



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
<p>To ensure there is differentiation and challenge for all</p> <p>focus on differentiation</p> <ul style="list-style-type: none"> - Use of Success Criteria grids for writing - Maths Mastery materials - Use of learning aids to support children of all abilities 	Teachers and HT	<p>All groups of children are challenged appropriately in lessons 75% of the time.</p> <p>Teachers plan and deliver challenging, aspirational lessons 75% of the time.</p> <p>Children are aware of the challenges they can work towards in each lesson 75% of the time.</p> <p>Teachers differentiate their planning so that all children are appropriately challenged</p> <p>Teaches and TAs encourage children to independently take on challenges using learning aids to support them</p>	<p>Lesson observations and book scrutiny by AW, Jacky Castle (SEP) 18th October and Hugh Godfrey (external advisor) date TBC</p> <p>Subject Lead lesson obs too over Autumn Term</p> <p>Pupil perception about challenge in their learning.</p> <p>Teachers and GK who support children who attend the More Able maths workshops (KS1 and Year 6 for the Autumn Term)</p>		

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TAs are aware of how they can appropriately challenge children	EJ as Maths Lead	Teachers and TAs have good knowledge and understanding of Maths Mastery and are able to use materials to help children achieve this	Observations show that TAs are aspirational and have sound knowledge of greater depth		
	HT	TAs have good knowledge and understanding of what challenge looks like for children in the classes they teach			
	HT	Teachers and TAs refresh knowledge and understanding of Blooms Questioning	Questions used in marking and feedback		
SEND and vulnerable children (inc Pupil Premium children) are closing the gaps in their learning and are achieving in line with their peers	HT and JN	Embed current provision map	JN to monitor children's progress at half term point and to establish if interventions are having positive impact		
		Teachers and TA are effectively delivering, monitoring and planning interventions for identified children			
		All Children on the provision map are achieving their targets and closing learning gapss	JN to observe Teachers and TAs delivering interventions		

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<p>To develop a tracking system for SEND and vulnerable children</p>	<p>JN and HT</p>	<p>TAs are skilled to deliver the interventions required to support the children in their class (AG and HL to attend phonics training 28th September)</p> <p>JN to reach out to other SENCOs in cluster meetings</p> <p>JN to gather data from teachers so that we can track a beginning and an end point to their learning</p> <p>JN to work with Teachers and TAs on ways that we can evidence how progress has been made in areas where academic data cannot be used</p> <p>All children to take part in phonics interventions to target unknown sounds</p>	<p>JN and AW to monitor – Are we able to show the progress made over the autumn term?</p>		
<p>To ensure that the 100% of the children who are resitting phonics in year 2 pass</p>	<p>JN, AW and KP</p>	<p>Dedicated phonics lessons to happen on a daily basis in KS1 with refresher sessions throughout the day</p>	<p>JN and AW to observe phonics lessons and interventions</p>		

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<p>To ensure that at least 79%(11/14) of year 1 pupils pass the phonics screening test</p>	<p>JN, AW and KP</p>	<p>Parent phonics workshop to be held to support children’s learning at home (27th September)</p> <p>Frequent assessment so that gaps can be identified early and interventions put in place</p> <p>Handwriting lessons to happen frequently across the school (at least twice weekly)</p> <p>Opportunities to practise handwriting happen daily</p>	<p>JN and AW to analyse data from Phonics assessments</p> <p>JN and AW to monitor assessments and outcomes</p>		
<p>To ensure that 75% of books in all classes show that the handwriting and presentation policy is being followed</p>	<p>All staff</p>	<p>High expectations of children who are also challenged about their handwriting</p>	<p>Jacky Castle and Hugh Godfrey visits</p> <p>AW/JN/EJ and DR book scrutiny reflects this</p> <p>Governor vists</p> <p>Staff meeting monitoring</p>		

