

Liscard Primary School Mathematics Link Governor Report 03.11.2023

Staff involved in discussions and classroom visits: Subject Leader John McNicholas and Mathematics Link Governor Sarah Brear.

Structure of the visit: Discuss evidence of impact of previous year's training programme. Discuss previous year's data outcomes. Discuss whole school improvement plan for current year based on ASP information and evidence in children's books.

Key Points:

- The GLD data demonstrated 60% of children achieved the expected standard.
- KS1 data for mathematics was 77% achieved the expected standard with 13% achieving the higher standard. This compared well to the national standard with 70% of children achieving the national standard. However, 16% achieved the higher standard nationally.
- The KS2 data in respect of Mathematics was 81% meeting the expected standard and 19% achieving the higher standard. This compared well to the national average of 73% at expected standard. However, the national higher standard was 24%.
- The results of the Multiplication Check demonstrated 85% scored above 20/25 with 53% scoring full marks. Developing fluency with number recall remains a priority in Years 3 and 4.
- Analysis of end of key stage 1 and 2 data has been used to identify ways forward in order to improve outcomes. Improving fluency skills remains a fundamental part of the lesson structure. Keeping skills to incorporate shape, space and measure as well as fractions, decimals and percentages as part of the daily structure.
- Improving outcomes at the higher level in KS1 and KS2 is a key objective with medium term plans linked to Nrich activities to challenge. Also to ensure all teaching sequences have opportunities to secure and apply knowledge at a higher level.
- The School Improvement Plan aims to continue to ensure consistency of sequential planning across the whole school with children building upon previous learning throughout. A particular focus is ensuring the application of the subject knowledge of the Early Career Teachers (ECTs) which has been developed previously. Additionally a further objective is the implementation of consistent and accurate mathematical vocabulary understanding and application across the school following on from previous training.
- Tara Loughran, a specialist mathematics consultant will continue to work with the staff this year with a particular focus on improving math opportunities within outdoor learning and developing consistent use of mathematical vocabulary across EYFS.
- The mathematics subject lead will continue to support the ECTs with planning, resources and teaching strategies. All ECTs continue to benefit from planning with their colleagues in their teams and being mentored by an experienced Middle Leader.
- The Subject Leader will attend further training with Tara Loughran with the North West Maths Hub and continue to work with the Wirral and Cheshire Maths Hub.
- Children with Additional Needs will continue to be supported by staff with careful consideration given to use of support staff to enhance learning opportunities through

additional support whilst encouraging and developing independence.

- Parent/carer workshops are planned by EYFS to encourage active participation and confidence with mathematics.

Next visit: Spring term with a focus on:

- Talking to children about their work to check understanding and application of vocabulary.
- Evidence of challenging tasks linked to outcomes at the higher standard.
- Evidence of vocabulary linked activities using daily retrieval tasks.
- Visit EYFS to observe outdoor provision identifying use of questioning and vocabulary linked to current training.