

**School: Primary**

**Project Title: Increasing the percentage of children reaching age related expectation in Maths by ensuring a greater emphasis on number fluency.**

**NPQH**

I am a senior leader in a larger than average primary school within an area of significant deprivation (810 on roll, 57.4% Pupil Premium). Starting points upon entry are significantly below average. Parental support with home school learning is low.

My project was to improve maths outcomes by ensuring a greater emphasis on number fluency. An analysis of data showed that children at KS1 and KS2 were struggling to meet end of year expectations (KS1 60%, KS2 49%). Data was significantly below national averages. This was particularly relevant to Pupil Premium (PP) learners. An analysis of 'Analyse School Performance' (ASP) identified 'number' to be an area for development (-34% between school and National). In 2017, Ofsted judged the school to be 'requires improvement', noting a need to 'instil in pupils a sound and rapid recall of number facts'.

Prior to the school's inspection, I had recently taken up post as part of a new leadership team. After conducting an analysis of teaching and learning, it became apparent that many teaching staff were not meeting the requirements of the teaching standards. Actions were taken to address this and as a result the school had an increase in staff turnover. Whilst the subsequent inspection noted 'effective actions to improve teaching, had been taken', I was aware that the school had a number of new appointments, ten of whom were NQTs. As my project required me to lead all teaching including teaching assistants, I ensured that my actions were clear and closely monitored to enable impact.

Following the resignation of the Head of Mathematics and after a discussion with the Headteacher, I informed governors that I would take on this role in addition to my own leadership responsibilities. There was currently nobody in school who had the experience to rapidly improve outcomes. However, I recognise the importance of investing in others and therefore throughout my initiative I supported the CPD of a colleague to allow for succession planning. This later included supporting her enrolment on NPQML.

I carried out research into ways to develop number fluency, drawing upon examples of world-class teaching with a reference to PP. I was drawn to work completed by the National Centre for Excellence in the Teaching of Mathematics (NCETM). I was particularly interested in the Shanghai approach to 'Mastery' mathematics and the structure of the delivery and planning of a lesson. This had implications for my school as I chose to remove setting. This had been a long standing tradition and I found having research to draw upon invaluable when presenting this to teaching staff to gain their support.

I analysed teaching profile data and final placement reports for NQTs and pinpointed areas of CPD. I completed a review of key stage assessments from the previous three years to allow me to gain an understanding of trends and implications for curriculum development. My analysis allowed me to design a plan for strategic improvement which I ensured was consistent with the vision of the governing body. Mindful of budget limitations, when presenting my action plan to governors I was transparent with its cost. In line with the interests of the rest of the school, governors requested a reduction to the CPD budget. This required me to take a creative approach to ensure I was still able to deliver the CPD I knew staff needed. For example, I streamlined CPD to develop specialist support staff. I found this resulted in a high quality of interventions whilst meeting the request of the governance board.

In order to prevent my project from having a negative impact on staff workload, I ensured directed time was utilised for the sessions. This also supported with the 'buy-in' from more experienced and 'influential' staff. I was aware that staff were already subject to extensive monitoring as a result of the school's Ofsted inspection and morale was low. I

was sensitive in my approach to monitoring the impact of CPD which included transparency when sharing my findings with staff.

By providing staff with the necessary knowledge, skills and understanding to develop their own practice, my leadership has enabled them to deliver a more refined, personalised curriculum. As a result children are becoming increasingly fluent in the fundamentals, and show a greater ability to recall and apply knowledge rapidly and accurately. Lesson observations show a 43% improvement in the quality of mathematics teaching. Leading a team to revise the school's marking and feedback policy resulted in a staff voice which indicated a significant reduction to teacher workload. This was something I was particularly pleased with!

As a result of my initiative the percentage of children achieving age related expectation has increased. Outcomes at Year 6 rose by 16% at the Expected standard and 9% at Greater Depth. Year 2 standards increased by 9% at the Expected standard and 3% at Greater Depth. Although they are still lower than National Averages, both data sets show evidence of the impact of the intervention which has been put in place. There is increased teacher confidence when delivering the mathematics curriculum and a heightened focus on basic number fluency. A mastery approach to teaching as well as the introduction of number fluency initiatives such as Times Tables Rock Stars has allowed children to understand key concepts in greater detail. Children have demonstrated an ability to apply their number fluency to more complex tasks. Whilst 'ASP' data is not currently available for the most recent KS2 assessments, an increase in outcomes would suggest a diminishing difference in 'number' between school and national outcomes. The leadership team firmly believe that the mastery approach is working. The improvements in progress data for all year groups is promising.

My initial 360° noted a strength of my leadership to be personal drive – I am self-motivated and can take a creative approach to problem solving. Throughout the course of my NPQH I feel I am increasingly skilled at communicating these ideas to others, demonstrating my resilience as a leader. I was delighted that feedback from my second 360° identified 'Leading with Impact' as one of the areas in which I had made the greatest improvement. This demonstrates my increase in confidence when adapting my leadership style to lead effectively in different situations.