



Drake Primary School

School Improvement Plan

CONTEXT

STRATEGY

SUCCESS
CRITERIA

ACTIONS



HALCYON

Context



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Drake Primary is a two-form entry school with a PAN of 420 and a nursery currently 168 places (expanding to 216 in 2026), situated in an area of social deprivation. While deprivation indicators are high, the free school meal percentage (14%) does not reflect the true socio-economic challenges faced by our community. One quarter of pupils have EAL and we serve 40 forces families.

Drake Primary is oversubscribed and has good attendance. Our inclusion practice is widely recognised, demonstrated through our NAS Autism Accreditation. We have a 16 place Specialist Resource Base (SRB) for pupils with communication and interaction needs. Drake has a high proportion of pupils with additional needs including 31 EHCPs and 62 children at SEND Support.

We are recognised for sustainability leadership, outstanding music provision and a Platinum Arts Mark Award. Our computing curriculum and the success of our radio station are key indicators of our curriculum excellence and evidence work already underway to meet the requirements emerging from the curriculum review. A broad and balanced curriculum is enriched through arts projects, termly trips, Y4 & Y6 residentials and a wide cluster-based sports offer.

Our EYFS provision, developed in partnership with Early Excellence, continues to be a strength of the school, consistently exceeding Norfolk averages and meeting national expectations in GLD. Baseline assessments indicate that Communication and Language and Personal, Social and Emotional Development are comparatively lower areas of attainment on entry. Physical Development is a notable strength, with 88% of pupils meeting expectations in Gross Motor and 77% in Fine Motor skills. Literacy remains the weakest specific area, particularly for boys, pupils with English as an Additional Language, and those with SEND. In contrast, Mathematics demonstrates stronger baseline outcomes, especially among EAL pupils. These diagnostics inform targeted early intervention to secure rapid progress across the prime areas.

Formative assessment and metacognition is central to Drake's teaching approach to ensure that learning is responsive, reflective, and ambitious for all pupils. Through the Formative Assessment Project with Shirley Clarke, teachers use ongoing assessment and feedback to identify gaps and adapt teaching in real time. The Creative Habits of Learning develops metacognitive skills such as perseverance and curiosity empowering pupils to understand themselves as learners. This work is embedded within a robust Teaching and Learning Policy that defines quality first teaching across the school, ensuring consistency, high expectations, and equity of opportunity.

A high percentage of staff are early career teachers, and as a newly established primary, KS2 experience is developing. Embedding and refining formative assessment across this emerging team is central to securing quality first teaching throughout the school.

Our Maths Mastery approach, introduced in January 2024, is embedding successfully, with early indications of positive impact in classroom practice, pupil confidence, and conceptual understanding, though this is not yet reflected in statutory data. Ongoing collaboration with Alison Borthwick, Mathematics Adviser for Norfolk County Council, alongside the school's Maths Mastery Development Officer and maths subject lead, is strengthening staff expertise and consistency of practice. This sustained partnership will continue to drive improvements in the quality of teaching and learning in mathematics, ensuring all pupils make strong progress and achieve improved outcomes over time.

KS2 outcomes remain the key challenge, particularly in writing. Reading 72%; Maths 51%; Writing 51%; Combined 40%. With 66% of pupils achieving a scaled score of 99+ in maths, momentum must be maintained and as a result maths will remain a key priority. Writing improvement, especially in Year 6, is the central focus for 2025–26. The new DfE Writing Framework provides the foundation for a renewed focus on the accuracy and consistency of teacher assessment, alongside the explicit teaching of transcription, composition, and oracy. This framework will guide the development of writing across all key stages, ensuring pupils apply their skills confidently within a coherent and ambitious curriculum. Our vision for writing is to ensure that every pupil at Drake Primary exceeds national expectations in writing, demonstrating fluency, stamina, and creativity through an ambitious curriculum that promotes oracy, vocabulary development, and purposeful writing for a range of audiences.



What do we want to achieve?

