



School Self Evaluation – Numeracy 2025-2028

Introduction

This document outlines our current Self-Evaluation Report and Improvement Plan for Mathematics as a subject area, including targets and the actions we will implement to meet the targets.

The teaching staff of the school led the school through this process. During the evaluation, teaching and learning in numeracy was evaluated.

Step 1: Identifying focus for the School Year 2025/2028: Further implementation of the new primary curriculum – mathematics

Based on the “*Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools*” document, we identified the following focus areas, which look at the key principle within the new mathematics curriculum:

- **Learner outcomes:** Pupils demonstrate the knowledge, skills and understanding required by the curriculum.
Pupils’ knowledge, skills and understanding of maths concepts for each area of the curriculum are developed to a very high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.
- **Learner experiences:** Pupils engage purposefully in meaningful learning activities.
Pupils are able to learn both independently and collaboratively in a purposeful and creative manner.
- **Teacher Individual practice:** The teacher selects and uses teaching approaches appropriate to the learning outcomes and to pupils’ learning needs.
Teachers deliver good-quality instruction which elicits pupil engagement and supports autonomous learning opportunities. Teachers maintain a balance between their own input and productive pupil participation and response.
- **Teacher collaborative practice:** Teachers contribute to building whole-staff capacity by sharing their expertise in the teaching of maths.
Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school.

Our school has strengths in the following areas:

- Good SET support (in-class, pre-teaching, team-teaching, Maths booster groups etc.)
- Mixture of experienced staff and NQTs who collaborate well together.
- Maths rich-environment (‘Maths Eyes’, maths yard markings, Maths Week, integration with SESE e.g. measuring weather and integrating with Data)

Step 2: Gathering evidence

Baseline:

- We asked sample groups of the following members of the school community to fill out an initial questionnaire about their experiences with maths
 - Children
 - Staff
 - Parents/guardians
- The questionnaires were constructed to be measurable and will again be redistributed at the end of this process in order to look for improvements for next year.
- The primary aims of this exercise are:
 - To increase teacher familiarity, competence and sense of efficacy in delivering the new maths curriculum, particularly in the areas of new strategies and new planning documents
 - To examine the effectiveness of key new concepts of the new maths curriculum, including the increased centrality of the use of concrete materials and 'maths talk.'
 - To involve the children's voice in how we continue to embed the new maths curriculum.

Information analysed from initial questionnaires

Staff

- Teaching staff received online questionnaires with questions on a scale rating.
- The intention is to analyse the data and then re-issue the same questionnaire after the improvement plan has had time to take effect.
- The hope is to see empirical evidence of improved scores, particularly regarding teacher dispositions towards the new maths curriculum and its methodologies.

Overview of Responses

- Number of respondents: 7 staff members
- Overall, responses show very strong engagement with the new Primary Mathematics Curriculum, particularly in:
 - understanding the curriculum structure
 - learner-centred methodologies
 - positive classroom culture
 - assessment for learning practices

Strengths Identified (Quantitative Data)

A. Curriculum Knowledge & Confidence

- 100% of staff agree or strongly agree that they:
 - are familiar with the Primary Mathematics Curriculum (2023)
 - understand the five strands and mathematical processes
 - have engaged with Learning Outcomes and progression across stages
- A strong majority (71.4%) *strongly agree* with these statements, indicating high confidence levels among staff.

Interpretation:

Staff have successfully engaged with the structure and intent of the new curriculum. This provides a strong foundation for consistent whole-school implementation.

There are no negative (disagree/strongly disagree) responses across the closed questions, which is a significant strength.

B. Teaching & Learning Approaches

Very strong practices are evident in:

- **Active learning:**
 - 100% agree/strongly agree that pupils engage through talk, exploration and discovery
- **Concrete materials:**
 - 85.7% agree/strongly agree they are used regularly
- **Differentiation:**
 - 100% agree/strongly agree they differentiate to meet pupils' needs
- **Positive maths culture:**
 - 100% strongly agree/agree that pupils are encouraged to view mistakes as learning opportunities.

