

SDP Autumn Term evaluation and outcomes



School Development Priorities		
1	To raise and sustain standards, for all groups, by improving the quality of teaching, learning and assessment	All members of the curriculum committee
2	To embed an engaging creative curriculum by developing provision	All committees
3	To expand senior leadership and subject leadership impact through engagement with the Epping Forest School Led Partnership	All committees
4	To achieve a 'good' or better grade in the next SIAMS inspection with a focus on Christian Distinctiveness	Members of the Ethos Committee and RE/Collective Worship Governors

To raise and sustain standards, for all groups, by improving the quality of teaching, learning and assessment

Outcome and evaluation of impact

- Challenge evidence found in observations conducted by HT/Ofsted/Peer Review, however it was agreed that this is not consistent across the school.
- Subject Leader Obs need to happen in the Spring Term.
- KS1 teacher has received some external support from Education Adviser on how to differentiate planning within year groups.
- Pupil perception was undertaken by Ofsted (see Ofsted report) another pupil perception will be scheduled in for the Summer Term to compare improvements made.
- GK attended the workshop with the Year 2 children and the Year 6 Ongar academy workshop. Feedback was positive from the children who felt that they were stretched with their learning (see curriculum enrichment folder)
- Two TAs have attended training on 'Using Manipulatives in Maths' 8/2/2018 and 15/3/2018. This training will provide them with strategies to aid children using physical resources and also give them the confidence to alternate provision during a lesson to ensure children are maximising their learning time.
- AW held two staff meetings with TAs about how they can use questions to further understanding when marking books. AW has also shared policy with supply teachers to ensure consistency.
- Introduction of success criteria grids for writing will provide a tool to help support children in achieving greater depth.
- SENDCo has updated provision map for the Spring Term. JN held progress meetings with teachers, both teachers and SENDCo found this valuable and it has now been included into our school timetable. JN to have an SEND update for FGB 6/3/2018.

- The two TAs that attended phonics training has had a 50% positive impact. One TA has really taken ownership of the phonics interventions she is delivering to two year 3 pupils who failed their phonics screening test twice. This is evident in the results that children she is working with (child 391 Sept: 28, Jan: 36 child 419 Sept: 28, Jan 36).
- JN has been attending SENDCo Cluster Meetings, AW attended a meeting with JN about how we can improve upon the One Plan process.
- JN has worked with the Ed Psych on a tracking system for SEND pupils in our school. JN continues to work with TAs and Teachers on ways they can evidence the impact of SEND children's learning
- Please see Phonics Action Plan for updates
- Parent phonics workshop was held to give parents information on how they can support their child at home. Attendance was good (around 15 parents).
- Handwriting is not declining but is not making huge improvements – continues to be a focus.
- More evidence of marking and feedback policy in KS1
- Evidence seen in Pupil Progress meetings of teachers adapting plans to engage and progress individual learners
- Year 2 and Year 6 children completed the 2016 SATs paper and our data was shared with other schools in the partnership
- Teaching across the school was deemed to be 'good' by Ofsted
- The majority of year 6 parents attended the meeting held by Mrs Johnson about SATs and booster club expectations. All year 6 children have been given a mentor. Mentors work on particular areas with the children and meet at least once a week.
- Year 6 PP children are achieving broadly in line with their peers. Child 346 has been engaging with 1-1 tuition and the impact can be seen in her confidence and in her maths achievements. Child 427 is harder to engage because of parents. Year 5 children PP has been looked at (Year 5 are generally a weaker cohort). GK is supporting the group of year 5 PP children throughout a morning one day a week.
- Jane Downes, Education Adviser has started working with KS1 teacher to support teaching. First visit was 31.1.18, second visit scheduled for 2.3.18.

