

Local Authority School Improvement Partner Report 2024 - 2025

Ringway Primary School

Headteacher	Lisa Robson		
Chair of Governors	Kristian Marshall		
School Improvement Partner	Linda Taylor		
Dates of meetings	Autumn Term: 24 October 2024	Spring Term: 20 February 2025	Summer Term: 22 May 2025

Focus of the termly visits

Autumn Term: Recommendations from the school's Ofsted inspection in June 2024, end of year pupil outcomes and 2024 published data, including how these have informed school improvement priorities for 2024/25.

Spring Term: Strategies to support pupils to retain key learning across the curriculum in the long term and use subject specific vocabulary

Summer Term: Impact of school development plan actions linked to spiritual and cultural development, reading, maths and increasing pupils' awareness of the world of work.

Last Ofsted Inspection: **June 2024** (Graded)

Overall Effectiveness	Good	Quality of Education	Good	Behaviours and Attitudes	Good	Personal Development	Good	Leadership and Management	Good	Early Years	Good
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Inspection Areas for Improvement (AFIs)

- In a small minority of subjects, leaders have not sufficiently considered how pupils' disciplinary knowledge should develop and deepen through the programme of study. This means that pupils do not build up their subject-specific knowledge and understanding in these subjects. The school should ensure that it develops the curriculum further in these subjects, so that pupils build up an increasingly sophisticated body of disciplinary knowledge.

- Some subjects are not taught consistently throughout the year. In these subjects, the curriculum design is not strong enough to help pupils to fully secure the most important knowledge in their long-term memory. The school should ensure that the curriculum is designed and delivered in such a way that supports pupils to embed key knowledge from all subjects.
- The school's curriculum does not fully support pupils' spiritual development. As a result, pupils have an insecure understanding of different religions, faiths and customs. The school should ensure that provision for pupils' spiritual development is strengthened so that pupils are fully prepared for life in modern Britain.

Link to the school's Ofsted page: [Ringway Primary School - Find an Inspection Report - Ofsted](#)

The report is also published on the school's website: [Ringway Primary School - Latest Ofsted Reports](#)

The school currently regards its strengths to be:

- Strengths in teaching early reading and maths give children secure foundations for future learning, which are built upon as they go through school, so that pupils are well prepared for secondary school.
- Behaviour and attitudes – Pupils behave well throughout the school day, showing respect for all those around them; they trust adults to listen to their concerns, and to take them seriously.
- Personal development – The school provides a wide range of opportunities that support pupils' wider development, including activities to help build pupils' self-belief and perseverance, as well as to appreciate the importance of teamwork and collaboration.
- Leadership – The Headteacher has built a committed staff team, who are proud to work at the school. They ensure that Ringway Rainbow Respect values permeate all aspects of school life (Respect / Equality / Self-Belief / Perseverance / Excellence / Creativity / Teamwork and Collaboration).
- Subject leaders – Staff are enthusiastic and set high standards for teaching and learning in their subject, which encourages staff and pupils to have high expectations in every subject.
- Governance – Governors maintain a strong oversight of the school and share the Headteacher's commitment to all pupils at Ringway.
- Safeguarding – Staff use their safeguarding training and knowledge of the local community to keep pupils safe. Pupils say that they feel safe and well cared for by staff.

The school currently regards the areas for development to be:

Actions within the school development plan for 2024/25 focus on the following 5 areas:

- To implement strategies that support pupils to retain key learning in the long term and use subject specific vocabulary across core and foundation subjects (linked to Ofsted AFI: *The school should ensure that the curriculum is designed and delivered in such a way that supports pupils to embed key knowledge from all subjects.*)
- To promote spiritual and cultural development throughout the curriculum and wider school life, in order to support greater understanding of equality and diversity and to increase cultural awareness, including depth of understanding of different religions, faiths and customs (linked to Ofsted AFI: *The school should ensure that provision for pupils' spiritual development is strengthened so that pupils are fully prepared for life in modern Britain.*)

