

Matching Green C of E Self-Evaluation Form

October 2017



Academic Year 2017-2018

Headteacher: Miss Amy Wareham

The SEF has been written by the Headteacher

The School's Context

We are a Church of England Primary School and have a strong Christian ethos throughout, our Christian values are at the hearts of everything we do: friendship, endurance, thankfulness, forgiveness and kindness.

The leadership team consists of the Headteacher, the senior teacher (who is also the SENDCo) and the Business Manager. The school has four teachers, one of those is a NQT. There are 5 TAs who provided support in class every morning through interventions or supporting groups of children from various ability groups.

At our last Ofsted inspection in March 2013 the school was graded "good" with "outstanding" for behaviour. From September 2013 to Spring/Summer 2016, the school went through a period of change with three Headteachers. Following a Local Authority review in October 2015 the school had an Improvement Board put in place and the school was given a red RAG rating. In September 2016 the RAG rating was moved to amber and the Improvement Board was no longer required by Essex County Council. The current Headteacher officially came to post in October 2016 after being Acting Headteacher since January 2016. From January 2017-September 2017 the Headteacher was on maternity leave, during this time there were many Keep in Touch Days which allowed the Headteacher to support the maternity cover.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
11 children	12 children	13 children	13 children	10 children	11 children	9 children

79 children on roll	2 FSM children 1.58%	10 Pupil Premium children 7.9%	14 SEND children 11.6%	0 CLA Children 0%
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Aims and Values

At Matching Green, we believe that children learn in a variety of ways and that a daily curriculum should include opportunities for children to learn with their head (academic) their hearts (wellbeing) and their hands (making/doing). We want children to foster curiosity and a love of learning through inspiring topics, beginning each topic with a “launch”, to hook their interest, working towards a “landing” where they can stop to look at the achievements they have made and be proud of their progress and outcomes. The topics the children will be taught will be led by them and will focus around a particular book(s) or an author, throughout these topics children will be creative and will have experiences that will be memorable and engaging, they will be encouraged to think analytically and ask questions to further their learning. A topic based curriculum means that children will explore and understand at a deeper level.

Children will only make good progress with their learning if their wellbeing is also looked after. At Matching Green CE Primary School we are lucky to have small class sizes which enables all members of staff to know the children and therefore know when they may need some extra support. We pride ourselves on being a caring environment both for our children and for their families. Teaching children the Christian Values and how these can reflect on their daily lives is an important ethos of our school.

To achieve our school vision, we aim to:

- Develop partnerships within the school
- Develop partnerships within the community
- Develop partnerships with local schools
- Expand our learning environments
- Provide excellence in teaching

School Development Priorities for the Autumn Term 2017:

- To raise standards, for all groups, by improving the quality of teaching, learning and assessment
- To embed an engaging and creative curriculum by developing provision
- To expand senior leadership and subject leadership impact through engagement with the Epping Forest School Led Improvement Partnership
- To achieve a ‘good’ or better grade in the next SIAMS inspection with a focus on Christian Distinctiveness

Overall Effectiveness – Good

Safeguarding is effective, reasonable measures and procedures are in place to ensure the safety and wellbeing of pupils. The Headteachers meets with the Safeguarding Governor on a regular basis to ensure that the school is compliant and up to date. The Governors receive a safeguarding report from the Headteacher on a termly basis to the Full Governing Body and half a term basis to the Curriculum Committee.

All members of staff are trained in safeguarding children and new staff and volunteers attend a training session upon starting at the school. This training is based on the model provided by the Local Authority. Volunteers are also spoken to by the Head teacher the first time they volunteer with the school and are given a Safeguarding leaflet for quick reference which outlines the school procedures should a child protection issue arise.

Teaching throughout the school is good with some outstanding elements in Early Years Foundation Stage. An embedded robust assessment cycle means that teachers are able to assess their children effectively and can then adapt the plans for the term in accordance with areas of need. Throughout this academic year a focus has been placed on providing opportunities for children to work at greater depth and to acquire deeper knowledge of topics. Children who require additional support are targeted promptly and an Intervention Plan is put into place. The school are currently embedding a more creative curriculum, but steps have already been taken to build a more engaging, inspiring curriculum that encourages children to think creatively and provides them opportunities to learn in a variety of ways.

