

**St Matthew's  
Church of England Primary School**



**School Improvement Plan  
2016-2017**

## Priority 1: Standards and Achievement

### Priority

- Achieve targets set for EYFS, KS1 and KS2

### Success Criteria

#### Key Stage One

Key Stage 1 Attainment Targets		2016 Target	2017 Target	
			Pupils	%
Reading	% Expected	63		
	% Exceeding	17		
Writing	% Expected	57		
	% Exceeding	13		
Maths	% Expected	63		
	% Exceeding	17		

#### EYFS

**TBC**% to achieve a good level of development

#### Phonics

**TBC**% to pass the Yr1 phonics screening test

#### Key Stage 2

Key Stage 2 Attainment Targets		2016 Target	2017 Target	
			Pupils	%
R,W & M	% Expected	80	23	74
	% Exceeding	20	6	19
Reading	% Expected	80	23	74
	% Exceeding	27	9	29
Writing	% Expected	80	23	74
	% Exceeding	20	7	23
Maths	% Expected	80	23	74
	% Exceeding	20	7	23

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• DHT to lead and coordinate provision for pupils eligible for pupil premium ensuring that: <ul style="list-style-type: none"> <li>➤ Key stakeholders work collaboratively to sustainably close the gap between students supported by Pupil Premium and those who are not eligible</li> <li>➤ Resources are deployed to ensure that funding is spent in an integrated and targeted way, ensuring entitled students receive the opportunity for additional support and access to all learning opportunities within the school.</li> </ul> </li>   <li>• Continue to improve standards in teaching and learning by ensuring: <ul style="list-style-type: none"> <li>➤ Staff have access to high quality CPD</li> <li>➤ Lesson activities are consistently challenging and independent learning features strongly in the best lessons</li> <li>➤ The teaching of basic skills is embedded across the curriculum and opportunities to reinforce basic skills are exploited at every opportunity</li> <li>➤ Staff use a range of teaching and learning strategies to challenge and to meet the individual needs of all pupils</li> <li>➤ New technology is used effectively to enhance and support learning for all pupils</li> <li>➤ Effective questioning of all pupils is used consistently and in all curriculum areas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who are supported by the Pupil Premium Grant achieve well and make better than expected progress.</li> <li>• The DHT works with all staff to ensure provision is well matched to pupils individual needs, learning opportunities are exploited and learning is enhanced through extra-curricular activities</li> </ul> <p>Achieve or exceed targets set at FS, KS1 and KS2</p> <ul style="list-style-type: none"> <li>• At least 92% of teaching is judged to be good or better and 50% (6 teachers) outstanding.</li> <li>• Effective Learning and Teaching Strategies ensure pupils are challenged and provided with opportunities to work independently.</li> <li>• Assessment for learning is embedded and used effectively to challenge pupils and support learning.</li> <li>• Tasks are shaped to promote learning and engagement.</li> <li>• Opportunities for independent learning are embedded in the curriculum</li> <li>• Activities are planned which challenge pupils and facilitate opportunities for pupils to work independently</li> </ul>	<p>Led by the DHT, with the support of the HT and the link Governor Maxine Smith</p> <p>Whole staff led by SLT as appropriate</p>	<p>Ongoing with the new PP plan being implemented September16</p> <p>Begin in September 2016 and ongoing throughout 2016-2017</p>	<p>£112,200</p> <p>£12,000 for CPD, Staff meetings throughout the year Pupil progress meetings x3 Pupil conferencing x6</p>	<p>Half termly monitoring by HT, DHT and SLT. Termly monitoring with impact report by governors</p> <p>Monitored through QA systems including appraisal cycle, observations, learning scrutinies, pupil progress meetings and conferencing.</p>	

<ul style="list-style-type: none"> <li>Maintain rigorous QA systems across all phases to ensure all year groups are at least meeting national expectations and are meeting/exceeding LA targets.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring conducted by middle leaders results in their actions impacting on whole school priorities</li> </ul>	<p>Middle Leaders</p>	<p>Whole school cycle</p>	<p>See yearly overview for Quality Assurance actions</p>	<p>QA systems maintained Evidence in staff files</p>	
---	--	-----------------------	---------------------------	--	--	--

