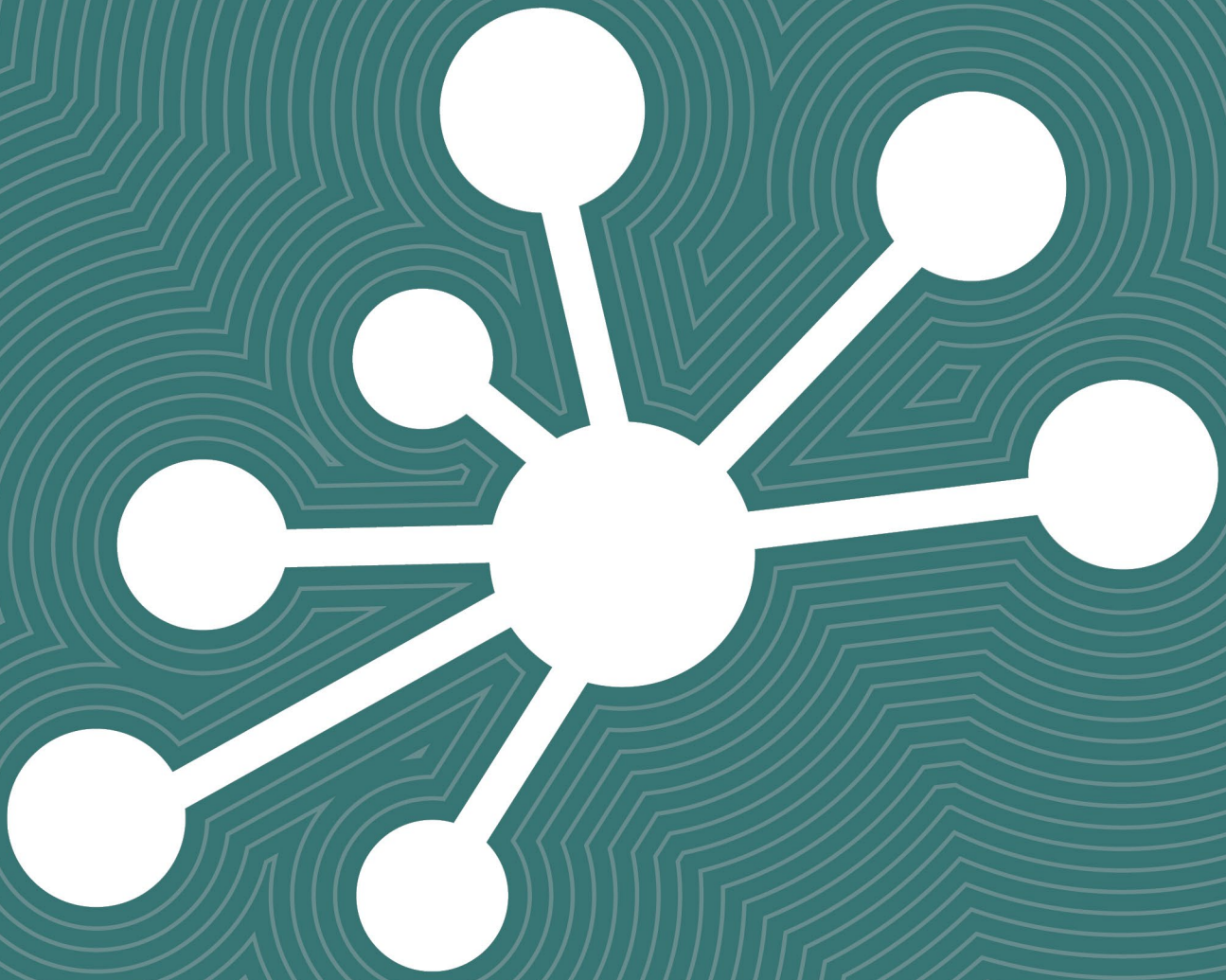


Leading improvement in maths education across England since 2014

Maths Hubs Programme Annual Report 2025/26

Integral to RISE delivery

MATHS HUBS

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Funded by

Department for Education

The NCETM coordinates the Maths Hubs Programme ncetm.org.uk

Useful links

Want to know more about the work of the Maths Hubs?

About Maths Hubs and Find your hub
explains what a Maths Hub is, the areas they cover, the history of the programme and offers a find your hub tool

Four types of professional development
explains the different formats of Maths Hubs CPD: Work Groups, programmes, communities and Targeted Support

What Maths Hubs are doing
has details of over 30 fully-funded professional development opportunities available through Maths Hubs and the NCETM

Looking for professional development resources?

Curriculum Prioritisation
materials provide a term-by-term framework to support planning and teaching primary maths

Checkpoints
are hundreds of diagnostic activities to help assess KS3 students' prior learning

The NCETM Maths Podcast
offers discussions about maths teaching in all phases and is available on all major podcast platforms

Curious about teaching for mastery?

Mastery Explained
gathers evidence, exemplification and research about the teaching for mastery approach

Mastery Materials
features a wealth of resources to help teachers develop teaching for mastery in their schools and classrooms

Mastery Impact
brings together case studies and interviews from schools that have embraced the teaching for mastery approach

Keen to explore further?

NCETM
is the home of the National Centre for Excellence in the Teaching of Mathematics

AMSP
is the Advanced Mathematics Support Programme, supporting teachers of post-16 maths

Social media
is a great way to stay up-to-date with what's new for maths teachers from the NCETM

The data within this report have not been analytically assured or certified by the Department for Education. All case studies have been written with direct input from the schools and individuals interviewed, and all quotes have been used with their permission.

© Crown copyright 2026

Welcome

62%
Schools in England engaged with their Maths Hub in 2025/26

Welcome to the Maths Hubs Programme Annual Report 2025/26. We are delighted to celebrate another successful year across the network.

The purpose of the NCETM and the Maths Hubs Network has always been to raise levels of achievement in maths in England, and to increase appreciation of the power of maths. As the NCETM marks its twentieth year, and the Maths Hubs Network continues its second decade, there is encouraging news for maths education in England. The 2026 National Reference Test for Maths found a significant improvement in performance in GCSE Maths at the grade 7 boundary compared to 2017. PISA 2025 showed that England's maths performance remained stable, despite the disruption to pupils' education in recent years, with a score of 492 compared to an OECD average of 463. These results are a welcome reflection of the hard work and dedication of teachers and others working in maths education.

Partnerships within and across Maths Hubs mean that the benefits of national expertise and systems can be felt at a local level. This year, Maths Hubs and the NCETM have played a central role in delivering the Department for Education's Regional Improvement in Standards and Excellence (RISE) programme. Through strong local partnerships, Maths Hubs are integral to RISE delivery, enabling hundreds of schools facing significant challenges to access tailored support, helping them achieve sustainable, long-term improvements. The government's Giving Every Child the Best Start in Life strategy has also been at the heart of Maths Hubs' activity, giving Reception teachers phase-specific professional development in maths.

Ensuring our work is robustly evaluated and evidence-informed is crucial to the integrity and efficacy of the CPD available to teachers. In 2025/26, the Education Endowment Foundation (EEF) funded trials of two important Maths Hubs programmes: Mastering Number at Reception and KS1, and Specialist Knowledge for Teaching Mathematics (Secondary Non-specialist Teachers). We eagerly await the results of the trials next summer.

Whilst this report is a chance to reflect on the previous academic year, we are always looking ahead to new challenges and opportunities. We welcome the upcoming consultation on a new national curriculum in maths, and look forward to supporting teachers and school leaders to implement and develop it. We believe the network will continue to contribute to improvements in maths education in England, and we are grateful to the Department for Education for their ongoing investment.

Our appreciation goes to everyone who has contributed to the Maths Hubs Programme in 2025/26.

Thank you for your commitment and dedication.



Kathryn Greenhalgh
Senior Leadership Link and
Chair of the Maths Hubs Council



Charlie Stripp
National Director, NCETM

© Crown copyright 2026

Local Leaders of Mathematics Education (LLMEs)

Local leaders of mathematics education are the teachers and practitioners who lead Maths Hubs professional development in all phases from Early Years to post-16.

Each Maths Hub is an extensive network made up of leaders, stakeholders, schools and education professionals. LLMEs are at the heart of this network. They are the teachers – both classroom-based and overseeing CPD in trusts and beyond – who lead Work Groups, communities and programmes for the hub. Since the Maths Hubs Programme began, thousands of LLMEs have engaged in NCETM-designed CPD to give them the knowledge and skills they need to lead the professional development of their peers.

