

Liscard Primary School Mathematics Link Governor Report 08.11.2022

Staff involved in discussions and classroom visits:

Subject Leader John McNicholas and Mathematics Link Governor Sarah Brear.

Structure of the visit:

Visit classrooms from F2 to Y6 to observe pupil attitudes and impact of recent whole school training in mathematics.

Key Points:

- The KS2 data published in July 2022 in respect of Mathematics was 80% meeting the expected standard and 30% achieving the higher standard. This compared well to the local authority average meeting the expected standard of 64.2% and national average of 71% and the local authority average achieving the higher standard of 19.3% and the national average of 22%.
- The mathematics progress score at 1.8 places Liscard in the top 25% of all schools.
- The results of the first Multiplication Tables Check demonstrated that 94% scored 20/25 or more and 55% scored full marks. There was no expected or national 'pass' mark given. Developing fluency with number recall remains a priority in Years 3 and 4.
- Analysis of end of key stage 1 and 2 data is being used to identify ways forward in order to improve outcomes. Improving fluency skills remains a key objective with Mastering Number (NCETM) training from last year to be applied in EYFS and KS1.
- The School Improvement Plan aims to ensure consistency of sequential planning across the whole school with children building upon previous learning throughout. A particular focus is the development of subject knowledge of the Early Career Teachers (ECTs) allowing them to plan and teach with confidence. There is also a focus on developing the subject knowledge and questioning skills of Teaching Assistants to enable them to further support children in the classroom with mathematics. Additionally a further objective is to develop consistent and accurate mathematical vocabulary understanding and application across the school.
- An annual mathematics training programme is planned with Tara Loughran, a specialist mathematics consultant with a proven record of success across the North West of England. From September this has included subject knowledge training for all ECTs and Teaching Assistants with a particular focus on developing questioning skills which allow children to increase independent thinking skills. There has been whole school training on understanding and using consistent mathematical vocabulary.
- The mathematics subject lead is also supporting the ECTs with planning, resources and teaching strategies, with them all having the opportunity to observe him teaching followed by discussion of key points for personal development. All ECTs benefit from planning with their colleagues in their teams and being mentored by an experienced Middle Leader.
- Behaviours for learning observed across the whole school was notable with the majority of children contributing well and actively participating in lessons.
- Children with Additional Needs were well supported by staff with careful

consideration given to seating arrangements to maximise support and minimise possible disruption.

- Open ended questioning to encourage individual thinking was observed e.g.: 'What do you notice?' 'Tell me' 'Show me' 'What do you think?' 'Why is?'
- There was evidence of mathematical vocabulary being used by staff and children as well as reinforcement demonstrated with working walls.
- Parent/carer workshops are planned by EYFS to encourage active participation and confidence with mathematics.

Next visit:

Spring term with a focus on 'book looks' and discussions with children for further evidence of the impact of current training programme.