

Case study

Stanwell School



Llywodraeth Cymru
Welsh Government

Stanwell School is an English medium comprehensive school in Penarth with approximately 2,000 learners, of which 5 per cent are eligible for free school meals, 6 per cent have English as an additional language, and 10 per cent have special educational needs.

When the National Literacy and Numeracy Framework (LNF) was introduced by the Welsh Government, its implementation was made a priority on Stanwell's School Improvement Plan. Two members of the senior management team (SMT) were designated as leaders to embed the framework with the help of the existing Literacy and Numeracy Coordinators within the school. Whole staff inset days were undertaken by an external provider in order to work through the framework, and audits took place for literacy and numeracy in every subject area to identify any gaps in provision.

SMT led the roll out of the LNF through Heads of Department and changed the curriculum planning for Years 7 to 9, then all schemes of work across all subjects were redesigned to ensure that literacy and numeracy strands and elements were at their core. Every member of staff was involved in subsequently creating the new schemes of work with literacy and numeracy objectives for each lesson and in each subject.

Sarah Owen, who oversees the implementation of the LNF at Stanwell said:

'We have made a conscious effort to support learners with the introduction of the LNF in their lessons. Practical strategies were designed and implemented, such as providing placemats in all classrooms to support writing, including key vocabulary and tips to aid punctuation,

keeping elements of the LNF at the forefront when learners take part in tasks. Exercise books now include a 'voc box' in order to improve spelling and broaden vocabulary, and designated improvement and reflection time is now given in each lesson for learners to complete the 'voc box' and focus on improving the accuracy of their work.'

In order to improve numeracy provision, the school has held whole staff insets focussed on upskilling staff in teaching numeracy. In addition the school has a termly focus for numeracy identified through gap analysis of national tests. A level mathematics students work closely with four local feeder primary schools to support Year 6 learners who have been identified as needing help with their numeracy skills and ease their transition into secondary school. A Year 6 numeracy booklet has been produced for this as part of their 'Move On' transition project. The Numeracy Coordinator works with all departments to ensure methods of numeracy are being taught consistently.

Mark Lewis, Assistant Headteacher, said:

'National tests have been instrumental in helping the school to identify relative ability groups, which also aids the transition between Key Stage 2 and Key Stage 3. Test results have also helped identify where intervention is needed with certain learners, and the school has since introduced a literacy buddy scheme and a numeracy catch-up group alongside existing intervention strategies.'

Moving forward, Stanwell will use what they have learned from implementing the LNF in order to meet the demands of the

new GCSEs for mathematics and English, and further progress the framework. In order to better involve parents in the LNF, a toolkit is set to be introduced to support parents in further

developing literacy and numeracy skills in the home. Another next step is to look at reporting, specifically making LNF feedback more meaningful for parents.