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<p>To enable children to make progress as a result of effective feedback and marking</p>	<p>All staff</p>	<p>Continue to embed marking and feedback policy, especially in KS1.</p> <p>95% of books sampled to show precise feedback comments that progress children’s learning (Staff Meeting focusing on feedback and marking)</p> <p>100% of TAs are contributing and evidence is seen in books (TA training on Feedback and Marking)</p>	<p>HT book scrutiny</p> <p>Staff meeting monitoring</p> <p>Jacky Castle and Hugh Godfrey book scrutiny</p> <p>Governor Book scrutiny</p>		
<p>Grammar, Punctuation and Spelling to be a whole school focus so that 95% of books sampled show evidence of children being asked to make corrections</p>	<p>All Staff</p>	<p>High expectations of GPS</p> <p>Staff skill set audit so that mistakes are challenged correctly</p> <p>All staff to sit GPS test relevant to Key Stage they work in to establish any training that may need to take place</p> <p>TAs to see GPS objectives for relevant year so they have an understanding of where children need to be aiming for</p>	<p>HT to monitor and book relevant training if necessary (this could be in house)</p>		

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<p>Teachers use assessments to inform planning</p>	<p>Teachers</p>	<p>100% of TAs and Teachers are correcting GPS mistakes in books</p> <p>Maximise unique small class sizes to target individual children rather than groups of children as a result of assessment.</p> <p>Further embed assessment cycle created Jan 2016 so that we can compare children and year groups</p> <p>Gap analysis results from 2017 testing for KS1 and KS2 are considered and opportunities for areas that need more focus are planned for in the curriculum</p>	<p>AW, JN and EJ during book scrutiny</p> <p>AW to monitor when looking at class data and during lesson observations</p> <p>Pupil perception on working towards their targets</p>		
<p>To enable Year 6 children to reach the aspirational targets that have been set in Reading, Writing, GPS and Maths (please see individual target sheet)</p>	<p>HT and EJ JN</p>	<p>Good or better teaching in UKS2 100% of the time</p> <p>Booster sessions to start after half term, which begins involvement of parents</p>	<p>JN and AW observations</p> <p>Book Scrutiny</p> <p>High Godfrey visit</p> <p>Jacky Castle visit</p> <p>Tracking Data to be shared at Curriculum committee</p>		

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<p>To enable Year 6 pupils Premium children to achieve in line with their non Pupil Premium peers (please see individual target sheet)</p>	<p>HT, EJ and JN</p>	<p>JN to support those on the Provision Map to monitor the effectiveness of their provision Frequent moderation with LDG schools to ensure children are on the right track (linked to point 3)</p> <p>Embedded use of the assessment cycle will provide opportunity to see where there are gaps in learning so that early intervention can begin</p> <p>PP budget to be spent on 1-1 tuition to support areas of weakness (please see proposed PP expenditure on school website)</p> <p>Children are engaged in 100% of good or better teaching</p>	<p>meetings and continued IB meetings</p> <p>Governor visits JN and AW observations Book scrutiny Hugh Godfrey and Jacky Castle visit Tracking Data to be shared at curriculum committee meetings and continued IB meetings.</p>		
<p>To enable Year 2 pupils to achieve in line with national</p>	<p>HT, KP, JN, EJ</p>	<p>Good or better teaching in KS1 100% of the time</p>	<p>Governor visits JN and AW observations Book scrutiny</p>		

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<p>and Essex expectations for Reading, Writing and Maths</p>		<p>JN to support those on the Provision Map to monitor the effectiveness of their provision Frequent moderation with LDG schools to ensure children are on the right track (linked to point 3) Embedded use of the assessment cycle will provide opportunity to see where there are gaps in learning so that early intervention can begin</p>	<p>Hugh Godfrey and Jacky Castle visit Tracking Data to be shared at curriculum committee meetings and continued IB meetings.</p>		
<p>To enable Year 3 pupils, including those who are Pupil Premium or SEND, to close the gaps in their learning so that they are achieving in line with Year 3 expectations</p>	<p>HT, DR, EJ and JN</p>	<p>Good or better teaching in LKS2 100% of the time JN to support those on the Provision Map to monitor the effectiveness of their provision Frequent moderation with LDG schools to ensure children are on the right track (linked to point 3) Embedded use of the assessment cycle will provide opportunity to see where there are gaps in learning so that early intervention can begin</p>	<p>Governor visits JN and AW observations Book scrutiny Hugh Godfrey and Jacky Castle visit Tracking Data to be shared at curriculum committee meetings and continued IB meetings.</p>		

