

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1	Reading <ul style="list-style-type: none"> To ensure that Little Wandle reading scheme is being delivered with best practice across school. To provide children with greater opportunities to read out loud in class 	<ul style="list-style-type: none"> All staff delivering Little Wandle are confident and skilled in all relevant aspects of the scheme. Resourcing fully supports this. The subject lead has refined and developed the scheme to ensure the greatest possible effectiveness and has established a clear monitoring and feedback cycle with all staff. Outcomes data for Little Wandle indicate that all children are making effective progress and that targeted and time-specific intervention strategies are in place for any children that are in danger of falling behind. English policy has been reviewed and incorporates changes made. 	QoE	Love of Learning Make it Best Skills for Life
2	Character Development & Citizenship <ul style="list-style-type: none"> To provide exceptional opportunities for children in younger age groups to develop highly positive attitudes towards society To use Children's University relaunch as a vehicle to develop exceptional extra-curricular opportunities for all children in school To develop mentor scheme for children in Y1-4 and further develop use of buddies in R/5/6 	<ul style="list-style-type: none"> Children across the school are consistently able to demonstrate positive attitudes. Children in the middle year groups are given opportunities to take on roles of responsibility inside school. All children have the opportunity to become involved with a new School Council focussed on working on community and charitable projects outside of school. All children have been given Children's University membership by the school, and are able to access extra-curricular opportunities outside and inside school. 	B&A PD	Love of Learning Skills for Life
3	Love of Learning <ul style="list-style-type: none"> To further raise expectations re: presentation and quality of work across school To ensure that misspelling of most high frequency words does not occur in children by the end of Year 3 and similarly that number reversal does not occur by the end of Year 3. 	<ul style="list-style-type: none"> Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children. Children are encouraged and supported in a non-punitive way to reach these standards. The most high frequency words are always correctly spelt by all children from at least Year 4 onwards and all numbers are correctly orientated. Children are aware of these expectations and simple interventions are in place to support children lower down the school to develop these skills. 	QoE B&A PD	Love of Learning Make it Best Persevere Skills for Life
4	Curriculum Collaboration & Development <ul style="list-style-type: none"> To further develop opportunities for subject leaders to access networks, training and visits to other schools to increase expertise To review all curriculum intent documents as a teaching team to identify key narrative themes across school 	<ul style="list-style-type: none"> All subject leaders are confident that they have sufficient expertise to lead subjects. They have enjoyed opportunities to attend subject networks either virtually or in person, have interviewed a panel of children from across the school and have accessed support from subject associations and have visited peers in other schools to compare implementation. All teachers have worked collaboratively to review current school curriculum documents and have identified key narrative themes 	QoE	Skills for Life

	<ul style="list-style-type: none"> To increase opportunities for governors with subject expertise to contribute towards curriculum refinement To reduce 'unevenness' in curriculum delivery To obtain a 3rd national curriculum excellence award in Computing (school has PE and Science) 	<p>across subjects. Subject rationale documents have been rewritten to reflect this and themes are shared with children to support making connections across classes.</p> <ul style="list-style-type: none"> Staff subject knowledge audit and visit to other schools/training to support School has achieved Computing Quality Framework Accreditation award by July 2024. 		
5	Maths <ul style="list-style-type: none"> To increase the number of pupils achieving 'greater depth' at the end of Key Stage 2. To create a whole school approach to teaching times tables with a clear progression. To develop consistent pedagogical approaches to teaching maths across the school. 	<ul style="list-style-type: none"> All teachers will be following the calculation policy and the supporting progression documents. Maths lessons will have an increased problem solving and reasoning content to allow deeper thinking. Teachers will have a greater range of approaches to use and will be confident with them. Subject leader will have written and shared a 'Times Table Progression' document for all staff to use. Continued access to TTRS and other times table learning platforms. Pupil voice to show that children are confident in their approach to learning and applying their times table facts. Year 4 MTC results to increase. Supported by Maths Hub training, all teachers and TAs will use a range of manipulatives and representations within a sequence of lessons. Concrete and visual resources to be audited and restocked where required. Regular/daily fluency activities to be part of maths lessons. A gaps analysis of historic performance of 2 recent cohorts across school will have been undertaken and any common themes addressed. 	QoE	<p>Love of Learning</p> <p>Make it Best</p> <p>Persevere</p> <p>Skills for Life</p>

Priority: 1	Reading
Rationale	Little Wandle scheme is embedded but would now benefit from review to look at best practice in implementation. Reading lead to ensure that implementation is consistent across school.
Success Criteria	<ul style="list-style-type: none"> All staff delivering Little Wandle are confident and skilled in all relevant aspects of the scheme. Resourcing fully supports this. The subject lead has refined and developed the scheme to ensure the greatest possible effectiveness and has established a clear monitoring and feedback cycle with all staff. Outcomes data for Little Wandle indicate that all children are making effective progress and that targeted and time-specific intervention strategies are in place for any children that are in danger of falling behind. English policy has been reviewed and reflects current practice
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years
Vision	Love of Learning Make it Your Best Perseverance Skills for Life

