan of action is developed after our first STEM team learning walk 	Autumn <ul style="list-style-type: none"> Equalities consultation to have happened Online safety plan actioned with link governor 	Autumn <ul style="list-style-type: none"> CPD identified through PD meets and staff training session to be used by leaders to plan CPD we can offer each other is formally established
Spring <ul style="list-style-type: none"> Subject leaders report the impact of the CPD and development of their subject towards STEM goal 	Spring <ul style="list-style-type: none"> Staff CPD is supporting each other to make appropriate curriculum 	Spring <ul style="list-style-type: none"> Coaching training for all leaders Leadership spotlights show all staff have a thorough understanding of the curriculum and children they are responsible for and leaders have a clear whole school overview of their subject / area

Summer <ul style="list-style-type: none"> There is a clear evidence-based plan for bringing the STEM subjects together to strengthen teaching and learning across the school 	Summer <ul style="list-style-type: none"> Monitoring and evaluative processes (including pupil progress and parent meetings, show the positive impact on progress of our learners 	Summer <ul style="list-style-type: none"> The Kobi Playbook is complete and ready to use for staff and anyone going through induction at our school
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	2024-2025		2025-2026
PRIORITY 1	What this means:	PRIORITY 1	What this means:
Oracy	<ul style="list-style-type: none"> This was a school goal for 2015 – 2018 and now is a very important thread underpinning our entire curriculum. We want to focus on preparing children for the world beyond Kobi Nazrul now and in the future using strong practice in oracy 	Curriculum	<ul style="list-style-type: none"> Review of our curriculum will identify and changes which will support learning and help children remember more
PRIORITY 2	What this means:		
STEM (Y2)	<ul style="list-style-type: none"> STEM teaching year 2: how do we link these subjects together to deepen children’s understanding? Using the Enterprise curriculum to raise aspirations meaningfully around STEM pathways Continue to develop a range of business partnerships to support STEM T&L 	Broadening Horizons	<ul style="list-style-type: none"> It’s a big wide world out there, full of opportunity. We want to expose our children to it and teach them how to access it or make the most of it We want children to develop curiosities and interests beyond their local surroundings

Context for the School Development Plan (SDP) 2023 – 2026

The focus for this plan stems from, and is a continuation of our curriculum planning journey and to some extent (less so now) our recovery post-lockdown as we continue adapt and adjust our curriculum planning based on It is still and will always be evolving and is the product of collaborative efforts; all staff, children can talk about school development in their own way but what you will hear, is a shared understanding of our progress, what we are trying to achieve and more importantly, the principles that underpin what we do. They are our drivers.

We begin with the disposition that all staff are excellent practitioners and we trust them to use our instructional models in a way that allows them to teach as best they can. We think it is vital that try new ways of teaching and take the learning from it to better develop themselves and each other. Honest,

professional collaboration is at the heart of our evolving practice, making the focus for development around shared research, evaluation and collective thinking – not monitoring and scrutiny.

It is important to recognise that the strength of school development at Kobi Nazrul comes from the culture of professional conversations between all stakeholders. A great example of this is our professional development for staff. It is wide-ranging in nature, however the type which has the most significant impact (and is valued the most) is the professional dialogue between staff; evident every day. Our staff want the best for themselves and for each other so that they can best support our children. And our leaders care for, grow and develop teachers so they can best do this for the children they teach.

At Kobi Nazrul, everyone teaches – whether it be in a formal role of the classroom teacher, peers teaching each other or assistant teacher or less formal such as the premises manager sharing his building and construction skills in the Early Years – we all teach - making the most of everyone’s talents! We also all learn and this year we are developing this further through the implementation and use of our curriculum concepts.

Our strong and robust data for English and maths is evident because these subjects are at the heart of the wider curriculum. We believe each subject can support the learning of another and therefore plan according to the vision of our school and provide a principle-centred approach to the different aspects of school life and to our children’s learning experiences. We know where our gaps are; whether they be for post-covid reasons or other and there are plans in place to support this. The progress across years and then final year 6 SATs results show this.

In November 2019 Kobi Nazrul Primary School had its Ofsted inspection under the new framework (after previously being piloted) and we were deemed a ‘good’ school. However, we have moved well beyond that and whilst acknowledging that there will always be school aspects that can be improved, whilst also managing unexpected change such as the pandemic. Our own self-evaluation recognises the feedback from Ofsted as it was quite a shared process between the school and the inspector however our own evaluation is stronger and shows continual improvement.

The school has a very focused governing body which provides high levels of challenge and support. It was formally constituted in September 2017. (When the school went into special measures in June 2014 an Interim Executive Board (IEB) was put in place to support the leadership of the school. This is no longer necessary and the school now has a normal governance structure where we are fortunate enough to have kept 3 members of the Interim Executive Board.) In September 2021, all but one post had come to an end and although we have a new staff governor, all other governors remain the same. This provides a consistent approach to school leadership and the opportunity to establish a clear purpose and functioning roles of the governing body.