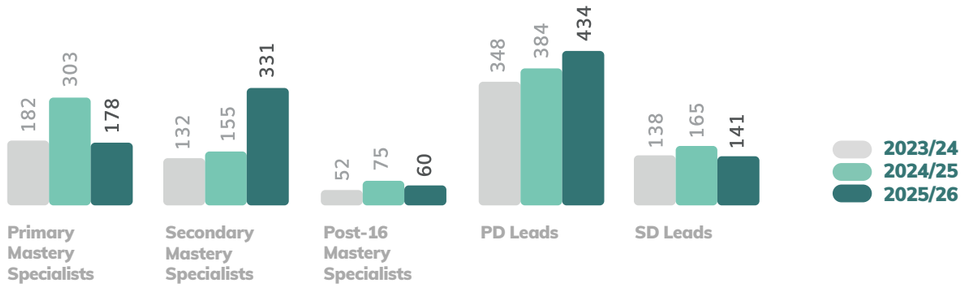
Each year, this experienced community of LLMEs is bolstered by new members, with Mastery Specialists, Professional Development Leads and School Development Leads taking part in regional and national workshops to gain accreditation. This professional development ensures they have a plethora of tools at their disposal to work with those teaching maths, both within and beyond their own school or college.

As well as leading CPD for others, LLMEs form their own community within each hub area, with many of these communities having 50 members or more. They meet regularly to explore contemporary evidence-informed research in maths education, and to ensure that the professional development they deliver is relevant to their phase, and their local context. Many LLMEs have credited this ongoing professional development and membership of a professional learning community as being one of the reasons they are so committed to remaining in the teaching profession.

In 2025/26, each Maths Hub nominated two LLMEs as Equity Leads, one for SEND and one for oracy. This has meant that these aspects have remained at the forefront of hubs' activity, and that there has been dedicated work undertaken to ensure that schools can support their pupils with SEND, and that pupils can articulate their mathematical thinking verbally.

1,144

LLMEs starting development programmes in 2025/26



LLMEs who have completed development programmes during the last three academic years



01 Transforming professional development within a school and across a trust Q&A

WHO

Will Cavanagh, KS2 lead and maths lead

WHERE

High View Primary Learning Centre, Barnsley, part of the Every Child Matters Academy Trust

SIZE

A 3-11 school with around 460 pupils on roll

CONTEXT

37% of pupils eligible for free school meals

MATHS HUB

South Yorkshire Maths Hub

Will Cavanagh trained as a Mastery Specialist in 2024/25, and gained PD Lead accreditation in 2025/26. He now supports teachers in his school, the trust, and across the South Yorkshire Maths Hub area to develop their own maths teaching.

How has becoming a Mastery Specialist and PD Lead benefited you professionally?
Without doubt, it has been the most valuable professional development I've experienced. Both programmes have had a huge impact on my own subject knowledge, pedagogical knowledge, and confidence as a leader. They've also given me the skills to design and deliver high-quality professional development across my own school, our trust and in Work Groups for the hub.

The training was outstanding. It challenged my thinking, strengthened my classroom practice and developed my leadership far beyond my own school. I gained a much deeper understanding of effective professional development and how to support meaningful, sustained improvement. Taking part in the programmes has also given me the confidence to facilitate Work Groups and collaborate with colleagues from a wide range of schools.

How did you take what you learned back to your own school and trust?
What I learned has transformed how I approach professional development in school. I'm much more focused on implementation – ensuring that any changes are introduced thoughtfully, revisited regularly and embedded over time so they have a lasting and sustainable impact. Professional development is now much more closely aligned with evidence-based research, with a greater emphasis on developing teachers' pedagogical knowledge and classroom practice.

What has changed in your school as a result of you supporting colleagues and leaders?
The quality and consistency of our professional development offer have both strengthened significantly.

Staff development is now more purposeful, evidence-informed and carefully sequenced, leading to more sustained improvements in teaching. Ultimately, that's having a positive impact on teachers' confidence, the quality of maths teaching and, most importantly, pupil outcomes.

What's next for you as an LLME?
I'm looking forward to continuing my work with South Yorkshire Maths Hub by leading Work Groups and facilitating collaborative school visits. Every opportunity to work alongside colleagues from other schools develops my own leadership further, whilst also allowing me to support others. I'm excited to continue learning, whilst helping improve maths education and outcomes for as many pupils as possible.

NEW: Equity Leads bring a focus on inclusion to every Maths Hub

Every Maths Hub in England now has an Equity Lead for SEND and an Equity Lead for Oracy.

Equity Leads play an important role as part of the LLME community, working strategically across their hub, drawing on their specialist knowledge to support collaborative planning and professional development, connect colleagues and share practice. They help ensure equity is prioritised at every level, supporting teachers and leaders to plan maths teaching inclusively to address inequities in learners' experiences and opportunities in maths.

02 Raising aspirations as an Equity Lead for SEND Q&A

Louise Langford is the Equity Lead for SEND at SHaW Maths Hub. She is also a Special Schools Regional Community Lead in the South West, working with other Maths Hubs including Boolean and GLOW. She was a teacher and a Specialist Leader of Education for maths.



WHO

Louise Langford, Equity Lead for SEND

MATHS HUB

SHaW Maths Hub

How did you become involved in the Maths Hubs and the Equity Lead role?
I first worked with SHaW Maths Hub on a project to raise maths attainment in Herefordshire. After completing the PD Lead Programme, I supported Research & Innovation focused on SEND. The hub's Oracy Lead and I were already working together on adaptive teaching for that project before we became Equity Leads.

What does your work as an Equity Lead involve?
We focus on learners with SEND and on improving outcomes for all pupils in a whole class through teaching that is inclusive by design. We support and upskill LLMEs through professional development and collaborative planning, drawing attention to how lessons are planned and how the Five Big Ideas can help teachers ensure all pupils are included.

What does 'inclusive by design' mean in a maths lesson?
It means planning with every child in the class in mind. The NCETM's *Teaching for mastery: inclusive by design* guidance relates to this planning: thinking not only about the maths being taught, but also about the process of learning it. Teachers consider the small steps and representations they will use, as well as pupils' working memory, language and opportunities to communicate. Considering pupils' needs at the planning stage can help reduce barriers to their access to the maths.

What have you learned from collaborative planning?
I worked with an LLME on Securing Foundations at Year 7, where the materials are already designed for Year 7s who have conceptual gaps, and we looked at what further adaptations could help a whole class access them. We explored ideas around high expectations and what adaptive teaching means. Participants made videos showing how they had adapted the materials, which we later shared.

What feedback have you received?
Evaluation suggests there has been a shift in aspiration and expectation, with LLMEs reporting that pupils are more confident and able to reason about numerical relationships. Some teachers reflected on their existing assumptions about what pupils could do. Feedback also described how using manipulatives to expose the structure of the maths and different ways to communicate mathematical thinking helped pupils access maths and show their understanding.

© Crown copyright 2026

03 Creating talk-rich classrooms as an Equity Lead for Oracy Q&A

Jade Lauricourt is a primary teacher, Maths Hub Lead for London South East Plus Maths Hub and the Equity Lead for Oracy at Venn Essex Maths Hub.



WHO

Jade Lauricourt, Equity Lead for Oracy

MATHS HUB

Venn Essex Maths Hub

What is the purpose of the Equity Lead for Oracy role?
The role uses oracy to improve equitable access in maths through purposeful mathematical talk. The work I do supports teachers in creating classrooms where every pupil can reason, explain their thinking, listen to others and engage deeply with mathematical ideas. The role enables me to advocate for and influence changes for those pupils who experience barriers to learning.

What aspects of oracy are you helping teachers and schools develop?
My work supports LLMEs in developing professional learning that helps teachers create equitable, talk-rich maths classrooms. We help teachers plan discussions that enable pupils to explain, justify, question and build on mathematical ideas. I am also continuing to explore how language, routines and school systems can enable or inhibit addressing educational disadvantage.

How are you working with LLMEs to make oracy part of Maths Hubs work?
We are working to embed the NCETM *Oracy in mathematics framework* across our Maths Hub. My focus is on translating the framework into classroom practice, exploring what effective implementation looks like through the lenses of learning to talk, through talk and about talk, for both teachers and pupils. We have also identified oracy as a local priority across all Maths Hub professional development programmes this year, ensuring it remains a consistent focus for teacher development and pupil learning.

What changes are you seeing in classrooms and pupils' participation?
LLMEs are reporting that they are seeing stronger engagement and mathematical reasoning across the schools that they're working with. A recurring theme is that less-confident pupils contribute more and show understanding through talk.

How do you work with the Equity Lead for SEND?
We share messages, resources and professional learning. Both elements support maths classrooms where pupils can access, participate and achieve more highly. So far, we have focused on establishing equity work in our respective areas of specialism. However, we recognise the strong overlap between oracy and SEND, and how the two can work together to improve equity for pupils, and we plan to collaborate more closely.

Looking ahead, what do you hope Equity Leads will achieve across the Maths Hubs?
I want us to challenge deficit narratives and the unconscious bias that can influence teacher and pupil expectations. By modelling inclusive language and keeping equity embedded in hub work, we can help schools rethink how they describe pupils and the opportunities they offer those pupils, because words ultimately shape expectations and expectations shape outcomes.

