

PMM Maths  
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**Redbridge Education Partnership**

# REP

## Primary Mathematics Network

Tuesday 14<sup>th</sup> October 2025

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# Aims of Today's Network Meeting

- To discuss 2025 headlines and how to use these to inform action planning
  - LBR unvalidated data and national data
  - whole school assessment data
- To reflect on the status of mathematics in your school and discuss how to address Action Plans in 2025-2026
- To share strengths and areas for development with each other to benefit from others' actions and outcomes – sharing good practice
- To consider how you will make your vision for mathematics a reality.

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# Previous Network Meeting (18.06.25)

**Key aspects to feedback or act on in school were given as:**

- Looking at data at the start of the next academic year, including the Annual Statistical Report
- SWOT analysis of maths
- Use of a variety of resources and reminding staff how to use x 4
- Use of ideas discussed
- Stretch and challenge x 2
- GD INSET in autumn
- Key websites x 4
- Raising the profile of maths across the school and the community
- Weekly 'stay and play' to involve parents
- Continuing implementation of Mastering Number
- Skyscrapers

Any elements followed up on?

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# School (Unvalidated) Data: ELG

Pupils achieving the expected by Early Learning Goal in 2025

Cohort - 77	(No.)	(Percentage)		
		School	Redbridge	National
Communication & Language	63	81.8	79.7	79.6
Listening, attention & understanding	65	84.4	81.5	81.7
Speaking	68	88.3	82.0	82.8
Personal, Social & Emotional Dev	64	87.0	85.9	84.7
Self-regulation	65	84.4	86.0	84.9
Managing self	68	88.3	87.8	87.0
Building relationships	68	88.3	87.9	88.1
Physical Development	67	83.1	84.3	83.1
Gross motor skills	72	93.5	91.3	91.6
Fine motor skills	67	87.0	86.4	85.5
Literacy	55	71.4	74.1	70.6
Comprehension	63	81.8	79.5	80.5
Word reading	56	72.7	75.3	76.6
Writing	55	71.4	75.9	71.9
Mathematics	61	79.2	79.8	77.7
Number	64	83.1	80.9	79.4
Numerical patterns	61	79.2	80.0	78.8
Understanding the World	61	79.2	79.4	80.5
Past and present	61	79.2	80.2	82.0
People, culture and communities	62	80.5	80.6	81.9
The natural world	67	87.0	82.9	85.1
Expressive Arts & Design	68	88.3	85.5	85.2
Creating with materials	69	89.6	87.2	87.3
Being imaginative & expressive	69	89.6	86.8	87.0
Prime areas of learning	61	79.2	77.5	75.3
Specific areas of learning	54	70.1	72.1	68.2
All Early Learning Goals	54	70.1	71.4	67.0
Good Level of Development	55	71.4	72.9	68.4

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# School/LBR Data: EYFSP by Gender & Term of Birth

**EYFSP at the expected level by gender in 2025**

Cohort - 77	(No.)		(Percentage)		GAP (pts)	
	Girls	Boys	Girls	Boys	School	LA
Literacy	20	35	66.7	74.5	7.8	10.7
Comprehension	25	38	83.3	80.9	2.4	8.8
Word reading	21	35	70.0	74.5	4.5	7.8
Writing	20	35	66.7	74.5	7.8	10.0
Mathematics	24	37	80.0	78.7	1.3	7.3
Number	25	39	83.3	83.0	0.3	6.8
Numerical patterns	24	37	80.0	78.7	1.3	7.0

**EYFSP at the expected level by Term of birth in 2025**

Cohort	(No.)			(Percentage)		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Literacy	29	21	33	87.0	81.0	84.5
Comprehension	21	19	23	91.3	90.5	89.7
Word reading	21	17	18	91.3	83.0	84.5
Writing	20	17	18	92.0	81.0	84.5
Mathematics	20	18	23	87.0	85.7	89.7
Number	20	19	25	87.0	86.5	87.5
Numerical patterns	20	18	23	87.0	85.7	89.7

