

Maths Report for Governors

Summer 2026

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Curriculum Coverage

We have continued to review and refine our maths curriculum to ensure it remains responsive to the needs of all pupils. Now in their second year of implementation, stem sentences have become increasingly embedded within daily practice. These sentence structures support pupils in articulating their mathematical thinking, explaining their reasoning and using precise mathematical vocabulary with confidence. As a result, pupils are demonstrating greater confidence when discussing their learning.

Events/Trips

Our Foundation 2 children have had the opportunity to attend our Fun with Numbers club, which has continued to be a popular and engaging extra-curricular club. Through a range of practical number games, counting activities and interactive challenges, children have developed confidence in their number knowledge. The club has also provided opportunities to sing number rhymes and songs, helping children to strengthen their understanding of number patterns, counting sequences and early mathematical concepts in a fun and engaging way.

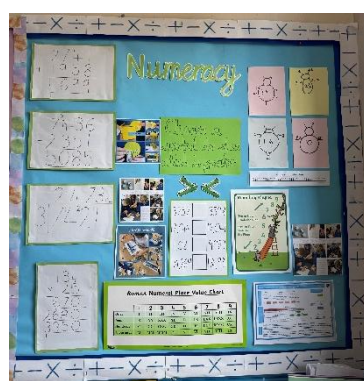
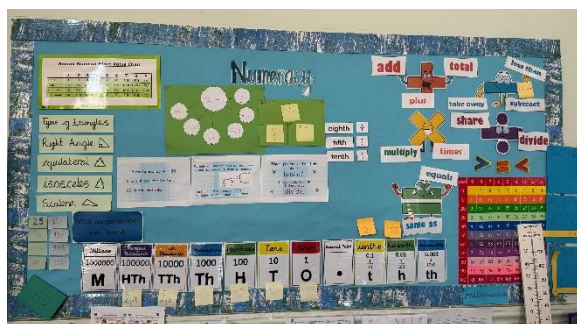


CPD

I have continued to support other schools in my role as a Maths SLE. This has provided valuable opportunities to share best practice, collaborate with colleagues across different settings and contribute to school improvement beyond our own school. In addition, I have attended Maths Subject Leader training to further strengthen my knowledge of current developments. This professional development has enabled me to reflect on and refine our maths provision, ensuring that it remains aligned with best practice and supports high-quality teaching and learning for all pupils. The knowledge and experience gained through both the SLE role and subject leader training has been shared with staff through staff meetings to support our own professional learning.

Displays

All teachers continue to create purposeful, interactive maths displays that act as valuable teaching tools and support learning throughout the classroom. Displays are carefully designed to reinforce key mathematical concepts, vocabulary and methods, providing pupils with a visual reference to support independent learning. Working walls are regularly updated to reflect current learning, celebrate pupil contributions and model effective strategies for problem-solving and reasoning.



Monitoring

We have continued to monitor the quality of maths teaching and learning through a range of monitoring activities, including book scrutinies, planning scrutinies and pupil voice interviews. This has enabled us to evaluate curriculum coverage, progression of skills, the consistency of teaching approaches and the impact of learning on pupil outcomes. Pupil voice discussions have provided valuable insights into children's attitudes towards maths, their confidence in reasoning and problem-solving, and their understanding of key concepts.

End of Year Data

Year 4 MTC results		59% scored 25/25		Average points scored 21.4	
End of Year Data July 2026					
	% below expectation	% at expectation +		% above expectation	
F2	17%	83%			
Year 1	9%	91%		11%	
Year 2	29%	71%		11%	
Year 3	23%	77%		29%	
Year 4	14%	86%		34%	
Year 5	17%	83%		36%	
Year 6	19%	81%		33%	