



# Effective Maths Leadership Grab File: Supporting the Ofsted process

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# Introduction

## Making the most of the Mathematics Leadership File

This resource is designed to assist you in your role as mathematics subject leader. The file has multiple purposes:

- ✓ It is a clear and comprehensive list of everything you should include in your mathematics subject leader folder. It is important to understand that you will not need an additional folder; once compiled, this folder will evidence your impact as mathematics subject leader and can be grabbed for meetings with your senior leaders, headteacher, governors or external visitors including Ofsted.
- ✓ Having a mathematics leadership folder will help you to feel in control of your subject should you be invited to share a conversation about mathematics. The documentation, data and factual information will remind you that you do indeed know what you are doing. At a time when you could be feeling under pressure, that can be very welcome.
- ✓ Compiling this folder will involve professional dialogue between yourself and your senior leadership team. Use the mathematics evaluation questions to prompt discussion about the school priorities, strengths and weaknesses. These discussions will support you to evaluate the impact of current practice and locate evidence to support your judgements. The mathematics evaluation questions could become part of your senior leader meetings. To keep this focused you should only tackle one unit per meeting.
- ✓ Section 2 of this folder includes everything a member of staff needs to know to deliver mathematics lessons in your school. This section could also be used as an induction booklet for new staff.

This resource will need to be populated by the relevant documents which refer to your own school, but it points the way for you and provides samples to guide you. The file is divided into **five parts**, but you may not feel you need to carry out every suggestion. Where expectations reference the Ofsted School inspection handbook (Section 5), we will let you know by using *italic font*.

Leading mathematics is an enormous field of learning, comprised of many elements. Whilst you lead the subject, and have ultimate responsibility for standards and progress within it, all your teaching colleagues play their part in providing good quality teaching and learning of mathematics, and every leader and manager should also be invested in this. Engage others to work alongside you to share and develop your vision.

Remember to keep your file updated, once it is ready to go.

Five part file:

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*“This EIF (Education Inspection Framework) seeks to put a single, joined-up educational conversation at the heart of inspection. It is built around the connectedness of curriculum, teaching, assessment and standards within the ‘quality of education’ judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a school’s activities to deliver a high-quality education for its pupils, connect and work together to achieve the highest possible standards.”*

Ofsted school inspection handbook 93, p25

Part I

**Effective  
Mathematics -  
Leadership  
Grab File**

Action Planning and  
Key Documentation

## Section 1.1 : Mathematics Evaluation Tool Part 1

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>

SAMPLE

## Part II

# Effective Mathematics - Leadership Grab File

- A) Primary Mathematics Curriculum
- B) Teaching and Learning



***“Inspectors ask about what leaders intend pupils to learn. What are the end points they wish them to reach, what are the key concepts that they need to understand, and in what order will they learn them?”***

Ofsted School inspection handbook 94, p26

- ***The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.***
- ***It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.***
- ***The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points***
- ***The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills***

Ofsted School inspection handbook 172, p41

## **Section 2.1 : Improvement Plan**

### **Curriculum: A consistent message**

In this section you should include everything a teacher needs to know about the vision for teaching mathematics at your school.

Many schools are following a “mastery approach” however this word has come to mean different things to different people and therefore it is a good idea to define what it means for your school. Here is the guidance from the NCETM to help:

### **The Essence of Mathematics Teaching for Mastery**

(NCETM, June 2016)

- Mathematics teaching for mastery rejects the idea that a large proportion of people “just can’t do mathematics”



## Part III

# Effective Mathematics - Leadership Grab File

Assessment, Attainment and  
Progress

## Section 3.1 : Introduction

***“When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.”***

**Ofsted School inspection handbook 185, p45**

### **Assessment, Attainment and Progress**

As a school, you can decide on your own assessment system, on how to record your data and how to show progress. The important, non-negotiable requirement is to ensure that your assessments relate directly to age-related learning as defined in the National Curriculum. Having achieved that, you will want to show that you are plotting **attainment** in mathematics and providing evidence that pupils are **making progress**.

***“Inspectors can use work scrutiny to contribute to an evaluation of whether the work that pupils do over time reflects the intended curriculum. Work scrutiny will help inspectors to form a view of whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally. Inspectors will synthesise what they find in order to contribute to their overall assessment of the quality of education across a subject, key stage or year group.”***

**Ofsted School inspection handbook 104, p27**

### **What will Ofsted expect to see in terms of assessment?**

Ofsted will expect consistency between your school's assessment policy and its use across the school, both in making judgements and in the application of your chosen assessment system.

***“Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.”***

**Ofsted School inspection handbook 196, p47**

## Part IV

# Effective Mathematics - Leadership Grab File

Leading Mathematics

## Section 4.1 : Introduction

This section is all about you and the impact you make as leader of mathematics.

It is important to remember the role of a subject leader is to:

- Plan actions that will have the most impact on pupil outcomes within a realistic timescale and with efficient use of resources and value for money
- Ensure actions address:
  - Inspection recommendations
  - Weaknesses within mathematics
  - Gaps in data
- Secure continuous improvements and sustain high levels of performance
- Complement and feed into the whole school strategic plan
- Work within the plan, implement and review cycle – monitoring is integral to your work and evaluation should be against measurable milestones and end of year goals
- Demonstrate that they have been held to account by the headteacher and the governing body and provide a wide range of triangulated evidence that demonstrates evidence of impact on pupil outcomes
- Demonstrate that they work with partnerships / local schools for support and development and engage positively with parents and keep parents informed

■ ***“Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.”***

**Ofsted School Inspection Handbook: ‘Outstanding’ (1) Grade descriptor for leadership and management 277, p74**

Part V

**Effective  
Mathematics -  
Leadership  
Grab File**

Pupils, Parents and  
Governors

## Section 5.1 : Introduction

### Parents, Pupils and Governors

The concluding section will be brief. It shows how the needs and views of pupils and parents are taken into account as a routine part of school practice. Governors will be interested to know how the school informs and communicates with pupils and parents too.

The ideas within this section are largely optional, **with the exception of the parent survey and website compliance, so read these carefully.**

The Ofsted School inspection handbook states that at the point of a section 5, Inspectors have a statutory duty to have regard to the views of parents. These views will be gathered through online questionnaires. When a school is notified of an inspection they will receive online links to these questionnaires. The parent survey is largely the responsibility of the headteacher, but leaders of mathematics will want to know parents' views when related to mathematics. Proactively gathering parents' views to inform actions, for example a homework survey to determine barriers to completing maths homework; evaluations from a maths workshop for parents; a parental attitude to maths survey; demonstrates an understanding of the important role parents play in their child's education.

***“Inspectors will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned.”***

**Ofsted School inspection handbook 76, p22**

The Ofsted School inspection handbook makes comments about pupils, parents and governors throughout. As a leader of mathematics, you will need to keep governors informed of key information including how your subject is taught and how the pupils are doing.

***“Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.”***

**Ofsted School inspection handbook: Good (2) Grade descriptor for leadership and management 278, p74**