Key Objective:		To ensure that Little Wandle reading scheme is being delivered with best practice across school.				
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
To ensure that the implementation of LW reflects best practice and leads to highest possible outcomes.	<ul style="list-style-type: none"> AP to visit LW Champion school in London & KL to visit 3 local schools Observation/feedback cycle for TA's- utilise visits if useful KL/AP to produce action plan for refining provision Establish links with reading hub and accelerator programme to secure funding to support more reading resources Pupil voice re: reading end of summer term 23 Review and update English policy to reflect updated practice- include more reading aloud for children 	AP KL- Reading Lead	Release time for visits and for reading lead to observe and develop staff	Visits completed- May'23 Observation/feedback cycle - by June 23 Action planning- July'23 Action planning to inform further milestones	<u>Summer '23</u> Visits completed- May'23 Observation/feedback cycle - by June 23 Action planning- July'23 <u>Autumn '23</u> Action planning to inform further milestones Policy Review	
To ensure effective deployment of Teaching Assistants	<ul style="list-style-type: none"> Use EEF (2021) 'Making Best Use of Teaching Assistants' report - use as basis of workshop for one of inset days in September'23 AP/SC to plan above in advance of training 	All staff AP/SC lead	Inset day & staff prep time	September'23 Inset All recommendations in place by December'23	<u>Summer '23</u> <u>Discuss and identify key actions from report</u> <u>Autumn '23</u> <u>Training day- TAs</u>	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

Priority: 2	Character Development- & Citizenship
Rationale	Children in UKS2 are given excellent opportunities to develop as responsible members of school community, we want to develop and extend similar opportunities across the school.
Success Criteria	<ul style="list-style-type: none"> Children across the school are consistently able to demonstrate positive attitudes. Children in the middle year groups are given opportunities to take on roles of responsibility inside school. All children have the opportunity to become involved with a new School Council focussed on working on community and charitable projects outside of school. All children have been given Children's University membership by the school, and are able to access extra-curricular opportunities outside and inside school.
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years

Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To create a sustainable and robust model of collaborative peer review and external scrutiny to provide challenge, support and bench-marking.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
Many children across the school are able to demonstrate exceptionally positive attitudes towards learning and community	<ul style="list-style-type: none"> Re-launch Children's University following Covid collapse in Norfolk. Include badging of clubs in school where applicable and allocate some PP funding to allow disadvantaged children to take part 	AP	Discounted rate for CU gained as hosting/lead school	Launch with parents- Apr 23	<u>Summer '23</u>	
	<ul style="list-style-type: none"> Start a new School Council with outward-looking focus ie local community/charitable initiatives Discuss possible projects with parish council/local church and AP to run as an after school club in summer term 	AP	Small budget for resources £200	Elections/meetings set up by May 23 1st Project starts June 23	<u>Summer'23</u>	
	<ul style="list-style-type: none"> Set up a mentor system where Y3/4 buddy Y12 and share work, work together for short periods during week with older helping younger eg on maths or reading Showcase presentations of work across both classes on periodic basis Introduce a Starbucks style reading incentive scheme in each class on age appropriate basis 	SC/KL	-	Classes to set up by Apr'23 First showcases- July'23	<u>Summer'23</u>	
	<ul style="list-style-type: none"> Encourage school council or volunteers to do responsible roles such as litter picking/meet and greet etc 	All classes				
	<ul style="list-style-type: none"> KP to complete DfE Mental Health Lead training and on completion strategise further support in school 	KP	DfE funded	By July '23	<u>Summer '23</u>	
	<ul style="list-style-type: none"> Create a pupil section of school newsletter where children write short reports about school local community charity work etc that they have done through one of the above 	AP	-		<u>Autumn'23</u>	
	Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.					

Priority: 3	Love of Learning
Rationale	To further raise expectations re: presentation and quality of work across school
Success Criteria	<ul style="list-style-type: none"> Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children. Children are encouraged and supported in a non-punitive way to reach these standards. The most high frequency words are always correctly spelt by all children from at least Year 4 onwards and all numbers are correctly orientated. Children are aware of these expectations and simple interventions are in place to support children lower down the school to develop these skills.
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Key Objective:	For all children to regularly produce outcomes of high quality

Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
To further raise expectations re: presentation and quality of work across school	<ul style="list-style-type: none"> Set up an agreed format for exercise book fronts and presentation of work Develop and create a common set of age-related expectations across school re: presentation/standards Develop a set of simple reminders/acronym across school for children re: presentation 	Teachers	Staff Meetings £250 resources for front covers on exercise books	Discussions and plans by July'23 Implementation from Sept'23 Review Mar'24	Summer TAP 23 Autumn TAP23 Spring TAP 23	
Identify a set of 'core words' (including number reversal) that all children will be able to correctly	<ul style="list-style-type: none"> Establish list through work across school and reference to National Curriculum documents Develop sharing of these with children and provision for supporting so all can achieve Use EEF (Literacy KS1 report,2020) Item 6- to review all teaching of spelling/handwriting across school 	Teachers	Staff Meeting & Maths/English SL time	Discussions and plans by July'23	Summer TAP 23	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

