

PRESS RELEASE

15th January 2019

Bartons Primary School has been awarded Advocate School Status

Bartons Primary School has been appointed as a *Numicon* Advocate School as a result of demonstrating good teaching and learning of the Numicon approach in 2018 -2019.

Kate Powell, the head teacher at Bartons Primary said about the programme; “having used Numicon in my previous school, I knew the potential that it could have at Bartons. Bartons had made the transition from Infants school to Primary and had grown quickly over a few years. When I arrived as Headteacher in 2016, I quickly recognised that the school had not been able to deliver consistently good Maths teaching because of a few things.

CPD for staff had been limited and effective resources needed were not in place. With the introduction of the new curriculum in 2014, we needed to ensure that solid foundations were made in the Early Years and KS1 and that the positive transition and development into KS2 was clearer.

We introduced Numicon and fully resourced the school with everything that the programme required to build capacity, consistency and high quality learning. We invested in regular CPD for all staff and the Maths co-ordinator was given time to observe, lead the subject and support colleagues. The Governors have also attended training and observed Numicon Maths on Learning Walks. Parents have been involved through many Maths Numicon workshops and several have bought the home packs to use with their children at home.

Very quickly, the children began to love Maths and the children have told us that it has become one of the most popular subjects in the school. The staff have embraced the programme and love to teach maths. They use the planning, which has built consistency, and we have raised the profile of Maths in all classes. All staff have been observed teaching Maths and no teacher was judged less than good. Progress for all year groups has really improved with last year’s end of year data telling us that every year group had accelerated good progress and improvement on the last year. All though it was at the end of the first year of using Numicon, our first Year 6 cohort in their SAT’s went from having attainment of 11% at the end of Year 5 to 54% at the end of Year 6. We believe that this was in part due to Numicon and the improved understanding and teaching of Maths”.

Numicon develops procedural fluency by using a visual, practical base to develop conceptual understanding and fluent recall. The concrete-pictorial abstract approach is at the heart of *Numicon*.

NCETM-accredited Numicon CPD programmes support schools to successfully implement the *Numicon* approach and transform mathematical teaching and learning.

Numicon Advocate Schools would be happy to welcome teachers from local schools during open mornings throughout the year, to observe their lessons and to see first-hand the impact *Numicon* has had on results, and pupil engagement.

Louise Pennington, *Numicon* professional development lead for Oxford University Press, says, "I am delighted that Bartons Primary, Bognor Regis has become a *Numicon* Advocate School. It has been a pleasure to see how this school's best practice in following the *Numicon* approach has developed the teaching and learning for staff and pupils."

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About Oxford University Press

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About Numicon

Numicon provides all you need to create confident mathematicians through your whole school, with research-based resources and rigorous teaching support from nursery to Year 6/P7.

- Exemplifies the principles of mastery with concrete apparatus and imagery to ensure deep understanding of abstract concepts
- A flexible programme which can be tailored to your class' needs with resources for planning, teaching, assessment and test practice
- Supported by sustained NCETM-accredited Professional Development

Numicon PD programmes will support you to successfully implement the *Numicon* approach; transforming mathematical teaching and learning throughout your school. More information can be found at www.oxfordprimary.co.uk/numicon.