Interpretation:

Classroom practice is well aligned with the curriculum's emphasis on conceptual understanding, talk and inclusion.

C. Problem-Solving & Mathematical Thinking

- Staff show strong confidence in:
 - teaching problem-solving strategies
 - encouraging pupils to explain and justify thinking
 - allowing multiple strategies and solutions
- However, a small number of neutral responses (14.3%) appear in:
 - explicitly modelling problem-solving strategies
 - sharing multiple solutions

Interpretation:

While practice is strong overall, this suggests a developmental area around making problem-solving strategies more explicit and visible.

D. Assessment for Learning

Assessment practices are a major strength:

- 100% agree/strongly agree that they:
 - use a variety of assessment methods
 - use assessment to inform planning and next steps
 - provide constructive feedback to pupils

Interpretation:

Assessment for learning is well embedded and reflects best practice under the new curriculum.

3. Key Themes from Open-Ended Responses

What's Working Well

Common strengths identified by staff include:

- Use of concrete materials and the CRA approach
- Maths talk, discussion, and games
- Differentiation and use of varied methodologies
- High levels of pupil engagement and enjoyment

This aligns very closely with the quantitative data and confirms consistency between belief and practice.

Challenges Identified

Recurring themes:

1. **Time constraints**
 - planning rich, play-based lessons
 - preparing resources
 - observing and recording learning
2. **Resources**
 - lack of concrete materials, especially for SET
 - need for classroom-based resource sets
3. **Transition away from textbooks**
 - increased planning demands
 - managing talk, group work, and noise
4. **Staff at different stages of curriculum familiarity**
 - e.g. staff returning from leave

Interpretation:

Challenges are structural and logistical, not attitudinal, staff are willing and motivated but need time, resources, and support.

4. Professional Learning & Resource Needs

Staff identified a clear preference for:

- Practical, play-based CPD (infants and older classes)
- Pre-recorded webinars (flexibility)
- Support for additional needs, including dyscalculia
- More games, hands-on materials, and digital licences
- A shared bank of resources, linked to Learning Outcomes

5. Overall Evaluation

Strengths

- High staff confidence and positivity
- Strong alignment with curriculum principles
- Effective learner-centred and assessment practices
- Shared understanding of good maths pedagogy

Areas for Development

- Time for collaborative planning
- Investment in concrete and classroom-based resources
- Continued CPD, especially for:
 - problem-solving pedagogy
 - playful maths approaches
 - inclusive practices
- Supporting consistency across all staff

6. Next Steps (School Improvement Focus)

1. Resource Development

- Invest in a core maths resource pack for each classroom and SET
- Develop a shared digital resource bank aligned to Learning Outcomes

2. Professional Learning

- Whole-staff CPD on:
 - problem-solving strategies
 - play-based maths beyond infants
 - supporting pupils with dyscalculia
- Encourage staff new to the curriculum to attend training

3. Collaborative Planning

- Provide opportunities for:
 - class teachers and SETs to plan together
 - sharing effective practices and games

4. Monitoring & Review

- Continue staff voice through follow-up questionnaires
- Use classroom observation and pupil voice to track impact

See questionnaire analysis Appendix 1 for results.

Pupils

- Pupils received online questionnaires with questions on a scale rating.
- The intention is to analyse the data and then re-issue the same questionnaire after the improvement plan has had time to take effect.
- The hope is to see empirical evidence of improved scores, particularly regarding pupil confidence and familiarity with using concrete resources and groupwork to solve maths problems.

SSE Numeracy: Analysis of First & Second Class Pupil Responses

1. Overview of Respondents

- **15 pupils** participated
 - 40% First Class
 - 60% Second Class

This provides a valid snapshot of pupil voice in the early primary years, where foundations for numeracy are developed.

2. Attitudes to Maths (Affective Domain)

- **80%** enjoy learning Maths

- **60%** feel confident doing Maths
- **93.3%** believe Maths is important for everyday life.

