



Secondary

“Being part of a national conversation and having the opportunity for our teachers to work with other teachers, in an evidence-rich environment, has allowed a huge amount of development to happen in our curriculum – and it’s having a sustainable impact on outcomes for our young people.”

Andrew Dickenson. Headteacher, The Chantry School

Better prepared for success at GCSE

School

The Chantry
School, Martley
Worcestershire

Head Teacher

Andy Dickenson



The need for change

In 2017, The Chantry School began noticing a decline in maths results. A subject review revealed significant inconsistencies within the maths department. It identified a lack of coherence in teaching approach, and student experience, as well as an outdated scheme of work. Another critical issue, was the early placement of students into GCSE foundation tier, limiting their future potential achievement.

Recognising the urgency of the situation, Headteacher, Andy Dickenson, appointed a new head of department, Lucy Judge. Lucy brought a fresh perspective and reached out to GLOW Maths Hub. In 2020, a small group of teachers started the **Teaching for Mastery (TfM) programme**. This led to an overhaul of the maths curriculum for Years 7-9, focusing on depth of understanding rather than pace of coverage. Crucially, the department decided to delay the split into GCSE foundation and higher tiers, giving students more time to demonstrate their full potential.

Better student outcomes

The impact of the changes has been profound. Student confidence in maths has soared, with a noticeable improvement in their enjoyment and engagement in the subject. They have an increased confidence and sense of belief in their ability to succeed in maths and students speak positively about the subject. The school's efforts were validated during an Ofsted deep dive in 2023, praising the school's approach to maths education.

The positive trends are undeniable. The school's progress score has improved to +4. More students are taking the higher maths route - reflecting the power of a cohesive teaching for mastery approach and the foundation for sustained improvement.



“Mastery is really making a difference to both our curriculum and our pedagogy. Learning isn’t capped and higher expectations are having a positive impact on the students.”

Andrew Dickenson. Headteacher, The Chantry School

A journey from developing to sustaining TfM

School

The Chantry
School, Martley
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Headteacher

Andy Dickenson



Better department outcomes

Lucy’s commitment to staff CPD was the cornerstone of this transformation. Administrative tasks were streamlined to free-up time for staff to engage in collaborative learning and development. This shift not only improved teaching practices but also fostered a strong sense of community and shared purpose within the department

Now, there’s real buzz within the team and it feels like a professional learning community. The transformational changes have brought about a renewed passion for teaching maths, with a consistent and coherent approach. Higher expectations and a refusal to cap learning is empowering staff to truly embrace a ‘Maths4All’ approach, giving all students access to the full curriculum. OFSTED celebrated the approach the department is taking, stating its ‘passion for their subject has been reignited.’

Final words from Andy

“TfM has encouraged us to think much deeper and much harder about the rate of progress of our young people through Key Stage 3, and about their readiness to begin GCSE. We believe we can get a lot of gains from the journey our young people are on, from day one; so that when they get to those final terms and final weeks, we are at a much higher base and they are better prepared for success.

“If you are debating whether to get involved in TfM, I would highly recommend it! It’s been a fantastic vehicle for development – for individual teachers and for the whole department. It has transformed pedagogy. We have a very coherent maths department. We have teachers who want to stay with us. It’s a happy, thriving department that feels like it’s on a really purposeful journey.”