- To draw on the most up to date staff training, practice and coaching in order to build expert knowledge in teaching reading (linked to the school's work with the English Hub around phonics interventions and reading for pleasure)
- To strengthen pupils' fluency with number facts and develop procedural fluency that supports problem solving, enabling pupils to communicate their mathematical understanding using accurate maths terminology (linked to the school's involvement with the Great North Maths Hub and the focus for work with other schools within the Hartford Alliance)
- To embed careers education across the curriculum, in order to raise pupils' aspirations and increase their awareness of the world of work and stereotypes (linked to the school's work with the 'Start Small; Dream Big' primary careers pilot programme)

Contextual Information

	National Statistics for Primary Schools 2023- 24 (data source)	Autumn 2024	Spring 2025	Summer 2025
Current number on roll	275	169 from reception to year 6, 27 Nursery and 10 2-year olds = 206 pupils in total	179 from reception to year 6, 30 in Nursery and 11 2-year olds = 220 pupils in total	181 from reception to year 6, 32 in Nursery and 9 2-year olds = 222 pupils in total
Overall attendance	94.5%	96%	95%	95%
Persistent absence	15.2%	15% (25 pupils)	10% (18 pupils)	8% (14 pupils)
Attendance: Pupil Premium	91.9%	95% (45 pupils)	94% (49 pupils)	94% (50 pupils)
Attendance: EHC plans	89.7%	96% (3 pupils)	95% (6 pupils)	95% (6 pupils)
Attendance: SEN Support	92.5%	95% (19 pupils)	93% (27 pupils)	93% (29 pupils)
Pupils with EHC plan	3.0%	2.4% (5 pupils)	3% (6 pupils)	3% (6 pupils)
Pupils with SEN Support	14.1%	11.2% (23 pupils)	15% (27 pupils)	15% (28 pupils)
Pupils receiving Free School Meals	24.3%	23.1% (39 pupils)	24% (43 pupils)	25% (44 pupils)
Length of the school week	32 hours 30 mins (32.5 hours)	DfE Guidance: Length of the school week - non-statutory guidance		

Statutory duties and recommendations

The School Improvement Partner (SIP) and Headteacher discussed the following statutory duties and recommendations:

- **Safeguarding:** The Headteacher confirmed that all Governors have read the September 2024 [Keeping Children Safe in Education](#) and that all staff and volunteers have read at least part 1 of [Keeping Children Safe in Education](#) (updated September 2024). The Safeguarding and Child Protection policy for 2024/25 is published on the school's website ([Ringway Primary School - Policies](#)) along with details of the school's safeguarding team. The school uses an external provider (Clennell Education Solutions) to support its protocols and practice.
- **Accessibility:** The school's Accessibility Plan for 2022 to 2025 is published on its website ([Ringway Primary School - Policies](#)). It is due to be reviewed in September 2025, to ensure that objectives continue to reflect the main accessibility challenges that the school faces and complement the school's equality objectives.
- **Equality:** Equality information is published on the school website: [Ringway Primary School - Equality](#). The Equality Statement of Principle and Equality Information and Objectives documents on the school website were all reviewed in September 2024. The Equality Data on the school website also relates to September 2024. All staff and governors have been made aware of the school's current equality objectives.
- **School Website:** The Headteacher updates the school website ([Ringway Primary School - Home](#)) regularly and the Clerk to Governors completes an annual compliancy check. A governor has also been nominated to check that the website is fully compliant with the most recent DfE statutory guidance: [What maintained schools must or should publish online - GOV.UK](#).
- **Parent View:** There were 40 responses at the time of the Ofsted inspection in June 2024 and HMI commented: "Pupils hold the school in high regard; so do parents and staff". There are currently 0 responses for this academic year: [Ringway Primary School | Ofsted Parent View](#). To gather parental and pupil opinion, the school conducts its own surveys annually in the spring term. The results of these surveys are published on the school website: [Ringway Primary School - School Surveys](#)
- **Ofsted:** The Headteacher is fully aware of the documents requested by Ofsted in the [School Inspection Handbook](#) (paragraph 112).

