

Part I

**Effective  
Mathematics -  
Leadership  
Grab File**

Action Planning and  
Key Documentation

## Section 1.1 : Mathematics Evaluation Tool - Section I

***“Inspectors will consider the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.”***

*Ofsted Handbook p141*

The purpose of this document is to give a clear overview of the supporting evidence and documentation that will be needed for this file. You may choose to RAG rate this document, your judgements must be evidenced and where there are weaknesses these have been identified as weaknesses and there is a clear plan as to how they will be addressed.

<b>GREEN</b>	<b>Fully embedded, this can be seen school wide, will be evident from all staff, pupils and parents and the impact can be clearly evidenced.</b>
<b>AMBER</b>	<b>Systems are in place and widely implemented, however yet to be fully embedded and the impact needs to be clearly evidenced.</b>
<b>RED</b>	<b>This is a weakness that will be addressed.</b>

## Section 1.2 : Action Planning

### Contents:

- School Improvement Plan Introduction
- Our School Improvement Plan (insert)
- Mathematics Action Plan Introduction
- Sample Action Plan Blank
- Sample Action Plan Populated
- Our School Mathematics Action Plan (insert)



***“Inspectors should consider how well leaders, managers and governors pursue excellence, modelling professional standards in all of their work – for example through:***

- ***The implementation of well-focused improvement plans that are based on robust self-evaluation.”***

***Ofsted Handbook p146***

## Section 1.3 : School Improvement Plan

(insert here)



This refers to the whole school plan for improvement or development – of which mathematics is likely to play a key role. Because of the importance of mathematics, mathematics attainment and progress are almost always key features of the whole school plan. Some of your whole school aims will therefore refer to elements of mathematics. These should then be transferred directly to your Mathematics Action Plan so that the two documents work well together with mutual goals.

Remember to refer back to your last Ofsted inspection report in order to address any points for development when choosing key aims. Inspectors are likely to include these in an evidence trail.

### ***Relevant information in the Ofsted Handbook 2016:***

***“Inspectors will request that the following information is available at the start of the inspection:***

- ***a summary of any school self-evaluation or equivalent***
- ***the current school improvement plan or equivalent, including any strategic planning that sets out the longer term vision for the school (p15)***

***Ofsted does not require self-evaluation to be provided in a specific format. Any assessment that is provided should be part of the school’s business processes and not generated solely for inspection purposes.”***

***Ofsted Handbook p10***

## Section 1.4 : Mathematics Action Plan

(insert school's plan here)



A leader of mathematics who is clear about the school's vision and aims, together with the impact of actions taken, will provide strong evidence for effective leadership. Whilst there is no expectation to show your action plan during an Ofsted inspection (and indeed there is rarely time to do so), it will assist you in providing evidence for other conversations which might take place, e.g. concerning the monitoring and evaluation of teaching and learning; assessment; intervention and allocation of pupil premium support; and provision for other vulnerable groups.

The most important thing of all is to be able to talk about the **impact** of actions you have taken. A long list of actions, without impact, will be of no benefit to your conversation.

Targets for improvement in any elements of mathematics included in your action plan will be specific and measurable. This document will align with the whole school plan for improvement.

It would be advisable to include the following in your Mathematics Action Plan:

- Specific, achievable, measurable targets or milestones (which also address previously noted issues; refer to last Ofsted report and consider how the school has moved on)
- Time frame – give a date for when actions will be completed and evaluated, for example 28 September at 3pm will ensure it happens, rather than the rather loose “During Term 1”
- Name person/s responsible for the action and another individual who will monitor this and evaluate the impact. It is not productive to monitor and evaluate your own performance
- Strategy for review, monitoring and evaluation
- It is also very useful to number the pages and to use the same layout as in the school improvement plan

Here's a useful mantra:

**Do less. Do it well. Prove the impact.**