## Priority 2: Teaching and Learning

Priority	Success Criteria
<p>Ensure that the overall judgement for the quality of teaching is good with outstanding practice in each phase by:</p> <ul style="list-style-type: none"> <li>➤ Providing INSET which develops inspirational and engaging teaching and promotes independence</li> <li>➤ Developing a collaborative coaching model within school</li> <li>➤ Ensuring the teaching of basic skills is embedded across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teaching is judged to be good or better and 50% is judged to be outstanding. Any teaching that requires improvement is rapidly improving, the result being that pupils learn well and make good progress and we are at least in line with national expectations</li> <li>➤ Basic skills are reinforced and staff use a range of teaching and learning strategies to meet the needs of all pupils including: pace of lessons, breadth of opportunities, effective questioning, depth of learning, planning, use of resources, new technology, classroom organisation, differentiation to challenge, differentiation to support independence and deployment of additional staff.</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Provide INSET that develops inspirational and engaging teaching strategies which challenge pupils, promote independence and lead to outstanding progress and outcomes across the curriculum.</li> <li>• Ensure INSET develops staff subject knowledge so they are able to challenge pupils accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feel empowered because their subject knowledge improves</li> <li>• Effective Learning and Teaching Strategies ensure pupils are challenged and provided with opportunities to work independently.</li> <li>• The curriculum ensures entitlement and facilitates choice</li> <li>• Assessment for learning is embedded and used effectively to challenge pupils and support learning.</li> <li>• Tasks are shaped to promote learning and engagement.</li> <li>• There will be a consistent approach to teaching and learning across the whole school as outlined in key policies but staff have a degree of autonomy which allows for creativity.</li> </ul>	Led by FD	Begin autumn 2016	INSET Day x1 led by Pauline Allen Grammar INSET Day x1 led by Andrew Curran  £3,000. Books by the author £200	After each INSET day staff will be set a learning task. They work in teams to trial/develop one aspect of the INSET and share the impact during a staff meeting 4 weeks later.	
<ul style="list-style-type: none"> <li>• Develop a collaborative coaching model within school which empowers staff to enhance their teaching repertoire, supports innovation and experimentation,</li> </ul>	<ul style="list-style-type: none"> <li>• A learning culture will develop which is collaborative, reflective and empowering and enhances existing CPD opportunities</li> <li>• Staff will experience and develop an</li> </ul>	Led by FD, BP and JA	Begin autumn 2016	Timetables organised to release staff. Supply teacher to	Impact measured through QA systems including	

<p>enables staff to embed new knowledge and skills, facilitates choice and impacts on teaching and learning</p> <ul style="list-style-type: none"> <li>• Ensure the teaching of basic skills, particularly handwriting and spelling, is embedded across the curriculum and opportunities to reinforce teaching points are exploited.</li> <li>• Revisit key INSET from the last 18 months on: Inspirational Teaching, Inspirational Learning, Guerrilla Teaching, questioning and independent learning. Next year out of 13 teaching staff; 2 members of staff will be new to school and we will have 3 NQTs. In addition to this some staff will be new to year groups. Therefore we will spend several staff meetings revisiting key INSET.</li> </ul>	<p>understanding of an integration of knowledge and skills</p> <ul style="list-style-type: none"> <li>• Staff will benefit from opportunities to be innovative with immediate feedback and new learning can be processed others.</li> <li>• Assumptions and preconceptions can be challenged with evidence</li> <li>• By exploiting every opportunity to consolidate the teaching of basic skills and address gaps in learning, pupils will continue to make sustained progress resulting in standards which are at least in line with national expectations.</li> <li>• Pupils leave Year 1 forming all letters correctly, with leading strokes embedded and ready to begin cursive writing</li> <li>• In order to continue to grow as a school, it is imperative that new staff have the same CPD opportunities that existing staff have had in terms of teaching and learning. By revisiting INSET existing staff will have the opportunity to consolidate what they have learnt (as some are in new year groups) and new members of staff will have the opportunity to develop key skills which will enhance teaching and learning.</li> <li>• By revisiting key INSET we will achieve a level of continuity, ensuring that lesson activities are consistently challenging and provide more opportunities for all pupils to learn to work independently by pursuing some learning themselves</li> </ul>	<p>Whole school marking and Feedback policy implemented and monitored by SLT and subject leaders</p> <p>Led by FD and BP</p>	<p>Ongoing</p> <p>Ongoing throughout the year.</p>	<p>cover staff x 12 days (4 per term and one per phase) £2,400</p> <p>Leadership time to conduct learning scrutinies</p> <p>INSET materials from Jonathan Lear, Will Ryan, Jim Smith and Ian Gilbert and staff meetings on questioning, independent learning and AfL</p>	<p>appraisal, observations, learning scrutinies, pupil progress meetings and conferencing.</p> <p>Book scrutinies, pupil progress meetings, lesson observations</p> <p>Monitored through QA systems including appraisal cycle, observations, learning scrutinies, pupil progress meetings and conferencing</p>	
--	---	--	--	--	--	--

