

Knights Enham School

Maths Action Plan

(2025 - 2026)

Vision

At Knights Enham Schools we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Good

• Effectiveness of leadership and management	Requires Improvement
• Quality of teaching, learning and assessment	Requires Improvement
• Personal development, behaviour and welfare	Requires Improvement
• Outcomes for pupils	Requires Improvement

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2024)

- **The quality of education Requires improvement**
- **Behaviour and attitudes Good**
- **Personal development Good**
- **Leadership and management Good**

Ofsted Guidance for What the School should do to Improve Further?

1. Staff do not provide the precise support that some pupils need to quickly and effectively close gaps in their phonics knowledge. This means that these pupils do not rapidly learn to read and spell appropriately for their age. The school should ensure that all staff have the expertise to identify and rapidly close the gaps in pupils' knowledge, so they are able to read and spell with fluency and confidence.
2. Teachers do not ensure that all pupils access learning that enables them to apply mathematical knowledge, concepts and procedures appropriately for their age. This means a large number of pupils are not well prepared for key stage 3. The school must ensure that teachers have the expertise they need to swiftly close gaps in pupils' learning, enabling them to learn the age-appropriate knowledge they need.
3. Teachers do not always present new learning in a clear and precise way. This means some pupils struggle to understand new learning with sufficient depth. The school must ensure that all staff have the expertise that they need to help pupils develop and retain a secure understanding.
4. Assessment approaches in some subjects are not fully developed. This means that the school is not fully assured that all pupils are effectively learning the intended Inspection report: The Knights Enham Junior School 3 and 4 December 2024 4 curriculum. The school should continue to strengthen how they assure themselves that the curriculum is being learned successfully by all pupils.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Meeting the needs of all children to ensure good progress.

To develop robust **assessment for learning** strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.

To ensure that every lesson includes high levels of appropriate **challenge** to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.

To strengthen the teaching of early **language** and **vocabulary** throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.

To improve the teaching of **mathematics** so that gaps in pupils learning continue to close.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To strengthen **assessment** opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.

To develop **subject leaders** through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.

3. SEND

Meeting the needs of all children to ensure good progress.

To develop precise and personalised, **high-quality SEND provision** for pupils with high levels of need, ensuring that they receive the targeted support required to achieve their full potential.

To invest in the development of Learning Support Assistants, equipping them with the skills, knowledge, and confidence to become **experts** in supporting inclusive and effective provision for all learners.

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
<p>To develop robust assessment for learning strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.</p> <p>To ensure that every lesson includes high levels of appropriate challenge to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.</p> <p>To strengthen the teaching of early language and vocabulary throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.</p> <p>To improve the teaching of mathematics so that gaps in pupils learning continue to close.</p>	<p><u>(EYFS/KS1) Planning</u> Scaffolding needs to be rigorous All children need to have support to reach the NC objective independently, no matter their level of learning to help close gaps in knowledge base over time. JOL will check short term planning includes scaffolding – including faded scaffolding, to see how all groups are meeting NC objective independently.</p>	Maths leader	All year.		
	<p><u>(EYFS/KS1) Feedback for marking</u> Accountability for all maths learning across school to be strong. Maths leader needs to be able to identify all target children, know what each class is doing and ensure all assessment is up to date and updated frequently throughout the year. Informal conversations to be held around target children with class teachers.</p>	Maths leader.	All year.		
	<p><u>(All Year groups) Assessment for learning</u> Target pupils identified from pupil progress meetings. Teachers need to know who their target children are. They need to be able to say how they are closing the gap, and how they are addressing the gaps. Link to planning and use of Insights tracking documents.</p>	Maths leader.	Start of A1 – Updated at A2		
	<p><u>(KS2) Non-negotiables in place</u> Clear CPA reflective in planning and task design. Consistent planning format I do/We do/You do in planning and flipcharts. Expectation pages in front of books. Arithmetic recorded in Maths books (3x a week) Working walls as whiteboards. Staff incorporating new knowledge as well as referring back to previous vocabulary. FREYA models on display for new vocabulary</p>	Maths leader/Phase Leaders	By end of A1.		