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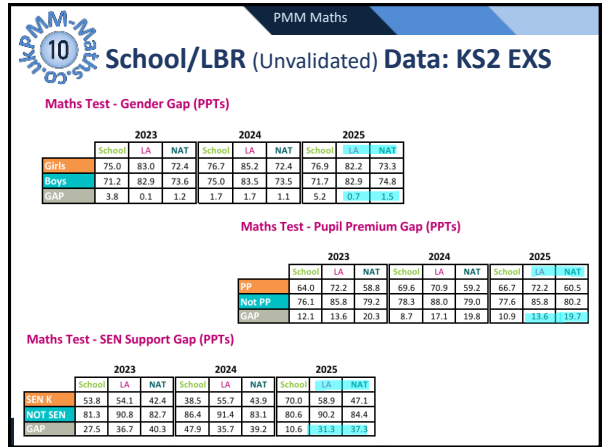
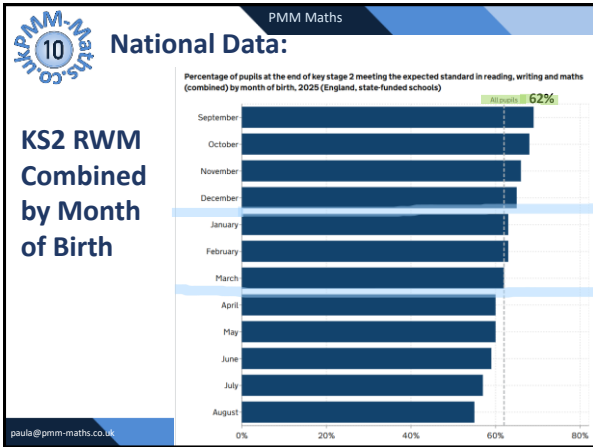
# National Data: KS2 by Gender

Attainment of pupils at the end of key stage 2 by sex, 2016 to 2025 (England, all schools)

	All schools					
	Percentage of pupils meeting the expected standard			Percentage of pupils meeting the higher standard		
	Total	Boys	Girls	Total	Boys	Girls
2023/24	72%	65%	78%	13%	10%	16%
2024/25	72%	66%	78%	13%	10%	16%
Maths						
2015/16	70%	70%	70%	17%	18%	15%
2016/17	75%	74%	75%	23%	24%	21%
2017/18	75%	75%	76%	24%	25%	22%
2018/19	79%	78%	79%	27%	29%	24%
2019/20	x	x	x	x	x	x
2020/21	x	x	x	x	x	x
2021/22	71%	72%	71%	23%	25%	20%
2022/23	73%	73%	72%	24%	27%	21%
2023/24	73%	74%	73%	24%	27%	21%
2024/25	74%	75%	73%	26%	30%	22%

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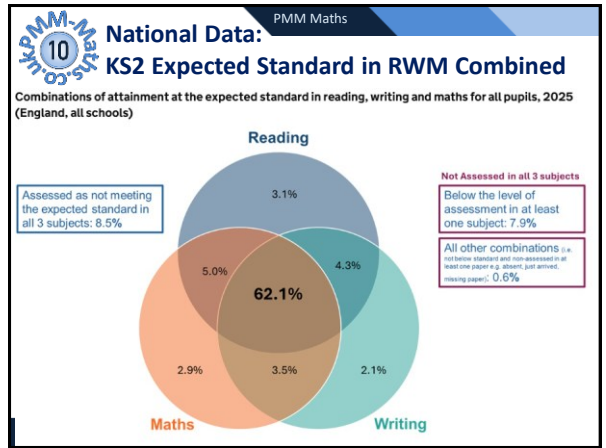
### Key Questions for Discussion PMM Maths

Look at your Annual Statistical Report/whole school data

- What does your school data tell you about pupil groups?
  - Term of Birth
  - Gender
  - Pupil Premium
  - SEND
  - Ethnicity
- Are any groups a whole school focus?
- Do you need to focus on any of these pupil groups in your Maths Action Plan?
- Do you and the Year 3 teachers know who the summer born pupils are?
- Are any children in more than one underperforming group?