This plan sets out the strategic direction for school development work for a period of three years 2023 – 2026, with a very specific focus on the first year. The plan will be reviewed in April and July of each year to align with changing priorities and to ensure consistency with financial planning. Objectives within each area have been prioritised for action in Year 1, 2 or Year 3.

	School Goal 1	School Goal 2	School Goal 3
2015-2016	To raise achievement in reading, writing & maths by increasing the proportion of good/better teaching.	To develop the environment to support children's learning and development	To improve leadership and management at all levels
2016-2017	<p>Reading, writing and communication skills are improved through oracy</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> - develop skills in presentation and performance - be more confident to share and support an opinion - have the interpersonal skills to adapt to different social and cultural settings <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - model correct grammar and correct errors <p>model and expect excellent manners We all greet each other warmly and sincerely</p>	<p>To raise achievement through an inspiring curriculum which is underpinned by a relentless focus on basic skills in English and maths</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - enjoy learning and become more ambitious for themselves - explore interests and develop their talents - have some ownership over their learning <p><u>This means adults:</u></p> <ul style="list-style-type: none"> • plan for children first; accountability is for checking • teachers love teaching 	<p>Great practice throughout the school is shared through mentoring and coaching</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - receive high quality teaching every day - children, staff and parents will be better at their work or in their learning - we all reflect on our own learning and practice to always aim even higher <p><u>This means adults:</u></p> <ul style="list-style-type: none"> • model themselves as learners <p>work collaboratively; together we are stronger</p>
2017-2018	<p>Oracy skills are used to develop <u>critical thinking</u> across all aspects of the curriculum</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> - use questions to gain a deeper understanding of their learning - use questions to challenge each other's thinking or views - be able to use different points of view to develop their own opinions <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> • Model good questioning • Use learning partners to facilitate explanation, reasoning to enhance understanding • Use questions to develop children's thinking 	<p>To raise achievement through an <u>inclusive</u> curriculum which is underpinned by a continuing focus on basic skills and knowledge</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - are valued equally whatever the differences in their abilities or behaviours - enjoy and fully participate in the life of the school, making a positive contribution to the school community - will become more independent and confident in their learning <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - have high expectations of all children, meet individual needs and provide opportunities for all children to make at least good progress 	<p>To develop teaching practice across the school and <u>partnership</u> schools, through mentoring and coaching</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - receive high quality teaching every day - will make at least good progress in their learning - will receive a more consistent and cohesive approach to learning - understand that we are all learners and that this should continue through life <p><u>This means adults:</u></p> <ul style="list-style-type: none"> • The quality of teaching continues to improve • Have a shared and more consistent approach to teaching and learning

