

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

2026-27

Targets 2026-27

EYFS GLD = to be confirmed Y1 Phonics = 14/16=88%

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
Y1 = 16 PP = 1	13/16 81% 0/1 0%	4/16 25% 0/1 0%	13/16 81% 0/1 0%	1/16 6% 0/1 0%	13/16 81% 0/1 0%	1/16 6% 0/1 0%	14/16 88% 1/1 100%	2/16 13% 0/1 0%
Y2 = 16 PP = 1	15/16 94% 1/1 100%	5/16 31%	15/16 94% 1/1 100%	2/16 12.5%	15/16 94% 1/1 100%	3/16 19%	15/16 94% 1/1 100%	6/16 37.5%
Y3 = 22 PP = 1	18/22 = 82% 1/1 = 100%	6/22 = 27% 1/1 = 100%	18/22 = 81% 1/1 = 100%	3/22 = 14% 0/1 = 0%	18/22 = 81% 1/1 = 100%	5/22 = 23% 0/1 = 0%	17/22 = 77% 1/1 = 100%	4/22 = 18% 0/1 = 0%
4 = PP = 0	12/16=75% 0	3/16=20% 0	12/16=75% 0	5/16=31% 0	12/16=75% 0	7/16=44% 0	12/16=75% 0	6/16=38% 0
5 = 14 PP = 1	12/14 = 86% 1/1=100%	5/14=36% 0	11/14=79% 0	6/14 = 43% 0	11/14=79% 0	7/14=50% 0	11/14=86% 0	5/14=36% 0
Y6 = 24 PP = 2	20/24 83% ½ 50%	5/24 21% 0%	20/24 83% ½ 50%	2 8.3% 0%	20/24 83% ½ 50%	6/24 25% 0%	20/24 62.5% 0%	3/24 12.5% 0%

AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
AFI 1 Phonics	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 • 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	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. • 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

Priority Area: Mathematics

Vision

To ensure all pupils develop confidence, fluency and a deep understanding of mathematics through high-quality teaching, effective assessment and appropriate challenge, enabling every child to achieve their full potential and enabling a higher outcome at greater depth.

Pupil Voice:

- **Space to have thinking time and use a variety of resources eg: Deans/abacus/place value charts/number square**
- **Use of iPads eg: You are brainy, increase use of technology to support learning**
- **More opportunity for use of headphones if needed, however, working on quiet learning space for all – good, active, respectful listening**
- **Like our 'Maths jotters' to work out things and do challenges**

Key Priority 1: Improve Fluency and application

Rationale

Assessment and pupil voice indicate that rapid recall of number facts and times tables remains an area for continued development. Strengthening fluency will support success in reasoning and problem-solving.

Success Criteria

- 90%+ of pupils make expected or better progress in maths.
- Improved arithmetic and times-table outcomes across all year groups.
- Pupils demonstrate greater confidence when recalling key number facts.
- Greater accuracy and confidence in application and problem solving with faster more accurate recall

Actions

Action	Lead	Timescale	Success Critieria	Monitoring

Continue use of White Rose Maths and fluency approaches	Maths Lead	Ongoing	Consistency in resource with professionalism to support pedagogy with further resource Eg: practical/outdoor	Learning walks, book scrutiny
Implement daily fluency sessions in all classes	Class Teachers	Autumn Term onwards	Consistency in place for sticky learning of fluency across the school	Pupil voice, lesson observations
Promote Times Tables Rock Stars and weekly challenges – visual celebration board	Maths Lead	Ongoing	Children motivated to practise TT using different methods and celebrate success	TT Rock Stars' data/Y4 outcomes
Provide targeted interventions for pupils below age-related expectations	SENCo/Class Teachers	Each term	Gaps in learning closing and data closing to at least expected	Progress data
Foundations of Subject-Specific Learning and non-negotiables for the subject and year group in place	English Lead	Ongoing	Foundations are visible in *every* lesson. What are the non-negotiables of this subject for this year group? Are children being reminded of them? Are they using them consistently?	Books, pupil voice, 'show how you know'
OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect	OPAL Lead	Continuous	To continue to develop playtimes to enable all children to flourish to positively impact on learning and wellbeing	Pupil voice, behaviour logs, outcomes

Key Priority 2: Strengthen Reasoning and Problem Solving

Rationale

To increase pupils' ability to explain, justify and apply mathematical concepts in unfamiliar contexts. This aligns with mastery principles and supports higher attainment.

