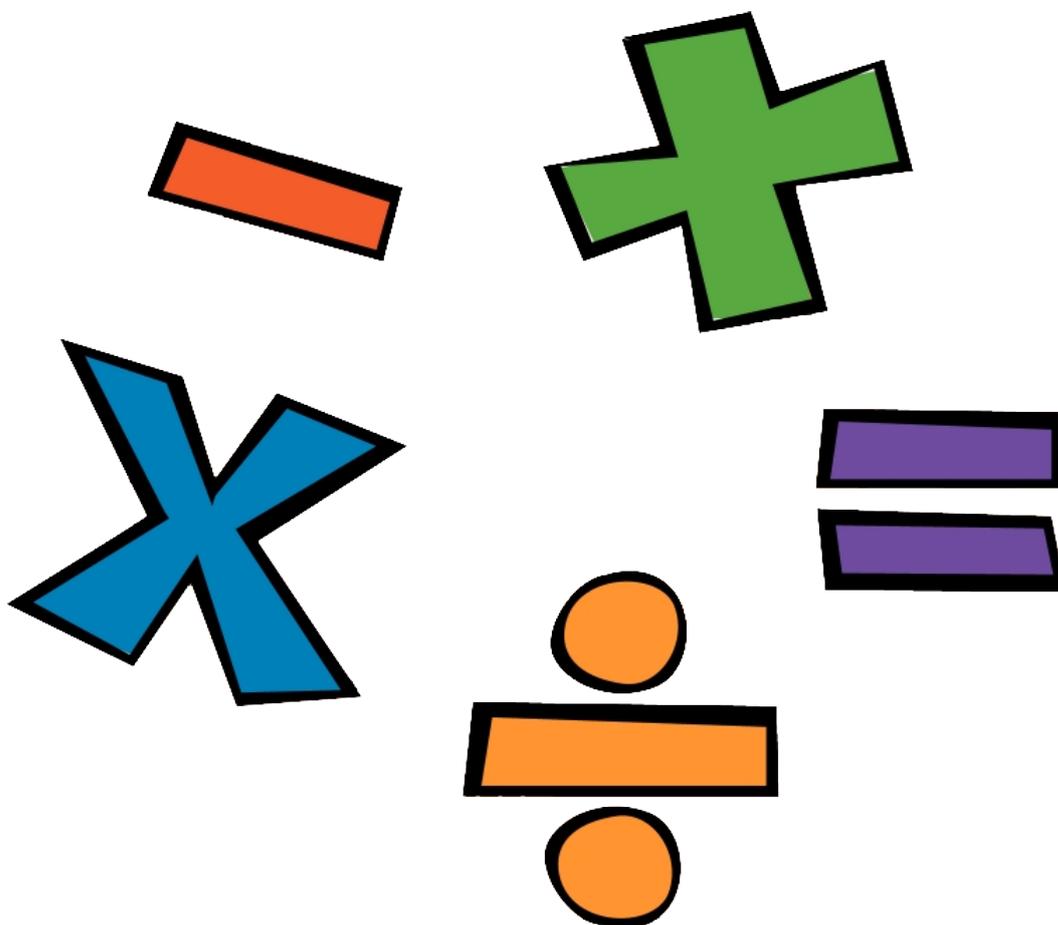


Mathematics Subject Leaders Resource File



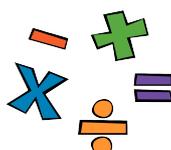
Mathematics Subject Leaders Resource File

This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science. The structure of each resource file follows the same format:

<i>Part A: Resources & NC Requirements</i>	<i>Pages 3 - 7</i>
<i>Part B: A subject leaders audit: Maths</i>	<i>Pages 8 - 9</i>
<i>Part C: Initial subject self-evaluation proforma</i>	<i>Pages 10</i>
<i>Part D: Best practice as identified by Ofsted</i>	<i>Pages 11 - 21</i>
<i>Part E: Maths - Good (in 'old' money)</i>	<i>Pages 22 - 24</i>
<i>Part F: Maths: Quality of Education</i>	<i>Pages 25 - 28</i>
<i>Part G: Maths: Quality of Education – an exemplar</i>	<i>Pages 29 - 32</i>
<i>Part H: Preparing for subject specific deep dive: Maths</i>	<i>Pages 33 - 35</i>
<i>Annex 1: Maths – Outstanding (in 'old' money)</i>	<i>Pages 36 – 37</i>

To support the work of a subject leader, there is a subject specific work-book for you to keep a record of all of the actions you have taken as well as the impact / outcome of those actions.

