

# Knights Enham School

## Maths Action Plan

(2024 - 2025)

### Vision

#### **At Knights Enham Schools we provide...**

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



**'Together We Achieve'**

# Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

## Overall effectiveness Good

- |  |                      |
|--|----------------------|
| • Effectiveness of leadership and management   | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare  | Requires Improvement |
| • Outcomes for pupils                          | Requires Improvement |

## What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

# Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

## Overall effectiveness Good

- Effectiveness of leadership and management Good
- Quality of teaching, learning and assessment Good
- Personal development, behaviour and welfare Good
- Outcomes for pupils Good

## Ofsted Guidance for What the School should do to Improve Further?

- 1) Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- 2) Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- 3) Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

**1. Teaching and Learning/ SEND**

Meeting the needs of all children to ensure good progress.

Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **High Quality Inclusive Teaching (HQIT)**, which response to their immediate need.

**2. Curriculum**

Creating our own curriculum which is rich, creative, and to be proud of.

Develop **middle leadership** to ensure National Curriculum requirements are fulfilled and their leadership is focused on raising standards with **demonstrable impact**.

**3. Phonics & Early reading**

Giving the children the tools to develop their love of reading.

Embedding the teaching of **phonics** and the approach to **early reading** so that all children are fulfilling their potential as Knights Enham readers.

## 1. Teaching and Learning/ SEND

Meeting the needs of all children to ensure good progress.

| Intent   | Implementation  | Monitoring         | Timescale       | Budget | Impact |
|--|---|--------------------|-----------------|--------|--------|
| Non-negotiables are in place.                                      | <p>CPA learning process.</p> <p>Working walls as whiteboards.</p> <p>Consistent planning format.</p> <p>I do, We do, You do flipchart and inputs.</p> <p>Task design – Core, deepened, faded scaffold, small steps.</p> <p>Expectations in front of books.</p> <p>12 in 10 sheets in front of books.</p>  | KS1 and KS2 Leads. | End of Autumn 1 | N/A    |        |
| Assessment for Learning  | <p>HQT.</p> <p>I do, We do, You do to have enough time given to show each child's understanding.</p> <p>Faded scaffolding to embed to independent intelligent practise.</p> <p>Staff are marking in line with policy to consolidate and challenge.</p> <p>Staff are using Gig Baselines on TT Rockstars to support misconceptions.</p>  | KS1 and KS2 Leads. | End of Autumn 1 | N/A    |        |
| SEND provision   | <p>Development of 'Small steps' used to track small steps of SEND children's progress across school.</p> <p>Insert onto Insights. Evidence in books – refers to their place in the curriculum.</p> <p>For significantly below children, a new 'small steps' tracking system and lesson plans to be added to main planning format to show provision and targets.</p> <p>Staff backtracking from previous years' assessments.</p> | KS1 and KS2 Leads. | End of Autumn 1 |        |        |
| Teaching and Learning  | <p>All adults mark within the lesson to address misconceptions and misconceptions are then addressed immediately.</p> <p>Feedback given extends/supports where needed to improve on intelligent practise.</p> <p>All staff to seek opportunities for children to show visual representations in books.</p>  | KS1 and KS2 Leads. | End of Autumn 1 |        |        |
| Opportunities for children to consolidate and embed independently. | <p>Children to be shown to work independently in lessons and not using adult as a scaffold.</p>   | KS1 and KS2 Leads. | End of Autumn 1 |        |        |

## 2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

| Intent   | Implementation   | Monitoring            | Timescale               | Budget            | Impact |
|--|--|-----------------------|-------------------------|-------------------|--------|
| EYFS Long term plan and overview.                            | Refresh EYFS curriculum and evolve into a working document of just Maths so as to track and lead into HIAS maths scheme. Ensure meeting of ELG and use a system/curriculum.  | KS1 Lead              |                         |                   |        |
| Development of own EYFS subject knowledge.                   | Visit schools where Maths curriculum is particularly strong. Liaise with TW around Reception/Nursery provision.  | KS1 Lead              |                         |                   |        |
| EYFS Early Learning Goals                                    | Monitor and track number of children achieving ELG, how tracked by staff, how they gain evidence and where gaps are to move into tweaking HIAS Year 1 curriculum to match needs of the children.   | KS1 Lead              |                         |                   |        |
| Raise the profile of Times Tables in school with TTRS        | Staff INSET (Sep '24) to re-cap how to baseline using TTRS and set appropriate challenges for children. Introduce weekly explicit TT lessons to improve knowledge and recall ability. Provide trophies and certificated for success and improvements online with TTRS. Set up 'inter-phase' competitions with UKS2 & LKS2 Book in Rockstar day to engage and support chn with TT learning. Set up leaderboard and TTRS display in school hall. | KS2 Lead              | By October HT.          | £20 for trophies. |        |
| Introduce Arithmetic Scheme to improve conceptual knowledge. | L-Power removed. 12 in 10 scheme launched with teachers INSET (Sep '24). Monitor sheets stuck in back of books and whether misconceptions are being addressed.   | KS2 Lead              | By end of September '24 |                   |        |
| HQIT by setting in Year 6.                                   | Y6 to split into 3 groups based up Mock-SATs data. Learning to be differentiated based upon Insight objectives. Y6 teachers (and Maths lead) to assess effectiveness against subsequent progress data.   | KS2 Lead, Y6 Teachers | By end of Autumn term.  |                   |        |

### 3. Phonics and early reading.

Giving the children the tools to develop their love of reading.

| Intent | Implementation | Monitoring | Timescale | Budget | Impact |
|--------|----------------|------------|-----------|--------|--------|
|        |                |            |           |        |        |
|        |                |            |           |        |        |
|        |                |            |           |        |        |