

Report to: **Children's Services Scrutiny Committee**

Date: **14 June 2011**

By: **Director of Children's Services**

Title of report: **The report of the Scrutiny Review of Attainment in Mathematics at Key Stage 2**

Purpose of report: **Update report on progress by the department in taking forward the recommendations outlined in the final report by the review board.**

RECOMMENDATION:

The Committee is recommended to consider the updated actions (since November 2010) in response to the final report, as set out in the action plan attached as Appendix 1 to this report.

1. Financial Appraisal

1.1 All activity outlined in the action plan attached to this report as **Appendix 1** was resourced within existing budget allocations and through sponsorship. No additional funding is required at this time.

1.2 Existing consultancy activities and support for schools have been re-engineered, as planned, to release capacity necessary to implement the action plan.

1.3 Kier has provided sponsorship for some activities, in particular resources provided to support the Mathematics fortnight.

1.4 Wherever possible low cost / no cost solutions and future sponsorship have been sought.

1.5 From September 2011 schools will not be monitored by School Improvement Partners (SIP) as the programme funding has ceased. Desktop analysis will replace the assessment of standards previously conducted by SIPs.

1.6 Since the previous report to Scrutiny (November 2010), the Standards and Learning Effectiveness Service (SLES) has been fully restructured. Mathematics advice and guidance remains a priority for service provision and there is no loss in the number of specialist mathematics consultants in the service. However, there is a reduction in the number of non specialist consultants and, therefore, some loss in capacity for mathematics support previously provided by non specialist consultants.

2. Supporting information

2.1 The Scrutiny Review of Attainment in Mathematics at Key Stage 2 was welcomed by the Children's Services Department and since its publication SLES managers and consultants have worked closely with schools to promote mathematics.

2.2 The updated action plan from November 2010 to May 2011 attached as **Appendix 1** responds to the recommendations made by the Scrutiny Committee. **Appendix 3** contains the action plan to November 2010 and related scrutiny papers.

2.3 Strategies to improve mathematics have shown very positive outcomes with 12.4% improvement at level 4 in focus schools in 2010. Analysis of 2010 Key Stage 2 test results for the 22 schools involved in the quality mathematics programme (QMP) is attached as **Appendix 2**.

2.4 Following success of QMP1 in 2009-10, a further 37 schools are currently involved in the programme (QMP2) with 11 schools continuing from QMP1. Therefore 48 schools are currently involved in mathematics projects.

2.5 Plans for a QMP3 cohort for academic year 2011-12 are currently under discussion.

3 Conclusion and Reason for Recommendations

3.1 The recommendations in the scrutiny report have proved very helpful and resultant actions have no doubt contributed to improvements in the attainment of children and in the profile of mathematics across East Sussex more widely.

3.2 Scrutiny Members are recommended to note the positive response to their recommendations also to review and approve the updated action plan.

MATT DUNKLEY
Director of Children's Services

Contact Officer: Nina Siddall Head of Standards and Learning Effectiveness (0-11)

Local Members: All

Background Documents

The final report of the Scrutiny Review of Attainment in Mathematics at Key Stage 2.

The report of the Scrutiny Review of Attainment in Mathematics at Key Stage 2

Response to the Recommendations November 2010 - May 2011. (See previous action plan for activity up to November 2010)
 (Comments in italics relate to progress with responses up to May 2011)

