



School Name:	MATCHING GREEN CE PRIMARY SCHOOL	Date of Visit:	13.7.17.
Adviser's Name:	Mike Dean (MD)		
Working with:	Interim Headteacher (HT)	FIONA REID	
	Senior Leader (SL)		
	RE Leader (RL)	DAWN RAGGIO	
	Incumbent (I)		
	Chair of Governors (CoG)		
	Other (<i>please specify</i>)	GROUP OF PUPILS, JANE YATES (FOUNDATION GOVERNOR)	
Focus of Visit:	MINI-REVIEW OF SIAMS DEVELOPMENT POINTS		

Summary of Visit

Overview of progress and actions since previous visit:

⇒ See below.

The school's current position on academisation (to include any questions the HT/GB might have regarding this):

⇒ Not discussed this visit.

Summary of actions taken during visit:

- ⇒ Introductory discussion with HT
- ⇒ Discussion with a range of pupils.
- ⇒ Discussion with HT and foundation governor.
- ⇒ Discussion with RL.
- ⇒ Reflection time and feedback.

Key findings:

- ⇒ School has made very good progress since previous SIAMS inspection in 2015. Development points are being addressed systematically and Christian character of school now much more embedded. Environment gives very clear indicator of Christian character of school, and pupils demonstrate positive impact that the sustained focus has had so far. Inclusive character of school very strongly evidenced.
- ⇒ Pupils now very clear about relevance of prayer. They appreciate different types of prayer and frequently write their own prayers to be used as part of the life of the school. Pupils make proactive choices to use "Prayer Space" and its use now appears well embedded within the school. School has made deliberate decision to call it this to avoid confusion with "reflection time" used to manage behaviour issues. School needs therefore to consider how it encourages pupils who do not identify as a particular religion and who do not choose to pray to use the space to meet their needs also.
- ⇒ Planned worship programme links to school's core values. These are reviewed as appropriate. Pupils very aware of list of values; further recent changes will need reinforcing next term. They are still less clear about links for Christians to life, teachings and example of Jesus, and perhaps these links need to be made more explicit.
- ⇒ RE used effectively as a tool to promote values. Pupils describe how RE has supported their growing understanding of aspects of Christian faith and belief. RE curriculum has developed well and now updated to incorporate "Understanding Christianity"; monitoring will need to ensure that challenge element is sustained during years of two year cycle where "core" rather than "going deeper" activities form basis of curriculum. Progress in RE currently very difficult to track as work recorded in "topic" book; would be far better for pupils to have own separate RE book, as is appropriate for core subjects. As new curriculum beds in next term, use national "Statement of Entitlement" as clear point of reference for monitoring quality of teaching and learning in RE.
- ⇒ Clear vision from leadership drives improvement, with an implicit theological underpinning. This needs making more explicit now, and developing in line with "Deeply Christian" national vision statement, which governors should now review and use to further develop their own strategic vision for the school, its pupils and the school community. This vision can then be a strong driving force to further development, providing greater defined strategic focus to operational planning.
- ⇒ Strong teamwork developed by effective leadership has strengthened work to develop Christian ethos and character of

school. All staff clearly committed to ongoing development of Christian character. Leaders are approachable, supportive and play their part effectively in the ongoing nurturing and development of ethos and distinctiveness.

- ⇒ Strategic governance has ensured regular focus on Christian character. In consequence, development points identified and improvements planned for within SDP. Some evaluation of outcomes of development actions, to which this review will contribute. Regular (ie at least annual) discussion with stakeholder groups (pupils/staff/parents) to explore perceptions around impact of Christian character will further strengthen monitoring systems and ensure added robustness in future.
- ⇒ Independent pupil planning/leadership of collective worship yet to be successfully developed. School has worked on this but efforts unsuccessful due to time-intensive nature of approach tried. A simpler approach, such as using “Flippin’ Praise” would be easier to deliver and probably a more successful method of embedding this.
- ⇒ Pupils generally very positive about collective worship. They are developing age-appropriate understanding of Christian belief and practice. Staff have approached services and worship times creatively, for example with introduction of house assemblies. These could be further developed to provide opportunities for independent pupil-led worship. Recently there has been clear focus on Lord’s Prayer. May be further scope for developing further some “anglican” features of worship, eg use of appropriate liturgical phrases.
- ⇒ A clear “thread” of spirituality runs through the school’s ethos but as yet this is not fully articulated or defined. Further development of a “common understanding” and interpretation of spirituality for this community would enable a more proactive approach to securing the best possible provision for developing children’s spirituality across the whole curriculum.
- ⇒ The school could benefit from networking with other schools that have been on a similar journey, such as William Martin Junior/Infant schools, Harlow, in sharing developing practice and lessons learned.

Key recommendations and Agreed Actions:

- ⇒ Develop use of “Prayer Space” so that it can naturally be used by pupils of no faith as well as those who identify with faith groups.
- ⇒ Reinforce with pupils recent changes in focus relating to school’s core values and make links to the life, teachings and example of Jesus even more explicit.
- ⇒ Ensure good level of challenge maintained in RE teaching during “core” years of proposed two year teaching cycle.
- ⇒ Consider use of separate RE books rather than incorporating into “Topic” books as currently, so that individual progress over time can be more easily identified.
- ⇒ Develop theological underpinning of church school vision in line with national vision statement “Deeply Christian: Serving the Common Good” and ensure this is understood by all leaders and communicated to all stakeholders.
- ⇒ Further expand monitoring systems to incorporate regular (at least annual) sampling of stakeholder views and perceptions around impact of school’s Christian character to inform ongoing development.
- ⇒ Identify and implement use of simple tools such as “Flippin’ Praise” to begin to develop independent planning and leadership of worship by pupils.
- ⇒ Develop “common understanding” and interpretation of spirituality across school community to support further development of curricular opportunities for spiritual development of pupils.
- ⇒ Consider development of possible links with William Martin School, Harlow, to share journeys and evolving practice.

Undertaken by whom including date

⇒ *Leaders to incorporate these elements into SDP for 2017-18.*

Date and focus for next visit(s):

Date: TBA

Focus:

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