

# Impact assessment summary sheet



Llywodraeth Cymru  
Welsh Government

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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.

Pupil and staff questionnaires identified insecurity in pupil rapid recall of number bonds and table facts. SIMS data (Summer term 2014 standardised scores NFER and basic Number screening test) were analysed to identify Raising Attainment Groups (RAG) of 6 pupils in each year group - 30 pupils. Pupils were given an initial test during the third week of September and test scores for the RAG group recorded, 83% (30 of 36) of the group scored less than half marks. The tests were repeated weekly over the Autumn term. Daily ten minute 'drill and practice' sessions were held in years 2-6 using agreed resources e.g. CDs, apps and websites. The test scores were analysed during the first week of December, 28% (10 of 36) of pupils scored less than half marks.

## 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.

Majority of pupils within the RAG group 72% (26/36) scored more than half marks in the final test.  
The vast majority of RAG pupils 94% (34 of 36) increased their scores by at least 3 marks.  
A significant minority 6% (2 of 36) made no progress - their scores remained the same. Both pupils are School Action Plus pupils and further strategies have since been implemented to address the specific needs as identified via comparison of individual pupil data.  
Pupil attitude and motivation increased significantly due to the use of apps and websites.  
All pupils expressed greater confidence and reduced fear/anxiety over weekly tests.

## 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.

Increased understanding of pedagogical strategies in order to make use of variety of appropriate approaches to teaching according to the pupils potential.  
Professional Learning - more focused dialogue between teaching and non-teaching staff; increased ownership of agreed whole school strategies and greater awareness of financial management; increased accountability and opportunity to project manage whole school initiative.  
Increased confidence to participate and contribute to and shape whole school pedagogy.  
Increased confidence to collaborate with colleagues in order to consider good practice, try out new ideas, identify and aim for excellence.  
Increase confidence to set and quality assure challenging yet attainable targets for pupils and ability to prioritise and distribute time and resources to the greatest effect.  
Opportunity to share good practice through discussions, subject meetings and demonstrate a willingness to explore further.

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

Significant

Positive

Little or None

Whole-school adoption of methods or strategies following the findings and opinions of the PLC. Parental involvement in Literacy or Numeracy workshops. Responses from teachers and staff not in the PLC. Responses from the parents/carers of the targeted learners. Governors and other stakeholder group aware of focus and impact. What is the legacy of this particular PLC?

Whole school adoption of strategies for teaching mathematical reasoning skills - contextual problem solving activities developed for each half termly topic differentiated at 3 levels of ability and cross referenced to NNF expectations. Analysis of data collated by PLC celebrates most positive impact of actions taken to raise standards in pupil rapid recall of number and table bonds. Governors aware of strategies adopted and impact of Numeracy PLC via reports, presentations and learning walks.

All parents provided with access to websites and apps utilised by school to raise standards in number and tables recall.

Legacy of this particular PLC - collaborative working and respect for colleagues is a strength at this school however, the members of the PLC reported feeling empowered to research and drive a major school target; the personal development and professional confidence of the staff member elected to co-ordinate the PLC (Learning Support Staff member); development of clear strategies for the teaching of numerical reasoning skills which will continue to be embedded and extended in the next academic year.

### 4. Lessons learned and key operational observations.

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

PLC co-ordinator was tenacious! Methodical approach and rigour of monitoring, adherence to ensuring whole school approaches. Short timescales for agreed actions. Agreed calendar of actions from the outset. Autonomy laced with accountability! Pupil response to whole school number/tables drive - saw it as a challenge via a game and competed class to class - even with their teachers. This school is certainly a number rich environment as a consequence of the PLC action research.

PLC needed greater guidance regarding budget monitoring. Responsibility for supply cover arrangement needs to be more clearly stipulated next academic year!