



## Governor Link Visit Record

Governor Link Area	Curriculum - Maths
Governor/s	Chukwuemeka Oyemezie
Staff	<b>B Waters</b>
Date	18.3.26

### Agenda

Autumn term questions (completed in Spring):

#### Autumn term:

- a) **What were the data outcomes at all key stages for the previous year and what are the resulting actions? Has a question level analysis (QLA) been carried out to inform action planning? Does school have an ambitious vision for all children?**

Across key stages, the school's outcomes last year show both areas of strength and clear priorities for improvement. In Year 6, 71% of pupils met the expected standard, slightly below the national figure of 74%, and this has informed a focused programme of targeted support. A question-level analysis (QLA) has been completed, identifying statistics as a key area of difficulty in the most recent assessment. This analysis is now driving action planning and teaching priorities.

To accelerate progress, the school has implemented continued tutoring for Year 6, with 20 pupils receiving structured intervention. Pupils are now grouped by ability to ensure support is precisely matched to need, and teachers are using QLA insights to tailor teaching sequences and close specific gaps.

In lower key stages, the Year 4 multiplication check showed an average score of 18.1 out of 25, with 67% of pupils scoring between 16 and 25, indicating that two-thirds of pupils have a secure grasp of times tables. In response, the school has delivered targeted training for Year 3 and Year 4 teachers, strengthening pedagogy and consistency in early number fluency.

Taken together, these actions demonstrate that the school has an ambitious vision for all children. Leaders are using data intelligently, responding swiftly to identified gaps, and ensuring that teaching and intervention are aligned with the goal of securing strong outcomes for every pupil.

- b) **Are all vulnerable children specifically tracked to ensure good outcomes in mathematics are achieved?**

Yes. All vulnerable pupils are specifically tracked to ensure strong outcomes in mathematics. Teachers monitor progress through ongoing assessments and test performance, and they record formal judgements three times a year. This enables leaders to identify pupils at risk of falling behind and to intervene promptly.

Pupil progress meetings are also held with staff to ensure they are doing everything to support vulnerable children and receive the correct right support to succeed.

- c) **Are there gender inequalities in outcomes for mathematics?**

The data shows a gender difference in mathematics outcomes, but not one that follows the national pattern. In our most recent results, 74% of girls achieved the expected standard compared with 66% of boys. This indicates that girls outperformed boys in our school, whereas nationally boys did slightly better,



**d) What is the approach to measuring progress and summative assessment?**

The school uses a clear and consistent approach to measuring progress through summative assessment. At the end of each term, pupils complete formal assessments, and these outcomes are tracked annually. The resulting pupil progress reports highlight whether any child has moved below age-related expectations, enabling leaders and teachers to respond quickly.

This structured cycle ensures that progress is monitored systematically and that any decline in attainment is identified early, supporting timely intervention and maintaining high expectations for all learners.

**e) Are all staff made aware of the statutory end of key stage requirements?**

Yes. All staff are fully aware of the statutory end-of-key-stage requirements. These expectations are embedded within the school's curriculum, and teachers use the White Rose scheme to ensure consistent coverage and alignment with national standards. Regular curriculum discussions and planning sessions reinforce staff understanding of what pupils must know and be able to do by the end of each key stage.

**f) Are all staff suitably qualified in line with the requirements of the statutory framework? What are the arrangements for the induction and training of new staff? What are the strengths of the mathematics team and how are you planning for continuing professional development (CPD)?**

All teaching staff are appropriately qualified in line with statutory requirements, and the school currently has no new staff members requiring induction. Professional development remains a priority, and staff have access to a wide range of training through the National College platform.

Within the mathematics team, there is a strong commitment to continuous improvement. For example, one of the Reception and Year 1 teachers have completed Mastering Number training, strengthening early mathematical understanding and supporting consistency across the early years curriculum. This is continuing to be embedded and monitored.

**g) What were the data findings at the end of autumn and has planning been altered in response to this?**

The autumn data showed a slight dip in attainment, which was expected. Several curriculum areas had not yet been taught at that point in the year, and pupils were also adjusting after the summer break. As teaching progressed and coverage increased, outcomes improved and pupils' performance strengthened across subsequent assessments.

Planning has been adapted in response to these early findings, ensuring that identified gaps are addressed promptly and that teaching sequences build securely on prior learning.

**h) Is there a mathematics action plan in place?**

Yes, seen at previous visit, highlighting actions the maths team are taking this year and who is responsible.

Challenge

Students who didn't achieve target

Gender gap

Staff Signature

Billy Waters

Governor Signature

Chukwuemeka Oyemezie