Success Criteria

- Increased evidence of reasoning and problem-solving in books.
- Evidence of cross-curricular maths and problem solving eg: through practical orienteering/map work/cookery etc.
- Pupils can explain mathematical thinking using appropriate vocabulary – use 'Show how you know'
- Improved attainment at Greater Depth.
- Encourage mathematicians using maths journals to show how you know and explore problem solving methods

Actions

Action	Lead	Timescale	Success Criteria	Monitoring
Embed reasoning opportunities in every maths lesson	Teachers	Ongoing	Continuous practise of application and reasoning working towards mastery – no ceiling on learning	Planning scrutiny/learning walks/observations/books/pupil voice
Embed 'Show how you Know' and maths journals to be mathematicians	Teachers	Ongoing	Opportunity for all to show their understanding of the learning and opportunities for mathematical exploration encouraging mastery	Learning walks/pupil voice/books/observations/planning
Develop consistent use of mathematical talk and stem sentences	Maths Lead	Autumn Term	Visual mathematical vocabulary displayed/children confident to use mathematical	Learning walks/pupil voice/observations
Provide challenge tasks for all and ensuring no ceiling on learning working towards mastery	Teachers	Ongoing	All children have the opportunity to stretch their learning working towards mastery	Book scrutiny
Share examples of effective reasoning during staff meetings	Maths Lead	Half-termly	Consistency across school and increased confidence and knowledge of reasoning	Staff feedback/CPD/books and outcomes

OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect	OPAL Lead	Continuous	To continue to develop playtimes to enable all children to flourish to positively impact on learning and wellbeing	Pupil voice, behaviour logs, outcomes
Ensure consistency in the use and visually displayed vocabulary	Teachers/Lead	Ongoing	Children use mathematical vocabulary confidently and accurately and reduced barriers to application	Learning walks/books/pupil voice/observations
Foundations of Subject-Specific Learning and non-negotiables for the subject and year group in place	English Lead	Ongoing	Foundations are visible in *every* lesson. What are the non-negotiables of this subject for this year group? Are children being reminded of them? Are they using them consistently?	Books, pupil voice, 'show how you know'

Key Priority 3: Improve Outcomes for SEND, Disadvantaged and Vulnerable Pupils

Rationale

To ensure all learners have equitable access to the curriculum and make strong progress from their starting points. This reflects current school priorities around SEND and vulnerable learners.

Success Criteria

- Gaps between key groups and non-key groups continue to narrow.
- Interventions demonstrate measurable impact.
- Increased confidence and engagement reported through pupil voice.

Actions

Action	Lead	Timescale	Success Criteria	Monitoring
Use assessment information to identify pupils requiring support	Teachers	Termly	Clear provision maps in place, ISPs for SEND and intervention impact	Data analysis/pupil voice/reviewsof ISPs
Deliver targeted interventions	Teachers/SENCo	Ongoing	Impactful intervention with fluid groups, gaps closing	Intervention reviews/pupil voice and feedback/data
Ensure manipulatives and visual supports are available in all classrooms	Maths Lead	Autumn Term	Clear learning packs/tools available to support learning	Learning walks/pupil voice/books
Monitor progress of SEND and PP pupils each term	SLT	Termly	Clear progress being made and confidence in learning	Progress meetings/parent + pupil voice/reviews
Provision Map meeting needs	Teachers/SENCo	Half-termly	Clear provision map and adapted to meet current needs from AFL/summative assessment – gaps closing	Data/Interventions/provision map reviews/pupil voice
OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect	OPAL Lead	Continuous	To continue to develop playtimes to enable all children to flourish to positively impact on learning and wellbeing	Pupil voice, behaviour logs, outcomes

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Key Priority 4: Develop Mathematical Mastery and Greater Depth

Rationale

To increase the proportion of pupils working at Greater Depth by providing rich mathematical experiences and challenge. This was identified as a continuing area for development within school improvement documentation – data at the end of 2026 was strong and even more opportunity for mastery/greater depth.

Success Criteria

- Increased percentage of pupils achieving Greater Depth/mastery.
- Pupils demonstrate resilience and independence when tackling challenging tasks.
- Challenge is evident in all classrooms.
- Positive approach from children towards maths – resilient to taking on challenges
- Wider opportunities to utilise mathematical sckills eg: maths writing competition world wide

Actions

Action	Lead	Timescale	Success Criteria	Monitoring
Introduce mastery investigations in all year groups	Teachers	Spring Term	Mastery opportunities are evident in all year groups and children can talk confidently about these	Book scrutiny/planning/resources/ Pupil voice
Establish a maths challenge club/STEM opportunities	Maths Lead	Autumn Term	KS1 + KS2 maths challenge club in place and opportunities for mastery challenges out of school	Participation data
Share best practice during staff meetings	Maths Lead	Half-termly	CPD and good practice is shared with staff to continue to build pedagogy in maths and mastery	Staff feedback/minutes/in-put into teaching and learning evident through observation/pupil voice
Monitor challenge provision through learning walks	SLT	Termly	Evidence of challenge and 'no ceiling' to learning for all in all classrooms	Learning walsk/observations/pupil + staff feedback

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Monitoring and Evaluation

Autumn Term

- Baseline assessments/FFT
- Provision Map
- Learning walk focusing on fluency
- Pupil voice
- Calculations Policy Review and parents informed/meeting
- Website update

Spring Term

- FFT
- Provision Maps
- Book scrutiny

- Data review
- Parent maths workshop

Summer Term

- End of year assessment analysis
- Review against targets
- Review against targets set for PP/SEND
- Governor report
- SIP evaluation and next steps

End of Year Targets

- 90%+ pupils make expected progress.
- Increased attainment at Expected and Greater Depth.
- Improved fluency and times-table outcomes.
- Gaps for SEND and disadvantaged pupils continue to narrow.
- Teaching of mathematics judged consistently good or better.
- Opportunities for extended maths opportunities eg: Enterprise, competitions