

School Accreditation Visit Report

School Eaton Park Academy

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Award **GOLD**

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

As I walked around the school, it became evident that a significant amount of work has gone into ensuring a consistency of approach towards maths throughout the setting. Each classroom- from nursery to year 6- has a maths working wall which is focused on current learning. In EYFS these walls focused on concrete models of number and modelling vocabulary. From Y1-Y6 the working walls are structured around fluency, reasoning and problem solving. Classes have maths tables or maths boxes and pupils regularly independently choose and access the resources that they need to support them with a particular task.

In all lessons pupils access a Daily 5 on their arrival at school. The maths lesson begins with recap slides focusing on vocabulary. The slides remain the same throughout the week but with further scaffolding removed on later days. Sentence stems and sentence stem maps are available and used throughout as needed throughout the school to support pupils with verbalising their methods and reasoning. When mathematical misconceptions are made in class, teachers tackle this appropriately and promptly, encouraging pupils to reflect, rethink and reword their answer. 'Maths Is Everywhere' signs can be seen on corridors throughout the school demonstrating how maths had been used in lessons depicted in displays, including those in other subject areas. Examples of cross-curricular maths occurring within the school include Kandinsky and shape in Art, timelines in History, shape and measurement when creating a shelter in DT. There are posters on classroom doors where teachers explain how they've used maths recently and large 'Maths Is Everywhere' posters that pupils can contribute to with how they've used maths outside of school.

Early Years Foundation Stage is maths rich with opportunities to develop mathematical understanding and language in all areas of continuous provision as well as in the outdoor spaces. A dinosaur land themed tuff spot included Numicon and counters and was an inviting opportunity for pupils to engage in counting and grouping activities. There are numerous roleplay areas inside and outside with opportunities for maths links- counting and money in the bakery, measurements at the garage, etc.

Pupils [interviews, interaction]

I spoke to a range of pupils from Y2-Y6 including Maths Ambassadors, members of the Junior Leadership Team and those that attend maths clubs. The pupils have a clear love for the subject and spoke clearly with enthusiasm about their enjoyment of maths. They demonstrate resilience in their approach to challenge and talk clearly about what they would do if they found a task hard. Pupils told me how they are independently access and choose from a wide range of maths resources to support them in their maths work.

Maths Ambassadors take responsibility for selling toast to their peers and support the other pupils in their use of money. They told me how they support younger pupils with their maths work in Homework Club, helping them to break down tasks and helping them practise calculation methods.

The pupils gave examples of how maths is included in other curriculum areas, giving examples of Roman numerals, timelines in History lessons and references to population statistics in Geography. They understand why numeracy skills are life skills, giving examples of paying taxes and rent as well as daily tasks such as measurement and ratios in cooking.

Other Adults [teachers, LSAs, governors, parents]

I met with a parent, a governor and several members of teaching staff. There was also a written statement by the Maths Governor. Maths has always had a high profile and been popular within the school but following the Liverpool Counts Quality Mark work children can now identify maths in their everyday life (within and outside of school) and articulate how it is used. Teachers feel that the ethos of positive messages around maths has had a real impact on pupil attitudes towards the purpose and value of maths.

Teachers feel that their CPD needs have been well managed and supported as part of the whole school commitment to improve outcomes in maths. There have been formal training sessions on identified training needs as well as voluntary informal drop-in maths clinics for both teachers and support staff. Teachers have been provided with a planning document entitled 'Maths in the Wider Curriculum' that has further supported them in the identification of opportunities for meaningful maths links and content within other subject areas. All staff at Eaton Park Academy

have embraced the Liverpool Counts Quality Mark with enthusiasm and their desire to foster positive attitudes to maths and to support each other is lovely to see.

Parents felt well supported by the school to help their pupils with maths. Teachers use newsletters as well as digital methods such as Class Dojo to communicate with parents/carers and offer support with calculation methods or particular ways of approaching maths tasks at home. Pre-Covid, parent workshops took place to offer support on specific elements of maths. The school now plans to re-start these workshops and invite parents to come in to school to work alongside their children in maths.

The governors are in regular communication with the Maths Champion. Meetings occur at least once a term and governors have the opportunity through meetings and emails to question and offer support and challenge. The governor was extremely positive about the whole school impact the LCQM has had on Eaton Park Academy and how this has only further embedded the hard work that has taken place in school to date.

Paperwork

Assessment Criteria Booklet	Included: self-assessed as Gold
Case Study	Included: 'Maths Is Everywhere!'
School Development Plan	Included
Action Plan	Included
School Website	Includes information about LCQM, access to policies and LT planning
Maths / Calculation Policy	Included
Updates and reports	Communications between maths lead and champions included
Calendar of events	Included
Pupil voice	Included

Other [assemblies, special events, links to other schools]

- The school takes part in national and international maths celebrations such as Number Day.
- Whole school events based around other curriculum areas (such as the recently held History Exhibition or Lifestyles Week) or cultural events also include explicit links to maths.
- There are Maths Clubs available where pupils can take part in maths activities and play board games as well as Homework Clubs where pupils can practise their maths skills.
- Pupils take part in financial workshops through programmes such as Natwest Number Sense.
- The yearly Aspirations Week includes discussion of how maths is used in careers as well as an exploration of salaries and finances related to careers.
- Use of technology such as Times Table Rock Stars has encouraged pupils to undertake further maths practice at home. One class will soon be piloting 1:1 use of devices in class and will be exploring how this can be used to develop maths skills.
- The school is part of a Multi-Academy Trust and the Maths Champions regularly share practice with schools across the trust and in the Stoke-on-Trent network of schools. They have run Maths Moderations and network meetings for other schools to attend.

Summary

Strengths

- The Champions have been fundamental to the success of the project providing effective leadership throughout the process. This is apparent in the consistency of approach to maths across the school and the confidence and enthusiasm shown by staff and children when talking about maths.
- All adults have shown a high level of commitment to the project. The governing body have been kept informed through and have provided a high level of support and challenge throughout the process.
- There is a positive culture around mathematics across the whole school and children talk confidently and positively about their learning.

Next Steps

- To develop the ambassador system further to include opportunities for pupils to contribute and develop ideas for maths (e.g. planning theme days)
- Further develop the use of maths outdoors
- Further develop pupil voice and surveys to encourage more personal reflection on the pupils' attitudes and feelings towards maths

Thank you so much for the opportunity to visit your school and to see the hard work that you have put into building a community with such a positive ethos surrounding maths.