What next

- JC due to visit 7/3/2018
- Year 6 to attend EFSLIP (Epping Forest School Led Improvement Partnership) G&T workshop in the Spring Term.
- Maths lead to work with all teachers on planning provision for open ended tasks that require higher order thinking skills (See Blooms Taxonomy)
- Investigate evidence of how Blooms Taxonomy questions are being used during guided reading sessions.
- Continue to review marking and feedback
- JN to carry out observations of Teachers/TAs delivering interventions and to generally oversee how learning is taking place for children on the provision map. Are children being given adequate resources/time etc that links in with their One Plan targets?
- SEND tracking system to be embedded over the Spring Term – potential SEND visit focus.
- Timetable in dedicated time in Staff meetings to focus on and re raise the profile of SEND children.
- Phonics Screening Test workshop to be held for parents (20/2/2018) good attendance (around 15 parents).
- Marking and feedback continues to be a target for KS1 to ensure fully embedded. Reduction in secretarial marking across the school.
- Staff skill audit for GPS tests to be completed. TAs to become more aware of GPS expectations especially in light of recent EFSLIP data.
- Children to become more proficient in understanding their own personal targets, these targets to be tailored to their learning and to be updated frequently. For these also to be shared with parents.
- As a result of the Year2 and Year 6 2016 SATs actions will be put in place to address areas of concern
- Continue to monitor and evaluate impact of provision for PP children.
- To implement and introduce acorn, sapling and oak success criteria in writing across the school (INSET 19/2/18)

- To implement and introduce 'Times Tables Olympics' across the school to raise the attainment of arithmetic skills across the school
- Raise expectations at home and at school about achievements in maths
- Engaging parents by inviting them in for pre teaching maths sessions
- Maths lead to share good practise with other teachers
- Introduction of maths week – provide opportunities for real life maths learning
- Teachers to consciously plan challenge and open ended tasks in lessons
- Children's starting at a challenging point in their maths learning, rather than building up to that point
- More able children to have planned extension activities that can be led by TAs to ensure they are challenged and stimulated during whole class teaching sessions.

To embed an engaging creative curriculum by developing provision

Outcome and evaluation of impact

- Growing evidence of learning with our head, heart and hands
- Display policy was a focus during the INSET day 2/1/18, as a result displays in the school are more effective. Children are engaging with the working walls which was evidenced during the Ofsted inspection and the Peer Review visit.
- Ofsted inspector conducting a pupil perception with the children about their learning and their learning environment – more able children spoke about more challenge.
- Initial Wellbeing Award meeting was held
- More evidence of children using ipads for learning across a range of subjects inc assessments in maths which is positive
- Playground transformations are underway children have zoned areas with the introduction of Lego Club, Role Play Area and a Game Zone.
- More observation evidence of teachers linking together different elements of the children's learning both within school and through homework. Really positive to see the children engaging in their learning this way.
- EYFS outside area had a donation and money has been spent on some resources to improve the outside provision.
- Data from the academic year 2016/2017 has shown that Matching Green has the highest GLD in the partnership.
- The school attended two football tournaments.

What next

- Embed further head, heart and hands.

- Curriculum outside of Maths and English needs to show better progression of skills being taught so that children are given the opportunity to work at greater depth in other subjects outside of the core
- Writing is a focus for the spring term so that longer pieces of writing are being achieved – writing display in corridor
- Pie Corbett re introduced consistently across the school as his style of teaching/learning provides a structured framework that will ensure teaching is consistent and will provide the opportunity for children to begin and end a genre in its entirety, rather than moving swiftly on to a new genre.
- Another pupil perception about learning and learning environment to be conducted in the summer term to compare
- Year 1-3 children still need to complete e-Safety awareness questionnaire.
- Guest speakers from other faiths and charities to come and speak to the children to support empathy and understanding of the wider community and wider world
- Wellbeing Award group to re focus
- Computing curriculum needs to be focused on. School has signed up to Espresso Computing which offers lessons and the facilities to complete computer programming activities. Staff to use the Inspire Computing resources to support them in their assessments and teaching.
- Playground to be further developed to include a more inviting friendship area on the playground and more provision in the role play area and in the game zone. Parental support from one parent who is designing some ideas for the equipment area between the playground and the field. PTA currently fundraising but HT unwilling to put all funds into playground area as PTA funds are used for other areas of the school.
- School Council to have profile raised as they can greatly contribute to our wider community projects
- Sports Premium money to be spent on playground to encourage 'active playtimes' can be linked to learning within the school building too

- Maths/Science days/weeks to be introduced, most likely in the summer term with the intention that these are rolled out throughout the year. Subject leaders working on engagement of parents too.
- Greatest way to increase provision will also be through funding. AW to plan an Open Day for the Autumn Term 2018 to engage more members of the community in applying for places for their children.