Mathematics Subject Leaders Work-Book



Part A: Resources & NC Requirements

Links

Association of Teachers of Mathematics

<https://www.atm.org.uk/>

(Membership: School: £80 / annum – Individual: £80 / annum)

Professional Association for Teachers of Mathematics

<https://www.m-a.org.uk/>

STEM

<https://www.stem.org.uk/>

National Centre for Maths Hub

<https://www.ncetm.org.uk/hubs/london-central-and-west-maths-hub/>

Mathematics can be used to describe, to illustrate, to interpret, to predict and to explain. Above all it is used to convey meaning. If pupils cannot interpret the result of a mathematical task then it has had little value for them: if they can perform successfully a multiplication involving two numbers but are unable to say, if challenged, when that operation might be used, or to say whether the answer is a reasonable one or not, then there is something seriously wrong. The main reason for teaching mathematics is its importance in the analysis and communication of information and ideas. The mere manipulation of numerical or algebraic symbols is of secondary importance.

A tool enables things to be done which it might otherwise be impossible or difficult to do, or to do as well. Mathematics is such a tool. Many instances arise in the school curriculum, in working life and in society generally where mathematics is used as a tool in a variety of ways. Viewed from this perspective it is not the mathematics itself but the result obtained which is the important thing. The result might be a design in art, a model in craft, an analysis of an experiment in science, the checking of a shopping bill, the planning of a holiday, or the construction of a motorway and it is in that outcome that the interest lies. Skills such as measuring length, telling the time, constructing a graph, drawing geometric shapes, dividing one number by another and solving an equation are not important ends in themselves and only become so as they are embedded in purposeful activities.

Mathematics programmes of study: key stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

The national curriculum for mathematics aims to ensure that all pupils:

- ♣ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ♣ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ♣ can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Key stage 1 – years 1 and 2

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Lower key stage 2 – years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper key stage 2 – years 5 and 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with

increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Key stage 1 mathematics teacher assessment framework

Teachers should follow the guidance for using this mathematics framework set out in the complete teacher assessment frameworks.

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems • know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0+10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$.

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$ then $17 + 3 = 20$; if $7 - 3 = 4$ then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
 - identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
 - use different coins to make the same amount
 - read the time on a clock to the nearest 15 minutes
 - name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
- * The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc) • solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation

See also: *Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf

Part B: Subject leaders audit: Mathematics

Task	Notes	Completed	Date
Am I clear about the N.C. Aims for Mathematics?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers / assistants			
Have I completed an audit of my own K, S & U against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a statement of Intent for Mathematics?			
In writing the statement of Intent, did I refer to paragraph 179 of D-D Resource 1?			
Re: Para: 179, do I have a written response for each of the 5 bullet points?			
Has this statement been approved by HT / SLT / all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for Mathematics?			
Have I clarified with my line manager what good / better T, L & A in Mathematics 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for Mathematics, and what support (CPD) have I received			

either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the Mathematics curriculum?			
What am I trying to achieve through the Mathematics curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? (<i>Remember that progress is knowing more, remembering more and being able to do more.</i>)			
How do you ensure that pupils retain their subject knowledge?			
How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			
What would you expect an inspector to see when they visit Mathematics lessons and speak to the pupils?			
How do teachers clarify any misconceptions by pupils?			
What links are made between Mathematics and other subjects does – can you give an example of where this works particularly well?			
Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils' learning?			

Part C: Initial subject self-evaluation proforma Date:

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

Summary
The key strengths in:
<i>Teaching, learning & assessment in Mathematics are:</i>
<i>The Mathematics Curriculum are:</i>
The main areas we need to develop in:
<i>Teaching, learning & assessment in Mathematics are:</i>
<i>The Mathematics curriculum are:</i>

Signed: **Date:**

Part D: Best practice as identified by Ofsted

In this section, I make reference to:

- **Di:** a recent research report (May 2021) by Ofsted:
- <https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics>
- **Dii:** the last ‘triennial’ report the Ofsted wrote about MfL in Primary & Secondary schools (*Ofsted state that they are in the process of producing similar reports*). This report provides numerous examples of what were described as best practice in teaching & learning in Science (2011) in primary schools. They provide excellent examples for sharing out amongst class teachers as well as for subject leaders to audit their school’s provision against.

Part Di: Research review series: Mathematics (May 2021)

<https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics#conclusion>

This review explores the literature relating to the field of maths education. Its purpose is to identify factors that can contribute to high-quality school maths curriculums, assessment, pedagogy and systems. We will use this understanding of subject quality to examine how maths is taught in England’s schools from Reception onwards. We will then publish a subject report to share what we have learned.

Since there are a variety of ways that schools can construct and teach a high-quality maths curriculum, it is important to recognise that there is no singular way of achieving high-quality maths education.

In this review, we have:

- outlined the national context in relation to maths
- summarised our review of research into factors that can affect quality of education in maths
- considered curriculum progression in maths, pedagogy, assessment and the impact of school leaders’ decisions on provision

The review draws on a range of sources, including our ‘Education inspection framework: overview of research’ and our 3 phases of curriculum research.