Interpretation:

Pupils in First and Second Class demonstrate very positive attitudes towards Maths. Confidence levels are developing appropriately for age, with some pupils still building self-belief, typical at this stage.

3. Learning Preferences & Engagement

Pupils strongly favour active and hands-on learning:

- **86.7%** like using concrete materials (cubes, counters, clocks, shapes)
- **100%** enjoy games, puzzles, and investigations
- **73.3%** like maths talk and discussion
- **80%** enjoy solving real-life Maths problems
- **73.3%** like partner or group work

Interpretation:

Learning experiences in First and Second Class are highly aligned with curriculum principles of:

- play-based learning
- pupil voice
- talk and collaboration

4. Mathematical Understanding & Early Skills

Strong Foundations

Pupils report very high confidence in:

- explaining different ways to make numbers (**100%**)
- understanding addition and subtraction (**100%**)
- using strategies (doubles, counting on, making tens) (**100%**)
- using maths in real-life contexts such as money and time (**100%**)
- measuring using tools (**93.3%**)

These responses indicate strong conceptual understanding, not just procedural knowledge.

5. Mathematical Talk & Classroom Climate

- **80%** feel comfortable sharing ideas in class
- **93.3%** say their teacher helps them explain *how* they get answers
- **66.7%** feel they get to ask questions and share ideas regularly

Interpretation:

A positive, supportive maths environment is clearly established. Pupils feel listened to and supported, which is a strong foundation for later mathematical reasoning.

6. What Pupils Enjoy Most

Common themes include:

- maths games and challenges
- maths chat and discussion
- measuring, building, and hands-on activities
- tangrams, block graphs, and computer games

This reinforces the value of playful and investigative approaches.

7. What Helps Pupils Learn Best

Pupils identified:

- clear explanations and revision
- quiet time and teacher support
- equipment and visual supports (number lines, 100 squares)
- maths chat and questioning
- opportunities to practise and correct work

This highlights the importance of differentiation and varied learning contexts.

8. Areas Pupils Find Tricky

Age-appropriate challenges identified:

- subtraction (especially regrouping)
- larger numbers
- patterns
- money
- maintaining focus and working through longer problems.

Interpretation:

These challenges are expected at this stage and provide clear guidance for targeted early intervention.

9. Overall Evaluation (First & Second Class)

Strengths

- Highly positive pupil attitudes to Maths
- Strong enjoyment of games, talk, and hands-on learning
- Secure early number sense and strategy use
- Supportive classroom climate promoting explanation and reasoning.

Areas for Development

- Continue to build confidence in independent problem-solving
- Provide additional support for:
 - subtraction with regrouping
 - number patterns
 - money concepts
- Support attention and stamina for longer tasks.

Numeracy: Analysis of Third-Sixth Class Pupil Responses

1. Overview of Respondents

- 38 pupils from Third–Sixth Class
- Well distributed across class levels:
 - 3rd: 26.3%
 - 4th: 23.7%
 - 5th: 18.4%
 - 6th: 31.6%

This provides a reliable pupil voice sample across senior classes.

2. Pupils' Attitudes & Engagement in Maths

Enjoyment & Confidence

- **57.9%** enjoy learning Maths
- **63.2%** feel confident when doing Maths
- **65.8%** believe Maths is important for everyday life

A small minority disagree ($\approx 7\text{--}18\%$), while a significant “I don’t know” group appears across several questions.

Interpretation:

Most pupils have positive attitudes, but some pupils may:

- lack confidence
 - be unsure of their own mathematical ability
- This highlights the importance of continued encouragement, feedback, and confidence-building.

3. Learning Preferences (Strong Alignment with New Curriculum)

Pupils clearly favour active, collaborative approaches:

- **68.4%** like working with a partner or in a group
- **81.6%** enjoy lessons with games, puzzles, and investigations
- **60.5%** enjoy solving real-life maths problems
- **52.6%** like using hands-on materials
- **47.4%** learn best through whole-class maths talk.

