

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 (LP) 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. <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 –</i> 	<p>Quarterly</p> <p>September 2010</p> <p>Spring 2011</p> <p>September 2011 – July 2012</p> <p>From November 2010-July 2011</p>

		<p><i>including workshop at the launch from QMP1 successes.</i></p> <ul style="list-style-type: none"> ○ <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. ○ <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. ○ <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 ○ <i>As above.</i> ● Investigate links with celebrities in East Sussex with mathematics in their job ○ <i>No celebrities as yet! Suggestions welcomed!</i> ● Share mathematics conference evaluations and summary suggestions with all schools through the VSB ○ <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 (LMT) coaching programme for coasting schools ○ <i>Leading Teachers as a body to be disbanded. Focus on ‘Teacher Consultants’ to support the work of the local authority.</i> 	<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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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> ○ <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 Early Years Foundation Stage (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 Early Years Schooling (EYS) consultants. CLLD consultant work on mathematics language will feed into this. Problem Solving Reasoning Number (PSRN) is the focus of the EYS moderation in the spring term.</i> 	<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 2010</p>
	<p>b) work in partnership with schools to develop and enhance the current training programme so that</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. 	<p>August 2010</p>

	<p>there is a range of courses available which provide continued professional development in mathematics for primary teachers at all levels in their career.</p>	<p>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</p> <ul style="list-style-type: none"> ○ <i>Quality Transition Programmes (QTP) Transition Course evaluated extremely highly by delegates and both primary and secondary National Strategies Regional Advisors (RA)s 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> ● 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, fulfilling East Sussex’s commitment.</i> ● Every Child Counts (ECC) teachers fully engaged in promoting improved quality of mathematics provision with regular 	<p>Termly</p> <p>September 2010 –</p>

		<p>opportunities to share practice more widely. Continue consortium partnership with Brighton and Hove and West Sussex to provide continuity & high quality Local Authority offer.</p> <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> ○ <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 Schools, Library and Museum Service (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 ○ <i>ECC TL seconded and in first year of training 2010-11.</i> 	<p>July 2011</p> <p>September 2010 – July 2011</p> <p>September 2010 – August 2012</p>
4	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	<ul style="list-style-type: none"> ● School Improvement Partners (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 	<p>November 2010 – July 2011</p> <p>November 2010 –</p>

	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>schools during target setting meetings. These take place in terms 1 and 2.</p> <ul style="list-style-type: none"> • Where processes and systems are ineffective, actions to improve these are discussed and recorded as agreed actions on the report. The impact of previously agreed actions is then tracked in subsequent SIP visits. • 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. 	<p>July 2011</p> <p>November 2010 – July 2011</p>
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. • Personnel Manager to attend Bursar forums 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> <p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>

		<ul style="list-style-type: none"> • 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 Standards Learning Effectiveness Service (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. 	
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. <p>Developments will include:</p> <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. <ul style="list-style-type: none"> • 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? - How does the performance on these charts relate to current pupil tracking data in the school? 	<p>November 2010 – July 2011</p> <p>November 2010 – July 2011</p>