Summary

This review identifies that, despite English pupils achieving, on average, higher attainment than pupils in many other countries, the attainment gap between low and high achievers in England is wide. Therefore, in addition to shining a light on approaches that could raise the attainment of all pupils still

further, a core theme of this review is how we might prevent struggling pupils from falling further behind their peers.

The review classifies mathematics curriculum content

For this review, we have classified mathematical curriculum content into **declarative**, **procedural** and **conditional** knowledge.

Declarative knowledge is static in nature and consists of facts, formulae, concepts, principles and rules.

All content in this category can be prefaced with the sentence stem '***I know that***'.

Procedural knowledge is recalled as a sequence of steps. The category includes methods, algorithms and procedures: everything from long division, ways of setting out calculations in workbooks to the familiar step-by-step approaches to solving quadratic equations.

All content in this category can be prefaced by the sentence stem '***I know how***'.

Conditional knowledge gives pupils the ability to reason and solve problems. Useful combinations of declarative and procedural knowledge are transformed into strategies when pupils learn to match the problem types that they can be used for.

All content in this category can be prefaced by the sentence stem '***I know when***'.

When pupils learn and use declarative, procedural and conditional knowledge, their knowledge of relationships between concepts develops over time. This knowledge is classified within the 'type 2' sub-category of content (see table below). For example, recognition of the deep mathematical structures of problems and their connection to core strategies is the type 2 form of conditional knowledge.

Summary table of content categories considered in the review

Conditional 'I know when'	Strategies	Relationship between information, strategies and missing information (reasoning)
Declarative 'I know that'	Facts and formulae	Relationship between facts (conceptual understanding)
Procedural 'I know how'	Methods	Relationship between facts, procedures and missing facts (principles/mechanisms)
Conditional	Strategies	Relationship between information, strategies and missing

The above report identifies a number of features which it states as: *'High-quality maths education may have the following features'*:

For the subject leader – it 'may' prove beneficial to work through each theme: e.g. Curriculum progression; organising knowledge etc one at a time, assessing your school's own practice against what Ofsted have identified in this report. (see pages xx - xx below)

High-quality maths education may have the following features

Curriculum progression: the planned and purposeful journey to expertise

<i>Main findings</i>	<i>My commentary</i>
<i>Successful curriculum progression is planned from the beginning of a pupil's education through focusing on core content, to develop pupils' motivation and to allow more breadth and depth later.</i>	
<i>The planned curriculum details the core facts, concepts, methods and strategies that give pupils the best chance of developing proficiency in the subject.</i>	
<i>The teaching of linked facts and methods is sequenced to take advantage of the way that knowing facts helps pupils to learn methods and vice versa.</i>	
<i>Sequences of learning allow pupils to access their familiarity with the facts and methods they need in order to learn strategies for solving problem types.</i>	
What do I need to do next	

Curriculum sequencing: declarative knowledge

<i>Main findings</i>	<i>My commentary</i>
<i>Teachers engineer the best possible start for pupils by closing the school-entry gap in knowledge of the early mathematical code: facts, concepts, vocabulary and symbols.</i>	
<i>Pupils are taught core facts, formulae and concepts that are useful now and in the next stage of education.</i>	
<i>Teachers help pupils develop their automatic recall of core declarative knowledge, rather than rely on</i>	

<i>derivation, guesswork or casting around for clues.</i>	
What do I need to do next	

Curriculum sequencing: procedural knowledge

Main findings	My commentary
<i>Teachers teach younger pupils non-distracting and accurate mathematical methods that encourage them to use recall over derivation.</i>	
<i>Teachers plan to teach older pupils efficient, systematic and accurate mathematical methods that they can use for more complex calculations and in their next stage of learning.</i>	
<i>Teachers help pupils to use these methods to see new connections of number, geometry and time.</i>	
<i>Teachers encourage pupils to use core mathematical methods rather than resort to guesswork, cast around for clues or use unstructured trial and error.</i>	
What do I need to do next	

Curriculum sequencing: procedural knowledge

Main findings	My commentary
<i>Teachers teach useful, topic-specific strategies to pupils, as well as how to match them to types of problem.</i>	
<i>Pupils are confident using linked facts and methods that are the building blocks of strategies, before strategies are taught.</i>	
<i>Teachers encourage pupils to use core, systematic strategies rather than resorting to guesswork or unstructured trial and error.</i>	
What do I need to do next	

Curriculum sequencing: meeting pupils needs

Main findings	My commentary
<i>New content draws on and makes links with the content that pupils have previously acquired.</i>	
<i>Curriculum progression is by intelligent design rather than by choice or chance.</i>	

<i>Rehearsal sequences align with curriculum sequences.</i>	
<i>Pupils who are more likely to struggle or who are at risk of falling behind are given more time to complete tasks, rather than different tasks or curriculums, so that they can commit core facts and methods to long-term memory.</i>	
What do I need to do next	

