



BASLOW ST. ANNE'S C OF E PRIMARY SCHOOL
"Life in all its fullness"
Growing healthy minds and hearts together
Respect...Kindness...Diversity

SIP 2- Maths
2025-26

- To continue to ensure White Rose resources are effectively utilised to promote opportunities for children to have a robust consistent curriculum to build learning from the previous year objectives
- Develop and maintain fluency in times table, providing both support and challenge to allow every child to be confident and challenged.
- To build and progress opportunities for children who exceed age related expectations to be challenged appropriately and purposefully to improve outcomes at Greater Depth

Targets 2025-26

EYFS GLD = 10/13=77%

Y1 Phonics = 14/16 = 87.5%

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
1 = 16 PP = 0	14/16= 87.5%	4/16= 25%	14/16= 87.5%	4/16= 25%	14/16= 87.5%	4/16= 25%	14/16= 87.5%	2/16= 12.5%
2 = 25 PP = 1	20/25= 80%	3/25= 12%	20/25= 80%	3/25= 12%	20/25= 80%	3/25= 12%	18/25= 72%	3/25= 16%
3 = 14 PP = 0	13/14 = 93%	5/14 =36%	12/14 = 86%	4/14 = 29%	12/14 = 86%	5/14 = 36%	12/14 = 86%	4/14 = 29%
4 = 14 PP = 0	14/14 = 100%	6/14 = 42%	12/ 14 = 86%	5/ 14 = 35.7%	12/ 14 = 85.7%	6/ 14 = 42%	14/ 14 = 100%	6/ 14 = 42%
5 =23/ 22 PP = 6	19 / 22 = 86.3 % 5/ 6 = 83%	6 / 22 = 27% 0	19 / 22 = 86.3 % 5/ 6 = 83%	6 / 22 = 27% 0	18/ 22 = 81.8% 4/ 6 = 67%	7/ 22 = 31.8% 0	18/ 22 = 81.8% 5/6= 83% %	6/ 22 = 27% 0
6 =21 PP = 4	17/21 81% 2/4 50%	7/21 33% 2/4 50%	16/21 76% 2/4 50%	4/21 19% $\frac{1}{4}$ 25%	18/21 86% $\frac{3}{4}$ 75%	6/21 29% $\frac{1}{4}$ 25%	19/21 90% 2/4 50%	7/21 33% $\frac{1}{4}$ 25%

AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
AFI 1 Phonics	<p>To ensure resources used to support early reading broadly match the sounds and phonics. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge</p> <ul style="list-style-type: none">• To introduce Little Wandle phonics scheme and resources To carry out an audit with the support of the English Hub to assess gaps and need for additional/changed resources• To invest with Harper Collins and buy in the required resources to ensure an effective and robust phonics/reading scheme is in place• To ensure that all children have access to books that match their phonic knowledge• To continue to work with parents to support the love and practise of phonics and reading

AFI 2 Assessment in Foundation Subjects	<p>To ensure that there is a consistent approach to assessment in the wider curriculum subjects, so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied.</p> <ul style="list-style-type: none">• To invest in Kapow to ensure a consistent scheme of work for the foundation subjects• To consistently use the Kapow assessments to gauge a clear and precise understanding of where the children are and know• To monitor and moderate the assessment to ensure impact is made and optimum outcomes
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Maths SIP Plan 2025-26

<p>Key Action Overviews</p>	<ul style="list-style-type: none"> • To continue to ensure White Rose resources are effectively utilised to promote opportunities for children to have a robust consistent curriculum to build learning from the previous year objectives • Develop and maintain fluency in times table, providing both support and challenge to allow every child to be confident and challenged. • To build and progress opportunities for children who exceed age related expectations to be challenged appropriately and purposefully to improve outcomes at Greater Depth 	<p>Documents to support evaluation and shared with Governors</p>
<p>Actions:</p>	<p>By December 2025</p> <ul style="list-style-type: none"> • To facilitate the change in subject area leadership from JC & SF to Tom Osborn, create time for a meeting to identify key areas and work continuation plan. • Maths Action SIP 2025- 2026 written and implementation begins. • To identify resources required for to support Maths teaching. • To provide additional resources / apparatus to support practical and outdoor learning throughout the school. • White Rose resources are in place within each class room to ensure consistency across the school. • Parents information updated on the website to support with resources and overview of approaches (by November 2025) • Open door is in place for parents to be involved and understand the resources used withing school. • Monitoring of teaching and learning in Maths - learning walk teaching and learning: Focus: consistency or approach, integrity to scheme, resources used effectively, subject knowledge, accuracy of vocabulary, assessment procedures. • Monitoring of teaching and learning in Maths – internal moderation to ensure consistency across class room and mixed year groups 	<p>Action Plans Maths Policy Marking and Feedback Policy Monitoring and Evaluation records Learning walk/observation records Pupil Voice records SLA/QDD records</p> <p>Teacher on a page Teaching and Learning grids Work scrutiny evidence Performance Management Staff meeting minutes Curriculum sub minutes Data Provision Map Planning scrutiny</p>

