

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



**School Improvement Plan Summary
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	20	67
	% Exceeding	17	5	17
Writing	% Expected	57	19	63
	% Exceeding	13	5	17
Maths	% Expected	63	19	63
	% Exceeding	17	5	17

EYFS

58% to achieve a good level of development

Phonics

80% 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

EYFS

With a low cohort, and below local and national standards in 2016, EYFS continued to be a focus this year. We have met our target with **57%** achieving a GLD and the target being 58%. (Sandwell 2016: 61% / National 2016: 69%). We have faced some difficulties this year with the cohort being particularly challenging and the EYFS leader leaving at Easter. Through Joan Amphlett,'s leadership, we were able to continue to strengthen the remaining team and continue to provide high quality teaching and learning

Phonics

We have met our target with **80%** have passed the phonics test. 3 pupils are disapplied (2 SEN pupils and one newly arrived pupil) and the results would be 89% if these pupils were not included in the data. We are pleased with our results as it is an increase of 7% compared to last year. In Y2, 71% (5 out of 7 pupils), who did not pass the test in Y1, have now passed the phonics assessment

Key Stage One

Key Stage 1 Results		Targets		TA 2017		+/- Target
		Pupils	%	Pupils	%	
RWM	% EXP			17	57%	
	% GDS			2	7%	
Reading	% EXP	20	67%	20	67%	-
	% GDS	5	17%	5	17%	-
Writing	% EXP	19	63%	19	63%	-
	% GDS	5	17%	5	17%	-
Maths	% EXP	19	63%	19	63%	-
	% GDS	5	17%	5	17%	-
Science	% EXP			18	60%	

Key Stage 2

Key Stage 2 Results		Targets		TA 2017		Test 2017		+/- Target
		Pupils	%	Pupils	%	Pupils	%	
RWM	% EXP	21	71%	22	71%			
	% HS	5	16%					
Reading	% EXP	22	74%	23	74%			
	% HS	6	19%					
Writing	% EXP	22	74%	24	77%			
	% GDS	7	23%	7	23%			
Maths	% EXP	22	74%	24	77%			
	% HS	6	19%					
EGPS	% EXP							
	% HS							
Science	% EXP			25	81%			

- Despite some changes to staffing, we have met our KS1 targets. We began the year with an NQT in Year 2, working alongside the KS1 leader but the KS1 leader went on maternity leave in February and we have had to move staffing to ensure consistently high standards in teaching and learning. Emma Brown moved from year 5 to provide additional capacity and Bhav Patel provided additional support after SATs. As a result, the cohort are moving to year 3 in a strong position. Raising standards in KS1 is one of our Ofsted targets and will continue to be a priority next year
- At the time of writing this we do not have the test results but with a stable Yr6 team, all of who have a wealth of experience and a proven track record of raising standards, we are confident of meeting most, if not all of our targets. Teacher assessment indicates that all of our targets have been met

Priority 2: Teaching and Learning

Priority

Ensure that the overall judgement for the quality of teaching is good with outstanding practice in each phase by:

- Providing INSET which develops inspirational and engaging teaching and promotes independence
- Developing a collaborative coaching model within school
- Ensuring the teaching of basic skills is embedded across the curriculum

Success Criteria

- 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
- 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.

- We are continuing to work towards fulfilling our model of having additional teaching capacity within each classroom. By having two teachers in each room there is an impact on standards, staff are able to work collaboratively and excellent practice is disseminated.
- INSET has been provided which has proved to be highly successful. During September Andrew Curran and our SENCo, Joan Amphlett, delivered INSET on a range of both behaviour and emotional coaching strategies which were aimed at strengthening relationships and exploring how and why children learn. In addition to this we have also worked closely with an English specialist called Ruth Leask to look at reading provision in school and Neil Scott, who is supporting us in our Maths work.
- The **majority** of teaching is judged to be **good** or better and improving with over 50% judged to be outstanding. End of KS2 attainment is broadly in line with national expectations and progress, from low starting points in Nursery, is good. There is outstanding practice within each phase.
- The most recent round of observations were led by myself and the English leader Emma Brown. Of the teaching observed, 92% was judged to be good or better with a significant portion judged to be outstanding. These figures represent a snap shot of teaching observed and the books and assessment data are used to triangulate evidence when making judgements. The books in particular are reflective of the good and better teaching which children are exposed to on a daily basis.

Priority 3: Leadership and management

To develop leaders at all levels so that school improvement priorities can be realised and outcomes for pupils and the school community are improved.

➤ **To further develop leadership capacity across all levels across the school.**

- **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.**
- **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.**
- **Through talent spotting, coaching and mentoring we can develop our own future leaders**

- Our Ofsted inspection in October 2016 recognised the good leadership in school and the work of the governing body. We know there is still work to be done to further improve the effectiveness of leadership at all levels but external validation demonstrates that our starting point for growth is that leadership is good.
- There is still work to be done with the Governing Body to ensure we grow as a team and can truly have greater influence in determining the strategic direction of the school but all the external validation this year has complimented the work of the governing body and recognises the good position we are in .
- We have a history of successfully growing our own leaders and this is a model we were again keen to replicate as we can ensure succession planning and talent management. Amongst our existing staff we have a pool of talent and were very fortunate that when we advertised two leadership posts, 4 members of staff applied. Lily McMahon was appointed as our Maths Leader and Emma Brown was appointed as our English leader.

Priority 4: Curriculum

Priority

Following feedback from staff and pupils, ensure the curriculum has the flexibility for topic based work and whole school projects.