Raise standards in writing and maths across all phases so that every pupil exceeds national expectations.

In 2025–26, our laser-focus is Year 6 outcomes, while building a secure Year 5 pipeline and strengthening Early Years foundations.

This work will achieve the goals set out in our Key Priorities:

- Exceed national expectations in maths and writing through excellence in teaching, assessment, and feedback.
- Create a curriculum that enhances writing opportunities for all pupils by ensuring purposeful, meaningful writing across subjects that reflects diversity, voice, and creativity.

What will we do to achieve it?

- Embed the DfE Writing Framework for accuracy and consistency of assessment and teaching.
- Prioritise EYFS foundations (phonics, handwriting, talk, vocabulary) for fluency and automaticity.
- Use formative assessment to close gaps swiftly and adapt teaching in real time.
- Ensure curriculum design provides authentic, purposeful writing opportunities across subjects and audiences, reflecting local, national and global diversity.
- Strengthen teacher expertise through sustained CPD, coaching and federation moderation; deploy targeted support for ECTs.
- Maintain momentum in Mathematics Mastery (depth, fluency, reasoning) as a model of disciplined pedagogy across the curriculum.
- Partnerships: collaborate with other schools to share best practice, and through the Norwich Writing Project, to strengthen moderation, accelerate progress in Year 6 writing, and ensure every teacher has the expertise and confidence to deliver sustained improvement across all phases.

In what manner and with what values will we undertake this work?

Our work is guided by creativity, discipline, collaboration, and persistence, values that define Drake Primary and drive improvement in writing. We design learning that inspires curiosity and joy; we question, listen, and refine practice through reflection and evidence. We pursue excellence through consistency, professional integrity, and precision in teaching and assessment, learning together within the Halcyon Federation, across teams, and with families. This year, these values are enacted with urgency and forensic analysis. Every action is tested against one question: Does this directly improve outcomes for Year 6? Teachers know each pupil's context, progress, and next steps, using evidence to shape teaching and remove barriers. Our approach is disciplined, data-informed, and relentlessly focused on achieving and sustaining excellence for all pupils

Strategy



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How will we know we are successful?

We will know our strategy is successful when -

We will know we are successful when the quality of teaching and learning in both writing and maths is consistently strong across all phases, with clear evidence that pupils are exceeding national expectations. In writing, this will be seen through sustained improvements in pupil outcomes, with diagnostic analysis, sentence-level instruction, and high-quality modelling leading to greater accuracy, cohesion, and fluency in pupils' work. Books will show clear progression, purposeful writing across the curriculum, and increasing independence. Moderation - internal, cross-school, and through the Norfolk Writing Project, will confirm the accuracy of teacher assessment and demonstrate that pupils are meeting or surpassing age-related expectations. EYFS and KS1 will show secure foundations in transcription, handwriting, and early composition, with consistent pedagogy and high-quality adult modelling evident in learning walks and provision audits. Staff confidence and consistency will continue to grow through targeted CPD, coaching, and collaborative planning, with teachers able to articulate how adaptations to planning and teaching are driven by evidence and pupil need.

In maths, success will be evident through strong pupil outcomes that meet or exceed national benchmarks, supported by high-quality first teaching rooted in the Maths Mastery approach. Learning walks and book looks will show precise modelling, effective use of representations, rich mathematical talk, and intelligent practice in every classroom. QLA analysis will demonstrate that gaps are closing term-on-term, with teachers using diagnostic information to adapt planning and address misconceptions swiftly. Targeted interventions will be sharply focused, time-limited, and demonstrably effective, with pupils reintegrating confidently into whole-class learning. EYFS children will show deep, secure understanding of early number and pattern through high-quality interactions and rich continuous provision. Staff voice will reflect increased subject knowledge and confidence, strengthened by CPD, coaching, and support from the Maths Mastery Development Lead. Across both subjects, leadership monitoring will show sustained improvement, consistency of practice, and a clear alignment between curriculum intent, implementation, and impact, resulting in pupils who are confident, capable writers and mathematicians, achieving outcomes that exceed national expectations.