<ul style="list-style-type: none"> <li>Support NQTs and mentors as we move towards our staffing vision of having additional teaching capacity in each year group.</li> </ul>	<ul style="list-style-type: none"> <li>We will have NQTs in years 2, 3 and 4 and two teachers in five out of eight year groups. With additional capacity we will be able to further impact on standards; ensuring that pupils work in smaller groups and continue to make good progress from low starting points.</li> <li>Build capacity within our teaching complement and build succession planning</li> </ul>	<p>NQTs led by BP</p>	<p>Induction to begin summer 2016 and ongoing throughout 2016-2017</p>	<p>NQT package for the 3 NQTs, time for mentors to fulfil their role</p>	<p>Ongoing-monitored through QA systems Including: appraisal, observations, learning scrutinies, pupil progress meetings and conferencing.</p>	
--	---	-----------------------	--	--	--	--

### Priority 3: Leadership and management

<ul style="list-style-type: none"> <li>To develop leaders at all levels so that school improvement priorities can be realised and outcomes for pupils and the school community are improved.</li> <li>To further develop leadership capacity across all levels across the school.</li> </ul>	<ul style="list-style-type: none"> <li>The governing body is influential in determining the strategic direction of the school. They are fully and systematically involved in evaluating the school. Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements.</li> <li>New leaders are empowered to take responsibility and hold staff to account for progress and levels of attainment both within their subject and phase. Leaders tackle weaknesses and build on areas of strength. They routinely make good use of the range of rigorous quality assurance systems in place to inform their judgements.</li> <li>Through talent spotting, coaching and mentoring we can develop our own future leaders</li> </ul>
--	---

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>Implement the new staffing structure with the leadership team working more collaboratively to address school improvement issues.</li> <li>Continue to develop all leaders in their roles, enabling them to hold staff to account for progress and levels of attainment both within their subject and phase.</li> </ul>	<p>By working collaboratively we will have shared ownership of school improvement priorities and by working more innovatively we will begin to consider how to address recruitment and retention.</p> <p>The leadership team and governing body become more established. Leaders are empowered to tackle weaknesses and build on areas of strength.</p> <ul style="list-style-type: none"> <li>The senior leadership team and governing body consistently communicates high expectations to staff about securing improvement.</li> <li>Leaders routinely make good use of the range of rigorous quality assurance systems in place to inform their judgements.</li> <li>Strong partnerships are established within phases, amongst staff and between the governing body and staff which drive school improvement</li> </ul>	<p>SLT</p> <p>SLT and the Governing Body</p> <p>Governing Body</p> <p>Governing body</p>	<p>Begin summer 2016</p> <p>Ongoing</p> <p>Begin autumn 2016</p> <p>September 2016</p>	<p>School monitoring cycle overview, appraisal targets</p> <p>Bespoke training which addresses the needs of the GB as identified</p> <p>First FGB meeting</p>	<p>SLT and governors will hold each other to account through joint monitoring</p> <p>6x a year at FGB meetings and 3x a year at committee meetings</p>	



