

Lancashire Education Awards



Application Form

Please note that sharing good practice is an essential part of the Lancashire Education Awards and by completing this form you agree to be contacted by interested schools. The contact information and information you provide on this application form will thus be published on a website should your application be successful.

Establishment name:	English Martyrs' Catholic Primary School
Lancashire Establishment no (e.g. 02013 or A1005). If you do not have a Lancashire number please provide your full school address and phone number	06007
Network/cluster name (if you are applying for an award for network/cluster work and more than one establishment will receive an award. Please list all the schools that would receive the award.	N/A
Headteacher/principal/ head of centre name	Annalisa Howarth
Lead contact name (if different from Headteacher; this person will be contacted for queries/to provide evidence, etc.)	Annalisa Howarth
Lead contact email address (will need to be checked regularly)	head@englishmartyrs.lancs.sch.uk
Project title (will appear on certificate, maximum 15 words)	Reinventing how we teach Maths to raise standards

Award applied for (please put an X in the appropriate box):

Award category	X
Innovate <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
Achieve <i>A project had measurable impact on raising outcomes for pupils.</i>	X
Invest <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	
Collaborate <i>A project that involved work across more than one school or work with other agencies.</i>	
Include <i>A project in provision for pupils with Special Educational Needs and Disabilities.</i>	
Inspire <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)
<p>In July 2016, English Martyrs' developed a 2 year plan of improvement for Maths in order to raise standards in both attainment and progress, so that they met those standards nationally both at the end of KS2 and as a result, across the whole school. The plan involved all staff to be on board; a whole school approach. Looking at how we taught Maths and our attitudes towards it was key to the success of the plan; we set about working towards a whole school positive approach. We realised we needed to start at the basics and work upwards. This began with whole staff training. From here we developed daily arithmetic sessions as a non-negotiable; half termly Maths Days with parents attending Maths cafes, Maths Challenge areas in every class, weekly Maths Awards and a whole school Maths area attached to our library; we converted our Computing room to a <i>Magnificent Maths Room</i> and we held parent training and information sessions. In September 2016 we started Every Child Counts interventions for KS2 with Edge Hill University training 5 members of staff. The following September we trained 3 staff in KS1 to deliver Every Child Counts 1stClass@Number.</p>

How did you identify the need for this project? What were you hoping to achieve?

SATs results at Higher Standard had dipped since 2015 with an all-time low in 2016 with only 41.7% achieving Expected Standard and 12.5% reaching Higher Standard compared to National Averages of 69.7% and 16.6% respectively.

Progress was also '*well below*' at -2.92

We wanted to rapidly improve standards with a goal that by 2018 we would have significantly improved in both attainment and progress and were closer to meet National Averages.

Who led the project?

Initially the Senior Leadership Team discussed where we were and where we wanted to get to. We used a final outcome approach and unpicked what was needed to get there using continuous 6 week action plans.

The Headteacher worked closely with the Maths Subject Leader in the academic year 2016 ~ 2017 and supported class teachers and support staff in CPD.

The new Maths Subject Leader and Assistant Headteacher started at English Martyrs' in September 2017 and took Maths further, taking sole leadership responsibility and promoting the subject even further using new approaches to teaching and learning as well as new approaches to planning and bridging gaps.

What steps/actions did you take?

A whole staff audit of need was carried out to find where staff needed support in their teaching. From this additional CPD, coaching and peer observations (in-house and in other Good and Outstanding settings) took place over the Autumn Term.

From September 2016, we introduced non-negotiable *Mega Maths* time each morning. Staff used Question Level Analysis in the first instance to find the gaps in learning and used these as weekly foci. *Mega Maths* is in addition to the daily Maths session and lasts 20 minutes, following a similar carousel pattern as Guided Reading with the class teacher having a different focus group each day to review learning and knowledge, teach new, bridge gaps and add breadth in learning for the more able. Other groups focus on independent tasks on a weekly theme, all linked to prior learning, possible misconceptions and all tailored to meet the needs of individual cohorts of children, classes and groups. Children needing more in depth support work with the classroom Support Staff to close gaps. Activities are planned for independent learning, engagement and are creative using digital technologies as well as traditional pen and paper methods.

The Written and Mental Calculations policy was reviewed at Senior Leader Level and cascaded down not only to all staff, with training and support, but also child and parent-friendly versions were written and shared.