Recommendation		Response	Time scale
1	Building upon the good practice employed by some schools, the Standards and Learning Effectiveness Service (0-11), in partnership with schools, to develop some low cost / no cost ideas for how a county wide programme can be developed that promotes and encourages a positive culture around mathematics in schools and at home.	<ul style="list-style-type: none"> Publish suggestions on Virtual School Bag (VSB) for promoting effective interaction between home and school to raise the profile of mathematics. eg. "Keeping up with the Children" programme aimed at supporting parents with Mathematics. <p><i>May 2011 – East Sussex County Council (ESCC) Homework Booklets from Reception to Year 6 have replaced this priority. Available to all schools on Virtual Learning Environment (VLE) and advertised to schools through Cluster Meetings and via Flyer sent to schools in January 2011.</i></p> <ul style="list-style-type: none"> Learning Platform (LP) mathematics resources updated and re-launched. <p><i>May 2011 – Resources continue to be added including homework booklets detailed above. Links with Schools Library and Museum Services (SLAMs) have been established and mathematics booklists produced and linked to LP. The use of the LP continues to be promoted through clusters, in school support and courses and the weblink is on team e-mail signatures.</i></p> <ul style="list-style-type: none"> East Sussex Mathematics Fortnight (possibly including a Mathematics Road show) <p><i>May 2011 – Mathematics Fortnight ran 14th-25th March. Focus on Smugglers and real mathematics. Activities included code breaking, problem solving and mazes. Attended by approximately 60 schools with resources available to all via the Learning Platform. Zero budget from local authority as sponsorship was provided for resources. Attended by Cllr Elkin, Cllr Whetstone, Cllr Ensor and Nina Siddall.</i></p>	<p>Quarterly</p> <p>September 2010</p> <p>Spring 2011</p>

		<ul style="list-style-type: none"> • Establish a second Quality Mathematics Programme (QMP2) with the schools identified to be coached by selected schools from QMP1 cohort. <p><i>May 2011 – support underway in 48 schools. First maintaining momentum meeting in March 2011 anecdotally reported greater focus on mathematics in schools.</i></p> <p><i>QMP1 “maintaining momentum” meeting in May 2011 to ensure all schools are keeping the profile of mathematics high.</i></p> <ul style="list-style-type: none"> • Parent-link advisers conduct survey of callers to promote awareness of the county drive for improved status of mathematics. <ul style="list-style-type: none"> ○ Questions have been prepared (ready in waiting) ○ <i>Resources now available to support parents with understanding more about mathematics at school.</i> ○ <i>Currently producing a list of websites.</i> • Focus group of teachers, parents and local businesses to devise low cost / no cost strategies to promote positive culture around mathematics. <p><i>May 2011 – supermarket meeting did not get off the ground. Only one supermarket keen for a local visit. Not yet followed up.</i></p> <ul style="list-style-type: none"> • Business links explored to promote links with numeracy in the workplace. e.g. Hotels, ESCC <p><i>May 2011 – as above, manager at Deans Place is interested in exploring further and will be followed up as soon as possible.</i></p>	<p>September 2011 – July 2012</p> <p>Actual timescale – November 2010 to December 2011</p> <p>Rescheduled from September 2010 due to budget pressures. To be completed. Additional actions identified in italics.</p> <p>From September 2010 (4 meetings initially)</p> <p>Spring 2011</p>
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		<ul style="list-style-type: none"> Investigate links with celebrities in East Sussex with mathematics in their job <p><i>May 2011 – no celebrity identified as yet. (Members support with this task is welcomed) However the ‘coolness and street credibility’ of mathematics was demonstrated through dressing up at the mathematics fortnight.</i></p> <ul style="list-style-type: none"> Share mathematics conference evaluations and summary suggestions with all schools through the VSB <p><i>May 2011 – on the Virtual Learning Environment.</i></p> <ul style="list-style-type: none"> Leading Mathematics Teachers coaching programme for coasting schools <p><i>May 2011 – one Leading Mathematics Teacher to work in two identified schools.</i></p>	<p>Summer 2010</p> <p>Summer 2010</p> <p>September 2010- July 2011</p>
2	<p>The Standards and Learning Effectiveness Service (0-11) to:</p> <p>a) explore the development of a training course for all newly qualified and recently qualified teachers working in primary schools in East Sussex to help them build their confidence in teaching mathematics; and</p>	<ul style="list-style-type: none"> Design bespoke confidence- building mathematics training course for all newly qualified and recently qualified teachers working in primary schools in East Sussex. <p><i>May 2011 – 2 courses ran across terms 2-4. Highly evaluated – separate analysis available. An additional course starts this month across terms 5 and 6.</i></p> <ul style="list-style-type: none"> Use Leading Mathematics Teachers (LMT), QMP1 and Primary mathematics Specialist Teacher Programme (MAST) teachers to provide Mathematics - buddy support to newly qualified and recently qualified teachers. Consider web based or text based solution. <p><i>May 2011 - All attendees on the above course are required to have school based mentors to support with gap tasks, identify outstanding practice and facilitate follow up work.</i></p> <ul style="list-style-type: none"> Promote Communication, Language & Literacy Development (CLLD) teachers’ understanding of mathematics through the language of mathematics in Early Years Foundation Stage 	<p>June 2010</p> <p>To run 3 times Terms 2-3 (2010 – 11) for 90 teachers</p> <p>From September 2010</p> <p>From October</p>