<ul style="list-style-type: none"> <li>Empower the governing body so they can have greater influence in determining the strategic direction of the school.</li> </ul>	<p>Governors show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements.</p>	<p>FGB, chairs of committees</p>	<p>Ongoing</p>	<p>Time allocated for governors to complete key tasks</p>	<p>Reviewed September 2016</p>	
<ul style="list-style-type: none"> <li>Raise the profile of the governing body within the school community by: writing a termly newsletter, ensuring their photos and roles are on the website and producing an annual statement.</li> </ul>	<p>The expectations of link governors along with their roles and responsibilities are made explicit. With the right people in the right roles the impact of the committees and link governors is maximised. The profile and role of governors is raised</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Leadership time 6x FGB 3x curriculum committee meetings</p>	<p>Feedback from staff and parents</p>	

## Priority 4: Curriculum

Priority	Success Criteria
<p>Following feedback from staff and pupils, ensure the curriculum has the flexibility for topic based work and whole school projects.</p> <ul style="list-style-type: none"> <li>➤ Work with staff to plan and implement the St Matthew’s approach to teaching English skills through key texts</li> <li>➤ Review the Maths and Science curriculum to ensure they are appropriate vehicles to drive school improvement in these core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum is driven by the needs of our pupils and provides memorable experiences which will excite and engage them, ensuring that behaviour is always at least good.</li> <li>• Provide an enabling curriculum which ensures entitlement and facilitates choice</li> <li>• All groups of pupils benefit from a highly coherent and relevant curriculum which promotes good outcomes</li> <li>• Staff continue to develop a cross curricular approach to delivering the curriculum</li> <li>• Raise standards</li> <li>• Staff are confident and competent to plan, teach and assess the English curriculum through key text</li> <li>• The curriculum enables all pupils to achieve well according to their starting points and capabilities and staff take into account prior attainment and previous experiences.</li> <li>• Ensure our curriculum continues to offer countless opportunities to reinforce key teaching points and to address gaps in learning.</li> <li>• The curriculum exploits every opportunity to consolidate the teaching of basic skills and address gaps in learning, helping to overcoming significant barriers which exist in our community.</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<p>Provide the opportunity for pupils to participate in whole school creativity projects</p> <ul style="list-style-type: none"> <li>• Celebrate Black History month with a series of whole school workshops: Heroes- Buzz Day used to launch a whole school project.</li> <li>• Take part in the National Gallery’s</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum will be enhanced and existing schemes of work complemented.</li> <li>• Pupils will have the opportunity to develop specific skills</li> <li>• Raise pupils’ self-esteem and standards</li> <li>• Promote learning outside the classroom as a means of enhancing learning within the classroom</li> </ul>	<p>Led by FD but each term the project will be led by a different member of staff.</p>	<p>Ongoing throughout the year. Autumn term- Heroes, spring term- Take One Picture, summer term- The Great Big Plant Off</p>	<p>CPD day at the National Gallery in the autumn term (£1,500), Two days (3<sup>rd</sup> and 4<sup>th</sup> October) for the launch of Heroes week £600 and week beginning the</p>	<p>After each project week with feedback from staff, parents and pupils</p>	

<p>project: Take One Picture. Each year, a single picture becomes the focus and inspiration for children's learning across the curriculum. Looking in close detail at a single painting and discussing relevant universal themes enables pupils to make meaningful connections across cultures and time.</p> <ul style="list-style-type: none"> <li>All pupils to take part in an environmental project- The Great Big Plant Off.</li> <li>Consolidate the St Matthew's approach to teaching English skills through key texts. (See English Action Plan)</li> <li>Review the Maths and Science curriculum to ensure they are appropriate vehicles to drive school improvement in these core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a stimulus for building the wider school community</li> <li>Enable pupils to build meaningful connections and inspire a lifelong love of learning</li> <li>Pupils will follow a text-based focus for each half term which is specifically planned to meet the needs, interests and National Curriculum expectations of each class.</li> <li>By reviewing and rewriting both curriculums we will ensure that the content of both subjects is slimmed down, needless repetition is avoided, key skills are embedded and pupils can learn skills thoroughly</li> </ul>	<p>Led by FD with the support of SLT and Pauline Allen</p> <p>Led by SLT</p>	<p>Begin in the summer term 2016 then ongoing throughout the academic year.</p> <p>Begin during the summer term of 2016 and continue to review each term</p>	<p>15<sup>th</sup> May for The Great Big Plant Off £500</p> <p>Half a day out of class for each teacher to work with CW during the summer term 2017 £500</p> <p>Two days for SLT to work together in the summer and then 1 day a term from then on £500</p>	<p>Ongoing</p> <p>Linked to assessment data And pupil progress</p>	
--	--	--	--	---	--	--

