

# Townley Primary School Improvement and Development Plan 2024- 25



## Probitas Verus Honos - Honesty Truth Respect

At Townley we:

- Feed irresistible learning for curious minds
- Embrace change in a safe, nurturing environment
- Cultivate pride and joy in learning
- Grow aspiring, ambitious, independent learners
- Plant seeds for lifelong learning!

### Honesty

- Setting challenges and fulfilling aspirations
- Preparing for life in an ever-changing world
- Developing mindfulness, self-awareness and resilience

### Truth

- Being brave, positive and ambitious
- Promoting self-esteem and growth
- Becoming unique individuals in a diverse world

### Respect

- The environment
- Our world
- The community and each other

Attendance	Term 1	Term 2	Term 3
Historic	2022/23 - 92.4% (PA 23.5%)		
Target	97%	97%	97%
Actual			

Previous OFSTED inspection report Date: March 2022 Overall Effectiveness: Good

School Targets for the end of the academic year – 2024 25	Cohort Size	Number of EHCPs	Attainment		Progress	
			% of pupils targeted to meet the expected standard	% of pupils targeted to exceed the expected standard	% of pupils targeted to make expected progress	% of pupils targeted to exceed expected progress
EYFS Good Level of Development	7	0	(6) 85.7%			
Literacy	7	0	(6) 85.7%			
Maths	7	0	(6) 85.7%			
Phonics Y1	10	1	7			
Phonics Y2	3	1	1			
End of Key Stage 1	Reading	7	(4) 57.1%	1		
	Writing	7	(4) 57.1%	0		
	Maths	7	(6) 85.7%	0		
	SPAG	7	(5) 71.4 %	1		
	Combined	7	(3) 42.8%	0		
MTC Year 4						
End of Key Stage 2 FFT 20 (High)	Reading	18	(13) 72.2%	(5) 27.7%		
	Writing	18	(11) 61.1%	(1) 5.5%		
	Maths	18	(14) 77.7%	(3) 16.6%		
	SPAG	18	(12) 66.6%	(2) 11%		
	Combined (RWM)	18	(9) 50%	(1) 5.5%		-

Townley KEY Priorities on a page				
<p><b><u>Leadership &amp; Management</u></b> How can we create a culture of high expectations, aspirations and excellence?</p>	<p><b><u>Quality of Education</u></b> How can we ensure our pupils are receiving the best standard of education that we can deliver? How can we ensure all pupils reach their potential?</p>	<p><b><u>Behaviour &amp; Attitudes</u></b> How are we equipping our pupils with the behaviours and attitudes necessary for success in their next stage of education, and for their adult life?</p>	<p><b><u>Personal development</u></b> Does our curriculum extend beyond the academic and provide for pupils' broader development?</p>	<p><b><u>EYFS</u></b> How can we ensure all EYFS children are highly engaged in their learning?</p>
<ul style="list-style-type: none"> <li>Review consultation and staff for proposed new ERB in light of the consultation.</li> </ul>	<ul style="list-style-type: none"> <li>Children working PKS achieve the best possible outcomes.</li> </ul> <p><b><u>Maths –</u></b></p> <ul style="list-style-type: none"> <li>Improve multiplication facts recall across the school</li> </ul> <p><b><u>English –</u></b></p> <ul style="list-style-type: none"> <li>Improve spelling and writing outcomes from Y1 to Y6</li> </ul>	<ul style="list-style-type: none"> <li>Improve attendance and reduce number of children who are persistently absent from school</li> </ul>	<ul style="list-style-type: none"> <li>Implement 'Wellbeing Warriors' (wellbeing mentors)</li> <li>Achieve Healthy Schools Award</li> </ul>	<ul style="list-style-type: none"> <li>Core book document updated in line with new cohorts and adults.</li> </ul>

Section 1: Leadership and Management		
<b>Objective: All Leadership remains good; Leaders and governance will be effective and provide a high quality education for all children.</b>	<b>Governor Lead: Sue Rudge</b>	
<b>Success Criteria</b>	<b>Evaluation</b>	<b>RAG</b>
Leaders have a clear and ambitious vision for providing high-quality education to all pupils, all children make progress from their starting points.		
An inclusive culture is maintained across all aspects of school.		
The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.		
<b>IMPACT:</b>		