		<p>(EYFS) and link with Children's Centres.</p> <p><i>May 2011 - 'Numbers and Patterns' training scheduled x 4 in the spring term drawing on the expertise of the EYFS team and EYS consultants. CLLD consultant work on mathematics language will feed into this. Mathematics Problem Solving, Reasoning and Numeracy (PSRN) is the focus of the EYFS moderation in the spring term.</i></p>	2010
	<p>b) work in partnership with schools to develop and enhance the current training programme so that there is a range of courses available which provide continued professional development in mathematics for primary teachers at all levels in their career.</p>	<ul style="list-style-type: none"> Review current training provision and maximise resource use to improve the quality of teaching and learning in mathematics. eg. Secondary mathematics team support Level 5 development work. For example an ICT consultant, with mathematics competence, has been drafted in to support the Mathematics consultancy team <p><i>May 2011 – Quality Transition Project (QTP) is maintaining momentum; the meeting was well attended and supported by secondary mathematics Advanced Skills Teachers (ASTs)</i></p> <p><i>ICT consultant continues to work with mathematics team, Improving Schools Programme (ISP) consultant also supporting with mathematics. Secondary mathematics consultant working in primary schools as well as secondary. All 3 personnel involved in summer term 5 day course.</i></p> <ul style="list-style-type: none"> QMP1 celebration conference established follow up activities and Community of Practice through the Virtual Learning Environment (VLE) <p><i>May 2011 – maintaining momentum meeting scheduled for May. Aim to keep the profile of mathematics high in these schools.</i></p> <ul style="list-style-type: none"> QMP1 Practice shared and consolidated via Learning Platform Community of Practice eg, case studies. <p><i>May 2011 – impact summaries scheduled to be sent out by early June.</i></p>	<p>August 2010</p> <p>September 2010</p> <p>September 2010 – July 2011</p>
3	<p>East Sussex County Council to work in partnership with education providers and other local authorities to ensure the continuation of the Mathematics Special Teacher programme and the Every Child</p>	<ul style="list-style-type: none"> Partnership meetings with Brighton and Hove, West Sussex and Surrey to secure implementation of effective MAST programme. <p><i>May 2011 – funding has been reduced for MaST however recognising the importance of the work that these teachers are</i></p>	Termly

	<p>Counts (ECC) programme.</p>	<p><i>engaging in, Standards Fund 1.7 has been devolved to both cohorts 1 and 2 to support this work. Initial indications are that cohorts 3 and 4 will go ahead however schools will need to part fund the university fees. The LA role in this reduced funding scenario is yet to be advised by the DfE.</i></p> <ul style="list-style-type: none"> • Every Child Counts (ECC) teachers fully engaged in promoting improved quality of mathematics provision with regular opportunities to share practice more widely. <p><i>May 2011 – consortium working continues. Data shows that not only are pupils on the programme making 9 to 16 months progress following 12 weeks of daily 1:1 teaching but also progress remains at least in line with expected progress and for many accelerated over the subsequent 3 months. Meeting with Brighton and Hove adviser in May 2011 to look at how this consortium working can continue from September 2011.</i></p> <ul style="list-style-type: none"> • Discuss possible Library Service focus on mathematics <p><i>May 2011 – SLAMs to attend summer term mathematics cluster meetings to promote book lists and share examples of mathematics books that can be borrowed from them.</i></p> <p><i>Mathematics rhymes in pre-school rhyme time, mathematics displays and mathematics as part of the summer holidays reading challenge were discussed and needs following up.</i></p> <ul style="list-style-type: none"> • Discuss possible Library Service focus on mathematics with head of ESCC Library Service & agree actions. <p><i>May 2011 – as above.</i></p> <ul style="list-style-type: none"> • Explore financial implications of seconding an Every Child Counts (ECC) Teacher Leader in Training to the Standards and Learning Effectiveness team to train 24 teachers in 2nd year 2011-2012 <p><i>May 2011 – reference meeting above with Brighton and Hove as preferred supplier of ECC training to East Sussex schools.</i></p>	<p>September 2010 – July 2011</p> <p>September 2010 – July 2011</p> <p>August 2010</p> <p>September 2010 – August 2012</p>
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Analysis of outcomes from the 2010 key stage 2 test results for the 22 schools involved in the quality mathematics programme (QMP)