## Priority 5: Assessment

<u>Priority</u>	<u>Success Criteria</u>
<ul style="list-style-type: none"> <li>➤ Embed the St Matthew's approach to assessment 'Stages of Learning' whilst implementing classroom monitor as a vehicle to complement the system we have in school</li>   <li>➤ Review the skills ladders for the foundation subjects and revise accordingly, ensuring that the new assessment tracker includes the key skills for each of the foundation subjects and train staff so they are confident and competent when using the software to plan and assess</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers are empowered to make accurate assessment judgements and identify gaps that that may exist in pupils learning.</li> <li>➤ Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.</li> <li>➤ Assessment criteria identifies age-related expectations in each core subject in order to monitor progress and attainment.</li>   <li>➤ Teachers are empowered to make accurate assessment judgements and identify gaps that that may exist in pupils learning.</li> <li>➤ Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• After the withdrawal of the statutory use of National Curriculum levels, we implemented a new approach to making judgements regarding attainment and progress. Our 'Stages of learning' has become the universal language of the school community however we are keen to develop this further by purchasing a tracker to complement our in school system. With this in mind we will begin to use Classroom Monitor from the autumn term of 2016.</li>   <li>• Review the skills ladders for the foundation subjects and revise accordingly.</li> <li>• Ensure the new assessment tracker includes the key skills for each of the foundation subjects</li> </ul>	<ul style="list-style-type: none"> <li>• The new assessment tracker will be built into the curriculum, enabling us to check what pupils have learned and whether they are on track to meet expectations at the end of the year and key stage. The new software will: <ul style="list-style-type: none"> <li>• provide reliable information to parents about how their child is performing</li> <li>• provide reliable information on how St Matthew's we are performing</li> <li>• drive improvement for pupils and staff</li> <li>• effectively measure pupil progress</li> </ul> </li>   <li>• From September staff will no longer assess every child for foundation subjects but keep assessment profiles which demonstrate the learning for children of different abilities. Children will be tracked</li> </ul>	Led by BP	Trail it during the summer term of 2016 and implement in full from the autumn	£1,4000	SLT to review termly (linked to the curriculum and pupil progress)	
		Led by FD	Trail it during the summer term of 2016 and implement in full from the	£1,4000	SLT to review termly (linked to the curriculum and pupil progress)	

<p>and train staff so they are confident and competent when using the software to plan and assess</p> <ul style="list-style-type: none"> <li>With the withdrawal of the new EYFS baseline assessment we will no longer use Early Excellence and instead we will focus on our use of Learning Journeys to provide a learning profile of each child,</li> </ul>	<p>using the new software and gaps in their learning will be identified</p> <ul style="list-style-type: none"> <li>Teachers will be empowered to make accurate assessment judgements and identify gaps that that may exist in pupils learning.</li> <li>Teachers and other adults will be acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.</li> <li>We had trailed Early Excellence in 2015 but it was an onerous task with little impact on learning. We will now just use Development Matters to measure starting points and progress in EYFS.</li> </ul>	<p>Led by PSH with the support of SLT</p>	<p>autumn</p> <p>Begin autumn 2016</p>	<p>Development matters 2x supply for refresher training for new staff</p>	<p>Reviewed during the autumn term pupil progress</p>	
---	--	---	--	---	---	--