<b>Routine Actions:</b>	<p>Leaders to carry out their role and priorities for action as outlined in the Termly Planner</p> <p>Primary Offer leadership briefings attended by leaders.</p> <p>Governors monitor the progress being made in school towards specific SIDP targets and commit to at least two visits per term to evidence these.</p> <p>Governors carry out their role effectively by securing clear Vision and values, monitor strategy and ensure resources are managed well, including PPG and Sports funding.</p> <p>Engage with Priority Area</p> <p>Governors hold leaders to account for the quality of education</p> <p>Governor Corner communicated on newsletter monthly.</p> <p>Governors to attend story cafes and school events, gathering feedback from parents.</p> <p>HT drop-ins.</p> <p>MSL – Lesson Observations</p> <p>EYFS lead to observe interactions between chn and adults</p> <p>ESL and MSL – book scrutiny, key skills being used across the curriculum.</p> <p>Subject Leaders meeting with governors</p> <p>SENDCo to meet with CT to discuss provision for chn with EHCPs to ensure CT are meeting the needs of all children with EHCPs/ attend annual reviews.</p> <p>Undertake regular health and safety audits and checks</p> <p>Regular review of the risk assessments</p> <p>Continue to review staff workload through use of three weekly cycle of staff meetings for teachers.</p> <p>Support staff training – Apprenticeships</p> <p>Subject leaders update subject SEFs annually.</p> <p>Engage with EEF Research through Partnership working and Evidence Advocate.</p>
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Target	Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Impact and Next Steps RAG and date completed
1.1 New SENDCO role established	<p>On going</p> <p>SENDCo to meet with SEND Service at Link Planning meeting to discuss options for assessment tools available to support assessment and tracking of pupils working PKS.</p> <p>Consultations booked with SEND Services to ensure children with SEND are having needs met.</p> <p>Tools to support assessment and tracking of progress for children working PKS are in place.</p> <p>PPM include discussion and support for children working PKS.</p> <p>SENDCo to undertake NPQSEND</p> <p>Consultations with new SALT established for the year.</p>	Time for SENDCo to attend training for NPQ	SEND Governor to monitor when meeting with SENDCo PA NoV	
1.2 New ERB unit established	<p>On going</p> <p>Timeline for ERB established with LA</p> <p>Relevant training undertaken (once children are allocated)</p>		SEND Place Planning team PA NoV	Nov 24 -Finance agreement in place, on

Target	Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Impact and Next Steps RAG and date completed
	Meeting with EP monthly pattern established Liaise with Planners			track for ERB to open with two pupils in Jan 25.

<b>Section 2: Quality of Education</b>			
<b>Objective:</b> The Quality of Education is good		<b>Governor Lead:</b> Simon Lind	
<b>Success Criteria</b>	<b>Evaluation</b>	<b>RAG</b>	
To ensure all teaching is securely good			
Curriculum intent, implementation and impact is articulated to stakeholders.			
Children make progress in line with national			
Children with SEND and/or disadvantaged have the curriculum changed/adapted to meet their needs.			
More-able children across the school are on track to achieve GDS at the end of the Key Stage.			
Reading is prioritised to allow pupils to access the full curriculum offer			
Teachers have adopted and adapted a curriculum for Townley Children that is ambitious, broad, balanced and engaging.			
<b>IMPACT:</b>			

