



Mathematics

Subject Leader Report
2024-2025



Subject Leader: Andy Done

Autumn Term

This term has been a productive and enriching one for mathematics at Masefield Primary School. The Maths Leader has been actively involved in monitoring and supporting the development of mathematics across all key stages. This has included observing lessons, conducting learning walks, reviewing pupils' books, engaging with children, and refining the teaching procedures to ensure high-quality maths provision. These efforts are part of our ongoing commitment to strengthen the teaching and learning of mathematics and support pupils' progress across the school.

Early Years Foundation Stage (EYFS - Nursery and Reception):

In EYFS, children have been focusing on basic number recognition. It has been wonderful to observe how pupils have engaged with number songs and used the Numberblocks characters to reinforce their understanding of numbers. The learning environment, both indoors and outdoors, has been carefully designed to integrate mathematics into continuous provision and play. This has enabled children to develop their early number sense in a natural and engaging way, demonstrating the importance of a rich, hands-on learning environment in the early stages of education.

Key Stage 1 (KS1 - Year 1 and 2):

In KS1, the focus has been on mastering place value, as well as developing confidence in simple addition and subtraction. The use of part-whole models has helped deepen pupils' understanding of these key concepts. Additionally, children have been developing their mathematical fluency through the Fluency Bee programme, which has been a great enrichment tool. It has been evident in their work that this has supported them in becoming more confident and adept at recognising numerical patterns. The progress in fluency and number sense has been a highlight this term, and pupils are beginning to show increased confidence in their ability to tackle basic arithmetic tasks.

Lower Key Stage 2 (LKS2 - Year 3 and 4):

In LKS2, pupils started the term by consolidating their understanding of place value and addition/subtraction before moving on to multiplication and division. A key focus has been on developing automaticity with times tables, an essential skill in mathematics. Pupils have been using a variety of methods to recall times tables quickly, and we have been reinforcing this learning through platforms such as TT Rockstars and One Minute Maths. The aim is for all children to become fluent in recalling their times tables by heart, which will further support their learning in multiplication, division, and problem-solving. This focus will continue next term as we build on this foundation.

Upper Key Stage 2 (KS2 - Year 5 and 6):

In UKS2, pupils have been learning to solve more complex problems involving multiplication and division. They have developed fluency in the formal operations and are now applying this knowledge in reasoning and problem-solving scenarios. This focus on applying skills in context is helping pupils to think critically and develop a deeper understanding of how mathematics can be used in real-life situations. The emphasis on reasoning and problem-solving will continue to be a key focus, as these are vital skills for success at the end of KS2 and beyond.

Next Steps:

Looking ahead, the next steps in mathematics at Masefield Primary School will be to continue to enhance staff knowledge through adaptive teaching practices and the use of concrete resources to scaffold learning. This approach will ensure that all children, regardless of their starting point, are supported to make progress in their mathematical learning. Additionally, there will be a continued focus on developing pupils' fluency and problem-solving skills, ensuring that they are confident, capable mathematicians as they move through the school.

Conclusion:

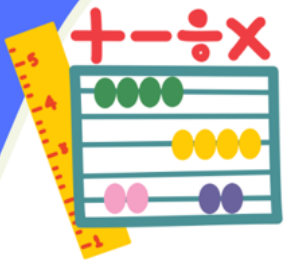
Overall, it has been an exciting and successful term in mathematics at Masefield Primary School. The consistent focus on developing fluency, reasoning, and problem-solving skills across all key stages has led to noticeable progress in pupils' mathematical understanding. We look forward to continuing this momentum into the next term, with an ongoing commitment to high-quality teaching and learning in mathematics.



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Spring Term

This term, the maths leader has conducted comprehensive monitoring and evaluation activities, including lesson observations, learning walks, book scrutinies, and pupil discussions. These activities have provided valuable insights into the strengths of maths teaching at Masefield Primary School and have supported the ongoing development of effective teaching procedures.

Early Years Foundation Stage (EYFS) Children in Reception and Nursery have been focusing on developing their understanding of numbers, particularly those from 5 to 9. They have also been introduced to key mathematical concepts such as shape, length, height, and time, which have been integrated into their continuous provision activities. A strong emphasis has been placed on subitising within 5, alongside verbal counting to 20, to build a secure foundation for early numeracy.

Key Stage 1 (Year 1 and 2) Children in KS1 have been working on length and height while continuing to master addition and subtraction. Year 2 pupils have also begun exploring multiplication and division. Throughout this learning journey, children have followed a structured approach, starting with concrete resources to develop hands-on understanding before progressing to pictorial representations and, finally, abstract concepts. It has been particularly rewarding to see pupils challenging themselves with problem-solving activities and making excellent progress.

