

Bartons Primary School: the success of using Big Ideas



SCHOOL INFORMATION

School name: Bartons Primary School
Maths lead: Lynne Lewis
LA: West Sussex
Pupils on roll: 220
% of Pupil Premium/FSM pupils on roll: 20%
% of EAL pupils on roll: 17%
Ofsted: Requires improvement (October 2017)

“ The Big Ideas ‘five key areas’ have helped to focus pupil learning in the areas that had the biggest impact on Age-Related Expectations (ARE). This meant that more pupils achieved ARE! ”

HOW LONG HAS YOUR SCHOOL BEEN USING BIG IDEAS?

2 years

PLEASE TELL US ABOUT YOUR SCHOOL AND ANY PARTICULAR CHALLENGES THAT YOU FACE.

In 2014 the school changed from a 2-form infant school in September 2014 to a 1-form primary. In 2017-2018 the Year 6 pupils had huge gaps in their Maths learning, as there was little strategic planning for the change from infant to primary, or for the New Curriculum. Teachers hadn’t had any professional development in Maths and there wasn’t a consistent approach across the school. As a result, we started using Numicon in January 2017.

WHAT IS THE EVIDENCE THAT BIG IDEAS MAKES A POSITIVE DIFFERENCE TO PUPIL OUTCOMES?

For the past 2 years we’ve used Big Ideas we’ve seen sustained improvement. To show the positive evidence that Big Ideas has had, we tested the pupils using the previous year’s Maths SATs paper and compared these results to the actual SATs results at the end of the year.

Here are the SATs results from the mock SATs paper and the actual SATs results.

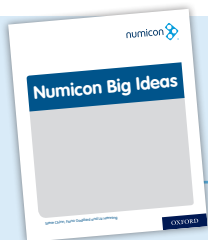
Table 1

Year 6 2017-2018		
Pupil's Initial	SS Score (mock test)	SS Score SATs
	Sept-17	May-18
M	86	97
K	81	90
L	86	99
K	90	101
C	84	98
J	86	99
G	91	99

Table 2

Year 6 2018-2019		
Pupil's Initial	SS Score (mock test)	SS Score SATs
	Sept-18	May-19
A	92	104
E	92	103
N	89	99
G	90	102
S	89	101
E	96	107
Z	93	102
S	94	105
K	88	103
L	89	101
J	90	101
F	84	102





WHAT IMPACT HAVE THE BIG IDEAS ACTIVITIES HAD ON YOUR PUPILS?

Pupils have enjoyed the activities and were keen to take part. Over-teaching of mathematical vocabulary has helped pupils to have a better understanding when solving word problems. In particular, the pupils became more confident in areas such as fractions. Pupils also made connections to other areas of learning, for example, in place value connected to decimals. Maths reasoning improved and connections were made more often. The Big Ideas 'five key areas' have helped to focus pupil learning in the areas that had the biggest impact on Age-Related Expectations (ARE). This meant that more pupils achieved ARE!

HOW HAVE YOUR PUPILS FOUND THE BIG IDEAS PROGRAMME?

The pupils enjoyed the activities and they had fun working through them. Pupils felt the programme supported their learning in the classroom as the activities, methods and manipulatives were similar. Some pupils commented that being in a small group and explaining their thinking was less intimidating than in a class. The HLTA reports the pupils were keen to come to the sessions and wanted to know when the next session was.

WHICH ACTIVITIES HAVE BEEN PARTICULARLY SUCCESSFUL WITH YOUR CHILDREN, AND WHY?

Pupils reported that they particularly enjoyed activities that went 'around the circle' i.e. chanting tables, place value game and activities that involved 'doing' rather than listening – for example, place value activities that used manipulatives.

