

Salop Teaching School Alliance CPD Case Study Outline

Project Title	Moving on Maths
School/Organisation	St Mary's Bucknell Primary School
Date Project taking place	Summer Term 2014
Aim of Project	To upskill 2 existing members of staff to encompass new curriculum changes in maths and ensure the provision of maths in school is of a high quality.
Project Details	<p>One member of staff has accessed a place on the Outstanding Primary Practice in Maths in partnership with Edgehill University.</p> <p>Two members of staff have accessed maths training with Karen Wilding. They have also shadowed experience maths facilitators observing and sharing ideas and best practice.</p>
Sustainability Aims	<p>Upskilling existing staff boosts their self-esteem and confidence in maths teaching and allows us to address the requirements of the new curriculum.</p> <p>They can cascade their skills down to others in the staff group enabling the whole staff group to benefit from their learning and to keep abreast of developments in the new curriculum.</p>
Who was involved?	An NQT and Teaching Assistant have attended the training but the whole staff group and children have benefitted from their learning.
Outcomes	<p>Trained staff mean the Key Stage 2 class can now be split into ability providing improved and more focused teaching.</p> <p>Positive staff feedback with both members of staff taking on roles with increased maths focus. Staff are looking to embrace the new curriculum and have been attending Abacus training too as part of a collaborative training day with a neighbouring high school.</p> <p>Year 6 pupils (2) left having made 16 and 18 points progress since Key Stage 2, compared to an expected of 12 points and exceeded their Family Fischer Trust (D) targets.</p> <p>Year 5 pupils on average have made 10 points progress in 3 years,</p> <p>Year 4 on average have made 6 points progress</p> <p>Year 3 are all exceeding their targets – splitting the class for maths has really help with the transition for Year 3 – one pupil has made 8 points progress in maths this year.</p>

<p>Project Evaluation/Impact Outcome</p>	<p>Recently the teaching assistant supported the headteacher in an outstanding maths lesson observation from an external advisor.</p> <p>The school can offer a greater differentiation by splitting the maths class which enables staff to target under achievement and challenge the more able pupils.</p> <p>Maths tracking had shown increased rates of progress in maths with newly trained staff providing specific interventions to address underperformance. All children have made progress – in Key Stage 2 we now have 41% children on target 46% children exceeding their target, and 13% children (3 pupils) have not yet reached their target</p> <p>NQT is cascading her increased maths knowledge to support staff in a neighbouring school, building more collaborative links, she is now teaching this term one day a week in a neighbouring school.</p>
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