



<p><u>School Development Plan Priority</u> 3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve</p>	<p><u>Focus of Visit</u> Ensure that progress and attainment in maths is inline with/exceeding national Evidence of progress in these areas to appear in HT report to the governing body, SPTO data book scrutinies and lesson observations.</p>
<p><u>Visit time, date and Governor name:</u> 13th July 2017 Simon King</p>	<p><u>Staff name:</u> Fran Ferguson</p>
<p><u>SDP actions to consider</u> From accurate assessment deeper learning is planned and effectively taught in maths across school</p> <p>OFSTED Next Step:</p> <ul style="list-style-type: none"> Pupils have a range of opportunities to develop their mathematical knowledge, understanding and skills across the curriculum 	
<p><u>Ofsted Outstanding</u></p> <ul style="list-style-type: none"> 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. <p><u>Ofsted Good</u></p> <ul style="list-style-type: none"> Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. 	
<p><u>Previous visit: Progress on agreed actions and Impact</u></p>	
<p><u>Observations and Discussions</u></p> <p>From Ofsted March 2017- My first line of enquiry related to leaders' actions in raising pupils' achievement in mathematics in key stage 2. This was an area for improvement noted in the previous inspection report. A detailed review undertaken by leaders identified gaps in pupils' knowledge and understanding, as well as limited opportunities for challenge. Consequently, a new programme for mathematics has been introduced across the school. As a result of this, evidence in pupils' books shows that they are now making better progress. Pupils are successfully applying their skills in a wide range of problem-solving tasks. My discussions with pupils highlighted their ability to articulate their mathematical reasoning with confidence. For example, most-able pupils can explain how to solve a complex problem. Evidence in books shows that disadvantaged pupils and pupils who have special educational needs and/or disabilities make strong progress. They acquire skills that are appropriate for their different stages of development. This is because teachers deploy support staff effectively and ensure that misconceptions are addressed quickly. However, pupils do not regularly apply their mathematical</p>	



skills in other subject areas.

Working towards this, we have already bought deeper learning textbooks that not only put maths into different contexts for the children but also link cross-curricularly. Each class now also has a box in which to place examples of planning and work of cross curricular maths. Shared with governor.

Data SPTO – in line with national achievement and progress. Particularly strong lower down the school where the curriculum has been in place since the beginning, but others making good progress too. Small numbers in UKS2 so data insignificant but discussed with regards to individual children.

Sample of books from across school and across ability range shows evidence of deeper learning throughout and use of concrete/pictorial/abstract learning sequence.

Summary to be entered on Governor Monitoring Plan:

Further Action Required:

Continue monitoring SPTO to ensure progress and attainment remains inline/exceeding nation expectations. Monitor cross curricular boxes to ensure progress towards Ofsted next step

Impact of Governance:

The book review showed in action the points we have discussed above including the greater depth and the progress across school. Equally through the books, viewing the textbooks and cross-curricular box you could see first hand how maths can be taken outside of the maths lesson and made relevant to the children.

Date and time of next visit:

October 2017

Governor signature:

Date: 13.7.2017.

Staff signature:

Pupils at ARE atEnd of Year Final, 2016/2017

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Subjects Combined		Mathematics	
WHOLE SCHOOL	32.3%	67.7%	32.3%
ADMIN	31/96	65/96	31/96
[98 children]	-	-	32.3%
	-	-	31/96
	-	-	2.1%
1	22.2%	77.8%	22.2%
	4/18	14/18	4/18
	-	-	22.2%
[18 children]	-	-	4/18
	-	-	4/18
	-	-	0.0%
2	23.5%	76.5%	23.5%
	4/17	13/17	4/17
	-	-	23.5%
[17 children]	-	-	4/17
	-	-	0.0%
	-	-	0/17
3	33.3%	66.7%	33.3%
	5/15	10/15	5/15
	-	-	33.3%
[15 children]	-	-	5/15
	-	-	6.7%
	-	-	1/15
4	29.4%	70.6%	29.4%
	5/17	12/17	5/17
	-	-	29.4%
[18 children]	-	-	5/17
	-	-	0.0%
	-	-	0/17
5	57.1%	42.9%	57.1%
	4/7	3/7	4/7
	-	-	57.1%
[8 children]	-	-	4/7
	-	-	14.3%
	-	-	1/7
6	50.0%	50.0%	50.0%
	4/8	4/8	4/8
	-	-	50.0%
[8 children]	-	-	4/8
	-	-	0.0%
	-	-	0/8
R	35.7%	64.3%	35.7%
	5/14	9/14	5/14
	-	-	35.7%
[14 children]	-	-	5/14
	-	-	0.0%
	-	-	0/14
	-	-	35.7%
	-	-	5/14
	-	-	8/14
	-	-	57.1%
	-	-	7.1%
	-	-	1/14
	-	-	0.0%
	-	-	7.1%
	-	-	0/14

Progress this year in average Tracking Points, Baseline to End of Year Final, 2016-2017 Page created: 14:30 12-07-2017

Subjects Combined		Mathematics
WHOLE SCHOOL	+3.1	+3.1 [96 pupils]
ADMIN		
[98 children]		
1	+3.1	+3.1 [18 pupils]
[18 children]		
2	+3.2	+3.2 [17 pupils]
[17 children]		
3	+2.9	+2.9 [15 pupils]
[15 children]		
4	+3.4	+3.4 [17 pupils]
[18 children]		
5	+2.1	+2.1 [7 pupils]
[8 children]		
6	+2.6	+2.6 [8 pupils]
[8 children]		
R	+3.6	+3.6 [14 pupils]
[14 children]		