School	2009		2010		% change 2010-2009	
	L4+	L5	L4+	L5	L4+	L5
All Saints Jnr	61%	19%	68%	18%	7%	-1%
Castledown	50%	17%	76%	33%	26%	16%
Christ Church	64%	16%	74%	21%	10%	5%
Denton	66%	17%	64%	14%	-2%	-3%
Hankham	48%	5%	84%	32%	36%	27%
Highfield	51%	12%	60%	10%	9%	-2%
King Offa	55%	15%	64%	17%	9%	2%
Mayfield	67%	15%	73%	32%	6%	17%
Ninfield	65%	32%	92%	50%	27%	18%
Oakwood	49%	12%	62%	14%	13%	2%
Peasmarsh	53%	11%	67%	11%	14%	0%
Pebsham	69%	24%	68%	16%	-1%	-8%
Punnetts Town	75%	25%	67%	58%	-8%	33%
Red Lake	55%	14%	78%	26%	23%	12%
Ringmer	66%	19%	94%	23%	28%	4%
Rye	58%	11%	77%	16%	19%	5%
Sandown	52%	18%	72%	14%	20%	-4%
Sidley	47%	18%	62%	21%	15%	3%
St Paul's	68%	22%	64%	23%	-4%	1%
Tollgate	68%	25%	84%	33%	16%	8%
White House	58%	19%	62%	14%	4%	-5%
Willingdon	60%	13%	74%	33%	14%	20%

Level 4			
School	% increase	2010 cohort	improved pupils
All Saints Jnr	7	60	4
Castledown	26	45	12
Christ Church	10	58	6
Denton	-2	36	-1
Hankham	36	19	7
Highfield	9	60	5
King Offa	9	60	5
Mayfield	6	22	1
Ninfield	27	24	6
Oakwood	13	42	5
Peasmarsh	14	9	1
Pebsham	-1	25	0
Punnetts Town	-8	12	-1
Red Lake	23	50	12
Ringmer	28	31	9
Rye	19	45	9
Sandown	20	58	12
Sidley	15	29	4
St Paul's	-4	88	-4
Tollgate	16	100	16
White House	4	29	1
Willingdon	14	72	10
		974	120

increase **12.4%**

Level 5		
% increase	2010 cohort	improved pupils
-1	60	-1
16	45	7
5	58	3
-3	36	-1
27	19	5
-2	60	-1
2	60	1
17	22	4
18	24	4
2	42	1
0	9	0
-8	25	-2
33	12	4
12	50	6
4	31	1
5	45	2
-4	58	-2
3	29	1
1	88	1
7	100	7
-5	29	-1
20	72	14
	974	53

increase **5.5%**

Committee:	Cabinet
Date:	14th December 2010
Title of Report:	Scrutiny Review of Attainment in Mathematics at Key Stage 2
By:	Director of Children's Services
Purpose of Report:	To provide the Cabinet with an opportunity to comment on the report of the Scrutiny Review of Attainment in Mathematics at Key Stage 2

Recommendation: Cabinet is recommended to;

- 1. note and welcome the report of the Scrutiny Committee**
- 2. advise the County Council that, in considering the report of the Scrutiny Committee, the Council be recommended to welcome the report of the Scrutiny Committee and to agree the response of the Director of Children's Services to the recommendations and their implementation, as set out in the action plan attached as Appendix 1 to this report**

1. Financial Appraisal

1.1 In July 2010 low cost solutions were proposed within the action plan written in response to the interim report for the Scrutiny Review of Attainment in Mathematics at Key Stage 2.