© Crown copyright 2026

Primary

Teaching for mastery is now well established in over half of all England's primary schools. This year alone, 10,334 primary schools engaged with their local Maths Hub.

This year saw a streamlining of the Teaching for Mastery Programme, with new schools taking part in Teaching for Mastery (Introductory), a two-year programme, and all schools that have begun their journey becoming part of the main Teaching for Mastery Programme. This has allowed schools new to the Teaching for Mastery Programme to begin to develop a shared vision for maths, focusing on pupil understanding and consistent, high-quality teaching. Schools that are continuing in the programme are able to deepen and embed their approach, focusing on priorities such as curriculum development, oracy or mixed-age teaching. This allows schools to shape their professional learning around the needs of their context.

Mastering Number at Reception and KS1 (part of the DfE's Best Start in Life Programme in 2026/27) and Mastering Number at KS2 both continue to grow in popularity. This year, 925 schools took part in Mastering Number at Reception and KS1, and 1,352 were part of the KS2 programme. Since 2021/22, over 12,000 schools have taken part in the Mastering Number programmes to date, and are embedding number sense for their pupils in all Key Stages. The ongoing Embedding the Impact Community allows participants to continue to access programme resources, and to be part of a network of Mastering Number schools looking to make the programme 'business as usual' for their maths curriculum.

1,076

New schools involved in Mastering Number at Reception and KS1 (incl. 151 control schools in EEF trial) in 2025/26

1,352

New schools involved in Mastering Number at KS2 in 2025/26

To ensure all those teaching maths in Early Years and primary have the best possible subject knowledge, the four Specialist Knowledge for Teaching Mathematics (SKTM) programmes continue to offer year-long maths-specific CPD for primary, Reception and Early Career Teachers, and for teaching assistants. This year, a total of 3,437 programme places were taken up by teachers and TAs, enhancing their subject knowledge and bringing their new learning to thousands of classrooms across England.



Number of primary schools engaged in the different stages of the Teaching for Mastery Programme in 2025/26

01 Working across a trust to develop a consistent approach to teaching for mastery Q&A



WHO

Beth Kent, curriculum strategy lead for maths

WHERE

Impact Multi-Academy Trust

SIZE

Eight schools based in South London

MATHS HUB

London Thames Maths Hub

Impact Multi-Academy Trust has been working in partnership with London Thames Maths Hub since 2018. This year, three of its primary schools joined the Teaching for Mastery Programme together to support collaborative working across the trust.

How would you describe the trust and its approach to maths?
We believe that every child can succeed in maths, regardless of their starting point, additional needs, or economic background. Our trust is committed to a mastery approach that gives all learners the time, support and challenge they need to develop deep, secure understanding and confidence in maths.

> ***"We believe teaching for mastery can be transformational. It is an approach that builds knowledge in small, coherent steps, values reasoning and representation, and ensures that success is not reserved for a few, but becomes a lived reality for all pupils."***

We believe teaching for mastery can be transformational. It is an approach that builds knowledge in small, coherent steps, values reasoning and representation, and ensures that success is not reserved for a few, but becomes a lived reality for all pupils.

We want our staff to be united in a shared journey of continual improvement. We know that expertise grows most powerfully through collaboration, not isolation. Across our schools, teachers and leaders work together to refine practice, learn from one another, and build a consistent, research-informed approach that strengthens outcomes for every pupil.

Why did the trust want to work with the hub?
When we got involved with London Thames Maths Hub, we did so because the hub and the trust share so many values. Everyone at London Thames is dedicated to fostering a teaching for mastery approach through collaboration, equity and sustained professional development. They have helped us give our teachers and school leaders the tools to provide high-quality maths education, for maximum impact on pupils. The sustained nature of the relationship between Impact and the hub ensures that every child in our schools can grow mathematically.

What systems are in place across Impact to develop maths?
Our primary maths leads regularly come together at the hub's Work Groups. There is always a learning walk to see a teaching for mastery approach in action and to help frame a discussion of classroom practice. The team at the Maths Hub have been fantastic at helping to plan these sessions and ensure that the content fits within a teaching for mastery approach. All of our primary leads working together and focusing on shared goals promotes consistency and a shared language and understanding.

What benefits have you seen?
The biggest benefit has been working with the Maths Hub to understand and implement the framework of the Five Big Ideas in Teaching for Mastery so that our thinking is aligned across the trust. We have also appreciated the support we have received in planning our professional development to ensure it is evidence-informed and designed to impact classroom practice.



"Just as phonics is fundamental to reading, Mastering Number is the phonics of mathematics. If children don't have those strong foundations in number, additive relationships, number bonds, number facts and related facts, they simply can't access the rest of the maths they need to learn."



WHO

Vicky Newell, Reception teacher and maths lead for Reception and KS1

Jen Billingham, Year 3 teacher and maths lead for KS2

WHERE

Springfield Primary School, Trafford, South Manchester

SIZE

A 3-11 school with around 790 pupils on roll

CONTEXT

38% of pupils with EAL; in Reception 45% of pupils with EAL

MATHS HUB

Turing NW Maths Hub

02 Building strong foundations through a long-term Maths Hub relationship

Springfield Primary is a large, three-form-entry school. As its cohorts have changed in recent years, including an increase in pupils with EAL and SEND, a long-standing relationship with Turing NW Maths Hub has helped the school establish a consistent approach to teaching for mastery across all classes.

Springfield has taken part in Teaching for Mastery Work Groups over several years and has also adopted the Mastering Number at Reception and KS1 Programme. Vicky and Jen share responsibility for maths across the school.

For Vicky, one of the biggest changes has been in teachers' understanding of what it means to challenge pupils in maths. Rather than moving some children on to content from the next year group, the focus is now on helping all pupils develop a deeper understanding of the maths within their own year group.

"The children all develop that deep understanding and they all move together. Everyone learns together in a way which is collaborative and inclusive. It becomes natural and removes barriers to learning."



That consistency has been particularly important in Reception, where 45% of pupils speak English as an additional language and increasing numbers of children arrive with additional needs. Stem sentences, familiar routines and small steps give pupils structures for explaining their thinking, while follow-up activities support those who need more time.

'Just as phonics is fundamental to reading, Mastering Number is the phonics of mathematics,' Vicky says. 'If children don't have those strong foundations in number, additive relationships, number facts and related facts, they simply can't access the rest of the maths they need to learn.'

Jen agrees: 'With Mastering Number, following it consistently over a number of years means we're really starting to see those positive effects now.'

In such a large school, it is important that professional development reaches beyond the maths leads' own classrooms. Teachers from different year groups attend Maths Hub sessions and bring practical ideas back to colleagues, while the hub provides ongoing support and advice.

"Having people with that expertise who can then help us implement changes has been invaluable. When we had our Ofsted inspection, maths was specifically highlighted in the report as a strength."

The relationship continues to develop. Vicky is now preparing to lead a Specialist Knowledge for Teaching Mathematics (SKTM) cohort for Reception teachers, moving from participant to local leader. She will build on Springfield's strong partnership with Turing NW Maths Hub by sharing her subject expertise with Reception colleagues across the local area.

© Crown copyright 2026

© Crown copyright 2026

03 Being a Mastery Specialist and a champion for all pupils Q&A



WHO

Emma Stack, assistant headteacher and Assistant Maths Hub Lead (AMHL) for Reception

WHERE

St William's Catholic Primary School, Wigan

SIZE

A 3-11 school with 235 pupils on roll

CONTEXT

43% of pupils eligible for free school meals

MATHS HUB

North West Three Maths Hub

Emma Stack is a Reception teacher with over twenty years' teaching experience. Having trained as a Mastery Specialist, she has supported her school to develop teaching for mastery school-wide, and is now working across her Maths Hub area as an Assistant Maths Hub Lead for Reception.

What has your professional development journey involved?
I completed my Mastery Specialist training in 2021/22. It provided an invaluable opportunity to engage deeply with both maths subject knowledge and pedagogy while working alongside colleagues who shared a commitment to improving outcomes for children.

Perhaps most importantly, becoming a Mastery Specialist strengthened my understanding of the role of adults in the classroom. Maths in Reception extends far beyond a short carpet session. The quality of interactions within provision, the questions adults ask, the mathematical language they model and the opportunities they notice and respond to throughout the day all contribute significantly to children's mathematical development.

How did you develop a mastery approach in your own school?
When we began to develop maths at St William's, the first step was developing a shared understanding amongst staff of the principles underpinning teaching for mastery, and an awareness that these are present within high-quality Reception practice. We want children to develop the habit of mathematical noticing, spotting patterns, relationships and structures in the maths and in the world around them. These opportunities can happen anywhere: in provision, during routines, outdoors, at lunchtime or through conversations with adults and peers.