Autumn Term

MAIN FINDINGS FROM THE OFSTED INSPECTION IN JUNE 2024:

Quality of Education

- High ambition and expectation are evident across the curriculum.
- Mathematics and reading are strengths, as is the teaching of a foreign language (Spanish). Pupils talk confidently about their learning in these subjects, particularly in maths and their love of reading.
- Planning in most subjects is strong, with a good sequence to the curriculum and no consistent weaknesses, however some improvements are required, as some pupils find it hard to talk about important learning from the past and to articulate some subject-specific knowledge, e.g. DT is currently taught for one full day each half term, which makes it difficult for pupils to make connections within their learning and is problematic if a pupil is absent on that day and misses DT.

- Reading is taught well across the school and staff were observed bringing stories to life. Pupils who need extra reading help benefit from extra reading practice with trained adults.
- Effective support is provided for pupils with special educational needs and/or disabilities (SEND). All pupils study the National Curriculum and staff ensure that it is adapted appropriately so that it can be accessed by all pupils.

Behaviour and Attitudes

- Pupils are a credit to the school; they behave sensibly and are attentive in lessons.
- Pupils trust adults and there is a tangible warmth between staff and pupils.
- Pupils say that bullying is not a problem.
- There is a positive picture around attendance, which is in line with national.

Personal Development

- Provision for personal development is a strength of the school, especially character development.
- The school's Rainbow values are lived out by the pupils.
- Enrichment opportunities, including forest school and trips, support the development of well-grounded individuals and broaden pupils' horizons.
- Pupils talk confidently about how they can keep themselves safe, including when on-line.
- Pupils understand about healthy relationships and the importance of respect.
- The curriculum also develops pupils' respect for different faiths, feelings and values. However, knowledge of different faiths and cultures is not as strong.

Early Years Provision

- The curriculum for 2 and 3 year olds is being embedded linked to the reception curriculum.
- Clear routines help children get into good habits.
- Children in nursery, are well prepared for learning phonics in reception and they are introduced to early maths concepts appropriately.
- The school is working hard to engage with parents particularly around SEND.

Leadership and Management

- Leaders have a clear vision and it is the right vision for the school.
- Areas identified for further development are addressed appropriately. Leaders focus on the right priorities for future improvement and understand that things take time to become fully embedded with consistency.
- The staff survey is very positive and all staff say they are proud to be at Ringway.
- All staff say they feel supported by leaders of the school.
- Governors have impressive knowledge of the school.
- The arrangements for safeguarding are effective.

2024 END OF YEAR PUPIL OUTCOMES AND PUBLISHED DATA

Early Years Foundation Stage:

- In the 2024 assessments, the proportion of children in reception who achieved a Good Level of Development was 67%. This means that 12 of the 18 children achieved the Early Learning Goals (ELGs) required to achieve a GLD, demonstrating that they had the knowledge and skills they need for the next stage of education in year 1. Whilst the school's GLD figure was lower than the GLD figure of 76% in 2023, it was still in line with the emerging national figure of 68%.
- There were 12 girls and 6 boys and in this cohort; the percentage of boys achieving a GLD was higher than the percentage of girls (83%/58%), which is the opposite of the national picture. There were 3 pupils receiving free school meals in this cohort and none achieved a GLD.
- The highest outcomes were in personal, social & emotional development and physical development, with all 18 children (100%) achieving the ELGs in building relationships and gross motor skills. The lowest outcomes were in literacy (ELGs of Word reading and Writing) and mathematics (ELGs of Numbers and Numerical patterns) at 72%.
- 6 children did not achieve a GLD at the end of their reception year; additional support and targeted interventions are in place for these 6 children, who are now in year 1. Their transition from reception to year 1 has also been supported by their teachers moving year group with them. In addition, 2 children with SEND have personalised learning plans linked to their significant additional needs.

