

## EEF Case study:

### Holyrood Bury

#### **Key points of your Maths Champions improvements**

- Improve outcomes in Math's for all children
- Improve Staff knowledge of how to promote math's in the early years.

#### **Background detail**

*I am the manager of a relatively small setting based in the town of Bury in Greater Manchester. The area where the setting is based is very diverse and we have 10 different languages used by the children who attend her. Over 80% of the children are either EAL, SEND or coming from a disadvantaged background.*

*The reason why I decided to embark on the maths champion programme was to help boost outcomes for the children within the setting. Although the main focus of the project was pre-school aged children I wanted staff from all age ranges to take part, as this would help develop the staff team as a whole.*

#### **Section 2 – Champion's section**

##### **How has the programme developed your own and your team's CPD?**

*During the project I have used the skills I learnt when studying at university which I don't always apply in my day to day practice this has allowed me to look at things in a different light. Staff within the setting now feel more confident about their own math's skills and how to apply it to teaching children.*

##### **What has been the impact of the training?**

*The staff who completed the online NDNA maths courses at first found it hard but once they had taken time on each of the courses they felt more and more confident in their own abilities which had a huge impact on the teaching and learning delivered in the setting.*

##### **From your starting point to today, what have been the changes in the following?**

- **Children outcomes** Children's outcomes for math's had improved across the board and showed an improvement on previous years cohort tracking.
- **Staff development** Staff at the beginning where not confident about Math's or the teaching of Math's in the setting. Staff are much more confident now and this is showing throughout the setting as math's is taking more of a focal role. Staff are also demonstrating a better understanding of how the teaching and learning of math's is present in all activities.
- **Parental relationships** Parental partnership has always been something we have struggled with in the setting. Parents have been made aware of the Math's champion program and have been given examples and activities that they can do at home with their children.

- **Environment indoors** on our first audit we noticed that there was a number of resources we needed to enhance math's within the setting. The staff have worked hard to identify the resources we needed and to make enhancements to all areas.
- **Environment outdoors** the outdoor area has been the focus of our project as it was identified as our weakest area in the setting. We have created some good math's spaces outside and staff are actively carrying out much higher quality activities outside
- **Attitudes towards math's** staff in the setting had very negative attitude towards math's when we first started out on the championship program the mere mention of the word math's had staff running and not wanting to take part. After a little persuasion and some coaching staff started to come round to the idea. However once the staff started carrying out the activities and the courses, staffs opinions changed and math's is no longer feared her at Holyrood Bury.

**Tell us about any new initiatives or projects relating to maths? E.g. parental partnership development**

Staff now focus a specific circle time solely to maths and we are continuing our outdoor project.

**Section 3 – staff**

**How has the programme developed your CPD in relation to maths?**

Staff are now regularly reviewing their practice and knowledge they are striving to find new opportunities to enhance maths and are also wanting to complete extra courses and actively asking if there is any more training available

**What has been the impact of the training on your day to day practice?**

The training has allowed the staff to see maths in a new light and has given them more ability to implement Maths in their day to day practice.

**What resources did you find most useful and why?**

The Maths activities that we carried out as part of the project where really effective the best one we found was the treasure hunt. The other activities on the resource bank have also been brilliant.

**Can you tell us the biggest change the Champion has introduced for maths across your setting?**

The outcomes for the children in maths has been the biggest change across the setting.

**How did you find the BKSB element of the programme? If you did not use this, please tell us why?**

We did not complete this element of the course. This was due to a number of factors. We initially mixed up the login for this and once we had rectified the problem we had less time to complete and also didn't have the staffing to release staff to complete this element. Cover was offered to help with this but due to time restraints we used the cover to allow staff to complete the online NDNA training.

***Can you tell us the difference in your confidence and attitudes towards your own maths and teaching children maths since the start of the programme?***

*Myself and the staff team all have raised confidence in our attitudes towards math's and everyone has more confidence in their teaching of maths.*

***Next steps***

*How are you going to develop your practice further and why, what will the impact be? Who will be involved? How will your practice support good outcomes for children?*

*We will continue to use the audit tools in order to make sure we keep our practice at its highest standards. We hope that through the knowledge and skills we have learnt that we can continue to see improved outcomes for children in maths*

***Final thoughts on the programme.....***

*The programme was really good and has had a really positive impact on the setting*

***National Day Nurseries Association***

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