



## Termly Action Plan (TAP)- Summer 23 (April-July '23) OUTCOMES

(Key actions drawn from SIDP & shared with all staff. Governors included in termly planning and review meetings at Standards Sub-Committee.)

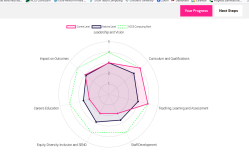
Priority:	SMART Objective:	What does this look like?	Evidenced by:	Ofsted Area:	School Vision:
1	<b>Early Reading</b> <ul style="list-style-type: none"> <li>To ensure that Little Wandle reading scheme is being delivered with best practice across school.</li> <li>To provide children with greater opportunities to read out loud in class</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>English policy has been reviewed and incorporates changes made.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes data</li> <li>Notes and follow up from observations</li> <li>One Governor to oversee-<b>PF</b></li> </ul>	QoE	Love of Learning  Make it Best  Skills for Life
2	<b>Character Development &amp; Citizenship</b> <ul style="list-style-type: none"> <li>To provide exceptional opportunities for children in younger age groups to develop highly positive attitudes towards society</li> <li>To use Children's University relaunch as a vehicle to develop exceptional extra-curricular opportunities for all children in school</li> <li>To develop mentor scheme for children in Y1-4 and further develop use of buddies in R/5/6</li> </ul>	<ul style="list-style-type: none"> <li>Children across the school are consistently able to demonstrate positive attitudes.</li> <li>Children in the middle year groups are given opportunities to take on roles of responsibility inside school.</li> <li>All children have the opportunity to become involved with a new School Council focussed on working on community and charitable projects outside of school.</li> <li>All children have been given Children's University membership by the school, and are able to access extra-curricular opportunities outside and inside school.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>CU records</li> <li>School Council notes and pictures</li> <li>One Governor to oversee-<b>JD</b></li> </ul>	B&A  PD	Love of Learning  Skills for Life
3	<b>Love of Learning</b> <ul style="list-style-type: none"> <li>To further raise expectations re: presentation and quality of work across school</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise books</li> <li>Posters in school of expectations</li> <li>One Governor to oversee-<b>SH</b></li> </ul>	QoE  B&A  PD	Love of Learning  Make it Best  Persevere  Skills for Life

4	<b>Curriculum Collaboration &amp; Development</b> <ul style="list-style-type: none"> <li>To further develop opportunities for subject leaders to access networks, training and visits to other schools to increase expertise</li> <li>To review all curriculum intent documents as a teaching team to identify key narrative themes across school</li> <li>To increase opportunities for governors with subject expertise to contribute towards curriculum refinement</li> <li>To reduce 'unevenness' in curriculum delivery</li> <li>To obtain a 3rd national curriculum excellence award in Computing (school has PE and Science)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Staff subject knowledge audit and visit to other schools/training to support</li> <li>School has achieved Computing Quality Framework Accreditation award by July 2024.</li> </ul>	<ul style="list-style-type: none"> <li>CQF 1st draft</li> <li>One Governor to oversee-<b>AG</b></li> </ul>	QoE	Skills for Life
5	<b>Maths</b> <ul style="list-style-type: none"> <li>To increase the number of pupils achieving 'greater depth' at the end of Key Stage 2.</li> <li>To create a whole school approach to teaching times tables with a clear progression.</li> <li>To develop consistent pedagogical approaches to teaching maths across the school.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>A gaps analysis of historic performance of 2 recent cohorts across school will have been undertaken and any common themes addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis from investigation</li> <li>Notes and follow up from observations</li> <li>Training records</li> <li>One Governor to oversee-<b>KL</b></li> </ul>	QoE	Love of Learning  Make it Best  Persevere  Skills for Life

### Termly Action Plan: Summer 2023

Objective:	Input, activities & tasks:	Resources:	Person responsible	Monitoring	Success Criteria	Evaluation-
<b>Early Reading</b> To ensure that Little Wandle reading scheme is being delivered with best practice across school.	<ul style="list-style-type: none"> <li>AP/KL to visit LW Champion school in London &amp; KL to visit 3 local schools</li> <li>Observation/feedback cycle for TA's- utilise visits if useful</li> <li>KLe to produce action plan for refining provision</li> </ul>	<ul style="list-style-type: none"> <li>Release time</li> <li>Travel £200</li> <li>Subject Leader time</li> </ul>	<ul style="list-style-type: none"> <li>KLee</li> </ul>	One Governor to oversee- <b>PF</b>	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.	Visit was successful in identifying areas for improvement. Action plan discussed and key staff are aware of where to make changes- some implemented, some for next academic year.
	<ul style="list-style-type: none"> <li>Embed use of weekly meetings with staff created by AP covering KS1/R assembly on Wed am.</li> </ul>	<ul style="list-style-type: none"> <li>HT time</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>		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.	Done.
	<ul style="list-style-type: none"> <li>KL to observe all staff teaching phonics and provide 1:1 feedback.</li> <li>Identify additional training required if needed- could include visits/peer/mentor observations.</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leader time</li> <li>Training costs</li> </ul>	<ul style="list-style-type: none"> <li>KLee</li> </ul>		English policy has been reviewed and incorporates changes made.	Done.
	<ul style="list-style-type: none"> <li>Action plans in place for any children falling behind in phonics- link to 20% readers audit.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>			Children identified- individual plans in September.