1.2 Existing consultancy activities and support for schools have been reengineered to release capacity to implement the action plan. In prioritising mathematics over other subject areas; teaching and learning support has been reduced in those other areas. To mitigate this potential loss all teaching and learning consultants have adopted a cross curricular approach to promoting generic teaching and learning skills that secure high quality teaching.

1.3 A full action plan and an update to the proposed actions within the interim action plan is attached to this report as **Appendix 1**.

2. Supporting information

2.1 The Scrutiny Review of Attainment in Mathematics at Key Stage 2 is welcomed by the Children's Services Department and the action plan attached as **Appendix 1** responds to the recommendations made by the Scrutiny Committee.

2.2 Strategies to improve mathematics introduced during the lifetime of the Scrutiny Review have shown very positive outcomes. In particular the Quality Mathematics Programme (QMP) that resulted in the programme schools showing an average increase of 12.4% at L4+ (over 120 pupils in programme schools) and an increase of 5.5% at level 5 (over 50 pupils in programme schools)

2.3 Whilst the boycott of end of Key Stage 2 tests in 2010 by approximately 20% of East Sussex schools and involvement in the Making Good Progress Pilot resulted in an incomplete data set, the collection and moderation of teacher assessment data enabled trend analysis to be conducted. Results in Mathematics in East Sussex for 2010 improved from previous years.

2.4 The percentage of pupils achieving Level 4+ in mathematics increased by 2% to 78% whereas nationally the trend was static. The gap between East Sussex and National results decreased by 2%, outcomes are now 1% below the national average (79%).

2.5 Discussions with parents and governors, to seek increased parental engagement with the mathematics that their primary aged children learn, shows high level of enthusiasm and support for innovative ideas and revised strategies.

3 Conclusion and Reason for Recommendations

3.1 The scrutiny report contains areas for consideration and action for schools and the local authority. These provide valuable insights into improving standards in mathematics through raised expectations and increased teacher confidence.

3.2 Particularly welcome is the drive to develop a more positive attitude to mathematics at school and at home. This is a countywide drive for the academic years 2010-12.

3.3 The recommendations are helpful will continue to result in improvements, in the attainment of children and in the profile of mathematics across East Sussex more widely.

3.4 Cabinet is recommended to note the report and its recommendations and approve the positive response to the recommendations.

MATT DUNKLEY
Director of Children's Services

Contact Officer: Nina Siddall Head of Standards and Learning Effectiveness (0-11)

Tel: 01273 336782

Local Members: All

Background Documents: None

The report of the Scrutiny Review of Attainment in Mathematics at Key Stage 2

Response to the Recommendations *(italics show responses to interim recommendations to date)*

Recommendation		Response <i>(Actions taken to date in italics)</i>	Time scale
1	<p>Building upon the good practice employed by some schools, the Standards and Learning Effectiveness Service (0-11), in partnership with schools, to develop some low cost / no cost ideas for how a county wide programme can be developed that promotes and encourages a positive culture around mathematics in schools and at home.</p>	<ul style="list-style-type: none"> • Publish suggestions on Virtual School Bag (VSB) for promoting effective interaction between home and school to raise the profile of mathematics. eg. “Keeping up with the Children” programme aimed at supporting parents with Mathematics. <ul style="list-style-type: none"> ○ <i>Response reviewed in light of recent draft publication by a primary mathematics consultant supporting pupils from Reception to Year 6 with homework ideas and activities.</i> • Learning Platform mathematics resources updated and re-launched. <ul style="list-style-type: none"> ○ <i>Resources were reviewed and refreshed over the summer.</i> ○ <i>LP advertised at all courses / conferences.</i> ○ <i>Website added to e-mail signature.</i> • East Sussex Mathematics Fortnight (possibly including a Mathematics Road show) <ul style="list-style-type: none"> ○ <i>Scheduled for 14th-25th March 2011.</i> ○ <i>Initial planning meeting on 8/11/10 with all mathematics consultants.</i> ○ <i>Focus of East Sussex Smugglers identified – mathematics activities will include code breaking, mazes and distances travelled. Real East Sussex mathematics!</i> ○ <i>Sponsorship Proposal being sent out to local businesses inviting them to sponsor and engage with the fortnight.</i> • Establish a second Quality Mathematics Programme (QMP2) with the schools identified to be coached by selected schools from QMP1 cohort. 	<p style="text-align: center;">Quarterly</p> <p style="text-align: center;">September 2010</p> <p style="text-align: center;">Spring 2011</p> <p style="text-align: center;">September 2011 – July 2012 From November 2010-July 2011</p>

