



WESTFIELD PRIMARY SCHOOL

2025-2026

Maths Subject Report

Subject	Maths	Date	July 2026
Report prepared by	Kate Beattie		
Overview of the year: Sept 2025-2026			
This has been another highly successful year for Mathematics at Westfield, with a continued focus on developing pupils' fluency, reasoning and confidence across the curriculum. A key priority this year was further strengthening pupils' multiplication fluency in preparation for the statutory Year 4 Multiplication Tables Check (MTC). Building on the work undertaken last year, I worked closely with the Year 4 team to embed daily, high-quality times tables practice and retrieval opportunities into classroom routines. This has led to excellent outcomes, with 53% of pupils achieving full marks (25/25) and 90% of pupils scoring 18 marks or above, demonstrating a significant improvement on the previous year's results and reflecting the effectiveness of our whole-school approach. A major development this year was the review and refinement of our Mathematics curriculum. In December 2025, the medium-term planning and curriculum sequence were carefully evaluated and updated to ensure clear progression of knowledge and skills across all year groups. The curriculum was also aligned more closely with our assessment milestones, providing greater consistency in teaching, assessment and pupil progression while maintaining full coverage of the National Curriculum. Teachers continue to deliver high-quality Maths lessons using our carefully sequenced curriculum, with a consistent emphasis on mathematical vocabulary, fluency, reasoning and problem solving. Ongoing Quality Assurance demonstrates that lessons remain ambitious, well planned and responsive to pupils' needs, ensuring all children are supported and challenged to achieve their best. Westfield once again coordinated and hosted several More Able Mathematics workshops in collaboration with Aim Higher. These events brought together pupils from Westfield and neighbouring schools, providing opportunities for pupils to engage in rich mathematical investigations, develop higher-order reasoning skills and collaborate with like-minded mathematicians. Alongside these developments, I have led a range of professional development opportunities for staff throughout the year. These have included training on Kagan cooperative learning structures to promote mathematical discussion, effective use of mathematical resources and manipulatives, integrating digital platforms such as Showbie and Magma Maths into teaching, developing problem-solving approaches, and embedding the use of sentence stems to strengthen pupils' mathematical reasoning and vocabulary. This programme of CPD has supported staff confidence, promoted consistency in classroom practice and contributed to high-quality teaching across the school. As subject leader, I have continued to attend local Maths network meetings, engage with current research and collaborate with other Mathematics leaders to keep our provision up to date. Through regular monitoring of planning, learning walks, book looks, pupil voice and assessment outcomes, I have maintained a clear overview of teaching and learning across the school. This has enabled continual refinement of our curriculum and ensured consistency, progression and high expectations for all pupils.			
Curriculum: Intent, implementation, Impact			
Intent			
Our mathematics curriculum aims to:			
Develop independent, resilient and confident mathematicians who demonstrate our PRIDE values and approach mathematical learning with curiosity, perseverance and a positive attitude.			

- Provide every pupil, including those with SEND, disadvantaged pupils and those with EAL, with a broad, balanced and ambitious mathematics curriculum that enables all learners to achieve success.
- Develop fluency, reasoning and problem-solving skills through carefully sequenced learning which builds progressively from EYFS to Year 6.
- Equip pupils with secure mathematical knowledge, vocabulary and understanding so that they can confidently apply their learning in a range of familiar and unfamiliar contexts.
- Ensure mathematics is taught as a connected subject, where prior learning is revisited, misconceptions are addressed and new learning builds securely on previous knowledge.
- Provide rich opportunities for mathematical thinking through practical enquiry, collaboration and enrichment, enabling pupils to become confident learners prepared for the next stage of education and everyday life.

Implementation

- A carefully sequenced, progressive curriculum, reviewed in December 2025, ensures clear progression of knowledge and skills while aligning closely with assessment milestones.
- Daily mathematics lessons focus on developing fluency, reasoning and problem solving through a mastery approach, with teachers adapting learning to meet the needs of all pupils.
- Retrieval practice and regular fluency activities are embedded across the school to strengthen automaticity and long-term retention of key mathematical knowledge.
- Teachers use ongoing formative assessment, responsive teaching and live feedback to identify misconceptions quickly and adapt learning accordingly.
- Adaptive teaching, targeted intervention and flexible grouping ensure pupils receive timely support and challenge to enable all learners to access the ambitious curriculum.
- Progress is reviewed regularly through pupil progress meetings, with interventions planned and evaluated according to need.
- Staff continue to access high-quality professional development through the Surrey Maths Hub, local network meetings and internal CPD to maintain consistently high standards of mathematics teaching.
- High-quality resources, including manipulatives, representations, digital technologies and online platforms such as TT Rockstars and Showbie, support pupils' conceptual understanding, fluency and engagement.
- Westfield continues to promote enthusiasm for mathematics through enrichment opportunities including More Able Maths workshops, Outdoor Maths Day, Maths Ambassadors and celebration of achievement.

Impact

- Quality Assurance demonstrates that mathematics is taught consistently well across the school, with lessons that are ambitious, engaging and carefully matched to pupils' needs.
- Pupils demonstrate increasing confidence when explaining their mathematical thinking, using appropriate vocabulary and applying efficient strategies to solve problems.
- Retrieval practice and daily fluency opportunities have strengthened pupils' automatic recall, particularly in multiplication facts.
- The Year 4 Multiplication Tables Check outcomes demonstrate the significant impact of the school's whole-school fluency strategy, with 53% of pupils achieving full marks (25/25) and 90% achieving 18 marks or above.
- Monitoring through learning walks, book looks, pupil voice and assessment analysis demonstrates strong progression across year groups and increasing consistency in curriculum delivery.
- End of Key Stage 2 outcomes continue to demonstrate pupils' secure mathematical understanding and provide evidence of the effectiveness of the curriculum.