<b>Routine Actions:</b>	<p>Dates to be agreed at end of each term and recorded on termly calendar</p> <p>Cycle of monitoring and developmental work: Monitoring to include half-termly PPMs, half-termly lesson obs, learning walks, book scrutinies, termly teacher appraisal, support for planning, teaching and assessing.</p> <p>Implementation of support plan where necessary and developmental work:</p> <p>Monitoring to include half-termly PPMs, half-termly lesson obs, learning walks, book scrutinies – curriculum leaders, SENDCo and HT.</p> <p>Promote reading through Hot Chocolate Club, weekly, throughout the year.</p> <p>Storytime at the end of each day across the school throughout year.</p> <p>Story cafés linked to books, termly, throughout the year.</p> <p>Class Curriculum Corner communicated on newsletter weekly</p> <p>Pupil Progress meetings half-termly and subsequent action taken.</p> <p>HT drop-ins.</p> <p>Continually review quality of teaching through EEF recommendations, reading and research and Evidence Advocate.</p>
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<b>Target</b>	<b>Key Priority or Action (specific dates and action on Termly Operational Calendar)</b>	<b>Resources</b>	<b>Monitoring (by whom and how)</b>	<b>Evaluation, RAG and date completed</b>
2:1 Children working PKS achieve the best possible outcomes.	au SENCo to support class teachers using relevant assessment, monitoring and review to allow PKS pupils to achieve success. Appropriate interventions planned; Consultations booked with SEND Team. Pupil specific progress meetings. Plan changes to the teaching of writing. Plan key actions for next term. Ensure APDRs reflect changes to writing/needs of writing.		ESL, SENDCo, HT, SEND Governor, PA NoV	Ongoing. Discussions with CTs re assessments and support for specific children. SENDCo and SEND Governor to meet on 02.12.2024
	sp SENCo to monitor use of relevant assessment, monitoring and review to allow PKS pupils to achieve success. Appropriate interventions monitored; Review consultations booked with SEND Team, plan new ones for this term. Pupil specific progress meetings. Monitor impact changes to the teaching of writing. Class teachers to plan interventions and key actions for next term.			
	su SENCo to support class teachers using relevant assessment, monitoring and review to allow PKS pupils to achieve success.			

Section 3: Behaviour and Attitudes		
<b>Objective:</b> The whole school community has high expectations and behaviour and attendance will be good.		<b>Governor Lead:</b> Paul Simpson
Success Criteria	Evaluation	RAG
Pupils at risk of emotional, behavioural and learning difficulties have been identified and supported.		
Children’s attitudes to learning are positive due to a carefully planned curriculum and lessons that met their needs.		
High expectations of planning meeting needs.		
Those vulnerable to underachievement (attendance, PPG, SEND, young carers, GDS) make progress in line with FFT 50.		
Children’s learning behaviour in and outside of lessons is good.		
A minority of pupils have significant challenges to overcome and, in some cases, need daily support from experienced staff to support them in the choices they make. This support ensures the learning of other pupils is not affected.		
Systems remain robust and secure to keep our pupils safe.		
<b>IMPACT:</b>		

<b>Routine Actions:</b>	<p>HT drop-ins.          Assessments to be recorded termly.          Peer Mediation.          Restorative Approaches.          Pupil voice – governors to speak to children during learning walks          Governor learning walk visits will comment on children’s behaviour for learning, if carried out while children are in classes.          The exceptionally positive ethos and climate for learning across the school continues and children behave well because learning in lessons meets their needs.          Pupils make a good contribution to a safe and positive learning environment.          PPMS          Continue to develop links with the village through –posters, recycling project, The Heron, Welney News, Parish Regular contributions to The Heron and Welney News.          Continue to improve attendance for all and reduce PA for children without medical needs preventing them attending school by implementing new DFE guidance, weekly monitoring and using all statutory powers.</p>
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Target	Key Priority or Action (specific dates and action on Termly Operational Plan)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed

Section 4: Personal Development		
<b>Objective:</b> Personal Development is good.		<b>Governor Lead:</b> Lorna Kirk
Success Criteria	Evaluation	RAG
SMSC - They understand moral codes from their own and others’ traditions. Consequently, moral development is good.		
Pupils show respect for, courtesy and good manners towards each other and adults. Lessons flow smoothly and any minor disruption is dealt with swiftly		
Pupils’ attitudes to learning are good but key pupils with EBD do need additional support from school staff at times.		
Pupils are ready for the next stage of education. They have the knowledge and skills they need.		
Pupils with SEND achieve the best possible outcomes.		
Children in receipt of PPG achieve the best possible outcomes, ensuring their end of KS results are in line with national results.		
<b>IMPACT:</b>		

<b>Routine Actions:</b>	HT drop-ins
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<p>SENDCO observations of teaching and interventions</p> <p>Assessments to be recorded termly.</p> <p>Peer Mediators</p> <p>Restorative Approaches</p> <p>Pupil voice – governors to speak to children. during learning walks</p> <p>Governor learning walk visits will comment on children’s behaviour for learning, if carried out while children are in classes</p> <p>Governors frequently monitor the impact of spending of the additional funding.</p> <p>Routinely communicate with parents the use/impact of the additional funding.</p> <p>Implement and statutory changes in RSE curriculum following General Election, and RSE statutory review.</p> <p>Forest School sessions remain embedded in the curriculum across the school and are having an impact on wellbeing, physical development and attitudes of chn.</p> <p>Achieve Healthy Schools Award</p>
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Section 5: Early Years		Actions and priorities to be led by Shelley Steer	
<b>Objective:</b> To ensure Early Years is at least good.		<b>Governor Lead:</b> Michelle Halls	
<b>Success Criteria</b>		<b>Evaluation</b>	<b>RAG</b>
Maths - observations show children are confident, resilient, competent mathematicians who enjoy Maths			
Children, including those from disadvantaged backgrounds, do well, all chn including vulnerable pupils make progress in line with national.			
Improve children's early literacy by teaching parents' effective strategies for supporting their children's learning.			
The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs.			
The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration.			
Observations show children using newly introduced new vocabulary in their play			
Forest school sessions are embedded and an important part of the curriculum			
<b>IMPACT:</b>			

<b>Routine Actions:</b>	<p>Lesson observations, learning walks, scrutiny of learning journals/floor book, drop-ins, audits of provision</p> <p>Termly Story Café for Parents</p> <p>Review new starter admission process</p>
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Target	Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed
5:1 Key knowledge and concepts are taught	Au Ensure that Rolling 2 year programme “Core Books document” is used with links to specific vocabulary. Vocabulary is shared with, and used by, all staff in the setting. Implement changes as required from English development plan.		SS and JD through interactions within the setting, observations and supervisions. EY PA NoV EYFS Governor NoV HT monitoring	Nov 24 - “Core Books document” is in place, changes being developed to teaching of literacy in line with English plan, advice sought from LA English advisor and SEND Team. Vocabulary added to the weekly Newsletter for parents and carers. Story Café was very well attended and a successful session.

Target	Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed
	Sp Ensure that Rolling 2 year programme “Core Books document” is used with links to specific vocabulary. Vocabulary is shared with, and used by, all staff in the setting.		SS and JD through interactions within the setting, observations and supervisions.	
	Su Review Rolling 2 year programme “Core Books document” is used with links to specific vocabulary in readiness for September. Are children using the vocabulary in their play?		SS and JD through interactions within the setting, observations and supervisions.	
5:2 EYFS Leader’s development	Au INSET Day time allocated to reading EEF Literacy guidance report for EYFS writing. Successfully complete induction for 2 new EYFS Teachers Attend leadership briefings Plan and implement regular EYFS Team meetings Attend EYFS moderation meetings JD and SS to shadow EYFS Supervision meetings		HT / EYFS Governor	Nov 24 – leaders attended leadership briefing. Staff meetings have been held. New teachers appear to be thriving in EYFS, Baselines completed.
	Sp Attend leadership briefings Regular EYFS Team meetings Attend EYFS moderation meetings JD to lead EYFS Supervision meetings		HT / EYFS Governor	
	Su Attend leadership briefings Regular EYFS Team meetings Attend EYFS moderation meetings Audit provision in readiness for September		HT / EYFS Governor	



Section 6: English		Actions and priorities to be led by Nelly Greening ESL	
<b>Objectives:</b> 1. To identify which specific aspect of writing needs to be improved and use this to implement a plan to improve outcomes in writing across the whole school 2. To improve reading outcomes at the end of KS2		<b>Governor Lead: Simon Lind</b>	
<b>Success Criteria</b>		<b>Evaluation</b>	RAG
Writing teaching is consistently judged to be good or better.			
All teaching staff have made the necessary changes to their teaching to improve writing outcomes.			
Regular monitoring by SL and HT will identify small steps implemented in the teaching of writing.			
Explicit teaching of vocabulary			
Consistent and regular teaching and practice of handwriting across the school			
Raise outcome in SPaG in KS1 and KS2			
Phonics teaching is consistently judged good or better			
<b>IMPACT:</b>			

