



School Development Priorities		
1	To build and deliver a robust curriculum	All members of the curriculum committee
2	To raise standards by improving the quality of teaching and learning	All committees
3	To develop the role of subject leaders	All committees
4	To improve the Christian distinctiveness of the school.	Members of the Ethos Committee and Rev Gill

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Key Priority 1: To build and deliver a robust curriculum.				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
To continue to break the Long Term Plan down into half termly medium term plans	All	Each topic of the curriculum we deliver to the children has a launch, landing and an experience.	Planning scrutiny Evaluating planning against evidence in topic books	
To break medium term plans down into unit plans	All	The curriculum shows progression of skills being taught and provides opportunities for children to work at greater depth.		
Teachers/TAs to create a learning environment that reflects the topic.	All			
To build into our class curriculum a stronger PSHE focus that tackles topical issues.	All	Balance of the school day between head (academic), heart (wellbeing) and hand (creating, making, doing and leading). Display policy is being implemented. 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.		
To build into our curriculum	All	Class teachers to use a PDM to		

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<p>evidence that British Values are promoted within our classroom settings</p> <p>To work towards our School Vision by providing better provision for our children</p>	<p>JN/DP (Gov)</p>	<p>research materials that are available for their year group including use of SEAL and emotional literacy resources.</p> <p>Children to recognise and understand the 5 core British Values and how this is reflective in everyday life at Matching Green</p> <p>For community links to be made with other religions.</p> <p>EYFS to develop Forest School Links with Bluebell Forest School</p>		
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KEY PRIORITY 2: To raise standards by improving the quality of teaching				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
Differentiation and challenge for all focus on differentiation <ul style="list-style-type: none"> - Use of Success Criteria grids for writing - Maths Mastery materials 	HT	Work in children's books shows that learning is differentiated and that all children are appropriately challenged.	Book scrutiny Lesson Obs Pupil Interviews	
QFT for children who may require intervention <ul style="list-style-type: none"> - Identifying children who are not making progress - Adapting QFT - Intervention support 	HT JN LB	Evidence of teachers/TAs using the SEND Provision Guidance Toolkit TAs attending courses that are reflective of the needs of the children they are supporting	AW and JN to monitor and to feedback to LB (SENTA). Adaptation of provision map maybe made as a result.	
Handwriting and presentation	JN/TR	95% of books sampled show children using and applying the handwriting and presentation skills taught in all books. Throughout weekly book scrutiny.		

<p>Feedback and Marking</p> <ul style="list-style-type: none"> - Targeted support for identified teachers/TAs - Coaching between teachers/TAs - Agreement between staff on correcting GPS errors 	<p>All inc TAs</p>	<p>95% of books sampled show precise feedback comments that progress children’s learning</p> <p>Amendments made to Marking and Feedback Policy to reflect outcomes of the Governor Day 25.11.2016. Teachers/TAs to have higher expectations of GPS standards in all pieces of work.</p>	<p>Monitored by HT during book scrutiny.</p> <p>Monitored by subject leaders during PDMs.</p> <p>Governors to monitor during visits and to reflect back on improvements at the next Governor Day.</p>	
<p>Teachers and TA partnership</p> <ul style="list-style-type: none"> - ‘The Teaching Assistant’s Guide to Effective Interaction’ book - Agreement from the MITA project 	<p>All inc TAs</p>	<p>100% of TAs being used effectively throughout each part of all lessons</p> <p>100% TAs contributing towards the progress of the children through working alongside the children or via marking/feedback in books</p> <p>TAs are accountable against the ‘Professional Standards for Teaching Assistants’</p>	<p>Observations</p> <p>Book scrutiny – evidence of TAs input to move children on with their learning</p>	

<p>Teachers use assessments to inform planning</p> <ul style="list-style-type: none"> - Assessment for Learning techniques 	<p>All</p>	<p>Assessment grids are brought to the Pupil Progress Meetings to reflect the data/child's books that has also been provided w/c</p>	<p>Subject leaders to use alongside curriculum building during PDMs.</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>Spelling Bee to be rolled out to KS2</p> <p>GPS assessments to inform English Planning for the half term</p> <p>Year 3/4 children to be targeted for intervention to prepare them for Year 6 GPS.</p>	<p>GPS assessments week beginning 9.1.2017 (will be able to give more detailed data)</p>	

