



2020-2022

School

Development Plan

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.

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.

This paper presents the six key, "headline" targets 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 draw on discussions governors have had in our various Full Governing Body and Committee meetings.

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

Overleaf you can find a brief summary of some of the key actions and success criteria relating to these target areas. You can see a breakdown of key actions and staff training for the autumn term also. This term by term breakdown is derived from the action plans for specific target areas, curriculum areas and other areas of the work of the school. These contain the detail of how we will work to achieve our key targets. There are 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. These will be finalised and collated in November.

The targets and action plans give governors the opportunity to monitor and evaluate the work of the school 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.

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 STEP's 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.

Autumn 2020

Week Beginning	Staff Meetings and Training Days
Thursday 3rd September	Training Day – Procedures for September Opening SDP Overview; Child Protection Update;
Friday 4th September	Training Day – Curriculum and Assessment in light of Lockdown; Home Learning Packs for future Lockdown
Monday 7th September	School closed for children; Support staff back in school – setting up classrooms and rest of school ready for re-opening (corridors, breakout spaces, playground) CP Update for support staff)
Tuesday 8th September	In lieu for Pupil Progress Meetings / Inclusion Planning
Tuesday 15th September	Updating Writing Learning Journeys
Tuesday 22nd September	In lieu for Pupil Class Inclusion Planning, updating barriers to learning sheets
Tuesday 6th October	
Tuesday 13th October	
Tuesday 20th October	Anti-bullying Week Prep
Half Term Holiday – 24th October to 1st November 2020	
Wednesday 30th November	Parents Evening – 3:40 to 7:30 (provisional – arrangements to be confirmed)
Monday 4th November	Parents Evening – 3:40 to 5:30 (provisional – arrangements to be confirmed)
Tuesday 12th November	
Tuesday 19th November	
Tuesday 26th November	
Tuesday 3rd December	
Tuesday 11th December	
Tuesday 17th December	
Thursday 19th December	

Key Actions

- **Improving Outcomes for Vulnerable Learners**
 - Provide class teachers with up to date lists of pupil premium children (some children now PP who weren't before)
 - Staff meeting for inclusion planning/barriers to learning sheets
- **Improve Progress and Attainment in Mathematics**
 - Introduce new maths assessments
 - Staff meeting to feedback on learning walk/book look
- **Improve Progress and Attainment in Writing**
 - Staff attend
- **Computing**
 - New wireless system installed
 - Set up new chrome books
- **Personal, Moral and Cultural Education**
 - Review curriculum for diversity and inclusion
 - Review SRE Curriculum - review current curriculum, demarcate that which is statutory, that which parents can withdraw their children from, conduct consultation with stakeholders
 - Introduce new curriculum map, including overview of Character Education
- **Curriculum Development**
 - Trial new Foundation Subject Assessment Sheet

Spring 2020

Week Beginning	Staff Meetings and Training Days
Tuesday 7 th January	In lieu for Pupil Progress Meetings / Inclusion Planning
Tuesday 14 th January	Curriculum Development Team Meetings
Tuesday 21 st January	Curriculum Development Team Meetings
Tuesday 28 th January	Art: Using sketchbooks; History: "Key Stage History" website; feedback from trial of Foundation Subject assessment sheet
Tuesday 4 th February	Curriculum Development Team Meetings
Tuesday 11 th February	"My Concern" Training for Teachers
Half Term Holiday 17 th February to 21 st February 2020	
Thursday 27 th February	Parents Evening – 3:40 to 7:30
Tuesday 3 rd March	Parents Evening – 3:40 to 5:30
Tuesday 10 th March	TLR Leaders meet with Tony. Others update Subject SEFs.
Tuesday 17 th March	Curriculum Development Team Meetings
Tuesday 24 th March	Jungle training for teachers
Tuesday 31 st March	TLR Team Meetings
Thursday 2 nd April	Training Day – introduction of new ICT learning platform