## Priority 6: Well being and SMSC

Priority	Success Criteria
<ul style="list-style-type: none"> <li>➤ Appoint a member of staff (level 3), who has the skills and experience, to mentor children. Induct them into the role so they are able to effectively;                             <ul style="list-style-type: none"> <li>• provide support and guidance to pupils to help them overcome social, emotional and behavioural problems, which act as barriers to learning.</li> <li>• ensure that individual pupils engage more effectively in learning and fulfil their potential by bridging their academic and pastoral support roles</li> </ul> </li> <li>➤ Develop the emotional coaching programme in school</li> <li>➤ Improve staff well-being by acting on staff feedback and government guidance so that St Matthew's remains an appealing place to work and we are able to recruit and retain key staff.</li> <li>➤ Allow staff greater autonomy when making decisions regarding the constraints of the timetable and fitting in sessions such as golden time or allowing more time to be spent on creative learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will be supported in overcoming barriers to learning and their aspirations will be further raised to fulfil their potential.</li> <li>➤ The potential for a child to be excluded will be further reduced and attendance and punctuality will be further improved. In addition to this academic standards will rise</li> <li>➤ Staff will gain a greater understanding as to why pupils behave the way they do and how our reaction to their behaviour can have a detrimental effect</li> <li>➤ Staff will be able to focus on their role with confidence in the knowledge that unnecessary bureaucracy has been removed and that the leaders of the school take staff well-being seriously</li> <li>➤ Staff feel empowered to make decisions relating to the timetable, individual lessons or situations as they arise and know that they are able to take a more flexible approach as and when appropriate</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<p>Appoint a new member of staff with the skills to effectively:</p> <ul style="list-style-type: none"> <li>• provide support and guidance to pupils to help them overcome social, emotional and behavioural problems which act as barriers to learning.</li> <li>• bridge academic and pastoral support roles ensuring that individual pupils engage more effectively in learning and fulfil their potential and are fully participating in the life of the school.</li> </ul> <p>➤ Develop the emotional coaching programme in school</p>	<ul style="list-style-type: none"> <li>• Pupils will be supported in overcoming barriers to learning and their aspirations will be raised to fulfil their potential.</li> <li>• The potential for a child to be excluded will be reduced and attendance and punctuality will be improved.</li> <li>• Academic standards will rise</li> <li>• Positive relationships with families/carers and outside agencies will develop and the support network for children will broaden</li> <li>• Good practice will be shared and developed</li> </ul> <p>➤ Staff will gain a greater understanding as to why pupils behave the way they do and how our</p>	<p>FD, JA and LM</p> <p>JA and DD</p>	<p>Advertise for the role summer 2016 with the successful candidate taking up the pots in September 2016</p> <p>Begin summer 2016 and</p>	<p>L3 mentor JD and PS reviewed</p> <p>Clear timetable will enable the new member of staff to impact on pupils well-being</p> <p>Part of the INSET day in September</p>	<p>FD and JA to monitor</p> <p>Ongoing</p>	

<p>Improve staff well-being by acting on staff feedback and government guidance so that St Matthew's remains an appealing place to work and we are able to retain key staff.</p> <p>Consider the reports of the Independent Teacher Workload Review Groups in terms of staff well-being and consider the recommendations made by each group:</p> <ul style="list-style-type: none"> <li>eliminating unnecessary workload around marking</li> <li>eliminating unnecessary workload associated with data management</li> <li>eliminating unnecessary workload around planning and teaching resources</li> <li>Allow staff greater autonomy when making decisions regarding the constraints of the timetable and fitting in sessions such as golden time or allowing more time to be spent on creative learning opportunities.</li> </ul>	<p>reaction to their behaviour can have a detrimental effect</p> <ul style="list-style-type: none"> <li>Staff will be able to focus on their role with confidence in the knowledge that: <ul style="list-style-type: none"> <li>Unnecessary bureaucracy has been removed and all tasks relating to marking, planning or assessment are necessary and impact on pupils in a positive way.</li> <li>The leaders of the school take staff well-being seriously</li> <li>Staff recruitment and retention will be improved thus providing stability</li> </ul> </li> <li>Staff feel empowered to make decisions relating to the timetable, individual lessons or situations as they arise and know that they are able to take a more flexible approach as and when appropriate</li> </ul>	<p>Whole school led by FD/BP and governors</p> <p>Whole staff</p>	<p>continue in autumn 2016</p> <p>Begin to review summer term 2016 and begin to implement immediately</p> <p>Discussed in the autumn term so expectations are made explicit and staff are clear as to when and why they can deviate from the timetable.</p>	<p>and 1 x staff meeting</p> <p>Staff meeting to discuss issues with staff</p> <p>£1,000</p> <p>Life experiences budget (£1,000 per class towards the cost of trips)</p>	<p>Feedback from staff</p> <p>Review termly</p>	
--	--	---	---	--	---	--

