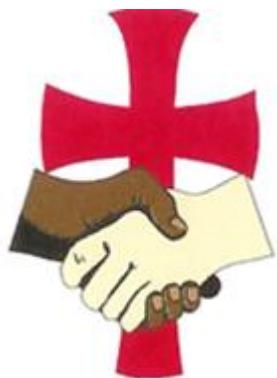


**St Matthew's**  
**Church of England Primary School**



**School Improvement Plan**  
**2017-2018**

## Priority 1: Standards and Achievement

### Priority

- Achieve targets set for EYFS, KS1 and KS2

### Success Criteria

#### Key Stage One

Key Stage 1 Attainment Targets		2017 Target	2018 Target	
			Pupils	%
Reading	% Expected	67	20	67
	% Exceeding	17	5	17
Writing	% Expected	63	19	63
	% Exceeding	17	5	17
Maths	% Expected	63	19	63
	% Exceeding	17	5	17

#### EYFS

% to achieve a good level of development

#### Phonics

% to pass the Yr1 phonics screening test

#### Key Stage 2

Key Stage 2 Attainment Targets		2017 Target	2018 Target	
			Pupils	%
R,W & M	% Expected	74	22	76
	% Exceeding	19	4	14
Reading	% Expected	74	22	76
	% Exceeding	29	6	21
Writing	% Expected	74	22	76
	% Exceeding	23	6	21
Maths	% Expected	74	22	76
	% Exceeding	23	6	21

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>In each cohort, a minimum of 75% of pupils have been identified as having the potential to achieve age related expectations. Through quality first teaching and robust QA systems, staff to ensure these children remain on target and the gap between those working below and at the expected level closes.</li> </ul>	By continuing to adopt the highest expectations of all our pupils we will ensure standards continue to rise and all pupils are appropriately challenged and make good progress.	SLT, teaching staff and support staff	Pupils were identified in the spring of 2017, revisit the list in the summer of 2017 and then ongoing throughout the year	Pupil progress meetings 3x a year	Ongoing by SLT	

<ul style="list-style-type: none"> <li>• Ensure there is early identification and intervention of pupils requiring additional support</li> <li>• DHT (HT while DHT is on maternity leave) 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> </ul> </li> </ul>	<p>Gaps in learning are identified early and interventions are planned for and implemented in a timely manner.</p> <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 86% of teaching is judged to be good or better and 42% (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</li> </ul>	<p>SLT, SENCo, teaching staff and support staff</p> <p>Led by the DHT/HT, with the support of the link Governor (TBC)</p> <p>Whole staff led by SLT as appropriate</p>	<p>Pupils identified summer 2017</p> <p>Ongoing with the new PP plan being implemented September17</p> <p>Begin in September 2017 and ongoing throughout 2017-2018</p>	<p>Pupil progress meetings 3x a year</p> <p>£114.840.</p> <p>£12,000 for CPD, Staff meetings throughout the year Pupil progress meetings x3 Pupil conferencing x6</p>	<p>Ongoing by SENCo</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>	
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<ul style="list-style-type: none"> <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> <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>	<p>learning are embedded in the curriculum</p> <ul style="list-style-type: none"> <li>• Activities are planned which challenge pupils and facilitate opportunities for pupils to work independently</li> <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>	
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<p>challenge pupils accordingly</p> <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, enables staff to embed new knowledge and skills, facilitates choice and impacts on teaching and learning</li> <li>Support NQTs and mentors as we move towards becoming a two form entry primary school and our vision of having additional teaching capacity in each year group.</li> </ul>	<p>challenge pupils and support learning.</p> <ul style="list-style-type: none"> <li>Tasks are shaped to promote learning and engagement.</li> <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 understanding of an integration of knowledge and skills</li> <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>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> <li>We will have NQTs in Nursery, Reception and Year 1 and new teacher in six 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>Led by FD and BP</p> <p>NQTs led by FD and JA</p>	<p>Ongoing</p> <p>Induction to begin summer 2017 and ongoing throughout 2017-2018</p>	<p>2017, Nick Tiley-Nunn January 2018</p> <p>Timetables organised to release staff. Supply teacher to cover staff x 12 days (4 per term and one per phase) £2,400</p> <p>Leadership time to conduct learning scrutinies</p> <p>NQT package for the 2 NQTs, time for mentors to fulfil their role</p>	<p>aspect of the INSET and share the impact during a staff meeting.</p> <p>Impact measured through QA systems including appraisal, observations, learning scrutinies, pupil progress meetings and conferencing.</p> <p>Ongoing-monitored through QA systems Including: appraisal, observations, learning scrutinies, pupil progress meetings and conferencing.</p>	
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### Priority 3: Leadership and management