Key Actions

- **Improving Outcomes in English**
 - Investigate Oracy 21 curriculum and if appropriate, join Oracy 21
 - Reading Scheme book audit
 - World Book Day, including author visits
 - Library
 - Scholastic and PTA funds used to purchase new texts, including good representation of BAME authors and non-fiction texts
 - Possible move of downstairs library to create more positive reading environment and increased breakout space/office space
 - Ensure library monitors are in place for all library areas
 - Investigate sources of funding for book purchases
- **Improving Outcomes in Mathematics**
 - Resources audit
- **Improving Outcomes for Vulnerable Learners**
 - SEND – Investigate training re Achievement Teams, possible joint training with other schools; use of learning conversations to facilitate and empower teachers to take lead on best practice for SEND children
 - My Concern information system - training for teachers
- **Curriculum Development** – ongoing staff meetings in curriculum development teams for science, art, RE
 - Art – Curriculum Development Team continues work re curriculum mapping
 - Computing – purchase new hardware and learning platform; staff training day to introduce new learning platform
 - Design and Technology – STEM week; resource order based on curriculum review Summer 2019
 - Food Education – Resource Cupboard sorted and new resources purchased as necessary
 - French – introduce display area into classrooms, regular focused sentence to be used in class; ICT technician to install new software; investigate possibility of peer review focusing on MfL (deep dive); train native French speakers to support learning in classes.
 - Geography – resource cupboard organised; investigate Oddizzi geography resource re possible trial.
 - History – check curriculum map against newly revised objectives; Book Look; Raise profile of "Key Stage History" website for teaching resources; possible "Blue Plaque" Project with History Works
 - Music – offer of lesson visits to disseminate best practice;
 - Religious Education - Curriculum Development Team continues work re curriculum mapping
 - Science - Curriculum Development Team continues work re curriculum mapping
- **Personal, Moral and Cultural Education**
 - PSHE/Character Education – meet with Y6 teachers re phasing in of Philosophy units of work; revise curriculum map for PSHE to ensure it meets new statutory requirements for SRE;
- **Foundation Stage**
 - Early Years Team meeting on role of adult in independent play, including use of outdoor learning environment
- **Subject Leadership and Management**
 - SLT review processes of data meetings/pupil progress meetings/learning conversations in light of learning from Peer Review
 - Explore use of lesson visits as tool for developing individual teacher's practice
 - Feedback on trial of Foundation Subject Assessment Sheets
- **Outdoor Learning Environment**
 - Begin to use Jungle for Change for Life; each class has intro session with Lisa Woolfe; staff training re using the jungle to enable it to be planned into day to day curriculum activities
 - Early Years Team meeting on role of adult in independent play, including use of outdoor learning environment
 - Explore designs for roof terrace
 - Consult with school council re replacement apparatus for monkey bars

Summer 2020

Week Beginning	Staff Meetings and Training Days
Thursday 23 rd April	In lieu for Pupil Progress Meetings / Inclusion Planning
Thursday 30 th April	Music – Charanga training for teachers
Thursday 7 th May	Maths: staff meeting re Look Backs and strengthening activities
Thursday 14 th May	EAL
Thursday 21 st May	Staff Questionnaires
Half Term Holiday – Monday 25th to Friday 29th May	
Thursday 4 th June	Writing moderation
Thursday 11 th June	TastEd Lessons
Thursday 18 th June	Report Writing
Thursday 25 th June	Report Writing
Thursday 2 nd July	(Year Six residential week)
Thursday 9 th July	“Sustainable School” Action Planning meeting
Thursday 16 th July	

