

# Maths Action Plan - 2025 - 2026



## Overview:

<b>Subject Leader:</b>	<b>Lucy Barallon / Amy Cochrane</b>	<b>Date:</b>	<i>November 2025</i>	<b>Linked Gov:</b>	<b><i>Mike Hedges</i></b>
<b>SDP Strands</b>	<p><b>1. Curriculum and Teaching:</b> All staff are consistent in their pedagogical approach to ensure high-quality; evidence informed teaching practices. As a consequence, all children are engaged in their learning and achieve excellent outcomes. Substantive and disciplinary knowledge build sequentially over time as teachers utilise evidence-based strategies to ensure schema develop incrementally to lesson cognitive load. Planning and assessment systems enable teachers and leaders to track and monitor progress and impact effectively. Embedding strong foundations in the Early Years and KS1 is vital to close gaps early, ensure secure progress in reading, writing, and maths, and build the habits of effective learning that underpin later achievement.</p> <p><b>2. Inclusion, Personal Development and Well-Being:</b> To further develop a culture of equity rather than equality, and to ensure that all learners have a sense of belonging at school, positively impacting on attendance and behaviour. We have effective systems in place to identify families and children who are underserved and by raising expectations and addressing unconscious bias we will improve outcomes for all learners. We will develop and implement monitoring processes to ensure every child is given appropriate support to develop their senses of belonging, success, purpose and empowerment. Every aspect of our school ethos, its environment, the curriculum and the school vernacular will be ambitious, warm, nurturing, inclusive and equitable.</p> <p><b>3. Achievement:</b> All pupils make strong and sustained progress so that all outcomes are at least in line with, and increasingly above, national expectations. We prioritise early success in the core areas of reading, writing and mathematics, securing firm foundations that enable pupils to thrive across the wider curriculum. Our ambition is for every pupil, including those who are disadvantaged or have SEND, to make accelerated progress so that gaps in attainment close rapidly over time. High prior attainers are also given appropriate challenge and support. Through consistently high-quality teaching, targeted intervention, and intelligent use of assessment, we strive to ensure that every child achieves their full potential and is well prepared for the next stage of education. We aspire for excellence in everything that we do.</p>				

**Context and Key Information about the Subject:**

The school have, for many years, promoted an approach to maths which incorporates, at every level, opportunity for higher order thinking, reasoning and complex problem solving. The mastery approach is well embedded and the White Rose Scheme supports the values that underpin our maths curriculum. In our most recent Ofsted inspection, we were complemented for our clear understanding of the mastery principles and having a well-established maths curriculum. They expressed confidence in the maths leadership and saw teachers delivering lessons effectively.

We have used targeted CPD to further embed those fundamental teaching principles. We have developed as professionals by furthering our understanding of Rosenshine’s research and, over the last two years, our participation in the Walk Thru project has helped to ensure consistency of pedagogy in all subjects but particularly in maths. The subject leaders use their dedicated time to ensure that all teachers are following an approach to maths teaching which blends an appropriate balance of fluency, reasoning and problem solving and incorporates key mastery principles to develop well rounded mathematicians. We use explicit instruction, build ratio through effective use of questioning and resources such as mini whiteboards, scaffold with appropriate resources and effective use of worked examples, check understanding continually and practice daily. As soon as we identify gaps which impact on cognitive load we use HQT or tailored intervention to catch people up at the first available instance – ideally through pre teaching.

We use the white rose scheme to provide curriculum coherence and structure but it is not the only resource we use to deliver the maths curriculum. We expect to see a balance of different resources used and lots of opportunities for higher order thinking and problem solving to complement the fluency and reasoning opportunities provided by WR.

More recently, and building on the research findings around strong foundations, [Strong foundations in the first years of school - GOV.UK](#) have also used maths CPD as an opportunity to develop awareness of the importance of early number sense, the educational research findings around cognitive overload and the use of explicit instruction and worked examples. We have taken part in CPD from the NCETM and use their resources to ensure development of early number at WOTH is evidence based and strategically planned.

[Early Years | NCETM](#)

We continue to be supported by the **Surrey Maths Hub** and use their network to access CPD and latest pedagogy around maths. We have worked closely with Kingswood Primary School as part of our ongoing alliance and have used that to support each other as maths leads and share effective practice. As that alliance comes to an end, we need to look for other opportunities for partnership working and will actively look for further opportunities to collaborate with SAFE and Tadworth Primary.

**Achievement in Maths:**

The school regularly delivers excellent outcomes in maths. Our results in this subject are consistently in line with national averages and, in most years, significantly above the national averages. Historical data shows a 5-year average in which 93% of children have achieved the expected standard at KS2 - well above the latest national figure of 71%. Our five-year average for GD is 36%.

Our headline results at KS2 last year were above the national average with 83% of children reaching the expected standard and 30% achieving the higher grade. These figures were lower than the typical Walton average but there were a number of factors that influenced those outcomes and are confident that results this year will be higher. There is no progress data available as this cohort did not sit KS1 assessments due to the pandemic.

