

<p>Priority 2: To develop the teaching of maths across the school through the consolidation of the Singapore Inspire programme.</p>		<p>Success Criteria:</p>
<p>RRS</p> <p><i>Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p><i>Article 28: Children have a right to an education.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full.</i></p> <p><i>Article 42: The Government should make the convention known to parents & children.</i></p>	<p>Ofsted</p> <p><i>Throughout each year group and across the curriculum, including English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</i></p> <p><i>Pupils are typically able to articulate their knowledge and understanding clearly in an age appropriate way. They can hold thoughtful conversations about them with each other and adults.</i></p> <p><i>Teachers check pupils' understanding systematically and effectively in lessons, offering directed and timely support.</i></p> <p><i>Pupils love the challenge of learning and are resilient to failure.</i></p> <p><i>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers' have consistently high expectations of all pupils' attitudes to learning.</i></p>	<ul style="list-style-type: none"> • Inspire Maths is introduced successfully across the school and fully understood by all staff. • The classroom environment reflects Inspire and displays are effective in promoting the learning & teaching of maths. • Resources are appropriate, carefully stored and used effectively in developing skills and mathematical understanding/concepts across the year groups. • Maths across the curriculum is planned for and delivered effectively & marking is used consistently to move learning forward. • Maths data analysis shows a positive impact on pupil progress and rapid catch up. • Attainment at the end of EYFS, KS1 and Year 4 is at least in line with or better than national/Dorset averages. • Pupils are engaged and motivated in maths across the curriculum and in the Inspire lessons. • Parents/Carers fully understand the programme and are able to effectively support the learning at home.

Actions:	Date completed	Lead person	Outcome	Resource costs	Monitoring systems
Effective training in place for all teachers and support staff in order to understand the planning and delivery of Inspire maths.		MR	All teaching and support staff have successfully undergone the training and have a clear understanding of the principles underlying Inspire maths teaching.	-	Staff Meetings CPD logs
To ensure there is a shared understanding of Greater Depth and how this is implemented within Inspire so children are given opportunities to work within this level.	HAT training 30.10.17 On-going	HAT MR/CH	All staff fully understand how to plan and deliver GD opportunities and these are evident within lessons.	-	Observations Planning scrutiny Workbooks Data analysis
Inspire is taught, in line with the school timetable, across the school form Years 1-4. Early Years start to teach using Inspire in the summer term 2018.	From September 2017. From Summer Term 2018.	Teaching staff RH/VW	Shared understanding of the process and delivery of Inspire Maths.	Resource costs of equipment £1,000	Lesson observations Class environment
To ensure all teaching assistants understand the principles of the programme and strategies involved.	On-going, in line with training	MR	TA's are confident to support groups and deliver lessons, where appropriate. They can work effectively alongside the class teacher during the maths session.	Overtime for staff meetings £200	Staff meeting notes Appraisals Lesson observations
Class displays linked effectively to Inspire Maths and to share strategies and vocabulary.	From January 2018	All staff	To ensure the classroom environment supports learning.	None	Lesson observations Class environment Informal class visits
Parent/Carer Workshop to ensure strategies are shared and understood by the school community. Governors understand the new programme and underlying principles.	TBC	MR and attended by all staff and Governors	To allow an opportunity for parents/carers & Governors to understand and ask questions about Inspire. To provide a range of support materials for families to take home and use to support the teaching in school.	Non contact for the development of the presentation £200	Workshop attendance Workshop evaluation Support materials Governor minutes and training programme
Development of the website to offer support to parents with Inspire maths teaching strategies.	On-going	MR	To create a resource for parents to access to support their child's learning at home.	Non-contact as and when needed.	Website Parental feedback, formally and informally

