

Callands Primary School Curriculum Review- Maths

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| Headteacher: Lisa Littler | | Date of visit: 16/9/22 |
| School email address: headteacher@callandsprimary.co.uk | | Governors: COG- Nigel Spencer |
| ECM Leadership Partner: James Marsh | | |
| Triangulation of actions taken as part of support and challenge, including Deep Dive activities | | |
| Analysis of: IDSR / SPS / Last inspection report / Self-Evaluation Summary (SES / SEF) / School Impact Plan (SIP / SDP) / Other reports e.g. LA, ECM & Diocese / School website Internal school data (which may not be looked at in inspection) | Monitoring of: Curriculum overall including specific subjects / Pupils' workbooks / Teachers' planning / Learning walk / Observations of learning/ School monitoring documents/ HTPM / Actions from previous visits | Discussion with: Headteacher / Principal / Governors/ Senior leaders / Middle leaders / Teachers / Teaching assistants / Office staff / Pupils |
| Future dates agreed for 2022/2023 | ECM to contact school about the following services: N/A | School discussed and school is: <i>Is not interested at the moment.</i> |
| Summary note of visit: | | |
| Strengths: <ul style="list-style-type: none"> The maths curriculum is well embedded at Callands. Leaders have prioritised this core subject over many years to ensure that the curriculum is implemented consistently across school. The curriculum is well sequenced and progressive. Leaders ensure that all teachers delivering the curriculum have a secure understanding of what to teach and when to teach it. During the review, all teachers observed were following school's 'On Track Indicators' consistently, which is a document that outlines the specific age-appropriate knowledge that pupils should be taught. Teachers have secure subject knowledge in maths. They have a firm understanding of the maths curriculum in their year group, as well as in previous year groups. This allows them to carefully check pupils' understanding in lessons to ensure that prior learning is built upon appropriately. All staff have received a vast amount of CPD in relation to maths. As well as teachers having secure subject knowledge this is also the case for teaching assistants, who are skilled enough to provide regular team-teaching alongside teachers. Pupils say that the excellent modelling that their teachers and teaching assistants provide helps them to make more sense of their learning. Leaders have recently (September 2022) developed a new approach to the delivery of lessons- 'I do, we do, you do', and already teachers and pupils speak positively about improvements seen since implementation. The approach allows teachers to deliver high quality modelling in every lesson and provide targeted support to individuals who require additional immediate support based on assessments made mid-lesson. This is helping to ensure that all pupils 'keep up' with their maths curriculum. The impact of this approach is already clear to see and one pupil spoken to during the review said that less children are now needing more help after lessons due to the focussed/targeted support they receive now within lessons. Pupils enjoy learning about maths and understand the importance of maths in the real world. For example, pupils could relate maths to employment and essential life skills like handling money in shops. Pupils appreciate the opportunities that their teachers provide for them to revisit, practise and consolidate learning. They say that this helps them to remember their learning over time. Pupils' behaviour is exemplary. They demonstrate extremely positive attitudes to learning and are eager to succeed. All staff are consistent in their approach to insisting on high expectations of behaviour. This culture is well established and no pupils needed reminders about their behaviour or attitudes during the review. | | |
| Recommendations agreed: <ul style="list-style-type: none"> Leaders need to continue to monitor the implementation of the 'I do, we do, you do' approach to ensure that it is delivered consistently across school. Currently, not all teachers are ensuring that the 'I do' part of the lesson focusses purely on teacher modelling alone, without the need to involve pupils in discussion. All teachers should ensure that activities chosen for pupils to complete in the 'you do' part of the lesson are appropriate, well linked to the lesson focus and provide opportunities for pupils to deepen their learning, rather than relying on unrelated maths 'challenges'. | | |