



Llywodraeth Cymru
Welsh Government

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Impact assessment summary sheet

National priority: Literacy Numeracy Poverty

PLC focus and/or question of enquiry: Tick ✓

Did the PLC address the focus/question of enquiry?

Fully Largely Partly Not

What level of impact did the PLC have on the quality and consistency of learning and teaching overall?

Significant Positive Little

Evaluating impact

Give details of the target group of learners and the data measure used.

Actual learner data tracking with baseline at start of PLC and details on end of key stage assessments, reading tests, etc., CATs scores, catch-up progress scores, SAS, skills ladders, etc., in line with the focus. Soft measurement tools if applicable such as self-esteem scaling systems or attitude and motivation questionnaires.

Following analysis of core data from all schools the PLC's focus was on Year 5 and 6 learners (174 pupils) in the Using Number Skills aspect of the National Literacy and Numeracy Framework (LNF). It was felt that any learner improvement in this strand would be most likely to impact on the other strands of the LNF. We devised four internal tests which were linked to specific aspects of the LNF. The baseline tests were undertaken in January 2013 (4 months prior to the national tests) and the results were analysed per school and as a whole cohort. The focus of the PLC was refined based on the findings as a clear weakness was identified in the element of 'fractions, decimals, percentages and ratio' (Test 2). Test data regarding 'using number facts and relationships' appeared relatively strong. This element includes aspects of recalling times tables for multiplication and division and is clearly linked to the skills needed for developing skills in the aspect 'fractions, decimals, percentages and ratio'. The challenge for the group was to ensure learners are able recognise that the skills can be transferred; when to use them; and how to apply them in a variety of contexts.

The PLC members agreed to focus 15 minutes each morning to the practice of 'fractions, decimals, percentages and ratio'. Each member of the group contributed to the development of Number Gym teaching booklets catering for Welsh, English, and ALN. The results of these daily exercises were collated weekly and tracked on a spreadsheet.

1. What impact has the work of the PLC had on the learners targeted by the PLC?

Significant

Positive

Little or None

TA and national testing results. Value added scores FFT, CATs. Attitudes to learning, self-esteem or other aptitude assessment tool. Behaviour and attendance data if relevant. Impact based on the measurement used.

There was also a significant impact on 26 ALN pupils e.g.:

- Halve 2-digit numbers in the context of number, money and measures; 22% improvement
- Halve 3-digit numbers in the context of number, money and measures; 29% improvement
- Find fractional quantities using known table facts; 28% improvement

All elements saw improvement except, recognise fractions that are several parts of a whole
6% decline

% competency increased by 13% overall

14 of the 26 can now access 25% of the aspects compares to 10 at the baseline

4 of the 26 can now apply 50% of the aspects compared to 0 at the baseline

PLC members also commented that:

- The more able pupils had been involved in sharing strategies with the less able and that this had had a positive impact on both groups.
- ALN pupils had found the structure of the Number Gym daily exercises beneficial.
- Keeping a daily and weekly score had motivated learners and created a sense of friendly competition.
- Learners pace improved and they had not struggled to complete the National Numeracy Test (Procedural) within the set time as other year groups had.

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- Find fractional quantities using known table facts; 28% improvement'

2. What impact has the work of the PLC had on the professional members of the PLC?

Significant

Positive

Little or None

Professional standards addressed and developed by the PLCs. Ability to conduct small scale research project. Ability to use aptitude assessment tools. Impact based on the measurement used.

Teaching and Leadership Standards developed by the PLC – ability to conduct small scale research project and use aptitude assessment tools. Impact based on the measurement used. Rhydfro Primary – developed my ability to use and analyse data and effective use of spreadsheets, gained an excellent and detailed understanding of the LNF, able to evidence 21 Leadership Standards, as a result of the PLC have taken responsibility for embedding LNF across KS2, better identification of pupils requiring numeracy catch up. Rhos Primary – Learnt a lot sharing good practice with other schools, been a key part of a proactive approach to improving numeracy standards in my own and other schools, better understanding of teaching methods in other schools impacted on my teaching, now able to use a spreadsheet to create multiple resources, much clearer picture of pupils strengths and weaknesses and their needs. As a result of the PLC I will hold a parents numeracy awareness evening, further challenge MAT pupils, use data from national tests to set IEP maths targets, able to evidence 20 of the leadership standards. Bryncoch – Changed the way I use pupil data and plan next steps, recognised the importance of repetition in building numerical understanding, able to evidence 2 of the leadership standards. PLC Member, Rhian – able to evidence 18 of the leadership standards, developed effective working relationships with other schools in the community and shared good practice between WM and EM, influenced the teaching practice of other teachers my professional development and practice.

3. What impact has the work of the PLC had on the wider school community?

Significant

Positive

Little or None

Professional standards addressed and developed by the PLCs. Ability to conduct small scale research project. Ability to use aptitude assessment tools. Impact based on the measurement used.

YR 5 & 6 test data identified a weakness in fractions, decimals, percentages and ratios across the primary cluster. This helped prioritise whole-school curriculum planning for the Numeracy component of the LNF. Using the LNF we reviewed a numeracy audit conducted in the previous academic year and realised that the majority of numeracy activities identified on schemes of work were either on the Using Measuring Skills or Using Data Skills strands. We prioritised the first phase of our implementation on Using Number Skills training staff to understand the aspects; and enabling them to identify meaningful ways to develop activities to provide opportunities for learners to apply fractions, decimals, percentages and ratio within subject content. PLC strategies/outcomes have been shared widely across the LA and with WG. Impact of this sharing will be reviewed at a later date. Primary Schools – PLC Impact Assessment Summary will be shared with the governing bodies in each school. A Numeracy Working Group established across the cluster schools for the academic year 2013/14 to:– ensure improvements can be sustained; create further resources to develop Number Gym across the other strands of numeracy; use Numicon resources as a practical means of supporting numeracy; continue to share good practise. A cluster INSET during the autumn will focus on building data spreadsheets – there is already evidence of a greater use of precision data. There is an improvement in consensus across the cluster and a willingness to work more closely together. Data-focused Parents Evenings will be held this academic year.

4. Lessons learned and key operational observations.

Significant

Positive

Little or None

What worked well? What didn't work so well? What you would change or refine in the running of a new PLC?

The outcomes indicate that the majority of practise worked very well.

There is a need to improve MAT provision across the cluster there are plans to do so through the Numeracy Working Group.

PLC working this year in Literacy will consider the difficulties encountered in the Numeracy PLC when the PLC member was not the Year 5/6 teacher. This proved an obstacle in some schools as the PLC member did not always gain a first-hand understanding of what was working well or needed changing.

Data needs to be shared with parents, they could have been involved in working on the key aspects at home and would have shared in the successful outcomes.

PLC members must meet with their respective Headteachers to feedback after meetings; it should also be an item on the agenda of every participating school as a means of sharing good practise.