Success Criteria



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The following success criteria define the measurable conditions that will demonstrate whether the SIDP is having the intended impact on pupil outcomes, teaching quality, and curriculum implementation. They translate the SIDP priorities into clear indicators of progress, ensuring that improvements in writing are visible in pupil attainment, the effectiveness of teaching, and the consistency of assessment across the school.

By the end of the academic year -

- Year 6 maths and writing outcomes meet or exceed national averages.
- Outcomes for disadvantaged pupils improve in line with their peers.
- Every class demonstrates accelerated progress for identified focus pupils (6 disadvantaged pupils tracked per class).
- Quality of writing and maths teaching judged as strong in all observations.
- Early handwriting and phonics attainment secure fluency and confidence by the end of KS1.
- High-quality models of writing and oracy underpin improved pupil confidence, vocabulary, and structure.
- Teachers demonstrate accurate and consistent assessment of writing against DfE criteria.
- Writing outcomes in foundation subjects show strong application of taught skills.
- Teachers plan purposeful writing opportunities across subjects.
- Monitoring evidences clear links between curriculum intent, writing quality, and outcomes.
- CPD and coaching improve teacher efficacy in planning for progression in spelling, composition, and transcription.
- Teaching reflects consistent implementation of the Maths Mastery approach.
- QLAs inform planning, with gaps reducing term-on-term.
- Targeted interventions accelerate progress and reduce long-term need.
- EYFS children secure strong early number foundations.
- Staff demonstrate improved subject knowledge and confidence.
- Monitoring shows sustained improvement in practice and pupil outcomes.

Actions



1. Raise standards in writing across all phases so that pupils exceed national expectations.				
Action	Description	Responsible	Monitoring	Progress on Action
Y6 Rapid-Improvement	<p>Undertake forensic monitoring and diagnostic analysis of Year 6 writing to identify specific weaknesses in syntax, cohesion, and punctuation before implementing daily sentence-level instruction. Through book scrutiny and moderation teachers and leaders will determine precise areas where pupils require targeted support.</p> <p>Using this evidence, teachers will plan and trial short, focused daily tasks that model, practise, and apply sentence-level skills within current writing units. These sessions will be informed by real pupil errors and writing samples, ensuring teaching is responsive and relevant.</p>	Writing Lead & SLT	<ul style="list-style-type: none"> • Book scrutiny • Writing moderation • Pupil level diagnostic analysis • Learning walks • Planning monitoring • Data 	<p>A weekly writing monitoring session has been implemented this Autumn term. Book scrutiny is informing weekly plans. English and Writing lead have adapted the writing teaching sequence to reflect the findings from scrutiny. Writing moderation took place week beginning 1.12.25. Each child was assessed individually to allow individual diagnostic analysis.</p> <p>Our number of year 6 pupils achieving expected in writing at the beginning of the year was 22%. In Autumn 2 assessments this increased to 51%. This is a significant improvement of 29%, indicating the diagnostic analysis is successfully informing both interventions and quality first teaching. Jan'26</p>
CPD	<p>Deliver targeted CPD to strengthen teacher expertise, confidence, and consistency in the teaching and assessment of writing across all key stages.</p> <p>CPD will focus on:</p> <ul style="list-style-type: none"> • High-quality modelling and shared writing that makes the writing process visible to pupils. • Explicit teaching of transcription and composition in line with the DfE Writing Framework. • Precise feedback and formative assessment to close gaps rapidly and ensure progress for all learners. • Purpose and audience in writing, ensuring tasks are meaningful, authentic, and linked to the wider curriculum. • Sentence-level instruction for cohesion, fluency, and grammatical accuracy. <p>Training will be delivered through a blend of staff meetings, instructional coaching, in-class modelling, and collaborative planning. Teachers will engage in peer observation and reflective discussion to refine practice and</p>	Writing Lead & SLT	<ul style="list-style-type: none"> • Learning walks • CPD review • Staff voice • Book scrutiny • Pupil voice • Assessment and progress tracking 	<p>HoS and Writing Moderator LH planned the CPD for the autumn term. CPD was delivered by HoS, Writing lead and English Lead. Writing was the focus of a whole half term's teacher's CPD.</p> <ul style="list-style-type: none"> • DFE Writing Framework – introduced, with the changes highlighted and discussed. Teachers had time to look at first adaptations to timetables and planning to reflect the focus on transcription. • Handwriting – Understanding the pedagogy and how handwriting develops during the primary phase. • Planning – Sequences of teaching were scrutinised to ensure high quality texts and shared writing were used. Moderated by the English Lead. Examples of best practice shared.
	ensure that approaches are consistent, research-informed, and responsive to pupil need.			<ul style="list-style-type: none"> • Writing moderation – Using end of year expectations to make point in time assessments and use the gap analysis to adapt teaching and planning. Further support with assessment needed and planned for Spring 1. <p>The senior leadership team and the Writing lead are signed up to a series of CPD sessions with VNET over the spring term which all focus on improving outcomes in KS2. These sessions will provide valuable insight into best practice based on research and pedagogy, but will also enable leaders to network.</p> <p>A TA training survey was sent out to all support staff to assess their writing training needs. The wo area they felt they needed further support in was supporting reluctant writing and 'on your feet' marking using marking 'policy'. Training for <u>TA's</u> to address this is planned for Spring term. Jan'26</p>