<b>Routine Actions:</b>	Lesson observations, learning walks, book scrutiny, drop-ins, regular slot in staff meetings. Hot Chocolate Club, pupil voice, read with the dog (Hattie) Working Walls are a reflection of what is being taught in class and support children. Attend SL Briefings SL to review PPM data for English
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Target		Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed
6.1 - To improve outcomes in writing	Au	<b>INSET Day time allocated to reading relevant EEF Literacy guidance report for writing.</b> <b>Forensically analyse writing to decide which of the following aspect/s of writing needs to be improved in order to improve writing outcomes across the school.</b> Develop plan to improve the teaching of agreed aspect of writing Carryout writing <u>pre-mortem</u> in staff meeting.  Monitor handwriting is taught and practised weekly in KS1, LKS2 and UKS2 classes. CUSP Bridge to spelling to be taught to children in Year 2 in Autumn 2 (5-week programme). CUSP Spelling to be taught in Year 3 to Year 6. Explicit teaching of vocabulary in Guided Reading and foundation subjects as outlined in CUSP programme. Follow CUSP English for the teaching of writing skills and features. GAPS assessment to be administered and data to be analysed to inform next steps in Spring term. Conduct a pupil voice with children in KS1, LKS2 and UKS2.	Cover needed	NG  Teaching staff  Book Look – Autumn 1 - NG  Book Look - Autumn 2 - NG Lesson observation – Autumn 1 – NG  NG – Autumn 2	
	Sp	Handwriting is taught and practised weekly in KS1, LKS2 and UKS2 classes. CUSP Spelling to be taught in Year 2 to Year 6 + revisit elements highlighted in the Autumn assessments data analysis. Explicit teaching of vocabulary in Guided Reading and foundation subjects as outlined in CUSP programme Follow CUSP English for the teaching of writing skills and features.		Book Look – Spring 1 - NG	
	Su	Handwriting is taught and practised weekly in KS1, LKS2 and UKS2 classes Explicit teaching of vocabulary in Guided Reading and foundation subjects as outlined in CUSP programme Follow CUSP English for the teaching of writing skills and features CUSP Spelling to be taught in Year 2 to Year 6 revisit elements highlighted in the Spring assessments data analysis. Identify children that will require additional support in the following school year.			

Target		Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed
		Engage in the EEF Partnership improving writing project if it goes ahead and plan for engagement over next five terms.	Engagement with EEF project	NG	
6.2 To improve reading outcomes at the end of KS2	Au	Daily teaching of Little Wandle Phonics in Reception, Year 1 and Year 2. Guided/ shared reading to take place in every classroom to develop reading stamina and teach reading strategies. Use CUSP whole class Guided Reading curriculum for Year 2 to Year 6. NTS Reading to be administered and data to be analysed to inform next steps in Spring term. Identify children who need additional support and decide what will be put in place to support them. Review interventions in place. Use Tracking Sheet from previous year to allocate Book Banded reading books to children in class (KS1, LKS2 and UKS2).		Lesson observations – NG  Teaching staff + HT (PPM) NG KS1 + KS2 teaching staff	
	Sp	Daily teaching of Little Wandle Phonics in Reception, Year 1 and Year 2. Guided/ shared reading to take place in every classroom to develop reading stamina and teach reading strategies. Use CUSP whole class Guided Reading curriculum for Year 2 to Year 6. NTS Reading to be administered and data to be analysed to inform next steps in Summer term. Identify children who need additional support and decide what will be put in place to support them. Review interventions in place. Update Tracking Sheet following NTS assessments (KS1, LKS2 and UKS2).	Cover needed	Lesson observations – NG  Teaching staff + HT (PPM) NG KS1 + KS2 teaching staff	
	Su	Daily teaching of Little Wandle Phonics in Reception, Year 1 and Year 2. Guided/ shared reading to take place in every classroom to develop reading stamina and teach reading strategies. Use CUSP whole class Guided Reading curriculum for Year 2 to Year 6. NTS Reading to be administered and data to be analysed to inform children that will require extra support in the following school year. Review interventions in place. Update Tracking Sheet following NTS assessments and pass on as part of transition for Year 2 and 4 + give one copy to ESL. Phonics Screening		Teaching staff + HT (PPM)  NG KS1 + KS2 teaching staff  CM	