Collective Worship time and PSCHE lessons occur on a daily and weekly basis and provide children with opportunities to learn about the world around them and to promote their spiritual, social, moral and cultural development. Children have access to worry boxes and Friendship areas so that any issues they have can be solved in a supportive environment.

What next for overall effectiveness:

- Completion of Wellbeing Award and accreditation for the next 3 years
- Children are appropriately challenged in 75% of their lessons
- Good or better teaching 100% of the time in KS1 and KS2
- PSCHE curriculum to be used weekly

Effectiveness of Leadership and Management – Good

Aiming high is something that Matching Green strives to do in all aspects of school life including the leadership. School leaders have worked swiftly and effectively in the past to support teachers who require improvement in their teaching so that they are now good teachers and therefore ensuring children make good progress.

Raising standards for all groups has always been a priority for the school and where groups are not making the progress they should the leadership team has ensured that intervention has been put in place so that the gaps in their learning do not increase.

The SENDCo has worked effectively to put together a provision map and monitors this on a half termly alongside the Headteacher. Parental involvement is key and parents are asked into school regularly to review the progress their child is making.

The Governing Body and Headteacher meet half termly for a Continued Improvement Board meeting where they hold the Headteacher to account to ensure that there is sustainability in the teaching, learning and assessment.

The school uses its own tracking system, which identifies each child individually for Maths, Reading, Writing, Phonics and Grammar Punctuation and Spelling. This is reviewed termly, during Pupil Progress Meetings with the class teacher and SENDCo to ensure that all children's needs are met. This tracking system is shared with Governors using admission numbers so that they too can keep track of pupils and challenge senior leaders on reasons for why children are not making the expected progress. The tracking system also identifies which children are SEND, Pupil Premium and those who are homegrown/ non homegrown children.

The Governing Body has taken part in a peer review within our school partnership and an action plan has been put in place for their development over the academic year. Those who took part in the peer review from other schools also took ideas and strategies away that they would like to use in their own setting.

The Senior Leaders work together to plot an effective strategy that uses the Pupil Premium and Sports Premium budget to its potential so that there is a great impact upon the children.

The Sports Premium has allowed children to have access to greater provision within the school environment and greater exposure to different sports.

What next for Leadership and Management:

- Higher percentage of children achieving Greater Depth Standard for reading, writing and maths in KS1 and KS2.
- Higher percentage of disadvantage pupils to achieve in line with their peers who are not disadvantaged
- Governing Body to complete a Peer Review in another school to complete action plan and devise plan for sustainability
- Stronger promotion of British Values
- Robust monitoring timetable devised by Governors and Senior Leaders

Quality of Teaching, Learning and Assessment - Good

Teaching in KS2 is well planned and helps pupils to learn, there is a good reinforcement of positive learning attitudes and conduct. Teaching in KS1 is requiring support from the Senior Leadership team at present, but this is only because there is an NQT teacher in post. She is an able and confident teacher and there are no concerns regarding performance or the ability for children to make progress within an engaging curriculum.

Feedback to pupils is somewhat consistent but more work needs to be done to ensure that it is effective and impacting on pupil's development. In KS2 there is more consistent use of the Feedback and Marking policy.

Parents are encouraged to participate in DEAR (Drop Everything and Read) sessions, to attend workshops that can support their child at home. At the beginning of each term teachers hold a 'Meet the Teacher' sessions where expectations about learning and homework for the coming term are discussed. During the Autumn Term Parents Evening parents are given objectives that children are expected to reach by the end of term. Year 6 pupils are encouraged to participate in Booster sessions after October half term.

Matching Green are working with children to develop a Growth Mindset so that they are able to take on challenges and learn from their mistakes in a positive way.

