



2024 – 2025 SEF

School context

OFSTED visited school 18th/19th July 2023. This visit was an ungraded inspection, and the grade overall of 'GOOD' still stands, with 'OUTSTANDING' leadership

Currently we rate ourselves overall as GOOD -

Quality of Education - GOOD

Behaviours and Attitudes - GOOD

Personal Development - GOOD

Leadership and Management - OUTSTANDING

Early Years - OUTSTANDING

School context

Westmorland Primary School is a school at the heart of the community. Over lockdown, with the support given, the hashtag #teamwestmorland was created by parents, carers and stakeholders. Everyone connected to the school strives to be "A Westmorland Warrior".

24.4% (110) of the pupils at this school live in areas that are in the bottom 0.2% of deprivation for the entire country

59.2% (267) of the pupils at this school live in areas that are in the bottom 0.4% of deprivation for the entire country

80.5% (363) of the pupils at this school live in areas that are in the bottom 2.2% of deprivation for the entire country

94.9% (428) of the pupils at this school live in areas that are in the bottom 2.6% of deprivation for the entire country

Westmorland Primary School is a 2.5 form entry school. Currently we have 415 children on roll from Reception to year 6, and 42 in the Nursery, making 457 on roll. The school is larger than most primary schools. We have 27 teachers, 18 Teaching assistants, 5 Higher Level Teaching Assistants, 2 qualified Speech and Language therapists and 1 full time SALT Assistant.

A large pastoral team of 4 staff. 1 senior safeguarding lead, 1 safeguarding mentor, 1 attendance officer/learning mentor to support the families in the many procedures and daily school life, plus a learning mentor who works full time with the children.

4 school staff are trained Designated Safeguarding officers, with the lead designated safeguarding officer being the headteacher.

Brinnington has a mixed social-economic population and is one of the most deprived areas in Stockport.

The proportion of children who are disadvantaged is well above average, with 68% (284/415) of school aged children in receipt of Pupil Premium Funding, (significantly higher than the national average).

We have a higher proportion of PLAC and children in care than other school's locally and this number fluctuates on a weekly basis, such is the level of need. Currently we have 8 children in care, and 3 children previously in care.

Most pupils are of white British heritage, with a growing number of EAL children joining the school, currently 32 different languages are spoken in school, with 26% of the school EAL (120/457). On entry those children attain lower than their non-EAL peers as they are at the early stages of bi-lingual language fluency. The EAL gap closes the longer the children are in school, and this is evidenced in results for children who have started in Nursery below age related expectations and ended their primary school journey in line with their peers.



The proportion of children with recognised SEND (EHCP, diagnosis, SEND support) is growing in number, and currently sits below the national average, with 62 on SEND support, and 11 With an EHCP (5 additional currently being applied for).

Recent curriculum accreditations include: The ACSEED Emotional Health and Wellbeing award, GOLD school games award, Silver EYFS Toothsafe Award, Bronze UNICEF Rights Respecting Award, Silver participation in PE, Sport and Physical Activity, Certificate for Music Mark, National Online Safety accreditation, Foundation international School Award Certificate, EAL bronze award, Bronze award for Geography, LPPA silver award. We are currently working towards Healthy EYFS award and were shortlisted for the NASEN primary Provision of the year award, of which only 3 schools in the country have been shortlisted.

We have achieved all of these through ensuring a truly balanced and broad curriculum offer which is progressive in knowledge, skills and vocabulary. Since September 2022, school have worked to establish a 'target room resource based provision' with up to 18 specified children with a fluid timetable, where specific targets can be taught and learned in a specified space that is tailored in order to successfully deliver a bespoke curriculum against children's personalised SEND targets and one page profile.

Baseline assessments for subject

KS2 SATs Results:

KS2 maths	2021-2022			2022-2023			2023 - 2024		
	School	LA	Nat	Sc	LA	Nat	Sc	LA	Nat
Working at L4B+	65.1%	73.6%	71%	87%		73%	69%	76.7%	73%
GDS L5+	15.9%	24.8%		26%			14%	27.3%	23.8%

Maths 2023/24:

A significant decrease from last year but still higher than 2022. Again, these results were predicted from baseline assessments.