Interpretation:

This strongly supports the school’s move towards:

- talk-rich lessons
 - problem-solving
 - hands-on learning
- as promoted in the new curriculum.

4. Pupil Voice on Classroom Climate & Talk

- **68.4%** feel they get to ask questions and share ideas
- **78.9%** say their teacher helps them explain *how* they get answers

- However, only **47.4%** feel comfortable sharing ideas in class, with:
 - **39.5%** unsure
 - **13.2%** disagreeing

Interpretation:

While teachers are encouraging explanation and reasoning, some pupils may lack confidence speaking publicly. This suggests a need for:

- structured talk routines
- think-pair-share
- small-group discussion before whole-class sharing

5. Mathematical Understanding & Skills

Strong Areas

Pupils report high confidence in:

- **Place value** – 89.5%
- **Operations (add, subtract, multiply, divide)** – 89.5%
- **Explaining answers** – 78.9%
- **Checking work** – 81.6%
- **Tables recall** – 71.1%

Developing Areas

Lower confidence is evident in:

- **Fractions and decimals** – 63.2% agree, 34.2% unsure
- **Problem-solving strategies** – 60.5% agree, 23.7% unsure
- **Maths talk and reasoning** – notable uncertainty

This is reinforced by open-ended responses identifying:

- **fractions**
- **decimals**
- **time**
- **money**
- **tables**

as tricky areas.

6. What Pupils Enjoy Most

Common themes:

- Maths games (including digital games)
- Partner and group work
- Challenges and puzzles
- Multiplication, division, and problem-solving
- Using materials and interactive activities

This strongly affirms current good practice and supports continued investment in resources and games.

7. What Pupils Want More Of

Pupils clearly asked for:

- More games (especially digital)
- More challenges and puzzles
- More partner/group work
- More work on fractions, multiplication, and division
- More physical and hands-on activities.

8. What Helps Pupils Learn Best

Key supports identified:

- Clear explanations (sometimes repeated)
- One-to-one or partner support
- Visual supports (whiteboards, examples, 100 squares)
- Maths talk and discussion
- Calm learning environments for some pupils

This highlights the importance of differentiation and varied teaching approaches.

9. Overall Evaluation

Strengths

- Positive pupil attitudes to Maths
- High enjoyment of active, play-based learning
- Strong alignment with curriculum methodologies
- Pupils can articulate how they learn best
- Clear pupil voice informing school planning.

Areas for Development

- Build confidence in maths talk and sharing ideas
- Further develop understanding of:
 - fractions
 - decimals
 - time and money
- Increase use of:
 - maths games (especially digital)
 - hands-on resources
- Support pupils who feel unsure about Maths.

10. Key Links to Staff Questionnaire

There is **excellent alignment** between staff and pupil responses:

- Both value games, concrete materials, talk, and problem-solving
- Both identify time, resources and confidence as areas to strengthen
- Strong evidence of curriculum implementation in practice.

Key Links Across the School

There is excellent continuity across class levels:

- Early classes show strong foundations in talk, strategies and play
- Senior pupils continue to value these approaches
- Staff practice aligns well with pupil experience at all stages.

This provides strong evidence of a coherent whole-school numeracy approach.

See pupil questionnaires analysis Appendix 2.

SSE Numeracy: Analysis of Parent Questionnaire

1. Overview of Respondents

- 23 parent responses
- Responses span all class levels, including Junior Infants through Sixth Class.

This provides a broad and representative parent voice, strengthening the validity of SSE findings.

2. Parents' Views on Attitudes, Motivation & Confidence

Parents report very positive learner dispositions:

- **91.3%** say their child enjoys learning Maths
- **78.3%** say their child feels confident with numbers
- **95.7%** say their child is motivated to try their best, even when challenged
- **87%** report a positive attitude towards Maths.

Interpretation:

Parents overwhelmingly perceive Maths as a positive experience for their children, supporting staff and pupil findings around engagement and motivation.