Actions



<p>External Moderation Partnership</p>	<p>Establish an external moderation and professional partnership to strengthen the accuracy, consistency, and quality of writing assessment and teaching.</p> <p>Drake will engage in joint moderation and professional dialogue with <u>Wicklewood Primary</u>, to ensure shared understanding of standards and expectations against the DfE Writing Framework. Moderation will take place half-terminly, focusing on a representative sample of pupils across the attainment range. Outcomes from these sessions will directly inform teacher assessment, planning, and next-step teaching.</p> <p>Alongside federation moderation, Drake will form a partnership with an external primary school recognised for strong writing outcomes and exemplary practice. This collaboration will enable comparative benchmarking, professional learning, and shared moderation of writing across both schools, ensuring Drake's assessments are robust, accurate, and externally validated.</p> <p>Both partnerships will be aligned with the principles and materials of the Norwich Writing Project, embedding best practice in writing pedagogy, progression, and assessment. Engagement with the project will provide structured guidance on sentence-level improvement, compositional fluency, and effective feedback cycles, ensuring alignment with national exemplification and current research.</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Moderation reviews • Comparative benchmarking analysis • Learning walks • Book scrutiny 	<p>All moderation Autumn term has been in-house at Drake. Moderation with <u>Wicklewood</u> is planned for Spring 1. Partnerships with external primary schools are being explored. This is an area of focus for Spring term. Jan'26</p>
<p>Foundations of writing in EYFS</p>	<p>Strengthen the foundations of writing in EYFS through a systematic focus on early transcription skills, phonics, and handwriting, ensuring pupils develop fluency, confidence, and stamina as emergent writers by the end of Reception and into KS1.</p> <p>Teachers will provide daily opportunities for purposeful mark making and writing within continuous provision, underpinned by high-quality adult modelling of correct letter formation, pencil grip, and posture. A consistent, school-wide handwriting approach will be embedded, ensuring alignment between EYFS and KS1 expectations.</p> <p>Ongoing assessment will identify pupils requiring additional fine motor or phonological support. Interventions such as targeted fine motor sessions and guided handwriting practice will ensure all pupils achieve readiness for fluent transcription.</p>	<p>EYFS Lead</p>	<ul style="list-style-type: none"> • Learning walks • Transcription skill assessments • Book scrutiny • Moderation with Year 1 • Intervention moderation • Environment and provision audit • Writing observations • Pupil voice 	<p>Teachers attended training on the Writing Framework and were supported to revise planning and their timetable in light of the changes. Writing journals have been introduced in Spring 1. Timetables now reflect 3 writing sessions per week with 3 handwriting sessions per week. Handwriting with focus on correct formation of all lower-case letters learned through letter families. Weekly provision plans reflect a greater focus on handwriting and writing both inside and out.</p> <p>Writing moderation with EYFS and Year 1 took place in Autumn term.</p>
<p>Phonics</p>	<p>Phonics teaching will be closely linked to writing sessions, enabling pupils to apply grapheme-phoneme correspondences in independent writing. Staff will plan short, focused transcription tasks to secure letter formation, segmenting, and encoding skills, with increasing independence as the year progresses in addition to daily phonics sessions.</p>	<p>Phonics Lead & SLT</p>		<p>In Reception currently 52/59 children are working at expected or 'just below' the expected standard. The 37% that are working at 'just below' are receiving targeted intervention. In Year 1, 43 children are working at expected or 'just below' the expected standard. The 29% of children working at 'just below' are receiving intervention including daily 1-1 phonics tutoring and a weekly phonics afterschool booster club. The whole class are receiving two phonics sessions daily. Daily writing of a sentence linked to phonic ability has been integrated into the daily phonics session. Jan'26</p>