	<u>(KS2) Assessment for learning</u> <ul style="list-style-type: none"> - Access tasks implemented to bridge between gaps in learning. - Embed <i>Next Steps</i> in within task design to ensure consolidation and deepening of subject knowledge at regular points in a lesson. - Faded scaffolds embedded in all year groups to increase independence for key pupils. - Staff are using key questions on whiteboards to generate next steps. - All children responding to next steps in purple pen. - Gig Baselines are being used to support misconceptions. 	Maths leader.	By end of A1.		
	<u>(KS2) SEND provision</u> <ul style="list-style-type: none"> - Staff are checking back through previous years and using this to inform their planning. -Staff are assessing the children at their different starting points. 	Maths leader	By first data drop		
	<u>(KS2) Opportunities for children to consolidate and embed independently</u> <ul style="list-style-type: none"> - Year 6 boosters to start earlier. - Year 6 workshops to target key children earlier. 	Maths leader/ Year 6 Team	By end of first SATs baseline (03.09.25)		

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>To strengthen assessment opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.</p> <p>To develop subject leaders through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.</p>	<p><u>(EYFS/KS1) Curriculum content</u></p> <p>A long term curriculum map, especially for mixed KS1 classes, is devised so that all children access appropriate level of teaching for their level. Data drops across the year are mapped out after each unit so that each adult knows how the groups are doing – completed together with all teachers.</p>	Maths lead	Ongoing		
	<p><u>(EYFS/KS1) Mixed-year units</u></p> <p>All classes are working on same Units even if mixed or pure year groups. Classes work alongside each other and follow HIAS mixed planning or HIAS year group planning. This is clearly in place and used to identify children's exact learning.</p>	Maths lead	Ongoing		
	<p><u>(All years) Planning</u></p> <p>All classes have short term plans that include Core task, scaffolded task and deepen task. The core task relates directly to the NC objective. Sequencing and prior learning is identified in short term planning.</p>	Maths lead Teachers	Ongoing		
	<p><u>(All years) Securing key times tables knowledge</u></p> <ul style="list-style-type: none"> - Expectations for all year groups of content needing to be covered. - TTRS used to establish baselines. - Paper assessment to increase greater accountability - Explicit TT starters 2x week - Staff workshop to inform teaching TT concepts. - 	Maths lead	Ongoing		
	<p><u>(KS2) Raising Maths data in-line with national</u></p> <ul style="list-style-type: none"> -Bespoke Maths plan to cover high-stakes content, whilst addressing gaps in learning. - Y6 regular arithmetic assessment to inform of gaps in conceptual understanding, leading to 	Maths lead Y6 Team	Ongoing		

	explicit teaching workshops and daily arithmetic teaching. - QLA of previous SATs (2025) conducted to identify key strengths and areas of development as a school.				
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3. SEND					
Meeting the needs of all children to ensure good progress.					
Intent	Implementation	Monitoring	Timescale	Budget	Impact
To embed the teaching of phonics and the approach to early reading so that all children are fulfilling their potential as Knights Enham readers.					

Subject Leader Impact Statement

How have you used your subject release time?	What has the impact been?	Next Steps:
To update planning with skills such as mono-printing.	Pupil's books and learning journeys are more visual than before.	To monitor the skills being taught, ensure planning is being followed and is up to date; to continue to add skills to short term planning. To look for opportunities for variation in Design and Technology.

DATA

Year Group and Attainment level		Entry	Autumn	Spring	Summer
Year R	GDS				
	ARE				
	BARE				
Year 1	GDS	0%			
	ARE	66%			
	BARE	34%			
Year 2	GDS	2%			
	ARE	62%			
	BARE	36%			
Year 3	GDS	0%			
	ARE	55%			
	BARE	45%			
Year 4	GDS	13%			
	ARE	52%			
	BARE	35%			
Year 5	GDS	2%			
	ARE	55%			
	BARE	43%			
Year 6	GDS	12%			

	ARE	58%			
	BARE	30%			

Groups for Entry data -

% of chn. at ARE	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boys		58	52	44	64	48	74
Girls		69	73	62	65	65	70
PP		57	50	41	48	50	68
Non PP		71	74	68	92	68	75
EAL		17	64	67	60	63	89
SEND		45	21	15	0	17	30
Non SEND		71	79	71	80	76	82

Data Analysis:

Points to consider for next year: