

## School Accreditation Visit Report

<b>School</b> ROBY PARK	<b>Headteacher</b> STEVEN HATTON
<b>Champion</b> JACKIE McCORMICK	<b>Assessor</b> DAVE CARDEN
<b>Date</b> 19 <sup>th</sup> APRIL 2018	

**Learning Walk** [working walls, displays, resources, environment, numeracy/maths in action]

We began the Learning Walk in the staffroom where we saw a board which was used to highlight good maths APPS and sites.

The Hall had a variety of displays and posters ;

- The House Points display was changed regularly by the HP monitors and as points are added to the chart it begins to take the form of a graph.
- The Wonder Wall was a place for pupils to write and place their big ideas
- Knowsley Flower Show
- The Attendance League Table
- Gardening Maths showing how vegetables can easily form maths activities

The Hall also contained the Maths Hub celebrating the work of the Maths Ambassadors in supporting the Maths LCQM Champion, a Hall of Fame for the TT Rockstars program, Maths in the Allotment and Christmas Bingo pictures.

Many of the posters and displays both here and around the school formed part of the Maths Trail. This engaging and challenging initiative brought these displays to life as pupils used their iPads with the QR codes in order to make links with numeracy and maths.

The posters If I Have 5 Minutes and Let's Talk About Maths were consistently displayed in all areas and added to the persistent approach to engaging with mathematics in a variety of ways and settings.

In KS1 we saw pupils engaged in problem solving, using clues of fractions, size and an understanding of comparing measurements in order to identify different potions, for example Dragon's Blood and Unicorn Spit.

The Year 1 Inspire display explained how pupils had decided to use maths experiences of sorting by size in outside areas of the school. The Maths Champion made reference to the work of the TAs in the school and their relationships with teachers and pupils. This working relationship was seen as a strength within the school where all stakeholders benefitted.

In Year 2 and 3 Calculation Policies were attached to the wall – a feature of all rooms – and Maths Boxes were used to strengthen thinking and problem solving skills. In addition to this, the Maths Champion explained how White Rose had published links to Mathletics, a resource which is used extensively in the school and is also extremely popular.

Children were explaining to me with confidence and clarity the important features of statistics and the working wall reflected and strengthened their understanding. We also saw Maths Comprehension Cards which again supported the varied approaches to problem solving in the school.

In Years 5 and 6 we saw pupils finding areas of triangles and areas and perimeters of plans based on newly constructed housing close to the school. Again they were able to talk confidently about the work they were engaged in. This was just one of many examples observed in the school where maths in the real world was fully exploited.

**Pupils** [interviews, interaction]

We talked to Ruby, Poppy, Sinoch, Pria and Mia. All classes had Maths Ambassadors and those interviewed were able to talk confidently about their roles and how they supported the Maths Champion, their peers and parents by promoting numeracy and mathematics activities in the school and beyond. We covered the following areas;

- Using QR Codes to explore posters and displays. Sinoch was an expert on this and personally involved in designing and trialling the system.
- Problem solving – they made it clear that there were many opportunities available for them to be challenged and engaged with a variety of extension work in their classes.
- Enjoyment of maths – it was seen as a fun subject
- Parental involvement – the majority of the pupils gave good examples of how their parents used numeracy and mathematics in their daily lives.

When asked about how they could improve their roles as ambassadors they were well able to make some realistic and some ingenious suggestions.

**Other Adults** [teachers, LSAs, governors, parents]

It was clear that the Governors interviewed had a clear understanding of the ethos of the LCQM and were able to identify key areas within their school which had benefitted from the work of the Maths Champion and Ambassadors. They explained how they had been kept regularly updated on the progress of the QM by the Champion.

Governors were also actively involved in supporting the work of the Champion and the maths experiences of the pupils and had taken a lead role in promoting and developing maths and numeracy across the school and beyond.

They were aware of how far the school had moved through the commitment to the Quality Mark and the expertise of the Champion and also aware of next steps.

It was also clear that the organisation and deployment of TAs was managed in a way that presented a united system of support for the children and that the expertise of the TAs strengthened this system.

**Paperwork**

Assessment Criteria Booklet  
Case Study  
Action Plan  
School Website  
School Development Plan  
Maths / Calculation Policy  
Mapping of CPD  
Updates and reports  
Calendar of events  
Pupil voice  
Other

All relevant documents and files were made available to the assessor for scrutiny. These were displayed and organised efficiently and effectively.

<b>Summary</b>	
<b>Strengths</b>	
<p>We identified the work, expertise and commitment of the Maths Champion as pivotal in using the criteria and ethos of the LCQM to promote and develop numeracy and maths skills through engaging, challenging and enjoyable activities. We also recognised the strength of the support the Champion had received from pupils, Ambassadors, Governors, colleagues, TAs and other adults in the school and the Head Teacher.</p> <p>In more detail, these strengths should be highlighted;</p> <ul style="list-style-type: none"> <li>• The independent tasks and challenges round the school</li> <li>• The quality of posters and displays</li> <li>• The content of the website in informing parents and celebrating maths</li> <li>• The choice of quality materials and resources which promoted thinking skills and problem solving skills</li> <li>• The consistent approach to promoting thinking skills and problem solving skills through effective and engaging posters, displays and maths trails</li> <li>• Numeracy Across the Curriculum planning was clear and concise and managed consistently</li> </ul>	
<b>Next Steps</b>	
<p>We agreed that some of the points posted as strengths above could be developed further, tweaked or strengthened. We also discussed;</p> <ul style="list-style-type: none"> <li>• Enlarging the number of Ambassadors and give them more specific roles in order to further support the Maths Champion</li> <li>• Continue engaging more with parents and visitors by using the website more effectively</li> <li>• Continue developing links with other schools and educational settings in order to give the pupils a wider maths experience and also to strengthen the networks / hubs for groups of schools</li> </ul>	
<b>Award</b>	<b>GOLD</b>
<b>Assessor</b>	<b>DAVE CARDEN</b>
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