We also considered how we could create a more equitable offer for children. Reception children arrive with very different experiences and starting points, so we developed a universal, high-quality offer available to all children through whole-class teaching, carefully planned enhancements, opportunities within continuous provision and mathematical routines woven throughout the day. Alongside this, we provide additional support so that children who need it are able to stay on track with their peers.

What changes have you seen at your school?
Over the past three years, our Year 6 maths progress measures have been consistently well above national figures and those of similar schools. However, those outcomes are not created in Year 6. They are the result of children building secure mathematical understanding in every year group, beginning in the Early Years.

We place a very high value on professional development because we know that children's experiences are only ever as strong as the adults who support them. Importantly, this professional development is not limited to teachers. Every adult who comes into contact with children can influence their mathematical development, and we want them to understand the difference they can make.

At the heart of our approach is a simple principle: we believe in all children. Through high expectations, purposeful provision, strong relationships and a collective commitment from all adults, we create opportunities for children to flourish.

Having led Teaching for Mastery Work Groups for NW3 Maths Hub, supporting other schools in her local area, Emma will, as AMHL for Reception, share her expertise with other Reception teachers in 2026/27, leading work to support them as part of the government's Best Start in Life strategy.

© Crown copyright 2026

04 Leading the Primary Early Career Teacher SKTM Programme Q&A



WHO

Jordon Scott, Year 2 teacher and teaching and learning lead

MATHS HUB

Great North Maths Hub

Jordon Scott is a Year 2 teacher and teaching and learning lead at Benton Dene Primary School in Newcastle. He leads the Primary ECT SKTM Programme for Great North Maths Hub, having had the ambition to work with the hub since his own teacher training, when he took part in some of the professional development offered by the hub.

Why is the Primary ECT SKTM Programme important?
It not only helps ECTs to develop their mathematical knowledge, pedagogy and confidence, but also gives them a safe space to network with other teachers at a similar stage in their careers. Being an ECT can be quite full-on, so having the opportunity to share experiences, discuss challenges and support one another is a really valuable part of the programme.

What can participants expect?
Participants can expect a really practical programme that combines mathematical pedagogy and theory with seeing it applied in a real school setting. Many sessions take place within schools, giving participants the opportunity to see approaches modelled with children, rather than just discussing them in theory. There are lots of practical ideas that they can take straight back to their own classrooms, alongside opportunities to talk about their progress and any barriers they are facing within their own settings.

How does this programme make a difference to teacher practice and confidence?
It gives participants the opportunity to develop their understanding of maths teaching and then think carefully about how this translates into their own classroom practice. Having opportunities to observe different practitioners is particularly valuable, as participants can see strategies being used with children and then consider how they could adapt them for their own setting. Over time, this helps participants to feel more confident in the decisions they make when teaching maths.

What feedback have you had about the impact on participants' classroom practice?
Feedback from participants has shown that they feel more confident in delivering maths as a result of the programme. They have also talked about noticing a difference in the confidence of the pupils in their own classes, particularly around mathematical reasoning and the use of mathematical vocabulary. For me, that is probably one of the most rewarding parts of leading the programme – seeing the learning from the sessions beginning to have an impact beyond the ECT themselves and on the children they teach.

Why would you recommend this programme?
It's a great opportunity to develop both mathematical knowledge and confidence. Participants also get the chance to observe a range of practitioners and see effective maths teaching in action, which is incredibly valuable early in your career. Just as importantly, the programme creates a network of other ECTs who can share experiences, ideas and challenges and support one another throughout the programme.

PARTICIPANTS

"Pupils actively collaborate with peers to share, compare, and refine mathematical ideas."

"Children were remembering the phrases taught and they were employing more partner talk and using stem sentences to help explain their rationale, e.g., what properties does a square have?"

© Crown copyright 2026

Secondary

Secondary schools are increasingly taking advantage of the range of CPD opportunities available through Maths Hubs, supporting teachers to develop effective practices in KS3 and KS4 maths classrooms.

In secondary, 88 new schools began the Teaching for Mastery Programme through Secondary Mastery Specialist or Teaching for Mastery programmes. A further 577 schools continued in Teaching for Mastery Work Groups to further refine mastery approaches.

665

Secondary schools involved in the Teaching for Mastery Programme in 2025/26

Aligning with primary, the main entry point into the Teaching for Mastery Programme is now for schools with a teacher who is training as a Mastery Specialist. The in-house Mastery Specialist can then support colleagues across the department to develop and embed mastery approaches in all year groups.

Well-established Work Groups that complement the main Teaching for Mastery Programme have continued to provide schools with further opportunities to focus on their own areas for development. Years 5–8 Continuity has facilitated collaboration between primary and secondary colleagues to improve transition in maths between phases, and Higher-level Maths Achievement has focused on reducing the gap between high-attaining KS2 students from disadvantaged backgrounds and their peers.

Securing Foundations at Year 7 and Developing Fluency with Multiplicative Reasoning at KS3 have both given secondary maths departments the chance to focus specifically on the needs of their low prior-attaining KS3 students. With a total of 529 schools taking up places across the two projects, thousands of students have benefited from their teachers' enhanced pedagogical and subject knowledge, and from the high-quality teaching materials explored during the Work Groups.

Support for leaders of maths has remained strong. The Multi-Academy Trust Maths Leads Community and the Secondary Maths Subject Leaders Community have both been popular. With 1,499 places taken up, an increase on 951 in 2024/25, participants have had opportunities to work with and learn from other local leaders, explore current research in secondary maths education, and discuss ways to further develop as leaders of maths.



Number of secondary schools in England working with their Maths Hub during the last two academic years



WHO

Lisa Burns, assistant vice principal and trust maths lead

WHERE

Hollis Academy, Middlesbrough

SIZE

An 11-16 secondary SEMH special school with 89 students on roll

CONTEXT

83% of students eligible for free school meals

MATHS HUB

Archimedes NE Maths Hub

01 Specialist settings: keeping expectations high for all students through teaching for mastery

Hollis Academy is a small secondary special school in Middlesbrough for students with social, emotional and mental health (SEMH) needs. All its students have an Education, Health and Care Plan (EHCP). The school is part of Horizons Specialist Academy Trust, whose eight schools support children and young people with a range of additional needs.

When Secondary Mastery Specialist Lisa Burns moved from mainstream education to Hollis in 2023, she brought with her a wealth of experience in teaching for mastery and working with Archimedes NE Maths Hub.

Lisa was convinced that the central principle of teaching for mastery, that 'everyone can learn and enjoy mathematics', applied in a specialist setting too. Putting that belief into practice meant finding ways to teach students in the same class who might be working towards Entry Level qualifications or studying Higher tier GCSE content.

> ***"I've really had to change my thinking and my design of the curriculum without losing any coherence along the way. There can be quite different things going on in a lesson at once."***

Hollis's curriculum prioritises giving students more time to deepen and retain their understanding, while a roadmap through qualifications gives each student achievable 'stepping stones'. A coherent curriculum enables students to see their progress and what they are working towards. Two of the Five Big Ideas in Teaching for Mastery that have been particularly useful in Lisa's setting are representation and structure, and variation. Visual representations and manipulatives help students see mathematical structure, with support gradually removed as their understanding grows. The careful use of variation questions prompt students to think rather than repeat a procedure. Lisa says students now tend to pause and consider a problem instead of 'quitting at the first hurdle'.

The collaborative approach that underpins Maths Hubs professional development has supported Lisa as she has developed her approach at Hollis and shared her learning with others. As trust maths lead, she set up a network across Horizons in 2023. With support from Archimedes NE Maths Hub, she has also led Work Groups, bringing together colleagues from the trust and other local teachers working in specialist settings.

The Work Groups give teachers space to discuss how they adapt teaching, plan the curriculum, choose resources and decide which qualifications are right for their students. For teachers who may have only one or two maths colleagues in their school, the sessions offer peer support: a chance to compare ideas and work through challenges in their own settings.

> ***"We all leave the sessions so enthused and we've all, including myself, learned something from each other to take away."***

The network is also helping more teachers explore teaching for mastery. Over 50% of the 2026/27 cohort of Secondary Mastery Specialists at Archimedes NE Maths Hub will be from specialist settings. Their expertise is helping to show how teaching for mastery and Maths Hubs professional development can give more students the opportunity to succeed in maths.



WHO

Jenny Clegg, second in maths department

WHERE

Hele's School, Plymouth

SIZE

A large 11–18 school with 1,378 students on roll

CONTEXT

17% of students eligible for free school meals

MATHS HUB

CODE Maths Hub

02 Building a stronger maths department through the Secondary Mastery Specialist Programme

Hele's School is a large 11–18 comprehensive in Plympton, on the edge of Plymouth. It is part of Westcountry Schools Trust (WeST), which includes 23 primary and eight secondary schools.