To expand senior leadership and subject leadership impact through engagement with the Epping Forest School Led Partnership

Outcome and evaluation of impact

- Excellent feedback from teachers that attended the KS1 maths workshop ran by EJ and the KS2 science workshop ran by DR. HT's at partnership meetings verified this and are looking forward to attending more sessions in the future. Some teachers reported that this has given them some ideas on what they could do in their own classrooms.
- Peer Review happened on 25/1/18. Please see peer review document that outlines what was looked at throughout the day and what the subsequent outcomes are. The focus matched up with the next steps proposed by Ofsted.
- Year 2 and year 6 children sat the 2016 SATs and the data was shared with other schools in the partnership. Please see additional document 'Partnership Data.'
- AW attended ASP training 4/10/17. Meeting held between English and Maths subject lead (5/12/18) to look at our data and begin to identify trends and potential strategies for improvement.
- We are moderating within school and Jane Downes has visited to do a 'check up' on KS2 moderation.
- English/Maths/SEND subject leads are creating their own action plans which feed into the SDP.
- Governors have their own action plan.
- Continued Improvement Board has changed time so that another governor is able to attend.

What next

- AW to attend partnership data sharing meeting 22/2/2018 to ascertain what other schools who achieved better than we did are doing with the children in their school.

- ASP data has highlighted that it is often our middle children that are not making as much progress as the less able. Not enough children are moving into the 'greater depth' band. AW to look into ways that we can track progress as well as attainment. AW to visit Headteacher in the partnership who has a good progress tracking grid.
- When new data is released on ASP English/maths lead and Headteacher will meet together to unpick the results.
- Partnership moderation meeting planned for 5/6/18.

To achieve a 'good' or better grade in the next SIAMS inspection with a focus on Christian Distinctiveness

Outcome and evaluation of impact

- school prayer is known by the children and is said at least once a day, it has also been incorporated into the Sharing Assembly on Friday's that is now led by the children.
- 'Deeply Christian' document has been shared with all staff, shared with governors at curriculum and ethos committees.
- Focus on RE/CW displays alongside other displays in the school. More child engagement can now be seen and children are being posed open ended questions. Displays now evident in each of the classrooms.
- Children are now preparing for worship outside of the hall by listening to church music and preparing their minds and bodies for the worship. Immediate impact on the mood of the children. Children are becoming increasingly more settled during prayer as they also understand its purpose.
- DR has conducted learning walks and RE observations of teachers delivering RE.
- Junior children and DR have been working together to create a structure for Friday's sharing worship, more uptake of parents as a result. Children are engaged and motivated to take part.
- AW has shared half of SEF with Mike Dean, pointers have been suggested and improvements subsequently made.
- SIAMS grade descriptors shared with AW and DR.
- DR has developed RE curriculum and saw evidence of how this has been embedded during her observations.
- DR has created an assessment framework for teachers to use to establish where children are with their learning. DR has asked for data from teachers.

What next

- evidencing the impact of Collective Worship on the children when they are in the school and wider community
- development of 'Deeply Christian' and 'Fruits of the Spirit' Headteacher and CW/RE lead to work together 14/3/2018
- SIAMS visit from Hugh Godfrey 2/3/18
- Pentecost week being planned for by DR (20th May -)
- How are the displays and questioning having an impact on learning? How can we evidence this better. DR to meet with Mike Dean 19/2/2018 during INSET to discuss ways we can evidence the journey we have been on for SIAMS visit.
- Children to plan House Assemblies on a Wednesday as a next step.
- Share SEF with Mike Dean and Hugh Godfrey
- Dedicated time in staff meeting for DR to move staff forward with the action plan for SIAMS
- DR to share the data and the results with SL team and discuss with teachers how they can move children on further. What are the children's next steps?
- Mike Dean has provided the school with SIAMS like questions that could potential be asked. These have been shared with all staff. All staff have been asked to pose these questions to pupils throughout the day to gauge responses. AW to conduct a pupil perception survey with children to record responses – evidence for SIAMS.