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### National Data: PMM Maths

## Expected Standard in RWM Combined

Number of subjects that the pupil is working below the level of assessment in	Subjects working below the level of assessment	Pupil count	Pupil percent
1	Maths	592	1%
1	Writing	23,938	47%
1	Reading	457	1%
2	Reading and Maths	1,830	4%
2	Writing and Maths	722	1%
2	Reading and Writing	2,037	4%
3	Reading, Writing and Maths	21,342	42%

% of the pupils who did not achieve EXS in RWM combined

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### National Data: PMM Maths

## National Data: Expected Standard

Percentage meeting the expected standard in reading, writing and maths (combined)

**62%**  
up from 61% in 2024

These statistics cover the attainment of year 6 pupils who took assessments in summer 2025. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.

**Attainment in all of reading, writing and maths (combined) has increased since 2024.**

In all of reading, writing and maths, 62% of pupils met the expected standard, up from 61% in 2024.

**In individual subjects, attainment increased in all subjects compared to 2024.**

In reading, 75% of pupils met the expected standard, up from 74% in 2024.

In maths, 74% of pupils met the expected standard, up from 73% in 2024.

In writing, 72% of pupils met the expected standard, an increase of 0.5 percentage points from 72% (rounded) in 2024.

In grammar, punctuation and spelling, 73% of pupils met the expected standard, up from 72% in 2024.

In science, 82% of pupils met the expected standard, up from 81% in 2024.

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## School/LBR (Unvalidated) Data: KS2

Test Trend analysis b

**Maths - Achieving the Expected Standard**

	2022	2023	2024	2025
Cohort	99	96	83	85
School	75.8	72.9	75.9	74.1
Redbridge	82.3	82.9	84.4	82.6
National	71.4	73.0	73.0	74.1

**Maths - Achieving the High Standard**

	2022	2023	2024	2025
Cohort	99	96	83	85
School	22.2	20.8	19.3	32.9
Redbridge	37.9	39.8	37.7	41.8
National	22.4	23.9	23.7	26.3

**Maths - Average Scaled Score**

	2022	2023	2024	2025
Cohort	99	96	83	85
School	104.4	104.5	103.5	105.6
Redbridge	106.8	107.3	107.3	107.8
National	103.8	104.2	104.3	104.7

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## Key Questions for Discussion

**Look at your Annual Statistical Report/whole school data**

- For EXS at KS2 RWM combined – do you know who did not achieve all 3? (QLA will show this)
- What would this look like in your class for their 2025 outcomes? Why might this be important?
- Why are the KS2 outcomes (now Year 7) important? What can we learn from them and how does this impact on Action Planning?

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## School/LBR (Unvalidated) Data: Y4 MTC Average Point Score