Parents were invited to 'Maths Sessions' using the new Calculations policy, working with them over 4 weeks, looking at all 4 operations and teaching parents how we teach their children as we had found through parental feedback that they did not know the 'new ways' of teaching maths and were reverting to how they were taught with 'old' terminology and vocabulary that the children did not understand. We also found that many of our parents did not have a positive approach to Maths, saying they couldn't do it, which was having a negative impact on the children.

We began half termly 'Maths Cafes' with parents working with their children on Maths problems and challenges in a relaxed manner, whilst staff helped parents and children alike in the methodology.

We also promoted Maths across school with weekly Maths awards, stickers and introduced challenge areas in all classrooms. We also developed our learning environments for Maths, having consistency in Working Walls in different phases so they informed and supported learning and were not simply 'wallpaper'.

In the Spring Term, we held 2 SATs afternoons for parents, explaining the Maths papers and inviting them to work through them with their children, fostering a shared learning experience with their children explaining and 'teaching' the parents, giving the children developed confidence and empowerment in their learning.

The format of the first year of the plan of improvement continued into the second year, with additional focus on Reasoning as this was a further area to develop. Challenge areas continued and were changed regularly; parent Maths Cafes took place and shared area display boards became interactive and were regularly changed. We tried to incorporate Maths into every aspects of learning, including displays and role play areas from Nursery through to Year 6.

All these activities continue and are now firm 'fixtures' in our school calendar and daily practice.

What was the impact of the project and how was this measured/assessed?

The impact of the 2 year plan was predominantly measured by end of year data across all year groups and ultimately end of KS2 data 2018.

A difference to teaching of Maths has been evidenced through Learning Walks by the Headteacher and SLT, work and book scrutinies, children showing pride in their Maths work, pupil interviews, planning scrutinies and through data analysis.

Half termly Standards and Effectiveness Meetings with Key Governors and regular updates with the Maths Link Governor, ensured accountability prevailed throughout.

Data at the end of 2017 showed an improvement in both attainment in Maths across the school and in Progress at KS2 followed by further improvement in 2018:

2016			2017			2018		
Expected Standard	Higher Standard	Progress	Expected Standard	Higher Standard	Progress	Expected Standard	Higher Standard	Progress

41.7%	12.5%	-2.92	59%	7%	-1.1	80%	20%	2.5
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Staff are now confident in teaching Maths (staff at all levels) misconceptions are immediately identified and tackled through 'fix it' time each day and also 'on the spot' as a result of staff proficiency in teaching Maths.

What are the next steps? How will you follow up this work?

Our next steps are to continue the 'non-negotiables' and good practice we now have in place through daily arithmetic sessions linked to times tables, weekly Maths awards, half termly Maths Days, being proactive in approaches in Maths and to take on Mastery approaches. We are currently participating in the North West Maths Mastery Hub with which we can take our Maths journey onto its next stage. As a result of firm foundations with arithmetic, we can continue to move forward with Reasoning and Understanding and developing our More Able mathematicians across school.

We are using similar non-negotiable approaches in Reading, using the same 'can-do' attitude!

Please attach any supporting evidence – this will be considered alongside the application.

Evidence could include: school improvement plans, governors minutes, e-scrapbooks, examples of children's work, PowerPoints, photographs, letters from parents, anything that demonstrates the outcome of the project.) **Please be mindful that files containing large numbers of high resolution images/video clips may not be received.**

Supporting evidence attached:

3 year KS2 Progress (IDSR/ASP)

Maths Development Plans

Maths 2 year improvement plan

Photos of Maths across school including parent/child events

Do you have any other advice for establishments that might be considering a similar project?

Developing a positive mindset and sticking with it was vital. We knew it would be hard work, firstly to change the attitude towards Maths from one of 'it's too difficult' to one of wanting to achieve for ourselves, challenge ourselves and go further. The key was all working together, supporting each other in training, delivery of lessons and for ideas for challenge and practical activities and not to be afraid of adapting our teaching and being flexible in our approaches..

Adviser/LCC Consultant's supporting statement (the application will not be considered without this)

I would like to add my whole-hearted support to this application from English Martyrs' Catholic Primary School. The school's approach to tackling the gaps in learning in mathematics was comprehensive, innovative and exemplifies best practice that can be replicated in other schools.

Adviser/LCC
consultant name

James Wright
PRIMARY ADVISER

Date of application

08.02.19

Please email your completed form to advisory.support@lancashire.gov.uk. You should also save the completed form to your computer/network before closing it.