



Frithville Primary School

Federated with

New York Primary School

Federation Maths Improvement Plan ~ Academic Year 2018-19

Summary:

Improvement Objectives from Ofsted Reports: Frithville February 2017 and New York March 2017.

Frithville is not yet an outstanding school because:

- Leaders and those responsible for governance should ensure that teachers:
 - Give pupils more opportunities to answer questions requiring inference skills, to improve their reading comprehension skills
 - Throughout the school consistently challenge pupils using questions that involve mathematical reasoning, to enable more pupils to achieve highly.

New York is not yet an outstanding school because:

- Subject leaders develop their leadership skills, so that governors can hold them to account for improvements in the quality of teaching and pupils' achievement in their area of responsibility
- Work more extensively with parents to improve pupils' rates of attendance
- Pupils' progress in writing and mathematics is accelerated by teachers:
 - Insisting that pupils use their spelling and punctuation skills accurately when they write at length in all subjects.
 - Intervening quickly to move pupils on to more challenging work.

Priorities for 2018/19 with a view to improving the attainment and progress of all pupils.

Priority 1:

Secure consistently good or better teaching, learning and assessment across the Federation.

We will know we have succeeded when:

- All pupils meet or exceed their individual expected attainment.
- All pupils meet or exceed their individual expected progress.
- Federation leaders can compare and justify Federation expectations, standards and outcomes against those set nationally.

Evidence will be gathered through:

- Lesson observation
- Work scrutiny
- Pupil interview and questionnaire
- Learning walk
- Pupil progress data
- Discussion with teachers and leaders
- Peer discussion and review
- Performance management

Priority 2:

To improve the Effectiveness of Leadership and Management throughout the Federation.

We will know we have succeeded when:

- Leaders at all levels are highly ambitious for the pupils and lead by example through a thorough and extensive programme of monitoring and evaluation, thereby basing their judgements and actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- Senior leaders across the Federation work to promote improvement across the wider system, including, where applicable, with outside agencies to raise the proportion of children who meet or exceed their expected attainment and progress.
- Governors stringently hold senior leaders to account for all aspects of the Federation's performance.

Evidence will be gathered through:

- Pupil and Parental Questionnaire
- Lesson observations
- Work scrutiny
- HT reports to governors and SEF
- Learning walks
- Discussion with staff
- Peer Review discussion with SLT and Governors
- Discussion with SLT and Governors
- Governor visits

Governor Monitoring & Evaluation Timetable – Academic Year 2018-19

Areas of responsibility:

Staff

| Pupil Progress | Curriculum (KS1 & New RE Syllabus) | Curriculum (KS2 & Mobilise 3) | Maths (Mobilise 3) | English | Science | SMSC | EYFS | SEND | PE |
|------------------|---------------------------------------|----------------------------------|-----------------------|----------------|--------------|--------------|--------------|-------------------------------------|---|
| Paul Bargh (SLT) | Fern Parsons (SLT) | Donna Iveson (SLT) | Paul Bargh | Sharon Tempest | Donna Iveson | Fern Parsons | Sara Zuzarte | Donna Frost-Phillips Kath Conley | Paul Bargh (Dan Taylor & Eden Major) |

Governors

| H & S | Safeguarding | Pupil Progress | HTPM | Finance | CPD/Link | Maths | English | Science | SMSC | EYFS | SEND | PE |
|-------|--------------|----------------|----------|---------|----------|-------|---------|---------|------|------|-------|----|
| KT/KC | SB/KT | SB/KA | GC/KT/SB | SB/GC | AS | GC | SB | KA | KC | KT | GC/SB | KT |

Timetable:

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | | | | | | |
|-------------------|---|------------------------------|---|--|--|---|--|------------------------------|---|---------------------------------|--|----------------------------------|
| Reports: | Sports Premium SEF 1 Pupil Pr AY 2016-7 | PB/KT SLT/FGB PB/SB/GC | SMSC SEF 5 Mobilise Plan Budget | FP/KC SLT/FGB DI/PB/SB PB/SB/GC | English Maths Science Curriculum Pupil Pr Term 1 | ST/SB PB/GC DI/KA FP/PB/SB/? PB/SB/GC | EYFS SEF 3 & 4 Mobilise Do | SZ/KT SLT/FGB DI/PB/SB | Pupil Pr Term 2 Budget SATS | PB/SB/GC PB/SB/GC SB/GC | SEND SEF 2, 6 & 7 Mobilise Review | DFP/GC/SB SLT/FGB DI/PB/SB |
| Monitoring | Formal Obs Perform. Man. | SLT/FGB TS/FGB | H & S Safeguarding Adopt a Governor - Work scrutiny - Pupil voice | PB/KT/KC PB/SB/KT FGB | Formal Obs Perform. Man. Pupil Pr. | SLT/FGB TS/FGB PB/SB/GC | Adopt a Governor - Work scrutiny - Pupil voice | FGB | Formal Obs HT Perform. Man. Pupil Pr. | SLT/FGB GC/KT/SB PB/SB/GC | Adopt a Governor - Work scrutiny - Pupil voice | FGB |

