

# The Joint Mathematical Council of the United Kingdom

A Charitable Incorporated Organisation

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Registered Office: De Morgan House, 57-58 Russell Square, London, WC1B 4HS

## Minutes of the General Meeting held at De Morgan House and online at 11:00 am on Thursday 12 June 2025

### Present

#### *Officers*

Chair	Noel-Ann Bradshaw
Deputy Chair	Jenni Ingram
Secretary	Chris Chipperton
Treasurer	-

#### *Representatives of Participating Bodies*

Adults Learning Mathematics	Diane Dalby
Association of Mathematics Education Teachers	-
Association of Teachers of Mathematics	Helen Madeley
British Society for Research into Learning Mathematics	Alf Coles
British Society for the History of Mathematics	Tony Mann
Edinburgh Mathematical Society	-
Heads of Departments of Mathematical Sciences	Mary McAlinden
Institute of Mathematics and its Applications	Paul Glaister
London Mathematical Society	Mary McAlinden
The Mathematical Association	Andy Kemp
Mathematics in Education and Industry	Charlie Stripp
National Association for Numeracy and Mathematics in Colleges	Andrew Davies
National Association of Mathematics Advisors	Ruth Trundley
National Numeracy	Paul Milner
NRICH	-
Operational Research Society	Chiara Carparelli
Royal Academy of Engineering	-
Royal Statistical Society	-
Scottish Mathematical Council	Bill Richardson
United Kingdom Mathematics Trust	-
Wales Institute of Mathematical and Computational Sciences	-

#### *Co-opted Members*

Immediate Past Chair	-
UK Representative to the International Commission on Mathematical Education	Paul Glaister
Social Media Lead	Richard Perring

#### *Representatives of Observing Bodies*

Department for Education [England]	Catherine MacKenzie (joined by Katie Allport)
Department of Education [Northern Ireland]	Julie Harris
Education Scotland	-
Education and Training Foundation	-
National Centre for Excellence in the Teaching of Mathematics	Jen Shearman (deputy)
Office for Standards in Education	Hannah Stoten
The Office of Qualifications and Examinations Regulation	Sarah Old
The Royal Society	Cath Boulton
The Royal Society Advisory Committee on Mathematics Education	Anthony Tomei

## 1 Introduction

- 1.1 **Welcome** The Chair welcomed everyone to the meeting and in particular new members and deputies.
- 1.2 **Practical Arrangements** The Secretary explained the fire evacuation procedures and arrangements for lunch.
- 1.3 **Apologies for absence** Apologies for absence were received from:  
Fiona Curtis (Treasurer/AMET); Liz Woodham/Charlie Gilderdale (NRICH); Sofya Lyakhova (WIMCS); John Neeson (Education Scotland); Sue Madgwick (NCETM) – deputy: Jen Shearman; Georgina Holmes (SQA); Lynne McClure (AcadMathSci)

## 2 Minutes of the meeting held on 22 February 2025

- 2.1 **Approval of the minutes of the meeting on Thursday 22 February** The minutes were approved subject to an amendment to item 9 under 'Year 9' where 'reasonably' was changed to relatively, and item 10 where 'Deputy' was removed.
- 2.2 **Matters arising not elsewhere on the agenda**  
The action for a joint JMC/AcadMathSci letter about the impact of financial cuts had not happened as it had been superseded by events (see 6.4). Council was also asked to consider the hosting of CERME in 2029.

## 3 Reports from Trustees

- 3.1 **Chair** The Chair's report was noted. Attention was drawn to Glasgow's bid to hold the International Congress of Mathematicians and the invitation for organisations to be involved.
- 3.2 **Deputy Chair** The Deputy Chair's report was noted.
- 3.3 **Secretary** The Secretary's report was noted.
- 3.4 **Treasurer** The Treasurer's report was noted

## 4 Elections

- 4.1 **Election of Secretary** The Secretary reported that at the close of nominations, Dr Sue Pope was the only nominee for Secretary of the JMC and is elected unopposed to serve from the end of the Annual General Meeting on 6 November 2025.
- 4.2 **Elected and Co-opted Trustees** Attention was drawn to the forthcoming call for nominations for Elected Trustee. Representatives were encouraged to consider taking on this important role.

## 5 Reports from Committees

- 5.1 **BCME** Council were informed that progress had stalled a little due to difficulties in identifying a venue. There have been some changes to the committee membership.  
There is an aim to reduce the financial demand of attending and increase the proportion of participants who are current teachers. It has not been possible to identify any school able to be used as a venue and the East Midlands Conference Centre is likely to be used. Accommodation will not be included in the cost which will be £200 for the 2 days and £120 day rate. This will produce a lower risk, but a lower balance.  
External funding is being explored; this may be used to provide bursaries.  
The outline plan is for BCME10 to be held on Friday 23 and Saturday 24 October 2026 in Nottingham.  
Council gave unanimous approval for the financial commitment to be made to allow the plans to be progressed.
- 5.2 **MMSA including '5 into 1'** The last meeting of the '5 into 1' Committee did not take place. It was reported that three organisations had voted unanimously for merger and one had passed with a majority of 92%. ATM will have voted by July. MMSA will meet subsequently.

