



WESTFIELD PRIMARY SCHOOL

2024-2025

Maths Subject Report

Subject	Maths	Date	September 2025
Report prepared by	Kate Beattie		
Overview of the year: Sept 2024-2025			
<p>This has been another strong year for Maths, with continued QA focus on problem solving and, in particular, on developing fluency and confidence in times tables across the school. A significant priority has been our work in Year 4 towards the statutory Multiplication Tables Check (MTC), which was also a key focus on our School Development Plan. I have worked closely with the Year 4 team throughout the year to develop times tables practice and embed it into daily routines, leading to excellent outcomes in the MTC.</p> <p>Teachers continue to deliver high-quality Maths lessons in line with our consistent and well-sequenced medium-term plan. This plan, which I created last year, is fully aligned with the Maths curriculum and APP targets. All year groups had the opportunity to contribute to its development, and it is now shared with stakeholders via the school website.</p> <p>Westfield coordinated and hosted several More Able Maths workshop days again this year in collaboration with Aim Higher. These were well attended by children from Westfield and a range of local schools, providing opportunities for deep mathematical thinking and collaboration.</p> <p>We also held another successful Outdoor Maths Day, this time without additional funding. We made full use of the resources purchased last year through the Woking Class Action bid, ensuring sustainability and continued good practice across the school.</p> <p>Resources purchased through last year's Lego STEM research project with the University of Surrey have continued to be used in Maths lessons this year, particularly to support problem solving, spatial reasoning, and cross-curricular links with STEM.</p> <p>As subject leader, I have continued to attend Maths network meetings, liaise with other local Maths leads, and review provision through ongoing Quality Assurance. This, along with my continued oversight of the medium-term planning, has allowed me to maintain a clear view of Maths teaching and learning across the school and ensure progression and consistency across year groups.</p>			
Curriculum: Intent, implementation, Impact			
<p><u>Intent</u></p> <p>Our aims in mathematics teaching are:</p> <ul style="list-style-type: none"> • To develop a Westfield learner from EYFS to Year 6 who is an independent, confident learner with high aspirations, following our PRIDE values in an environment that is challenging, motivating, disciplined, caring, kind and moral; with a positive attitude towards Maths • To ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs, by developing pupils' confidence in using mathematical equipment and vocabulary, and through developing their mental strategies. • To enable all children to experience a rich cultural capital through our curriculum & enrichment activities, developing the life skills to become a successful member of our global society, through an interesting, creative Maths curriculum, following a process of enquiry and experiment • To provide the highest quality of education for all our children, where children can acquire the skills and knowledge through a curriculum which will enable pupils to be proficient, competent and confident with numbers, shapes and measures; and to have the ability to solve routine and non-routine mathematical problems. 			

- To develop an understanding of mathematics as a language which builds on prior learning through carefully planned and structured lessons, underpinned by a strong understanding of the vocabulary required

Implementation

- Children are being given regular opportunities for feedback, through pupil conferencing regularly with the teacher.
- Intervention happens regularly - in-class 'gap-plugging' sessions, 1:1/small group with TA/HLTA, or by CT
- Interventions focus on identifying gaps and areas of weakness; fluid groupings are then used to close the gaps as quickly as possible
- A wide range of resources have been purchased for to allow teachers to flexibly teach our curriculum, using the Mastery Approach - No Problem Maths to develop the Mastery process; Classroom Secrets; tables booklets, Abacus online subscription, Twinkl
- Progress is discussed during Pupil Progress Meetings - interventions/ strategies to support are discussed and planned
- All teachers received CPD from our local Maths Hub - New to Mastery; Mastering Numbers; Sustaining Mastery - both for experienced teachers and ECTs CPD delivered during staff meetings as necessary
- Lead attended regular CPD/network meetings with local hub (SJB led)
- Maths Ambassador Scheme set up - weekly celebration of a child in each class for achievement or attitude in Maths
- Governor's Trophies awarded
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Impact:

Multiplication Check results

2025 Year 4 Multiplication check		
No. Ps scored 25+	35%	Fully met
No. Ps scored 22-24	25%	Secure
No. P scored 18 - 21	25%	Fluent
No. Ps below 18	15%	Not met

Multiplication check results and conversation with Year 4 and 5 teachers suggest that our results do not reflect the children's level of knowledge. This is going to be a focus next year.

