

Committee: **Cabinet**

Date: **27 July 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**
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1. Financial Appraisal

1.1 In the current financial climate it is not anticipated that additional funding will be forthcoming to support the proposed actions within the action plan attached to this report as **Appendix 1**; however existing consultancy activities and support for schools will be reengineered to release capacity to implement the action plan. Wherever possible low cost / no cost solutions will be sought.

1.2 In prioritising mathematics over other subject areas; teaching and learning support will need to be reduced in those other areas. To mitigate this potential loss all teaching and learning consultants will adopt a cross curricular approach and promote generic teaching and learning skills that secure high quality teaching.

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 Several strategies to improve mathematics have been modified or new school improvement initiatives introduced during the lifetime of the Scrutiny Review. To date these are showing very positive outcomes, a full data report and analysis of outcomes will be available in the autumn after the 2010 key stage 2 test results.

2.3 Whilst the boycott of end of Key Stage 2 tests in 2010 by approximately 20% of East Sussex schools will result in an incomplete data set, the collection and moderation of teacher assessment data will increase the completeness of the county data set and enable some trend analysis to be conducted. However, any comparison with previous years will not be statistically secure.

2.4 Initial discussion 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 interim scrutiny report contains areas for consideration. 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 will be a countywide drive for the academic years 2010-12.

3.3 The recommendations are helpful and should 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: Non

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

Response to the Recommendations

	Recommendation	Response	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. • Learning Platform mathematics resources updated and re-launched. • East Sussex Mathematics Fortnight (possibly including a Mathematics Road Show) • Establish a second Quality Mathematics Programme (QMP2) with the schools identified to be coached by selected schools from QMP1 cohort. • Parent-link advisers conduct survey of callers to promote awareness of the county drive for improved status of mathematics. • Focus group of teachers, parents and local businesses to devise low cost / no cost strategies to promote positive culture around mathematics. • Business links explored to promote links with numeracy in the workplace. eg. Hotels, ESCC • Investigate links with celebrities in East Sussex with mathematics in their job • Share mathematics conference evaluations and summary suggestions with all schools through the VSB • Leading Mathematics Teachers coaching programme for coasting schools 	<p>Quarterly</p> <p>September 2010</p> <p>Spring 2011</p> <p>September 2011 – July 2012</p> <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>

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. • Use Leading Mathematics (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. • Promote Communication, Language & Literacy Development (CLLD) teachers' understanding of mathematics through the language of mathematics in EYFS and link with Children's Centres. 	<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 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; an ICT consultant, with mathematics competence, has been drafted to support the Mathematics consultancy team • QMP1 celebration conference to establish follow up activities and Community of Practice through the Virtual Learning Environment (VLE) • QMP1 practice shared and consolidated via Learning Platform Community of Practice eg, case studies. • Establish mathematics coordinator networks across the County for training and sharing expertise and strategies 	<p>August 2010</p> <p>September 2010</p> <p>September 2010 – July 2011</p> <p>September 2010 onwards</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. • Every Child Counts (ECC) teachers fully engaged in promoting improved quality of mathematics provision with regular opportunities to share practice more widely. • Discuss possible Library Service focus on mathematics. Continue consortium partnership with Brighton and Hove and West Sussex to provide continuity & high quality Local Authority offer. • Discuss possible Library Service focus on mathematics with head of ESCC Library Service & agree actions. • 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 	<p>Termly</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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July 2010