



School SDP Priorities:

Priority 2: Raising Standards in Mathematics: Securing Fluency and Problem-Solving through Strong Curriculum Design for All Pupils, Including SEND and Disadvantaged.

Rationale:

Standards in mathematics have historically been below national expectations, with too many pupils, including those in receipt of Pupil Premium and pupils with SEND, failing to achieve the fluency and confidence needed to progress securely.

Through focused improvement work, standards in mathematics are now broadly in line with national expectations. The challenge now is to sustain this rapid improvement by embedding consistent practice and ensuring high-quality teaching across all year groups. Securing strong mental calculation skills will continue to be a priority, as fluency underpins pupils' ability to reason mathematically and solve complex problems. By consolidating these foundations and maintaining high expectations for all learners, including those with SEND and those in receipt of Pupil Premium, the school will ensure pupils not only keep pace with national outcomes but are well-prepared to exceed them in the future.

- a) Results in July '25 showed a dramatic improvement with 75% of children achieving ARE (28% in July '24).

Success criteria

- Levels of Maths are 85% ARE in both Key Stages and 25% GLD.
- All children (including SEND, PP, EAL and GD groups) make good progress ensuring year on year development.
- Staff are confident in their planning of maths and use a range of appropriate resources to ensure quality first teaching for all.
- Fidelity to the maths national curriculum and EYFS maths framework.
- Lessons are taught with confidence and daily opportunities are given for developing key number facts and strategies for fluency and reasoning skills.
- Mental calculation skills are developed and secured in pupils' knowledge through constant rehearsal in maths and snappy maths lessons
- Accelerated progress of % of children passing the Year 4 MTC from previous year ('24/'25).
- High expectations are evident in all classrooms and teachers are clear on the specific curriculum and maths skills to focus for their year group.
- Children demonstrate a love of maths and are interested in the subject.
- Parents are fully involved in supporting their child in completing their weekly maths homework.
- Parents support children in accessing Maths frame, TT Rockstars and Numbots to encourage fluency of times tables and addition/subtraction skills.
- Year 6 Booster groups for maths starting in September – focus on key skills for SATs arithmetic and reasoning papers.

- All pupils understand their targets (or 'Next steps') and know how to improve
- Staff are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes.
- Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning;
- All teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment) including ECTs;

- Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to ‘have a go’;
- The pace and depth of learning are maximised as a result of teacher’s response to pupils during lessons.
- A wider range of high-quality opportunities are available to pupils which extend their thinking and broaden their horizons;
- The curriculum takes more account of children’s individual aptitudes & interests and gives scope for independent enquiry;
- The excellent outdoor learning environment is extended further enabling the children to experience a wider range learning opportunities (e.g. pond, forest area, sensory garden);
- The curriculum ensures progression, avoids repetition and makes meaningful cross curricula links to deepen children’s understanding.

Maths Subject Development plan 2025-2026

Action Points	Personnel	Timescale	Commentary
1. Regular monitoring of the teaching of maths through lesson observations and book scrutiny (in addition to teachers’ monitoring during PPA and phase meetings).	SH & Phase Leaders	Termly	Ensure children understand how they can improve.
2. Ensure regular revisiting of key mathematical knowledge through Early Bird questions and lesson starters.	SH & Phase Leaders	Termly	
3. Check planning correlates with outcomes in books. Ensure planning allows spiralling of prior knowledge, key concepts are planned for, and skills taught explicitly.	SH & Phase Leaders	Half termly	Staff meeting book monitoring, individual subject lead book monitoring. Children are confident learners.
4. To assess children’s understanding and enjoyment of maths through pupil voice	SH & Phase Leaders	Termly	Children who are confident learners who “like to have a go!”
5. To monitor and evaluate enrichment opportunities e.g. STEM workshops and maths and engineering links with the local community.	SH & Phase Leaders	Ongoing	Consider links with local feeder secondary schools and local science and engineering firms
6. To ensure assessment of maths is robust and informs future teaching and CPD.	SH & Phase Leaders	Ongoing	SIMs data, termly assessment data via Pupil Progress Meetings.

7. To ensure Subject Lead and teaching staff are fully aware of new developments in maths i.e. Ofsted reports, EEF reports and trends in the National picture etc.	SH & Phase Leaders	Termly	Whole school staff meetings at least once a term, CPF completed for ECTs and all staff as and when required.
8. To embed key mathematical vocabulary throughout the school.	SH & Phase Leaders	By end of summer	
9. To enhance the systematic teaching of times tables in Year 2/3 and 4 in preparation for the MTC in Year 4.	SH, Phase Leaders & class teachers	Review termly	
10. Further develop the teaching of number in EYFS through additional play-based opportunities.	SH, JC & class teacher	By the end of Spring term	Use of outdoor learning environment, contextualised learning.
11. Develop cross-curricular links with other subjects such as science and DT.	SH & subject leaders	By the end of Summer term	