

THE TRANSFORMATION PLAN 2020 - 2021



Date Valley School
March 2021 Neena Lone

WHAT IS A TRANSFORMATION PLAN?

- A document that drives school forward
- A document that helps everyone work on different aspects of the school
- A document that allows everyone to monitor key areas of development
- A document that is the central most important document to any school
- A document that shows the direction in which you want the school to go in
- A document that supports the vision and ethos of the school
- A document that all stake holders should know and understand
- A document that ISI measures the school upon

WHAT THE THREE MAIN PRIORITIES?

1. Outcomes
2. Learning, Teaching and Assessment
3. Leadership and Management

Priority One

Outcomes

1. To continue to acquire new knowledge as well as retain what they have learnt
2. To further raise the achievement of all pupils within all subjects
3. To continue to ensure that children make good progress according to their ability
4. To ensure the more able pupils are challenged in all subjects



Priority Two

Teaching Learning Assessment

1. To ensure all teaching is GOOD
2. To ensure that all abilities are clearly challenged and differentiated for
3. To ensure that teaching is pupil focused and children are exploring and thinking independently
4. To ensure that time is managed and utilised productively
5. To ensure lessons are linked to our curriculum policy



Priority Three

1. To develop a culture of learning through growth mind-set and positive affirmation of all staff and children involved at Date Valley School
2. To ensure leaders and the proprietor consistently meet school standards
3. To ensure that the monitoring, assessment and tracking of pupils is secure - Engage system in place
4. To ensure there are clear systems in place to allow teachers to meet school standards
5. To ensure there is a Performance Management cycle in place that feeds into the areas of the School Transformation Plan



WHAT ARE THE WHOLE SCHOOL FOCUS AREAS?

- These were also outlined in the 'Meet the teacher' meeting at the beginning of the year.
 1. Spellings - Linked to data
 2. Creative language - Writing results
 3. Pleasure for Reading
 4. Understanding of text - Reading results
 5. Philosophy Circles - Developing speaking and listening along side questioning
 6. Diversity - Celebrating differences and learning about each other
 7. Mathematical Language

WHOLE SCHOOL FOCUS

Priority Two:- Learning, teaching and assessment

This focus has been high profiled in the following ways:

- Through teacher observations and drop in sessions
- Team teaching and peer observations
- Staff meeting training and development
- Parent workshops
- Mini activities, initiatives and competitions
- Monitoring of books

WHAT IS THE IMPACT SO FAR...

Handwriting within the school has improved a great deal and the impact of the scheme has been excellent. Covid has meant we have had to stop and start it,

Story telling and language development is progressing steadily. This will take at least 2 - 3 years to see even more progress. Currently percentage of 'greater depth' writers are increasing slowly within each class.

WHAT IS THE IMPACT SO FAR

We have conducted interventions and increased our one to one reading time within class as children are not consistently reading at home . We have PM bench mark to assess reading and the results indicate the number of children on book band colours out of their year group is decreasing

We have successfully created a culture with reading for pleasure. This is through our recently launched reading cafes, buddy reading, book corner tasks author visits and recommended reading lists to parents.

OTHER SUCCESS STORIES FOR THE YEAR

1. A successful remote learning platform with all teachers confident in using the technology we have available
2. Attended a number of valuable training courses that we are implementing such as writing journals, reading for pleasure and well being
3. A greater focus on wellbeing and growth mindset has allowed our children to settle back into school smoothly
4. Introduction of our learning friends linked to 'Learning behaviour'
5. Successful parent workshops
6. Successful PTFC events
7. A very detailed gap analysis conducted , staff trained and parents informed of targets to support the children
8. Successful system of Quran allowing the children to memorise , improve reading and building a love for the content of Quran through our tafseer
9. A clear system of assessment and recording for all core areas
10. Promoting the importance of speaking and listening through PC
11. Promoting a culture of reading for pleasure through our reading cafes

VISIONS FOR THE FUTURE

1. Continue staff development in training
2. Story telling Phase 3 Imitation
3. Creative language development through a book based system
4. Investing in training learning behaviours
5. Continuing our handwriting focus and scheme
6. Investing further resources and training in comprehension and language development
7. Forest school training
8. Looking at EAL and our provision
9. Continue to strengthen speaking and listening through PC

The above is based on improving the teaching and learning aspects of the school.



PLEASE BE AWARE OF THIS KEY
INFORMATION
SO WE CAN BE BUTTERFLIES!