

SCHOOL SELF EVALUATION REPORT

MATHEMATICS 2016



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SUBJECT LEADER: Miss Jill Baker

1. Achievement and Progress

Foundation Stage 2016

EYFS Profile

- 78% achieved the expected level for all prime areas. LA 79%
- 68% achieved the expected level for Literacy and Maths.
- 68% achieved a good level of development within the EYFS. LA of 69.7% and national of 69.3%. This is an increase of 4% within the setting

EYFSP Trend

All pupils who were achieving at least the expected level in the EYFSP

	2014	2015	2016
Westmoor Primary School	62%	64%	68%
North Tyneside	59%	64%	69.7%
National	60%	66%	69.3%

Westmoor are working slightly below national average for GLD. (by 1%) Children demonstrated a good level of development within prime areas where 78% of children were expected or exceeding, which was in line with National at 78% and just below LA at 79%.

The median score was also in line with LA at 34%, however this gap has widened from 31% in 2015.

There are significant differences between the performance of girls and boys. The cohort had a large number of boys, many with special educational programmes for their various needs. Girls achieving GLD was 93% in comparison to boys at 54%. A further analysis regarding this particular cohort and the gender difference is attached.

The number of children not achieving GLD equates to 13, compared to 2015 which was 16.

Percentage of children achieving expected level in all ELGs is 63% compared to LA of 67%.

Setting Summary

- In Mathematics 70% achieved a good level of development across both areas, a rise from previous cohort of 66.7%
 - 70% achieved the expected or exceeding level in numbers. (66.7% in 2015)
 - 82.9% achieved the expected or exceeding level in shape, space. (77.8% in 2015)
 - 5 children exceeded the expected in both aspect of mathematics.

Summary analysis

- Despite a lower baseline and challenging cohort (see attached case studies) end of Foundation Stage Mathematics scores have increased.
- Continued work this year on recording evidence in books and learning journeys, particularly children's independent challenges, have provided practitioners with greater evidence and understanding about how much children have embedded and are able to apply in different contexts.
- More emphasis on mathematical learning during creative days to gauge children's application in range of contexts and independently has become embedded. This has been achieved through team discussions and ways forward for creative days led by FS manager, and an experienced member of foundation stage to taking the lead on planning the creative day, modelling best practice to newer members of staff.
- Mathematics intervention in Reception developed (Spring 2016) for TA delivery.
- Classrooms have been reconsidered to ensure there are mathematical opportunities in both rooms, including counting displays and activities.

Required action

- Baseline assessment tool to be developed as an ongoing process to understand children's progress and therefore next steps in learning. (Reception)
- Embed the use of open ended games using the '6 Quickies' Research Project across Nursery and Reception to focus on children's key skills, game playing and developing mathematical understanding.
- Staff training/support in Nursery to address full potential of teacher led and child led activities within the context of a nursery and how this can be purposefully evidenced for clearly identifiable next steps in children's learning.

- Shared understanding of, and analysis of, nursery planning systems and structures to enable monitoring and evaluation by managers to be most beneficial.
- Outdoors is accessed regularly to specifically focus on Numeracy activities and inspiring those children who naturally enjoy the outdoor space, particularly boys.

Impact Overview

- New staff joining Westmoor and Foundation Stage have established their practice, accessed a range of appropriate LA training, and are keen to review their practice when appropriate following scrutinies and observations.
- The Foundation Stage Manager is central to the day to day practice enabling complete awareness of practice.
- Evidence gathered for individuals through a range of means, including recorded work, observations, transcribed dialogue, whole class floor book, parental contributions.
- Impact of new provision in the outdoors will enable staff to use space in different ways to engage mathematical learning.

Data showing age related expectations for ALL PUPILS

		NLC – EYFS-C	KS1-LEVEL 2+ Expected 2016	KS2-LEVEL 4+ Expected 2016
ACHIEVEMENT	2013-2014	69% NUM	93%	81%
	2014-2015	67%	87%	97%
	2015-2016	70%	76%	92%

Data showing pupils achieving ABOVE age related expectations

		NLC – EYFS-C	KS1-LEVEL 3+ greater depth	KS2-LEVEL 5+ greater depth
ACHIEVEMENT	2013-2014	11.1% NUM	24%	33%
	2014-2015	7%	22%	58%
	2015-2016	12.2% NUM	13%	29%

Key Stage 1 2016

- A cohort of 45
- 64% of this cohort were working at a good level of development at the end of FS in comparison to the LA of 59% (+5%)
- Overall APS was 33.1 in comparison to LA 34.8
- Results for expected standard are generally in line with the National and LA. 76%, 73% 75% respectively
- 13% achieved greater depth in comparison to the LA of 20% and National of 18%
- There is an even split of 22 boys and 23 girls achieving 73% and 78% respectively
- Girls out perform boys at greater depth 17% to 9% respectively
- 67% of FSM6 children (2 of 3 children) achieve expected standard with 0% gaining greater depth
- 0% of pupils with SEN (0 of 4 pupils) achieved expected standard
- 69% met expected standard in maths at FS (2014) and 76% in KS1(2016)
- 67% reached expected standard in ALL subjects in comparison to LA 63%

Summary Analysis

- Maths results are generally in-line with the LA and National.
- A gender imbalance exists at greater depth with girls outperforming boys
- SEND – no pupils achieved expected standard – Inclusion Manager has case studies
- FSM6 a small cohort of 3 children of which 2/3 achieved expected

Required Action

- Target more challenge for greater depth
- Track progress of the above groups, particularly gender differences.

Impact Overview

- The recently appointed KS1 phase manager has been in post for 1 terms and understands the data and supports the team well.
- The team track progress well, having clear targets and aspirations which are mindful of LA and National expectations.

Key Stage 2 2016

- A cohort of 41
- 98% of this cohort achieved a L2+ at KS1
- 93% achieved expected standard which is significantly above the National of 70% and the LA of 72%. Teacher assessment 88%
- Average scaled score of 106.1 compared to National of 103 and LA of 102.5
- 12% of this cohort achieved a L3+ at KS1
- 29% achieved greater depth compared to the emerging National of 17% and LA of 21%.
- There is an even boy girl split. 20 to 21 respectively.
- Girls slightly outperformed boys at expected standard with 95% to 90% respectively. However, scaled score 105.0 to 107.2 respectively
- 100% of FSM6 children achieved expected standard (5 of 5 pupils). Scaled score 105.2 compared to National 100.6 and LA 99.6
- 100% of SEN pupils met expected standard with an average scaled score of 101.0 compared to National of 96.8 and LA of 94.2
- 24 pupils (59%) met expected standard in ALL subjects combined
- Maths' progress score is 3.22 compared to LA of 0.03. This is significantly above.

Summary Analysis

- Outstanding mathematics results for Y6
- Outstanding progress measures KS1 to KS2
- Number of pupils achieving greater depth is well above National.

Required Action (current Y6 cohort)

- Use of target tracker to track for expected standard (Age related expectations)
- **Aim to maintain current standards**
- **2016 Expected Standard**
 - School 93%
 - National 70%
- **2016 Greater Depth**
 - School 29%
 - National 17%
- **Boys (20)**
 - School 90%
 - National 70%
- **Girls (21)**
 - School 95%
 - National 70%

- Differentiation and Mastery
- Booster to begin in Spring term

Impact Overview

- A Maths' specialist teaches Y6 Maths
- An upper KS2 manager tracks progress and leads phase meetings.
- Inclusion manager coordinates progress meetings half termly and with staff agrees pupils in need of timely interventions