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		PP budget allocated to support areas of need (please see proposed expenditure report on the school website)			
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 complete Long Term Plans for the two year cycle and to share these on the School Website	Teachers and HT	Each topic of the curriculum we deliver to the children has a launch, landing and an experience, consistent evidence of head, heart and hands learning.	Evaluating planning against evidence in topic books. Whole teaching staff approach at half term periods		
To teach units of work outlined in MTPs rather than individual lessons over a term/half term period	Teachers and HT	The curriculum shows progression of skills being taught and provides opportunities for children to work at greater depth.	Staff meetings held at least every half term to moderate & monitor. Suggestions built in as a result of discussions. Medium term plans.		

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<p>Teachers/TAs to create a learning environment that reflects the topic.</p>	<p>Teachers and TAs</p>	<p>Balance of the school day between head (academic), heart (wellbeing) and hand (creating, making, doing and leading). Evidence of cross curricular learning Evidence of extended writing in different subjects Display policy is being implemented and displays are being changed on a frequent basis and are relevant to current learning</p>	<p>Writing files updated with 5 pieces of extended writing by end of Autumn Term (English x 2 (fiction and non fiction), RE, 2 x Foundation subject pieces (e.g. historical recount/science experiment write up) Pupil perception by end of term about their learning and about their learning environment</p>		
<p>To build into our class curriculum a stronger PSCHE focus that tackles topical issues.</p>	<p>Teachers and HT</p>	<p>PSHE Association materials to be used on a weekly basis. e-Safety and Anti Bullying issues to be raised at least on a half termly basis. Children to have guest speakers from different charities and organisations to support understanding and empathy of the wider community and wider world</p>	<p>e-Safety pupil perception to be completed by half term to support PSCHE learning Environmental walks – whole staff and Gov monitoring visits.</p>		

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<p>To use the new ICT equipment to effectively support the curriculum, especially computing. (Linked to point 1 of the SDP)</p>	<p>Teachers and HT</p>	<p>School working towards Wellbeing Award</p> <p>Staff to focus on how ICT equipment and computing can be linked to current topic.</p> <p>Children to be taking part in weekly computing lessons.</p> <p>Children to use ipads to support learning in phonics and maths on at least a weekly basis</p> <p>Staff to understand and know Computing programme of study and expectations of the children – developed through Staff Meetings.</p> <p>Staff to use the Inspire Computing resources to support them in their assessment and planning Children to know what targets they are working towards to be achieving age related expectations</p>	<p>Wellbeing Award representative completing audit of school</p> <p>Planning scrutiny – has provision for ICT been accounted for and is it being used?</p> <p>Pupil perception end of Autumn Term with specific questions about computing and ICT equipment. Observation of computing lessons to occur for each teacher by end of Autumn Term. Gov monitoring visit</p> <p>JN to monitor use of ipads for interventions to establish impact and engagement of vulnerable children</p>		
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<p>To build into our curriculum evidence that British Values are promoted within our classroom settings</p>	<p>All members of staff</p>	<p>Children’s work to reflect engagement with ICT equipment and the computing curriculum</p> <p>Children to recognise and understand the 5 British Values and how this is reflective in everyday life at Matching Green</p> <p>Teachers to look at LTP and MTPs to see where they could maximise learning by bringing in the British Values (possible links to current world affairs)</p> <p>To have guest speakers that would support understanding of British Values</p>	<p>Evidence seen in planning, learning walks, pupil perceptions undertaken with children and in children’s books. School display to have children’s contributions</p>		
<p>To develop the school grounds to enable better outside learning provision</p>	<p>Teachers leading School Council</p>	<p>Engage School Council reps and Playleaders to hear their views on developing the playground into zoned areas.</p>	<p>Pupil perception from children about outdoor provision</p> <p>Maths and English lead to scrutinise plans for</p>		

