

Section A – Learning and Achievement

Raise achievement in reading by:

- **adopting a consistent approach to the teaching of reading with a focus on helping pupils to understand fully what they read**
- **ensuring pupils have a wider range of reading activities that build more effectively upon their zest for reading**

An audit of guided reading resources has taken place following the completion of the library audit, purchase of new books and placing all books onto the computer system.

The school has adopted a specific approach to guided reading. All teachers and teaching assistants have completed initial training lead by the local authority advisor that the school employs and the subject leader. The teacher in charge of the library is running regular support training for teaching assistants as they develop their skills in this area.

A wider range of guided reading book sets are being purchased, using the expertise of the subject leader and teacher in charge of the library, and the interests of each member of staff. Guided reading sessions have been timetabled across the school involving all teachers and teaching assistants working on whole school assessment foci.

Teachers have each chosen a book to read to their class as inspiration, reading it in short bursts to the class each week. Classes are 'advertising' their book by turning their doors into the cover of the book. Regular author visits will continue.

The teacher in charge of the library has produced some new frames to support children of different ages and abilities to produce book reviews to share, as well as one to use to design book covers.

The approach we take to designing weekly literacy lessons encourages planning that gathers ideas about writing from reading and talking first and the literacy leader supports and monitors plans to ensure shared reading features regularly.

All classes dedicate one session a week in the library, to its use and to choosing appropriate books, whilst individual library reading records support the monitoring of children's reading across the school.

Some children have been paired, with older children acting as 'reading buddies' for younger, less able readers.

The team from Cambridge University leading the research project 'CHiPE' have visited the school at the start of the term to explain the project and introduce teaching and learning techniques known as 'Dialogic Literacy gatherings'. The school is delighted to be invited to be involved in the project.

These actions are designed to raise achievement, so will be evaluated through the schools termly tracking data. As they are also designed to impact on the quality of learning, they will also be monitored and evaluated by the senior leadership team and governors' curriculum committee through sampling and surveys.

Section A – Learning and Achievement

Raise achievement in mathematics by:

- **providing pupils with a wide range of interesting tasks in mathematics which motivate them to try hard to apply their mathematical skills and which extend the thinking of more-able pupils.**

The school teaches topics across the whole school at the same time, such as 'Calculations', to promote mathematics across the school. In the Autumn term, this included activities lead through assemblies, the 'visit' of famous mathematicians (Eratosthenes and John Napier), setting out investigative and problem solving activities, as well as practical methods (such as 'Chocolate multiplication').

The subject leader has introduced maths activities to all staff meetings to support a widening of mathematical ideas. The Headteacher (as a maths specialist) supports planning by providing ideas for interesting, rich mathematical activities to provide challenge and to extend the thinking of the most able.

Additional resources have been purchased, included number fans, number lines and clear pocket whiteboards, to support teaching and learning, and resource sites such as the Cambridge university 'nrich' website have been shared with all staff.

Additional sessions for children targeted as potential level 6 on exit with extension materials and activities, are taking place in the Spring term.

The subject leader supported by the local authority advisor that the school employs ensures teachers are using the maths working wall to full effectiveness – both for learning and development, evaluates work in the classrooms and children's book and reviews progress through the half termly tracking system.

Following last year's trial, the school continues to use the computer programme 'Mathletics' to support additional skills practice at home and school. With the Maths subject leader moving on at the end of last year, this is now organised and monitored by one of the school's specialist maths intervention teaching assistants.

The team from Cambridge University leading the research project 'CHiPE' have visited the school at the start of the term to explain the project and introduce teaching and learning techniques known as 'Interactive Groups'. The school is delighted to be invited to be involved in the project.

These actions are designed to raise achievement, so will be evaluated through the schools termly tracking data. As they are also designed to impact on the quality of learning, they will also be monitored and evaluated by the senior leadership team and governors' curriculum committee through sampling and surveys.

Section B – Teaching and Assessment

Improve the quality of teaching to consistently good or better by ensuring that:

- **lesson introductions are not too long so that pupils remain motivated and have the maximum time to practise and to develop their skills**
- **the best use is made of all adults throughout lessons to move learning forward more quickly**
- **the correct level of work is provided for pupils right from the start of lessons so that all pupils make the best possible progress.**

The assistant head is developing the quality of lesson delivery by planning, organising and leading lesson study and encouraging teaching approaches appropriate to the circumstances.

Semi-specialists in each team support collaborative planning for English and Mathematics and ensure standards match new curriculum expectations and progression is built on year on year.

Teaching teams are monitoring the quality of lessons and recording evidence by considering three specific things:

- The length of the lesson introduction (by recording the time children have in a 55 minute lesson to practise and to develop their skills), recorded largely by teaching assistants or the additional teacher within the class
- The role of each additional adult in the children's learning, often recorded by teachers or teaching assistants swapping and observing across year groups.
- The level of work set right from the start of the lesson, evaluated and observed by teachers visiting year groups above and below their own, and feeding back to one another.