KEY PRIORITY 3: To develop the role of subject leaders				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
Training for the subject leaders to include: <ul style="list-style-type: none"> - Book/planning scrutiny - Progression of subject - Pupil perception - Lesson observations - Climate walk - Data analysis 	All	Ensure that monitoring and improvement activities within the school are collated systematically so that impact can be demonstrated.	Governor Visits Half termly report to curriculum committee	
<ul style="list-style-type: none"> - Contribute to the curriculum school development plan and to carry out actions 		Written their section of the plan, which have clear dated actions and measureable success criteria and can show evidence of the impact.	Governor Visit	

<p>Subject Leaders to have a greater understanding of the data for their subject</p>		<p>Understand how this links to the whole school provision map and the interventions that take place</p> <p>Understand RAISE online data and what this means for their subject</p> <p>Understand tracking system for vulnerable groups for their subject</p> <p>Use the new DfE accountability document to focus their knowledge.</p>		
<p>Subject leaders to take an active role in moderation both within school and within the school partnership.</p> <p>Subject leaders to support Year 2 and Year 6 teachers with moderating their children’s work.</p>	<p>JN/EJ</p> <p>JN/EJ/TR</p>	<p>Subject leaders to attend Subject Leader updates provided by EES.</p> <p>Subject leaders to attend all moderation meetings held within the partnership and to ensure that Year 2 and Year 6 teachers also attend.</p> <p>Subject leaders to plan moderation staff meetings within school.</p>	<p>External moderation dates</p> <p>Dates of internal staff meeting moderation</p> <p>Dates of school partnership moderation</p>	

		HT to organise external moderation of Year 2 and Year 6 as both teachers are new to the year groups under the new curriculum and assessment.		
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KEY PRIORITY 4: To improve the Christian distinctiveness of the school.						
Aims	Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of impact	
Developing pupils' awareness and appreciation of the importance of prayer.	Establishment of a prayer station.	DR	Pupils are able to articulate clearly why prayer is important and the difference it makes in their lives.	Gov visits and planning scrutiny MD visit in the Spring/Summer Term to evaluate the school now compared to previous SIAMS inspection in January 2015. (Mike to organise with interim head)		
	Identifying opportunities to explore the meaning of prayer through RE and Collective Worship.	DR				
	Developing a school prayer with the School Council and Ethos Committee.		DR			Pupils make use of prayer in a variety of settings.
			DR HT			All staff and children are able to recite the prayer and it is used at least twice a week.
Embedding five core values at the heart of the school community so that they impact all	Core Christian values promoted through RE, SMSC and PSHE and links to core values explicitly identified within each of these areas.	HT	School Community can articulate clearly the 5 core values and why they are distinctively Christian.			

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	<p>anecdotal evidence)</p> <p>Pilot the systems and evaluate their effectiveness.</p> <p>Refine systems according to lessons learned.</p>	<p>HT</p> <p>DR</p> <p>GK</p>	<p>indicate clearly extent to which Christian Values and Christian character embed in the school community.</p>		
<p>Developing understanding of key features of Christian belief and practice.</p>	<p>MG to take part in a peer review from another church school within our LDG group.</p>	<p>DR</p> <p>HT</p> <p>All</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>Developing Collective Worship so that it forms an integral part of our Christian Distinctiveness</p>	<p>100% of collective worship to be meaningful and provide a time of reflection for the children</p> <p>Teachers alongside senior leaders to plan collective worship initially using the GERS system that was</p>	<p>All</p>	<p>Children are able to recognise the value of Collective Worship and use what has been learnt there in their own day to day life at the school</p>	<p>Mike Dean to organise some additional training/support for the teachers throughout the spring/summer</p>	

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	demonstrated to us by Mike Dean Teachers to develop their own style of Collective Worship			term. Materials purchased to support planning of Collective Worship (Flippin' Praise and Roots and Fruits)	
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