Pedagogy: new learning

Main findings	My commentary
<i>Teachers remember that it is not possible for pupils to develop proficiency by emulating expertise, but by emulating the journey to expertise.</i>	
<i>Systematic instructional approaches to engineer success in learning are incorporated into all stages and phases.</i>	
<i>Teachers aim to impart core content in alignment with the detail and sequence of the planned curriculum.</i>	
<i>Teachers help pupils to avoid relying on guesswork or unstructured trial and error.</i>	
What do I need to do next	

Pedagogy: consolidating learning

Main findings	My commentary
Educators plan to give pupils opportunities to consolidate learning that:	
• go beyond immediately answering questions correctly	
• involve overlearning	
• align with the detail and sequence of the curriculum	
• are free of distraction and disruption	
• strike a balance between type 1 and type 2 practices	
• avoid creating a reliance on outsourced memory aids or physical resources	
• help pupils to avoid relying on guesswork, casting around for	

clues or the use of unstructured trial and error	
What do I need to do next	

Assessment

Main findings	My commentary
<i>Pupils are well prepared for assessments through having learned all the facts, methods and strategies that are likely to be tested.</i>	
<i>Teachers plan frequent, low-stakes testing to help pupils to remember content.</i>	
<i>Lessons incorporate timed testing to help pupils learn maths facts to automaticity.</i>	
What do I need to do next	

Systems at the school level

Main findings	My commentary
<i>School-wide approaches to calculation and presentation in pupils' books.</i>	
<i>School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.</i>	
What do I need to do next	

Conclusion

Throughout the review, the theme of engineering success, underpinned by systems thinking, predominates. These approaches seek to transform an offer of content into more of a guarantee that content can and will be learned. The outcomes of this systems thinking are the observed features and approaches of successful mathematics education:

- detailed codification and sequencing of the facts, methods and strategies that pupils will acquire
- instructional coherence and aligned rehearsal that increase the chances of understanding and remembering while minimising the need for guesswork or trial and error.

Within these powerful mathematics education systems, the textbooks, teacher guides and workbooks are seen as a vital part of the infrastructure for efficiently transmitting subject knowledge and subject-pedagogical knowledge to new generations of pupils and teachers. This signals a need for teachers and leaders to avoid installing features and approaches in the absence of the 'infrastructure' underpinning their efficacy. It is also likely that the features that tend not to be observed or selected, such as the less glamorous quality and

quantity of practice, are also integral to the overall success of novice mathematicians.

Quality and quantity of practice is a vital key that unlocks the development of dual tracks of conceptual understanding and procedural fluency. Further, in observing pupils' relative expertise and proficiency, such as in a problem-solving lesson, teachers and leaders should be mindful of the journey that pupils took to achieve problem-solving proficiency. This journey will have involved more than the features and activities of the lessons that proficient mathematicians are taking part in at the time. Variation in the quality of mathematics education in England is likely to be the result of the absence of systems and systems thinking, as well as possible gaps in content, instruction, rehearsal, assessment and the plans for their evolution over time.

Part Dii: Best practice as identified by Ofsted (2012)

The last time Ofsted reported specifically on Mathematics (2013) they stated that:

This report provides numerous examples of what were ‘recently’ described as best practice in teaching & learning in Mathematics in primary schools. They provide excellent examples for sharing out amongst class teachers as well as for subject leaders to audit their own school’s provision against.

The last time Ofsted reported specifically on Mathematics (2012)¹ they stated that: Schools should:

- tackle in-school inconsistency of teaching, making more good or outstanding, so that every pupil receives a good mathematics education
- increase the emphasis on problem solving across the mathematics curriculum
- develop the expertise of staff:
 - in choosing teaching approaches and activities that foster pupils’ deeper understanding, including through the use of practical resources, visual images and information and communication technology
 - in checking and probing pupils’ understanding during the lesson, and adapting teaching accordingly
 - in understanding the progression in strands of mathematics over time, so that they know the key knowledge and skills that underpin each stage of learning
 - ensuring policies and guidance are backed up by professional development for staff to aid consistency and effective implementation
- sharpen the mathematical focus of monitoring and data analysis by senior and subject leaders and use the information gathered to improve teaching and the curriculum.

In addition, primary schools should:

- refocus attention on:
 - improving pupils’ progress from the Early Years Foundation Stage through to Year 2 to increase the attainment of the most able

¹ Mathematics: made to measure 10 May 2012, No. 110159 Ofsted

- acting early to secure the essential knowledge and skills of the least able.

Features of good and outstanding teaching were:

Prime practice: three examples of good use of ICT

At the start of the day at a primary school, pupils registered on arrival at their classes using the interactive whiteboards. Year 2 pupils, for instance, placed their name in the correct quarter of a Carroll diagram, indicating whether they were a girl or not, and were having school dinners or not.

