

Enquire Learning Trust Spring 2024 Enquiry Report – *Focus on Mission Critical Pupils*

ENQUIRY TEAM	
Academy	Oakdene Primary Academy
Enquiry Team	Janet Madden, Marliese Carr (Mastery Maths Specialists of the Archimedes NE Maths Hub, Carole Goodchild (Chair of the AIC), Becki Prout (parent member of the AIC), Melissa Brown (maths lead) Liz Bramley.
Date and time	6 th March, 8:30am – 2:30pm

FOCUS OF ENQUIRY WALK / KEY QUESTIONS
<p style="text-align: center;">“How are Oakdene demonstrating that they are perfecting the mathematics curriculum by making small refinements in line with current research?”</p> <p style="text-align: center;">“What is the impact of the mathematical approach taken in Oakdene on outcomes for pupils, including those who are mission critical and/ or disadvantaged?”</p> <p><u>To explore these enquiry questions, the enquiry team had the following focus:</u></p> <ul style="list-style-type: none"> • To evaluate the impact and sequencing of the maths curriculum for ‘mission critical’ and ‘disadvantaged’ pupils. (Evidenced through books, discussions with pupils and leaders). • To identify the systems and processes which allow gaps to be identified and addressed for all pupils. (Identified through observation of practice and conversations with teachers, leaders and pupils). • To review the provision of intervention and the way in which staff are deployed to ensure that ‘mission critical’ and ‘disadvantaged’ children make strong progress in order to close any gap to national expectations. (Evidenced through observation of practice, discussions with teachers and leaders, pupil voice). • To discuss which elements of day-to-day provision promote learners to engage in their learning in maths. (Evidenced through observation of practice, pupil voice, teacher discussions, books).

LEARNING WALK KEY POINTS – FOCUS ON MISSION CRITICAL PUPILS

- **Revision, recall and connection to new knowledge were evident across the school.** starting with the youngest of learners, where routines and prior learning were used to support new learning. For example, in Reception, the children were investigating and measuring the length of their bodies using physical units such as cubes and sticks whilst the teacher skilfully connected this to prior learning both through questioning and explanation –using the key vocabulary previously learnt in terms of measure. This revision of key concepts and vocabulary was also evident in the areas where independent play allowed the children to consolidate their learning and prompted them to use the necessary vocabulary through explorative activities. This recall and connection was evident right throughout school, building to more formal connections through flashback 4 activities and quick recaps of prior learning. This is having an impact as children in classrooms are articulate about their maths in the classroom and are using the vocabulary, recalling prior learning within lessons confidently. Mission-critical and disadvantaged children are therefore not only given the very best starts to their education, but frequent revisits of prior learning build their sense of success as they progress through school.
- **Class teachers use gap analysis exceptionally well – for all pupils.** This was evident across the school; for example, Year 6 classes were revisiting some gaps in their learning through well-planned and exceptionally pacey lessons, moving from one topic to another with opportunities to find success with a skilful balance of questioning and explanation. Learners were exceptionally engaged in the process and their resilience speaks volumes for the relationships they have with the staff across school. In year 4, targeted work was being undertaken surrounding times tables knowledge, and this was planned well to allow learners to have different approaches to learning.
- **Resources (including human) are used exceptionally well.** This was evident in all classes, where resources and manipulatives are accessed independently, and the access to these is clearly prioritised and well-practised. In the year 3 intervention class, for example, the teacher modelled the task, using clear visualisations and physical manipulatives, and he used his strong relationships with the children, many with complex needs, to promote success.
- **Children are encouraged to believe in themselves and be independent from the very start.** In all classrooms, there are focused working walls that children and staff refer to – these are purposeful and link directly to the current learning; children were seen using these confidently as support. In the nursery, activities were planned to be fun and promote independent problem-solving in creative ways. In year 1, the teacher modelled the task and then promoted a child to be the 'leader of learning', demonstrating how to multiply by 2. This created confidence and responsibility, which was mirrored throughout school.
- **Learning is challenging; there are no excuses.** Every classroom demonstrated challenge; expectations are high throughout, and challenge boxes are skilfully prepared to keep children focused and wanting to do more. In a year 3 class, for example, the children were completing the 'bus stop' method for division. This was a challenge, but it created a discernible 'buzz' in the classroom, and the teacher had thought about the use of resources to support this – this gave all pupils the opportunity to visually see 'division' using numicon. The language between the children was exceptionally rich; they were excited about the challenge, and clear thought and preparation by the class teacher meant that they could be successful. In Year 5 there was another example of children 'leading learning'. They were completing some difficult challenges relating to angles, they gave wonderful explanations, and the impact of prior learning was very evident. Children collaborate well throughout school, and this contributes to some superb learning behaviours.
- **Live interventions are evident in every classroom.** All staff are incredibly skilled at giving the right support at the right time. They really know their children and are able to skilfully move from a group to a child to the whole class and back to specifically target those who need additional explanation, modelling or reassurance. Every adult is fully engaged in closing gaps, and every adult appears to understand where these gaps are being adept at giving support where and when it is required.