Jenny Clegg, second in department at Hele's, first encountered CODE Maths Hub through a short CPD programme led by a Mastery Specialist. 'She was brilliant and I came away thinking that I'd really like to do what she does.' Nobody at Hele's had yet had any connection with the Maths Hub, so Jenny saw it as a chance to try something new. She went on to take part in the Secondary Mastery Specialist Programme, developing her classroom practice and skills in leading professional development.

The two-year training aspect of the programme combined residentials, online learning and face-to-face sessions. In the second year, Jenny also had the opportunity to complete the PD Lead Programme, developing her skills in supporting colleagues. She describes the experience as 'full on at times, but worthwhile'.

Jenny says she is now quicker to turn reflection into action. 'If I teach something and think I'd do it differently next time, I actually make the change straightaway.' She thinks more carefully about her questions, language and lesson structure, and is more confident asking colleagues how they teach a topic. For Jenny, these conversations are about learning from one another.

In the department, the programme helped refine an already collaborative culture. Jenny led professional development sessions, and colleagues reviewed their scheme and planned together. At whole-trust maths days, a small group of Mastery Specialists led sessions for around 120 maths teachers, expanding expertise across all schools in the trust. Jenny now works across WeST with another Mastery Specialist who trained alongside her. This has created more shared thinking and coherence across schools.

> ***"I think there's a Mastery Specialist in every school in our trust now, which builds us a strong team for the whole trust to benefit from."***

Students benefit from that shared attention to teaching. Jenny says it can be hard to isolate a single change when many things are shifting across a trust, but parallel classes show how small refinements can make a difference. After teaching a lesson to one class, she can reflect and adjust it for the next. 'Students really benefit from the clarity and the consistency that comes from us thinking more carefully about how we teach.'

03 Establishing strong foundations at KS3 for low prior attainers Q&A



WHO

Oliver Challen, teaching and learning lead for maths

WHERE

Campsmount Academy, South Yorkshire

SIZE

An 11-16 school with around 750 students on roll

CONTEXT

34% of students eligible for free school meals

MATHS HUB

South Yorkshire Maths Hub

At Campsmount Academy, maths teacher Oliver Challen has taken part in two programmes designed to support teachers in KS3. Securing Foundations at Year 7 supports teachers working with students who did not meet age-related expectations at KS2, while Developing Fluency with Multiplicative Reasoning at KS3 helps teachers build all students' foundations for GCSE.

How do you structure your KS3 classes?
Last year, we set students based on prior attainment. We had two bands, and were placing students equally across both. This year, using KS2 SATs scores, we identified the 15 students with the lowest scores and put them together in a nurture group.

How did you first engage with South Yorkshire Maths Hub?
We knew we wanted to create a better experience for our KS3 students. Some have missed substantial parts of primary school or have not achieved as well as they might have done.

After learning what the Maths Hub offered, I took part in Securing Foundations at Year 7 last year, and Multiplicative Reasoning at KS3 this year. For Securing Foundations, I was joined by a member of the learning support team who worked with the nurture group. After Securing Foundations, Multiplicative Reasoning was a natural next step.

What have you enjoyed about the professional development?
The face-to-face sessions were very useful. I always value the little nuggets you pick up from other people. When you spend a day with ten other maths teachers, you're always going to gain a great deal from it. The opportunity to talk to other teachers was what I valued most. I came back from every session feeling that my time had been well spent.

The programmes have also helped us to develop resources. When we took part in Securing Foundations, we created almost an entire curriculum. It was based on the programme materials, but we adapted them for our nurture group.

The support from the Maths Hub has been extremely important. Vicci Marshall, the Secondary and Post-16 Assistant Maths Hub Lead, has been to Campsmount and we have discussed implementation of the strategies explored during the sessions.

What would you say to a school considering taking part in these programmes?
I would absolutely recommend them. Securing Foundations has helped us develop a curriculum for our nurture group. Multiplicative Reasoning at KS3 has been really useful, and the approaches and materials I've trialled will start to see a significant impact next year and beyond.

"The work the teachers in our maths department have done with South Yorkshire Maths Hub has enabled them to develop a curriculum and resources tailored specifically to our students. Oliver and the team have worked tirelessly to ensure that our students from disadvantaged backgrounds and those who have lower attainment from primary school make the best possible start in Year 7. Vicci and the staff at the Maths Hub understand our inclusive school ethos and work alongside us to build on what's already working at Campsmount so the improvements we make are bespoke and sustainable."

Jordanna Proctor, headteacher, Campsmount Academy, South Yorkshire

04 Leading the Subject Knowledge for Teaching Mathematics Programme for Secondary Early Career Teachers (ECTs) Q&A

Liz Canning is a learning improvement consultant for Leeds Local Authority, and works in partnership with West Yorkshire Maths Hub. She ensures that schools in the city access the support offered by the hub, and four years ago she began leading the SKTM Programme for Secondary ECTs.



WHO

Liz Canning, learning improvement consultant

MATHS HUB

West Yorkshire Maths Hub

Why is the Secondary ECT SKTM Programme so important?
Ultimately, it's shaping the future of maths teachers. ECTs have so many pressures when they come into teaching and there's not always a focus on maths-specific pedagogy and practice. If we get straight to the heart of how students learn maths most effectively, we can have a much greater impact on their learning.

What do you enjoy about leading the programme?
The participants are so keen and enthusiastic. They're wanting to make a difference and they're wanting to learn; they are like sponges! They aren't just graduates fresh from university, some have perhaps trained in teaching as a second career, but they all say, 'I really care about the students, and I want to make a difference.'

This year, I've worked mainly with ECT2s, and the depth of our conversations has been fantastic. Their growing knowledge and experience enable them to apply their thinking to different situations, challenge one another's ideas, and engage in thoughtful reflection.

What opportunities have participants experienced during the SKTM this year?
Throughout the year, we've had the opportunity to observe lessons in a range of settings and meet in different environments, including primary, secondary and specialist settings, which has really helped to broaden and stimulate our thinking.

4,223

Participants across all SKTM programmes in 2025/26

We also had a few pairs of ECTs from the same school on the programme, which enabled even deeper reflection and richer discussions about how ideas could be applied within their own context. For the final session, one pair invited us into their school to observe a lesson and see firsthand the approaches they had implemented as a result of their learning. We observed the lesson using a grounded narrative approach, which created a safe and supportive environment for professional dialogue.

Our discussion afterwards focused on the lesson itself and how it could be strengthened further, rather than on evaluating the teacher. This helped to keep the conversation centred on students' learning and the impact of the teaching approaches that had been put in place.

What would you say to a headteacher with an ECT in their maths department?

I would strongly encourage schools to support ECTs to take part in the programme because it is an investment in both the individual and the school. We need to believe in our ECTs and provide them with the knowledge, pedagogical expertise, and understanding they need to become excellent mathematics teachers. They return to school with renewed enthusiasm, greater confidence, and practical ideas they can put into action straight away. It really does feel like an obvious win for both the ECT and the school.

© Crown copyright 2026

05 Strengthening maths departments with the SKTM Secondary Non-specialist Teachers Programme Q&A

Lauren's involvement with Maths Hubs began when she was a maths teacher and KS4 lead. She went on to lead Work Groups, first at Central Maths Hub then at Origin Maths Hub, where she is now an Assistant Maths Hub Lead. She has developed strong relationships with schools and teachers across the area, which have helped prepare her to lead the SKTM Secondary Non-specialist Teachers Programme.



WHO

Lauren Shakespeare, Assistant Maths Hub Lead and Cohort Lead

MATHS HUB

Origin Maths Hub

108

Participants in the SKTM Programme for Secondary Non-specialists in 2025/26

What is the SKTM Secondary Non-specialist Teachers Programme?
It was developed to support teachers who are teaching maths but have not trained as maths specialists. With ongoing challenges around recruitment and retention, many secondary maths departments rely on colleagues from other subject backgrounds. This programme gives teachers the opportunity to revisit and deepen their own mathematical understanding while developing the pedagogical approaches needed to teach the subject confidently and effectively.

How does it strengthen maths departments?
Non-specialist teachers bring a wealth of experience, different skills and fresh perspectives to maths departments, which can be incredibly valuable. The programme builds on these strengths by developing teachers' maths subject knowledge, pedagogical understanding and confidence. It also creates opportunities for professional conversations within departments, where teachers can share ideas, resources and approaches.

What feedback have you received from participants?
The feedback has been incredibly positive, particularly around how participants have been able to take ideas from the sessions and apply them directly in their classrooms. Teachers have highlighted how useful it has been to explore different representations, including bar models, algebra tiles, counters and visual approaches to fractions and directed numbers.

One participant explained that the programme had helped them develop their understanding of how to articulate and teach different topics in different ways, so they are able to explain why mathematical calculations and processes work.

PARTICIPANT

"I have a lot more in-depth understanding of how to structure the lessons to ensure that my students understand the content, as well as how to include more scaffolding and support for those that don't."