In a Year 6 class, pairs of pupils used computers to draw acute and obtuse angles. The software allowed them to draw an estimate for a given angle, for example, 170° , after which it told them what angle they had created, and allowed further improved angles to be drawn. This aided pupils' conceptualisation of angles of different sizes.

Prime practice: a substantial problem that linked new and previous learning

The problem was on a new topic, to find an area enclosed by two curves expressed in polar coordinates (as illustrated). The problem had multiple steps but was not broken down for the pupils by the teacher. The pupils thought out and discussed their ideas, realising that to solve the problem they had to sketch the curves, find where they intersected, figure out how to find the area, and then calculate it.

At each stage of the problem the pupils' prior learning, though sometimes rusty, was brought into play, but for a purpose. Learning in this lesson made good links with new and earlier learning and the pupils had to think very hard for themselves.

Prime practice: effective teaching by a higher level teaching assistant

In a mixed-age Key Stage 1 class, a higher level teaching assistant was working with a lower-attaining group on a measuring task.

Pupils first matched each of the diverse group of party guests (baby mice through to a giant) to various balloons. Then they had to measure string of differing lengths (5cm to 2m) for tying onto the balloons for each guest. The higher level teaching assistant encouraged good debate between the pupils around whether the string should be measured and cut before tying, or tied first and then measured. She did not steer them towards the other approach when they decided to measure and tie the string first. The pupils wrestled with measuring the string after tying it to the balloons which enabled them to appreciate the difficulty of measuring accurately once the string was attached to the balloon. They also realised that some of the string was used up in tying it to the balloon. This led to good discussion around which approach should be taken. The pupils revised their strategy for the task, which they went on to complete successfully.

Prime practice: good questioning skills

Year 4 pupils had previously been working on measures and collecting and interpreting data. In this lesson they would use Venn diagrams to classify mathematical objects. The teacher was skilled in asking questions, encouraging pupils to refine their answers. Pupils suggested sorting the geometric shapes displayed on the interactive whiteboard. His question 'What do you mean by shapes?' pushed the pupils into describing geometric properties for sorting. The teacher asked many incidental questions, such as 'What type of triangle is that?' Pupils realised that sorting by numbers of vertices gave the same groups as sorting by numbers of sides. The teaching assistant was working with low-attaining pupils using tiles that matched the shapes on the interactive whiteboard and which the pupils could physically sort into groups. Having sorted the shapes in different ways, the teacher moved onto one and two-digit numbers. When one pupil chose to sort the numbers into the 'two- and three-times tables', the teacher asked, 'Does this leave any numbers over?' which it did. This generated considerable discussion around multiples. After the numbers had been sorted in different ways, the teacher set each group a different activity: all made good progress.

Prime practice: a mathematically rich Reception classroom

The teacher seized every opportunity for children to use mathematics in everyday activities. Working out daily attendance and absences of boys and girls became a shared activity, which significantly improved children's addition and subtraction skills. Similarly, every opportunity was taken to develop children's understanding and use of mathematical language. Mathematical games proved highly engaging as children cast dice, played matching card games, rolled marbles into numbered compartments and used the computer to investigate patterns and number sequences. The stimulating outdoor environment buzzed with activity as children organised races on foot and using wheeled vehicles, for which they receive rosettes to develop a clear understanding of ordinal numbers (1st, 2nd, 3rd...). Other children constructed stepped walls using building blocks, and learnt to count forward and back as they moved soft toys from one step to another. On special occasions, children are given £1 to spend at the local shop. With help from adults, they produce simple shopping lists to decide what they want to buy and what they can afford. This engagement in mathematics develops children's confidence, understanding and enjoyment of using mathematics in everyday life.

A good understanding of place value is considered to be of paramount importance by the school. This was supported by a wide range of practical equipment including base-10 apparatus, 100 squares, bead strings, place-value cards and number lines. Because pupils also required good instant recall of number facts, such as number bonds to 10, and, later, multiplication tables, every opportunity was taken to develop them.

Prime practice: good use of assessment in the infant years

Reception children were organised into ability groups, based on observational assessments of their attainment, and they engaged in short, focused, adult-led activities each day. They also had good opportunities to

develop their reasoning and problem-solving skills through child-initiated activities, indoors and outside. As a result, less than 10% of children each year fail to reach at least six points in all areas of mathematics by the end of Reception (in comparison with 74% nationally in 2011). For those not reaching this standard on transfer into Year 1, individual plans ensured that Year 1 teachers focused on aspects of the EYFS curriculum required to bring their attainment up to the expected level.

