

Raising Achievement for All in Mathematics (Increasing the expertise of the workforce and targeting the support for pupils)

Overview

At the time this project was proposed, performance in Mathematics was an issue for many Local Authorities and schools in the North West. The project's Local Authority was below national figures. Progress 8 Maths was 0.2. 22 out of 23 North West Local Authorities had underperformance in Maths (P8 Maths). The 5 schools in this project had P8 Maths figures below 0. This project aimed to develop the workforce to meet the demands of the highest quality teaching and develop the approach through mastery, reasoning and problem solving, to meet the higher demands of the reformed Mathematics GCSE and improve the mathematical skills, knowledge and understanding of students. The increased expertise in the staff, and the approaches developed and trialled would be shared with all other schools in the project's LA; existing work streams existed for facilitating wider sharing. Investing heavily in staff CPD, the project would aim to improve the quality of the workforce, and ensure it was sustainable and could continue to be improved.

It was envisaged that increased engagement, enjoyment and success would lead to increased uptake in A Level Maths, after a recent decline in the local area. It would also lead to improved skills levels for all students progressing on to further study, and so widen participation. This work would be supplemented by raising aspirations for all students.

Targeted intervention would have immediate impact. As the new style of teaching became embedded there would be less intervention needed; instead there would be personalised support for all to achieve their potential.

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

- Most impact has been gained from a collaborative approach to CPD and in particular using the Maths Hub TIME team development model to ensure that groups have worked as a team during the course of a series of work group sessions to have more of an impact on the teaching and learning in their department. In addition to this, the open door policy of sharing best practice has been invaluable. Observations of best practice in action ensured that staff can see the developments in action.
- Having the ability to deliver the Mastery programme on behalf of the local Maths Hub has enabled the participants to observe mastery lessons across the department and see how a mastery style can be embedded across a department.

What the project may do differently in the future

- The only weakness when running the project is the time that is needed to develop relationships across the partnership initially. The project aimed to improve teaching and learning across a sustainable workforce. The schools involved were all independent of each other and had volunteered to take part in the project. However, initial trust had to be gained in order for the schools to collaborate effectively and ensure that the CPD was targeted effectively. The time frame to see improvements in attainment was relatively short. Change management would suggest a longer time frame would be needed to ensure changes in ethos and expectations were fully embedded and sustainable and the impacts of these visible through hard data.

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

- Throughout the project we have worked closely with local Maths Hub to ensure the sustainability of the CPD offered. Schools have set up timetabled CPD sessions during curriculum time to ensure that best practice can continue to be shared. It is anticipated that joint CPD across the departments will be held every half term to continue the collaboration. This is in addition to extracurricular CPD that will be available. Staff have been delivering Maths Hub National Programmes to ensure that the partnership with the Hubs continues and the local schools will still be part of the CPD network.
- Student conferences will continue to be offered with the help and support from Edge Hill University. The opportunity to be part of the development of trainee teachers with Edge Hill to deliver 'Challenging Topics' CPD is being developed.