

Primary Maths

Across the Primary Phase, assessment information indicates that 57% of pupils have made accelerated progress from their baseline assessments. Progress is measured against individual starting points and tracked over time through internal assessment.

Each pupil within the Primary Phase follows a bespoke curriculum matched to their individual ability level and needs. Pupils are developing skills across number, calculation and problem-solving, with teaching adapted to ensure that learning is appropriately sequenced and accessible.

Pupils complete Star Maths assessments three times each year, providing an additional measure of attainment in relation to their current ability and supporting the school to identify areas of strength and gaps in learning. Assessment information is used to inform teaching and establish targeted interventions for pupils requiring additional support.

Ongoing assessment and review are used to evaluate the impact of these interventions and ensure pupils continue to make progress from their individual starting points.

Secondary Maths

Assessment information indicates that 96% of pupils have made significant progress from their individual starting points. Progress is measured against baseline assessments and tracked over time through internal assessment.

The introduction of formal Functional Skills qualifications provides pupils with opportunities to demonstrate externally recognised attainment alongside their individual progress. During the last academic year, 96% of pupils entered achieved a Functional Skills Maths qualification.

Outcomes demonstrate progression through increasingly challenging qualification levels:

- 17% achieved an Entry Level 1 qualification
- 39% progressed through Entry Levels 1 and 2
- 22% progressed through Entry Levels 1, 2 and 3
- 22% progressed through Entry Levels 1, 2 and 3 and achieved Level 1

This demonstrates that a significant proportion of pupils are progressing beyond their initial qualification level, with 83% achieving at least Entry Level 2, 44% achieving at least Entry Level 3 and 22% progressing to Level 1.

Formal qualification outcomes, alongside internal assessment information, are used to monitor progress, inform future teaching and ensure pupils are appropriately challenged according to their individual starting points and needs.