LEARNING WALK KEY POINTS – FOCUS ON MISSION CRITICAL PUPILS

- **Planned interventions are precise and time limited.** Planned interventions could be seen within the classrooms, often delivered by support staff. These sessions are planned to ensure that children don't miss new learning, so often they coincide with flashback 4 to allow a more bespoke session to be delivered. Children in these groups are focused and fully engaged in their learning activities. In these sessions, there are also opportunities to pre-teach and retrieve prior learning.
- **Appropriate support for individual children with more complex needs is evident, allowing all children to access learning.** All children are valued and supported, for example in the Year 4 class there was evidence of 'emotion express' cards to allow children to share how they are feeling. In the Year 6 class a child was accessing different activities/curriculum with his own bespoke challenges that he was keen to talk about. These were still well planned and resourced with the teacher providing a skilful mix of oversight and promotion of independence. Some children in school have experienced significant trauma and staff are supportive yet still maintain high expectations.

SPEAKING WITH MISSION CRITICAL PUPILS

- The impact of the work of that leaders have had on the maths curriculum is evident in the pupil voice.
- The children enjoy maths and talk about the subject with enthusiasm. They are competitive with themselves and enjoy the opportunity to improve their scores.
- Children know how to use classroom resources to support their learning, including the working walls, times tables grids, resources on the table, key vocabulary, etc. They also use their peers to support them with collaborative learning opportunities.
- Children value the opportunity to attend a 'working group' if necessary, as this provides opportunities for them to really understand things, they feel it gives them support. They said this also motivates them to try harder.
- Children were able to retrieve most aspects of their current / prior learning.

WORK SCRUTINY OF MISSION CRITICAL PUPILS

- Mission-critical books generally reflect the same content as the other books shown; although sometimes tasks may be slightly adapted, the learning intentions and outcomes are the same.
- There is considerable evidence of 'challenge' activities in the books.
- Children have separate arithmetic books and these are consistent across all groups.

WORK SCRUTINY OF MISSION CRITICAL PUPILS

- There is a good mix of worksheets and written work and expectations for the presentation of work is consistently high.
- The spiral curriculum is evident in the books, and pupils respond to marking and further challenge.

