



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life, and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - Mathematics

Subject Leader(s): S. Napier

Subject Overview - Intention.

At Farington Moss St. Paul's, we provide our children with a creative and engaging Maths curriculum following the 'White Rose Education' scheme that empowers every child to understand and succeed using a whole class mastery approach. By using a positive 'I can do it' growth mind-set, which encourages hard work, practice and a willingness to see that 'mistakes are cool' everyone has the potential to achieve. This approach fits perfectly with our whole-school growth mind-set beliefs. We provide challenging activities through real-life contexts which enable all children to flourish and thrive in the gift of life. Our children will have developed the mathematical foundations along with their Christian and British Values to be successful all-round contributors to their community. Mathematics enables children to understand relationships and patterns in the world around them. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. We intend to give each child the self-confidence and resilience to reach their full potential by ensuring that they have the tools to calculate fluently, reason logically, problem solve and think in abstract ways. Our curriculum supports our pupils to become competent, independent mathematicians.

We want every child to thrive and succeed in their maths lessons, enabling them to transition to secondary school as confident mathematicians with a secure foundation upon which to build in Key Stages 3 and 4. Our maths curriculum provides our children with knowledge of the necessary number facts to enable them to work fluently throughout all areas of the maths curriculum. They develop a deep conceptual understanding of each of the areas of mathematics they are taught, enabling them to make connections and apply their knowledge in different situations. Our curriculum has a strong focus on mathematical vocabulary and develops children's ability to articulate, discuss and explain their thinking using accurate language. Our maths curriculum supports our children to develop resilience when faced with problem solving situations and encourages them to be inquisitive learners.

Planning - Implementation

The Inclusive approach to planning results in the whole class moving through concepts at the same time and when everyone has grasped it. This is essential for our children, as it broadens the opportunities for learning by children mastering concepts one step at a time in lessons that use a Concrete-Pictorial-Abstract (C-P-A) approach which builds on prior learning and helps them see patterns and connections. Same-day intervention ensures the majority, if not all children achieve sustained progress and ensures struggling learners keep up with their peers. This improves the confidence, resilience and perseverance. Deeper understanding through a mastery approach is also achieved by a number of our pupils.

Knowledge and understanding is developed in reasoning and problem solving, as well as fluency in recalling and using number facts and procedures accurately. As the whole class works on the same content through a modelled, shared, discussed and evaluated process, no child is left behind and this improves the confidence and resilience in each learner. Opportunities are provided for pupils to reflect and discuss their understanding. For example, pupils have opportunities to verbally reason their choices for calculations using accurate mathematical language to prove and justify their understanding with their peers giving them deeper understanding and knowledge.

The White Rose Education scheme links directly to the National Curriculum aims including the new EYFS Frameworks Early learning goals and time is built in for regular revisiting of learning throughout the year.

The scheme is supported through the pupils' workbooks and an online platform with access to clips and PowerPoints to explain concepts, deeper mastering tasks and fluency.

Assessment, Monitoring and Evidence - Implementation and impact.

Formative assessment is used effectively to inform children's immediate next steps and future learning. Teachers use a range of assessment methods: end of unit checks, termly summative assessment, regular book sampling by the subject leader, lesson observations, pupil voice, classroom walk-throughs, interactive and informative displays, termly progress meetings and teacher evaluations of pupil performance against strands of maths. This ensures standards are being met at the end of EYFS, KSI and KS2 in relation to the mathematics Early Learning Goal and the mathematics National Curriculum programme of study. All forms of intervention enable a greater proportion of children to be on track to meet age-related expectations or in the case of those working significantly below expectations to make better than expected progress. At Farington Moss St. Paul's C.E. Primary School, standards are high as demonstrated by end of year assessments and Key Stage results. Teacher judgements are internally moderated and based on current best practice using national exemplification where appropriate. The senior leadership team, subject leader and members of the Governing body review the curriculum and the impact of any improvement initiatives as part of the school improvement plan.

Enrichment Opportunities - Implementation and impact 2025-2026.

Enrichment	Further information.
Continued use of the outdoor area and outdoor classroom to explore mathematics practically to reinforce concrete understanding.	Engagement in Forest School to reinforce areas of mathematics in action and in real life situations. Mathematics will also support experiential learning, help to develop problem-solving and critical-thinking skills. Encourage collaboration and communication, Build confidence in mathematical concepts through play and also to help children see the relevance of mathematics in everyday life.
Mathematical fluency across the curriculum	The purpose of this is to support recall mathematical facts, use efficient strategies and apply mathematical knowledge accurately and flexibly. Mathematical fluency is developed not only during mathematics lessons but across the wider curriculum through meaningful and purposeful contexts. mathematical fluency is most powerful when it is woven through everyday learning experiences, encouraging our children to continually practise, apply, and deepen their mathematical understanding in meaningful contexts.

Targets 2025-2026 - Impact

2025-2026			
KSI:	Cohort	School	National
	28	71% 	~ 71%
	28	21% 	~ 16%

KS2

Maths	% achieving the expected standard	28	61% 	75%
Maths	% achieving the higher standard	28	14% 	27%
Maths	Average scaled score	28	102.9 	105.0
Maths	% achieving the expected standard			
Maths	% working at greater depth			

Y4 Multiplication Check

2025-2026			
	Cohort	School	National
% scoring full marks (25/25)	25	56% 	~ 44%
Average score (out of 25)	24	23.9 	~ 21.6

Target - Intent	Implementation	Evaluation - impact
To increase the % of pupils achieving age-related expectations.		KS2 SATS 2026 Results for maths - - Expected - % (National %) - Greater Depth % (National %)
To increase the % of disadvantaged pupils making good progress/achieving age-related expectations by the summer 2027		% of PP reached their predicted expectations.
To provide an enrichment day as part of STEM experiences and investigations.		

Staff Training - Impact 2025-2026

STAFF CPD	- Continued training for all staff throughout the academic year through staff meetings, visits to other schools and engagement with The Maths Hub. - As a team, continue to re-evaluate the resource of WRE to discuss if it is fit for purpose for the children at Farington Moss St. Paul's. - Continue to receive CPD for maths in relation to the knowledge and understanding from the Maths Hub.	- Increase in understanding of the delivery and also vocabulary. - Resources are fit for purpose and continually evolving to support all pupils. - Maths Hub engagement has continued throughout the academic year.
Subject Leader	- Subject Leader to attend subject network meetings - Continue to monitor the teaching and learning of maths. - Evaluate the teaching and learning of the WRE programme throughout school.	- Subject lead has engaged in cluster meetings throughout the academic year. - Monitoring has been up to date and conversations with the Maths Governor. - Evaluations of WRE has taken place, still a good fit for the children at FMSP. - Continual engagement with the Maths Hub.

	Continue with engagement with the Maths Hub to enhance Mastery in Maths across the school.	
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Future Targets - future intention, implementation and impact.

Target - Intent	Implementation	Evaluation - Impact
To continue engagement with the Maths Hub and work in conjunction with them throughout the year to improve the delivery of maths and embed Mastery for learning in mathematics.	Attend meetings and feedback to staff	
Continue to raise attainment in Mathematics above local and national standards for all pupils	Subject monitoring time Staff meetings Pupil voice Book looks Planning across all year groups.	
Develop further enrichment opportunities through fluency- including times tables and arithmetic	Pupils can confidently talk about maths Enrichment opportunities are offered to the children from across the curriculum.	