Hampshire Services
HIAS SCHOOL IMPROVEMENT

HIAS MOODLE+ RESOURCE

Mathematics Department Self-Evaluation

To be filled in by the subject leader

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Hampshire County Council

www.hants.gov.uk

Overview

In this document

Self-evaluation is fundamental to school improvement and raising standards. This can ensure that leadership, management, teaching and learning are systematically monitored and evaluated and findings acted upon, and that this leads to further improved outcomes and raised standards for pupils. This guide helps subject leaders to develop and refine their evidence and analytical processes. It provides guidance for subject leaders in evaluating the performance of their teams and the teams' impact on pupils. Subject leaders play a crucial role in developing and sustaining the nature and quality of pupils' learning experience. They shape and lead the quality of provision and standards pupils achieve.

Points to consider when using this resource

By filling in this audit you can build up a comprehensive picture of mathematics in your school.

Leadership and management:

Subject Leader	Rarely	Sometimes	Often
Judge standards •Analyse and interpret data on pupils' attainment in the subject •Review with teachers their assessments of progress for classes, identified groups and individuals •Sample pupils' work •Discuss work, progress and attitudes with samples of pupils			
Evaluate teaching and learning •Evaluate schemes of work to ensure that they focus on consistent and effective teaching and learning •Observe teaching and feed back to colleagues •Review teachers' planning • Book scrutiny to review learning journeys, pitch and expectations •Provide evidence of subject contributions to learners' personal development (pupil interviews, pupil peer assessment and self-assessment, links with other subjects, promoting independent learning)			
Lead sustainable improvement •Lead discussion about priorities •Agree targets for raising attainment within the context of whole-school targets •Lead improvement in teaching •Lead the review, construction and resourcing of the curriculum •Liaise with other middle leaders and teachers to share and collaborate in approaches that will support success in your own area for pupils •Identify and provide for staff training and development needs			
Notes and next steps			

Questions to consider

Is there sufficient staffing in place to support the curriculum and meet pupils' learning needs?

Are staff training needs identified?

Are training, follow-up and outcomes monitored and evaluated?

Is performance management of staff in line with school procedures and systematic? Does it produce improvement for staff and pupils?

Are there sufficient resources to support the curriculum, effective teaching and the learning needs of pupils?

Standards/Attainment

What are the standards reached in your subject? Are there any trends?

Is attainment in your subject area in line with expectations and other subjects in your school?

Compared with other areas in the school, are there individual pupils or groups of pupils who are achieving less well in your subject?

Most recent summer GCSE mathematics examinations	**% GCSE Grades**								
	9+	**8+**	**7+**	**6+**	**5+**	**4+**	**3+**	**2+**	**1+**
National or Local Authority									
This year for your school									
Last year									

What range of evidence is being used to monitor pupils' progress in your subject?

What does analysis of assessment information tell you about pupils' learning in your subject? Are any strengths or weaknesses revealed?

Do reviews highlight individuals or groups achieving above or below expectations? Consider SEND, G&T, EAL, gender, ethnic community, teaching or form groups. What actions are taken to support and challenge these pupils?

Do your subject meetings allow time for discussion of information on pupil outcomes and how it is used to improve progress?

Current attainment by Year

Look at the full range of evidence open to you including test results and samples of pupils' work

Year group	**% meeting ARE or Grade 4+**	**Evidence**
7		
8		
9		
10		
11		

Attainment in specific pupil groups

Cross out the inappropriate words and phrases

Boys/girls	
Key Stage 3	**Key Stage 4**
Girls perform slightly better/ better / much better than boys Boys perform slightly better / better / much better than girls There is no marked difference between girls and boys	Girls perform slightly better/ better / much better than boys Boys perform slightly better / better / much better than girls There is no marked difference between girls and boys
Evidence:	

Pupils with SEND	
Key Stage 3	**Key Stage 4**
Most children with SEN are making good / satisfactory / little perceivable progress in their mathematics The picture is very mixed: some children are doing well but others are not	Most children with SEN are making good / satisfactory / little perceivable progress in their mathematics The picture is very mixed: some children are doing well but others are not
Evidence:	

Comment on the attainment and progress of any other group(s) relevant to your school (e.g. EAL, LAC, PP - specify):	
Key Stage 3	**Key Stage 4**
Most have above average or average / below average attainment in mathematics Most are making good / satisfactory / little perceivable progress in their mathematics The picture is very mixed: some children are doing well but others are not	Most have above average or average / below average attainment in mathematics Most are making good / satisfactory / little perceivable progress in their mathematics The picture is very mixed: some children are doing well but others are not
Evidence:	

Attainment in different mathematics topics

Look at the full range of evidence open to you, including analyses of tests and assessments. Are there patterns?

List topics in which children usually do well	
Key Stage 3	**Key Stage 4**
List topics in which children are usually weaker	
Key Stage 3	**Key Stage 4**
Evidence:	

Teaching and Learning

Teachers	Rarely	Sometimes	Often
• Have high expectations and use and expect pupils to use correct mathematical vocabulary and notation • Plan and deliver well-structured lessons with suitable pace • Include effective differentiation and questioning that keeps all pupils involved in the lesson, including those with SEND •Take into account and constantly review prior attainment when planning and teaching lessons •Keep records of test results and teacher assessments to contribute to school and subject/year evaluation •Set pupils' targets and ensure that progress is tracked through a range of strategies in line with the school-wide system •Reflect on the effectiveness of teaching strategies, individual lessons and schemes of work in meeting the needs of all pupils and ensuring that progress is made •Evaluate lessons, incorporating pupils' views and responses, in order to reflect and act on strengths, achievements and areas for development •Adapt lessons and identify next steps in response to monitoring and evaluation and findings from any other review processes •Engage in action research in the classroom to develop and improve practice •Encourage colleagues to observe lessons and be prepared to observe others to identify and share good practice •Deliver agreed schemes of work, lessons and pedagogy and ensure that agreed pupil learning outcomes are met			
Notes and next steps			

Questions to consider

Do pupils show engagement, application and concentration?

Do pupils acquire new knowledge, skills and understanding?

How well is pupils' progress assessed and monitored? Are lesson plans adapted to take account of assessment information?

Do lessons have clear learning objectives and use a wide range of teaching strategies to address the needs of learners?

Are lessons well-paced and appropriately pitched?

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