<u>Priority</u>	<u>Success Criteria</u>
<ul style="list-style-type: none"> <li>➤ <b>Beginning September 2017, ensure the smooth transition from a single form entry primary school to a two form entry primary school</b></li> <li>➤ <b>Begin to prepare for the move onto a split site in during the academic year 2018-2019</b></li> <li>➤ <b>With diminished leadership capacity and changes to staffing, ensure that the new staffing structure secures strong and sustainable leadership throughout school</b></li> <li>➤ <b>Develop new leaders in their roles and ensure that they have the necessary skills and competencies to challenge colleagues and hold them to account so as to improve the outcomes for all.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The move towards a two form entry primary school is successful and the temporary base for Nursery continues to provide effective provision</b></li> <li>• <b>The move to a split site in 2018 is successful and bring the long term vision for the school to fruition</b></li> <li>• <b>The new staffing structure continues to provide an effective model for improving the outcomes for all and the absence of the DHT and EYFS leader, doesn't have a detrimental effect on school</b></li> <li>• <b>New leaders are empowered to hold staff to account and grow in confidence in their roles</b></li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Ensure the smooth transition from a single form entry primary school to a two form entry primary school</li> </ul>	<ul style="list-style-type: none"> <li>• The growth of the school to a two form entry will help to ensure the school remains financially viable.</li> <li>• Staff will reap the benefit of working alongside another year group partner and this will impact on staff recruitment and well being</li> </ul>	SLT and governors	From Sept 2017 school to begin the move to a two form entry primary school with two Rec classes	An additional Reception teacher to be appointed for September 2017	Ongoing	
<ul style="list-style-type: none"> <li>• Begin to prepare for the move onto a split site in during the academic year 2018-2019 by considering leadership and school organisation, staffing, resources, financial implications and retaining what is distinctive about a single form entry church school which is currently housed on one site.</li> </ul>	<ul style="list-style-type: none"> <li>• As a growing school that will eventually be housed on two sites, it is imperative that we retain all that is distinctive about St Matthew's. It will be a challenge for leaders and governors to ensure this cohesiveness and to build in distributed leadership across the two sites. and continue to be effective in meeting the needs of all learners and supporting the community that we serve</li> </ul>	Whole staff and governors	Begin September 2017	Staff meeting time, FGB meetings,	Ongoing	

<ul style="list-style-type: none"> <li>• With diminished leadership capacity and changes to staffing, ensure that the new staffing structure secures strong and sustainable leadership throughout school</li> <li>• Develop new leaders in their roles and ensure that they have the necessary skills and competencies to challenge colleagues and hold them to account so as to improve the outcomes for all.</li> <li>• Develop opportunities for emerging leaders to influence and impact on provision and thus improve pupil outcomes.</li> <li>• To continue to develop leadership capacity from within the existing talent pool of existing staff.</li> <li>• Continue to develop the effectiveness of the governing body so they can have greater influence in determining the strategic direction of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The staffing structure is clear and sustainable</li> <li>• All staff have a good understanding of their role within school and parents have clear understanding of whom to contact and when</li> <li>• Staff have opportunities to shadow/step up into leadership roles</li> <li>• SLT members hold effective challenge conversations around teaching and learning and pupil progress</li> <li>• Teaching continues to improve towards outstanding</li> <li>• Teaching continues to improve and move towards outstanding;</li> <li>• Emerging leaders are identified and make a positive contribution to the leadership of the school</li> <li>• Emerging leaders are ambitious and understand how they can impact on standards and progress for all learners;</li> <li>• The governing body are fully and systematically involved in evaluating the school.</li> <li>• Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about their views which are used to inform strategic priorities for development. Their relationships with staff are constructive</li> <li>• They show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements.</li> </ul>	<p>Whole staff and governors</p> <p>SLT and FGB</p> <p>SLT and whole staff</p> <p>SLT and the Governing Body</p>	<p>September 2017</p> <p>Begin summer term 2017</p> <p>Begin summer term 2017</p> <p>Ongoing</p>	<p>SLT to attend meetings as and when appropriate</p> <p>SLT and FGB</p> <p>Leadership time</p> <p>Leadership time Bespoke training which addresses the needs of the GB as identified.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>6x a year at FGB meetings and 3x a year at committee meetings Governor questionnaire</p>	
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## Priority 4: Curriculum

