

Improving the KS4 outcomes in Mathematics

This was evidenced based on an already successfully run project. The “Maths Challenge Project” resulted in 4 out of 5 schools that were supported having an average increase of 9% in Maths at KS4 over 2 terms

Overview

The purpose of this project was to offer bespoke support to schools, to address an attainment gap in Mathematics in schools across the sub-region (both within and outside the project lead’s Local Authority). The project of this kind already had a proven track record of success which is demonstrated from the pilot “Maths Challenge” which was delivered to 5 schools using the school to school support fund.

The support focused on teaching and learning, CPD and assessment, ensuring all schools could access the latest research in subject development, and applied this to their context. The support was flexible and schools were offered a choice of CPD to suit their needs. The work was overseen and progress was monitored by a National Leader of Education to ensure effectiveness and impact on a half termly basis. Each school would work closely with a dedicated System Leader of Education, who would review their practice and offer bespoke CPD to ensure that any suggested improvements were developed and sustained. In addition, the SLE evaluated and developed subject leadership capability, incorporating leadership specific CPD as appropriate.

Furthermore, rigour and challenge at Year 7 was reviewed in each school, using expertise from a Key Stage 2 specialist.

An established model of school-to-school support was led by an NLE which underpinned the project. Each system leader received specific training at the beginning of the project, and quality assurance processes throughout ensured consistency and accountability of all involved.

The project undertook half-termly and termly evaluations, along with meetings with Headteachers and Governors, Heads of Departments, staff and pupils to ensure the planned progress was effective, and the support plan ensured sustainability was incorporated.

Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.

- Design a whole school support model including use of staff, type of support, costs of support, research and development, research and development, training of SLEs and support staff, monitoring and reporting which includes a clear implementation plan and sustainability plan.
- Make use of external partners for example Maths Hub / AMSP /

eMathsMaster

- Offer a menu of CPD as not one size fits all and ensure staff attend targeted CPD for their school and offer follow-up support.
- Provide follow-up support with a pre-planned agenda based on areas in need of improvement include LW and BL
- Celebrate success at the end of the project and ensure a sustainability plan is in place to continue the work.

What the project may do differently in the future

- Build in more time for planning and preparation
- Launch the model of support early to Head Teachers and outline expected outcomes and impact.
- Secure dates for CPD well in advance to ensure a high attendance rate.
- Inform Headteachers of the progress and impact of the support each term with quantitative and qualitative data.
- It is vital that the support is quality assured regularly as staff chances when working on a large project such as this one ensures the correct staff are informed at every stage.
- Ensure ways of working are consistent throughout the process and initial issues are being addressed.
- Ensure you know what you want to achieve, identify solutions, provide the best possible chance of success, did it work? Share with others (this worked particularly well at the network meetings of the 21 schools involved).

Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.

- The diagnostic review at the commencement of the project informed an action plan for each school. This was RAG rated for progress during each term against the short and long term targets.
- CPD and bespoke SLE support has been monitored to ensure actions have been implemented and progress is being made in all areas at SL, ML and in the classroom.

- A thorough quality assurance system is in place at the Teaching School which incorporates a methodical process which is planned and executed at all stages (there is a record of every visit which incorporates a progress review). For example at planning stage; defining problem and identifying corrective and preventative action via SLE support and CPD, implementation to deliver the plan. 1) Preparation, planning and review of information prior to initial visit 2) Diagnostic review with HT, LM, HOD, teachers, staff and pupils, 3) Action Plan for each school 4) Dissemination of Action Plan 5) Follow up SLE visits/CPD provided based on diagnostic review and detailed in action plan. 6) Monitoring progress of action plan and ensure sustainability. 7) Maths Challenge Phase II (sustainability plan offered to all schools for Sept 2019).
- Throughout the project feedback has been provided to HTs, LM and HODs. The support has been flexible and adaptable throughout and re-evaluated at regular intervals to ensure initial issues have been addressed throughout. We identified the key areas we were targeting i.e. support Maths teachers with subject knowledge, support Heads of Maths in Leadership, develop strategies for pupil engagement, develop teaching of high ability pupils, develop use of TAs, increase effectiveness of Line Managers and developed KS3 schemes of work. We wanted to provide a framework of high support and high challenge that would support a sustainable improvement in the leadership of mathematics depts which drive up standards in T & L of Mathematics, ultimately improving outcomes for learners. We then devised a bespoke action plan for each school which focused on specific needs of each school and created a package of CPD opportunities to drive continual improvements in standards in the classrooms; leadership conferences to support decision making; collaborative learning opportunities to ensure each of the key areas were covered.
- We also provided educational outreach visits. Evidence from testimonials from school leaders and progress is demonstrated by the majority of schools which can be seen in their predicted results. To ensure the changes are sustainable - re-inforce the key messages, ensure buy-in from school leaders, be clear on expectations at each level, introduction of monitoring calendar, check for impact - pupil voice, and staff voice.