Priority: 4	Curriculum Collaboration & Development					
Rationale	Curriculum is well planned and taught across school. There are some subjects which could be further developed with more SL expertise and use of support from outside school and with consideration of pupil views.					
Success Criteria	<ul style="list-style-type: none"> All subject leaders are confident that they have sufficient expertise to lead subjects. They have enjoyed opportunities to attend subject networks either virtually or in person, have interviewed a panel of children from across the school and have accessed support from subject associations and have visited peers in other schools to compare implementation. All teachers have worked collaboratively to review current school curriculum documents and have identified key narrative themes across subjects. Subject rationale documents have been rewritten to reflect this and themes are shared with children to support making connections across classes. School has achieved Computing Quality Framework Accreditation award by July 2024. 					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
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Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	Curriculum implementation is consistently excellent across all subjects.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
Subject leaders have increased opportunities to access networks, training and visits to other schools to increase expertise	<ul style="list-style-type: none"> Use of LA and Mary Myatt online networks Further develop relationships with other local schools to make peer networking opportunities All SL have interviewed a panel of children from across school in summer term'23 	Teachers	Ongoing investment in release time and online networks Pupil voice interviews all completed by summer term'23	Ongoing All teachers by July'23 to have at least one peer visit per term	<u>Summer Term TAP</u>	

	using a recording format (AP draft) to inform future actions					
All curriculum intent documents have been reviewed to identify key narrative themes across school and these are shared effectively with children	<ul style="list-style-type: none"> Focus for staff discussion at summer PD day- annotate subject narratives and update subject rationales with outcomes Teachers to aim to make connections for the children to build schema when teaching ie referring back and drawing on topics to make comparisons Governors with subject expertise to contribute towards curriculum refinement through focussed visits to school 	AP/Teachers	Staff training day	Sept'23 - staff training day By Oct'23- all documents updated	<u>Autumn Term TAP</u>	
Curriculum is delivered evenly across school.	<ul style="list-style-type: none"> Subject knowledge audit on Google Forms Identify a source of support - internal or external for weaker areas for all staff 	AP/Teachers	Training budget- release time to visit other schools/attend courses	By Dec'23- all weaker areas addressed	<u>Summer & Autumn Term TAP</u>	
School to be awarded Computing QF curriculum accreditation (as 3rd subject area to receive a national standard mark)	<ul style="list-style-type: none"> Enrol with scheme in summer term'23 Identify areas which need further work- use to develop a simple timeline for Computing curriculum work Make focus for SL actions for 23-24 	AP	Tool is free, but additional tech resources may be needed to reach standard in some aspects £500	Audit completed by July'23 Action plan by Oct'23 Award by July'24	<u>Summer Term TAP</u> <u>Autumn Term TAP</u>	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

Priority: 5	Mathematics					
Rationale	Analysis of end of KS2 SATs data highlights that maths attainment at expected level and GD is lower than reading and writing.					
Success Criteria	<ul style="list-style-type: none"> All areas of Maths are taught to a high standard across the school. All staff feel confident in Maths teaching across all areas. Times Tables, Calculations and Problem Solving are well planned and effectively incorporated into Maths diet. 					
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Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To ensure excellent outcomes in maths across the school.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
Analysis will identify which areas of maths have been a weakness historically across different cohorts. These will	<ul style="list-style-type: none"> Whole school gaps analysis- try to identify areas - look at more than one cohort - maybe 2018/19 and then 2022/23- any common factors? 	SC	Subject Leader release time	By Jul'23- completed analysis and made recommendations to staff.	Summer Term TAP	

be then given additional attention. All teaching staff will have access to up to date Maths training across year.	<ul style="list-style-type: none"> Maths Hub training sessions (online) throughout year 	AP to organise- with SC All staff to attend relevant ones	Staff Meeting time- free membership of Maths Hub (subsidised)	Ongoing	<u>All TAP's- record those attended</u>	
Create a whole school approach to teaching times tables with a clear progression. Review calculations policy and check consistency of application across the school. Increase problem solving content of Maths lessons	<ul style="list-style-type: none"> Subject leader write and share a 'Times Table Progression' document for all staff to use. Continued access to TTRS and other times table learning platforms. Pupil voice to show that children are confident in their approach to learning and applying their times table facts. Subject Leader to monitor and support implementation of calculations policy review and use of problem solving content in Maths lessons. 	SC	Subject Leader release time	By Jul'23- Subject Leader seen all Maths teaching in school again - and shared at a staff meeting in advance the focus on problem solving content By Oct'23- pupil voice re: times tables By Dec'23- Calcs policy and Times Tables progression map completed	<u>Summer & Autumn Term TAPs</u>	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