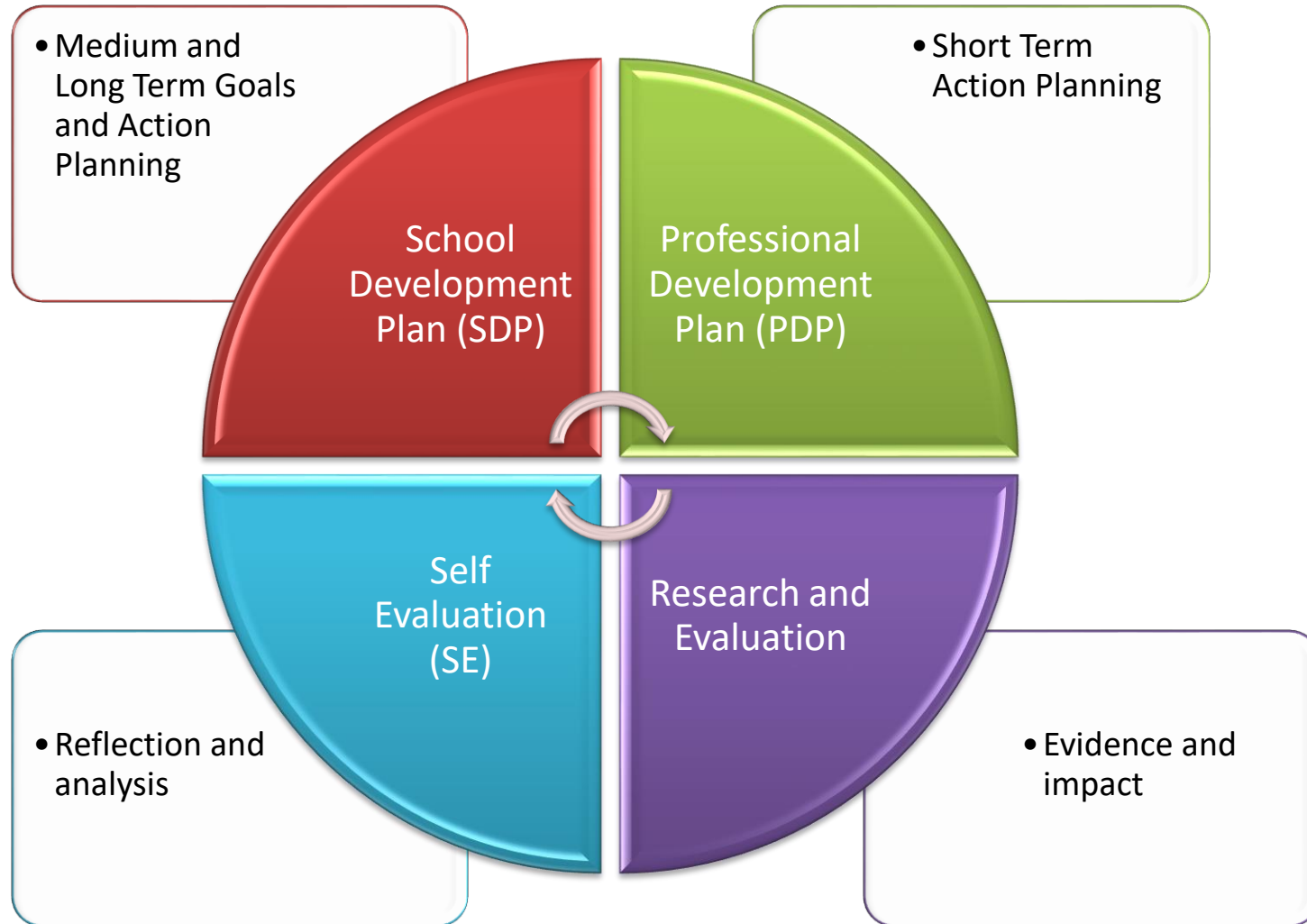
		- work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported	<ul style="list-style-type: none"> Use evidence to willingly identify and seek support around areas of teaching and learning they wish to develop
2018-2019	<p>To deepen understanding of the whole curriculum through the consistent application of reading skills</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> -children understand the different purposes for reading and choose appropriate skills to facilitate critical thinking - use questions to challenge each other's thinking or views - be able to use different points of view to develop their own opinions - use their critical thinking skills they have developed when reading across the curriculum - children read to learn; to become rich in language and knowledge <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> • Model good questioning • Use learning partners to facilitate explanation, reasoning to enhance understanding • Use questions to develop children's thinking • Use evidence gathered to develop their own practice and that of each other • 	<p>Children are challenged in all aspects of their curriculum through strategic planning <u>at</u> all levels</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> • use their skills of independence to further develop their own learning and confidence • have opportunities to negotiate what their learning looks like or what their outcome may look like - are valued equally whatever the differences in their abilities, behaviours or needs - enjoy and fully participate in the life of the school, making a positive contribution to the school community <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - have high expectations of all children, meet individual needs and provide opportunities for all children to make at least good progress - work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported - senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning - class teachers and support staff plan lessons / units of work or interventions etc 	<p>Children further their aspirations and ability to drive their own learning, through for example, enterprise and technology opportunities</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - use their skills of independence to further develop their own learning and confidence • have opportunities to negotiate what their learning looks like or what their outcome may look like • independently support peers with their learning - reflect on their achievements and those who inspire us - understand that we are all learners and that this should continue through life - show resilience within their learning and development <p><u>This means adults:</u></p> <ul style="list-style-type: none"> • contextualise learning so children know the value of their learning • plan opportunities for self-directed learning for individuals and groups • negotiate learning with children but without compromising the intended learning <ul style="list-style-type: none"> • continue to further their practice • have a shared and more consistent approach to teaching and learning •
2019-2020	<p>Children use their reading skills to develop their writing (readers as writers)</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> - Listen to adults read so they can consider the author's writing techniques develop their authorial voice - Listen to adults read so they can focus on specific reading skills <p>children read to learn; to become rich in language and knowledge</p>	<p>Children make at least good progress across all stages and subjects:</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> • Children develop their knowledge and skills across all subjects, at a good pace, over their time at Kobi Nazrul • Understand why adults are teaching in particular ways and ask why if unsure so that they can respond as learners 	<p>Children have a healthy attitude towards themselves and others</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development - develop strategies and problem solve so that they can be resilient within their learning, development and life