	Disadvantaged			School			Redbridge			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>Gender</b>												
Boys	43	47	40	20.4	17.7	20.4	21.9	23.0	23.3	19.9	20.4	20.8
Girls	37	46	46	19.5	20.0	21.7	22.2	22.5	22.6	20.4	20.9	21.3
<b>FSM</b>												
FSM	19	14	17	20.5	17.5	19.9	20.3	20.6	21.0	18.3	18.9	19.5
Not FSM	59	74	58	20.3	19.5	21.6	22.5	22.7	22.9	20.9	21.3	21.7
<b>Pupil Premium</b>												
Disadvantaged	20	15	27	19.6	17.1	19.9	20.4	20.7	21.0	18.3	18.9	19.4
Not Disadvantaged	60	78	59	20.1	19.2	21.6	22.5	22.6	22.6	20.9	21.3	21.6
<b>SEN</b>												
EHCP	1	6	4	13.4	0.5	0.0	8.2	18.6	19.0	14.7	15.2	15.6
SEN support	10	15	16	14.8	15.9	18.9	18.1	19.5	19.9	16.0	16.8	17.4
Not SEN	67	67	65	20.6	20.5	21.6	22.4	22.8	23.0	21.1	21.6	22.0
<b>Language</b>												
EAL	65	68	73	20.7	18.7	21.1	22.1	23.3	22.6	21.4	21.8	22.3
English	13	20	11	18.3	21.0	20.9	22.2	22.3	22.4	19.8	20.4	20.8
<b>Ethnic minority</b>												
White - British	11	2		15.7	25.0		21.4	23.3	21.7	19.8	20.1	20.6
Ethnic Minority	75	86	85	20.5	19.1	21.1	22.2	22.4	22.6	21.2	21.6	22.1
<b>Asian</b>												
Indian	10	16	16	20.4	20.8	21.3	22.9	23.3	23.1	22.8	22.9	23.1
Pakistani	27	27	21	21.3	18.8	21.3	22.2	22.6	22.5	21.4	21.8	22.5
Bangladeshi	15	18	19	21.6	19.1	21.4	22.8	22.5	23.3	22.0	22.9	23.0
Any Other Asian	4	7	4	16.5	18.2	24.3	22.8	22.6	23.4	22.2	22.4	22.6
<b>Black</b>												
Black Caribbean	2	1	1	21.0	17.0	24.0	20.0	20.8	20.0	19.5	20.1	20.1
Black - African	3	5	4	23.9	18.8	19.3	21.2	23.0	22.2	21.7	22.0	22.3
Any Other Black	0	1		0.0	21.0		21.3	22.0	23.4	20.8	21.2	22.2
<b>Chinese</b>												
Chinese	1			19.0			23.8	24.7	23.8	23.8	23.7	24.0
<b>Mixed</b>												
Mixed	7	2	10	19.0	24.0	19.4	21.7	21.6	21.3	20.4	20.9	21.5
<b>White</b>												
White - British	3	2	10	15.7	25.0		21.4	21.9	21.7	19.6	20.1	20.6
White non-British	5	9	10	15.8	16.7	20.5	21.1	21.3	21.7	20.5	20.9	21.7
Other ethnicity	1			24.0			21.9	21.7	21.5	20.9	21.8	21.4
Other	1			24.0			21.9	21.7	21.5	20.9	21.8	21.4

Average Point

\* Redbridge average score

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## Key Questions for Discussion

**Look at your Y4 MTC outcomes**

- Have they improved since 2024?
- Do you and your Year 5 teachers know who did not achieve at least above 20/25?
- What actions are planned to support these pupils so they learn their number facts and can use them with fluency?
- For infant schools, how are Year 2 pupils learning the 2x, 5x and 10x tables? How are they assessed?
- For all schools, is there enough focus on division facts?

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## Ofsted: Strategic Leadership of Curriculum and Teaching

In gathering evidence about the strategic leadership of curriculum and teaching, inspectors consider the extent to which:

- Leaders have a comprehensive understanding of the quality of curriculum and teaching across the school
- The curriculum (whether adopted, adapted or constructed) covers the statutory requirements set out in the basic curriculum and is at least as ambitious in breadth and depth as the national curriculum; this curriculum is an entitlement for every pupil
- The curriculum is designed to give pupils ... the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- Leaders assure themselves that the curriculum is taught well; they identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively
- Leaders can explain how they identify significant barriers to teaching and learning and how they take action to reduce those barriers
- Leaders deploy staff effectively so that all pupils have access to high-quality teaching

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## Using Hard and Soft Data to Inform Action Planning

**Hard Data – quantitative measures**

- EYFS, KS1 & KS2 SATS Results
- End of year standards met in Years 1, 3, 4 & 5
- Pupil group analysis, e.g. Annual Statistical Report (ASR), in-school assessment data profiles
- Curriculum analysis from test outcomes (question level analysis)
- Attendance figures
- Staffing – numbers of ECTS, new staff etc.

**Soft Data – qualitative information (descriptive, subjective)**

- Monitoring outcomes, e.g. book looks, lesson observations, drop-ins
- Pupil voice
- Staff feedback and training outcomes/needs
- Professional discussions
- Background knowledge

What does your picture look like?