The head and deputy collate the evidence provided by the teaching teams, share the information with the local authority monitoring inspector, and judge the accuracy of the information through their own observations of lessons.

These actions are designed to improve the quality of teaching, so will be evaluated through monitoring of teaching and learning in paired observations with external advisors.

Section C – The Learning Environment

Improve the effectiveness of leadership and management by ensuring that:

- **strategies for managing pupils' behaviour are applied consistently by all staff and are fully understood by parents.**

The School council and staff designed an explicit behaviour management system. The system was shared with all children in assemblies and discussed within each class. Children listed the behaviours they felt disturbed their learning and these were incorporated in the system. A draft policy has been produced and the system went through a successful trial in two classes in December. With minor changes following discussions with the children, the system was rolled out to all classes on the first day of the Spring term, and its impact will be reviewed at the end of the term.

The system is focussed around the phrase 'I'm thinking about my learning' and contains four thinking bubbles, each joined to its neighbours by two small reminder bubbles. All children start on the second bubble, with the opportunity to move up or down according to the behaviours for learning they exhibit. Children moving down will first go to the reminder bubbles and will be moved up again should the reminder prove sufficient. If they find themselves down to the third bubble, then they will lose time, perhaps needing to catch up work in their break or lunch time. Children who find themselves in the top bubble will receive a raffle ticket and go into a draw at the end of the week for a (small) prize. More serious sanctions follow for children who fall below the third bubble.

For some children, an individual behaviour plan is written in conjunction with the behaviour leader, class teacher and parent, to support their specific needs. In some cases, for some days, this may exempt them from the system above.

Privilege cards continue to be used for children trusted by their teachers to work or play through indirect supervision. Bronze awards are available (acting as 'permanent privilege cards') for children who earn trust over a substantial period of time, and silver cards (which allow children full access to all areas of the school) to children who show additional responsibility and the ability to lead. Currently this is eight year 6 children, and is expected to become around 16 by the end of the term, with year 5 children being included during the Summer term. Silver card holders support assemblies as well as children's movement around the school. Gold cards will become available to these children after a period of support, allowing them to invite up to two friends with them wherever they choose to be without the need for a privilege card.

From January, meetings with parents will describe these actions, and all the actions taken to support the OfSTED action points, as well as discuss methods to provide information in ways best suited to their needs. The European Union research project from which the CHiPE (*'Children's personal epistemologies'*) project has developed discusses the value of children's non-school learning and advocates developing parent's roles within the school. The meetings provide the opportunity to begin this discussion.

These actions are designed to improve the learning environment, so will be evaluated by the governors monitoring, through discussions with children and parents.

Section D - Ambition

Improve the effectiveness of leadership and management by ensuring that:

- **leaders focus more sharply on the quality of pupils' learning and progress when they carry out their checks on teaching**
- **leaders check more closely the work of teaching assistants and provide them with helpful guidance to enable them to improve their skills**
- **the roles of all subject leaders are fully developed so that they can contribute more effectively to improving teaching and learning in their subjects**
- **governors continue to develop more systematic ways to hold senior leaders fully to account for the school's performance**

The inspectors recognised that having new staff teams across all year groups meant that these teams were still building. At the time of the inspection, senior leaders were focussed on ensuring all new staff teams understood and followed school systems. From November, the focus returned to teaching and learning. The school has always had a sharp focus on learning, supported by an independent inspector.

The local authority audit referred to the work of teaching assistants in targeting additional support, lead by the extended schools leader, as consistent and effective, whilst recognising that it is too early for this work to be show impact in the (2012) data that they based their judgements on:

'Well-targeted support provided by teaching assistants was good, particularly because of the consistent use of effective support plans. These have improved communication between adults and therefore the consistency of approach and expectation.'

Since September, teaching assistants have been targeted at specific areas, with training for catch up programs and more recently guided reading.

The new subject leaders for Maths and Special Educational Needs started their roles in September, and for English at Easter 2013; the school purchases support from local authority specialist advisors to develop their roles. This is ongoing. The report recognises that the school has a relatively new middle leadership team, and that strong support structures are already in place.

The school employs local authority advisors, independent advisors, and receives strong support from the Aylsham Cluster Trust schools. The governors are redesigning the Governor Action Plan, and engaged with these and other outside agencies as they seek to develop more systematic ways to hold leaders to account.

The school is fortunate in that the research and work involved designing our building brought us recognition and earned our involvement in the work of the Cambridge Primary Review Trust. It drives our philosophy. One consequence of this is to be able to work alongside outstanding schools across the country. This term, we are working with The Wroxham School in Potters Bar, arguably the most inspirational primary school in the county. The opportunity to learn from European union initiatives and to work with senior researchers at Cambridge University is also. Additionally, the school has signed up to the Norfolk to Good and Great programme, offering support and challenge from a senior independent advisor.

These actions are designed to develop the school's ambition, so will be evaluated by the governor and local authority monitoring.