

Lincolnshire Attainment in Maths Project (LAMP)

Overview

The Lincolnshire Attainment in Maths Project (LAMP) was a maths improvement project, targeting primary schools in Lincolnshire where attainment and progress is considerably below national averages at KS2.

The project supported 23 schools in two geographic clusters around the East Coast (East Lindsey) and South of the County (South Holland and Boston) districts (noted as category 5, 6 and 5 respectively in the Achieving Excellence Data (DfE Mar 16)).

The two clusters worked as Professional Learning Communities (PLCs), accessing modular training based on the Education Endowment Foundation's Improving Maths recommendations. Each cluster was led by a maths SLE and each school was assigned an LLE to work with the headteacher to scrutinise data and form an action plan for improvement. Each school also had access to intensive CPD for KS2 teachers on the principles of Mastery Learning (EEF Aug 17) and targeted resources for closing the gap for the most vulnerable children.

The intended outcome of LAMP was to raise attainment and progress scores in each participating school to at the national averages for KS2 in 2019. LAMP also aimed to impact on all pupils in the school through improved subject knowledge and teaching practices and to build sustainable networks of subject leaders to further the teaching and learning of Maths to sustain the outcomes at KS2.

Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.

- The project leaders planned for and allowed time to oversee the drive and ambitions of the project were being delivered and ensured that the momentum of delivery was maintained. At all levels of management and implementation project personnel were selected who had the commitment to drive the project to be effective.
- Accountability - regular, planned, triangulated 'Contact Points' between the school leadership and their partnered LLE ensured drive, place and accountability was maintained throughout the life of the project.
- Quality of Teaching and Learning – some strands of the project highlighted that more teachers than expected need support in effective classroom delivery. We would build in a rigorous approach across all school around classroom delivery and increase the focus of mentorship, support and signposting on this strand.
- Collaboration - the project created a culture of professional reciprocity and challenging dialogue between practitioners and leaders which has resulted in greater confidence when talking about maths.

- Dialogue - the project has supported and encouraged maths dialogue between pupils, teachers and TAs which would improve pupil outcomes.
- Evaluation points - using third party experts to support and challenge a rigorous evaluation at key points in the project lifetime has given clarity on improvements and direction to project leaders.

What the project may do differently in the future

- Timeline - the timing of the project was imperative, making sure that the project ambitions and expectations were aligned with the school year and allowed time for headteachers and school leaders to align their school development plan priorities with those of the project would be preferable.
- Project evaluation - deployment of an NLE to offer quality assurance on the projects reporting mechanisms was very effective. The NLE was given one day per term to check and evaluate the Leadership Accountability Frameworks (LAF) from each school, feedback on the quality of the action planning from the LLEs and the rigor of the challenge that appeared to be given by the LLE to the school leaders. This holding project leaders and schools to account was an effective mechanism in making sure the reporting back to project leaders was timely and effective. The intelligence gathered at this point was fed back to the LLEs and subsequent visits were adapted accordingly. This has also been fed back to the wider TSA system in the county and will lead to some training for LLEs and school leads around effective action planning.
- Collaboration in the system is crucial - the network of teaching schools was able to work effectively across the county, sharing good practice, experience of running SI projects at scale and more importantly sharing system leaders. The project relied on using capacity in the system of LLEs to support schools, specific maths expertise to lead maths menu strands and experienced maths SLEs to lead the PLC networks efficiently. It was important, however, that with a range of TSA expectations in existence, the roles were clearly communicated and LLEs were trained on the reporting mechanisms to ensure all were using the system correctly and with the same ambitions and expectations.
- Induction of system leaders - ensure that the leaders supporting schools attend timely and thorough training around expectations, how to use the reporting framework and writing effective action plans.
- Financial reporting and monitoring - ensure financial tracking systems are established at the start of the programme and all parties adhere to the reporting expectations.
- School engagement - to maintain commitment of a school to the project ambitions for the longevity of the project, establish a deposit system that is returned to schools on successful completion of the project.
- Communication - clear, regular and simple communication to all project stakeholders needs to be issued to ensure all deadlines and commitments are fulfilled in a timely manner for impact in schools as well as smooth

financial tracking.