		<ul style="list-style-type: none"> ○ <i>Launch conference 24/11/10. 48 schools invited including 7 from QMP1. QMP1 experiences to feed into QMP2 – including workshop at the launch from QMP1 successes.</i> ○ <i>Launch conference supported by National Strategies Regional Adviser and East Sussex primary mathematics consultants.</i> ● Parent-link advisers conduct survey of callers to promote awareness of the county drive for improved status of mathematics. <ul style="list-style-type: none"> ○ <i>Questions written. Meeting scheduled for 12/11/10 with Parent Link adviser to identify an appropriate way forward with asking the questions and acting on the responses.</i> ● Focus group of teachers, parents and local businesses to devise low cost / no cost strategies to promote positive culture around mathematics. <ul style="list-style-type: none"> ○ <i>Focus on meetings with supermarkets in the first instance – 29/11/10 – to look at developing mathematics across the industry through trails, activity sheets etc.</i> ○ <i>One supermarket attending so far.</i> ● Business links explored to promote links with numeracy in the workplace. eg. Hotels, ESCC <ul style="list-style-type: none"> ○ <i>As above.</i> ● Investigate links with celebrities in East Sussex with mathematics in their job <ul style="list-style-type: none"> ○ <i>No celebrities as yet! Suggestions welcomed!</i> ● Share mathematics conference evaluations and summary suggestions with all schools through the VSB <ul style="list-style-type: none"> ○ <i>All mathematics conference evaluations and suggestions plus photos shared on a dedicated area of the LP. Powerpoints also available here for all to access.</i> ● Leading Mathematics Teachers coaching programme for coasting 	<p>September 2010</p> <p>From September 2010 (4 meetings initially)</p> <p>Spring 2011</p> <p>Summer 2010</p> <p>Summer 2010</p> <p>September 2010- July 2011</p>
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		<p>schools</p> <ul style="list-style-type: none"> ○ <i>Leading Teachers as a body to be disbanded. Focus on 'Teacher Consultants' to support the work of the local authority.</i> ○ <i>Coasting schools targeted through QMP2.</i> 	
2	<p>The Standards and Learning Effectiveness Service (0-11) to:</p> <p>a) explore the development of a training course for all newly qualified and recently qualified teachers working in primary schools in East Sussex to help them build their confidence in teaching mathematics; and</p>	<ul style="list-style-type: none"> ● Design bespoke confidence- building mathematics training course for all newly qualified and recently qualified teachers working in primary schools in East Sussex. <ul style="list-style-type: none"> ○ <i>Five day course for teachers in their first 5 years of teaching (running twice across terms 2/3/4) from 3/11/10. 33 schools attending the courses.</i> ○ <i>Course includes gap tasks to ensure ongoing commitment to improving teaching and learning in mathematics. Gap tasks to be part funded through Achievement for All money.</i> ○ <i>Headteachers / senior staff attended the launch of this course to ensure agreement with key messages and support for the gap tasks.</i> ● Use Leading Maths (LMT), QMP1 and Primary mathematics Specialist Teacher Programme (MAST) teachers to provide Maths - buddy support to newly qualified and recently qualified teachers. Consider web based or text based solution. <ul style="list-style-type: none"> ○ <i>All attendees on the 5 day course are required to have school based mentors to support with gap tasks, identify outstanding practice and facilitate follow up work.</i> 	<p>June 2010</p> <p>To run 3 times Terms 2-3 (2010 – 11) for 90 teachers</p> <p>From September 2010</p>