Prime practice: a well-resourced intervention session with pupils who had special educational needs and/or disabilities

Three Year 1 pupils who had special educational needs worked with a teaching assistant on achieving their individual education plan target. The school has placed increased emphasis on the development of life skills for these pupils. In this session, they were engaged in buying items up to a value of 20p using the correct coins. The activity was well resourced. Pupils chose to buy from a colourful array of priced toys. With sensitive support from the teaching assistant, pupils were learning to use different coins to match the price correctly. They were encouraged to check each other's calculations, which ensured they were actively involved in the process all the time. One pupil was anticipating a cost before his turn. When the teaching assistant asked him to choose a priced item, he Mathematics: made to measure 86 May 2012, No. 110159 already had the correct coins set out on the table. The teaching assistant explained that this pupil had made remarkable progress and would not require prolonged intervention of this nature.

Part E: Mathematics: Quality of Education – Good (in old money²)

Ofsted produced this guidance to support their subject specific reviews (Di above)

This outlines, albeit from 8 years ago (2013), the last time that Ofsted wrote a set of subject specific criteria to complement the ‘generic’ whole school criteria in the then Inspection Framework. Whilst there is now a new Inspection Framework (May 2019) what was ‘good’ learning & teaching in Mathematics in 2013 is clearly still ‘good’ Mathematical learning & teaching today.

I have taken the criteria for ‘good’ as a starting point, not as a deficit model, i.e. not using ‘outstanding’ but, because I make the assumption that all teachers and pupils want to have a good days learning & teaching. If both a subject and senior leaders’ evaluation is that provision meets the criteria for ‘good’ then there is every good reason to refer to the criteria for ‘outstanding’. The subject specific criteria for Outstanding (from 2013) are in Annex 1.

Achievement (which is now (2021) termed as Impact)

- Pupils understand some important concepts and make some connections within mathematics.
- Pupils develop a range of skills in using and applying mathematics. They are able to work independently, and sometimes take the initiative in solving problems in various contexts.
- Many pupils show a developing ability to think for themselves, and are willing to try when faced with challenges.
- Pupils are willing to learn from mistakes and false starts.
- When investigating mathematically, most pupils are able to reason, generalise, and make sense of solutions.
- Pupils are generally fluent in performing written and mental calculations and mathematical techniques.
- The use of mathematical language and symbols is mostly accurate in the presentation of pupils’ work and in discussions.
- Pupils enjoy the subject and can explain its value.

Teaching (which is now (2021) termed Implementation)

² Taken from the Subject Specific Guidance (Ofsted 2013)

- Teaching develops pupils' understanding of important concepts as well as their proficiency in techniques and recall of knowledge, equipping pupils to work independently.
- Teaching helps pupils to see that topics are connected and form a 'big picture'.
- Many opportunities are provided for problem solving in various contexts, discussion and investigation, although these are not always integral to learning.
- Teachers focus on pupils' understanding when questioning, listening and observing.
- Barriers to learning and misconceptions are tackled well.
- Teachers have a good level of specialist expertise which they use well in planning and teaching mathematics.
- They use an appropriate range of resources and teaching strategies, including practical activities and, where appropriate, the outdoor environment.
- Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils, often with enthusiasm.
- Some links are made between mathematics and other subjects and with mathematics beyond the classroom.
- Marking identifies errors and misunderstanding and helps pupils to overcome difficulties.

Curriculum (which is now (2021) termed Implementation)

- The curriculum is broad, balanced and well informed by current initiatives in the subject. It is designed to match to a range of pupils' needs and interests, and ensure effective continuity and progression in their learning in the subject and in the qualification pathways they follow, including into further study.
- All pupils have opportunities to solve problems and investigate although the extent to which these are integral to their learning may vary.
- Guidance for teachers on activities and approaches that promote conceptual understanding, including the use of ICT, supports pupils' experiences across the breadth and depth of the mathematics curriculum.
- Intervention and support are focused on pupils' individual needs so that they make good progress.
- Good links are forged with other agencies and the wider community to provide a range of enhancement and enrichment activities to promote pupils' learning and their engagement with the subject.
- Links with other subjects in the school strengthen pupils' learning in mathematics.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are planned and delivered systematically.

Leadership (which is now (2021): both a separate criteria of L&M as well as within Intent & Implementation)

- Leaders demonstrate good subject expertise and are well informed by current developments in mathematics education.

- Subject reviews, self-evaluation and improvement planning are clearly focused on raising attainment and improving provision in mathematics.
- A sense of common purpose is shared among those involved in teaching mathematics. Opportunities to share practice and access subject training are good.
- Appropriate support and guidance on teaching and the curriculum is provided for the teachers.
- The subject engages with wider whole-school priorities effectively including literacy and numeracy policies.

Part F: Mathematics: Quality of Education (Good)

This template includes the current criteria for ‘Good’ from the Quality of Education judgement along with columns for the SL / SLT to insert where they perceive is a best-fit with the ‘old’ subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the ‘old’ subject specific criteria and then ‘new’ criteria and secondly to benchmark / evaluate the school’s provision against this.

