



2018 School Development Plan

Draft Executive Summary

Introduction

The School Development Plan is the document that drives the strategic work to develop and improve the school. The plan gives everyone in the school community a clear vision and sense of purpose for improving the school. This paper summarises the plan to improve the school for the coming year.

Overleaf you can find a brief summary of some of the key actions and success criteria relating to our target areas. This summary collates information from the action plans for specific target areas, curriculum areas and other areas of the work of the school. These detailed action plans outline the fine detail of how we will work to achieve our key targets. There are also development plans for other areas of the school's work with actions that do not feature in our "headline" targets presented here. This is so that all of our leaders can plan their workload to fit into the school development cycle.

The targets and action plans give governors the opportunity to monitor and evaluate the work of the school and its impact to develop, improve and raise standards. We build into the action plans monitoring and evaluation activities – these activities will include the work of Governors through committees and link governor visits.

Our Aims and Values

The School Development outlines how we seek to make real the vision that we have for our school. Below you can see our aims and values.

At St Matthew's we aim to...

- ...make our learning inspiring, challenging and fun
- ...achieve our best
- ...celebrate success
- ...treat ourselves and others with respect
- ...take responsibility for our learning, behaviour and our school

This will make our school a happy and safe place to be.

In St. Matthew's...

- ...we value working hard and trying our best;
- ...we celebrate our successes and learn from our mistakes;
- ...we value our diversity and individuality;
- ...we treasure our friendships and other relationships;
- ...we respect independence and team work;
- ...we encourage participation and everyone's voice is listened to.
- ...we take pride in our work, our school and our community.

Our Key Targets

Our six key targets are:

1. Improve progress and attainment in writing and mathematics in Key Stage Two
2. Develop Key Aspects of Personal, Moral and Cultural Education
3. Science, ICT and Foundation Subjects
4. Improve outcomes for vulnerable/disadvantaged learners
5. Develop Key Aspects of Leadership and Management
6. Improve the School's Outdoor Learning Environment

These "headline" targets are agreed by governors, along with success criteria and key actions for each target. The key targets have been reached by gathering information from a variety of sources. These include external evaluations of our work by OFSTED and the Local Authority, alongside our own extensive and detailed self-evaluation processes – our data analysis, staff appraisal processes, lesson observations, pupil progress meetings, surveys of children, parents and staff. The targets also draw on discussions governors have had in our various Full Governing Body and Committee meetings.

Draft Strategic Target Areas - Summary

Below is a brief summary of some of the key actions and success criteria relating to our key target areas for development.

1. Improve progress and attainment in writing and mathematics in Key Stage Two

- a. Close monitoring/moderating of impact of work of last SDP:
 - i. Assessment in writing – monitoring and moderation to ensure accuracy and informing planning
 - ii. Maths Mastery introduction – introduce Power Maths; ensure accurately-differentiated first wave teaching;
- b. Revise Feedback and Marking Policy, particularly for mathematics

Success Criteria

- Progress measures for writing and mathematics is above national averages
- Attainment at expected and greater depth for mathematics and writing are above national averages

2. Develop Key Aspects of Personal, Moral and Cultural Education

- a. Revision of Behaviour Management Policy to bring in line with STEPs approach
- b. Revitalise use of Restorative Questions
- c. Introduce new “Character Education” curriculum
- d. Review and revise curriculum to ensure curriculum reflects the diversity of the school community

Success Criteria

- Percentage of children who say children behave well at St Matthew’s increases
- Percentage of children who say we deal well with bullying at St Matthew’s increases
- Revised curricula are introduced and monitoring shows they are being successfully delivered

3. Science, ICT and Foundation Subjects

- a. Investigate “blocking” of foundation subject teaching to support allocation of time, and improve planning and assessment
- b. Review science and art curricula to ensuring good skills progression
- c. Training for staff on progress data analysis for Foundation Subjects

Success Criteria

- Teacher surveys show that teachers have sufficient time to deliver the planned curriculum
- Reliable progress data for Foundation Subjects informs subject leader action planning
- Progress for Foundation Subjects is at least good.

4. Improve outcomes for vulnerable/disadvantaged learners

- a. Implement “Pupil Premium Priority” Action Plan – language intervention, enrichment and parent engagement activities, prioritising - access to support, marking, in Pupil Progress Meetings
- b. SEND – supporting improved differentiation and “first wave” teaching; parental and pupil feedback and engagement; new interventions – maths, resilience course, nurture/life-skills

Success Criteria:

- All disadvantaged learners are making at least good progress from their starting points.
- Gaps in attainment of vulnerable/disadvantaged learners and non-disadvantaged learners continue to narrow

5. Develop Key Aspects of Leadership and Management

- a. School Peer Review – working in school cluster alongside NAHT Aspire to evaluate/identify/share best practice
- b. CPD for subject leaders in key self-evaluation tools - learning walks, work scrutinies, data analysis
- c. Revise TLR roles to support curriculum leaders with above processes

Success Criteria:

- All subject leaders have accurate “mini-SEFs” for their subject area that inform development work
- TLR leaders support subject leaders with their self-evaluation work
- School Peer Reviews training has been delivered and initial reviews carried out – these are informing school self-evaluation, action planning and disseminating good practice between schools

6. Improve the School’s Outdoor Learning Environment

- a. Establish clear areas in main Foundation Stage playground for each area of learning
- b. Main playground developments – covered eating area, extended trim trail, natural play area

Success Criteria:

- Parent, child and teacher surveys show greater level of satisfaction with outdoor learning environment
- Evidence of outdoor learning on the school grounds seen in learning walks, planning etc.