KS1 SATs Results:

	June 2022	June 2023	June 2024
Reading	37/59 63%	39/66 59%	57.8%
Writing	26/59 44%	31/66 47%	50%
Maths	33/59 56%	39/66 59%	50%
Science	44/59 75%	49/66 74%	



Based on Summer 2024 assessments (EXS or above)

- Year 2 = 44%
- Year 3 = 50%
- Year 4 = 51%
- Year 5 = 48%
- Year 6 =

MTC – 83.1% scored 21 – 25 marks

Westmorland Average Point score is 22.9 – higher than national average of 20.6, and local of 21.4

Westmorland are within the top 15% of schools in country achieving the pass marks

Westmorland are in the top 11% of schools in the country of children achieving full marks - this is 58% locally, and 28% nationally

School vision

Memorable learning

Reading

MORE

Oracy skills (talking)

Experiences (REAL)

At Westmorland

Think MORE; be a Westmorland Warrior!

At Westmorland Primary School, teaching is more than the National Curriculum. Our children come to a school where they, and the community, are the forefront of everything we do: where they learn what behaviours are needed to succeed in life, how to regulate their emotions and love to learn.

We have created a bespoke curriculum designed to help every child achieve to the best of their ability. Our curriculum is designed to promote enquiry, exploration and knowledge from each child's starting point.

We have broken down the National Curriculum objectives into smaller skills to ensure children have a breadth of learning and gain a full understanding of their subjects. Children are taught subjects discreetly, which are carefully interconnected, to make links between learning and to enable children to gain a deeper understanding of a specific theme.

Children are encouraged to be active, discuss their thoughts and put across their point of view, and are guided to review and revisit their learning to ensure their skills and knowledge are enhanced. Children thrive on learning and using new vocabulary daily and they are empowered to communicate and collaborate – oracy is at the heart of everything we do. Every child needs to articulate themselves to the highest level before being able to set themselves a pathway to academic success.



At Westmorland Primary School, we set high expectations for each child in each lesson and encourage them to be intrinsically motivated enough to set themselves goals and work to a standard they can be proud of.

Our curriculum is designed to immerse children in first hand experiences to allow them to apply their learning to different contexts and situations. Children use the learning environments in school to become their own character, a friend, a talker, a learner, and most importantly, learn how to be the best child they can be.

All whilst building a foundation of skills, knowledge and characteristics to flourish in later life, and succeed in their hopes and dreams.

At Westmorland Primary School, our children are given more and can dream more.

Subject curriculum INTENT

At Westmorland, our Maths curriculum is designed to offer every child **MORE**. We are committed to providing Memorable learning opportunities, which are accessible to all, through a concrete, pictorial and abstract approach. All children are encouraged to discuss and share mathematical thinking using rich vocabulary and explore real-life problems both independently and in collaboration with their peers.

The principle of the concrete-pictorial-abstract (CPA) approach is that, for children to have a true understanding of a mathematical concept, they need to master all three phases

To support the CPA approach, Westmorland Primary School have 5 core representations in which the teaching of the four operations can be supported with. These are a combination of concrete and pictorial representations to support the children before they are able to work in the abstract.

These core representations are:

- Tens Frame
- Base 10 / Dienes
- Part, Part, Whole
- Bar Model
- Number Line

This is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources. When they are comfortable solving problems with physical aids, they are given problems with pictures - usually pictorial representations of the concrete objects they were using. Then they are asked to solve problems where they only have the abstract i.e. numbers or other symbols.

Reinforcement is achieved by going back and forth between these representations. For example, if a child has moved on from the concrete to the pictorial, it does not mean that the concrete cannot be used alongside the pictorial. Or if a child is working in the abstract, 'proving' something or 'working out' could involve use of the concrete or pictorial.



Subject curriculum IMPLEMENTATION

From Year 1 to Year 6, we adhere to our Progression of skills document which outlines the progression of strategies and methods to be taught. EYFS have a separate skills document and have daily Maths lessons and Maths continuous provision. We have created our long and medium-term plans breaking the curriculum down into smaller steps. If needed and in agreement with the Maths Lead, plans can be altered the order to suit and benefit the needs of our children so that connections between units of learning are easier to recognise.

Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers follow the school's Progression of skills document and refer to the Calculation Policy when teaching formal methods, understanding that sometimes children find their own efficient methods along the way. Teachers also have access to White rose Maths hub materials. Teachers understand that the small steps are not lessons, but are learning intentions that must be achieved before moving on to the next, and how to progress children who achieve this by using problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination and independently exploring and investigating mathematical contexts and structures, communicating their results clearly and systematically. Reception to Year 2 have access to Numbots and Year 3 onwards have access to their own personal account of 'Times Tables Rockstar' where they can compete against other pupils and classes in school.

Mastering Number is also delivered as a whole class intervention from Reception to Year 4. The aims are to secure firm foundations in the development of good number sense for all children and over time that children will leave KS1 with fluency in calculation and a confidence and flexibility with number and continue to embed this in Year 3 and 4.

