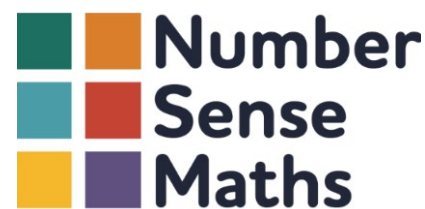


Success Story: GLF Schools



NSM Times Tables Fluency enables 35 GLF Primary Schools to achieve exceptional MTC outcomes, building success for every child.

For Kate Mole, the Strategic Lead for Primary Maths at GLF Schools, the goal was not simply about improving Multiplication Tables Check (MTC) outcomes. It was about something much bigger: helping every child develop the factual fluency needed to access the wider mathematics curriculum with confidence and success.

Before introducing Number Sense Maths (NSM) Times Tables Fluency, teaching approaches for times tables across the schools of the trust varied considerably. There was no single, trust-wide model for building and securing multiplication fact fluency.

GLF Schools wanted a more consistent, evidence-informed approach across its 35 primary schools. NSM Times Tables Fluency was the answer they were looking for.

The programme was initially implemented in Year 3 in the Spring Term of 2022-2023.

The programme provides:

- a consistent evidence-informed approach
- clearly defined core components
- daily fluency practice
- targeted support for pupils who need it most
- professional development resources for staff
- ongoing monitoring and intervention opportunities.



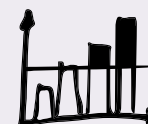
**35
Schools**



**No
gender gap**



**23.7 Average
MTC Score**



**All schools above
national average**



**20.9 Average
MTC Score
EHCP**



**24.2 Average
MTC Score
EAL**



**22.8 Average
MTC Score
Pupil Premium**



**22.4 Average
MTC Score
SEND Support**

“Our goal wasn’t simply to improve Multiplication Tables Check outcomes. It was to ensure every child developed the factual fluency needed to access mathematics successfully.”

The results speak for themselves

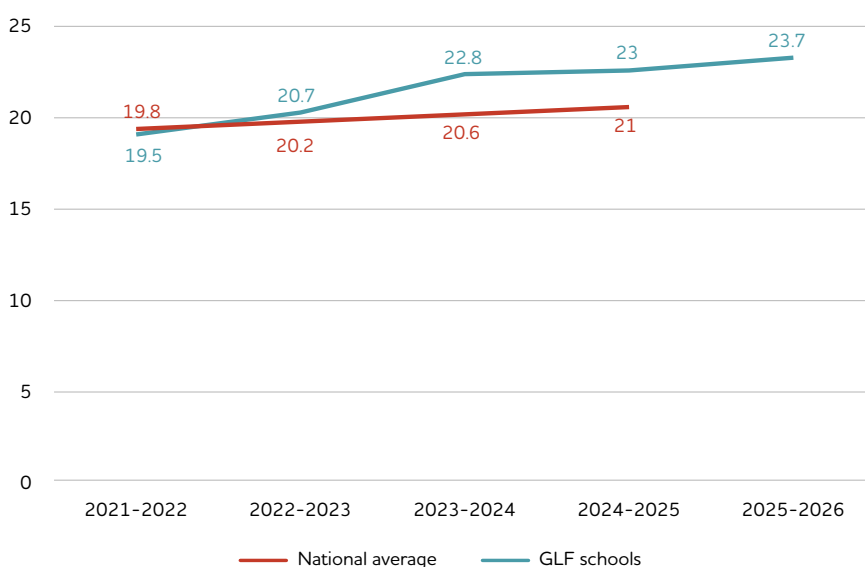
Three years on, the results have been remarkable.

Since the first cohort completed the programme through both Year 3 and Year 4, outcomes rose significantly above national averages and have continued to improve.

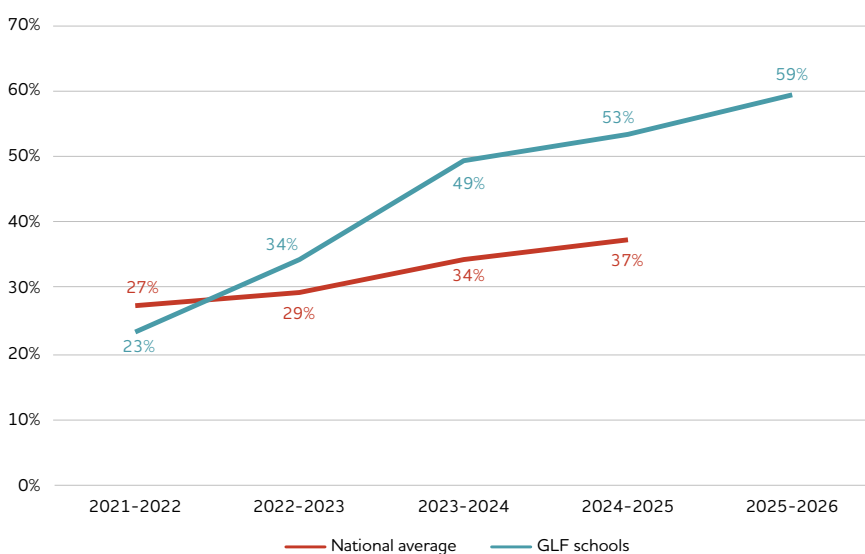
In 2025-2026, the trust-wide outcomes show:

- an average MTC score of **23.7 out of 25**
- all GLF primary schools performing above the national average of 2024-2025
- sustained improvement over time
- strong and consistent outcomes across all schools of the trust.