What next for Quality of Teaching, Learning and Assessment:

- All teachers and TAs to use Marking and Feedback policy accurately and to consistently mark so that children are able to make rapid progress in targeted areas
- Learning in KS1 is differentiated further down into smaller groups within a year group
- Opportunities for the children to participate in more activities that require greater depth, real life learning that stretches their thinking is needed especially in maths and science
- NQT time to embed into the new role

Personal Development, behaviour and welfare – Good

Children at Matching Green School are well behaved and respectful, they take care of each other around the school and this can be seen at playtimes. Playleaders form a part of our school and they are currently trialling different activities at playtime so that all children are engaged and are using playtimes as learning opportunities.

The School Council play a key part in the school, they are actively involved in choosing charities to support over the academic year, lead pupil voice sessions and work to make positive changes within the school community. The School Council have started to report to the curriculum committee and write in the school weekly newsletter.

Children are regularly taught about the ongoing dangers that surround the internet and social media. The children actively participate in Anti Bullying Week and any topics that arise within the classroom setting are dealt with during PSCHE time.

The school works closely with the parents and children to tackle any issues that arise, including absences; behaviours logs are set up for children whose behaviour is challenging and communication between school and the home environment is regular. Children that require additional emotional support from outside agencies are referred quickly to ensure they access support as soon as possible so that big impacts are not made on their academic progress.

What next for personal development, behaviour and welfare:

- Senior Leadership Team to conduct a pupil perception survey
- Governing Body to send out a Parent Survey
- Development of cooking and nutrition curriculum
- Embed more positive learning attitudes especially for those in year 2 and year 3

Outcomes for Pupils – Good

Data below is from 2017 assessments:

- 57% of pupils passed the phonics screening test at year 1, 33% passed at year 2.
- 83% of year 2 children achieved the expected standard for reading, 16.7% achieved greater depth standard.
- 75% of year 2 children achieved the expected standard for writing, 0% of children achieved the greater depth standard.
- 75% of year 2 children achieved the expected standard for maths, 33.3% achieved the greater depth standard.
- 77.8% of year 6 children achieved the expected standard for reading, 22.2% achieved the greater depth standard
- 88.9% of year 6 children achieved the expected standard for writing, 22.2% achieved the greater depth standard
- 55.6% of year 6 children achieved the expected standard for maths, 22.2% achieved the greater depth standard
- 66.7% of year 6 children achieved the expected standard for GPS, 22.2% achieved the greater depth standard
- For RWM combined at year 6 22.2% achieved expected standard, 11.1% achieved greater depth standard

Outcomes for Pupil Premium children in KS2 are good for the 2017 SATs:

- 80% achieved the expected standard in reading
- 80% achieved the expected standard in writing
- 40% achieved the expected standard in maths
- 40% achieved the expected standard in RWM

What next for outcomes for pupils:

- Improve the outcomes for Phonics in Year 1 and Year 2 through good daily teaching so that 83% of children pass the test in year 1 and 100% to pass at year 2.
- 23.1% of children in Year 2 to achieve greater depth for writing
- 88.8% of year 6 children to achieve expected standard or above in maths and GPS
- Raise the profile of maths by introducing time in the afternoons, having problem solving days, subscribing to Mathletics and taking part and hosting G&T maths workshops within the Epping Forest Partnership

Effectiveness of the Early Years Provision – Good with outstanding elements

In 2017 84.6% of children achieved a Good Level of Development. This was an increase of 6% since 2016 and 2.8% since 2015.

Highly successful strategies are used to engage parents, including the use of DEAR sessions (Drop Everything and Read), parent workshops, the home school book which invites parents to record WOW moments and an open door policy enabling the parents and teachers to communicate on a regular basis. The transition from nursery to Reception is well thought out with settling in visits and a phased approach to beginning school. Matching Green endeavours to make positive links with the nurseries in our local area.

Children are exposed to consistently good and outstanding teaching in an engaging and stimulating environment.

What next for the effectiveness of the Early Years Provision

- The outside learning environment to reflect the excellent practise inside the classroom
- Potter Class to make links with a local Forest Montessori school, which will begin the schools journey to becoming an accredited Forest school.