Priority	Success Criteria
<ul style="list-style-type: none"> <li>Embed the new approach to reading, ensuring clear progression, continuity and skills development over time and introduce a basic skills English lesson which is used to teach grammar and punctuation, spelling and handwriting discreetly.</li> <li>Ensure a consistent approach to the teaching of maths throughout school and expose staff to outstanding maths practitioners to motivate and inspire them</li> <li>Review the way in which the curriculum is mapped to ensure that it is still a vehicle to drive school improvement and well matched to the needs of learners</li> </ul>	<ul style="list-style-type: none"> <li>The non-negotiables to teaching reading become embedded practice and standards continue to rise. Grammar, punctuation and spelling is taught discreetly and these elements have an impact on standards in writing overall</li> <li>By reviewing our approach to the teaching of maths, we will ensure that the curriculum meets the needs of all learners, needless repetition is avoided, key skills are embedded and pupils can learn skills thoroughly</li> <li>The curriculum exploits every opportunity to consolidate the teaching of basic skills and address gaps in learning. We will continue to provide an enabling curriculum which ensures entitlement and facilitates choice, all groups of pupils will benefit from a highly coherent and relevant curriculum which promotes good outcomes. Children attend regularly and enjoy their learning, they demonstrate high levels of engagement in their lessons; and make good progress. The curriculum is broad, exciting and challenging and contributes well to pupils' enjoyment of and interest in their learning.</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>Embed the new approach to reading, ensuring clear progression, continuity and skills development over time</li> </ul>	<ul style="list-style-type: none"> <li>The non-negotiables to teaching reading which were introduced in 16/17 become embedded practice and standards continue to rise in reading (planning linked to the reading domains, opportunities for pupils to have greater ownership of their reading, building stamina in free reading sessions, comprehension strategies practised and developed, children to be heard read through home reading sessions and during guided sessions)</li> </ul>	English leader EA, SLT and whole staff	Ongoing but with a focus in the autumn term to induct new staff	Staff meeting x3 (to include moderation)	Ongoing RAG rate action plan summer 2017 and new plan written for 2017/18	
<ul style="list-style-type: none"> <li>Introduce a basic skills English lesson which is used to teach</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, punctuation and spelling is taught discreetly and these</li> </ul>	English leader EA,	Begin in the autumn term	Staff meeting x1 and	Ongoing	

<p>grammar and punctuation, spelling and handwriting.</p> <ul style="list-style-type: none"> <li>Embed our approach to the teaching of maths using White Rose.</li> <li>Ensure a consistent approach to the teaching of the four operations and arithmetic and begin to explore the most effective methods of teaching wider elements of the maths curriculum.</li> <li>Motivate and inspire staff with the teaching of maths by arranging INSET with Nick Tiley-Nunn who sees maths as the 'diamond in the rough' of the primary curriculum.</li> <li>Review the way in which the curriculum is mapped to ensure that it is still a vehicle to drive school improvement and well matched to the needs of learners</li> </ul>	<p>elements have an impact on standards in writing overall</p> <ul style="list-style-type: none"> <li>The skills which are developed during the discrete lessons are implemented in all areas of the curriculum. Pupils will continue to 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 our approach to the teaching of maths, we will ensure that the curriculum meets the needs of all learners, needless repetition is avoided, key skills are embedded and pupils can learn skills thoroughly</li> <li>Children attend regularly and enjoy their learning, pupils demonstrate high levels of engagement in their lessons; learning in books is of a high quality and pupils make good progress, the curriculum is broad, exciting and challenging and contributes well to pupils' enjoyment of and interest in their learning</li> </ul>	<p>SLT and whole staff</p> <p>Maths leader LM, SLT and whole staff</p> <p>Whole staff</p>	<p>2017</p> <p>Begin in the autumn term 2017</p> <p>January 2018</p> <p>July 2017</p>	<p>reviewed in the spring term 2018</p> <p>Staff meeting x5 and one INSET day</p> <p>£2,000 and an INSET day</p> <p>Twilights after school to make up time</p>	<p>RAG rate action plan summer 2018</p> <p>Ongoing RAG rate action plan summer 2017 and new plan written for 2017/18</p> <p>Ongoing- to include pupil conferencing</p>	
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**Priority 5: Assessment**

