



**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

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Key Priority 1: To raise and sustain standards, for all groups, by improving the quality of teaching, learning and assessment					
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact	Governor Comments
To ensure that there is challenge for all abilities in maths	EJ/AW All	<ul style="list-style-type: none"> <li>▪ All groups of children are challenged appropriately in lessons 75% of the time.</li> <li>▪ Children are aware of the challenges they can work towards in each lesson 75% of the time.</li> <li>▪ Evidence of differentiation can be seen on plans, which is reflected in the activities the children complete and the work in their books.</li> <li>▪ Teachers and TAs encourage the children to independently take on challenge, using learning aids to support them</li> <li>▪ Blooms Taxonomy higher order questions are used in Next Step marking</li> </ul>	<p>EJ/AW lesson observations</p> <p>EJ/AW planning and book scrutiny</p> <p>EJ/AW learning walk</p> <p>EJ/AW book scrutiny</p>		

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		<ul style="list-style-type: none"> <li>▪ Children say in Pupil Perception questionnaires that they are challenged</li> <li>▪ Impact on PP children to be tracked</li> <li>▪ Teachers are planning open ended tasks that require higher order thinking skills</li> <li>▪ Year 6 children to attend the G&amp;T maths workshop held by the EFSLIP</li> <li>▪ Teachers are going to start children at a challenging point in their maths learning rather than building up</li> </ul>	<p>Pupil Perception towards end of the Spring Term/early Summer Term to compare against Jan 17 Ofsted</p>		
<p>To ensure that there are high expectations on achievement in maths, specifically arithmetic skills</p>	<p>EJ/AW All</p>	<ul style="list-style-type: none"> <li>▪ Teachers plan and deliver aspirational lessons 75% of the time.</li> <li>▪ All children in the school to take part in the 'Times Tables Olympics'</li> <li>▪ Engagement of parents in the 'Time Tables Olympics'</li> <li>▪ Starting points of Times Table Olympics are compared with results end of spring term</li> <li>▪ Higher marks are achieved on the arithmetic paper in comparison to the mock SATs</li> <li>▪ Teachers and TAs to take part in training by EJ for 'BAR modelling'</li> </ul>	<p>EJ/AW lesson obs and book scrutiny</p> <p>Display in corridor down to the hall</p> <p>Marking of tests (show progress?) and subsequent gap analysis for future planning</p>		

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		<ul style="list-style-type: none"> <li>▪ Children to be assessed using Mathletics Arithmetic Test Term 1</li> <li>▪ Gap analysis of assessments to be completed so that teaching/learning can be tailored to the needs of the children</li> <li>▪ Marking and feedback ensures that children are being challenged and is not focused on secretarial matters</li> <li>▪ Presentation in maths books to be of a high standard, especially when responding in purple pen.</li> <li>▪ Impact on PP children to be tracked</li> </ul>	<p>Maths visit from Governor can see evidence of challenge by comparing children's books</p>		
<p>To raise the profile of Mathematics so that barriers to learning are diminished</p>	<p>AW/EJ All</p>	<ul style="list-style-type: none"> <li>▪ Pre-teaching sessions held for Year 6 parents after Boosters (the intention for this to be rolled out across the school)</li> <li>▪ Maths Bombs in the afternoon to continue</li> <li>▪ Children with a One Plan have maths targets</li> <li>▪ 100 squares to be in each classroom, and on playground</li> <li>▪ 2017 SATs papers to be completed before the Easter holidays so that evidence of gap diminishing can be found</li> </ul>	<p>Feedback from parents about pre teaching sessions</p> <p>Pupil perception feedback about 'Maths Bombs'</p> <p>SEND governor can see One Plan's with maths targets on</p>		

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		<ul style="list-style-type: none"> <li>▪ Linked to point 2 of the development plan to host maths days/weeks</li> <li>▪ Impact on PP children to be tracked</li> <li>▪ Other teachers in the school observe maths lead when teaching maths</li> </ul>			
<p>For children of all abilities to have individual targets for writing, reading and maths</p>	<p>AW</p>	<ul style="list-style-type: none"> <li>▪ SEND children are being adequately planned and resourced for so that they are able to achieve their targets</li> <li>▪ Targets are being refreshed and updated on a regular basis</li> <li>▪ Targets are aspirational to the children</li> <li>▪ Children are giving resources within the learning environment that will help them achieve their targets and provide an understanding for them on how they can successfully achieve</li> <li>▪ Targets are shared with parents and strategies on how parents can support at home are shared</li> <li>▪ Children become independent learners and are motivated to achieve</li> <li>▪ Impact on PP children to be tracked</li> </ul>	<p>JN observe SEND children in the classroom setting</p> <p>Pupil perception</p> <p>Parent feedback</p> <p>Learning walks</p>		

