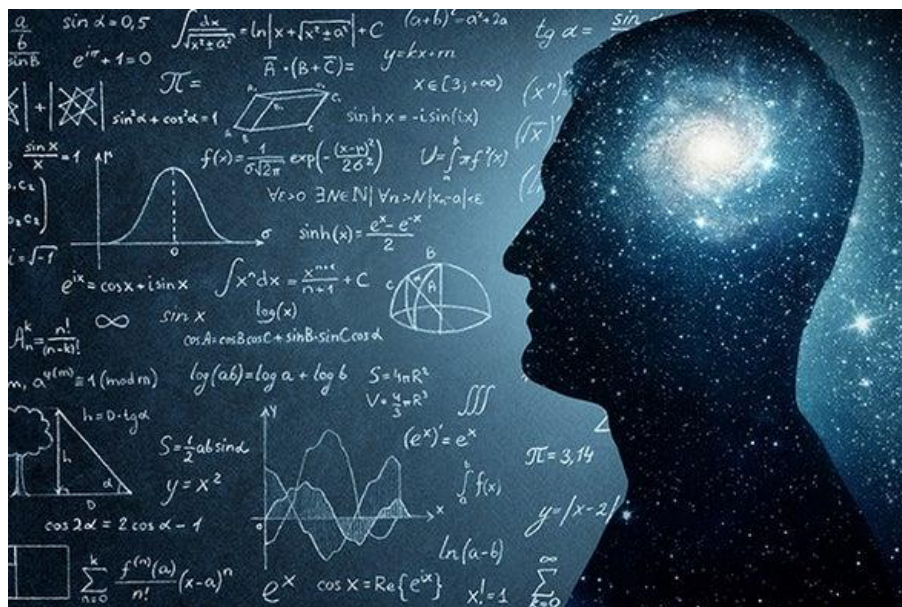


Unlocking potential: nurturing mathematical excellence at Gateways



At Gateways, every pupil matters and we want to emphasise that no mathematics class should be perceived as an impediment to achieving the highest possible grade in GCSE mathematics.

We firmly believe that grouping pupils in mathematics according to their learning needs is a recognised and proven educational strategy. This approach leads to more effective teaching and learning practices, ultimately resulting in greater success for pupils of varying abilities. Our approach ensures that no pupil is left behind or held back. It enables teaching to be effectively tailored to match each pupil's level of readiness and understanding. Additionally, it promotes individual growth by allowing pupils to focus on their development without unnecessary pressure from their peers, nurturing a growth mindset, and it recognises that different pupils work at different paces. The positive outcomes of this approach are evident in our pupils' performance when they sit their IGCSE mathematics examinations.

We value and stretch our pupils according to their strengths and recognise and support them in areas which present more of a challenge thereby enabling growth, wellbeing and success. This ethos is the foundation of our teaching and learning practices in the mathematics department.

Mr Charles Adegboro