



Termly Action Plan (TAP)- Autumn'23 - (with outcomes and next steps)

(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	Early 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. 	<ul style="list-style-type: none"> Outcomes data Notes and follow up from observations One Governor to oversee-PF 	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. 	<ul style="list-style-type: none"> Pupil voice CU records School Council notes and pictures One Governor to oversee-JD 	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. 	<ul style="list-style-type: none"> Exercise books Posters in school of expectations One Governor to oversee-SH 	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 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) 	<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. Staff subject knowledge audit and visit to other schools/training to support School has achieved Computing Quality Framework Accreditation award by July 2024. 	<ul style="list-style-type: none"> CQF 1st draft One Governor to oversee-AG 	QoE	Skills for Life
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. 	<ul style="list-style-type: none"> Analysis from investigation Notes and follow up from observations Training records One Governor to oversee-KL 	QoE	Love of Learning Make it Best Persevere Skills for Life

Termly Action Plan: Autumn 2023

Objective:	Input, activities & tasks:	Resources:	Person responsible	Monitoring	Success Criteria	Evaluation-
Early Reading To ensure that Little Wandle reading scheme is being delivered with best practice across school.	<ul style="list-style-type: none">● Phonic cards for parents● Home learning sheets- weekly learning report for parents● New hq reading records● Phonics workshop 25.9.23 (after school)- brought forward	<ul style="list-style-type: none">● Reading records● Staff time	<ul style="list-style-type: none">● KLee	One Governor to oversee- PF	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.	All actions completed. Progress data for both Rec & Y1 looks promising. Parent voice is very positive at recent parents evenings and through Class DoJo.
	<ul style="list-style-type: none">● Embed use of weekly meetings with staff created by AP covering KS1/R assembly on Wed am.● Focus on tracking data and weekly performance	<ul style="list-style-type: none">● HT time	<ul style="list-style-type: none">● HT		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.	Actions completed. Staff voice suggests that weekly meetings are helping with strategy.
	<ul style="list-style-type: none">● KL to observe all staff teaching phonics and provide 1:1 feedback.● Identify additional training required if needed- could include visits/peer/mentor observations.	<ul style="list-style-type: none">● Subject Leader time● Training costs	<ul style="list-style-type: none">● KLee		English policy has been reviewed and incorporates changes made.	Actions completed. Staff have been given individual feedback.
	<ul style="list-style-type: none">● Action plans in place for any children falling behind in phonics- link to 20% readers audit.	<ul style="list-style-type: none">● Teacher time	<ul style="list-style-type: none">● Teachers			Complete. See above.
NEXT STEPS: Spring'24 <ul style="list-style-type: none">★ Parent Voice survey★ Analysis of reading questionnaire★ KLe round of phonics obs-(action plan pre mat leave)★ Gov visit to see phonics★ Visit to Wreningham (similar school)★ (Mighty Writer- KS1?)						

Character Development & Citizenship 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">● New Reception introduced and enrolled into CU● 2nd graduation- end of autumn term	<ul style="list-style-type: none">● HT time● (Reduced) annual subscription as lead Norfolk school	<ul style="list-style-type: none">● HT	One Governor to oversee- JD	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.	Completed- all enrolled - not yet added hours.
	<ul style="list-style-type: none">● School council set up and a useful community focused project completed/established by end of July 23● Second batch of elections and activities for Oct’23● Y6 buddies set up	<ul style="list-style-type: none">● HT time● Learning resources (£50)	<ul style="list-style-type: none">● HT			Elections moved to Jan ‘24 to avoid clash with Christmas.
	<ul style="list-style-type: none">● Y1-4 mentoring set up by with learning partners and peers- showcasing/supporting. Regular joint sessions - wednesdays- academic focus- target setting?● Evaluate academic and social impact & tweak if needed.	<ul style="list-style-type: none">● Teacher time	<ul style="list-style-type: none">● SC/KLee			Good. HT has observed sessions. Moved to academic and target setting focus.
	<ul style="list-style-type: none">● Classroom ‘meeters and greeters’ set up in all classes- different children given chance to participate.	<ul style="list-style-type: none">● Teacher time	<ul style="list-style-type: none">● Teachers			Ongoing
NEXT STEPS: Spring’24 <ul style="list-style-type: none">★ Two year plan for SEMH drafted - high profile- from analysis of questionnaires- ZOR central★ School council round 2★ Gov visit to see a mentoring session						

Love of Learning To further raise expectations re: presentation and quality of work across school	<ul style="list-style-type: none"> Aspirational expectations for presentation of work have been agreed upon by staff and communicated effectively to children- next week staff meeting New labels 	<ul style="list-style-type: none"> Staff meeting time 	<ul style="list-style-type: none"> Teachers 	One Governor to oversee- SH	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.	Completed. Labels have good impact. PROUD posters completed.

NEXT STEPS: Spring'24

- ★ Pupil Panel ongoing
- ★ Pupil newsletter section- about what have learnt/done (writing for a purpose- school council initially)
- ★ Raise profile of house captains- discuss ways at staff meetings- monitor roles?

Curriculum Collaboration & Development 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"> Staff subject knowledge audit completed- and plans made to address gaps Create a SWOT analysis from findings. 	<ul style="list-style-type: none"> HT & Teacher time Training costs 	<ul style="list-style-type: none"> 	One Governor to oversee- AG	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.	Done. Training booked/arranged in languages, computing and RE.
	<ul style="list-style-type: none"> Initial draft of Computing application made. Next set of actions from action plan completed ie.. 	<ul style="list-style-type: none"> HT time 	<ul style="list-style-type: none"> 			Focussed on History instead to work towards handover of HQA application in 2024. Scrapbooks in both subjects updated and new Crumble club introduced.
	<ul style="list-style-type: none"> Update PE planning docs to include change to Get Set PE- 	<ul style="list-style-type: none"> Subject leader time HT time 	<ul style="list-style-type: none"> CD/JH HT 			Done.

NEXT STEPS: Spring'24

- ★ Inset day- annual subject leader planning- informed also by pupil panel
- ★ Handover of History to new subject lead- work towards History qualification
- ★ Curriculum quotations- in assembly (AP)
- ★ Pupil Panel ongoing (curriculum quotations rate at end of half-term)
- ★ Subject days R-4 for depth of learning
- ★ New platforms to trial - Mosaik, INspire and New Espresso- & parents info evening/letter to support launch
- ★ Computer QF

Maths 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"> Whole school gaps analysis- complete- communicate key findings to staff team 	<ul style="list-style-type: none"> Subject Leader time 	<ul style="list-style-type: none"> SC 	One Governor to oversee- KL	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	Done. Progress data (Nov'23) for Y6 is good. Findings shared with staff,
	<ul style="list-style-type: none"> Subject Lead to observe all teachers teaching Maths and conduct book look during autumn term and provide 1:1 feedback 	<ul style="list-style-type: none"> Subject leader time 	<ul style="list-style-type: none"> SC 			To arrange next half-term.

NEXT STEPS: Spring'24

- ★ Subject lead obs- focus on HAPS/GD strategies
- ★ Maths SEND Doodle app- assess for usefulness (SC)