

Impact when we succeed	Action agreed	Milestones in February	Milestones in May	Outcomes
<p><b>Improve external outcomes in Mathematics so that they are in line with English progress from Key stage 1 and secure us at the national average in attainment.</b></p> <p>We identify swiftly and fill the gaps in secure learning from the key stage 1 and 2 maths learning.</p>	<ul style="list-style-type: none"> <li>- Meetings with Heads of School of our main feeder schools to agree access to the curriculum, joint planning and agreed assessment and moderation. JG</li> <li>- We use diagnostic tests in July and December and March to track gaps in the key areas of maths ( Place value, calculation, Long division, Fractions) and adapt schemes of work to address and close these gaps.</li> </ul>	<ul style="list-style-type: none"> <li>- Both Heads of First schools met and curriculum agreement in place, observations and support with curriculum and assessment maps set up for February. JG</li> </ul> <p>December 2018 can identify that the lower key stage 2 gaps have been eradicated for 85% of students.</p>	<ul style="list-style-type: none"> <li>- Agreed curriculum and content in English and Maths and assessment moderated.</li> <li>- 90% of students have no gaps in their key stage 2 and 1 learning and are secure.</li> </ul>	<ul style="list-style-type: none"> <li>- English, Maths and Science have an agreed curriculum map and method of assessment for key stage 2 in the lead partner schools. Sept 2019.</li> <li>- Foundation subjects have an agreed curriculum map and method of assessment for key stage 2 in our lead partner first schools. Sept 2020.</li> </ul>

<p>Increase the amount of opportunities for students to purposefully practice maths strategies in the class room and at home.</p> <p>To increase the effective use of exam strategies so that students are confident and succeed in their exam.</p>	<ul style="list-style-type: none"> <li>- Review all schemes of work against the national curriculum and SAT test, collate all resources so teachers are able to find a series of resources with ease. Map the learning to ensure that there is enough time to practice techniques and to return to them throughout the scheme.</li> <li>- Direct challenge homework so that students are given the purposeful practice</li> <li>- Increase parental support for SAT preparation by steering parents to the key areas each child needs to secure and providing them with the tools to do this.</li> <li>- SLT team to visit a series of schools who are excelling at Maths SAT's to identify good practice.</li> <li>- Weekly planning meeting to track the progress of each individual including the LSA.</li> <li>- HOD released from the timetable to lead weekly and daily interventions to secure any learning gaps that are identified and to close these gaps. Also to pre- teach parts</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are using the planned resources to support different levels of needs within the classroom.</li> <li>- Students are given enough practice time in Maths to secure their learning.</li> <li>- Students are clear about their challenge homework and are guided with worksheets to support their practice of the</li> <li>- 95% attendance at Parents evenings, parents leave clear what purposeful practice they need to support their child with at home. PP pupils identified and supported through the LSA provision.</li> <li>- Recommended strategies in place and up and running from January.</li> <li>- Data evidences closure in learning gaps has increased in speed. Rapid progress throughout year 6 in the Spring term.</li> </ul>	<ul style="list-style-type: none"> <li>- SAT mock identifies fewer mistakes in tests due to repeated practice in the high value areas.</li> <li>- All students who are eligible for support have this.</li> <li>- Students are well schooled and confident in the types of maths questions,</li> <li>- Children can explain the support they are getting and this is evident from their books and learning progress.</li> <li>- Rapid progress throughout year 5.</li> </ul>	<p>Our Math SAT results increase to national levels. 70% and GDS at 30%</p>
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	of the curriculum to support students.			
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<p><b>Embedding maths in other subjects and making explicit links for students back to their maths lessons.</b></p> <p>Ensuring that all staff are able to teach maths to a year 6 competency level.</p>	<ul style="list-style-type: none"> <li>- All staff are tested on their SAT competency. A training programme is devised from the results of the test to support the development of maths competency for all staff.</li> <li>- All subjects with the exception of English identify key areas of the maths that they use and will teacher. In key stage 2 this becomes the priority over the subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff training in place and learning walks identify where maths is being taught across the curriculum it is accurate.</li> <li>- A map of maths in all subject areas is completed so that the maths team can focus on the high vale areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Book trawls evidence the maths learning that has taken place across the curriculum.</li> <li>- Students can vocalise where and how they have learnt a particular area of maths in other subjects.</li> </ul>	SAT results reach national and GDS 30%.