	<ul style="list-style-type: none"> - use questions to challenge each other's thinking or views about authorial choices - be able to use different points of view to develop and sustain their own opinions - use their critical thinking skills when reading across the curriculum to inform writing <ul style="list-style-type: none"> • Use evidence gathered to develop their own practice and that of each other <p style="text-align: center;"><u>This means all adults will:</u></p> <ul style="list-style-type: none"> • Read to children and explicitly unpick texts at depth so that they understand authorial choices • Question critically to develop children's thinking • Use evidence gathered to develop their own practice and that of each other • Facilitate quality learning partners to support, critique and develop each other's writing 	<ul style="list-style-type: none"> • use their skills of independence to further develop their own learning and confidence • have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics <ul style="list-style-type: none"> - are valued equally whatever the differences in their abilities, behaviours or needs - enjoy and fully participate in the life of the school, making a positive contribution to the school community <p style="text-align: center;"><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - Quality assessment supports effective planning to ensure there is good progression for all subjects over time from Nursery to Y6 <ul style="list-style-type: none"> - Monitoring and evaluation is purposeful - Have high expectations of all children, meet individual needs and provide opportunities for all children to make at least good progress <ul style="list-style-type: none"> - work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported - senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning 	<ul style="list-style-type: none"> - develop social and emotional awareness of themselves and others - know the impact we have on the environment and vice versa and support positive change <ul style="list-style-type: none"> - understand and celebrate differences <p style="text-align: center;"><u>This means adults:</u></p> <ul style="list-style-type: none"> • explain their teaching in-situ (why they are making certain choices so that children can respond appropriately) <ul style="list-style-type: none"> • plan lessons taking into account, the children's varied needs and how best to accommodate them • are open and reflective about their own learning • adults develop their expertise based on current need • plan and deliver a PSHE curriculum which is both explicit and woven into the curriculum and daily life of the school • families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support
<p>2020-2021</p>	<p>Analysis of the impact of Covid-19 on children's learning is used effectively to:</p> <ul style="list-style-type: none"> - nurture the positives - plan and prioritise gaps <p style="text-align: center;"><u>This means children will:</u></p> <ul style="list-style-type: none"> - draw upon and develop their oracy skills to support their learning <ul style="list-style-type: none"> - re-establish good learning routines - have opportunities to celebrate their learning throughout lockdown - demonstrate good behaviour for learning <p style="text-align: center;"><u>This means all adults will:</u></p>	<p>To develop the coherence and quality of the wider curriculum through the planning, teaching and learning of key concepts</p> <p style="text-align: center;"><u>This means children:</u></p> <ul style="list-style-type: none"> • children develop their knowledge, skills and understanding (particularly of key concepts) across subjects, at a good pace, over their time at Kobi Nazrul • have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics <ul style="list-style-type: none"> - enjoy and fully participate in the life of the school, making a positive contribution to the school community <p style="text-align: center;"><u>This means all adults will:</u></p>	<p>Children have a healthy attitude towards themselves and others; particularly in light of Covid-19</p> <p style="text-align: center;"><u>This means children:</u></p> <ul style="list-style-type: none"> - have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development - develop strategies and problem solve so that they can be resilient within their learning, development and life <ul style="list-style-type: none"> - develop social and emotional awareness of themselves and others - know the impact we have on the environment and vice versa and support positive change <ul style="list-style-type: none"> - understand and celebrate differences

	<ul style="list-style-type: none"> • Use learning through lock down evidence alongside children's return to plan for children's needs effectively • Use evidence gathered to develop their own practice and that of each other • Be planned and prepared should there be another lock down or for shielding children 	<ul style="list-style-type: none"> - review planning to ensure an incremental approach to key concepts. - quality assessment supports effective planning to ensure there is good progression for all subjects over time from Nursery to Y6 - monitoring and evaluation is purposeful - work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported - senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning 	<p><u>This means adults:</u></p> <ul style="list-style-type: none"> • explain their teaching in-situ (why they are making certain choices so that children can respond appropriately) • plan lessons taking into account, the children's varied needs and how best to accommodate them • are open and reflective about their own learning • adults develop their expertise based on current need • plan and deliver a PSHE curriculum which is explicit and woven into the curriculum and school life • families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support
<p>2021-2022</p>	<p>To improve the provision and support for new arrivals who have English as an Additional Language (EAL)</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> - Feel welcomed and settle quickly (including their families) - establish good learning routines; including immediate induction into language groups - follow a clear programme for the acquisition of English and make good progress in their learning <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> • Use the Learning Village resource to support new arrivals • Receive good quality CPD to support their development; including time to learn from each other • Use evidence gathered to develop their own practice and that of each other • Provide high quality support during lessons and identify and deliver appropriate support such as language groups / pre-teaching 	<p>To continue developing the coherence and quality of the wider curriculum through key concepts whilst reintroducing our 'e' curriculum post pandemic</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> • children develop their knowledge, skills and understanding (particularly of key concepts) across subjects, at a good pace, over their time at Kobi Nazrul • have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics • benefit from enrichment / extended / entitlement opportunities once limited by the pandemic <p>- enjoy and fully participate in the life of the school, making a positive contribution to the school community</p> <p>- our children in the Early Years will thrive in their learning under the new EYFS framework</p> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - review planning to ensure an incremental approach to key concepts and the 'E' curriculum at the forefront of learning opportunities - good progression across subjects and curriculum concepts supporting choices in what to teach - use the concept framework to build the rest of the concepts into the curriculum - use the new EYFS framework and assessment is implemented in a meaningful way for the children of Kobi Nazrul but also in line with government guidance. 	<p>To implement inclusive practices, such as our diagnostic SEND framework, to support the continued recovery from the impact of Covid-19</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development - develop strategies and problem solve so that they can be resilient within their learning, development and life - develop social and emotional awareness of themselves and others - know the impact we have on the environment and vice versa and support positive change - understand and celebrate differences <p><u>This means adults:</u></p> <ul style="list-style-type: none"> • explain their teaching in-situ (why they are making certain choices so that children can respond appropriately) • plan lessons taking into account, the children's varied needs and how best to accommodate them • are open and reflective about their own learning • adults develop their expertise based on current need • plan and deliver a PSHE curriculum which is explicit and woven into the curriculum and school life