<p><b><u>Priority</u></b></p> <ul style="list-style-type: none"> <li>➤ Implement the St Matthew’s approach to the assessment of the foundation subjects. Review the assessment criteria for the foundation subjects and revise accordingly. Ensure the new assessment tracker includes the key skills for each of the foundation subjects*(including PE) and train staff so they are confident and competent when using the software to plan and assess</li> </ul>	<p><b><u>Success Criteria</u></b></p> <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 of the foundation subject in order to monitor progress and attainment.</li> </ul>
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Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Review the assessment criteria for the foundation subjects and revise accordingly.</li> <li>• Ensure 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>• 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 using the new software and gaps in their learning will be identified</li> <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> </ul>	Led by FD	Implement autumn term 2017	£1,4000	SLT to review termly (linked to the curriculum and pupil progress)	

## Priority 6: Well being and SMSC

Priority	Success Criteria
<ul style="list-style-type: none"> <li>➤ Apply for the Sandwell Well-Being Charter Mark</li> <li>➤ Simplify whole school behaviour expectations using clear and consistent expectations and language. Introduce Colour Therapy to help with the transition from lunchtime to afternoon lessons and to relieve stress and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>➤ We will be awarded the Sandwell Well-Being Charter Mark in recognition of our dedication towards improving the Social, Emotional and Mental Health (SEMH) of our pupils</li> <li>➤ Behaviour is always at least good and moves closer to outstanding. Pupils demonstrate very high levels of engagement and exemplary attitudes to learning. Manners and courtesy are always good, with reminders being necessary only very rarely.</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Apply for the Sandwell Well-Being Charter Mark</li> </ul>	<ul style="list-style-type: none"> <li>• We will be recognised for our work in improving the outcomes for pupils with social, emotional and mental health needs</li> </ul>	SENCo and FD	8 months	Support from Sarah Corns and inclusion support	There are key review points during the process	
<ul style="list-style-type: none"> <li>• Simplify whole school behaviour expectations using clear and consistent expectations and language.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour is always at least good and moves closer to outstanding. Pupils demonstrate very high levels of engagement and exemplary attitudes to learning. Manners and courtesy are always good, with reminders being necessary only very rarely.</li> </ul>	Whole school and all staff	Staff meeting autumn term 2017	Steps in the classroom and in a folder for LTS. Praise certificates for good behaviour	Ongoing with feedback from staff, parents and pupils	
<ul style="list-style-type: none"> <li>• Ensure pupils behaviour or good work is rewarded with a variety of incentives such stickers and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Parents have more regular feedback and can talk to their children about their achievements in school</li> </ul>	FD to lead	Introduce autumn 2017			
<ul style="list-style-type: none"> <li>• Introduce Colour Therapy to help with the transition from lunchtime to afternoon lessons and to relieve stress and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Children have the opportunity to colour in their personal colour therapy books. This calms the mind after lunchtime and gets the children ready for learning. Colour therapy is great for relieving stress and anxiety</li> </ul>	FD to lead	Trialled summer term 2017 and fully implemented autumn term 2017	Colouring books and felt tip pens for all pupils	Ongoing feedback from staff and pupils	
<ul style="list-style-type: none"> <li>• Introduce Play Dough Therapy to support PSHE lessons and pupils well being</li> </ul>	<ul style="list-style-type: none"> <li>• Play dough can be used for directive play where children can be asked to make something relating to a topic</li> </ul>	FD to lead	Trialled summer term	A play dough pot for all	Ongoing feedback	

	relevant to them. Once completed, they can share what they have made. Play dough therapy can help children with: problem solving, decision making and resolving dilemmas		2017 and fully implemented autumn term 2017	pupils	from staff and pupils	
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## Priority 7: Partnerships and Community