3. Teaching & Learning Approaches (Parent Perspective)

Parents recognise modern, learner-centred approaches:

- **69.6%** say their child talks about games, activities, or investigations in Maths
- **78.3%** say lessons include discussion, problem-solving and exploration
- **60.9%** say their child uses practical materials regularly
- **82.6%** say their child enjoys problem-solving and puzzles.

Interpretation:

Parents are seeing clear evidence of:

- active learning
 - play-based and investigative approaches
 - reduced reliance on written work alone
- This aligns strongly with the intent of the new curriculum.

4. Understanding, Application & Problem-Solving

Parents report strong learning outcomes:

- **95.7%** say their child understands what they are learning
- **82.6%** say their child can explain how they got answers
- **82.6%** say their child can apply Maths to real-life contexts
- **60.9%** say their child is developing strategies for checking work and logical thinking.

Interpretation:

While understanding is strong, the slightly lower figure for checking work and logical thinking mirrors pupil data and indicates a clear area for further development.

5. Progress, Feedback & Communication

Parents are generally positive:

- **82.6%** feel their child is making good progress
- **78.3%** feel well informed about progress
- **60.9%** say feedback helps improve understanding.

However, a **notable “I don’t know” response** (35%) appears in questions related to feedback and strategy development.

Interpretation:

This suggests a need to:

- make assessment and feedback more visible and understandable to parents
- communicate *how* children are learning, not just *what* they are learning.

6. Insights from Open-Ended Responses

What Children Enjoy

Parents frequently mentioned:

- problem-solving and “figuring it out”
- practical, hands-on learning
- real-life applications
- games and visuals
- success in small steps.

A small number highlighted anxiety or difficulty, particularly around confidence.

What Children Find Challenging

Key themes:

- perseverance when work is difficult
- accuracy and self-checking
- bigger numbers, multiplication, angles
- written problems

- emotional response to mistakes
- preference for workbooks over photocopies (presentation/accessibility).

What Helps Children Learn Best

Parents highlighted:

- clear explanations and revision
- reassurance and praise
- visual supports and materials
- practical examples and games
- quiet environments
- consistency between school and home methods.

Parent Suggestions

Most parents are satisfied. Suggestions focused on:

- more play-based learning and group work
- increased practical activities
- guidance for parents on current Maths strategies
- improved presentation of materials (workbooks vs photocopies)
- additional in-class support where possible.

7. Overall Evaluation (Parent Voice)

Strengths

- Strong parental confidence in Maths teaching
- Clear recognition of active, modern teaching approaches
- Positive attitudes, motivation, and progress
- Alignment with pupil and staff perceptions.

Areas for Development

- Make feedback and strategies more visible to parents
- Support perseverance, accuracy, and self-checking
- Provide guidance for parents on how Maths is taught today
- Review presentation and accessibility of learning materials.

8. Alignment Across Staff, Pupils & Parents

There is **exceptional consistency** across all three perspectives:

- All value hands-on learning, talk, problem-solving, and real-life Maths
- All identify confidence, perseverance, and strategy use as key areas to strengthen
- All support continued development under the new Maths Curriculum

This triangulation provides very strong SSE evidence.

9. Implications for SSE & Action Planning

Parent voice supports:

- maintaining current teaching approaches
- strengthening communication with families
- including parents as partners in Maths learning
- explicitly teaching problem-solving and checking strategies.

See parent questionnaires analysis Appendix 3.

Step 3: Analysing and making judgements

Following the analysis of evidence gathered through staff, pupil and parent questionnaires, the school evaluated the quality of teaching, learning and assessment in Mathematics in line with the Primary Mathematics Curriculum (2023).

Overall, the findings indicate that teaching and learning in Mathematics are effective. Staff demonstrate strong knowledge of the new curriculum and consistently implement learner-centred approaches, including active learning, use of concrete materials, mathematical talk and assessment for learning. Pupils across all class levels report high levels of enjoyment, engagement and motivation in Maths, while parents recognise positive attitudes, progress and modern teaching methodologies.