Maths Action Plan Overview 2018-19

| The Issue: | Inputs: | Outputs: | Short Term Outcomes: | Long Term Outcomes: | Impacts: |
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| Underpinned by an informed evidence base | Resources and activities | Activities, participants, infrastructure | Changes in attitudes, knowledge or behaviours | Changes in attitudes, knowledge or behaviours | Overall aims |
| <ul style="list-style-type: none"> • Progress and attainment at the end of key stage is not consistent in maths - Skills and understanding of pupils in key areas. - Skills and understanding of staff in key areas. - Mobility – gaps in learning - High number of SEND. - Parental understanding. | <ul style="list-style-type: none"> • L&M CPD • Maths CPD • Reinforce learning philosophy • Question cards for all • Reinforce feedback policy • Trialling new resources • Timetable reflects emphasis of maths | <ul style="list-style-type: none"> • CPD timetabled and budgeted for • Investigate staffing and class structure • Required resources budgeted for • FIP and MAP integrated into PM targets • Plan for discrete and cold maths opportunities across the wider curriculum | <ul style="list-style-type: none"> • Pupils, staff and parents enjoy maths. • Discrete and cold maths embedded in whole curriculum • Staff and governors are more aware of the progress made by vulnerable groups • Emphasis on maths-based enquiry when employing new staff | <ul style="list-style-type: none"> • Pupils, staff and parents are more confident in their mathematical ability • Pupils are able to transfer mathematical skills knowledge and understanding. | <ul style="list-style-type: none"> • Progress and attainment at the end of key stage is consistent in maths • Progress and attainment at the end of key stage is comparable with local and national standards |
| <ul style="list-style-type: none"> • Engage with parents - Newsletter - Website - Parents' evening - PTA games night - Mum's, Dad's and grandparent evenings | <ul style="list-style-type: none"> • Collection of evidence timetabled - subject leader - SLT - Governors - Peer review • PM meetings timetabled and maths targets set | <ul style="list-style-type: none"> • Parents etc attend planned events • Parents are aware of how to support their children at home with maths • Planned timetables adhered to | <ul style="list-style-type: none"> • Opportunities for the teaching and learning of Mathematical skills, knowledge are embedded in the wider curriculum | <ul style="list-style-type: none"> • All staff have a greater understanding of mathematical expectations throughout each key-stage | |



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| <p style="text-align: center;">Sources of Triangulated Evidence:</p> <ol style="list-style-type: none"> 1. Children's books: Is the curriculum being taught? Are the children being challenged? Are the children making progress from their starting points? AFL? 2. Lesson drop-ins/observations/learning walks: Appropriate feedback? Questioning? Differentiation? Use of resources? 3. Pupil Progress Meetings: Inhibitors to learning? Intervention impact? Vulnerable groups? | <p style="text-align: center;">Who:</p> <ul style="list-style-type: none"> Subject leader SLT Governors Peer review |
|---|--|

| Milestones | | | | |
|---|--|---|---|--|
| Priority 1 Objectives: | Sept 30th 2018 | Dec 20th 2018 | April 5th 2019 | July 12th 2019 |
| 1.3 Challenge all pupils using questions that involve mathematical reasoning. | SL to audit current practice through staff meeting discussion. SL to order Power Maths resources, as evaluated by TS during staff meeting. | Evidence of pupils being given the opportunity to use mathematical reasoning skills evidenced through lesson obs and work scrutinies. Mobilise 3 TBC. | Pupils' accurate use of mathematical reasoning skills evidenced through lesson obs, work scrutinies and Peer Review. SL/Gov feedback to FGB, inform SEF (Sections 3 & 4). | Pupils' accurate use of mathematical reasoning skills evidenced through lesson obs, work scrutinies and peer review. Review impact of actions, to inform SEF (Section 6). |
| 1.4 Increase opportunities for pupils to develop mental maths strategies across the across the curriculum. | SL to audit current practice through staff meeting discussion. | Evidence of pupils being given the opportunity to use mental maths strategies evidenced through lesson obs and work scrutinies. Mobilise 3 TBC. | Pupils' accurate use of mental maths strategies evidenced through lesson obs, work scrutinies and Peer Review. SL/Gov feedback to FGB, inform SEF (Sections 3 & 4). | Pupils' accurate use of mental maths strategies evidenced through lesson obs, work scrutinies and peer review. Review impact of actions, to inform SEF (Section 6). |
| 1.5 Continue to develop a creative, bespoke curriculum to ensure that individual learning needs of our children are met and that good progress is made from the moment they start at each school. | Staff to work in Key Stage teams to review, develop and update long term plans. Investigate Heritage School Status. Explore Global Learning possibilities. ICT E-Safety Poster competition. | Staff to audit resources across the Federation with a view to ordering new resources if needed. Review provision and intervention strategies to enhance learning. Mobilise 3 TBC. Staff to have planned curriculum enhancement activities such as visits and visitors. | Mobilise 3 TBC. Review provision and intervention strategies to enhance learning. | Staff to review the impact of actions and changes to the curriculum, to inform SEF (Section 6). |
| Priority 2 Objectives: | Sept 30th 2018 | Dec 20th 2018 | April 5th 2019 | July 12th 2019 |
| 2.1 To develop an effective devolved leadership across the 3 key stages to 'subject leadership' across the school, which impacts significantly to improve standards and outcomes for children. | FIP, Staff meeting and monitoring/ evaluation timetables shared with all staff and governors. SL Action Plans to have been written and shared with all staff and governors. (Maths, English, Science, RE/SMSC, EYFS, Sports' Grant Report, SEND) External sports fixture timetable to be shared, planned and organised. SL to review and amend RE planning in accordance with new Lincolnshire Agreed Syllabus and share with staff. | Mobilise 3 Action Plan in place. SL/Gov - SMSC report to FGB, informing SEF 5. Pupil, Parent and Staff questionnaires reviewed and prepared to encourage greater pupil/parental input into school improvement. Review and act upon SL planned priorities as appropriate. | Mobilise 3 TBC. Review and act upon SEF 5 priorities as appropriate. Pupil and Staff questionnaires carried out, analysed and action plan prepared (if required). Review and act upon SL planned priorities as appropriate. English, maths, science and EYFS SL report to FGB, informing SEF 3 & 4. SL to evaluate effectiveness of new RE planning. | Mobilise 3 TBC. Review and act upon SEF 3, 4 & 5 priorities as appropriate. Parent questionnaire carried out, analysed and action plan in place (if required). Review and act upon SL planned priorities as appropriate. Review impact of SL planned priorities, informing SEF 2, 6 & 7. |

