

Report of Activity

Establishment	Mill Chase Community Technology College		
District Council	East Hants		
DFE No	4139	Area	East
Report Recipient	Stephen Crabtree	Date	26 February 2013
Author of Record	Ione Crossley	Term	Spring

Activity Reason: Inspection and Advice

Additional Focus: Mathematics

CONTEXT

The college has received a total of 6 days support, 3 centrally funded and 3 under Management Partnership in line with the LA Statement of Action in response to improvement notice notified to the College on 16 March 2012. The consultant met with the head of mathematics to review the progress. The improvement focus was to provide practical support to develop teaching in the department specifically:

1. To strengthen accurate assessment for learning and accurate levels of challenge (2av).
2. Develop staff expertise in developing independent learning skills (2bi).
3. Increase expertise in developing literacy and numeracy skills across the curriculum (2ci).

COMMENTARY**Summary of consultant's work in school:**

Initial meetings were held with the Head of Mathematics, senior line manager and Head Teacher to develop the programme of support.

Activities undertaken:

- planning for numeracy activities across the school to include inter-tutor group competitions on tables, decimals, fractions and other basic skills. These have been run throughout the year, younger students and those who are less confident in number skills have noticed an improvement in their ability to apply these when solving problems
- longer problem solving activities in the fortnightly tutor times
- review of homework policy
- learning walks throughout the department to monitor use of open tasks, questioning, pace and progression in lessons
- pupil interviews
- book reviews
- review of the TASC structure for problem solving
- team planning and delivery of open tasks, differentiated across the year group.

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Initial observations showed there was differentiation between groups, good planning and very little low level disruption of the lesson. Very few students found maths too challenging, with the more able in a class finding it too easy. Students wanted to see more peer assessment, group work and use of computers. Apart from MyMaths very few students could remember productive use of ICT. All teachers were marking books although not as frequently as expected, few targets for improvement set and little evidence that these are followed up. Classwork consistently marked by students but little evidence teachers monitored this. However the beginnings of lessons were often slow as books given out etc. Some good questioning but much of little depth, teachers give very little thinking time and some students therefore do not engage. Teaching largely from the front unless helping students in the main part of the lesson.

Initial action points:

- Allow more thinking time when questioning – pause for an answer, insist on no calling out or use lolly sticks etc to select who answers.
- Move students on at their pace – teachers must check for understanding and use assessment points during the lessons to avoid leaving students behind.
- Ensure more able in any group are differentiated for.
- Model written answers on the board, give clear explanations and insist on good presentation.
- Increase use of group work and opportunities for students to peer assess.
- Increase opportunities for using ICT to explore areas of maths.

Talk less, listen more

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ACTION

Next steps agreed with the school

- Increase cross-curricular work with science and geography to include a mini project involving teachers from both areas.
- Set up parent open meetings to start increasing involvement and engagement.
- Build on and extend numeracy work in tutor times.

Signed:

Date:

Copy To: Head teacher
 Chair of Governors
 Brian Pope (AD)
 Pam Simpson (DM)
 Phil Munday (LLP)

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	0.5			
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
			0.5	