

School Improvement and Development Plan 2023-24



To improve maths outcomes at the end of each year group, in particular the % of children working at greater depth.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes	Final Outcomes
<p>In summer 2023, maths results for pupils in year 1 and 2 showed that the school was broadly in line with national figures for children reaching the expected level (school 67%, last national figure, 68%). In contrast, greater depth was slightly below national (school, 11%, last published national 15%).</p> <p>We have some new members of staff this academic year and want to ensure that all staff are confident in the approaches used to teaching maths and this is reflected in the quality first teaching seen throughout the school.</p> <p>There is a need for a tighter focus on maths in order to ensure that all pupils are reaching their full potential.</p>	<p>Objective 1: Research based theory. To understand educational theory in order to inform the development of maths at Mousehold.</p> <p>Objective 2: Review and de implementation The focus will be on simplifying existing strategies and to do less but with a tighter focus.</p> <p>Objective 3: Greater Depth The focus will be on targeted improvement on children to reach the potential of greater depth in KS1, and identifying children early in EY.</p> <p>Objective 4: Inclusion The focus will be on the scaffolding of strategies to allow for all children to progress and achieve.</p>	<p>Research into Mental maths strategies and challenging most able children to be conducted by strategy group.</p> <p>VG/SS to attend VNET professional community.</p> <p>Review all current maths strategies, paperwork and policies.</p> <p>Maths to be timetabled for KS1 to happen at 9:30am each day.</p> <p>Maths mastery training for all teaching staff.</p> <p>White Rose Maths training clips used regularly for teaching and support staff.</p> <p>Regular book looks and drop-ins focused on 'deepening the moment' for most able 20%.</p> <p>Develop mental-maths daily sessions to ensure they have a clear focus and link to learning</p> <p>Teaching staff to become more familiar with exemplification materials for greater depth.</p> <p>Ensure scaffolded activities are in place for pupils with SEND.</p> <p>Introduce 1-minute maths app to pupils and parents</p>	<p>Short term</p> <p>Mental maths sessions happen daily in KS1 classes and follow the structure</p> <p>Book looks show that SEND pupils are accessing maths learning in a scaffolded way that meets their individual needs.</p> <p>Book looks show evidence of challenge for greater depth.</p> <hr/> <p>Medium term</p> <p>New strategies obtained to trail with most able pupils to increase attainment.</p> <p>All maths documentation is up-to-date and streamlined with a focus on improved attainment.</p> <hr/> <p>Long term</p> <p>Monitoring and feedback can happen across the key stage with ease. Children in class benefit from the consistency of timing.</p> <p>Teachers will embed strategies into teaching practices and this will be evidence in planning.</p>	<p>Maths leaders will have the most up-to-date information and training to ensure maths CPD for staff is high quality.</p> <p>Staff feel more confident when assessing pupils. Staff have clear understanding of what greater depth looks like.</p> <p>More pupils achieve greater depth at end of Y1 and Y2.</p> <p>Pupil voice shows a deeper level of understanding in maths.</p> <p>Consistency in approach is evident across the school.</p>