		<p>Focus: Use of resources and school non-negotiables (presentation of digits within squares.).</p> <ul style="list-style-type: none"> • Maths vocab to be displayed and used throughout school. • Monitor outcomes for Maths and ensure on track for milestone Y2/Y4/Y6 and each assessment milestone • Monitor PP and SEND children to ensure optimum outcomes and progress Observations show all non-negotiables are in place • Assess and monitor impact of Number Sense Fluency programme • Further initiatives are planned for reading e.g. STEM club • Pupil Voice – feedback from the children • Performance management objectives have been agreed and include clear reference for individual staff and linked pupil progress to achievement/progress in maths • To monitor the impact of the approach to maths to assess effective implementation of the teaching and learning of maths and resources – White Rose. • To develop opportunities for STEM (Science, Technology, Engineering and Mathematics). Lego challenge club to focus on problem solving, coding and technology. • To promote and raise the profile of times tables across the school. • All children are challenged to ensure optimum learning and progress, SEND are supported with robust interventions in place, Pupil Premium (PP) Greater Depth (GD) children are monitored to ensure consistent progress • Baseline assessments are carried out where necessary to identify gaps and show progress. • Internal moderation to ensure consistency and expectations in all year groups, especially across split year groups 	
	By April 2026	<ul style="list-style-type: none"> • All staff are confident with the delivery of the White Rose curriculum • Parent Meetings to be held to develop parental confidence with times table and maths scheme • 100% of teaching and learning in Maths is at least good (larger evidence of outstanding) • Monitor through FFT outcomes for Maths and ensure on track for progress attainment EYFS/Y2/Y4/Y6 and each assessment and gaps narrowing • Monitor through FFT/book scrutiny and moderation to ensure on track for progress attainment EYFS/Y2/Y4/Y6 and each assessment and gaps narrowing 	<p>Learning Walk records Teacher T & L grids Staff meeting minutes Curriculum sub minutes Data/ Monitoring mtg records Parent feedback (survey) Planning Provision Map T & L grids</p>

		<ul style="list-style-type: none"> • Monitor PP and SEND children to ensure optimum outcomes and progress • Maths vocab to be displayed and used throughout school. • Monitor approaches to all aspects of Maths + Times Tables. Evaluate resources with staff collaboratively • Learning Walk and Pupil Voice • Key initiatives ie: active learning, hands on resources, outdoor, Times Table Rockstars implemented in all classes • Key schemes consistent e.g. White Rose and Number Sense • SEND resources in place to support optimum learning for all SEND children • Data shows at least 90% making progress and diminishing gaps especially with vulnerable groups <p>Challenge evident across all ability groups to ensure all children are pushed on with optimum learning and outcomes</p> <p>To implement opportunities for STEM (Science, Technology, Engineering and Mathematics). Lego challenge club to focus on problem solving, coding and technology.</p> <ul style="list-style-type: none"> • To continue to promote and raise the profile of times tables across the school. • To further develop the teaching and learning of fluency, reasoning and problem-solving sharing examples of activities at Open Door to engage parents. • Parents information updated on the website both Maths to support with resources and overview of approaches • Internal moderation to ensure consistency and expectations in all year groups, especially across split year groups 	
	By July 2025	<ul style="list-style-type: none"> • White Rose 100% consistent and impact continuing • To ensure resources used to support Maths in all classes and age groups are consistent in readiness for transition into the next year group • Monitor outcomes from in year assessments – progress and outcomes above national average • Maths vocab to be displayed and used throughout school. • Monitor PP and SEND children to ensure optimum outcomes and progress and compare with national outcomes • To allow children to share the opportunities of their STEM experiences to encourage children to participate in the future. (Science, Technology, Engineering and Mathematics). Lego challenge club to focus on problem solving, coding and technology. • Monitor impact of resources and approaches and progress 	<p>Pupil voice records</p> <p>T & L grids</p> <p>End of year outcomes/data against targets set</p> <p>Progress data</p>

		<ul style="list-style-type: none"> • Data show targets at least met • Data shows optimum progress has been achieved • Interventions/ and support provided has been fully monitored and outcomes are strong • Resources are effective and well organised in preparation for the following year to start effectively in September 2026 	
Pupil Voice		<ul style="list-style-type: none"> - Increase equipment and practical learning - Increase in problems and challenges - challenge sheets available - TTRS competition - displayed in school - Visuals - each child to have own no. Square/x tables grid/no.facts/no.bonds etc - Visuals up in each classroom 	<p>Pupil Voice feedback Monitoring in learning walks Monitoring books Monitoring display Celebrations Resources in action</p>