By using a variety of planning resources, delivering Mastering Number, and having our progression of skills and calculation policy at the heart of our Maths, we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children. Using prior knowledge as a starting point for all future planning and teaching, we plan lessons which are required for all pupils to make good progress.

The two Year 6 classes benefit from splitting into three smaller class to help the ratio between pupils and teachers and thus having higher quality interactions with pupils.

At the end of each half term, the children complete a tailored Maths assessment on the blocks that they have covered. These are then assessed, monitored and the outcomes fed back into future planning to ensure any gaps are then closed through starters or extra lessons.

Subject curriculum IMPACT

The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that Maths is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of Maths due to learning in an environment where Maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer. Children are confident to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Our children have a good understanding of their strengths and targets for development in Maths and what they need to do to improve.

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables. The flexibility and fluidity to move between different contexts and representations of mathematics. The ability to recognise relationships and make connections in mathematics. Children show confidence in believing that they will achieve. -Children show a high level of pride in the presentation and understanding of the work.



Developments within the subject

- Bigger push on Numbots used in KS1
- Mastering number rolled out to Year 3 and 4
- Half-termly assessments created and used
- Mastering number used in Reception, Year 1 and 2
- Follow Maths No Problem long term plan
- Use progression of skills document to assist planning and assessment
- Maths No Problem was used to assist teaching and learning during 2021-22
- Maths No Problem not renewed for 2022-23 year
- Signed up to White Rose resources for 2022-present to further assist teaching and learning
- Third Space 1-2-1 tuition for year 6 (10 pupils per term) 2022-2024
- TT Rockstars – KS2 children each have a login

Strengths of the subject at Westmorland Primary School

- Half-termly Assessments
- Calculation Policy
- Teacher subject knowledge
- Progression of skills document

Training

June/July 2020:

- Maths diagnostic interview (Tom Lawler)
- Using visualisation in maths teaching - Intermediate level Education & Development course (Sarah Beckingham)

October:

- Webinar on the NEW DfE Maths Guidance (Tom Lawler)
- Webinar on Mastery in Maths (Half term – Tom Lawler)

November:

- Meeting with a member on the local Maths Hub to discuss Maths Mastery Programme (Tom Lawler - 25/11/20)
- Maths mastery meeting – Tom Lawler and Kathy Williams – 10/12/20

December:

- No-nonsense maths – Tom Lawler

March:

- Bar modelling explores – White rose online – 5 hours – Clare Johnson
- Maths subject leaders network training – Tom
- Maths hub research group – variation theory – Tom (online)

April:

- CPA approach (whole staff teachers) – 12/4/21
- Maths no problem – Tom

May:

- Maths no problem training, face to face – TL and KG with Ben from Manley Park Primary 19/5/21
- Early maths for Year 1 teachers – 4/5/21

September 2021

- Maths @ Westmorland – all staff face to face – 2nd September

September 2023

- Maths training – whole school – Gareth Metcalfe 4th September (online)

November 2023

- NCETM mastering number Yr1/2/R – CG, FP, MS

Jan 2024

- Maths Network meeting- Tf 24.01.24
- March 2024
- Maths NCETM Summer training Molly, Faye, Charlotte 23.4.24
- June 2024
- All teachers and HLTA's – Gareth Metcalfe maths training 2 hours face to face 12.6.24
- September 2024
- Developing Mathematical confidence in the Early Years- Lydia Riley- 27.08.24
 - Mastering Number- TF 30.09.24
- October 2024
- Developing mathematical confidence in the Early Years-Lydia Riley 27/10/24-
 - Developing mathematical thinking-shape, space and measure-Lydia Riley 27/10/24
- November 2024
- Maths Manipulatives: Visualising Abstract Concepts – Primary Julie Sidgwick 15/11/24
 - EYFS Maths and loose parts- Lydia Riley 18.11.24
 - Teaching for Mastery- Sarah T 18.11.24
- December 2024
- Teaching for Mastery Sustaining – Jen G 4/12/24
 - Teaching for Mastery Sustaining – Sarah T 10/12/24
 - Teaching for Mastery Sustaining – Tom F 10/12/24

Enrichment/Pictures



Subject Action Plan for 2024

- Priority One:** To improve the quality of education in Mathematics for all groups of children.
- Priority Two:** To improve the delivery and impact of the mixed 1/2 class
- Priority Three:** To embed Mastering number in Rec, Yr1, Yr2 and expand to Yr3
- Priority Four:** To quality assure the assessment process and ensure that it feeds future planning