<p>Purposeful, audience-focused writing</p>	<p>Develop and embed purposeful, audience-focused writing across the wider curriculum in science, history, and geography, enabling pupils to apply their writing skills in authentic, knowledge-rich contexts.</p> <p>Teachers will plan writing tasks that link directly to current topic learning and reflect a clear purpose and audience (e.g. scientific explanations, historical diary entries, persuasive speeches about environmental change). Each task will begin with the use of high-quality model texts to illustrate effective structure, tone, and language features, followed by shared and guided writing to co-construct success criteria with pupils.</p> <p>Teachers will model the writing process explicitly, from generating ideas and planning for audience to revising for precision, cohesion, and technical accuracy. Pupils will be supported to make deliberate choices informed by their understanding of both subject matter and intended reader.</p> <p>Outcomes will be monitored through work scrutiny, pupil voice, and planning scrutiny, ensuring a balance of text types and clear evidence of progression in composition and subject-linked vocabulary. Feedback from these reviews will inform ongoing planning and professional dialogue, ensuring cross-curricular writing remains ambitious, consistent, and aligned with the school's writing vision.</p>	<p>Writing Lead</p>	<ul style="list-style-type: none"> • Cross-curricular work scrutiny • Planning scrutiny • Foundation subject learning walks • Pupil voice • Model texts review 	<p>This is an area of focus for Spring term.</p>

Actions



Triangulated review	Leaders will carry out termly triangulated reviews, combining lesson observations, planning scrutiny, pupil work analysis, and data analysis to assess how effectively writing opportunities reflect curriculum intent particularly the development of purpose, audience, vocabulary, and subject knowledge.	HQS	<ul style="list-style-type: none"> • Termly triangulated reviews • Lesson observations • Planning scrutiny • Pupil work analysis • Data analysis 	The last termly triangulated review took place at the end of Autumn 1 after the completion of writing moderation and mock SATs. The next review is set the last week of Spring 1 on completing SATs and writing moderation. The addition of the expertise from our new Deputy head will be invaluable. KB is currently involved with the weekly reviews and is monitoring Year curriculum, writing and teaching to gain insight for the next review. Jan'26
Weekly forensic reviews	<p>Establish weekly forensic reviews of Year 6 writing to ensure precise, data-informed teaching and intervention. A dashboard will present pupil progress RAG-rated against specific writing objectives, enabling leaders and teachers to identify emerging gaps swiftly and respond with targeted teaching and support.</p> <p>Each week, teachers will update individual pupil plans and maintain an evidence folder illustrating progress over time through annotated work samples and moderation notes. Reviews will focus on pupil-level progress, effectiveness of interventions, and alignment with DfE Writing Framework objectives.</p> <p>During weekly meetings, the team will analyse the data, agree next steps, and record actions. The data will inform weekly planning, targeted support, and adjustments to intervention groups.</p>	Writing Lead	<ul style="list-style-type: none"> • Review meetings • Writing progress dashboard monitoring • Book scrutiny • Intervention monitoring • Moderation • Planning scrutiny • Monitoring of agreed actions 	The pre-mentioned improvement in Year 6 writing demonstrates the success of these weekly forensic reviews in Autumn term. The number of children meeting the expected standard in writing has increased from 22% in Autumn 1 to 51% in Autumn 2. The year 6 team project a steady trajectory over the year and have set a target for 72% of children to meet expected by the end of the year. Jan'26