Key Actions

- **Improving Outcomes for Vulnerable Learners**
 - **SEND** – teacher audit on knowledge of different SEND to lead to programme of CPD as appropriate in following year; design and deliver “Active Resilience” course using outdoor areas; sensory provision for SEND children developed using Jungle and areas inside school
 - **EAL** – select new recruits for Young Interpreters for 2020-2021; resource bank for speaking and listening established; Staff Meeting re new resources and learning journey for arrivals new to English.
- **Improving Outcomes in English**
 - Possible training re Oracy 21 (tbc – depending on outcome of research)
 - **Reading Scheme book audit**
- **Improving Outcomes in Mathematics**
 - Maths Booster Groups
 - Monitoring of planning and book look to review use of strengthening activities/interventions to plug gaps
 - Review Year 5/6 progression to ensure most efficient delivery of key concepts
 - Develop process of weekly “look backs” for children in relation to number and place value in years 3 to 5
- **Foundation Stage**
 - Nursery staff trained in Sing and Sign materials
 - Create Continuous provision long term plan and Enhancement Provision Plan
 - Timetable for Stay and Play sessions for Autumn 2020 is created; bank of activities/games to model for parents with the children is created for these
 - **Training re use of outdoor learning environment**
- **Curriculum Development**
 - **Design and Technology** – some children from Years 4 and 5 visit Parkside D&T Department
 - **History** - possible “Blue Plaque” Project with History Works
 - **Food Education** – TastEd Lesson Plan library complete for the year
 - **Music** - Charanga training for teachers
 - **Curriculum Development Teams** – depending on progress of first cycle of subjects and investigations into other areas of work, second cycle of subjects are developed.
- **Sustainable School Action Planning meeting** – to brainstorm actions in school on themes/questions in Sustainable School Action Plan
- **Subject Leadership**
 - **Possible training in subject leadership from NAHT** – target audience to be clarified (TLRs?, all subject leaders?); whether to be done in partnership with other schools also to be confirmed
- **SDP Development**
 - Staff, pupil and parent questionnaires distributed and analysed
 - Key targets updated
 - Initial action plans drawn up

Governing Body Activities Relating to School Development Plan 2019-2020 Academic Year

Autumn 2019

Link Governors	TLOC Committee	Resources Committee	Full Governing Body
<ul style="list-style-type: none"> English Mathematics SEND Pupil Premium Finance Performance Management Safeguarding 	<ul style="list-style-type: none"> Election of Chair Review of attainment across school and in statutory assessments, including groups Review Curriculum Statement for Recommendation 	<ul style="list-style-type: none"> Election of Chair Agree terms of reference and levels of delegation Raise Governor awareness of School Contract Regulations, Financial Regulations for Schools and Cambridgeshire's Scheme for Financing Schools Review Latest Financial Reports School Funding Consultation Annual Check re update of Personnel Policies <p>Salary Committee</p> <ul style="list-style-type: none"> Agree salary increments for teaching staff 	<ul style="list-style-type: none"> Annual Review of Instrument of Governance Elect Chair and Vice Chair Decide Committee Membership <ul style="list-style-type: none"> TLOC Committee Resources Committee Salary committee Salary appeals committee <p>SDP</p> <ul style="list-style-type: none"> ratify draft Executive Summary Plan link governor visits Review Committee Membership Pupil Premium Impact Report and Strategy Sport Premium Impact Report and Strategy <p>Child Protection</p> <ul style="list-style-type: none"> Safeguarding and Child Protection Policy Child Protection Whistleblowing Policy (raise awareness of) Annual Child Protection Report and checklist EPM Whistle-blowing Policy <p>Policies</p> <ul style="list-style-type: none"> Pay Policy SEND Information Report (December) Revised School Complaints Procedure (December)

Spring 2019

Link Governors	TLOC Committee	Resources Committee	Full Governing Body
<ul style="list-style-type: none"> English Mathematics Pupil Premium SEND Character Education Science Outdoor Learning Safeguarding Financial Spot Checking 	<ul style="list-style-type: none"> Receive Link Governor Reports from previous term Presentation of completed Link Governor visits Update from Science Curriculum Development Team meeting 	<ul style="list-style-type: none"> SFVS Review Latest Financial Reports Update re ICT purchasing School Funding Updates Financial Benchmarking Review staff structure in light of budget Budget planning for next financial year 	<ul style="list-style-type: none"> Co-opted Governor Appointments SDP Update Peer Review - Share Outcomes of Peer Review No-Car Zone Project Update Parent Governor Election Process

Summer 2019

Link Governors	TLOC Committee	Resources Committee	Full Governing Body
<ul style="list-style-type: none"> English Mathematics Pupil Premium SEND Science ICT Safeguarding 	<ul style="list-style-type: none"> Review of Progress and Impact on SDP Action Plans Receive Link Governor Reports from previous term 	<ul style="list-style-type: none"> Review Latest Budget Reports Review Financial Year End Finalise budget for next financial year for recommendation to FGB 	<ul style="list-style-type: none"> Ratify Budget Initial outcomes for statutory assessments 2019 SDP Action Planning for next academic year No-Car Zone Project Update