GLF average MTC score vs National average



GLF % full marks vs National %



Trust-wide average MTC outcomes have improved year on year since NSM Times Tables Fluency was introduced.

Success for all pupils

As remarkable as these outcomes are, the results across different pupil groups are even more impressive.

Across all 35 GLF primary schools:



22.8 Average
MTC Score
Pupil Premium



22.4 Average
MTC Score
SEND Support



20.9 Average
MTC Score
EHCP



24.2 Average
MTC Score
EAL



No
gender gap

Outstanding average MTC results across pupil groups demonstrate that NSM Times Tables Fluency supports success for all learners.

The data demonstrates that high levels of multiplication fluency can be achieved by **all** pupils when schools implement NSM Times Tables Fluency consistently.

For Kate, these findings are among the most important outcomes of all. They suggest that pupil characteristics are not the determining factor. Instead, strong systems, high expectations, targeted support and effective implementation make the difference.

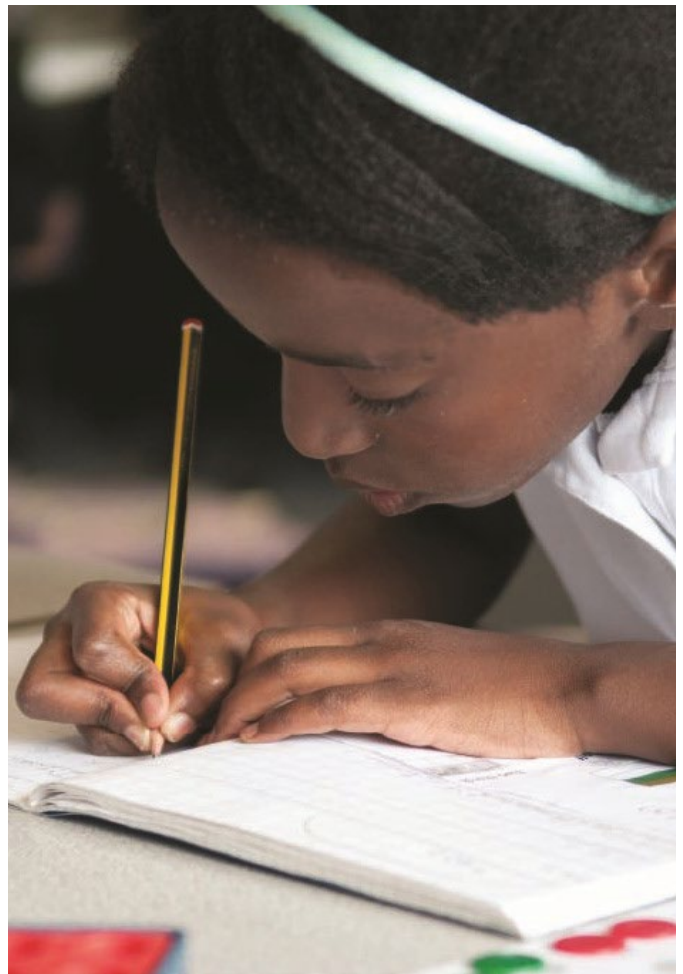
Unlocking pupil potential

Having impressive MTC results is not the end goal for GLF schools. The real purpose of multiplication fluency is to unlock wider mathematical learning. As Kate says, “Without secure multiplication facts, pupils are forced to work much harder throughout Key Stage 2 and beyond. When factual fluency becomes secure, pupils can access richer mathematical thinking, reasoning and problem solving with greater confidence.”

Kate’s advice for schools and trusts

1. Implementation matters. Follow the programme with fidelity.

The core components of the programme are clearly defined. The schools who achieve the strongest results consistently implement the programme as it was designed.



2. Invest in professional development

Kate emphasises the role of professional development in their success. The initial training was important, but ongoing support made the difference.

A key lesson from GLF's experience is that implementation is important and cannot end after receiving a login. New staff require support. New teachers need induction. Leaders need to revisit expectations regularly.

3. Use the implementation guidance and videos

GLF made extensive use of the resources available within NSM Times Tables Fluency.

Kate highlights the value of the training videos and implementation support materials available through the portal, enabling maths leaders to support colleagues effectively in their setting.

4. Keep checking implementation

Perhaps the most important lesson for schools and trusts is the need for continuous monitoring.

The leadership team at GLF regularly reviews implementation, monitors pupil progress and provides support where required. Support should change as contexts change. Changing cohorts, new teachers and new maths leads mean implementation is continuous and can never be considered “complete”.

Kate sums it up: “The data is clear: when NSM Times Tables Fluency is implemented with fidelity, supported by professional development and sustained through effective leadership, it can deliver exceptional outcomes for all pupils at scale.”