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<p>To develop the Early Years outdoor area to reflect practise indoors</p>	<p>and Playleaders HT PTA</p> <p>HT, JN</p>	<p>Good practise that is seen indoors is reflected in the outdoor area e.g. number lines, number squares, writing areas etc</p> <p>Children to use these zones during playtimes to help with behaviour and to also maximise learning opportunities</p> <p>Staff recognise different styles of learning within their classes and are thinking more creatively about how they can engage the children</p> <p>JN to audit resources we already have and to produce a wishlist for AW that incorporates all aspects of learning.</p> <p>JN to visit other Early Years classrooms to see what provision there is outside</p>	<p>evidence of outside learning provision on a regular basis</p> <p>Monitor playtimes to see how children engage in the new resources</p> <p>Hugh Godfrey visit report (TBC)</p> <p>Jacky Castle (School Effectiveness Partner) mini stocktake day visit 18th October.</p> <p>Gov visits</p> <p>Jacky Castle Stocktake Day visit 18th October</p> <p>Hugh Godfrey Visits</p>		
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<p>To begin to make links with Bluebell Forest School so that Matching Green can work towards establishing itself as a Forest School in the future</p>	<p>HT, JN and Donna Pike</p>	<p>Learning opportunities are not lost as there is consistently outstanding provision made available for the children when they are learning outside.</p> <p>To maintain GLD above national and Essex data</p> <p>JN to make a visit to Bluebell Forest School</p> <p>JN and EYFS children to visit Bluebell Forest School</p> <p>HT to research Forest School courses that will result in accreditation.</p>	<p>JN and Donna Pike</p> <p>Forest School Qualification (TBC)</p>		
<p>To plan and deliver science and maths days (also linked to point one of the SDP)</p>	<p>EJ and DR</p>	<p>To have one maths day and one science day across the whole school in the Autumn Term, with the intention of rolling out for the remaining academic year</p> <p>Promotion of the subject</p> <p>Engagement of girls</p>	<p>Observation by HT, EJ (maths lead) DR (science lead)</p> <p>Pupil perception on the days</p>		

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		Provides opportunity for children to reach Greater Depth Standard	Pupil achievement and engagement during the days		
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 host Maths Gifted and Talented workshop for KS1 children across the partnership	EJ	Majority of partnership schools attend the workshop and have reported back that their children were given opportunities to access a greater depth curriculum and can evidence this, enjoyed the sessions	HTs (inc AW) from partnership group – next meeting 29/11/2017 Pupil perception from the children in all schools		
To host Science Gifted and Talented workshop for Year 6 children	DR	Majority of partnership schools attend the workshop and have reported back that their children were given opportunities to access a greater depth curriculum and can evidence this, enjoyed the sessions	HTs (inc AW) from partnership group – next meeting 29/11/2017 Pupil Perception from the children in all schools		

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<p>To further develop school leadership skills</p>	<p>AW</p>	<p>AW to take part in Peer Review cycle (28/9/2017) and prepare the school for our own Peer Review (25/1/2018)</p> <p>AW to attend and contribute to Local Authority Partnership days (timetable of these to be confirmed suggestions so far include narrowing the gap for PP children, Ofsted readiness, ASP)</p>	<p>Other HTs in the partnership</p>		
<p>To compare Matching Green's Data with other schools in the partnership</p>	<p>AW</p>	<p>Complete Partnership Data Dashboard</p> <p>As a result:</p> <ul style="list-style-type: none"> - Attend training sessions to help MG close the gap in particular sessions - Host training sessions to share good practise that MG currently does - <p>Prepare Year 2 and Year 6 children to take the 2016 SATS papers in January 2018 so that a comparison can be made across the partnership</p> <p>Data compares favourably</p>	<p>Jacky Castle as SEP for Heads in the partnership</p> <p>Other HTs in the partnership</p>		
<p>To use the new ASP data system</p>	<p>JN EJ AW</p>	<p>AW to attend training</p>	<p>HT and external advisors</p>		