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Developing the use of planned creative maths opportunities across the school, to incorporate applying and wider maths skills.	On-going	MR alongside all staff	To allow opportunities for pupils to use their maths skills across the curriculum.	Non contact for scrutiny (in line with organised SLT time)	Books Scrutiny Pupil discussion
Clear and effective marking policy for the whole school which moves pupils learning forward.	Marking policy created with all staff: Sept 2017. On-going scrutiny (formal and informal)	SLT and peer mentoring	To ensure all staff are working consistently in line with school policy. That marking across the school has a significant impact on pupil progress and moving learning forward.	None	Books Scrutiny
HR & Standards Governors to focus on the impact of the Inspire maths programme.	From January 2018 to July 2018. Termly	HR & Standards Gobs incl Key Maths Governor	Governors to have an overview of provision and outcomes across the school and the impact of Inspire.	None	Governor minutes Governor feedback to staff in line with visits policy
Coverage of key skills across all strands and that there are no gaps, for example, time, shape, space etc	On-going	MR and all staff	SPTO shows that all skills are being covered across the year and this is matched across to planning and work scrutiny.	Non contact £100 per session	Scrutiny outcomes Coverage on SPTO
SPTO is used effectively, alongside Inspire, half termly, to track progress and ensure rapid progress.	On-going and regular staff training	CH/MR	SPTO is used as an effective tool to aid planning and track pupil progress.	None	SPTO and use of planning tools Data analysis
To ensure any pupil progress concerns are addressed rapidly through the use of drop off provision maps.	From November 2017. Half termly	SLT and all staff	Pupils are carefully tracked and any concerns/drop off is identified early and provision put in place.	Non contact for tracking meetings £400	SPTO data analysis Drop off provision maps Tracking meeting evidence Governor meetings minutes
To regularly analyse data to monitor the progress and coverage of maths skills across the school. To ensure that this information is shared and discussed at Full Governors meetings to allow in depth monitoring of Inspire and the progress of pupils.	On-going Termly tracking meetings. Termly FGB meetings.	MR/CH MR	The impact of Inspire is regularly monitored in tracking meetings and this information is shared with staff and Governors. Progress of all pupils is tracked and monitored to ensure the impact of Inspire is positive and teaching is effective.	-	SPTO data analysis Coverage analysis Predictions and actual data FGB minutes

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Moderation of maths in line with SPTO objectives.	At least half termly	CH/MR All staff	Shared agreement of moderation across the school using objectives for maths and identifying next steps of learning.	None	Moderation file Staff meeting minutes Staff dialogue
Pupil Voice activities in line with learning qualities to assess pupil thoughts about Inspire maths.	June 2018	MR	To ascertain pupil thoughts on Inspire maths and make amendments/adjustments as appropriate.	None	School Parliament minutes Staff meeting minutes Governor minutes
Pupils are engaged in maths activities and achievements are celebrated.	On-going	All staff	Pupils are actively engaged in their maths opportunities and know how to make improvements. They know when they are doing well and celebrate this.	None	Learning qualities noted in lesson observations Pupil discussions and dialogue
To prepare and make arrangements for the Year 4 multiplication tests that will be taken in 2020.	Spring Term 2018	MR/AH/IV	Children have access to multiplication lessons/teaching. They take part in regular activities/tests to prepare them for the proposed tests. Children have a secure knowledge of their multiplication facts. Children are well prepared for their transition to middle school.	Possible resources to support? £500	Lesson observations Planning Tests results
Lesson Observations, across the school, are at least 'good'.	Termly from January 2018.	CH/MR	Pupils are on task, motivated and engaged. They actively take part and are keen to move their learning forward.	None	Lesson observations Staff meeting minutes Pupil discussions
Maths lead governor to regularly meet with MR to focus on standards, classroom environment and opportunities for maths across the curriculum.	From January 2018 to July 2018	HR & Standards Governors MR	Governors to have an overview of provision and outcomes across the school and the impact of the school decisions regarding Inspire, classroom environment and expectations.	None	Governor minutes Governor feedback to staff in line with visits policy
To ensure Governors are kept abreast of data analysis, changes in practice and any action plans, if required.	At least half termly, in line with FGB:	MR/CH	MR reports regularly at the FGB to share writing progress across the school. Governor for responsibility in Maths is able to feedback to Governors with a clear understanding of the schools' strengths and weaknesses.	None	Governor minutes

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Good practice is shared across the HAT through Phase meetings and visits to other schools, as appropriate.	On-going	All staff	Positive developments with practice in SHFS. Shared understanding of the implementation of the Inspire programme. Consistency of the teaching of maths across the HAT. Pupil progress is positive and drop off minimal.	Non-contact as and when required £500	CPD log Lesson observations Staff meeting minutes Phase meeting minutes