- Building capacity - the project has identified both system leaders who were low level contributors and were able to be called upon to develop their capacity as well as identifying new SLEs that have been subsequently designated and are able to contribute to the sustainability of the project in the county.
- Sustainability - make sure that there are shadow leaders in the system who can step in and lead the project in cases where the designated leads are unavailable. Project work and leaders will have skills and structures that could be traded in subsequent years through the Teaching School system.
- Shadow schools - have a 'waiting' list of schools that could be deployed onto the project should any drop out. Schools on the project should be subjected to a 'leaving/exit' strategy to ensure they are left with some sustained legacy of project input.

Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.

A number of actions were taken from the outset of the project. During the initial launch to participating school leaders the message was given that the ambition of the project was to embed networks, strategies and practices that would be sustained in the school beyond the end of the project. To this end a number of aspects of the project have rooted the following practices in the participating schools to maximise the chances of connections and practices formed during the project life are sustained:

- PLC/Subject networks: The peer support framework afforded through the PLCs have supported and developed subject leader confidence and subject knowledge. School leads have been signposted to Maths subject networks in their locality - most of which are linked to the East Midlands Hubs, therefore engaging awareness of the continued support offered by Maths Hubs and Teaching School networks.
- Maths Hubs: Teaching Schools are linked into the Maths Hub network and maths leads and headteachers are kept up to date with network and opportunities afforded by the Maths Hubs. All have agreed to continued email contact to ensure linkage to the Hub activities. There was direct signposting to the Hub 2019/20 offer at the PLC networks and the Legacy event. Many of the participating schools have applied to be part of a Teaching and Research Group (TRG), or a Mastery Readiness Group in the forthcoming year.
- Quality of leading and teaching of maths in KS2: Feedback from LLE visits and school leader responses indicate that the class teachers involved in the project have improved confidence in effective planning and teaching and ensuring all groups of learners make (or exceed) expected progress in maths. Delivery from the 'Maths Menu' has supported teachers in targeting classroom practice. Teachers will be expected to build on this, share effective practice in their settings and cascade their knowledge across the

school. School based leaders report increased confidence in supporting colleagues in school and their own ability to monitor and evaluate impact of maths teaching and learning across the school.

- Closing the Gap: Use of the very specific data analysis from GL Assessment highlighted the need to understand where gaps in understanding lie within the class. The inclusion of the data raised the profile of this element of assessment in participating schools and developed a more sophisticated understanding across the leadership team of accurate unit analysis and the role it must play in being able to 'close the gap' in children's understanding more efficiently and in a timely manner. Teachers can subsequently match appropriate interventions to the right children.
- Intervention training for teachers and Teaching Assistants: The introduction of a very targeted, proven intervention and then training both teachers and TAs to deliver has shown to be a great benefit to the schools. A number of schools (and supporting system leaders) have purchased additional programmes from the supplier as they have been so impressed with the outcomes of accurate delivery of the intervention. Staff confidence is shown to have grown in their use of pre-teaching as a means of replacing the traditional approach to post-teaching intervention. Pre-teaching has become a regular thread of professional dialogue in LAMP schools as a direct result of discussions at PLCs.
- Teaching Assistants are reported to be using a more robust and informed questioning approach in the classroom within LAMP schools.
- Involving and upskilling school governors: Including governors from the outset of the project ensured they had knowledge of the ambitions of the project and the expectations from the school, this empowered them to have effective professional dialogue, supported by questions supplied by the project leads. They have been encouraged to participate through the project at Contact Point meetings and retain understanding of the impact the project has had, and the legacy it leaves within the school.
- Growth mindset of leaders: Through participation in the evidence-based learning, the mindset of subject leaders has shifted to embrace wider knowledge and understanding of teaching and learning strategies. Presenting the schools with a set of core texts at the Legacy Event that were used as part of the professional dialogue in the schools is a permanent reference for leaders to share with staff.
- Wider system leader impact: LLEs and SLEs involved in the project delivery now widely skilled in school improvement strategies and reporting. This knowledge and expertise gained will be utilised and shared in future deployments. Leaders of maths networks within the Teaching Schools were SLEs involved with the project, they will be (and are) sharing their learning with schools in the networks. The Hub Lead, who led the PLC delivery, has been seconded into a Lincolnshire wide project and is now delivering Maths PLCs across the whole county. This approach is based on the shared learning from the LAMP project and will be continuing into 2020.

UDN: 2010

- Moving into 2019/20: Due to the anecdotal reporting of positive impact of the project from participating schools and LLEs, headteachers and the Local Authority have asked the Teaching School Alliance (LTT) to run the project in 2019-20.