TALKING TO STAFF MEMBERS

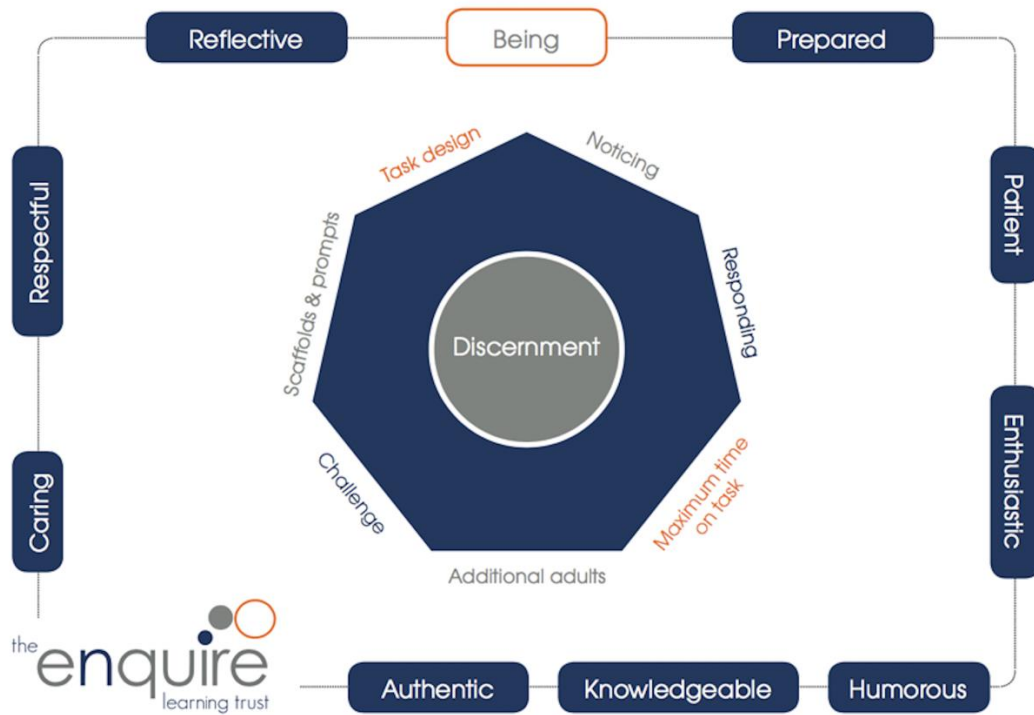
- The maths lead is passionate about her subject and talks well about the design of the spiral curriculum, which has been adapted to suit the needs of the school, using White Rose or NCETM resources to allow for more frequent teaching of strands whilst ensuring the appropriate level of challenge is offered.
- Staff talked positively about how they support and identify mission critical children in maths, there is a clear consistency across school.
- Both formative and summative assessment is used well in school to track progress and further support gap analysis.
- Staff talk about their positive relationships with the children and making the learning environment 'safe' so that children feel confident in asking for help, or sharing that they are struggling.
- Staff talked about a clear structure of their lessons for maths and that this helps the children.
- Staff like the spiral nature of the curriculum and are clear about what has gone before and what happens next.
- Staff and the maths lead talked about engaging and supporting the parents with the maths curriculum through a variety of ways, including sending home links for free online resources.
- Staff and leaders are passionate and committed to making outcomes for all children to be the best they can be.
- Leaders track data meticulously so that those who are mission critical at baseline in Reception are supported as early as possible – SLT support the review and assessment process in terms of tracking the progress of mission critical and disadvantaged children throughout school and ALL staff are committed to closing any identified gaps.
- Staff have had CPD from the Maths Hub and from NCETM which they have found useful.
- The impact of the work of staff and leaders can be seen in outcomes which continue to be significantly above national.

LEARNING BEHAVIOURS/ENVIRONMENT FOR LEARNING

- The learning environment is exceptional and is driven by the needs of the learners. This, coupled with the school's holistic, relational approach to learning, where there is challenge, not pity has resulted in exceptional learning behaviours across the school.

ALIGNMENT WITH KEYSTONES

- Every keystone has been evident in this enquiry. Staff are exceptionally reflective and knowledgeable, about their pupils and the curriculum. This means they prepare exceptionally well-designed tasks offering both scaffolds and challenge to their children. Additional adults are used very well to maximise outcomes through well-planned interventions. There is a relentless approach to noticing and responding to the children in the classroom, providing live intervention at just the right moment.



SUMMARY OF LEARNING WALK	
<p>Impact for Mission Critical Pupils</p>	<p>Next Steps: (Agreed by PPMR Triad and will be a focus at next enquiry)</p>
<p>Mission critical pupils make good progress, and interventions are exceptionally well planned to address any gaps. Gaps therefore close swiftly, giving the school outcomes in maths that are significantly above national.</p>	<p>The children will benefit from more opportunities to talk about learning to an audience. They were reluctant to answer questions at first, which gave the impression that they did not know the answers. This is clearly not the case and once warmed up their recall of prior learning is good.</p>