



School Development Plan 2015 to 2017

Summary

Our Next School Development Plan 2015 and Beyond

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, behavior 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. The targets also reflect the national agenda of education reform.

Our six key targets are:

- 1) Improve outcomes in statutory assessments in Reading, Writing and Mathematics.**
- 2) Improve Assessment and Self-evaluation processes for Science/ICT and Foundation Subjects**
- 3) Improve Information for Parents**
- 4) Curriculum Development**

5) Improve Outdoor Learning Environment

6) Developing “character education” as part of our school curriculum

Beneath this 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.

Identified Key Target Areas

1) Improve outcomes in statutory assessments in Reading, Writing and Mathematics.

Key Success Criteria

- Maintain record of being above national averages on most measures each year
- Improve outcomes in these key areas:
 - Increase the percentage of children achieving above age-related expectations in mathematics at the end of KS1
 - Increase percentage of girls achieving age-related expectations and above age-related expectations in mathematics at the end of KS2
 - Increase percentage of children achieving above age-related expectations in writing at KS1 and KS2
 - Increase percentage of boys achieving age-related expectations and above age-related expectations in writing in the Foundation Stage and at KS1/KS2
 - Increase percentage of children with SEND making a good level of progress.
 - Increase percentage of pupil premium children making a good level of progress, particularly by increasing the percentage of pupil premium children with SEND making good progress
 - Increase percentage of EFSM children achieving a Good Level of Development at the end of the Foundation Stage

Key Actions

- Embed Early Excellence and Target Tracker to support:
 - Data analysis and response
 - Target setting and next steps for learning
 - Planning for differentiation
 - Moderation of assessment judgements
- Monitor impact of “Big Writing” on raising standards
- Purchase of new spelling and grammar resources
- Investigate formative assessments to support and moderate teacher assessments in mathematics
- Development of volunteer programme, particularly for Literacy and Numeracy, for delivering interventions
- Provision of role models from volunteers and community involvement (e.g. university)
- Targeting parents of vulnerable children for family learning activities
- Using resources from catch up programmes and other interventions to support learning in the classroom.
- Use of training in work scrutiny and moderation to highlight and disseminate best practice, particularly in relation to feedback and marking

2) Improve Assessment and Self-evaluation processes for Science/ICT and Foundation Subjects

Key Success Criteria

- All curriculum leaders have access to information showing the attainment and progress of children in their respective subjects.
- All curriculum leaders have evidence to make judgements as to the quality of teaching in their subject areas.
- The above are used to inform future curriculum action plans.
- Large majority of children are making good or outstanding progress in all curriculum areas

Key Actions

- Develop and implement new assessment procedures for Science/ICT and Foundation Subjects
- Integrate these into data analysis processes (Target Tracker?)
- Staff Training re learning walks, work scrutinies, pupil focus groups

- Develop TLR role to include an opportunity for post holders and their teams to present to all staff outcomes from assessments of teaching and learning, latest initiatives etc.

3) Improve Information for Parents

a) Information for Learning

Key Success Criteria

- Increase percentage of parents answering that “I receive valuable information from school about my child’s progress” so that a very large majority agree or strongly agree with this statement (i.e. above 80%).

Key Actions

- Complete roll out of eSchools with parent and child log-ins
- Information for parents about “Assessment Without Levels”, Target Tracker Bands and new Statutory Assessments
- Investigate use of Target Tracker to enable more frequent reporting re children’s progress and attainment
- Sending home DART Sheets
- Review Homework Policy, including more detailed survey of parents and children
- Parental involvement in learning journeys in the foundation stage.
- Develop mathematics pages for the school website
- Phonics Workshop for Parents; “What to Expect, When” document for parents for Foundation Stage

b) Information about Governance

Key Success Criteria

- Increase percentage of parents answering that “I receive an appropriate amount of information about the work of governors” so that a very large majority agree or strongly agree with this statement (i.e. above 80%).

Key Actions

- Publish Annual Governance Statement
- Ensure policies/minutes of meetings are up to date on the school website
- Publish Governor Biographies on the school website
- Governor News Item in Newsletter – brief summary of outcomes from meetings (ahead of agreement and publication of minutes)

4) Curriculum Development

Key Success Criteria

- Curriculum meets all statutory requirements
- Staff surveys show that all staff feel they have the skills and knowledge to deliver the curriculum
- Curriculum addresses the equality agenda and reflects the diversity of the school community

Key Actions

- Current curriculum reviewed to ensure coverage, progression
- New PE Curriculum from Local Authority introduced
- Art Curriculum reviewed and updated
- Revise RE Curriculum in accordance with updated Cambridgeshire Agreed Scheme of Work for RE
- ICT – revise eSafety Policy, introduce eSchools for children, continue curriculum development and staff training for different strands of the ICT curriculum
- Improve continuous provision in the Foundation Stage “Garden” and bike area
- Review identification of “Gifted and Talented” children across the curriculum and provision of additional opportunities where relevant.

5) Improve Outdoor Learning Environment

Success Criteria

- Surveys express satisfaction with the school playground
- Growing area is being utilised and its use is built into the curriculum
- Key Stage One classes are able to use the areas outside their classrooms for learning

Key Actions

- Installation of new playground structures (Autumn 2015)
- Installation of growing area (Early Spring Term, 2016)
- MUD Project
- Rooftop terrace
- Demarcation of areas under canopies outside Year One/ Year Two classrooms

6) Developing “Character Education” as part of our school curriculum

Key Success Criteria

- New curriculum in place and being delivered
- Key values identified and reflected in curriculum and all areas of practice in the school
- Children demonstrate an understanding of these values and these are reflected in their behaviour and attitudes towards each other, themselves and their learning
- A very large majority of children (i.e. more than 80%) report that that children behave well in school
- A very large majority of children report that bullying is dealt with well in school

Key Actions

- Investigate practice and research in relation to “character education” nationally and internationally (e.g., Floreat Academies, Jubilee Centre at Birmingham University, Wellington College)
- Trial “Random Acts of Kindness” through anti-bullying week
- Introduce counselling service from Ormiston and explore tools that they use
- Anti-bullying – work with particular classes on processes and identifying issues
- Review School Aims/Values
- Review Curriculum in the light of the above research
- Review other connected areas of practice (e.g. Behaviour Management)
- Revise Home-School Agreement