

Maths Action Plan

(2023 – 2024)



Vision

At Knights Enham Junior School we provide...

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

'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

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| • 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

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- 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

Improving all pupils' attainment and rates of progress from starting points.

1. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

2. Curriculum

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

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

1. Teaching & Learning

To ensure high-quality inclusive teaching for all pupils

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Improving all pupils' attainment and rates of progress from starting points.	New-style tasks to be used in every classroom.	AW	Autumn 1	Funds required for baskets (GYB).	(15.12.23) Children are familiar with task structure and Fluency/Reasoning/Problem Solving Approach. Children are experiencing greater levels of success. Children are completing a range of question types. Staff have greater independence when consolidating or challenging knowledge. Staff workload has reduced. (Mar '24) – Baskets no longer required. All staff continuing to use tasks.
	Flips to represent I do/We do/You do approach in all classes.	AW	Autumn 1	N/A	(Oct '23) Flips in Y3,Y4 & Y6 are consistent in all lessons. AW to support Y5 (Highclere). (Nov '23) All classes using approach on flips
	Maths stations to be set up in every classroom with key resources to support learning.	AW	End of Autumn term	Potential for extra resources after audit.	(15.12.23) Every class now has a Maths station. (02.01.24) AW lead INSET sessions on what is required following audit of resources. (Feb '24) Inset given. All classes have trays for appropriate resources.
	All staff to use updated HIAS units of work to plan daily lessons.	AW	Autumn 1	N/A	(Sep '23) All staff using HIAS scheme of work. (Nov '23) AW referred Y3 & Y5 with new updated units.
	Consistent Working Wall set up to display current learning journey, alongside appropriate representations of concept.	AW	End of Autumn term	Coloured WB pens required	(Nov '23) All staff now have multiple representations up on wall. (02.01.24) AW lead INSET on working walls. AW will check S1 to ensure this is consistent across all staff. (Feb '24) All WW consistent during learning walk with HIAS.
	AW to model how to use split-input alongside I do, we do, you do approach with teachers and support staff.	AW	Spring 1	N/A	(Feb '24) Inset provided. All staff utilising in flips. Teaching and learning is consistent.
	Staff to observe to view HQIT from identified members of staff. AW to follow up.	AW		N/A	
	Increase effectiveness of support staff in classrooms to ensure consistent high-quality expectations.	AW	Ongoing	N/A	(Nov '23) Staff Workshop on question expectations. Fluency, Reasoning and Problem solving evident in all books. (Jan '23) INSET focus on resources and working walls, to ensure consistent, supporting and engaging learning environments in every class. AW to monitor in Spring 1 to ensure this is being followed by all staff. (April '24) Worked with members of Y3 team to raise expectations.

	Next steps in books used to consolidate and challenge where appropriate. (Book srcutinies and observations).	AW	Ongoing	N/A	(May '24) Not consistent across year groups. During staff guidance, support given on how to challenge and consolidate through next steps focusing upon representations. (Jun '24) Greater evidence of representations is seen in books.
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2. Curriculum

To embed a times table scheme across the school

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Creating our own curriculum which is rich, creative, and to be proud of.	AW to lead workshop on using TT Rockstars.	AW	End of Autumn term	N/A	TT Rockstar competitions to be launched second week of Spring 1. (Jul '24) TTRS used in most year groups. Greater consistency needed across the school.
	All classes to use TT Rockstars as an intervention for identified pupils.	AW/WS	End of Autumn term	N/A	As above.
	TT Rockstars to features as part of weekly homework.	AW	End of Autumn term	N/A	(Dec '23) Consistent in Y3 and Y6. Following launch of scheme. AW to monitor Y4 & Y5. (Jul '24) Not consistent in all year groups. Relaunch of scheme in Sept '24
	Teachers keep track of children's scores to monitor progress.	AW	Ongoing	N/A	Ongoing
	Inter-Year group Tables competition based using TT Rockstars.	AW	Ongoing	N/A	(Jan '23) Whole school focus on times tables (inter-phase competitions). Ongoing – will need re-launch in September.