<b>Character Development &amp; Citizenship</b> To provide exceptional opportunities for children in younger age groups to develop highly positive attitudes towards society To use Children's University relaunched 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"> <li>Children's University set up and 1st graduation booked for July'23.</li> </ul>	<ul style="list-style-type: none"> <li>HT time</li> <li>(Reduced) annual subscription as lead Norfolk school</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	One Governor to oversee- <b>JD</b>	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.	CU has seen good take up- top is 89.5 hrs 53 children have hours recorded so far. Graduation day in July for 22/23
	<ul style="list-style-type: none"> <li>School council set up and a useful community focused project completed/established by end of July 23</li> </ul>	<ul style="list-style-type: none"> <li>HT time</li> <li>Learning resources (£50)</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>			Done. Planting and village history project with elderly residents so far. Elections held on local election day and conducted with proper ballot box.
	<ul style="list-style-type: none"> <li>Y1-4 mentoring set up by with learning partners and peers- showcasing/supporting. Regular joint sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher time</li> </ul>	<ul style="list-style-type: none"> <li>SC/KLee</li> </ul>			Done. Pupils are positive Will review and discuss impact next half-term.
	<ul style="list-style-type: none"> <li>Classroom 'meeters and greeters' set up in all classes- different children given chance to participate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>			Done. Very few visitors!
<b>Love of Learning</b> To further raise expectations re: presentation and quality of work across school	<ul style="list-style-type: none"> <li>Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	One Governor to oversee- <b>SH</b>	Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children. Children are encouraged and supported to reach these standards.	Ready for training in September. Also we name labels for front of books in preparation.

<b>Curriculum Collaboration &amp; Development</b> To reduce 'unevenness' in curriculum delivery  To obtain a 3rd national curriculum excellence award in Computing (school has PE and Science)	<ul style="list-style-type: none"> <li>Staff subject knowledge audit completed- and plans made to address gaps</li> <li>Create a SWAT analysis from findings.</li> </ul>	<ul style="list-style-type: none"> <li>HT &amp; Teacher time</li> <li>Training costs</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	One Governor to oversee- <b>AG</b>	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.  Staff subject knowledge audit and visit to other schools/training to support  School has achieved Computing Quality Framework Accreditation award by July 2024.	Audit created on Google Forms. Responses by end of term for analysis.
	<ul style="list-style-type: none"> <li>Initial draft of Computing application made.</li> </ul>	<ul style="list-style-type: none"> <li>HT time</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			Done. Actions identified- will discuss at Standards. 
	<ul style="list-style-type: none"> <li>Complete next EYFS curriculum outcome docs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher time</li> </ul>	<ul style="list-style-type: none"> <li>KLaw</li> </ul>			Planned release time when BC returns in last week of term.
	<ul style="list-style-type: none"> <li>Update PE planning docs to include change to Get Set PE</li> </ul>	<ul style="list-style-type: none"> <li>Subject leader time</li> <li>HT time</li> </ul>	<ul style="list-style-type: none"> <li>CD/JH</li> <li>HT</li> </ul>			Discussed- to be completed by end of term. Excellent curriculum planning tool part of package- will discuss at Standards,
<b>Maths</b> 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	<ul style="list-style-type: none"> <li>Whole school gaps analysis- try to identify areas - look at more than one cohort - maybe 2018/19 and then 2022/23- any common factors?</li> <li>Work with governor- KLovatt to create a plan and collect data etc for recommendations by Jul'23</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leader time</li> </ul>	<ul style="list-style-type: none"> <li>SC</li> </ul>	One Governor to oversee- <b>KL</b>	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.	Date arranged for SC to work with KL to look closely at KS2 sats paper focusing on gaps analysis - 17-7-23

teaching maths across the school.	<ul style="list-style-type: none"> <li>Attend Maths Hub training sessions (half-termly)</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>		<p>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</p>	<p>Maths Hub training: 17-5-23 Curriculum prioritisation 8-6-23 Mixed-age approaches Place value counters - cancelled SC attended both meetings along with at least 2 other members of staff each time. Meetings were interesting and were supportive in confirming things that we already have in place.</p>
	<ul style="list-style-type: none"> <li>Subject Lead to observe all teachers teaching Maths and conduct book look during summer term and provide 1:1 feedback</li> </ul>	<ul style="list-style-type: none"> <li>Subject leader time</li> </ul>	<ul style="list-style-type: none"> <li>SC</li> </ul>			Done