		<ul style="list-style-type: none"> ○ <i>Mathematics Specialist Teachers to lead cluster meetings for mathematics subject leaders in the spring / summer terms.</i> ● Promote Communication, Language & Literacy Development (CLLD) teachers' understanding of mathematics through the language of mathematics in EYFS and link with Children's Centres. <ul style="list-style-type: none"> ○ <i>'Numbers and Patterns' training scheduled for the spring term drawing on the expertise of the EYFS team and EYS consultants. CLLD consultant work on mathematics language will feed into this. PSRN is the focus of the EYS moderation in the spring term.</i> 	<p>From October 2010</p>
	<p>b) work in partnership with schools to develop and enhance the current training programme so that there is a range of courses available which provide continued professional development in mathematics for primary teachers at all levels in their career.</p>	<ul style="list-style-type: none"> ● Review current training provision and maximise resource use to improve the quality of teaching and learning in mathematics. eg. Secondary mathematics team support Level 5 development work. For example an ICT consultant, with mathematics competence, has been drafted to support the Mathematics consultancy team <ul style="list-style-type: none"> ○ <i>QL5MP Transition Course evaluated extremely highly by delegates and both primary and secondary National Strategies RAs rated as an exemplary model for cross phase working.</i> ○ <i>ICT consultant supporting in mathematics across vulnerable schools and keeping up to date with East Sussex key messages. This consultant is also supporting on the 5 day course through writing and presenting the materials.</i> 	<p>August 2010</p>

		<ul style="list-style-type: none"> • QMP1 celebration conference established follow up activities and Community of Practice through the Virtual Learning Environment (VLE) <ul style="list-style-type: none"> ○ <i>Celebration Conference 29/9/10 – rated highly through evaluations and attended by Cllrs Elkin and Ensor.</i> ○ <i>Impact summaries submitted following the conference to compile a programme ‘what worked well’.</i> ○ <i>Follow up network meetings scheduled for the spring and summer terms.</i> • QMP1 Practice shared and consolidated via Learning Platform Community of Practice eg, case studies. <ul style="list-style-type: none"> ○ <i>See above.</i> 	<p>September 2010</p> <p>September 2010 – July 2011</p>
3	<p>East Sussex County Council to work in partnership with education providers and other local authorities to ensure the continuation of the Mathematics Special Teacher programme and the Every Child Counts (ECC) programme.</p>	<ul style="list-style-type: none"> • Partnership meetings with Brighton and Hove, West Sussex and Surrey to secure implementation of effective MAST programme. <ul style="list-style-type: none"> ○ <i>Termly meetings.</i> ○ <i>Funding secured the future of MaST for cohorts 1 and 2 until April 2011.</i> ○ <i>LA consultant assigned to supporting the programme,</i> 	<p>Termly</p>

		<p><i>fulfilling East Sussex's commitment.</i></p> <ul style="list-style-type: none"> • Every Child Counts (ECC) teachers fully engaged in promoting improved quality of mathematics provision with regular opportunities to share practice more widely. Continue consortium partnership with Brighton and Hove and West Sussex to provide continuity & high quality Local Authority offer. <ul style="list-style-type: none"> ○ <i>Numbers Count teachers developing practice for themselves and across their schools through training from B&H ECC Teacher Leader.</i> ○ <i>Measurable data will be available at the end of term 2.</i> ○ <i>Termly consortium meetings.</i> • Discuss possible Library Service focus on mathematics Discuss possible Library Service focus on mathematics <p>Library Service to:</p> <ul style="list-style-type: none"> ○ <i>develop mathematics book lists</i> ○ <i>investigate story tellers who tell mathematics stories</i> ○ <i>consider the Schools' Libraries van 'following' the mathematics team across the county for the Mathematics Fortnight</i> 	<p>September 2010 – July 2011</p> <p>September 2010 – July 2011</p>
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		<ul style="list-style-type: none"> ○ <i>Ensure a mathematics rhyme is included in all pre-school Rhyme Time sessions</i> ○ <i>Attend mathematics clusters – summer term? – to promote mathematics books that could be library loans</i> ○ <i>Consider displays in libraries that have a mathematics focus</i> ○ <i>Consider mathematics focuses within the Summer Reading Challenge for 2011 – theme Circus – what mathematics is there here?</i> ○ <i>Consider mathematics links as part of the SLAMs website.</i> ● Explore financial implications of seconding a Teacher Leader in Training to the Standards and Learning Effectiveness team to train 24 teachers in 2nd year 2011-2012 <ul style="list-style-type: none"> ○ <i>ECC TL seconded and in first year of training 2010-11.</i> 	<p>September 2010 – August 2012</p>
4	<p>The Children's Services Department to provide advice and support to those primary schools that do not have a robust pupil monitoring system in place to help them develop such a system. Further support to be offered to all primary schools to ensure that they are using their monitoring system to effectively identify those pupils that are not progressing as expected and then putting measures in place to support these pupils.</p>	<ul style="list-style-type: none"> ● SIPs interrogate the effectiveness of processes and systems for setting pupils' targets, tracking pupils' progress and taking effective action to eliminate underachievement across the whole school in all schools during target setting meetings. These take place in terms 1 and 2. ● Where processes and systems are ineffective, actions to improve these are discussed and recorded as agreed actions on the 	<p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>