Priority	Success Criteria
<ul style="list-style-type: none"> <li>➤ Ensure parents are fully informed about all aspects of their child's learning, the curriculum and wider aspects of school life.</li> <li>➤ Raise the profile of staff in school and the work that we do by inviting parents in to have a tour of the school. Ensure a range of staff are on duty outside the front of the building each morning</li> <li>➤ Hold sessions for parents on how to use websites such as <b>Mathletics, Bug Club and Spellodrome</b>. Ensure the relevant information is displayed in the learning log.</li> <li>➤ Relaunch the homework club and target pupils with internet access at home.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parents are empowered to support their child's learning by: <ul style="list-style-type: none"> <li>• Being able to support their child to their reading, writing and maths targets</li> <li>• Having an overview of the curriculum</li> <li>• Being able to contribute to school improvement and self-evaluation.</li> </ul> </li> <li>➤ By having the opportunity to tour the school, parents will have an appreciation of their child's learning journey and the work that we do. It will give them an insight into behaviour, the learning environment and teaching and learning in school.</li> <li>➤ Parents are empowered to support their child's home learning</li> <li>➤ Pupils are able to complete their homework in a safe environment with adult support</li> </ul>

Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Each class to host a welcome session in September where staff showcase their year group's curriculum, targets and key information for the year ahead. Parents can attend the event and have the opportunity to receive information and ask questions.</li> <li>• Raise the profile of staff and governors in school and the work that we do by inviting parents/carers in to have a tour of</li> </ul>	<ul style="list-style-type: none"> <li>• Following the event, parents will be better placed to support their child at home because they will have key information including a timetable, a copy of their child's targets, key dates for the term and an overview of the curriculum.</li> <li>• As a growing school build more fruitful relationships with parents and work towards retaining our distinctive ethos about working in partnership</li> </ul>	<p>Led by SLT each class to take ownership of their own stall.</p> <p>SLT</p>	<p>September 2017</p> <p>Begin autumn 2017</p>	<p>1x staff meeting,</p> <p>1 x afternoon a week throughout the autumn term</p>	<p>Feedback from parents</p> <p>Feedback from parents</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>the school,</p> <ul style="list-style-type: none"> <li>• Ensure different staff are outside the front of school each morning</li> <li>• Hold sessions for parents on how to use websites such as Mathletics, Bug Club and Spellodrome.</li> <li>• Relaunch the homework club and target pupils with internet access at home</li> </ul>	<p>with parents</p> <ul style="list-style-type: none"> <li>• Parents are empowered to support their child's home learning</li> <li>• Pupils are able to complete their homework in a safe environment with adult support</li> </ul>	SLT	Begin autumn 2017	After school 3x a week and dinner time 3 x week	Feedback from pupils and parents	
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### Priority 8: Premises

<b>Priority</b>		<b>Success Criteria</b>				
<ul style="list-style-type: none"> <li>➤ Ensure the successful development of the modular build which will be used to house an additional class.</li> <li>➤ Ensure the successful development of the new KS2 site</li> <li>➤ Fit air-conditioning in years 3 and 6.</li> <li>➤ Liaise with external agencies regarding the development of the playground.</li> </ul>		<ul style="list-style-type: none"> <li>➤ The modular build will provide space for our extra Reception class along with an additional teaching space.</li> <li>➤ The new build will bring much needed space to school and provide exciting opportunities. We want to ensure all that is distinctive about St Matthew's is retained when we become a split site whilst providing a new building which is conducive to highly effective teaching and learning.</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>➤ 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>				
Action	Impact	Staff	Timescale	Resources	Monitoring	Progress to date
<ul style="list-style-type: none"> <li>• Ensure the successful development of the modular build which will be used to house an additional class.</li> </ul>	<ul style="list-style-type: none"> <li>• The modular build will provide space for our extra Reception class along with an additional teaching space. It is the intention that next year, Yr2</li> </ul>	Led by governing body, SLT, the site	To be completed by September 2017	TBC	Ongoing	

<ul style="list-style-type: none"> <li>• Ensure the successful development of the new KS2 site</li> <li>• Fit air-conditioning in years 3 and 6.</li> <li>• Liaise with external agencies regarding the development of the playground.</li> </ul>	<p>will be housed in the modular build and EYFS will remain in the main building.</p> <ul style="list-style-type: none"> <li>• The new build will bring much needed space to school and provide exciting opportunities. We want to ensure all that is distinctive about St Matthew's is retained when we become a split site whilst providing a new building which is conducive to highly effective teaching and learning.</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>• 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>manager and bursar</p> <p>Led by governing body, SLT, the site manager and bursar</p> <p>MF, BS and FD</p> <p>Led by the resources committee along with BS, MF and FD</p>	<p>To be completed by September 2018</p> <p>To be completed by October 2017</p> <p>To be completed by October 2018</p>	<p>TBC</p> <p>£3,000</p> <p>£50,000</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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