## Priority 7: Partnerships and Community

Priority	Success Criteria
<ul style="list-style-type: none"> <li>➤ Identify ways in which we can encourage greater involvement of both parents and the wider community in supporting reading both for pleasure and to improve standards.</li> <li>➤ Working with staff, parents and pupils, commission a company to design a new school website which fulfils its statutory requirement and is ready to launch in the autumn term</li> <li>➤ Continue to work with the already established trio of schools as challenge partners to continue to improve standards and allow for staff to work collaboratively across the schools (St Matthew's, St Gregory's and Galton Valley Primary School)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils develop a love of reading which is nurtured not just by staff who work in school but by parents and members of the community.</li> <li>➤ The existing website has been in operation for over four years and is in need of an overhaul. After researching various sites and taking feedback from staff, parents and pupils the new site would reflect the whole school community and continue to market St Matthew's</li> <li>➤ By working collaboratively staff have opportunities to develop professionally, observe good practice, build relationships and share ideas thus impacting on teaching and learning in school.</li> <li>➤ Staff stay abreast of current initiatives and have the opportunity to work innovatively with like-minded people who share similar pressures.</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Identify ways in which we can encourage greater involvement of both parents and the wider community in supporting reading both for pleasure and to improve standards.</li> <li>• Identify adults outside of school who could be an inspiration in terms of their attitude towards reading and encourage them to come into to read with the children, talk about books they have enjoyed and tell stories</li> <li>• Run a competition for children, to work with their parents, in designing a reading area for their classroom. With the support of Reading Heroes, further develop classroom reading areas in terms</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop a love of reading which is nurtured not just by staff who work in school but by parents and members of the community.</li> <li>• With good role models, pupils view reading as a smart choice and enjoyable activity which they can share with both their peers and other adults.</li> <li>• Reading Heroes to investigate reading areas in other schools through use of websites etc and to feedback at a staff meeting in terms of what we would like for St Matthew's (competition/non-</li> </ul>	<p>FD/BP and DD</p> <p>FD/BP and DD. MF to organise DBS</p> <p>Reading Heroes and FD/BP</p>	<p>Begin autumn 2016</p> <p>Ongoing</p> <p>October 2016</p>	<p>Time to recruit volunteers INSPIRE workshops autumn 2016</p> <p>Time to recruit volunteers</p> <p>£1,000</p>	<p>Review summer 2017</p> <p>Termly conversation with reading volunteers</p> <p>Feedback from pupils</p>	



<p>of furniture and books available so that they are appealing places for children to read.</p> <ul style="list-style-type: none"> <li>Identify groups of children and parents across the school who do not always find reading enjoyable in order that we can encourage them and inspire them to read more</li> <li>Working with staff, parents and pupils, commission a company to design a new school website which fulfils its statutory requirement and is ready to launch in the autumn term</li> <li>Continue to work with the already established trio of schools as challenge partners to continue to improve standards and allow for staff to work collaboratively across the schools (St Matthew's, St Gregory's and Galton Valley Primary School)</li> </ul>	<p>negotiables)</p> <ul style="list-style-type: none"> <li>Reading Heroes to make book recommendations for the library and to encourage children and teachers to make more use of the library by making and using book reviews and suggestions.</li> <li>The existing website has been in operation for over four years and is in need of an overhaul. After researching various sites and taking feedback from staff, parents and pupils the new site would reflect the whole school community and continue to market St Matthew's</li> <li>By working collaboratively staff have opportunities to develop professionally, observe good practice, build relationships and share ideas thus impacting on teaching and learning in school.</li> <li>Staff stay abreast of current initiatives and have the opportunity to work innovatively with like-minded people who share similar pressures.</li> </ul>	<p>SLT</p> <p>Governor MS, CW and FD</p> <p>Whole staff led by the HT of each school: KB, SO and FD</p>	<p>Summer 2016</p> <p>Begin summer 2016 ready to launch autumn 2016</p> <p>Begin October 2016 and continue throughout the year</p>	<p>Summer term assessment data</p> <p>£5,000</p> <p>Supply costs for staff</p>	<p>Feedback from parents and pupils (questionnaire)</p> <p>Feedback from staff, parents, governors and pupils</p> <p>Feedback from each individual school</p>	
--	--	---	--	--	---	--