Key Stage 1 Phonics:

- By the end of year 1, 19 of the 21 pupils in year 1 (90.5%) met the expected standard in phonics, up from 86% in 2023 and above the national figure of 80%. The pass mark for the phonics check was 32 out of 40 and the average mark at Ringway was 35.
- There were 13 boys and 8 girls in this cohort; the percentage of girls meeting the expected standard in phonics was higher than the percentage of boys (100%/85%). There were 6 pupils receiving free school meals in this cohort and all of them (100%) met the expected standard.
- 2 pupils did not meet the expected phonics standard at the end of year 1; these 2 pupils are currently receiving extra phonics interventions and daily 1-1 reading sessions in year 2, in addition to the specific support that is in place linked to their SEN.
- 3 pupils in year 2, who did not meet the expected phonics standard at the end of year 1, were screened again and 1 of those pupils met the standard, meaning that 20 of the 22 pupils in year 2 (91%) met the expected year 1 phonics standard by the end of key stage 1. Targeted reading support is in place for these 2 pupils now in year 3, in addition to the specific support that is in place for them linked to their SEN.

Year 4 Multiplication Check:

- At the end of year 4, pupils took the national multiplication tables check to test whether they could recall their times tables fluently, which is essential for future success in mathematics. 7 of the 26 pupils in year 4 (27%) scored full marks (up from 19% in 2023), which is likely to be in line with national average (the 2023 national full marks figure was 29%). Pupils scored an average mark of 20.7, also above the 2023 national average score of 20.2.

End Of Key Stage 2:

- In 2024, 17 of the 22 pupils in year 6 (77%) achieved the expected standards set for pupils leaving primary school and moving onto their next stage of education in all 3 areas of reading, writing and maths, with 2 pupils (9%) achieving at greater depth than the expected standards; this is a significant improvement on the 2023 figures of 45% and 3.5% and higher than the provisional national figures of 61% and 8%.
There were 14 girls and 8 boys in this cohort; the percentage of girls meeting the expected standard in all 3 areas of reading, writing and maths was slightly higher than the percentage of boys (79%/75%). There were 5 pupils receiving free school meals in this cohort and 4 of them (80%) met the combined expected standard.
- In the 2024 key stage 2 reading test, the proportion of year 6 pupils demonstrating that they could read with fluency and comprehension appropriate to their age was higher than with the provisional national figure. 18 of the 22 pupils in year 6 (82%) met the expected standard in reading, with 7 of those pupils (32%) achieving at greater depth than the expected standard in reading, compared to provisional national figures of 74% and 28%. The school's key stage 2 reading average scaled score of 106.5 was also higher than the provisional national figure of 105.
The percentage of boys meeting the expected standard in reading was higher than the percentage of girls (88%/79%). 4 of the 5 pupils receiving free school meals met the expected standard.
- Raising attainment in writing had been a school improvement priority in 2023/24, which included reviewing the whole school approach to writing. As a result of the success of this revised approach, teachers assessed that 17 of the 22 pupils in year 6 (77%) met the end of key stage 2 expected standard in writing and 4 of those pupils (18%) achieved at greater depth than the expected standard (up from 48% and 7% in 2023), compared to provisional national figures of 72% and 13%.
The percentage of girls meeting the expected standard in writing was slightly higher than the percentage of boys (79%/75%). 4 of the 5 pupils receiving free school meals met the expected standard.
- In the key stage 2 English grammar, punctuation and spelling test, 19 of the 22 pupils in year 6 (86%) met the expected standard and 6 of those pupils (27%) achieved at greater depth, compared to the provisional national figures of 72% and 32%. The school's 2024 grammar, punctuation and spelling average scaled score of 105.4 was in line with the provisional national figure of 105.
There was a similar percentage of boys and girls meeting the expected standard in grammar, punctuation and spelling (88%/86%). All 5 pupils (100%) receiving free school meals met the expected standard.
- In the 2024 key stage 2 maths test, the proportion of year 6 pupils demonstrating that they could apply their mathematical knowledge appropriately for their age was higher than the provisional national figure. The expected standard in maths was met by 19 of the 22 pupils in year 6 (86%), with 5 of those pupils (23%) achieving at greater depth than the expected standard, compared to provisional national figures of 73% and 24% in maths. The school's key stage 2 maths average scaled score of 104.4 was in line with the provisional national figure of 104.
There was a similar percentage of boys and girls meeting the expected standard in maths (88%/86%). 4 of the 5 pupils receiving free school meals met the expected standard.

