



# The Meadow Community Primary School and Pre-School

## Curriculum position statements – September 2024

### Maths

#### Historical

Data over the previous 3 years 2022-2024

#### **KS1**

	2021/22	2022/23	2023/24
Maths EXS+	71.7%	73.3%	N/A
Maths GDS	10.0%	16.7%	N/A

GDS has been a focus across the whole school. This is showing in the KS1 data where children are able to explain their thinking and use their reasoning skills.

#### **KS2**

	2021/22	2022/23	2023/24
Maths EXS+	88.3%	79.7%	75%
Maths GDS	23.3%	22%	13.3%

The children in KS1 were above national in 2022 and 2023. In 2024 KS1 SATs became optional, as a school we decided not to sit the papers as we use NTS papers as a Trust. Taking these papers in year 2 allow for greater comparison throughout the school. Our KS2 maths results have been above national for the last three years however KS2 GDS for maths was below national. Progress from KS1 to KS2 was well above national at 2.61 in 2023. There are no official progress measures for 2024 as this cohort did not do KS1 SATs due to covid. We have done our own progress measures which come out as 4.5.

#### **EYFS**

Teachers have worked hard to improve maths data for our EYFS children and they have attained well over the last two years. 80.4% number and 78.4% in number patterns

#### **General**

School has not had a specific scheme that is used across the school. Planning is completed by using the Symphony Learning Framework which matches (and exceed the National Curriculum). NTS papers are used in our trust from years 2-5 three times a year. There has been a focus of teaching GDS questions so that the children can apply skills.

#### Current

For 2022-2024 maths was shared as a subject between two teachers (1ft and 1pt). At the end of the July 2024 the ft teacher left and therefore the role of maths lead will revert back to Mrs Smith.

Internal data for 2023-24



Internal data based on NTS assessments show that Maths continues to be a strength across the school. All year groups in the Summer assessments had 100+ average except for year 2. This was due to a combination of staff on long term sick, 8 new children to the year group (2 with no English), a high percentage of children with needs and the lack of LSA support (the LSA left and was not replaced due to funding).

Year	1	2	3	4	5	6
Overall						
St score	N/A	97.7	105.8	103.9	101.1	N/A
% EXS and above	N/A	65%	78.30%	78.30%	65.70%	N/A
Disadvantaged						
St score	N/A	84.6	93.7	97.6	93.2	N/A
% EXS and above	N/A	29%	50%	67%	50%	N/A

Tests were carried out in a fair way to ensure that the Maths tests was not an assessment of reading. Questions were read and students were encouraged to put their hand up to have questions read to them in preparation for Year 6 SATs practice.

KS2 data was above national for EXS+ at 75%. Tutoring takes place for pupils who need extra support. LSAs were kept in both classes in this year group however not all other classes had LSAs in the academic year 2023-4 due to budgets and pre-existing staff being asked to work with children who had hours of support. This has had an impact on some data across the school and in terms of how many interventions could occur.

Children from year 6 took part in the trust maths competition at Glen-Hills Primary School.

#### Future aspiration

- To introduce and use White Rose Maths scheme from August 2024
- For SEN, PP and disadvantaged pupils to achieve well in maths from their starting points
- For all staff to be confident at using the new WRM calculation policy
- For children to take pride in their maths work, to be resilient and to be able to make links with their mathematical knowledge
- Focus on problem-solving to help children use their arithmetic knowledge in real-life situations
- To celebrate maths throughout the school – to take part in Number Day
- To have parents attend maths inset – sessions with their children so they know how maths is being taught and best they can support their children