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i>		
The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i>		
The curriculum is successfully adapted, designed or		

<p>developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p>		
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IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>		
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>		
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>		
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates</p>		

unnecessary burdens on staff or pupils.		
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for		

future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		

IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.		
Pupils' work across the curriculum is of good quality.		
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		

Part G: Mathematics: Quality of Education (Good)– exemplar

This is my initial interpretation of a best-fit between the previous (Part E) subject criteria and the current (2021) QoE (2021) criteria (Part F).

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		The curriculum is broad, balanced and well informed by current initiatives in the subject. It is designed to match to a range of pupils' needs and interests, and ensure effective continuity and progression in their learning in the subject and in the qualification pathways they follow, including into further study. Leaders demonstrate good subject expertise and are well informed by current developments in mathematics education.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		All pupils have opportunities to solve problems and investigate although the extent to which these are integral to their learning may vary. Links with other subjects in the school strengthen pupils' learning in mathematics.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency		Intervention and support are focused on pupils' individual needs so that they make good progress.

and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		
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IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		Leaders demonstrate good subject expertise and are well informed by current developments in mathematics education.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		Intervention and support are focused on pupils' individual needs so that they make good progress. A sense of common purpose is shared among those involved in teaching mathematics. Opportunities to share practice and access subject training are good. Appropriate support and guidance on teaching and the curriculum is provided for the teachers.
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		Teaching helps pupils to see that topics are connected and form a 'big picture'.
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		Barriers to learning and misconceptions are tackled well. Teachers have a good level of specialist expertise which they use well in planning and teaching mathematics. Marking identifies errors and misunderstanding and helps pupils to overcome difficulties
Teachers create an environment that focuses on pupils. The textbooks and other		They use an appropriate range of resources and teaching strategies, including practical

<p>teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		<p>activities and, where appropriate, the outdoor environment.</p>
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>		<p>Teaching develops pupils’ understanding of important concepts as well as their proficiency in techniques and recall of knowledge, equipping pupils to work independently. They use an appropriate range of resources and teaching strategies, including practical activities and, where appropriate, the outdoor environment.</p>
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>		
<p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>		
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>		

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		
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IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		Pupils understand some important concepts and make some connections within mathematics. When investigating mathematically, most pupils are able to reason, generalise, and make sense of solutions.
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.		Pupils develop a range of skills in using and applying mathematics. They are able to work independently, and sometimes take the initiative in solving problems in various contexts. Pupils are generally fluent in performing written and mental calculations and mathematical techniques. The use of mathematical language and symbols is mostly accurate in the presentation of pupils' work and in discussions.
Pupils' work across the curriculum is of good quality.		Many pupils show a developing ability to think for themselves, and are willing to try when faced with challenges. Pupils are willing to learn from mistakes and false starts.
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		Pupils enjoy the subject and can explain its value.

Part H: Preparing for a subject specific deep-dive: Mathematics

Resources (to have at hand)

- Maths self-evaluation report
- Maths development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

Suggested questions

(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)

- Are you covering all the statutory content of the national curriculum for Mathematics in each year group? What about 'problem-solving' skills? Are cross-curricular links highlighted?
- How do the concepts you teach progress up through the years and during the course of a unit of lessons? Is there a logical sequence to the lessons?
- What strategies do you use to assess learning? Do your teachers know where the children are in terms of Mathematics knowledge and 'problem-solving' skills?
- Are pupils encouraged to develop a wide mathematical vocabulary? Do you provide opportunities for them to talk like mathematicians and discuss mathematical ideas with each other?
- Do you have an up-to-date action plan which identifies weaknesses and outlines steps to address them?
- How is your curriculum coverage planned to ensure progression throughout the school? (e.g. is it already on the school's website?)
- How do you ensure coverage of the Mathematics curriculum across all year groups?
- What published schemes, if any, do you follow? Or, if not – how have you planned your own SoW?
- How do you ensure that all teachers build on prior knowledge if a topic is repeated? (e.g. Light in Mathematics)
- Explain the rationale behind your yearly overview – why certain topics are taught in a particular order (e.g. why you teach Fractions in the Spring term)?
- How do you plan for the progression of knowledge and mathematical skills – what was the prior knowledge from the year before (if topic also

appeared in that year group) and what were the prior mathematical skills? Is the current class teacher aware of this?

- What CPD have Staff had on the Mathematics curriculum, why (e.g. how did you identify the need) and what has / is the impact of this?
- How confident are teachers, including TA's in teaching the whole of the Mathematics curriculum?
- What do children think of your subject?
- What links are there between Mathematics and the rest of the curriculum? (e.g. can you give me some examples?)
- How do you know if pupils 'learn and remember the curriculum'?
- How do you monitor your subject? And what does this tell you about the quality of Teaching & learning?
- How do you use the wider community, e.g. trips, visitors in your subject?
- What's on your action plan this year? And why?
- What are the strengths/ areas for development in your subject?
- How do teachers differentiate in Mathematics lessons?