Why is this programme important?
We know that the transition from KS2 to KS3 can be challenging for many students, and it is a crucial point in their mathematical education. Many of the teachers participating in this programme work in schools serving disadvantaged communities and teach KS3 classes. This makes the programme particularly valuable in supporting students who may already face barriers to achievement.

Developing teachers' subject knowledge and pedagogy helps them identify misconceptions, make mathematical connections and provide explanations that allow more students to access and understand the maths being taught. It is essential that students are not disadvantaged simply because their teacher did not originally train as a maths specialist.

© Crown copyright 2026

Post-16 Institutions

Teachers of post-16 maths qualifications, from Functional Skills to A level Maths, continue to take part in the range of professional development opportunities available, with a growing number of institutions involved.

In 2025/26, 169* post-16 institutions took part in CPD with their local Maths Hub. These ranged from Sixth Form colleges to University Technical Colleges (UTCs), with students studying Level 2 and Level 3 maths qualifications benefiting from more effective maths teaching.

Perhaps the most significant achievement for Maths Hubs this academic year was the first residential for the Post-16 GCSE/FSQ Mastery Specialists Community. Now in its third year, the event brought almost 100 Mastery Specialists from across England together to share practice, exchange ideas and celebrate their successes.

Core Maths professional development, for both new and experienced teachers of the qualification, remains as popular as ever. Since Core Maths began as a qualification 10 years ago, over 1,000 participants have taken part in the New to Teaching Core Maths SKTM Programme and Developing Core Maths Pedagogy Work Groups.

Those teaching A level Maths have explored how to approach the teaching of a wide range of topics in Developing A level Pedagogy Work Groups, which, along with the Core Maths projects, is run in conjunction with the Advanced Mathematics Support Programme (AMSP). Working in collaboration with the AMSP, new Level 3 Maths Leadership Communities have also been introduced. These will develop a strong collaborative and strategic focus, whilst considering the professional development needs of those teaching at Level 3.

169*

Post-16 institutions engaged with their Maths Hub in 2025/26

259

Institutions participating in Supporting Students to Achieve a L2 Qualification in Maths in 2025/26

90

New participants involved in Post-16 GCSE/FSQ Mastery Specialist (Embedding the Impact) Community in 2025/26

**This figure may understate the number of distinct post-16 settings represented. It includes participants based in Sixth Forms within secondary schools, and multi-campus colleges or college groups may be counted as one institution where they share a URN.*

© Crown copyright 2026



01 The Further Education Mastery Specialists Community

When the Further Education Mastery Specialist (FEMS) Programme launched in summer 2023, there were just 10 'trailblazers' in the pilot. These teachers of FE maths worked and learned alongside the NCETM's Director for Post-16 and FSQ, Emma Bell, to explore how the principles of teaching for mastery could support post-16 learners, particularly in GCSE resit and Functional Skills Maths.

Fast forward to 2026, and the first cross-cohort residential event for FE Mastery Specialists took place in Birmingham, bringing together a growing network of specialists who have completed the programme since 2023. Welcoming specialists from the pilot Trailblazers Cohort, alongside Cohorts 1 and 2, the event gave FEMS the opportunity to celebrate their work so far and make plans for the future of the programme. Emma said of the event: 'The participants just took what I gave them and ran with it. I only needed to offer up a stimulus and they took charge of the whole session!'

Emma described the Post-16 GCSE/FSQ Mastery Specialist Programme (Embedding the Impact) Community as a 'snowball community'. As new cohorts have joined over the years, the group has grown into an extensive yet close-knit professional community. All accredited Further Education Mastery Specialists can join, and the focus is on collaboration and maintaining a network of like-minded and supportive colleagues across England.

Sean Doogan, a Further Education Mastery Specialist who began his training in 2024, explained the impact on his students: 'I've been using more representations like bar models, double number lines, ratio tables and algebra tiles. My students have become more resilient, and more likely to have a go at problem solving.'

Between residential events, members of the community meet online twice a year, and regularly take part in lively and active discussions in community forums, sharing ideas and professional learning. Emma is delighted that the community 'sums up what the Maths Hubs Programme and the NCETM are all about – proper collaboration'.

© Crown copyright 2026

02 Ten years of Core Maths

In 2026, Core Maths celebrates ten years as a qualification. In this time, many teachers have taken part in Core Maths-specific professional development. Around half of these have participated in the Specialist Knowledge for Teaching Mathematics (SKTM) - Core Maths Teachers, which is designed to support new teachers of Core Maths, and those who don't teach maths as their first subject, with subject knowledge and pedagogy. Developing Core Maths Pedagogy, for more experienced teachers looking to refine their teaching approaches, has also seen strong participation over the last decade.

1,453

Participant places have been taken up on Core Maths-specific professional development programmes since 2016/17



"My students are now engaging in research and asking questions outside of lessons which has never happened before."

Developing Core Maths Pedagogy participant

"I am more comfortable discussing questions where I don't know the answer. I also plan in my questions more like we did in the session so that I can coach them to the answer rather than just telling them."

SKTM Core Maths participant

377

Teachers have participated in the Specialist Knowledge for Teaching Mathematics (SKTM): Core Maths Teachers since 2021/22





1,076

Teachers have taken part in Developing Core Maths Pedagogy since 2016/17

03 Core Maths entries rise to 15,800 in 2026

Core Maths was introduced to give students a way to continue with maths after GCSE without taking A level Maths. In the mid-2010s, the UK lagged behind other countries in post-16 maths participation. The Royal Society had also identified the need for a qualification for students ready to move beyond GCSE but not planning to take A level Maths.



WHO

Paul Glaister CBE, Professor of Mathematics and Mathematics Education, University of Reading

Professor Paul Glaister CBE was involved in developing Core Maths from the outset. He had already seen the gap it was intended to fill when, as a university professor, he found students lacked 'the necessary skills and knowledge'. He was particularly concerned about their approach to problem solving in their own subjects and observed that students often struggled with the mathematical, quantitative and statistical knowledge they needed.

Core Maths is a Level 3 qualification specifically designed to address this need. It develops mathematical thinking alongside skills and knowledge, through quantitative reasoning and problems connected to finance, students' other subjects and real life. Students often have to find their own way into a problem, then discuss and explain their reasoning. A lesson can look quite different from GCSE or A level Maths, and teachers need support to develop their subject knowledge and get used to this approach.

Maths Hubs and the Advanced Mathematics Support Programme (AMSP) work with schools and colleges to promote Core Maths and support those teaching it. The offer starts with Getting Started webinars and Preparing to Teach short courses from the AMSP. Teachers in their first two years can join the NCETM's New to Teaching Core Maths SKTM Programme; more experienced teachers can take part in Developing Core Maths Pedagogy Work Groups. Hundreds of teachers have taken part in Core Maths professional development since the qualification was introduced, supporting tens of thousands of students.

Exam entries have grown from 2,931 in 2016, the first examination year, to 15,800 in 2026. The latest increase coincided with the introduction of the Core Maths Premium, which provides funding to encourage schools and colleges to offer the qualification. Paul says the case for offering it is stronger now than when Core Maths began as data is 'ever more prevalent everywhere'.

Targeted Support in Mathematics (TSM)

Commitment to embedding teaching for mastery in the long term requires strong foundations. For schools that need additional bespoke support to address specific barriers to implementation, TSM is available.

TSM is now in its fourth year of supporting eligible schools – those with specific barriers which are preventing them from participating fully in the Teaching for Mastery Programme – to lay the foundations they need. Enhanced and Intensive support are offered by all 40 of England's Maths Hubs, enabling schools to work with their hub to develop the starting points needed in maths to make teaching for mastery possible.

In both Enhanced and Intensive support, leaders work alongside a Maths Hub Support Partner to explore what the specific area of focus is, prepare for how it will be addressed and then implement change. They work together to build on what is already working well and involve staff in the managing of any changes across a sustained period of time.

School leaders, along with their Support Partner, manage change in the school using evidence-informed processes based on the EEF's 'A School's Guide to Implementation', the COM-B behavioural science framework model, and other change management research.

The involvement of the teachers and leaders in supported schools is crucial for the success of TSM. Sustaining the changes that are put in place, as well as undergoing any future effective implementation processes once the support has finished, is fostered by this collaboration.

Since its inception in 2023/24, 3,457 places on TSM have already been given to schools. The majority have since progressed to the full Teaching for Mastery Programme, which is a testament to the success of this collaborative approach.

1,695

Schools in total received Targeted Support in Mathematics in 2025/26

427

Schools received Intensive support in 2025/26

1,268

Schools received Enhanced support in 2025/26

© Crown copyright 2026

01 Building a solid maths curriculum in KS3 and KS4 with TSM



WHO

Hajar Aslam, director of maths

WHERE

The Matthew Arnold School, Staines-upon-Thames, Middlesex

SIZE

An 11-16 school with around 950 students on roll

CONTEXT

20% of students eligible for free school meals

MATHS HUB

North-East Hants and Surrey Maths Hub

Hajar Aslam joined The Matthew Arnold School as director of maths in 2024, and quickly identified that the department needed support 'to steady the ship'. Working with Becky Shepherd, Maths Hub Lead at North-East Hants and Surrey Maths Hub, the department began laying the foundations for the improvements needed to join the Teaching for Mastery Programme.