There is a strong alignment between teacher practice and pupil experience, particularly in relation to play-based learning, problem-solving and real-life applications of Maths. Pupils demonstrate secure understanding of key concepts and strategies, especially in the early years, and increasing confidence as they progress through the school.

The analysis also identified areas for further development. While pupils are encouraged to explain their thinking, not all pupils feel fully confident sharing ideas publicly. Both pupils and parents highlighted the need to further develop problem-solving strategies, perseverance and self-checking skills. Additional support is also required in specific areas such as fractions, decimals, subtraction and working with larger numbers. Staff and parents identified the need for continued access to concrete and digital resources and for clearer communication with parents about current Maths methodologies.

Based on this analysis, the school judges that practice in Numeracy is good and improving, with clear strengths to build upon. The identified areas for development are specific, manageable and will be addressed through the school's **SSE Numeracy Action Plan**, with a focus on improving mathematical talk, problem-solving, conceptual understanding and home-school partnership.



**Abbeyleix South
National School**

Scoil Náisiúnta Mainistir Laoise Theas

School Improvement Plan – Mathematics 2025-2028

Step 4: Write and share School Improvement Plan

The School Improvement Plan has been developed based on the strengths and areas for improvement identified in **Step 3 of the School Self-Evaluation process** as outlined in the **School Self-Evaluation Policy Document 2025–2026**. The plan outlines how the school will focus on achieving the identified priorities and aims (see p. 3). The content of the plan has been agreed by staff and will be published on the school website. It will also be shared with the **Board of Management** and the **Parents' Association**. The plan will be reviewed and referenced regularly at staff meetings and, where appropriate, at Board of Management meetings.

Step 5: Put Improvement Plan into Action

School Improvement Plan: Numeracy

Focus Area: Teaching, Learning and Assessment in Mathematics

Timeframe: 2025–2028

Evidence Base:

- Staff Numeracy Questionnaire
- Pupil Numeracy Questionnaires (First–Sixth Class)

Rationale

- Following analysis of evidence gathered through staff, pupil and parent voice, the school identified clear strengths in the teaching and learning of Mathematics, particularly in learner engagement, use of hands-on approaches, mathematical talk and assessment for learning. Pupils demonstrate positive attitudes towards Maths and parents report confidence in the quality of provision.
- The evaluation also identified priority areas for improvement, including the need to further develop pupils' confidence in explaining their mathematical thinking, strengthen problem-solving and self-checking strategies, deepen conceptual understanding in identified strands, ensure equitable access to resources, and strengthen home–school communication regarding Maths methodologies.

- This School Improvement Plan sets out the actions the school will take to address these priorities and further improve outcomes for pupils in Mathematics.

Improvement Targets

Over the period of this plan, the school aims to:

1. Improve pupils' confidence and competence in **mathematical talk, reasoning and explanation**.
2. Strengthen **problem-solving skills, perseverance and self-checking strategies** across all class levels.
3. Deepen **conceptual understanding** in identified areas of Mathematics.
4. Ensure consistent access to **hands-on and digital Maths resources**.
5. Support **ongoing professional learning and collaboration** among staff.
6. Strengthen the **home-school partnership** in supporting Maths learning.

Actions to Achieve Improvement

The school will implement the following actions:

- Embed structured mathematical talk strategies in all Maths lessons.
- Explicitly teach and model problem-solving and checking strategies using shared language and visuals.
- Use the Concrete-Representational-Abstract (CRA) approach consistently to support conceptual understanding.
- Maintain and extend play-based and hands-on learning approaches, particularly in the early years.
- Audit and invest in Maths resources to ensure equitable access for classrooms and SET.
- Provide ongoing professional development aligned with the Primary Mathematics Curriculum.
- Improve communication with parents regarding Maths methodologies and strategies used in school.