		<p>report. The impact of previously agreed actions is then tracked in subsequent SIP visits.</p> <ul style="list-style-type: none"> Targeted schools, particularly those with very low attainment, have received 3 additional SIP days to secure "stronger management systems" as recommended in the National Primary Strategy improving schools programme. 	November 2010 – July 2011
5	The Children's Services Department to ensure that all headteachers have the necessary systems in place to promptly identify and support teachers who may require additional support and training in teaching mathematics.	<ul style="list-style-type: none"> Targeted support for Schools Requiring Additional Support with teaching and learning in mathematics. Targeted programmes for schools identified through data e.g. QMP2 (48 schools), QL5MP (25 schools) focusing on transition. Development of the Mathematics Specialist Teacher course to allow for outreach work through leading mathematics clusters and sharing their mathematics expertise. 	<p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>
6	The Personnel Services Advisory Team to increase the level of advice and support that is available to headteachers on handling personnel matters through regularly attending cluster meetings, holding training sessions and being proactive in their approach to following up issues with headteachers.	<ul style="list-style-type: none"> Issue article in Virtual School Bag reiterating the importance of using the Management of Unacceptable Performance Procedure and identify Personnel Officer contacts. Personnel Officers to follow up any discussions with Headteachers about performance issues with a visit and action plan, urging Headteachers to address poor performance. In cases where poor performance is not addressed by the Headteacher, it is not possible to expedite the process at a later point even if the Headteacher has known for a long period; the importance of implementing the process and investing time in doing so is imperative. Personnel Manager to attend Headteacher cluster meetings to discuss the importance managing performance through the Management of Unacceptable Performance Procedure. 	<p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>

		<ul style="list-style-type: none"> • Personnel Manager to attend Bursar forums to discuss the importance managing performance through the Management of Unacceptable Performance Procedure. • Offer of Brief Bites training for Headteachers, Business Managers and Bursars. Previously this training was offered but was poorly attended. • Personnel Officers to work closely with SLES to share intelligence and target support to Headteachers who need to use the procedure to support Teachers in the school. Consider a joint training/familiarisation session. 	<p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>
7	<p>The Children's Services Department to make improvements to the governor data pack, as outlined at paragraph 40, so that the information contained within it can be easily interpreted by all governors when carrying out their role of monitoring performance in their school.</p>	<ul style="list-style-type: none"> • Governor Services will work with the data team to make improvements to the readability of the charts and give governors a more clear indication of how they can use these charts to evaluate school progress. They will base these improvements on suggestions from Scrutiny and from experience of working with governors interrogating these charts. Developments will include: <ul style="list-style-type: none"> - Shading of the quadrants to indicate the quadrants which are showing poor overall performance. - Descriptors of the scoring on the axes to show how points transpose to levels of pupil progress and attainment when compared to the national average. - An explanation of the reliability of the crosses on the charts in relation to cohort size. • Sample questions will be provided to enable governors to explore the implications of the charts. Questions could include: <ul style="list-style-type: none"> - Are pupils showing similar attainment and progress across all subjects? - Is there a significant difference between subjects? - Is the trend over time positive or negative? - What action has the school taken to respond to the indications on the chart? 	<p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>

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NS/LB/CR/GR/JW/PD Nov 2010

- How does the performance on these charts relate to current pupil tracking data in the school?

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