2. Raise standards in maths across all phases so that pupils exceed national expectations.				
Action	Description	Responsible	Monitoring	Progress on Action
Quality first teaching in all maths lessons	<p>Teaching will follow a coherent, carefully sequenced curriculum that builds conceptual understanding in small steps, supported by high-quality representations, precise mathematical language, and opportunities for deep reasoning supported by Maths Mastery.</p> <p>Lessons will prioritise mathematical talk, intelligent practice, and the use of effective scaffolding tasks that deepen understanding rather than promote rote procedures. Teachers will anticipate misconceptions, use skilful questioning to probe understanding, and adapt teaching responsively while keeping the class on the same learning journey.</p> <p>The Maths Mastery approach will underpin all planning and delivery, ensuring equity of access and high expectations for all learners.</p> <p>We will also create a culture of continuous improvement in maths teaching through regular coaching, peer observation, and reflective dialogue. Leaders will model and reinforce the principles of high-quality first teaching, ensuring that classroom practice aligns with the school's curriculum intent and mastery principles.</p>	Maths Lead, SLT, class teachers	<ul style="list-style-type: none"> • Learning walks • Book looks • Pupil voice • Planning scrutiny • Data analysis • Lesson observations 	<p>Maths Mastery curriculum has been successfully implemented in all year groups. Staff voice reflects staff feel it has improved own subject knowledge, resourcing and vocabulary development Jan'26</p> <p>Learning walks and lesson observations demonstrate improved vocabulary instruction and development. In recent learning walks by the Maths Mastery Development Lead and Maths Lead, considerable improvement was seen in mathematical partner talk. Feb'26</p> <p>Peer observation, coaching by the Maths lead has been evident in some year groups. Feb'26</p>
Assessment	<p>Implement a consistent whole-school process for completing QLAs following termly assessments, ensuring all teachers analyse outcomes at question, concept, and domain level.</p> <p>Use QLA findings to inform medium-term and weekly planning, with teachers adapting modelling, representations, and practice tasks to address identified gaps.</p> <p>Facilitate collaborative staff discussions to identify common misconceptions, share effective strategies, and agree on curriculum adjustments where patterns emerge across year groups.</p> <p>Provide professional development and support on interpreting diagnostic data, linking QLA outcomes to mastery principles, and</p>	Maths Lead, SLT, class teachers	<ul style="list-style-type: none"> • QLA reviews • Pupil Progress • Planning scrutiny • Learning walks • Book scrutiny • Analysis of data • Staff voice 	<p>In recent pupil progress <u>meetings</u> all year groups used QLAs to identify the gaps in maths NFER tests. The maths lead has discussed these will all year groups and supported planning. Feb '26</p> <p>The Maths Mastery Lead worked with Year 6 in Feb'26 to plan the next half terms teaching sequenced based on the QLA. Maths Mastery units have been selected and agreed. Feb '26</p>