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<p>Subject Leaders to take an active role in moderation both within school and within the school partnership (linked to point 1)</p> <p>Support Year 2 and Year 6 teacher in moderating children's work</p>	<p>EJ JN AW</p>	<p>JN and EJ given opportunities to develop and embed their new skills by sharing data with other schools in partnership and with other members of staff (linked to point 1)</p> <p>Create a short document for English (reading/writing/phonics/GPS) and maths that describes the outcomes of their subject using ASP in preparation for Ofsted inspection</p> <p>Continue to attend EES Subject Leader updates</p> <p>To attend (or host) moderation meetings held by partnership</p> <p>To plan and deliver moderation meetings within school</p>	<p>Jacky Castle and Hugh Godfrey Governors</p> <p>Partnership moderation dates (TBC)</p> <p>Staff meeting moderation dates (TBC)</p>		
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To secure good Governance	Govs and AW	Governors to act on outcomes from the Governor Peer Review on the 10/7/2017 Succession of Continued Improvement Board	HT and Governors		
Key Priority 4: To achieve a 'good' or better grade in the next SIAMS inspection with a focus on Christian Distinctiveness					
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact	Governor Comments
Embed the school prayer	All	Children and staff know the prayer by heart and understand the meaning of the prayer Prayer is said before school each day	DR and Mike Dean next visit 31/10/2017		
Develop systems to evaluate quality and impact of the school's Christian distinctiveness	HT DR GK JY	Identify a range of monitoring systems for Collective Workshop and Christian distinctiveness for both Governors and Senior Leaders Involve all stakeholders in the development of the systems Evaluate effectiveness and refine systems	Robust system provides clear evidence of the impact of Collective Worship in the lives of the school community Robust evaluation systems indicate clearly extent to		

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<p>Developing understanding of key features of Christian belief and practise</p>	<p>DR HT</p>	<p>DR to build into the curriculum whether through class sessions or within session for the wider school (e.g. Pentecost week)</p> <p>Displays in hall and classrooms is reflective of this</p> <p>Evidence of the other faiths being learnt can be seen in learning walks and book scrutiny</p>	<p>which Christian Values and Christian character embed in the school community</p> <p>Pupils are able to describe in simple terms what the trinity is, they are able to explain the significance of liturgical colours, can talk about why Jesus is important to Christians, can compare and contrast different Christian traditions. (Anglican vs other demoninations)</p> <p>AW and DR learning walks and book scrutiny</p>		
<p>Continue to develop and embed Collective Worship so</p>	<p>All</p>	<p>100% of collective worship to be meaningful and provide a time of reflection for the children</p>	<p>Children are able to recognise the value of Collective Worship and use</p>		

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<p>that it forms an integral part of our Christian Distinctiveness</p>		<p>Teachers alongside senior leaders to plan collective worship initially using the GERS system that was demonstrated to us by Mike Dean</p>	<p>what has been learnt there in their own day to day life at the school</p>		
<p>To complete SIAMS SEF</p>	<p>HT</p>	<p>Teachers to develop their own style of Collective Worship</p> <p>School can self evaluate so that areas to be improved can be progressed and areas that we are achieving well in can be celebrated</p> <p>All staff will have a focus on where the school needs to move towards in order to obtain a “good” or better grade.</p>	<p>AW to send Mike Dean completed SEF 9.10.2017 Mike Dean visit 31.10.2017</p>		
<p>To embed the RE curriculum</p> <p>To assess children effectively against the RE curriculum</p>	<p>DR and Teachers</p>	<p>DR to share plans for RE curriculum she has developed with teaching staff</p>	<p>DR to monitor effectiveness of teaching and assessment during observations, book scrutiny and learning walks</p>		

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		DR to develop a robust assessment tool that can be used efficiently and effectively by teaching staff Children to understand their achievements in RE and what their next steps are just as they do in maths and English.	AW to support (linked to point 3 of SDP)		
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Estimated Cost	Area of Development
£200	Learning aids and resources to support differentiation in class to enable independent learning
Supply cost	EJ/JN to attend Subject leadership course
Supply cost	JN to attend SENDCo cluster meetings
£200	Two TAs to attend phonics training
£750	3 whole day Hugh Godfrey visits (also includes HT's performance management)
Approx. £90 per course per person	Grammar, Punctuation and Spelling training if required as a result of the audit
£100	Annual PSHE Association renewal

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£450	Mathletics renewal
£1000	Part donation from parent allocated to buy resources to develop playground provision
£1000	Part donation from parent allocated to buy resources to develop EYFS outside area
£70 per trip	Cost of minibus for children from EYFS to attend Bluebell Forest School
£150	Allocation for additional resources needed for whole school science and maths days
£100	AW to attend ASP (Analyse School Performance) training

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