Maths Action Plan derived from School Improvement Plan 2026-27

Where does the action derive from?	Ofsted 2024: 1. In a few subjects, the school has not identified the ways in which prior knowledge connects to new learning. This means that staff do not maximise opportunities to make these clear, which prevents pupils from deepening their understanding of important concepts. The school should ensure that all subjects map these connections to support staff and pupils in developing their understanding over time. 2. In some wider curriculum subjects, the school is in the early stages of implementing systems to check how well pupils learn the curriculum. Consequently, the school does not have a secure understanding of what pupils know and remember in all subjects. The school should develop effective assessment systems to check the impact of its work on helping pupils remember their learning in the long term. SIAMS 2024 1. Ensure opportunities for spiritual flourishing are an integral part of the curriculum. Enable pupils to express their thinking in a variety of ways so the impact of these experiences is clear. 2. Develop a systematic approach that allows governors to evaluate the impact the Christian vision has on all aspects of this Church school. This leads to ongoing foci for improvements, enhancing the impact of this Church school. 3. Deepen pupils' understanding of key themes, such as core religious concepts and Christianity as a living faith. This is to enable pupils to think at a deeper level and shape responses in answering 'big questions'. Our School Priorities for 26-27 1. Maths 2. History 3. Disadvantaged pupils	

Target improvement (what will be better for children?)	Actions to implement to achieve this target	Timescale	Resource / time implications / Monitoring Consider supply costs approx (£150 per day, £120 afternoon)	Evaluation of impact and monitoring (updated in Dec 25, April 26, July 26)
Target 1 To ensure MTC data continues to be in line with the national average.	• Set-up year 4 on TTRS MTC hub for the 3 data drops (Oct , Jan, April) • Review results from TTRS MTC hub and write a plan to close gaps • Review the TTRS access with year groups 1-4 (ensure classes give time for all children to access TTRS in school day) • Intervention for those children identified as not meeting the standard.	1 Year	• TTRS subscription • HW subject leadership time to monitor.	
Target 2 To improve outcomes for disadvantaged pupils.	• PPM data to be shared and underperforming disadvantaged children identified • Meet with inclusion to look at intervention data success • Review effectiveness of current intervention programmes in place and adapt if necessary. • Learning walks/ book looks will focus on disadvantaged children.	1 Year	• Possible new intervention programme and resources costs. • HW to attend NCETM training to support KS1 • Feedback at weekly SLT meeting (HW to claim additional hours).	

Target 3 To review the current mathematics curriculum in place from EYFS through to Year 6 & identify key areas for development to address identified need.	• Review feedback following Steve Lomax's visit, to include: - Review the small steps of current maths curriculum and identify areas of change needed across the classes. - Provide training on task design for teachers.	1 Year	• HW to attend GLOSSI Primary Network meetings. • HW subject leadership time to develop curriculum. • Staff training/collaboration with Heartwood maths champions. • Staff CPD • Feedback at weekly SLT meeting (HW to claim additional hours)	

Nailsworth C of E Primary School
???Training programme 2025-2026

At Nailsworth Primary School …. 1.						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Training						
Revisit						
Monitoring						