School on a page

St. Matthew's Catholic Primary School

School Context

Main Characteristics:

- St. Matthew's is a smaller than average sized primary school with 206 pupils on roll
- 14% of pupils are eligible for Pupil Premium, which is below national average
- 12% of pupils have SEND and the number of pupils with an EHCP is well below the national average
- The proportion of children with EAL is 6.82%

Additional Information:

- Stability at St. Matthew's is good
- Attendance is good and above national average

SDP Objectives 2023-2024

Quality of Education

1. To increase the percentage of pupils achieving greater depth in all subjects, particularly in reading
2. To improve outcomes in writing across school, particularly in Key Stage 1
3. To improve outcomes for those not meeting phonic check outcomes in Key Stage 1
4. Continue to monitor and evaluate the foundation curriculum in line with the BCCET 'Transition Project'

Self-Evaluation

- Attendance and punctuality are consistently high – attendance in 2022/23 was 96%, which is well above the national average, whilst persistent absenteeism was lower than national average
- The curriculum is broad, balanced and ambitious. It has been carefully designed to provide our children with a range of opportunities and experiences
- There is a calm and purposeful atmosphere across school; attitudes to learning are consistently positive
- Personal development is a strength of St Matthew's and pupils are provided with a range of development opportunities and extra-curricular experiences
- Teaching of reading and phonics is fully embedded across the school
- Teachers support children with SEND and the most disadvantaged pupils. They use assessment information effectively to ensure support and intervention are well matched to learning needs
- Pupils are proud of their school and their behaviour and attitudes to learning are good
- Leaders engage with staff to support staff well-being; action is being taken to manage staff workload
- Leaders are passionate about education and show determination to drive the school forward; leadership at all levels is embedded across school

EYFS			
2023	School	National	Difference
% achieved GLD	77%	67%	+10%

Phonics Screening			
2023	School	National	Difference
Y1 % working at	89%	75%	+14
Y2 resit % working at	0% 0/5	-	-

Key Stage 1			
2023	School	National	Difference
% expected standard in reading	81%	68%	+13%
% expected standard in writing	61%	60%	+1%
% expected standard in maths	71%	70%	+1%
% expected standard in RWM	61%	56%	+5%
% greater depth in reading	23%	19%	+4%
% greater depth in writing	13%	8%	+5%
% greater depth maths	32%	16%	+16%
% greater depth in RWM	13%	6%	+7%

Key Stage 2			
2023	School	National	Difference
% expected standard in reading	87%	73%	+14%
% expected standard in writing	83%	71%	+12%
% expected standard in maths	87%	73%	+14%
% expected standard in RWM	80%	59%	+21%
% expected standard in GPS	77%	72%	+5%
Average scaled score in reading	105	105	=
Average scaled score in maths	105	104	+1
Average scaled score in GPS	105	105	=
% greater depth in reading	20%	29%	-9%
% greater depth in writing	23%	13%	+10%
% greater depth in maths	23%	24%	-1%
% greater depth in GPS	33%	30%	+3%
% greater depth in RWM	10%	8%	+2%

Progress Scores: Reading + 0.6 Writing +2.9 Maths + 0.1

Achievements

- KS2 above national figures for % of children meeting the expected standard in all subjects
- KS2 significantly above national average for % of pupils achieving expected standard in RWM combined
- % of children in Early Years achieving a good level of development
- Year 1 phonics results significantly above national average
- Pupil premium children in KS2 performed very well
- KS1 maths above national average for greater depth
- KS2 writing above national average for greater depth

Next Steps

- Increase the number of children achieving greater depth across school, particularly in reading
- Improve outcomes in writing across school, particularly in Key Stage 1
- Ensure those not meeting phonic check outcomes in KS1 are supported

Priorities

- Improve outcomes for KS2 pupils who did not meet phonics check ARE
- Further support for children with SEND
- Improve number of children achieving greater depth through targeted intervention