Hajar's first priority was a curriculum for KS3 and KS4 which was fit for purpose, and this was part of a robust five-year plan. Hajar explained it simply: 'Our vision was to make it sustainable and to build the team'.

Graeme Watts, assistant head and line manager for maths, also knew that Hajar and his team had to ask some hard questions about what needed to be done differently. 'We knew results weren't good enough, and we knew things needed to change', he said. Although the school had previously engaged with the Maths Hub, it was the Intensive support, with Becky as Intensive Support Partner, which saw substantial improvements. Becky stressed that it was about 'working alongside', not 'telling', and building on the department's strengths and priorities.

Departmental professional development was a crucial strategy in moving towards an embedded mastery curriculum, so Hajar and Becky worked on ensuring that whoever attended any workshops in the future could bring back key findings and suggestions of how to implement them at Matthew Arnold. The question was always asked: How do we capture the learning to make sure that what happens in a Work Group benefits the teachers in the department?

Becky and Simon Petri, Senior Leadership Link at NEHS Maths Hub, visited regularly to work with Hajar and Graeme. The visits created an opportunity for the school's vision to be put into practice, and gave teachers time to reflect on and try new approaches in their classrooms in a supportive environment.

Having worked with the hub, Matthew Arnold School is already seeing improvements in the teaching and learning of maths, and in student outcomes. GCSE pass rates have improved by 20 percentage points in just two years.

'How assessment happens and how books look have changed', Hajar says. 'Students are now more confident in using their books for revision and revisiting what they have learned'. There is less reliance on intervention and drop-down days to fill gaps in students' learning because Year 11 start the year ready to build on an existing solid foundation of mathematical knowledge. Planning is of a much higher quality, and shows clear evidence of the professional development, now that we are engaging in Work Groups again, being brought back into school.

TSM is about making any improvements in maths teaching, learning and leadership sustainable, and Becky explains that the department now has 'some really impactful systems and structures in place that ensure the steps forward are sustainable'.

© Crown copyright 2026

Research, Evaluation and Impact (REI)

The REI strand manages the evaluation of the network's activity, and ensures that, in each part of the system, colleagues are well-supported to evaluate their own activity.

There are many elements to REI work, and Evaluators in Residence (EiRs) lead on evaluation at hub level. In groups of four, hubs are supported by an EiR to improve the capacity of the hubs' Leadership and Management Teams to undertake evaluation. In 2025/26, the focus has been on equity, and EiRs have worked with individual Maths Hub Leads to develop evaluation strategies, as well as working with Assistant Maths Hub Leads on peer reviews.

Understanding how participants experience and use the professional development they take part in with hubs is also important. Online surveys are given to the thousands of teachers and TAs who participate in Work Groups and other programmes, and the processed data are then shared with hubs and Project Leads to support their evaluation activity. Over 8,000 surveys were completed by participants this year. A pilot project has also explored how a survey completed collaboratively by school leaders can both provide useful data for hubs and the NCETM, and can give leaders an opportunity to reflect on the impact of their engagement.

Data must be trustworthy to be of value, and Data Insights sees the REI strand bring together network participation data and national achievement data. Looking at, for example, KS2 outcomes from schools that have been part of Maths Hub Work Groups contributes to our understanding of where the CPD on offer across the network might be having an impact on learner outcomes.

REI isn't just about gathering data on the activity that takes place across the network; it's about schools and teachers taking part in active research themselves too. This year, 815 schools have participated in Research & Innovation activities, working on themes ranging from the use of AI for teacher planning to teaching for mastery in Nursery. In addition, 196 local leaders of maths education took part in LLME Development R&I activities, choosing a theme to focus on such as coaching or collaborative professionalism, to deepen their understanding and practice.



815

Schools participating in REI activities in 2025/26

196

Participants involved in LLME Development REI activities in 2025/26

01 Using collaborative quads for Maths Hubs peer reviews
Q&A

Collaborative quads are made up of two pairs of geographically close Maths Hubs that come together for peer review. Supported by an Evaluator in Residence (EiR) from the NCETM, they look at the hubs' activity during the year, and work in a mutually supportive atmosphere of professional enquiry to evaluate their work. Nicki Ashton, Maths Hub Lead at London South West Maths Hub, explains how quads work and the benefits for Maths Hub Leadership and Management (MHLM) Teams.



WHO

Nicki Ashton, Maths Hub Lead

MATHS HUB

London South West Maths Hub

What professional assumptions and trust have to be established for collaborative quads to work?
As Maths Hub Leads, we are there to support each other in evaluating the local impact of our work, not to judge. We trust that there is professional confidentiality: we've had some very frank conversations! No hierarchy is assumed – we all agree that we're in the learning together.

How do the quads work?
We plan online together, mapping out a research question and activity for each school-based day. We also create pre-visit questionnaires for school staff and interview questions to use during the visit. We then identify a school in each hub area to use for the evaluation, and – working with the head of department or maths lead – set up a timetable for the day. Prior to the visits, we share the headlines for what the quad is looking at, so all those involved know the focus.

We carry out the visits over a couple of months, and collate our findings after each visit. Typically, the morning is spent in interviews and classrooms, with themes discussed in the afternoon.

What have you learned from doing the quads?
I've had chance to see some of the conditions which can disable or enable the embedding of teaching for mastery in secondary schools. I'd say that systems of professional development have emerged as the most significant element.

Having a shared perspective beyond my own hub region has provided an element of quality assurance of teaching for mastery practice in my hub area. The opportunity to work together as MHLs has also enabled wider practice sharing, which has been extremely beneficial.

What has changed for you because of being part of a collaborative quad?
It has given me a wider perspective, whilst also providing a significant support system. The relationships between the MHLs within the quad are ever growing, and we can be honest with each other. We understand each other's work, and the collaborative quads, alongside a hugely valued EiR, have given us the protected time to support each other and develop in our roles as MHLs and leaders of evaluation.

02 Research and Innovation: multilingual learners in maths

How can teachers use the languages primary pupils speak as a resource to support the learning of maths? During 2025/26, Bucks, Berks and Oxon (BBO) Maths Hub worked with Dr Jo Skelton of Oxford Brookes University to explore this question.



WHO

Jo Skelton, Associate Professor of Mathematics Education at Oxford Brookes University

Jennie Forde, Maths Hub Lead

MATHS HUB

Bucks, Berks and Oxon Maths Hub

Jennie Forde, Maths Hub Lead at BBO, and Jo Skelton began working with six local primary teachers to trial and evaluate strategies for classes where pupils had a variety of linguistic profiles and levels of English language proficiencies. The Research & Innovation (R&I) work explored how teachers can recognise and draw on multilingual learners' mathematical thinking, using pupils' own languages as a resource. It grew from the Maths Hubs Network's focus on equity and questions about the barriers that can limit participation in maths.

The R&I work was a true collaboration to meet local needs: Jo brought expertise from her PhD which drew on maths education and applied linguistics, while Jennie is BBO's Equity Lead for Oracy. Schools in the hub area have high numbers of pupils who speak English as an additional language (EAL), so the work focused on inclusive practice designed to enable teachers to better recognise and respond to these pupils' mathematical understanding.

Informed by research undertaken over the last 15 years, the Work Group aimed to enable teachers to use pupils' home languages as part of normal classroom practice. Teachers came together in face-to-face workshops with individual online follow-up sessions between meetings.

Participants' classroom trials included approaches connected to familiar teaching for mastery practice, such as representations, structured talk and carefully-planned lessons. Their work suggested that supporting multilingual learners does not always require an entirely new set of teaching strategies. Sometimes a small, intentional change creates a more inclusive environment for learners to process an idea, contribute to discussion or connect mathematical language with a representation.

Teachers involved in the R&I work this year have consistently reported a positive impact on pupils' confidence, engagement and understanding. By making small tweaks to their normal classroom practice, such as using dual language sentence stems, teachers could provide opportunities for pupils to make linguistic connections and use their first language to support maths learning in English.

The Work Group will run again in 2026/27, with Jennie and Jo developing a 'multilingual mathematics toolkit' featuring case studies, samples of pupils' work, and ideas for supporting multilingual learners in maths. The toolkit will be shared across the whole Maths Hubs Network, enabling all engaged schools to benefit from the research.

© Crown copyright 2026

03 NEW: Research and Innovation – the role of AI in maths lesson planning

Keen to see if, why and how AI has a role in planning maths lessons, Research & Innovation was commissioned in 2025/26 to explore the place of AI in teaching for mastery.