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<p>To improve outcomes for reading in KS1 with a focus on comprehension, inference and deduction so that 77% (10 children) achieve the standard or above</p>	<p>AW KP and TAs in N'gale</p>	<ul style="list-style-type: none"> <li>▪ Guided reading sessions happening at least 3 times a week with an emphasis on Blooms Taxonomy questions</li> <li>▪ DEAR in every class with parents being provided with an aid that gives questions to ask children to further learning</li> <li>▪ Reciprocal reading introduced</li> <li>▪ TAs undergo training so that they too can deliver effective guided reading sessions</li> <li>▪ Children become 'test ready' by exposure to questions in the style of the SATs</li> </ul>	<p>Parent feedback Obs of reading sessions Analysis of 2017 mock test results English Governor visit</p>		
<p>To improve the outcomes of SEND children</p>	<p>JN</p>	<ul style="list-style-type: none"> <li>▪ Embedded the tracking system of SEND children</li> <li>▪ Greater understanding of exact point in learning is gained as a result of more focused tracking system</li> <li>▪ Smaller steps can be celebrated with children and parents</li> <li>▪ Dedicated SEND time in staff meetings</li> <li>▪ Children on the provision map are reaching their targets and closing the gaps in their learning</li> <li>▪ Impact on PP children to be tracked</li> </ul>	<p>Visit from SEND governor to see progress made in SEND since previous visit</p>		

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<p>To ensure Matching Green achieves phonics results in line with National or Essex</p> <ul style="list-style-type: none"> <li>- MG target for 2018 is for 100% of year 2's to pass and 83% (11 children) of year 1's to pass.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Phonics workshops held for parents (20/2/2018)</li> <li>▪ Continue to use phonics tracking system to ensure that no children fall through the gap</li> <li>▪ Continue to use Letters and Sounds assessments for all those children who do not have secure knowledge</li> </ul>	<p>Analysis of data at the end of the spring term</p> <p>AW/JN to undertake phonics observations</p>		
<p>To ensure that teaching is good 75% of the time</p>		<ul style="list-style-type: none"> <li>▪ Teachers adapt their teaching based on the gap analysis of previous tests</li> <li>▪ Children are targeted in the learning to reflect the gaps in their learning</li> </ul>	<p>AW observations</p>		
<p>To ensure that MG achieves writing targets 91.3% achieve the standard or better in KS2. 92.4% achieve the standard or better in KS1.</p>	<p>AW</p>	<ul style="list-style-type: none"> <li>▪ Year 2 focus teaching twice a week</li> <li>▪ Introduction of acorn, sapling, oak success criteria across the school</li> <li>▪ Introduction of Pie Corbett, Talk 4 Writing structure to teaching genres so that there is a clear beginning/middle/end</li> <li>▪ Writing display in the corridor so that progression of children's writing can be seen.</li> </ul>	<p>JC visit 7/3/18</p> <p>JD support 2/3/18</p> <p>JN/AW book scrutiny and observations</p>		

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Key Priority 2: To embed an engaging creative curriculum by developing provision					
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact	Governor Comments
To embed further head, heart and hands learning	AW	<ul style="list-style-type: none"> <li>▪ PSICHE lessons are taught weekly and are built upon as a unit of lessons, rather than a stand alone entity</li> <li>▪ Themes of Collective Worship are evidenced through daily lives of children (links to point 4)</li> <li>▪ Creative, cross curricular children occurs at every opportunity and is at the forefront of planning.</li> <li>▪ Staff meeting about different learning styles and how this can be used effectively</li> <li>▪ Children to participate in dedicated days or week of learning e.g. maths week around Alice in Wonderland, Science Days,</li> <li>▪ Making more use of the outside spaces e.g. playground, garden</li> <li>▪ Development of the Playground to encourage learning with the heart.</li> </ul>	<p>Pupil perception about the types of learning</p> <p>Governor Day to focus on the Head/heart/hands learning that has taken/is taking place</p>		

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		Parental support to design an outside area that can be funded by the PTA			
To develop the science curriculum	DR	<ul style="list-style-type: none"> <li>▪ Attend science training</li> <li>▪ Develop progression of science curriculum with teachers during staff meetings, also providing opportunities for children to achieve greater depth</li> <li>▪ Plan science days that involve stakeholders similar to G&amp;T workshops planned and delivered in the Autumn Term.</li> <li>▪ Develop science assessments</li> </ul>	Pupil perception questions about the teaching of science		
To achieve the Wellbeing Award	AW	<ul style="list-style-type: none"> <li>▪ Book in an action plan meeting</li> <li>▪ Complete action plan audit</li> <li>▪ Begin to gather evidence</li> </ul>	AW and Wellbeing Award working party		