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## Intent: A Vision for Mathematics

A school's vision or intent for mathematics is a statement outlining its future goals for teaching and learning maths. It usually centres on fostering a deep, positive understanding to develop problem-solving skills and ensuring all pupils can succeed. This may include fluency, reasoning and communication abilities and applying mathematical concepts to real-world scenarios and a lifelong appreciation for its relevance, e.g.

*To foster a love of mathematics where all children become confident, creative, and curious mathematicians. We empower pupils to become resilient problem-solvers who can make connections across different concepts and apply their skills with fluency and confidence in the wider world.*

*Our aim is for children to leave as confident, skilled and resilient mathematicians; who understand that mathematics is a fundamental part of everyday life and the world we live in.*

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## Your Vision for Mathematics

**Imagine the ideal maths classroom.**

- What do you hope it will feel like, sound like, look like?
- How will children learn?
- How will children think?
- What will they think and say?
- How will collaboration work?
- How will teachers question, assess and engage learners?
- How do you want the learning environment to be?
- How will lessons develop the future mathematicians?
- What do you want to add, change, maintain from your schools' current practice?

Does your vision or intent reflect your responses?

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## Vision Bingo!

Write down 6 key words/phrases that you think are the most important from your school vision for mathematics.  
Discuss why you chose them.

belief	learning
number	success
access	life

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## Vision: Discussion

**Positive attitude and mindset:**  
*resilience, curiosity, enjoyment, all students can achieve*

**Deep understanding:**  
*moving beyond rote memorisation – the why and how behind mathematical*

**Fluency and accuracy:**  
*number facts, use of mathematical language to explain thinking*

**Problem-solving and reasoning:**  
*think logically, solve problems, apply mathematical skills*

**Real-world application:**  
*connecting mathematical learning to everyday life, future education, life-long use*

**Inclusivity:**  
*access to high-quality mathematics, support and challenge, high expectations*

Does your vision or intent reflect these points?

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## Your Vision in Reality

- What does this really look like in practice?
- How do we promote it? Do all stakeholders know it, see it and own it?
- Do you 'live and breathe' it? Do you, as Maths Lead, represent your vision for mathematics?
- How can you achieve it?
- How do you monitor and evaluate it?

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<https://mathsweekengland.co.uk/>

**Maths Week England 2025**  
**15-23 November**

This year's theme is 'Connection or Coincidence?'

**35** Days  
**09** Hours  
**03** Minutes

Register now to get access to resources and events

Are you planning to create resources or put on an event for Maths Week England 2025? Tell us about it and we'll put it on the website and help you publicise it.

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[www.nspcc.org.uk/support-us/charity-fundraising/schools-fundraising-ideas/](http://www.nspcc.org.uk/support-us/charity-fundraising/schools-fundraising-ideas/)



**Number Day February 2026**

It's not too early to sign up to our maths-fastic fun-filled day of magical maths, Dress up for Digits, activities and games on Friday 6 February 2026. You'll be raising money to support our services such as **Speak out. Stay safe. and Childline.**

**Sign up now**

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**Network Meetings and Maths Leaders' Training: Next Time . . ?**

- Ofsted – the new Framework: **Implementation** - Curriculum and Teaching
- Curriculum Review
- Staff training – LSAs
- EYFS
- SEND
- Impact: Book Look** –
  - standards
  - moderation
- Pupil voice

**A.O.B?**

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**Evaluations, please!**

**Future REP Maths Dates**

**Venue:** Glade Primary School

Thurs. 13<sup>th</sup> November 2025 1.15 – 4.15pm Maths Leaders' Training

Tues. 2<sup>nd</sup> December 2025 1.30 - 3.30pm Maths Network

Tues. 3<sup>rd</sup> February 2026 1.30 - 3.30pm Maths Network

Tues. 3<sup>rd</sup> March 2026 1.15 – 4.15pm Maths Leaders' Training

Tues. 19<sup>th</sup> May 2026 1.15 – 4.15pm Maths Leaders' Training

Wed. 24<sup>th</sup> June 2026 1.30 - 3.30pm Maths Network Meeting

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**Primary Mathematics Network**

Tuesday 14<sup>th</sup> October 2025

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