- **Work with staff to plan and implement the St Matthew's approach to teaching English skills through key texts**
- **Review the Maths curriculum to ensure they are appropriate vehicles to drive school improvement in these core subjects.**

Success Criteria

- **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.**
- **Provide an enabling curriculum which ensures entitlement and facilitates choice**
- **All groups of pupils benefit from a highly coherent and relevant curriculum which promotes good outcomes**
- **Staff continue to develop a cross curricular approach to delivering the curriculum**
- **Raise standards**

- **Staff are confident and competent to plan, teach and assess the English curriculum through key text**

- **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.**
- **Ensure our curriculum continues to offer countless opportunities to reinforce key teaching points and to address gaps in learning.**
- **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.**

- This year we have provide several opportunities for pupils to participate in whole school creativity projects including the Big Sleuth, a celebration of Black History, the National Gallery's Take One Picture project and INSPIRE workshops around the theme of 'The Great Big Plant Off'.
- We have consolidated the St Matthew's approach to teaching English skills through key texts and recent observations, assessment data and book scrutinies demonstrate the impact of good teaching and learning in English. During the year we have worked closely with both Ruth Leask and Pauline Allen to provide staff with high quality CPD which has impacted on standards
- We have reviewed our maths curriculum and moved towards a fluency, reasoning and problem solving approach using White Rose resources to support teaching and learning.
- Planning and learning for all subjects is monitored on a termly or yearly basis. Staff are provided with detailed feedback and actions to implement. As a result, our curriculum provision continues to be good.

Priority 5: Assessment

<u>Priority</u>	<u>Success Criteria</u>
<ul style="list-style-type: none">➤ 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 ➤ 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	<ul style="list-style-type: none">➤ Teachers are empowered to make accurate assessment judgements and identify gaps that that may exist in pupils learning.➤ 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.➤ Assessment criteria identifies age-related expectations in each core subject in order to monitor progress and attainment. ➤ Teachers are empowered to make accurate assessment judgements and identify gaps that that may exist in pupils learning.➤ 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.
<ul style="list-style-type: none">• We have revised the Stages of Learning Assessment for both KS1 and KS2. In addition to this, Classroom Monitor has been introduced and is used by staff to assess pupils against assessment objectives and scoring them. As this was only introduced at the start of the year, there is still a lot of work to be done to ensure consistency and to moderate judgements.• We have not yet reviewed the skills ladders however we are looking to use our new assessment procedures and software as the basis for assessing the foundation subjects. This target will carry over to next year	

Priority 6: Well being and SMSC

<u>Priority</u>	<u>Success Criteria</u>
<ul style="list-style-type: none">➤ 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">• provide support and guidance to pupils to help them overcome social, emotional and behavioural problems, which act as barriers to learning.• ensure that individual pupils engage more effectively in learning and fulfil their potential by bridging their academic and pastoral support roles ➤ Develop the emotional coaching programme in school	<ul style="list-style-type: none">➤ Pupils will be supported in overcoming barriers to learning and their aspirations will be further raised to fulfil their potential.➤ 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 ➤ 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

<ul style="list-style-type: none"> ➤ 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. ➤ 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. 	<ul style="list-style-type: none"> ➤ 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 ➤ 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
<ul style="list-style-type: none"> • We appointed a learning mentor to work in school as an LSP in the morning and as a mentor in the afternoons. Unfortunately, he decided to resign during the autumn term as he felt his skills were more suited to the needs of secondary school children. At present we have no plans to replace the learning mentor as our priority is to focus on raising standards by deploying staff into classrooms, • We have reviewed staffing and teaching capacity, particularly in the light of moving to 2 forms of entry from September. • Joan Amphlett delivered excellent INSET in September which focussed on the STAR approach to emotional coaching- Stop, Think, Act, and Reflect. Staff have embraced this approach as a behaviour management strategy and early feedback has been exceptionally positive. • Staff at St Matthew's work hard and always give their very best. Leaders are working hard to ensure staff feel empowered and fulfilled whilst maintaining a work life balance, enabling them to be highly effective in their roles. • After Ofsted we did look at how we could reduce workload but this has had limited success as we have, in the main, reverted back to what we know works well. 	

Priority 7: Partnerships and Community	
Priority	Success Criteria
<ul style="list-style-type: none"> ➤ 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. ➤ 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 ➤ 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) 	<ul style="list-style-type: none"> ➤ 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. ➤ 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 ➤ 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. ➤ Staff stay abreast of current initiatives and have the opportunity to work innovatively with like-minded people who share similar pressures.
<ul style="list-style-type: none"> • Over the year we have done a great deal of work around raising standards in reading. This has included buying additional resources, staff training and devising a new approach. The English leader, Emma Brown, has been instrumental in this work and there is an obvious impact on standards. Parents report that they enjoy the new reading scheme as it offers more variety and children are engaged. • We have not changed our website because following our most recent Ofsted in October 2016, we were complimented on how easy it was to use and accessible for 	

everyone.

- Due to circumstances beyond our control, we have not been able to work with the schools identified but we hope to remedy this next year

Priority 8: Premises

Priority

- Redesign the entrance area so that access to the office is improved for visitors and parents.
- Replace the hall floor and blinds
- Fit air-conditioning in years 3 and 6.
- Develop a gardening area for pupils to use in readiness for our summer term project: The Great Big Plant Off!
- Liaise with external agencies regarding the development of the playground.

Success Criteria

- 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.
- The hall floor will be fit for purpose and look aesthetically pleasing. The work to refurbish the hall will then be completed.
- Pupils and staff are able to work in an environment which is neither too hot or too cold and within the accepted temperature guidance
- 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.
- 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.

- We have redesigned the entrance area so that access to the office has been improved for visitors and parents.
- The hall floor and blinds have been replaced
- We have not yet fitted air conditioning in years 3 and 6 but this will be a priority in the autumn term
- We have begun to liaise with external agencies regarding the development of the playground.