Section 7: Maths		Actions and priorities to be led by Amy Seward	
Objective: To further raise attainment across all key stages, ensure the teaching of maths across the school is at least good.		Governor Lead: Paul Simpson	
Success Criteria		Evaluation	RAG
All teaching of maths is at least good across the school			
All pupils are fluent in mental calculation strategies appropriate for their stage of development			
Improve multiplication tables knowledge, recall and application to develop fluency, reasoning and problem solving			
Maths lessons include time to revisit different areas of maths throughout the year to sustain pupil knowledge.			
Use of EEF resources to inform teaching/planning to ensure all children have the opportunities to recall, revisit prior learning.			

Pre-teaching is used to ensure all children can access learning.

**IMPACT:**

<b>Routine Actions:</b>	<p>Lesson observations, learning walks, drop-ins, work scrutiny, pupil interviews, weekly maths slot at staff meeting</p> <p>Learning walls reflect a mastery approach, with consistency across all classes, including numberlines, use of models &amp; images, vocabulary, prompts and the 'Build it, Draw it, Say it, Write it approach'.</p> <p>A Mastery approach is used across the school, ensuring all teaching is at least good</p> <p>Attend SL Briefings</p> <p>SL to review PPM data for Maths</p> <p>Year 5 to attend the Year 5 maths challenge</p>
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Target		Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed
7.1 - Improve multiplication tables knowledge, recall and application to develop fluency, reasoning and problem solving and to develop mental calculation strategies	Au	<p>Forensically analyse MTC and assessment data to decide which of the following aspect/s of maths needs to be improved in order to improve maths outcomes across the school.</p> <p>Develop a plan to improve the teaching of agreed aspect of maths</p> <p>Carryout maths pre-mortem in staff meeting.</p> <p>To attend Mastering number KS2 course and to begin to implement the programme within KS2.</p> <p>To implement a 15 minutes maths talk lesson per week to help develop mental calculation strategies.</p>	Cover for AS to attend Mastering Number KS2 and throughout the year.	<p>AS</p> <p>Teaching staff</p> <p>AS to attend the course. AS and NG to follow the programme.</p> <p>AS, CM and NG</p>	<ul style="list-style-type: none"> <li>Data being collected this week and will be analysed.</li> <li>Agreed to focus on vocabulary and to invest in the Cambridgeshire Maths vocabulary scheme.</li> <li>AS has attended 1 out of 2 courses. Due to staff shortage I could not attend the second one but it has been recorded. Mastering number KS2 consistently taught to Y4-6.</li> <li>Maths talk happening as a separate session in Y5/6 and within the main lesson in other classes.</li> </ul>

Target		Key Priority or Action (specific dates and action on Termly Operational Calendar)	Resources	Monitoring (by whom and how)	Evaluation, RAG and date completed
	Sp	To observe how times table knowledge is applied within lessons within reasoning and problem solving. To complete a book scrutiny with the children to observe application of times table knowledge and mental calculation strategies within their work. To observe mastering number being taught and analyse the effectiveness of the programme.		AS	
	Su	Year 4 to practice the MTC test. Staff meeting to discuss what has worked well this year and what needs improving in regard to times table knowledge and mental strategies.		NG Teaching staff	
7.2 - To revisit different areas of maths throughout the year to sustain pupil knowledge	Au	Forensically analyse assessment data to decide which of the following aspect/s of maths needs to be improved in order to improve maths outcomes across the school. Develop a plan to improve the teaching of agreed aspect of maths Carry out maths <u>pre-mortem</u> in staff meeting and AS to lead part of the meeting about how to incorporate revisiting different areas of maths throughout your maths lessons.		AS  AS Teaching Staff	<ul style="list-style-type: none"> <li>Data being collected this week and will be analysed.</li> <li>Agreed to focus on vocabulary and to invest in the Cambridgeshire Maths vocabulary scheme.</li> <li>Twice a week y5/6 have a specific recall session. Other classes are recalling as the start of their lesson using WRM flashbook four. KS1 practicing counting and fluency facts daily.</li> </ul>
	Sp	Analyse Autumn assessment data and pick out areas of weakness and develop a plan on how these areas can be revisited frequently by incorporating them into current units. To observe how different areas of maths are revisited within the main maths lesson. Pupil voice interviews asking the children about their experience of maths and more specifically about how they revisit different areas of maths within their lessons.		AS	
	Su	Analyse Spring assessment data and pick out areas of weakness and develop a plan on how these areas can be revisited frequently by incorporating them into current units. Staff meeting to discuss what has worked well this year and what needs improving in regard to revisiting different areas of maths.		AS  Teaching Staff	