<p>All subjects sign up to and support maths learning across the school.</p>	<ul style="list-style-type: none"> <li>- All teachers are trained on how to deliver their area of the maths curriculum.</li> <li>- Tutor sessions take place to support the maths high value areas. Year 8 students trained to support this learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor sessions are supported by year 8 who are trained to identify gaps in student learning and support them.</li> </ul>	<ul style="list-style-type: none"> <li>- Tutor sessions for all year groups keep the basic high value areas in the forefront of students minds.</li> </ul>	
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<p><b>Strengthen teaching, learning and assessment in the school by ensuring that all teachers plan sufficiently for challenge in their lessons for the most able.</b></p> <p>Lead SLT CME</p>	<ul style="list-style-type: none"> <li>- Middle Leaders review Schemes of work and Assessments to ensure that high challenge is in place.</li> <li>- All key stage 3 teachers visit Freman lessons and identify with Freman subject leads what high challenge looks like in year 7 and 8 and how to support it, without repeating what will go on in year 9 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>- All assessment reviewed and interventions in place and planned for high ability students to ensure they reach their targets.</li> <li>- English, and Maths key stage 3 teacher have visited Freman.</li> </ul>	<ul style="list-style-type: none"> <li>- Interventions in class room show impact and we are on track to reach our July targets.</li> <li>- Schemes of work and assessments promote bespoke greater depth learning in the classroom.</li> </ul>	<p>Year 8 100% exceed their key stage 2 target and 40% are above.</p> <p>Year 7 all students have caught up with their targets and 85% at standard. 40% above.</p>

	<ul style="list-style-type: none"> <li>- Training programme for teachers on how to promote high challenge in lessons – coaches identified from the areas of strength in the school.</li> <li>- Performance management tweaked to ensure that High challenge pupils particularly PP are targeted.</li> <li>- Middle Leaders performance management tweaked to ensure that the % of students above are a key target for this year.</li> </ul>	<ul style="list-style-type: none"> <li>- Internal training programme in place and up and running and support from County for Core subject training in Maths and Science.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning walks and performance management identify a growing skill base in teachers for promoting high challenge.</li> </ul>	
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<b>Improve outcomes for the most able disadvantaged students so that they attain at least as well in all subjects as their peers by strengthening the progress made by these students.</b>	<ul style="list-style-type: none"> <li>- Through staff PM management set targets based on Higher PP students and how to close their learning gaps. Review regularly against the data and through work trawls.</li> <li>- Meet with the Parents of higher PP to identify enrichment activities, theatre, a broader reading genre, robotics club etc.</li> </ul>	<ul style="list-style-type: none"> <li>- All PM have higher students targeted.</li> <li>- Learning walks show that teachers aware and strategies in place.</li> <li>- Planned programme of enrichment in place.</li> <li>- Budget amended to secure support for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Higher ability students engaged in enrichment.</li> <li>- April data shows rapid progress for all. Gaps closing on targets.</li> </ul>	All Higher PP achieve their targets and 40% exceed.
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<p><b>To develop the leadership capacity so that the school's success is sustainable and able strive to achieve outstanding under the new framework.</b></p>	<ul style="list-style-type: none"> <li>- National standard for Headship, Senior Leaders and Middle leaders are used to map and identify gaps in the current leadership skills set at Senior Leader leave and Middle leader.</li> <li>- A planned programme of training identified and prioritised to support the Action plan and to increase the skills set of our leadership team.</li> <li>- External training sources from the Eastern Region (Cambridge) national training programme. Budgets secured to fund this in April.</li> <li>- Visits to outstanding practitioners sourced.</li> <li>- Bid to train teachers put in place to secure continuous learning and succession within the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Programme up and running and time to deliver, identified in two weekly slots.</li> <li>- Visits to Freeman and alternative outstanding practitioners in place for the Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>- External programmes of student secured for September and budgeted for.</li> <li>- Impact of learning clear in the particular in focusing on High end students and developing all staff's numeracy.</li> </ul>	<p>Leadership is sustainable at all levels and highly skills and becoming independent and autonomous.</p> <p>September 2019 we are ready to drive towards the outstanding criteria under the new Ofsted framework.</p>
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