3. SEN

Staff to use Insight to ensure tailored teaching for pupils with SEN.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Meeting the needs of all children to ensure good progress.	Insight training to show staff how to identify previous gaps in learning.		Autumn 1	N/A	Staff are now using Insight to support their planning and task design. AW to continue to monitor through planning and book scrutinies. Data is now more accurate at Spring Data drop. Staff are checking back to previous year's objectives.

	Staff to develop appropriate tasks to ensure children are receiving at the correct pitch.	AW	Ongoing	N/A	Clear differentiation for SEN learners.
	Staff exposed to using CPA during workshop/INSET to further support children in class.	AW	Spring 1	Potential for extra resources after audit.	Workshop to be delivered to staff in Autumn term .
	CPA used in all lessons to support conceptual understanding.	AW	Ongoing	Potential for extra resources after audit.	(Dec '23) Resources audit ensured consistent resources across all classes. AW to monitor to ensure appropriate resources are out. All staff are aware of resources they need to support learners/

Subject Leader Impact Statement

Maths

TERM Autumn

How have you used your subject release time?	What has the impact been?	Next Steps:
20/10/23 – Met with JL from HIAS: Developed ideas for SAP and III Statement.	Awareness of necessary steps when writing Action Plan	Adapt Action plan.
Nov '24 – New Maths Manager Course	As above	As above
Feb '24 Maths Core Provision	Identification of effective feedback in books.	Ensure steps in books consolidate or challenge.
April '24 Maths Core Provision	Better understanding of reasoning and problem solving in task design.	Staff workshop around task design.
June '24 Maths Core Provision	Networked with members around effective way of delivering Times Tables in school.	Inform staff of changes to Times Tables and how to raise presence in school.

DATA

Attainment:		Autumn	Spring	Summer
Year 3	GDS	0%	0%	0%
	ARE	33%	47% (+12)	47%
	BARE	67%	53% (-14%)	53%
Year 4	GDS	4%	6% (-2%)	6%
	ARE	45%	58% (+13%)	62% (+4%)
	BARE	52%	36% (-16%)	32% (-4%)
Year 5	GDS	7%	5% (-2%)	5
	ARE	55%	52% (-3%)	45 (-7%)
	BARE	38%	43% (+5%)	50 (+7%)
Year 6	GDS	0%	0%	6 (+6%)
	ARE	17%	33% (+16%)	40 (+7%)
	BARE	83%	67% (-16%)	54 (-13%)

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
Boys	47%	69%	48%	58%
Girls	45%	67%	53%	38%
PP	39%	65%	42%	43%
Non PP	65%	72%	64%	50%
EAL	22%	80%	57%	50%
SEND	29%	33%	0%	30%

Non SEND	55%	78%	68%	51%
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Data Analysis:

- **Boys outperforming girls**
- **Chn did not progress further in Y3 between Spring and Summer.**
- **Y6 progressed significantly between autumn and spring.**
- **PP are greatly outperforming Non-PP pupils. Consider additional support for PP students.**
- **SEND attainment needs looking at closely in Y5>Y6 cohort**
- **Additional focus on Y5 drop off from Spring to Autumn.**

Points to consider for next year:

Times tables and arithmetic is low across the school.

L-Power is not as effective and 12 in 10 would help support children with arithmetic skills.

Times tables knowledge is not secure by the time children are in Y6. Regular TT sessions need to be taught and assessed with a whole-school baseline to identify gaps in knowledge .

Assessment to be use NC statements, as opposed to HAM statements for more effective target tracking.

Greater opportunities of fluency to secure subject knowledge.

SEN support to ensure deeper consolidation of key concepts.

Additional support for PP students through HQIT and targeted interventions.