		- senior and middle leaders make strategic whole school planning decisions to ensure children 'bounce back' from the impact of covid-19	families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support
2022-2023	<p>To develop our equalities policy and practice through: racial, cultural and religious literacy and inclusive practice</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> - Feel welcomed and settle quickly (including their families) - establish good learning routines; including immediate induction into language groups - follow a clear programme for the acquisition of English and make good progress in their learning <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> • Use the Learning Village resource to support new arrivals <ul style="list-style-type: none"> • Receive good quality CPD to support their development; including time to learn from each other • Use evidence gathered to develop their own practice and that of each other • Provide high quality support during lessons and identify and deliver appropriate support such as language groups / pre-teaching 	<p>To continue developing the coherence and quality of the wider curriculum through clear principles and coherent systems for planning</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> • children develop their knowledge, skills and understanding (particularly of key concepts) across subjects, at a good pace, over their time at Kobi Nazrul • have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics • benefit from enrichment / extended / entitlement opportunities once limited by the pandemic <ul style="list-style-type: none"> - enjoy and fully participate in the life of the school, making a positive contribution to the school community - our children in the Early Years will thrive in their learning under the new EYFS framework <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> - review planning to ensure an incremental approach to key concepts and the 'E' curriculum at the forefront of learning opportunities <ul style="list-style-type: none"> - good progression across subjects and curriculum concepts supporting choices in what to teach - use the concept framework to build the rest of the concepts into the curriculum <ul style="list-style-type: none"> - use the new EYFS framework and assessment is implemented in a meaningful way for the children of Kobi Nazrul but also in line with government guidance. <ul style="list-style-type: none"> - senior and middle leaders make strategic whole school planning decisions to ensure children 'bounce back' from the impact of covid-19 	<p>To expand the impact of our work with the wider community</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> - have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development - develop strategies and problem solve so that they can be resilient within their learning, development and life <ul style="list-style-type: none"> - develop social and emotional awareness of themselves and others - know the impact we have on the environment and vice versa and support positive change <ul style="list-style-type: none"> - understand and celebrate differences <p><u>This means adults:</u></p> <ul style="list-style-type: none"> • explain their teaching in-situ (why they are making certain choices so that children can respond appropriately) <ul style="list-style-type: none"> • plan lessons taking into account, the children's varied needs and how best to accommodate them • are open and reflective about their own learning • adults develop their expertise based on current need • plan and deliver a PSHE curriculum which is explicit and woven into the curriculum and school life • families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support

The Review AND Planning Process:



Process:

- Review of the current SDP/Action Plan – identifying progress on all the key issues for action and the impact on standards of teaching and learning.
- Formulation of a termly Professional Development Plan
- School self-review documentation - validated through monitoring and visits from governors and/or other external sources
- Review of curriculum monitoring feedback
- Review of resources
- Classroom observation information through performance development and teaching and learning review days
- Questionnaire responses and from staff, pupils and parents/carers and feedback from parent voice events
- Analysis of Analyse School Performance, ASP or other governmental data
- Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- National Priorities – Review of maths and English Curriculum in line with the revised frameworks
- Targets set for Reception, Key Stage 1 and 2
- Teachers' performance development objectives
- Assistant Teachers' performance development objectives
- Outcomes from Pupil Progress Meetings
- Outcomes from SEN / Inclusion Reviews

Greater depth targets may be revised in the autumn term pupil progress meetings

Initials	Name	Role	Initials	Name	Role
BK	Belinda King	Headteacher	AT	Amanda Thompson	EY leader / Nursery class teacher
CB	Cath Burns	Deputy Headteacher	AB	Aleha Begum	Year 1 teacher / Science lead
RB	Rumina Bibi	Inclusion Leader (0.6 FTE) + Year 1 class teacher	RG	Ruth Gwyther	Inclusion Assistant
TJ	Trinity John	Year 4 class teacher + English leader	JA	James Allan	Y5 class teacher + Wider Curriculum Leader
SB	Shamima Begum	Y3 class teacher	BL	Becky Last	Year 2 class teacher + maths and healthy schools leader
HL	Hannah Linney	Reception class teacher	SN	Simon Neville	Year 6 class teacher + Computing Leader
AA	Aquedus Ali	School Business Manager	RK	Rujina Khanom	Data and Finance Officer

Glossary of personnel:

Other abbreviations: AT= assistant teachers, NN = nursery nurses, CT=class teachers, GB=Governing Body, PPM = Pupil Progress Meetings, ILP=Individual Learning Plan, PLs=Phase Leaders, SLT=Senior Leadership team, MLs = Middle Leaders

School Goal 1: To develop our equalities policy and practice through: racial, cultural and religious literacy and inclusive practice