Lesson Observations

- How does the lesson fit in with the overview for your subject?
- Is the correct vocabulary being used?
- How are misconceptions addressed? Are teachers thinking of them prior to teaching in order to prevent/tackle them?
- How do teachers use questioning to target specific pupils and in a sequential/chronological order? Do they routinely 'dig deeper' to try to find out a pupils reasoning (e.g. awareness of disciplinary knowledge)?
- Are the children learning new knowledge and skills?
- Does the teacher's questioning encourage learning and enquiry?
- Is the teacher's subject knowledge good?
- What would you expect to see in 'good' Mathematics lessons?

Book Scrutiny

An example:

Prior to lesson visits Lead Inspector took 6 children from each of the 2 lessons observed and asked them to talk through individual pieces of work in their books. Pupils also had to explain what they had learnt in that lesson.

- *Learning Objectives have to be tight and refer to the learning in the lesson.*
- *Explain how the tasks taught link to your subject overview and what would come next.*
- *Where is there evidence of what you have put in place and the impact it has had? Link to action plan. Where have you identified weaknesses and what have you done about it?*
- *How do you ensure that there is consistency across the year groups?*
- *How do you ensure that children remember what they have learnt?*
- *When the inspection team were looking at books with the small steps for the year group:*
 - *Can you show me where this individual lesson fits in the sequence of lessons?*
 - *What objective is this?*

- *Can you talk me through the book? What are you seeing?*
- *Where will they go from here?*

Annex 1: Mathematics – Outstanding (2013 Criteria ³)

Outcomes (now (2021) termed Impact)

- Pupils understand important concepts and make connections within mathematics.
- Pupils develop a broad range of skills in using and applying mathematics. They show exceptional independence and take the initiative in solving problems in a wide range of contexts, including the new or unusual.
- Pupils think for themselves and are prepared to persevere when faced with challenges, showing a confidence that they will succeed.
- Pupils embrace the value of learning from mistakes and false starts.
- When investigating mathematically, pupils reason, generalise and make sense of solutions.
- Pupils show high levels of fluency in performing written and mental calculations and mathematical techniques.
- Mathematical language and symbols are used accurately in pupils' work and in discussions.
- Pupils develop a sense of passion and commitment to the subject.

Teaching (now (2021) termed Implementation)

- Teaching is rooted in the development of all pupils' conceptual understanding of important concepts and progression within the lesson and over time. Teaching enables pupils to make connections between topics and see the 'big picture'.
- Teachers nurture mathematical independence, allowing time for thinking and encouraging discussion. Problem solving, discussion and investigation are integral to pupils' learning of mathematics.
- Constant assessment of each pupil's understanding through questioning, listening and observing enables fine tuning of teaching.
- Barriers to learning and potential misconceptions are anticipated and overcome, with errors providing fruitful points for discussion.
- Teachers communicate high expectations, enthusiasm and passion about the subject to pupils.
- Teachers have a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in mathematics. They use a very wide range of teaching strategies to stimulate all pupils' active participation in their learning drawing on innovative and imaginative resources that include practical activities and, where appropriate, the outdoor environment.

³ Taken from the Subject Specific Guidance (Ofsted 2013)

- Teachers exploit links between mathematics and other subjects and with mathematics beyond the classroom.
- Marking distinguishes well between simple errors and misunderstanding and tailors insightful feedback accordingly.

Curriculum (now (2021) termed Intent)

- The imaginative, stimulating mathematics curriculum is skilfully designed to match to the full range of pupils' needs and interests and to ensure highly effective continuity and progression in their learning and in the qualification pathways they follow, including into further study.
- Problem solving and investigative approaches are central to learning for all pupils.
- Clear guidance for teachers on activities and approaches that promote conceptual understanding, including the use of ICT, ensures all pupils benefit and experience breadth and depth in learning across the mathematics curriculum.
- Intervention and support are focused and finely tuned to pupils' individual needs so that they make rapid progress.
- Excellent links are forged with other agencies and the wider community to provide a wide range of enhancement and enrichment activities to promote pupils' learning and engagement with the subject.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in mathematics.
- Rigorous curriculum planning ensures that mathematics makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Leadership (Now (2021): both a separate criteria L&M as well as within Intent & Implementation)

- Leadership is informed by a high level of subject knowledge, subject-specific pedagogy and vision for mathematics in the school. The track record of innovation is strong, insightful and carefully evaluated.
- Subject reviews, self-evaluation and improvement planning are well informed by current good practice in mathematics education.
- Subject leaders inspire confidence and wholehearted commitment from pupils and colleagues. Strategies to share good practice and secure high-quality professional development in the subject are very effective.
- Outstanding support and guidance on teaching and the curriculum is provided for the teachers, including any non-specialists and the less experienced.
- The subject is at the cutting edge of initiatives within the school and makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.