Actions



	<p>planning responsive teaching sequences. Use QLA trends to inform intervention decisions, ensuring support is targeted, time-limited, and aligned with the core curriculum.</p>			
Targeted Interventions	<p>Establish clear criteria for identifying pupils requiring intervention, drawing on QLA outcomes, formative assessment, and teacher insight.</p> <p>Implement structured, time-limited intervention programmes that focus on core concepts and are directly linked to classroom learning.</p> <p>Provide training for staff delivering interventions to ensure consistency, fidelity to the curriculum, and effective use of modelling and scaffolding.</p> <p>Ensure intervention planning includes precise learning objectives, success criteria, and opportunities for pupils to apply learning back in class.</p> <p>Review intervention groups half-terminly to evaluate progress, adjust provision, and ensure pupils do not remain in support longer than necessary.</p>	Maths Lead, SLT, class teachers	<ul style="list-style-type: none"> Intervention reviews Targeted group analysis Learning walks Staff voice Book scrutiny 	<p>All Maths intervention groups have been reselected and planned for Spring 2 half term based on Spring 1 data. Feb '26</p> <p>Training for TA's was delivered by the Maths Lead in Autumn 1 and in Spring 1. These sessions focussed on Manipulatives and how to scaffold work effectively. Feb '26</p>
Deep foundational understanding in EYFS	<p>Ensure children internalise number relationships, pattern structures and early calculation concepts through repeated, varied, hands-on experiences.</p> <p>Play-based mastery is achieved through mathematical thinking embedded in continuous provision, routines, stories, songs, and child-initiated exploration.</p> <p>Adults model precise mathematical vocabulary and questioning to strengthen reasoning and metacognition through effective interactions. Adults observe and extend mathematical thinking during child-initiated play.</p> <p>Track progress using observations, learning stories, and annotated photos, ensuring evidence reflects depth, not quantity.</p> <p>Provide targeted interventions for children not yet secure in early number concepts.</p>	Maths Lead, EYFS Lead	<ul style="list-style-type: none"> Environment and provision audits Learning walks Interaction observations Tapestry monitoring Data analysis Pupil voice 	<p>Learning walks by the Maths lead and Maths Mastery lead in Autumn 2 praised EYFS for maths provision and teaching. Opportunities for mathematical thinking was identified in continuous provision, routines, stories, songs, and child-initiated exploration. Feb '26</p> <p>EYFS lead is part f the Maths Consortium group led by Alison Borthwick. Feb '26</p>
Staff subject knowledge and pedagogical expertise	<p>Develop a yearlong progressive strategic CPD plan based on data analysis, monitoring and staff voice.</p> <p>Use NCETM, Maths Hub, EEF guidance, and high-quality mastery materials to structure training.</p> <p>Provide whole-school training on consistent use of representations (tens frames, part-whole models, number lines, bar models).</p> <p>Train staff in high-quality mathematical questioning, modelling, and scaffolding. Ensure staff are confident in identifying misconceptions early and using formative assessment to adapt teaching</p> <p>Embed coaching cycles, peer observations, and team teaching to support implementation.</p>	Head of school, maths lead, EYFS lead. Phase leads	<ul style="list-style-type: none"> Staff voice Learning walks and observations Data analysis Moderation 	
Times tables focus in Year 3 and 4	<p>Implement a structured times tables progression across Years 3 and 4, ensuring clarity on which facts are taught, when, and how they are revisited.</p> <p>Embed daily fluency sessions (short, focused, high-impact) to build automaticity.</p> <p>Use manipulatives and visual models (arrays, number lines, bar models) to strengthen conceptual understanding alongside recall.</p> <p>Introduce retrieval practice routines (quick quizzes, low-stakes tests, chanting, games) to reinforce long-term memory.</p> <p>Ensure pupils regularly practise using Times Tables Rock Stars) with clear expectations for home and school use.</p> <p>Provide targeted small-group interventions for pupils who are not yet secure, using diagnostic assessment to identify gaps.</p>	Maths lead, class teachers	<ul style="list-style-type: none"> MTC analysis Data analysis Staff & pupil voice Learning walks/observations 	<p>Maths MTC results are improving over the year and although they are lower than last year aaf this point, the trajectory shows positive progress towards target. Jan '26</p>