Objective/Success Criteria	Actions to be taken	Who	When	Cost	Progress + Impact
1.1 To have a shared understanding of STEM pedagogy <ul style="list-style-type: none"> All staff understand why we are developing a STEM approach to the teaching of these subjects 	<ul style="list-style-type: none"> Review findings of learning walk and evaluate against current picture <ul style="list-style-type: none"> What is supporting / hindering retention of knowledge and understanding? 	STEM SLs	Au1w4	£0	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> LMT meeting to identify: <ul style="list-style-type: none"> What is the vision for STEM at KN? Share and build on this as a whole staff (staff meeting) 	CB/SN	Au1	£200 cover	
	<ul style="list-style-type: none"> Julia to work with science/ maths / technology leads around reviewing medium term planning to establish more coherent connections in learning and share possibilities for STEM approaches to teaching and learning 	CB Au2 wk2	Au/Sp/Su	£200	
1.2 To raise the profile and strengthen the teaching of	<ul style="list-style-type: none"> Review the maths calculation policy for links that need to be made but 	BL	Sp2	£0	

<p>of science, maths and technology</p> <ul style="list-style-type: none"> Units of work reviewed and adapted to incorporate contextual need beyond a scheme Data shows children make better progress in these subjects Observation shows a range of approaches are used in the teaching of STEM subjects 	aren't explicit in the national curriculum. Eg: fractions / division				
	<ul style="list-style-type: none"> CPD for staff: adapting planning when topics only come up in one or two year groups, how do we build on it? 	LMT – all staff	Sp2	£0	
	<ul style="list-style-type: none"> CPD: Making good curriculum decisions for children with SEND / working well below the expected levels in STEM subjects 	RG	Sp or Su TBC	£400	
	<ul style="list-style-type: none"> Maths leader to attend Mike Askew training across the year - Practice to be shared with staff 	RB	6XsessionS + staff meets	£500 + £800 cover	
	<ul style="list-style-type: none"> Computing units are identified that could have a STEM focus Year 6 teach a unit of work through a STEM approach a a trial / model for further work in the second year of this goal 	SN	Sp 2	£0	
<p>1.3 For children to increase their cultural capital through making better connections between their learning in maths, science and technology and society</p>	<ul style="list-style-type: none"> Identify the opportunities across the curriculum 	SLs	Sp2	£0	
	<ul style="list-style-type: none"> Class teachers build the changes into their medium term planning 	CTs	Sp2 MTP		
	<ul style="list-style-type: none"> Plan year 2 of STEM goal: embed STEM across the curriculum, contextualising it for children with the wider world; raising aspirations 	LMT	Su2	£0	

School Goal 2: Adaptive Curriculum

The curriculum better meets the needs of all of our learners through

- Cohort specific contextual adaptations; including SEND provision so the needs of ALL are better met

Objective/Success Criteria	Actions to be taken	Who	When	Cost	Progress + Impact
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<p>2.1 Identified subjects are developed to ensure that children have the appropriate skills, knowledge and understanding</p> <p>- children are enabled to make good progress because planning reflects the current needs of class</p> <p>- recommendations from external agencies support pupil learning and staff development</p> <p>-All staff can talk to the provision for the first 20%</p>	<ul style="list-style-type: none"> Curriculum 'lead and share' sessions identify current adaptations across the school and practice is shared 	LMT + all	Au1	£0	•
	<ul style="list-style-type: none"> Non-negotiables are reviewed for particular cohorts in particular subjects (need dependent) as discussed and agreed at PPMs or through discussion with subject leaders 	HT/DHT with CTs	Termly	£0	
	<ul style="list-style-type: none"> CPD (staff meeting) to support the use of visual resources; including Widgets 	RB	Sp1, Su1	£0	
	<ul style="list-style-type: none"> Broker outreach support for planning for specific children 	IL	Ongoing	£0	•
	<ul style="list-style-type: none"> Identify where time specific interventions are needed to accelerate progress 	IL + CTs	Ongoing	£0	
	<ul style="list-style-type: none"> EYFS outdoors: zoning areas to create more well-defined spaces. The mud kitchen is now clearly demarcated; this has been really successful in creating an enticing space to play, where children more easily understand what they can do and how they can play. 	AT + EY team	Au 1	£200	
	<ul style="list-style-type: none"> Add further enhancements to the EYFS outdoor area to include adding silhouettes/number labels to support looking after resources, and language round size, number and names for things. Other enhancements might include resources to develop a café 	AT + EY team	Au 1	£100	

	with an easel or mark-making materials.				
	<ul style="list-style-type: none"> Developing the outdoor space so resources are consistently in defined areas, will support learning as children will understand where to find things (and put them away). 	AT + EY team	Au 1	£0	
	<ul style="list-style-type: none"> Capturing the learning outdoors: adapt rotas that staff are outdoors everyday over a week, so that they can consistently support the play as it develops. EYFS Leader to undertake Forest School training and lead discussions with staff as to how this could impact the curriculum and groups of pupils for better outcomes 	AT	Au1	£0	
	<ul style="list-style-type: none"> Review music provision across the school and enhance it by building in a listening component to all lessons 	JA/HL/PE	Au1	£200 cover	
	<ul style="list-style-type: none"> Wider curriculum lead to work with music teacher to develop both the range of genres of music children are taught about and the vocabulary needed to discuss the music and to make connections between pieces/ genres 	JA	Termly	£0	
	<ul style="list-style-type: none"> Music teacher has opportunity to observe KS1 and KS2 teachers to support his own teaching of the curriculum 	BL/PE	Sp1	£100 cover	
	<ul style="list-style-type: none"> New scheme for the teaching of MFL is purchased and used across KS2 and evaluated for impact 	KS2 CTs	Termly	£0	