## Priority 8: Premises

<b>Priority</b>	<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>Redesign the entrance area so that access to the office is improved for visitors and parents.</li> <li>Replace the hall floor and blinds</li> <li>Fit air-conditioning in years 3 and 6.</li> <li>Develop a gardening area for pupils to use in readiness for our summer term project: the Great Big Plant Off!</li> <li>Liaise with external agencies regarding the development of the playground.</li> </ul>	<ul style="list-style-type: none"> <li>Safety on the site will be improved and parents and visitors will be able to comfortably speak to staff with improved privacy and easier access. The entrance will look aesthetically more pleasing thus improving first impressions and marketing school better.</li> <li>The hall floor will be fit for purpose and look aesthetically pleasing. The work to refurbish the hall will then be completed.</li> <li>Pupils and staff are able to work in an environment which is neither too hot or too cold and within the accepted temperature guidance</li> <li>School Council to work with BS to develop a gardening area which is solely for pupil use and can be nurtured through each season of the year.</li> <li>The playground will need to be re-surfaced during 2017. The next 12 months will be spent conferencing with pupils to see how they would like the playground to develop and with contractors to see if their ideas and plans can become a reality.</li> </ul>

<b>Action</b>	<b>Impact</b>	<b>Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Progress to date</b>
<ul style="list-style-type: none"> <li>Redesign the entrance area so that access to the office is improved for visitors and parents.</li> </ul>	<ul style="list-style-type: none"> <li>At present parents can't come into school to speak to staff unless it is for a scheduled appointment. Due to safeguarding reasons parents and visitors have to speak to staff through a small hatch which is not suitable. By redesigning the entrance parents will be able to comfortably speak to staff with improved privacy and easier access.</li> </ul>	Led by BS, MF and FD	August 2016	£20,000 for the entrance and £4,000 to refurbish the office	Feedback from visitors and parents. Review once complete in September and look again at potential safeguarding issues	
<ul style="list-style-type: none"> <li>Replace the hall floor</li> </ul>	<ul style="list-style-type: none"> <li>The hall floor is unfit for purpose and over recent years has had to be patched as the floor underneath has broken up. By replacing the floor the area will be improved cosmetically but will also improve the teaching and eating space.</li> </ul>	Led by BS, MF and FD	August 2016	Floor £10,000 and blinds £2,000	Ongoing depending on the hall use (PE lessons, Dinnertime, after school clubs etc)	
<ul style="list-style-type: none"> <li>Fit air-conditioning in years 3 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and staff are able to work in an environment which is neither too</li> </ul>	Led by BS, MF and FD	Easter 2017	£6,000	Ongoing	

<ul style="list-style-type: none"> <li>Develop a gardening area for pupils to use in readiness for our summer term project: the Great Big Plant Off!</li> <li>Liaise with external agencies regarding the development of the playground.</li> </ul>	<p>hot or too cold and within the accepted temperature guidance</p> <ul style="list-style-type: none"> <li>School Council to work with BS to develop a gardening area which is solely for pupil use and can be nurtured through each season of the year.</li> <li>The playground will need to be re-surfaced during 2017. The next 12 months will be spent conferencing with pupils to see how they would like the playground to develop and with contractors to see if their ideas and plans can become a reality.</li> </ul>	<p>BP, BS and FD</p> <p>Led by BS, MF and FD</p>	<p>Spring term 2017</p> <p>Ongoing</p>	<p>£200</p> <p>N/A</p>	<p>Review at the end of the summer term 2017</p> <p>Ongoing</p>	
---	--	--	--	------------------------	---	--