

77 schools. One common theme.

Times
Tables
Fluency

Schools report significant improvement in fluency, confidence, and MTC outcomes after implementing Times Tables Fluency.

We invited schools using Times Tables Fluency to share their 2026 Multiplication Tables Check outcomes and experiences. **77 schools responded**, sharing both their results and their reflections on how the **Times Tables Fluency programme helped their pupils succeed.**

At a glance



Most schools reported consistent, year-on-year improvement



Most schools reported over 50% of pupils achieving full marks



Positive outcomes were reported across a wide range of school contexts



Significant impact was reported by schools within their first year of implementation

In their own words

“Pupils approached the MTC with **greater confidence** and were well prepared for the speed and accuracy required.”

“...taking a **phonics-like ‘little and often’ approach to times tables** has really helped!”

“We are over the moon with the impact Number Sense has had on our results. **It played a vital role in ensuring our results doubled this year.**”

“These results have been the best in years and the **children’s confidence has significantly improved**. 31% of [the] class are on the SEND Register.”

When routine meets results

Schools shared the considerable impact that Times Tables Fluency has had on their average scores and the proportion of pupils achieving full marks.

Amazing results were shared:

1-year improvement
(2025 → 2026)

25% → 73%

Children getting full marks

Primary school in South
East England

2-year improvement
(2024 → 2026)

17% → 84%

Children getting full marks

Primary school in South
West England

3-year improvement (2023 → 2026)

7% → 34% → 77% → 85%

Children getting full marks

Primary school in North West England

"We feel it's had a **significant impact on our MTC results**, going from 19% (full marks) last year to 37% this year - much closer to local and national averages. Our average score also improved from 19.0 to 21.7 - once again, now in line with national data!!"

Positive outcomes across different contexts

Schools that reported positive outcomes represented a wide range of settings, including those with both high and low levels of disadvantage, pupils with SEND, and new users and long-term users of the programme.

While every school context is different, the below themes appeared repeatedly throughout all the responses.

- **Consistent Daily Routines** – schools regularly highlighted the importance of daily practice and predictable structures.
- **Repetition and Retrieval** – many respondents referred to chanting, consolidation and regular review.
- **Structured Progression** – schools valued the clear sequence for introducing and revisiting multiplication facts.
- **Resources and Support** – high-quality resources and training were frequently identified as contributing factors to success.
- **Intervention and Inclusion** – schools noted the programme's positive impact on pupils needing additional support, including pupils with SEND.

**Build confident mathematicians,
one fact at a time.**

Scan the QR code to find out more about Times
Tables Fluency and how it could work for your school.



About This Survey

- 77 school responses
- Voluntary survey of Times Tables Fluency users
- Summer 2026
- Results self-reported by participating schools

Findings reflect the experiences of participating schools and are based on self-reported data.

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