OFSTED 2022 What does the school need to do to improve further?

- There are a few areas of the curriculum which are not as ambitious as other aspects which are better developed. Where this is the case, pupils are not achieving as well as in the rest of the curriculum. Leaders must ensure that this is addressed and that staff understand the expectations and leaders’ curriculum ambition. Leaders should then ensure that staff can deliver these areas of the curriculum to the standard and quality leaders intend.
- Overall, the curriculum in the early years is clearly sequenced and delivered well to prepare children for key stage 1. However, there are occasions when new knowledge is not as strong across all areas of learning. Leaders need to ensure that all staff are clear about the specific vocabulary and concepts that children need to know, and how best to teach these so children are well prepared for the next stages of their education.

<ul style="list-style-type: none"> <li>• Questions Governors could ask:</li> </ul>	
<p>What are the targets for this year?                  What is “good” progress?                  What percentage of learning and teaching is good or better? Is there any variation between subjects?                  What evidence is there that children are fully engaged in the learning process and taking responsibility for their learning in all year groups?                  Are observations of learning and teaching focussed on progress for individuals, groups and classes?                  Which aspects of learning and teaching across the school are less secure and what action will be taken in respect of this?                  What proportion of teaching is good or better? How has this improved since last term?                  Does the data reflect the improvements in the quality of teaching?                  What is the evidence that AfL is having an impact on the quality of teaching and standards?                  What are the next steps? Where are the gaps?                  Does marking/feedback give opportunities for pupils to demonstrate progress in their learning?                  How do learning environments support pupil progress?                  How does differentiation support learning? What impact has it had on progress rates?</p>	<p>What Boosters and interventions do we deliver and what impact do they have?                  How do we usually monitor staff subject knowledge and how effective is this? How are we ensuring that questioning is strong in all staff? Are there any experts who can support others?                  How is presentation of work monitored?                  How has Pupil Premium Funding improved learning?                  What support is there for teachers regarding the quality of teaching?                  How is coaching being used? What has the impact been?</p> <p><i>The excellent reputation of the schools in caring for their pupils has meant a significant increase in recent years of pupils with additional needs coming into the school.</i></p>

**KEY**

CI/L =child initiated/ learning  
 EYFS = Early Years Foundation Stage (Birth to end of reception Year)  
 N=Nursery  
 R=Reception  
 Chn =Children  
 PITM=Planning in the moment  
 ELG = Early Learning Goals  
 KS1 = Key Stage 1 (Years 1 and 2)  
 KS2 = Key Stage 2 (Years 3, 4, 5 and 6)  
 CT = Class Teacher  
 Au=autumn term, Sp=Spring, Su=Summer  
 GLD = Good Level of Development (used in Early Years, it means children reach the expected level at the end of reception)

TA = teaching assistant  
 HT =Headteacher  
 PPG = Pupils Premium Grant  
 PPM = Pupils Progress Meetings  
 PKS =Working Pre-Key Stage  
 WTS = Working Towards Standard (below expected for age)  
 ARE = Age Related Expectation  
 GDS = greater depth standard (means better than expected for age)  
 WRM = writing reading maths  
 ESL= English Subject Leader  
 MSL= Maths Subject Leader  
 SL=Subject leader  
 Nov =Note of Visit

SEMH=Social Emotional Mental Health  
 MFL = Modern Foreign Languages