NEXT STEPS

The school may find it useful to consider the findings and recommendations from recently published guidance documents and research reports:

- English: The English education subject report: [Telling the story](#).
- Disadvantaged pupils: [EEF Guide to the Pupil Premium](#) and accompanying resources.

- Implementing strategies for retaining key learning in the long term, e.g. [EEF Metacognition and Self-regulated Learning](#).
- Early years:
 - [Best start in life part 1: setting the scene](#) - factors that contribute to a high-quality education, including early years curriculum and pedagogy.
 - [Best start in life part 2: the 3 prime areas of learning](#) - communication and language; physical; and personal, social and emotional development.
 - [Best start in life part 3: the 4 specific areas of learning](#) - literacy; mathematics; understanding the world; and expressive arts and design.

Spring Term

The focus of the spring SIP visit was on strategies to support pupils to retain key learning across the curriculum in the long term and use subject specific vocabulary. This was linked to one of the school development plan priorities for 2024/25 and one of the Ofsted AFIs: 'The school should ensure that the curriculum is designed and delivered in such a way that supports pupils to embed key knowledge from all subjects'.

- During the SIP visit, the Headteacher, the Assistant Headteachers and the SIP carried out pupil voice activities, including talking to a selection of pupils from year 1 through to year 6, to see what they knew and remembered in different curriculum subjects. Pupils spoke enthusiastically about their lessons and were able to talk about some of the key knowledge that they had learned in different subjects, e.g. in art, how to use the technique of shading to give texture to their drawings and in Spanish, knowledge of vocabulary for shapes. In addition to key subject knowledge, older pupils were able to explain the meaning of important subject specific vocabulary such as 'defend' in PE, 'fair' in PSHE, 'friction' in science and 'monarchy' in history. They could also describe some of the key skills that they had learned in different subjects, e.g. in PE, developing co-operation and sportsmanship through team games; in maths, having to show resilience ("I enjoy maths, I don't always get it right, but I try my best."); and in RE, developing greater understanding of other religions, aligned with the British values of tolerance and respect. Throughout the discussions, pupils were polite and listened carefully to each other's ideas and opinions. It is clear that pupils are committed to their learning and understand the importance of trying their best in lessons.
- Leaders were able to demonstrate how subject leaders have identified the key knowledge that they want pupils to learn and remember and how the curriculum is being delivered using strategies that support pupils to embed that key subject knowledge in their long-term memory e.g. 'flashback 4' retrieval practice at the start of every lesson. To further support pupils with their learning, knowledge organisers are currently being reviewed to ensure that they focus on the critical content in terms of key knowledge, skills and vocabulary, as well as specific links to prior learning. Assessment systems are also being refined to focus on the key learning.
- In order that they can monitor and evaluate the delivery of their subject across the school, each subject leader is given half a day leadership time each half term. During this time, subject leaders use a variety of monitoring activities, to check whether teaching and assessment is enabling pupils to learn age-appropriate key knowledge as set out in subject progression maps.
- Recently revised history curriculum documents clearly focus on the specific knowledge that will be critical for progression. At key stage 1, curriculum content includes a range of detailed period specific knowledge, with planned opportunities for pupils to place this knowledge in relation to other significant historical events studied and to learn about particular people and places through records and artefacts. At key stage 2, pupils study a wider range of historical periods, with greater complexity and key knowledge grounded in wider timelines, so that pupils gradually gain a sense of the chronological relationship between different historical events and periods. Alongside learning key historical facts,

teachers also plan opportunities to develop pupils' knowledge of how historians study the past and construct historical arguments, e.g. using different sources of evidence.

Next Steps:

- Subject leaders could include checks on retention of key subject facts, skills and vocabulary in their monitoring discussions with pupils.
- Consider the findings and recommendations from the [EEF Metacognition and Self-regulated Learning](#) report.
- Consider trialling additional age-appropriate strategies for retaining key learning in the long term and scaffolded retrieval tasks to help pupils to remember, without giving them too much information, e.g. partially completed knowledge organisers or vocabulary flashcards.