Lower Key Stage 2 (Year 3 and 4) Children in Years 3 and 4 started the term by focusing on multiplication and division before moving on to fractions. Due to their prior learning in the Autumn term, which emphasised number facts and times tables, pupils demonstrated greater fluency when working with fractions. Monitoring activities clearly reflected the progress children have made in this area, showing their increasing confidence and competence.

Upper Key Stage 2 (Year 5 and 6) Pupils in Years 5 and 6 have continued to develop their understanding of fractions, applying their knowledge to increasingly complex problem-solving scenarios. Their fluency in formal operations has improved, and they are now confidently using this knowledge to tackle reasoning and problem-solving questions with greater independence.

Monitoring and External Validation During an external visit by Challenge Partners, the maths lead provided detailed insights into the curriculum, procedures, and policies. The feedback from this visit highlighted the strong position of maths within the school and confirmed the robustness of the curriculum in place. In addition, pupil voice activities and book monitoring have been conducted in every class, with teachers receiving constructive feedback on next steps for continued improvement.

Next Steps Looking ahead, a key priority in maths at Masefield Primary School is to further develop the use of concrete resources to scaffold learning effectively. By ensuring



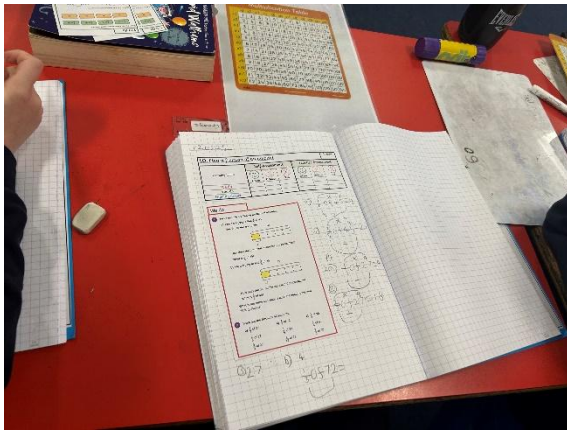
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that all pupils have access to hands-on learning experiences, we aim to strengthen their conceptual understanding and confidence in mathematics.

Overall, the progress observed across the school this term is a testament to the dedication of our teachers and the enthusiasm of our pupils. We look forward to building on these successes in the coming terms.





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Summer Term

Mathematics continues to be a key strength at Masefield Primary School. The subject is marked by consistently strong teaching, exceptionally high outcomes, and—perhaps most importantly—a genuine love of maths among our pupils. Across the school, children enjoy the challenge and logic of mathematics and are becoming increasingly confident in applying their knowledge in real-life contexts.

This year's Year 4 Multiplication Tables Check once again demonstrated the strength of our maths provision. A remarkable 83% of pupils achieved over 20, with an average score of 22.54—both figures are significantly above the national average and testament to the strong fluency and times tables knowledge developed in Lower Key Stage 2.

Early Years Foundation Stage (EYFS)

In EYFS, children have continued to develop their number sense through manipulating, composing and decomposing numbers. They have begun to explore early concepts of grouping and sharing through high-quality provision and have accessed real-life maths opportunities across the curriculum and wider learning environment.

Key Stage 1

In KS1, children have explored money through real-life contexts and begun to build their understanding of time, including reading and interpreting the hour and minute hands on analogue clocks. The ongoing use of the Fluency Bee programme in enrichment has helped to embed key number facts and strengthen their foundational number sense.

Lower Key Stage 2 (LKS2)

LKS2 pupils have shown great progress in their multiplication fluency and have begun to tackle more complex topics such as time and money—concepts which, while challenging, are vital for everyday life. Their resilience and growing confidence have been a credit to the strong teaching and support across the phase.

Upper Key Stage 2 (UKS2)

UKS2 pupils have deepened their understanding of a wide range of mathematical topics this year, including shape, position and direction. Year 6 pupils approached their SATs with maturity and focus, and the outcomes are a reflection of their hard work and secure subject knowledge.

Curriculum and Staff Development

This year, the maths curriculum and school-wide procedures have been refined and updated following CPD and professional learning. Teachers and support staff now benefit from clear long-term overviews for each year group, as well as step-by-step procedural guides to support high-quality pedagogy and delivery. These documents have been pivotal in ensuring consistency and progression across the school.

The continued use of Learning by Questions (LBO) has supported strong mathematical teaching through daily retrieval practice and mastery-level question sets. This has enabled pupils to make accelerated progress through regular, responsive practice and feedback.

Next Steps

Looking forward, our focus will be on further improving staff subject knowledge and confidence, especially around the delivery of key concepts. We will also embed the new 'Wayfinder' feature in LBO, ensuring it is used effectively to support personalised learning, consolidation and challenge.

Maths at Masefield remains a source of pride, and we look forward to building on this strong foundation in the coming year.



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