	<ul style="list-style-type: none"> Spanish celebration day to promote MFL 	KS2 CTs	Su1	£250	
	<ul style="list-style-type: none"> New English units are taught and evaluated for their effectiveness 	CTs	Where applic.	£0	
	<ul style="list-style-type: none"> First 20% identified in all year groups and prioritised in PPM for discussion and action 	CTs+ SL	Termly	£0	
<p>2.2 Aspects of the curriculum are adapted to support children in making deeper connections in their learning</p> <p>- CPD; particularly stemming from the EYFS supports teachers to make effective contextual adaptations to the curriculum</p> <p>- Subject leaders use their knowledge of subject content and progression across the school to effectively support colleagues</p> <p>- Children talk knowledgeably about their learning by drawing upon different, subjects and concepts</p> <p>- the curriculum is delivered through a range of meaningful teaching strategies and sources which equips children to develop their learning independently</p> <p>-</p>	<ul style="list-style-type: none"> Science planning developed to include a connection slide to draw learning together like other subjects 	AB + CTs	Au1 then termly	£0	
	<ul style="list-style-type: none"> CPD to show staff how to make google quizzes Train children to make google quizzes 	AA /AB Chn	Au1 wk4	£0	
	<ul style="list-style-type: none"> See above – curriculum lead and share sessions 	LMT + all	Au1	£0	
	<ul style="list-style-type: none"> Art, DT, History and Geography exemplification books to be developed using children’s work 	JA	Au/Sp/ Su	£0	•
	<ul style="list-style-type: none"> During MTP, teachers ensure all plans include: <ul style="list-style-type: none"> Which concepts are to be used and how it will be taught within each subject Identify which skill or knowledge will be taught through which strategy. For example: use of primary/ secondary sources to find out about the impact of bombing on East London in WW2 Where appropriate plan explicitly how children will know which subject they are working in and why they are learning it (and making connections to do so) 	CTs with JA overview	Au/Sp/ Su	£0	

	<ul style="list-style-type: none"> - Add the skill and knowledge coverage table to art, DT and History 				
<p>2.3 To consult and develop an equalities plan that reflects the needs of the school community</p> <ul style="list-style-type: none"> • Through stepping into our school culture, visitors and stakeholders sense/evidence a strong sense of racial, cultural and religious: <ul style="list-style-type: none"> ➢ trust ➢ respect ➢ celebration ➢ learning and developing • All stakeholders understand and contribute to the plan • Successes are shared beyond the school particularly within the LA as part of wider local goals 	<ul style="list-style-type: none"> • Review previous plan against goals and also evaluate effectiveness 	BK,CB,AT	Nov 23	£0	
	<ul style="list-style-type: none"> • Equalities plan to be consulted and shared with governors 	BK	Sp2	£0	
	<ul style="list-style-type: none"> • Establish a vision for equalities at Kobi Nazrul for the next 4 years 	BK in consultation with staff/parents/chn/govs	Au2	£0	
	<ul style="list-style-type: none"> • Through consultation, ensure groups have a good understanding of equalities issues locally; for example, use of the Tower Hamlets Equality Impact statement 	BK/AT	Au2	£0	
	<ul style="list-style-type: none"> • Set an achievable action plan based on consulted priorities for the school for the next 4 years 	BK	Sp1	£0	
<p>2.4 To make sure children are safe online</p>	<ul style="list-style-type: none"> • Review relevant policies in line with updates KCSiE document: Child protection, Safer recruitment, lettings, Acceptable use 	BK/AA/SN	Dec 22	£0	
	<ul style="list-style-type: none"> • PREVENT: <ul style="list-style-type: none"> - Staff training - Organise LA workshop for parents - Support for delivery with children - Assemblies and lessons around 'fake news' / how to find safe websites etc 	SN/BK	Au1 Sp Sp/Su Sp	£0	

	<ul style="list-style-type: none"> • Link governance review of online safety with the team of: DSL/Computing Leader/SBM 	BK/SN/AA /KO'N	Au2	£0	
	<ul style="list-style-type: none"> • Computing Leader to have NSPCC online safety training • DSLs to attend forums to support implementation / review of online safety 				
	<ul style="list-style-type: none"> • Develop the resources on our website to support families with online safety • DSLs to identify through highlighting, families needing e-safety support and passing on to the computing lead • Filtering and monitoring workshop focus for families 	SN/AA	Au2	£0	
	<ul style="list-style-type: none"> • Update the PREVENT risk assessment based on new government framework 	BK	Au1	£0	

School Goal 3:

Innovation for changing times

To ensure our systems and provision (including CPD) for school improvement; supports staff, is sustainable in the longer term to keep up with local and national change

Objective	Actions to be taken	Who	When	Cost	Progress + Impact
3.1 Our own leadership is the best form of contextualised, high quality CPD for all staff - induction for new staff is smooth due to the consistency in systems, processes and	<ul style="list-style-type: none"> • Coaching training for Leaders / CTs and senior ATs with Brad Wray 	Leaders/CTs/Senior ATs	Jan	£800	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Revise 'in school' directory of expertise to know where our skill sets lie 	All staff	Au1	£0	

<p>documentation</p> <p>- Monitoring and evaluation is effective because all staff are involved and contribute to the process</p> <p>-All staff can articulate their value in the coaching and mentoring process through the identification of how best they can support each other</p> <p>-Staff at all levels are confident to openly seek colleague support</p> <p>-All staff, particularly leaders, are exceedingly knowledgeable about the school development journey (in their area of expertise) and use this to support staff professional development</p>	<ul style="list-style-type: none"> Staff to identify development areas and support to be brokered 				
	<ul style="list-style-type: none"> Re-establish 1:1 coaching sessions for staff with Brad Wray 	BK	Au2	£600	
	<ul style="list-style-type: none"> Use staff development needs to identify future CPD/ coaching and mentoring needs All staff broker their own support based on their knowledge of each other's need 	LMT	Au2	£0	
	<ul style="list-style-type: none"> Establish coaching and mentoring groups to support continuing professional development 	BK	Au2	£0	
	<ul style="list-style-type: none"> Attend LETTA interviews for students for the next academic year 	BK	Au2	£0	
	<ul style="list-style-type: none"> Identify CTs ready for students in their class all year and begin the summer term coaching training (which will continue in the Autumn term) 	LMT	Sp1	£0	•
<p>3.2 Sharing and documenting our practice</p> <p>-there is a clear blueprint encompassing the who, what, why and how for Kobi Nazrul</p> <p>- the Kobi playbook is established</p>	<ul style="list-style-type: none"> Website is updated regularly and all curriculum documents are current 	AA	Ongoing	£0	
	<ul style="list-style-type: none"> Kobi playbook used as an induction and welcome tool 	BK	Sp1	£0	
	<ul style="list-style-type: none"> CPD for LMT to ensure all leaders are confident to discuss the current priorities across the school and the strategic overview for curriculum 	SLs	Au1	£0	

<ul style="list-style-type: none"> - key planning and documents are easy to find - our website is informative for all 	<ul style="list-style-type: none"> • Summary document of current practices is established 	BK	Au1	£0	
<p>3.3 Innovative plans support the financial stability of the school</p> <ul style="list-style-type: none"> -In year deficit is reduced -Increase in self-generated funds for previous year - Staff feel their work load continues to be well managed 	<ul style="list-style-type: none"> • Continue to develop partnership with Icon college to have a positive impact on school and East One partnership 	BK	Au1 + ongoing	£0	
	<ul style="list-style-type: none"> • SBM to support another local school needing business and admin support and use the LA input to develop financial knowledge of budgets between the government, LA and schools 	AA	Au1/2	£0	
	<ul style="list-style-type: none"> • Use existing partnerships to identify further ways they can support 	BK/AA/CB	ongoing	£0	
	<ul style="list-style-type: none"> • Seek new partnerships where financial support or savings could be made 	BK/AA/CB	ongoing	£0	
	<ul style="list-style-type: none"> • Use of volunteers to support adults on trips to allow programmes in school to remain consistent. <ul style="list-style-type: none"> - Trip training for parents - Engaging parents in the East 1 volunteer programme • Engage existing volunteers for premises volunteer work 	BK/BL	ongoing	£0	
	<ul style="list-style-type: none"> • Engage further lettings on week nights 	AA	Au1	£0	

	<ul style="list-style-type: none"> • Use innovative ways of ensuring that staff workloads are balanced as resources are reducing rapidly - Streamlining trip bookings. Eg: the plan of religious buildings visits across the school - Cover and support for leadership time and leadership projects 	SLs	ongoing	£0	
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NB:

- By RAG rating actions, it is important to understand that we feel that action has been achieved successfully for the year – not that it is ‘done’. We define school improvement as ongoing and is layered year on year.
- Actions with AU/Sp/Su against them will be carefully planned, more specifically, into the professional development plan during the leadership and management strategy days.
- Action plans from senior and middle leaders also form part of our school development plan beyond and within these 3 priorities.

Impact did lockdown have on our current children:

Class	Missed learning
Nursery	Early informal intervention (no lockdown)
Reception	Early informal intervention (no lockdown)
Year 1	Early informal intervention (no lockdown)
Year 2	Nursery 2 nd lockdown
Year 3	Nursery 1 st lockdown, Reception 2 nd
Year 4	Reception 1 st lockdown, year 1 2 nd
Year 5	Year 1 1 st lockdown, year 2 2 nd
Year 6	Year 2 1 st lockdown, year 3 2 nd