In 2024-25, 75% of the children identified as disadvantaged achieved the expected standard with all children making excellent progress despite relatively low starting points and identified SEND need for 75% of the disadvantaged cohort. In 2022-23, 100% of our disadvantaged achieved the higher standard with an average point score of 112.

One identified area for improvement is in relation to the MTC in Year 4. Our headline results was not in line with the national average. There is a higher than average number of children with SEND and EHCP support in that cohort but we need to ensure that more children achieve full marks. We invested in a scheme to ensure a structured approach to times tables teaching 12 months ago so are expecting to see an improvement in this year's outcomes.

[Times Tables fluency teaching](#) | [Number Sense Maths](#)

<b>Objective:</b>	<b>Success Criteria / Improved Outcomes for Children:</b>	<b>Key Actions:</b>	<b>Key Staff / Governors</b>	<b>Resources / Funding / CPD requirements:</b>	<b>Relevant SDP strands</b>	<b>Monitoring</b>	<b>RAG</b>
<i>What are the main areas to focus on this year?</i>	<i>How will this improve outcomes and experience for the children and what will be the changes in school?</i>	<i>What are the main actions required to achieve these objectives?</i>	<i>Who will take on these actions and which Governors will be involved?</i>	<i>What do you need to make the objective possible – time, funds, resources, training etc.</i>		<i>How will you monitor throughout the year to make sure the changes are happening?</i>	<i>Each term you should review your action plan and RAG rate it until the final evaluation at the end of the year</i>

1	<p>To ensure <b>High Quality Teaching</b> in every maths lesson</p>	<p>Consistent use of Walk Thru content such as cold calling, think pair share, show me whiteboards and retrieval practice exercises.  <i>Lessons to follow objectives of WR to ensure progressive spiral curriculum in place. EYFS – NCTEM and WR to cover shape.</i></p>	<p>Learning walks  Observations  CPD around <b>WALK</b> thrus building on <b>Rosenshine principles</b>  Data Analysis</p>	RS/RL	<p>Inset time, funding for training and resources  Teacher meeting</p>	1, 3	<p>Ongoing monitoring through learning walk, lesson observation, lesson study, book scrutiny, pupil performance clinics and termly assessment data.</p>	
2	<p>To give more opportunity for <b>investigative maths, reasoning and problem-solving activities</b></p>	<p>Lesson obs, book scrutiny show evidence of increased use of problem solving activities.  Reasoning scores improve in termly assessments;</p>	<p><i>Training for staff on scaffolding reasoning skills; integrate reasoning or problem solving at least once a week.</i></p>	RS/RL	<p>CPD time set aside for staff training; £500 for further I See training and resources in 2025. Possible training day.</p>	1, 3	<p>Ongoing monitoring through learning walk, lesson observation, lesson study, book scrutiny, pupil performance clinics and termly assessment data  Gender gaps closed.</p>	
3	<p>To develop a more structured approach to early number fact teaching and <b>number sense</b></p>	<p>Children are better able to subitise and represent numbers. Improved number facts at KS1. ELG for number and maths at 85% plus.</p>	<p><i>All KS1 staff to be trained in <b>Early Number Sense program and NCETM number sense materials</b></i></p>	RS/RL	<p>Funding for new subscription – c. £500; <b>rekenreks</b> for all KS1 students.  Training on the importance of foundational skills at KS1.</p>	1, 2, 3	<p>Ongoing monitoring through learning walk, lesson observation, lesson study, book scrutiny, pupil performance clinics and termly assessment data.</p>	

4	<b>To have a structured approach to teaching times tables in Year 3 and 4</b>	Improved outcomes in MTC – July 2026	<i>Implement daily sessions for times tables in addition to the core maths curriculum; SLT to observe every 2 weeks</i>	RL/RS	Funding for the scheme - £210	1, 3	ECT mentors to check in and ensure that scheme is being followed and teachers are confident to use	
5	<b>To support and intervene for target groups with particular focus on underserved and previously high attaining students</b>	Higher proportions of children at EXS and Higher standard across the school compare with end 2024 - 25 benchmark	<i>Set up additional groups to support lower attaining and stretch and challenge HA pupils. Specific monitoring of those who are underserved</i>	RL/RS	Teacher time – use of any additional funding and volunteers for catch up support	1,2	Ongoing monitoring through learning walk, lesson observation, lesson study, book scrutiny, pupil performance clinics and termly assessment data.	
6	<b>To enrich the Maths curriculum</b>	Pupil surveys indicate high levels of enjoyment in maths. Displays, books and portfolios showcase a range of maths-related activities. Increased parental engagement and understanding of current maths teaching.	Maths days or weeks; outdoor maths lessons; maths events like maths Olympics; stay and play event for parents and children; doodle leader board; HT times table challenge	RL/RS	Time for survey to be produced and evaluated	1,2	School Surveys – pupil, parent and teacher	
<b>End of Cycle Evaluation</b>								

	<p><i>At the end of the academic year / start of the new academic year all leaders will review and evaluate the impact of their action plan based on the monitoring they have conducted and the outcomes for children over the previous year.</i></p>
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