	Summer Result 2026 (Last official results- 2025)	Unvalidated 6D (national average)	Summer Result 2026 (Teacher Assessment)	National expected Average 2026 (2025)
MTC- Fully met (25)	53% (35%)			46%
MTC- Secure (22–24)	24% (25%)			
MTC- Fluent (18-21)	14% (25%)			
MTC Average Score	22.75 (21.2)			21.9 (21)
KS2 Combined - Expected Standard	67% (56%)	12% (9%)	72%	63% (62%)
KS2 Reading - Expected Standard	68% (63%)	30% (31%)	73%	75% (75%)
KS2 Writing - Expected Standard	73% (72%)	15% (13%)	73%	73% (72%)
KS2 Maths - Expected Standard	73% (65%)	28% (27%)	75%	75% (74%)
Key messages of the year:		What Performance Information is monitored? What are the 3 questions are you considering for future developments?		
- Whole-school focus on multiplication fluency has resulted in outstanding Year 4 Multiplication Tables Check outcomes. - Curriculum review has strengthened progression, sequencing and consistency in Mathematics across the school. - Pupils enjoy Mathematics and engage enthusiastically in a wide range of reasoning, problem-solving and enrichment opportunities.		1. How can our new Digital Strategy further enhance the teaching and learning of Mathematics across the curriculum? Explore how 1:1 devices, Showbie, Magma Maths and other digital tools can deepen reasoning, provide immediate feedback and support adaptive teaching.		
		2. How can we continue to develop mathematical reasoning and vocabulary so that pupils can confidently explain and justify their thinking across all year groups? Building on the curriculum review to strengthen mathematical communication and deepen understanding.		
		3. How can we further challenge higher-attaining mathematicians whilst maintaining high levels of support and progress for all learners? Ensuring all pupils continue to make strong progress through appropriate challenge and adaptive teaching.		
		How much funding did you receive this year and what was it spent on? Replenishing resources in classes Magma Maths subscription Showbie subscription		
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?		
Mathematics develops resilience, perseverance and confidence as pupils learn to tackle		Mathematics promotes mutual respect through collaborative learning, discussion and valuing		

increasingly challenging problems and understand that mistakes are part of learning. Pupils regularly work collaboratively, explaining their reasoning, listening respectfully to others and valuing different approaches to solving problems. Enrichment opportunities, such as More Able Maths workshops and Outdoor Maths Day, promote teamwork, curiosity and enjoyment of learning while developing real-life problem-solving skills.	different methods of solving problems. Individual liberty is encouraged by enabling pupils to make choices about strategies and justify their thinking independently. The rule of law is reflected through the logical nature of mathematics, where pupils learn the importance of accuracy, following agreed methods and recognising patterns. Democracy is developed through discussion, reasoning and respectfully challenging and evaluating different viewpoints.
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?
Further embed our new Digital Strategy within Mathematics to enhance teaching, learning and assessment. By making effective use of 1:1 devices, digital platforms and adaptive technologies, we can provide richer opportunities for fluency practice, retrieval, reasoning, immediate feedback and personalised learning while continuing to prepare pupils for an increasingly digital world.	Continued subscription to TT Rockstars - to further develop multiplication fluency and support continued success in the Year 4 Multiplication Tables Check. Continued investment in digital mathematics platforms - to support the implementation of the school's Digital Strategy through interactive learning, assessment and feedback. Additional practical mathematics resources and manipulatives - to strengthen conceptual understanding, adaptive teaching and reasoning opportunities across all year groups.
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 Showbie, 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.

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

Inclusion

At Westfield, we are committed to creating an inclusive environment where every child feels valued, respected, and supported. We recognise that pupils have different backgrounds, abilities, interests and learning needs and we strive to provide opportunities for all children to participate and achieve success. Teaching and learning activities are planned to meet a range of needs through appropriate support, adaptation and accessible resources. We promote respect, diversity and positive relationships, ensuring that all pupils can develop confidence, reach their potential and feel a sense of belonging within the school community.	
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?
Teachers use responsive, in-the-moment feedback throughout lessons to identify misconceptions and adapt teaching accordingly. Pupils are encouraged to self-correct, explain their reasoning and improve their work during the lesson, ensuring misconceptions are addressed before they become embedded. Teachers use questioning, mini whiteboards, retrieval activities and live marking to assess understanding and provide immediate support or challenge. Targeted intervention and adaptive teaching ensure pupils quickly address gaps in learning and continue to make progress. Quality Assurance, pupil voice and assessment outcomes demonstrate that pupils are confident in responding to feedback, can explain their mathematical thinking and make strong progress over time. Regular monitoring shows that teachers have a secure understanding of pupils' learning and use assessment effectively to inform next steps.	Mathematics remained a School Development Plan priority throughout 2025-2026, focusing on improving Year 4 Multiplication Tables Check outcomes and raising attainment in Year 6, particularly for disadvantaged pupils and pupils with SEND. Staff accessed ongoing CPD through Surrey Maths Hub, local network meetings and internal training, while curriculum developments and regular Quality Assurance ensured consistency across the school. This work contributed to excellent MTC outcomes, strengthened curriculum delivery and continued improvements in teaching and learning across Mathematics.