



Case Study

- Primary
- Infant
- Three-form entry
- 24% FSM

The Impact of having a Mastery Specialist...

as a member of staff in a infant School

Working in partnership with the Maths Hub is an extremely valuable and inspiring experience for our school. The support and professional development opportunities have strengthened staff confidence and enabled teachers to engage in meaningful professional dialogue about mathematics using a shared and consistent language

Background

Additional School Context

- Nursery to Year 2
- 20% SEND
- 10% EAL
- Long-standing Headteacher and low staff turnover
- North Northamptonshire

Maths Hub Engagement History

- The school has engaged with the Teaching for Mastery (TfM) programme since 2018/19
- Participated in Mastering Number @R&KS1
- Individual staff involved in SKTM programmes (EY & ECT)
- Trained a Mastery Specialist in 2022/23
- The Mastery Specialist has also been an active LLME for two years

Focus

Teaching

- Consistent use of precise mathematical language
- Clear use of stem sentences and representations to facilitate reasoning and understanding
- Lesson designed to so that all pupils can engage with the same mathematical ideas

Learning

- Pupils articulate mathematical thinking in full sentence
- Pupil participate actively in lessons
- Pupils use manipulatives to demonstrate understanding
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What Helped Make the Difference

- Senior leadership understands and supports a clear, shared vision for mathematics
- Long-term engagement in Maths Hub activity
- Whole-staff involvement in, and access to, professional development
- Regular, structured professional development led by the subject leader (Mastery specialist LLME) including weekly "golden nugget"
- Shared structure and routines that support consistent mastery practice across the school



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As a result, we have developed greater consistency in the teaching of mathematics across all classes. From Nursery onwards, children are increasingly able to articulate their mathematical thinking, using precise vocabulary and reasoning skills within meaningful contexts. The focus on mastering number has been particularly impactful, ensuring that pupils develop fluency and secure understanding of core concepts before progressing to more complex learning



Insights

What This Case Suggests

- Sustained whole-school engagement in Maths Hub professional development supports reflection and refinement on shared vision and consistent practice
- Alignment between senior leadership and subject leadership strengthens conditions for professional development to be embedded and sustained



Having a Lead Teacher within our school, alongside access to high-quality Maths Hub training and expertise, has provided invaluable support for our staff. Through coaching, collaboration and ongoing professional learning, we continue to strengthen the quality of mathematics teaching and learning across the school.



Reflection

What Can Other Schools Take From This?

- Prioritise sustained engagement with Maths Hub professional development
- Ensure leadership commitment to a shared vision and ongoing professional development
- Establish and refine structures for regular collaboration

As part of a focused strand in our 2024/25 evaluation activity, we explored what it may mean for schools to develop a Mastery Specialist and support them to remain active as an LLME over time. This case study draws on observations, pupil voice and professional dialogue to provide one contextual example from our wider evaluation work.