

**SCHOOL IMPROVEMENT PLAN – ST MATTHEW’S CE PRIMARY SCHOOL 2023-24**

<b>Area of focus</b>	<b>Objective</b>	<b>Outline of Actions</b>	<b>Success Criteria including Outcomes for Learners</b>
<b>Strategic Objective 1</b>			
<b>Leadership and management</b>	To develop middle and senior leaders at all levels, enabling them to have a positive impact on pupil outcomes	<ul style="list-style-type: none"> <li>• To provide CPD for leaders at all levels, including National Qualifications (e.g. NPQSL), bespoke support and training courses within and outside of the Trust</li> <li>• To embed a coaching culture to enable existing middle leaders to have maximum impact on pupil outcomes</li> <li>• To induct and develop leaders who are new to their roles, through robust support and challenge</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching is Good, with a higher proportion of Outstanding teaching than the previous academic year</li> <li>• Children across the school make at least good progress, with a high proportion of children making better than expected progress</li> <li>• Outcomes from national assessments at KS1 and KS2 are at least in line with national averages at ARE and Greater Depth</li> <li>• Outcomes in Phonics continue to rise</li> <li>• In EY, attainment improves as a result of accelerated progress</li> <li>• Feedback from leaders indicates that they feel more confident in their roles</li> <li>• Interviews with leaders demonstrate that they are able to articulate the impact they have had on their area of responsibility</li> </ul>

**Strategic Objective 2**

<p><b>Quality of Education</b></p>	<p>To improve pupil outcomes in early reading/Phonics.</p>	<ul style="list-style-type: none"> <li>• To provide CPD for new and existing staff on RWI, delivered by Ruth Miskin Trainers.</li> <li>• To develop the Phonics' leader.</li> <li>• To provide ongoing CPD for new and existing teaching staff and support staff with regard to teaching Phonics to ensure consistency and quality across the school</li> <li>• To plan interventions for children in Year 2 who did pass the screener in Year 1 and children in Year 3 who did not pass the screener in Year 2.</li> <li>• To ensure there is regular monitoring of the teaching of Phonics and feedback is given.</li> <li>• To improve the pace of learning and level of challenge, so that there is clear progression in teaching and evidence of strong progress across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment in phonics is raised as a result of accelerated progress.</li> <li>• Phonics attainment in Year 1 is at least in line with National Average.</li> <li>• Pupil voice demonstrates that children feel positive about their learning in phonics.</li> <li>• Phonics lessons seen are consistently good.</li> <li>• Staff feedback demonstrates that staff at all levels are more confident teaching phonics</li> </ul>
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**Strategic Objective 3**

<p><b>Leadership and management</b></p>	<p>To develop the Christian Distinctiveness of the school to enable children to flourish in line with the school vision</p>	<ul style="list-style-type: none"> <li>• To develop the teaching of RE to ensure that they are sufficiently challenging and support pupils' depth of understanding</li> <li>• To review the school vision and values, ensuring that it is rooted in the Bible and that the values support the vision</li> <li>• To develop pupil voice so that children steer the RE curriculum and worship, and that they are confident advocates of issues that matter to them</li> <li>• To develop the leadership of the Christian Distinctiveness of the school, by improving monitoring through establishing a strong Christian Ethos</li> </ul>	<ul style="list-style-type: none"> <li>• The school's vision and values are embedded and this can be evidenced through monitoring</li> <li>• Robust and regular monitoring demonstrates the impact of the school vision on pupil outcomes (monitoring includes involvement from governors, external partners (LDBS), Headteachers and pupil voice)</li> <li>• RE lessons are consistently good, demonstrating strong subject knowledge by staff, sufficient challenge and depth</li> </ul>
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		Group, developing the role of governance and development of the new RE leader through robust CPD	<ul style="list-style-type: none"><li>• Children make good progress in RE and this is comparative to progress in other core subjects</li><li>• Staff feedback shows that staff have a greater understanding of what it means to work in a Church school</li><li>• Pupil voice indicates that children enjoy RE lessons</li></ul>
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