The decision to commission R&I looking at AI was based on a range of factors, not least because many teachers are using AI already. Given the scope and potential of AI, the R&I explored whether AI-generated materials supported teaching for mastery pedagogies, and what professional development teachers would need to assess and use them effectively.

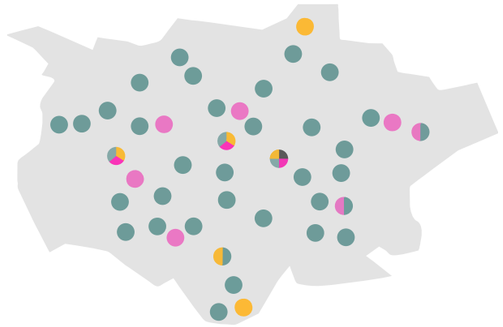
Joe Watkins, an AI trainer and consultant, worked alongside Becky Donaldson, NCETM Assistant Director for Secondary, to lead an online Work Group for secondary teachers with prior experience of teaching for mastery. Participants appreciated the AI-specific expertise that Joe brought, particularly around AI's inherent biases and effective prompt design. Teachers themselves brought a range of existing experience with AI, using the Work Group to share the challenges and opportunities that they had encountered – including how the technology can be used specifically in a mastery context. With a small group of around 20 participants, there was the chance to really engage with interesting and potentially controversial discussions, such as 'just because we can, does that mean we should?' Across four sessions, participants unpicked the most effective ways that AI was being used, explored its limitations, and considered how their learning might be shared with colleagues across their departments.

By the end of the R&I, most teachers in the group were able to start using AI meaningfully and had a clear sense of its strengths and limitations. This was as a result of Joe and Becky's expertise, as well as the enthusiasm and creativity of individual participants. A key theme that emerged was the need to be professionally critical when reviewing any AI-generated materials, and for appropriate CPD to support teachers to do this.

Following the success of this year's Work Group, the use of AI in maths teaching has been commissioned as a Research & Innovation theme for 2026/27. This means that more schools will be able to get involved, learning from and building on the work already undertaken.

© Crown copyright 2026

Maths Hub Partnership



Every one of the 40 Maths Hubs in England is a partnership of schools, colleges, trusts and other organisations that work together to support maths education across the whole of the hub's geographical area.

Some of the schools making up the partnership provide the local leaders of mathematics education (LLMEs) who lead Maths Hub activity. In 2025/26, there were 1,533 active LLMEs nationally, using their expertise in all phases to lead the 30+ school and professional development opportunities on offer.

Other partners provide members of the Maths Hub Partnership Strategic Board, the group of people including an independent chair who support and challenge the hub and its work, particularly its Leadership and Management Team. The Lead Institution, the school, college or trust leading the partnership, is also a partner, and fulfils particular responsibilities on behalf of the whole partnership. Across the Maths Hubs Network, there are over 1,500 partner organisations making up the 40 Maths Hub Partnerships and contributing to the national landscape of maths education.

Each Maths Hub is part of a national network covering the whole of England, and so it benefits from the national network's best systems and resources. Ways of working, best practice and leadership capacity are network-wide, so all schools and individuals working with their Maths Hub profit from the same evidence-informed programmes and Work Groups, tailored to their local area.

Maths Hubs are integral to the DfE's Regional Improvement for Standards and Excellence (RISE) strategy. The hubs work together regionally to improve standards and seek excellence in maths education, and the support for schools offered by hubs is part of the government's aim to break the link between young people's backgrounds and their future success. A drive for equity underpins Maths Hubs' work, and informs the school and professional development offer available in each local area.

This year, engagement with schools has remained strong, with 62% of schools in England, including schools from 1,615 multi-academy trusts, taking part in at least one Maths Hubs professional development opportunity. Now entering its thirteenth year, the Maths Hubs Network goes from strength to strength.

1,533

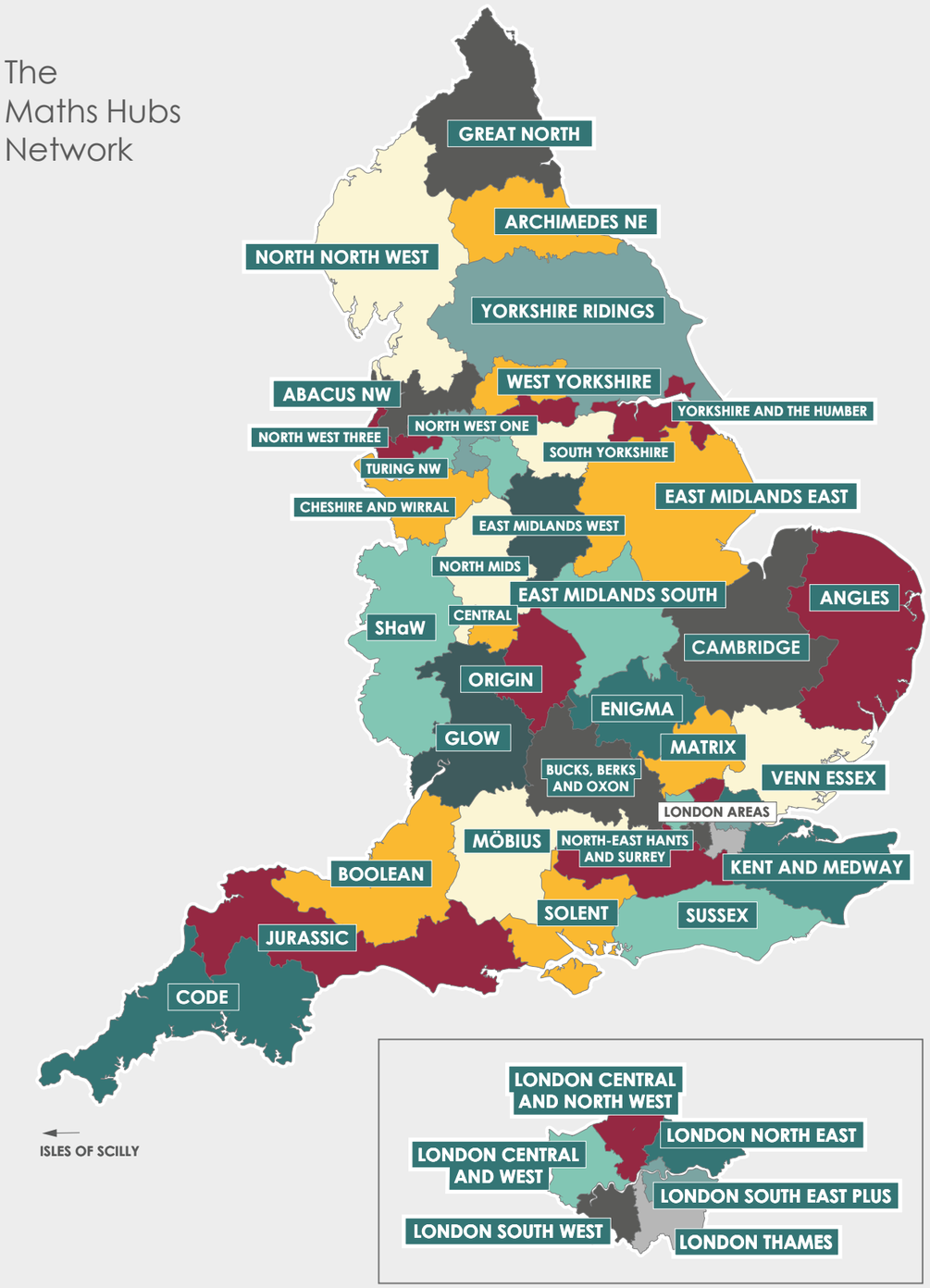
Total active LLMEs in 2025/26

991

Active Mastery Specialists, all of whom are LLMEs, in 2025/26

© Crown copyright 2026

The Maths Hubs Network



© Crown copyright 2026



"The Maths Hubs Network is an incredible resource for schools. The opportunities to collaborate, learn from others and engage with high-quality, research-informed professional development are genuinely invaluable."

Primary Mastery Specialist

"This has changed my teaching practice forever. The FE Mastery Specialist Programme is definitely one of the most impactful programmes that I have been on in the last 20 years."

Further Education Mastery Specialist

"All children are together and on the same track. They really enjoy the maths lesson and take pride in their success."

Mastering Number at Reception and KS1 participant

"The sessions completely changed my practice. The programme made me realise how to support students' understanding rather than just move them through procedures."

Secondary Mastery Specialist

"The programme has reinforced my belief that all children can succeed in mathematics when provided with appropriate support, challenge and high-quality teaching."

Primary Teaching for Mastery (Introductory) participant

Integral to RISE delivery

MATHS HUBS

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Funded by
Department for Education

The NCETM coordinates the Maths Hubs Programme ncetm.org.uk

The NCETM is led and delivered by Etio (formerly Tribal Education Services), with MEI as a key partner. It is funded by the DfE and is integral to RISE delivery.