



**2019-2020**

**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.

## 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. Beneath this executive summary lie 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.

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. There is commentary on progress so far after the first year of our plan and an outline of key next steps for the 2019/2020 year for each targeted area.

## 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

### Commentary on 2018/19:

The key actions above have been carried out. Additional work is needed in some areas to ensure work is accurately differentiated in mathematics in all classes, but data is showing improvement in most targeted areas. Teacher assessment of writing has improved again at greater depth this academic year, with 33% of children achieving this level. In 2018/19, outcomes for all statutory assessments for all subjects were above national averages. This included rapid improvements in mathematics at Key Stage Two. Both attainment and progress measures (based on 2018 methodology) for Key Stage Two were above national averages for writing and mathematics (and also reading). The introduction of Maths Mastery and Power Maths is expected to bring about longer term improvements. We are beginning to see this with the improvements in KS1 mathematics at greater depth and now at Key Stage Two.

### Some Key Next Steps:

- Introduction of new Power Maths assessments from Pearson.
- Introduction of Mrs Wordsmith to develop vocabulary and children's access to literature
- Develop more consistent use of feedback and marking policy - Ensuring misconceptions are being addressed, verbally or in books – seeing evidence for this in books

## 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

### Commentary on 2018/19:

- The Behaviour Management Policy has been reviewed, Reception Classes have begun to teach the St Matthew's Values and these have been used to theme assemblies during the course of the year.
- Units of work have been developed in Thinking Traps and Philosophy for trialling next academic year

### Key Next Steps:

- New units in Thinking Traps and Philosophy will be trialled and then incorporated into the wider curriculum review planned for next academic year.
- Visit to school using Mind Up materials with view to incorporation into PHSE Curriculum
- Curriculum review to consider Diversity and Equality – in terms of content of the curriculum (e.g. ensuring key objectives relating to LGBT+ derived from the Rainbow Flag Award) and fully incorporated and delivered) and in terms of contexts for teaching all objectives reflecting the school community.
- Increasing visibility of values around the school and incorporating their use within behaviour management practice and policy

### 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.

#### Commentary on 2018/2019:

Much of the above work will be taking place in the second year of the SDP. The focus this year has been more on Target 5, developing our systems for evaluation of these subject areas in preparation for the curriculum review. As this work progressed, the need for a fuller curriculum review has emerged meaning that some of the actions planned for specific subjects will now be taking place next year as part of this wider review. This is why there are more “yellow” actions highlighted on the RAG rated SDP Executive Summary than usual.

#### Key Next Steps:

- Curriculum statement banks reviewed, beginning on INSET Day in September.
- Statement bank reviews then linking to the review of our Foundation Subject assessment processes
- Above to identify areas where deeper curriculum review is necessary
- Computing – review of resources (e.g. Chromebooks), software and curriculum map

### 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

#### Commentary on 2018/2019:

With cohorts varying in size for both SEND and Pupil Premium, one needs to be careful about jumping to conclusions about improving outcomes for children from a look at headline percentage figures. A single child will often account for 10% or more of the outcomes figures in a year group, and at times as much as 33%. However, we are in general seeing percentages improving or past improvements being maintained.

#### Key Next Steps:

- Update collation of key elements of practice into a single document to support consistency of practice
- Introduction of Mrs Wordsmith
- Improving attendance of Pupil Premium children with persistent absence
- Increase attendance of Pupil Premium children in after school clubs

### 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

**Commentary on 2018/19:**

TLR Roles have been revised, CPD on mini-SEFs and associated self-evaluation tools have been delivered. This work can now inform the Curriculum Review that will take place next year. The Peer Review itself has had to be postponed but the initial preparation work has supported school self-evaluation and is informing the ongoing review and development of this SDP.

**Key Next Steps:**

- A review of the mini-SEFs for all subjects to evaluate progress so far. Use outcomes to inform curriculum review.
- Training on “Learning Conversations” and Lesson Visits
- Carry out the Peer Review process.
- Governance: Identified in the Peer Review Preparation, - Developing “Governors’ clear understanding of what standards look like in classrooms” - Involving governors in processes such as Book Looks, Learning Walks, Pupil Interviews

**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.

**Commentary on 2018/19:**

Work on improving Foundation Stage outdoor learning environment has been undertaken with support from the PTA. This was highly praised in visit by Val Palmer, our Local Authority assigned inspector. The Forest School Area construction has begun, funded by Kids R Us. We have also secured funding from the FA to develop the MUGA (the Cage), including a new pitch and fencing. This is being scheduled for Summer 2020.

**Key Next Steps:**

- Completion of the construction of the Forest School Area
- Training for staff re the use of the Forest School Area to incorporate into the curriculum as appropriate.
- Redevelopment of the MUGA and following this construction of the covered eating area.
- Fencing to demarcate the canopy areas outside Year 1 and Year 2.