Success Criteria

Improvement will be evident when:

- Pupils confidently explain their thinking using appropriate mathematical language.
- Pupils independently apply problem-solving and self-checking strategies.
- Reduced pupil and parent-reported difficulty in identified areas of Maths.
- Increased use of concrete and digital resources across classrooms.
- Greater consistency in Maths teaching approaches across class levels.
- Parents report increased understanding of how Maths is taught and how to support learning at home.

Monitoring and Review

Progress will be monitored through:

- Classroom observation and review of teacher planning
- Analysis of pupil work and assessment evidence
- Ongoing staff discussion and reflection
- Follow-up staff, pupil and parent questionnaires

The School Improvement Plan will be reviewed regularly at staff meetings and evaluated formally at the end of the SSE cycle. Findings will inform the next phase of school self-evaluation.

School Improvement Plan – Numeracy

Timeframe: March 2026 – March 2028

Focus: Teaching, Learning and Assessment in Mathematics

Year 1: March 2026 – March 2027

Focus: Establish, embed and resource effective practice

Priority Area	Year 1 Actions (2026–2027)	Responsibility	Success Criteria (End of Year 1)	Achieved / Notes
Mathematical Talk & Confidence	Introduce and model structured talk strategies (think–pair–share, sentence starters); encourage explanation using materials and drawings	Class Teachers, SET Teachers	Pupils increasingly explain their thinking in pairs and small groups; increased participation observed	
Problem-Solving & Reasoning	Explicitly teach problem-solving strategies; develop shared language and visuals; model checking-for-sense routines	Class Teachers	Pupils begin to identify and discuss strategies used in problem-solving tasks	
Conceptual Understanding	Identify focus areas (fractions, decimals, subtraction, number sense); use CRA approach; plan rich, real-life tasks	Class Teachers, SET Teachers	Improved pupil confidence in targeted areas; evidence of conceptual understanding in classwork	
Hands-On & Play-Based Learning	Maintain daily use of concrete materials; expand maths games, stations and investigations	Class Teachers	High levels of pupil engagement maintained across classes	
Resources	Complete Maths resource audit; begin phased purchase of classroom and SET resources	Principal, BoM	Improved access to core maths resources in classrooms and SET	
Professional Learning	Provide CPD on playful maths, problem-solving and assessment; support staff new to the curriculum	Principal	Increased staff confidence and shared understanding of effective Maths practice	
Assessment for Learning	Continue use of observation and questioning; develop manageable ways to record learning	Class Teachers, SET Teachers	Assessment evidence used to inform planning and next steps	
Home–School Partnership	Share guidance with parents on current Maths strategies; review homework presentation	Principal, Class Teachers	Parents report improved understanding of Maths approaches	

Year 2: March 2027 – March 2028

Focus: Deepen practice, consolidate consistency and measure impact

Priority Area	Year 2 Actions (2027–2028)	Responsibility	Success Criteria (End of Year 2)	Achieved / Notes
Mathematical Talk & Confidence	Refine and embed talk strategies; increase whole-class sharing where appropriate	Class Teachers	Majority of pupils confidently explain their thinking (pupil voice)	
Problem-Solving & Reasoning	Extend use of multiple strategies and open-ended problems; encourage independent checking and reflection	Class Teachers	Pupils independently select, apply and explain strategies	
Conceptual Understanding	Review impact in targeted areas; adjust teaching based on assessment evidence	Class Teachers, SET Teachers	Reduced pupil-reported difficulty in key Maths areas	
Hands-On & Play-Based Learning	Consolidate effective play-based and hands-on approaches across classes	Class Teachers	Consistent learner-centred practice evident school-wide	
Resources	Complete phased resourcing; review effectiveness and usage	Principal, BoM	Resources used regularly and effectively across the school	
Professional Learning	Share effective practice internally; target CPD based on emerging needs	Principal	Increased consistency in Maths teaching approaches	
Assessment for Learning	Strengthen use of assessment to track progress and impact	Class Teachers	Clear progression evident in pupil learning	
Home–School Partnership	Review parent feedback; refine communication and supports	Principal, Class Teachers	Increased parental confidence and satisfaction	