Summer Term

The focus of the summer SIP visit was linked to progress in each of the improvement priorities identified by school leaders for 2024/25.

During the visit, the Headteacher and SIP explored the impact of work undertaken in each of the improvement areas with the senior leadership team and subject leaders. The Headteacher and SIP also carried out a learning walk to see phonics being taught in early years and key stage 1.

Reading: Priority - to draw on the most up to date staff training, practice and coaching in order to build expert knowledge in teaching reading.

- The school has a sequential approach to teaching reading, using the 'Read, Write, Inc' (RWI) systematic approach to phonics. To ensure fidelity to this approach, staff throughout school received RWI refresher training earlier this year. Information about RWI is provided to parents and is available on the school website: [Ringway Primary School - Phonics](#).
- In early years, prior to the introduction of systematic phonics teaching, staff provide opportunities for children to develop their phonological awareness and interest in sounds, e.g. storytelling, singing and rhyming activities. Children in reception and key stage 1 pupils have daily RWI phonics lessons with a focus on securing word recognition skills, so that pupils can read and spell words accurately. The phonics leader has received training through the English Hub to be able to coach and monitor the teaching of phonics effectively.
- In addition to their phonics teaching, pupils have daily English lessons, in which they are taught to use specific reading comprehension strategies, including predicting, and questioning. These strategies are introduced using modelling and structured support, until they are able to complete activities independently.
- The phonics leader carries out all of the half termly RWI assessments and the school has adopted the RWI expectations for pupils' progression in phonics, which set out how pupils move term by term from blending individual sounds to speedy decoding and recognition of unfamiliar words. The outcomes of these half termly assessments, along with feedback from staff and information from monitoring visits to phonics lessons, are used to inform decisions about phonics groups and to identify children who may require interventions, due to specific gaps in their phonics and early reading skills.

Next steps:

- Time has been allocated for the phonics lead to carry out half termly monitoring and coaching sessions to ensure that staff are delivering the whole school approach to teaching phonics as effectively as possible. Staff will also continue to receive regular training and updates using materials from the RWI portal.
- Review how staff can be deployed to ensure that all pupils in all phonics groups are benefitting from high quality support and interactions throughout the session.

Spiritual and cultural development: Priority - to promote spiritual and cultural development throughout the curriculum and wider school life, in order to support greater understanding of equality and diversity and to increase cultural awareness, including depth of understanding of different religions, faiths and customs

- Monitoring activities carried out by the senior leadership team show that opportunities provided by the school are allowing pupils to develop spiritually, morally, socially and culturally. These opportunities are underpinned by the school ethos, which emphasises self-respect and respect for others.
- In RE and PSHE lessons, pupils learn about world faiths and religions, with planned opportunities to discuss questions about fundamental beliefs and values, including how beliefs can impact on peoples' lives. Pupils discuss different points of view and are encouraged to reflect on their learning, so that they can develop an understanding of how people's feelings and emotions can motivate their actions.
- Staff encourage pupils to recognise the importance of equality of opportunity, so that all pupils can thrive together, irrespective of age, disability, gender, race, religion, belief, or sexual orientation.

Next steps:

- Senior leaders intend to produce a calendar of events, with explicit opportunities planned throughout the year for pupils to learn about what it is like to be in different communities, beyond their immediate experience and to develop their appreciation of diversity.
- Consider how resources and displays in the new school building will reflect the diversity of cultural experiences in modern Britain in a way that is meaningful and challenges stereotypes.
- Consider what training could be provided for staff to ensure that they feel confident talking to pupils and parents about equality, diversity and cultural awareness.

Career related learning: Priority - to embed careers education across the curriculum, in order to raise pupils' aspirations and increase their awareness of the world of work and stereotypes (linked to the school's work with the 'Start Small; Dream Big' primary careers pilot programme)

- The lead teacher for career related learning has completed the 'Start Small; Dream Big' training and is working with staff to plan ways to give pupils throughout school a wide range of experiences of the world of work.
- Through career related learning, the school aims to develop pupils' knowledge about work; develop pupils' skills for life; enable pupils to make a link between what they are learning and the world of work; and challenge stereotypes about careers.