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<p>To teach a complete and inspiring computing curriculum</p>	<p>AW</p>	<ul style="list-style-type: none"> <li>▪ Staff to use Espresso Coding and Espresso Computing</li> <li>▪ Staff to use the online webinars to help them self teach before a session</li> <li>▪ Children are using ICT equipment daily – linked to head, heart, hands learning</li> <li>▪ Staff to use ‘Inspire Computing’ resources to help them plan, deliver and assess learning</li> </ul>	<p>AW observations Pupil perception about computing curriculum Computing governor to visit school</p>		
<p>To maximise the Sports Premium Funding to have a lasting impact on the physical wellbeing of the children</p>	<p>AW</p>	<ul style="list-style-type: none"> <li>▪ Pupil Voice ideas gathered about how the playground can be used to encourage ‘active playtimes’</li> <li>▪ AW to engage with other Headteachers about how Sports Premium money is being spent</li> <li>▪ Parental survey about other after school sports provision that they would like for their children</li> <li>▪ Investigation into the above provision that is mentioned</li> </ul>	<p>External Advisor - HG</p>		

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**Key Priority 3: To expand senior leadership and subject leadership impact through engagement with the Epping Forest School Led Partnership**

Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact	Governor Comments
To compare Matching Green's data with other schools in the partnership	AW	<ul style="list-style-type: none"> <li>▪ Data compares favourably</li> <li>▪ AW to attend Partnership data sharing meetings</li> <li>▪ Outcomes of Year 2 and 6 mock SATs are acted upon</li> </ul>	JC as Partnership SEP Governors data during curriculum/FGB		
For Subject Leaders to take an active role in moderation both within school and within the school partnership (linked to point 1)	EJ/JN	<ul style="list-style-type: none"> <li>▪ To attend moderation meeting with JC (5<sup>th</sup> June 2018)</li> <li>▪ Plan and deliver moderation meetings within staff meeting time</li> </ul>	AW JN and EJ EFSLIP		
For Subject Leaders to take an active role in raising the standards of teaching, learning and assessment	EJ/JN	<ul style="list-style-type: none"> <li>▪ Report to Governors, at a minimum once a term</li> <li>▪ To look at and compare data using ASP and then to use the findings to improve outcomes for the children, especially for those who could move into 'greater depth'</li> <li>▪ To continue to contribute to the overall SDP</li> </ul>	AW Governor visits		

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<b>Key Priority 4: To achieve a 'good' or better grade in the next SIAMS inspection with a focus on Christian Distinctiveness</b>					
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact	Governor Comments
To provide opportunities for the children to become more involved with the wider community outside of the school community	DR	<ul style="list-style-type: none"> <li>▪ Visiting guest speakers of different faiths/cultures</li> <li>▪ School Council actively raising funds for charities that have meaning to the school community and could therefore have an impact on the wider community</li> </ul>	DR to monitor impact SIAMS inspection Ethos committee		
To develop our school vision	All stakeholders	<ul style="list-style-type: none"> <li>• Included in our policies</li> <li>• Children and other stakeholders can link the school values to biblical texts/lessons</li> <li>• School vision has the Christian character and ethos at its core</li> </ul>	SIAMS inspection Ethos committee		

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<p>To introduce the 'teaspoon' prayers</p>	<p>DR and AW</p>	<ul style="list-style-type: none"> <li>• Children and staff have the confidence to say and share a teaspoon prayer</li> <li>• Children and staff have an understanding and know the purpose of a teaspoon prayer</li> <li>• Children will build on their knowledge and understanding of prayer and how it can be used</li> </ul>	<p>SIAMS inspection Ethos committee</p>		
<p>To raise the profile of the School Council</p>	<p>DR</p>	<ul style="list-style-type: none"> <li>• Children developing their role as courageous advocates</li> <li>• Children become role models for others in the school</li> <li>• School Council used as a way to share school values and ethos with the school and wider community</li> <li>• Display in the school reflects the new raised profile</li> </ul>	<p>SIAMS inspection Ethos committee Learning environment</p>		
<p>To develop and embed our SMSC policy with all stakeholders</p>	<p>AW</p>	<ul style="list-style-type: none"> <li>• Evidence of SMSC teaching can be seen through our head, heart and hands learning in 75% of lessons</li> <li>• the parents/carers of our school have an understanding of SMSC and how it is taught at Matching Green</li> <li>• promotion of British Values</li> </ul>	<p>Responses from pupil perception surveys SIAMS inspection Ethos committee</p>		

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		<ul style="list-style-type: none"> <li>• staff meeting time to share outcomes and examples of good teaching</li> </ul>			
To thread the collective worship values into whole school life	All teachers	<ul style="list-style-type: none"> <li>• children/other stakeholders can share personal experiences of the value</li> <li>• teaching in class is linked to the value</li> <li>• children are able to explain the value in their daily school life and link it to a biblical story</li> <li>• evidence can be seen of impact on the school and wider community</li> <li>• staff meeting time given for teachers to discuss how they are demonstrating the value into their classroom</li> <li>• teachers are promoting the use of 'big questions' linked to the value in their teaching across the curriculum</li> </ul>	SIAMS inspection Ethos committee Learning displays and learning environment		

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