- QA Monitoring shows Fast Feedback being used throughout the school and children find it very useful
- QA shows high quality planning
- CPA Approach being fully integrated in most classes

SATS were carried out this year.

Results below:

KS2 SATS data	Reading	Writing	Maths	Combined	GPS
Summer 2025; 46% PP					
Expected +	63% 34/54	72% 39/54	65% 35/54	57% 31/54	61% 33/54
National	75%	72%	74%	62%	73%
Greater Depth	26% 14/54	11% 6/54	13% 7/54	4% 2/54	22% 12/54
2 Reading Reviews in which would take combined to 61% and Reading to 67%					

Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ul style="list-style-type: none"> Children across school enjoy opportunities for problem solving activities that require working together and being active (orienteering, Seesaw, Maths trails) Use of resources across KS1 to consolidate basic skills is effective Children are struggling to adapt to the requirements of the Multiplication check, particularly the time pressure 	Why is there a discrepancy between MTC scores between classes - can consistency be developed next year?
	How are we ensuring daily fluency tasks are taking place in every Maths lesson?
	What are the barriers to developing automaticity in KS2?
	How much funding did you receive this year and what was it spent on?
	Continued paid use of Seesaw Outdoor Maths day resources Lego (funded by University of Surrey)
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
Working together in teams, respectful and considerate discussion, supporting one another, being resilient, taking pride and challenging yourself to do your best.	Working independently and taking pride in individual opportunity to succeed.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
More opportunity for active outdoor learning, more exposure to resources.	Resources to facilitate fluency skills and times tables recall - subscription to TT Rockstars, continued paid use of Seesaw (online learning platform)
Subject Web: Why do we teach what we teach?	
Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative Maths curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural and mental development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life.	

Through our pledge we promise a range of exciting learning and life experiences in Maths throughout Westfield.

6 key skills:

1. Number fluency
2. Reasoning - finding different approaches to solving a range of problems
3. Resilience
4. Reading and understanding word problems
5. Positive attitude towards challenges
Risk-taking

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and Rationale that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge. All year groups follow the Objectives as laid out in The National Curriculum, following the headings:

Number and place value

Addition and subtraction

Multiplication and division

Fractions (including decimals and percentages)

Measurement

Properties of shapes

Position and direction

Use and Interpret data

Ratio and Proportion (Yr 6)

Algebra (Yr 6)

Reception topics that include subject (teachers follow the EYFS curriculum):

Maths is split into two areas: Numbers, Shape, space and measure.

They follow the characteristics for Effective Learners:

Playing and exploring - engagement;

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas

Making links

Choosing ways to do things

Teachers assess using observations and discussions which are recorded using 2Simple.

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

1hr daily plus New wave Maths programme at the start of each day

The curriculum is led by National Curriculum objectives, but adapted and organised to match our assessment program (PUMA)/ No Problem Maths. Resources such as Abacus/White Rose Maths Hub/Twinkl are used to support the objectives; flexibly used by the teacher to suit the needs of the learners

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

- Positive towards challenges
- Resourceful
- Love of learning - keen to develop their independent learning skills
- Able to explain their ideas to others
- Able to think of ways to solve problems, and adapt if need be
- Fluent and confident to solve a range of calculations
- Able to follow processes to find a solution

What does Fast Feedback look like in your subject?

How do you know this has been effective for children's progress?

Is your subject an SDP priority?

Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

What has been the impact of this on the children and staff?

Evidence of children self-correcting their work and re-drafting, if appropriate.



Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.

Staff have a good understanding of how the children are learning in Maths - they are quick to respond to any issues and use intervention/gap plugging in a timely way to ensure children can keep up with the learning in the lessons.

The Subject Folders (stored electronically) hold any information pertaining to QAs, subject networks, informal networks, moderation, training powerpoints etc, research activities, for example the research I did on teaching tables which was then shared with staff during July INSET.

My monitoring of planning has shown that staff are following our policies and that the children are experiencing interesting, well-planned maths lessons that meet their current needs.