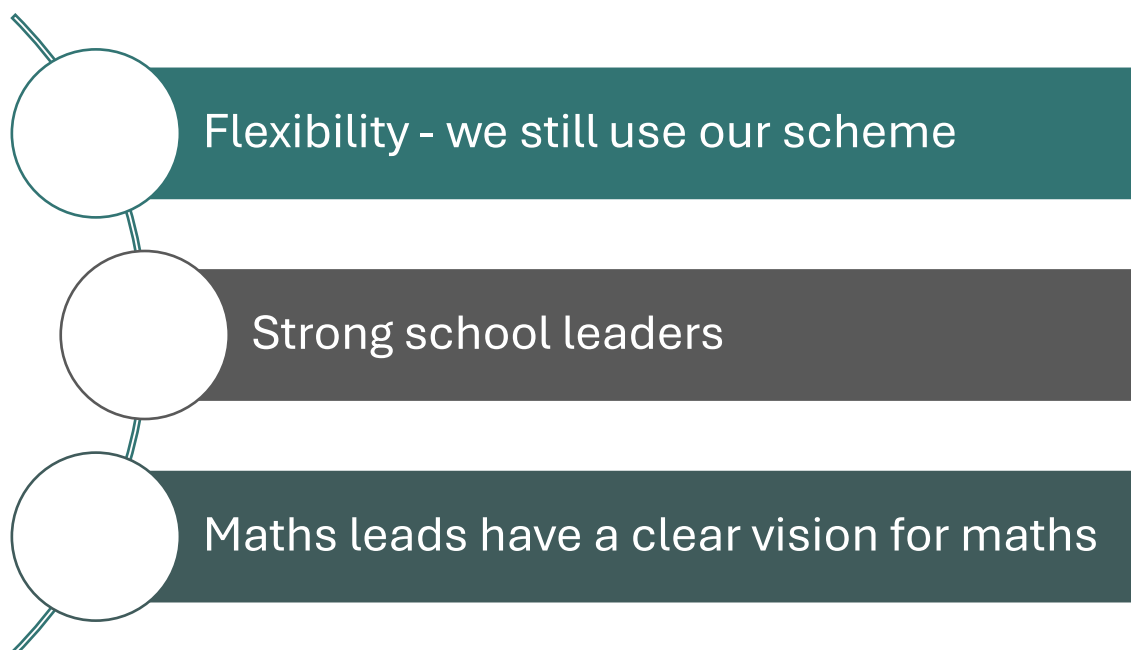


Three Telford primary schools and SHaW Maths Hub

We visited **William Reynolds Primary School**, **Lightmoor Village Primary School** and **Sir Alexander Fleming Primary School**. Each of the schools has a new Mastery Specialist. Severn Training and Schools Alliance (STSA) and Telford and Wrekin Council offered the Mastery Specialist opportunity to all SLEs for maths.

Headteachers and Maths Leads from schools that have not yet engaged with the £1000 funded Teaching for Mastery Programme are welcome to [book](#) for 2024-25. Schools that have participated previously are welcome to [join Leading Maths](#).

We wanted to learn how engagement with the SHaW Maths Hub and the NCETM has impacted on learning and teaching in their schools. The key themes presented here are explored in greater depth below.



Flexibility – we still use our scheme

Engagement with SHaW Maths Hub and the NCETM Teaching for Mastery programme has supported the schools' existing approach to mathematics. Each of the schools visited uses a commercial scheme to support mathematics teaching in their schools and will continue to do so in the immediate future.

There was no conflict in the Teaching for Mastery approach and each school felt able to take elements of the approach that aligned with their school vision for mathematics learning and teaching.

The main influences of the Teaching for Mastery Specialist programme have been a ‘toolkit’ for the maths leads to use in their own schools and the ability to interrogate and improve the use of the scheme that supports mathematics learning their schools. The pedagogical approach to mathematics has been strengthened through engagement with the SHaW Maths Hub and NCETM programmes.

Strong school leaders

In each of the schools visited, leaders had a strong vision for their school and this is reflected in their positive Ofsted gradings and comments from inspectors, ‘The mathematics curriculum, from Reception to Year 6, is well led and sequenced. Staff give pupils the right level of challenge and support they need to succeed’, ‘Subject leaders benefit from specific training. They know their subject areas well. The leadership of mathematics is particularly effective’.

School leaders support subject leaders to develop their subject knowledge and practice, providing opportunities for staff to engage with continuing professional development and to follow their own pedagogic interests. In each of the schools, the mathematics leaders felt they benefited from the support of their head teacher.

The school leaders have strong relationships with Telford and Wrekin Council and STSA school improvement partners. Each of the schools work collaboratively with others both in their local area and further afield sharing their own knowledge and benefiting from that of others.

Maths leaders have a clear vision for maths

The Maths leaders in each school expressed a clear vision for the future of mathematics in their own schools. They are effective at implementing a strong curriculum with approaches that are clear and measured.

The Maths leaders were influential in their local Teaching School Alliances including working as an SLE or planning to do so. The schools have a clear focus on developing pupils’ mathematical language and talk enabling pupils to articulate their mathematical understanding. This is supporting pupils’ mathematical thinking and their conceptual understanding, to reason more clearly and solve increasingly complex mathematical problems. The NCETM Mastering Number fluency programme is used in all three schools to develop pupils’ fluency and flexibility. Each of the maths leads discussed the positive impact on their own teaching through engagement with the Teaching for Mastery programme and felt very well prepared to support their teaching colleagues to develop their mathematical subject knowledge and pedagogical practice.