Next steps:

- The school intends to use opportunities provided by the building of the new school and identified opportunities within the curriculum for pupils to meet people from the world of work, hear about their life journeys and see a link between what they are learning now and future options.
- Consider using career related learning to support pupils' awareness and understanding of equality and diversity, through challenging any stereotypes about jobs and the people who do them.
- Leaders will plan progression in career related learning from early years to year 6, embedding career related learning across the curriculum in each key stage, so that pupils systematically develop the knowledge and skills they need for life and have an increasing awareness of the world of work and stereotypes.

Maths: Priority - to strengthen pupils' fluency with number facts and develop procedural fluency that supports problem solving, enabling pupils to communicate their mathematical understanding using accurate maths terminology

- Linked to this priority, in addition to daily maths lessons, this year the National Centre for Excellence in the Teaching of Mathematics (NCTEM) 'Mastering Number' programme has been introduced into Reception and key stage 1. The maths leader, supported by a mastery specialist from the Great North Maths Hub, is working with staff to implement Mastering Number and to embed fluency, reasoning and problem solving into daily maths lessons.
- In early years, there is explicit maths teaching in Mastering Number sessions, alongside planned opportunities for children to practise and consolidate their maths learning through play, using both the indoor and outdoor continuous provision; this enables children to be confident in using and understanding numbers.
- In key stage 1 and key stage 2, pupils have a daily maths lesson with planned opportunities to learn key mathematical concepts, solve problems, develop mental skills and reason mathematically. Pupils in key stage 1 also have a daily maths session based around Mastering Number, in which they learn how to subitise (recognise a number of objects without having to count), understand numerical concepts and recall addition facts.
- The maths leader reports that there is already clear evidence of Mastering Number increasing rapid recall, as it is reducing the need for counting through helping children to understand number bonds. Staff confirm that the newly implemented strategies and frequent opportunities to learn and revisit core mathematical learning, are supporting pupils to retain and remember key knowledge, concepts and procedures.

Next steps:

- The maths leader is currently reviewing the school's maths curriculum to ensure that there is sufficient emphasis on building strong foundational knowledge in those maths areas specifically included in the national curriculum and that curriculum sequencing prepares pupils for transitions between year groups and key stages. The NCTEM's 'ready-to-progress' criteria will be used to prioritise key content and support planning, so that mathematical concepts are connected and build over time.
- The school also intends to review the opportunities that pupils have learn to apply facts and methods to wider problem-solving, so that all pupils practise and consolidate new learning through well-designed exercises and activities, which include sequences of problem-solving.
- Once the curriculum and its implementation have been reviewed, the maths leader will consider how assessment systems may also need to change and will provide training for staff, so that they understand any new expectations.

When considering priority areas for 2025/26, school leaders may find it useful to consider:

- The findings and recommendations from the research report: [Strong foundations in the first years of school - GOV.UK](#)
- Online early years child development training ([online EYCDT programme](#)) as detailed in [Early years continuing professional development and support - GOV.UK](#)

TO BE COMPLETED BY THE HEADTEACHER

Other information/feedback

Autumn Term: Would like to express my thanks to Linda for the support given to me leading up to and during my first Ofsted inspection as headteacher. Because of this support, myself and the team were well prepared and confident in discussions with inspectors.

Spring Term: Another very productive and supportive session, thank you. Especially useful was being able to observe a pupil voice activity.

Summer Term: Thank you for the support given to all staff who all feel confident in their actions/priorities that they have identified in their subject action plans for moving forward. We look forward to hopefully working with you again next year.

Requests to the LA for further support

Autumn Term: None at this time.

Spring Term: None at this time.

Summer Term:

- Support from EYFS team when setting up our new nursery space for our 2-year-old provision.
- Possible training for staff to ensure that they feel confident talking to pupils and parents about equality, diversity and cultural awareness.