| Priority 1: Secure consistently good or better teaching, learning and assessment across the Federation. | | | | | |
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| Objectives: | Actions: | Impact: | Resources: | Monitoring, Evaluation Process and Timeline: | Responsibility: |
| 1.1 Challenge all pupils using questions that involve mathematical reasoning. | 1.1.1 Staff provide opportunities for pupils to explain their mathematical reasoning as appropriate. 1.1.2 Staff challenged in PM meetings. | a. Pupils demonstrate a deeper understanding of maths through either written or verbal explanations. b. Pupils make expected or better progress in reasoning type questions. | CPD for TS and TAs, as required | Formal lesson obs: Terms 1, 3 and 5. Informal/drop in obs. Book scrutinies: SL – terms 1, 3 and 5. SLT – terms 2, 4 and 6 KS staff meetings. Governor subject monitoring: Term 3. Pupil progress: Term 6. Peer Review: Terms 3 and 6. | SLT/ FGB SLT/SL/ FGB All staff/ FGB |
| 1.2 Increase opportunities for pupils to develop mental maths strategies across the curriculum. | 1.2.1 Staff provide opportunities for pupils to develop their use of mental maths as appropriate. 1.2.2 Staff challenged in PM meetings. 1.2.3 Opportunities identified for maths skills to be used across the curriculum. | a. Pupils demonstrate a deeper understanding of maths through either written or verbal explanations. b. Pupils make expected or better progress. c. Cross-curricular use of maths skills evidenced in books. | CPD for TS and TAs, as required. | SLT – terms 2, 4 and 6 KS staff meetings. Governor subject monitoring: Term 3. Pupil progress: Term 6. Peer Review: Terms 3 and 6. | SL/ FGB PB/ SB/KA SLT/ FGB |
| 1.3 Continue to develop a creative, bespoke curriculum to ensure that individual learning needs of our children are met and that good progress is made from the moment they start at each school. | 1.3.1 Mobilise 3 1.3.2 SL action plans to be completed and shared. 1.3.3 The first books of pupils who move to the schools mid-year are kept to provide a baseline for measuring progress. | a. Pupils are engaged in their learning and make expected or better progress from their starting points. b. A robust evidence base of childrens' learning. | PPA cover, as required Updated resources, as required. Trips and visitors, as appropriate. | Parent/pupil voice: Terms 3 and 5. Adopt a Governor: Terms 2, 4 and 6. SEF: Terms 1, 2, 4 and 6. LCC Moderations: Term 5 Performance Management: Terms 1 and 4. FGB Meetings: | SLT/ KC/FGB TS/ FGB SLT/ FGB TS/ FGB TS/SLT/ FGB TS/ FGB |
| Priority 2: To improve the Effectiveness of Leadership and Management throughout the Federation. | | | | | |
| Objectives: | Actions: | Impact: | Resources: | | |
| 2.1 To develop an effective devolved leadership across the 3 key stages to 'subject leadership' across the school, which impacts significantly to improve standards and outcomes for children. | 2.1.1 To further develop the leadership of all subjects across the Federation. 2.1.2 SL to use findings from action plans: English, maths, science, PE, EYFS, SMSC and SEND. 2.1.3 SLT ensure that all staff engage with "Mobilise 3". | a. Leaders with have a greater awareness of their subject across the Federation. b. SL will have a greater confidence to lead. c. CPD to be provided for staff as appropriate. d. To improve the quality of teaching across the Federation. e. Pupils make expected or better progress. | CPD for SLs. Membership to KYRA and Connect. | | |