The impact of the reduction of representatives from classroom organisations and the reduced income to JMC was discussed and noted. It was agreed that there is a need for the voice of teachers.

The trustees are to consider a suggestion for the number of Council representatives from AMiE and to write to the Committee for them to discuss **Action: Chair**.

## 6 Updates

6.1 **Projects** Representatives were thanked for their reports. The following points were highlighted:

- a) **Transition/KS3** The call for involvement in this project had proved very popular and there had been more offers than was required. Unfortunately, Northern Ireland was not represented although efforts were still being made to resolve this. Three themes were being considered (Pedagogy and Practice, Engagement and Motivation, and Social Justice) with transition cutting across them all.
- b) **Mathematics teacher recruitment** This project is well under way and the report is expected in the early autumn.
- c) **AI in Mathematics education** There have been difficulties in getting as many contributors involved as had been intended. Ten had been wanted, but it is likely to be five or six. A couple of contributions are quite lengthy. It was suggested that the contributions be put together and posted on the JMC website.

6.2 **Academy for the Mathematical Sciences** A call for applications for Fellows had gone out including from those in education. There is still a question as to how this will be attractive to classroom teachers.

6.3 **Issues affecting teacher education** Concern was raised about the way universities are approaching teacher education. This included the lessening link between research and teaching. The last decade has seen increasing pressures on universities leading to the stopping of teacher education or divorcing it from research; teaching only contracts are becoming common. There is mandated curriculum content which includes approved readings. Some high-profile courses have failed the reaccreditation process. This has led to the closure of some courses.

What is the intention? It feels like there is a removal of critique.

The financial situation is becoming tighter. This is impacting on the civic mission of institutions.

Financial viability is only possible through links with teaching schools. This opens competition with teaching school hubs.

What is the capacity for education research? How important is the PGCE route? There is a danger of losing the two facets of such courses – to do, and to understand and use. Such masters level experience supports the development of reflective practitioners who are valued by schools. There is a decline in UK based students taking masters courses.

How can we produce an argument for a better provision?

The Royal Society and British Academy have produced a report on education research. They are currently meeting with the DfE.

Any evidence regarding improved attitude, retention, etc. resulting from PGCE courses would be useful.

6.4 **Letter from the House of Lords Science and Technology Committee to the Secretary of State for Education** At the February meeting, Council had discussed the effect of financial cuts and an action for a letter agreed. Lynne McClure had been invited to give evidence to the House of Lords Science and Technology Committee who were considering the matter. An open letter from the Committee had been published as a result and had superseded the action.

Council felt that teacher education was a missing element from the Lords' letter.

The Education Select Committee is due to report on the development of mathematics skills for vocational/technical courses and students. Council noted that this may be an area for a commissioned project.

## 7 Reports from Participating Bodies

The submitted reports were noted. Additionally:

- 7.3 **ATM** One new publication has just come out and another is in the pipeline.
- 7.11 **MEI** There has been no funding cuts to AMSP. However, there have been changes to how it operates. Local leads are being employed. There are three pilot projects: Mathematics and AI; Girls' participation post-16; Disadvantage. The level of support for A level is consistent.
- 7.21 **WIMCS** Some news from Wales:

Maths Week Wales – will be launched 29 Nov – 7 Dec. There is no single organisation behind, rather a number of enthusiasts and several organisations offered to run mathematics inspiration events in that week.

We Solve Problems is in conversation with Swansea University mathematics department to launch Maths Circles for years 7-11 run by the PhD students on the university site on Saturdays. The classes are already taking place in Cardiff University.

Axiom Maths – has recruited their first cohort of schools to offer maths circles in schools in 2024/25. They work with Year 7/8. In June 2025 Swansea University is hosting a conference for the recruited schools and students to celebrate the first year of maths circles. The sessions are partially delivered by school teachers and partially by Axiom Maths staff.

MSPW (former FMSPW) has received funding till March 2028. The announcement from the Education Minister states *“The project is aimed at primary, secondary and post-16 practitioners and school leaders. The focus of the project is on learner progression in mathematics from primary, through secondary and into post-16 GCE AS or A2 further mathematics qualifications. This is supported through professional learning, in-school capacity building, resources and direct support. Professional learning is available for non-specialist and specialist mathematics practitioners looking to enhance their practice, as well as mathematics leadership. Support promotes a broad appreciation and enjoyment of mathematics, emphasising accessibility and relevance to all learners from primary school upwards.”*

Two other initiatives that received funding till March 2028 are National Numeracy and The Learning Partnership (Wales) LTD [The Curriculum for Wales grant support programme: grant awards | GOV.WALES](#)

Maths and Numeracy Professional Learning package – Swansea University has finished the first phase of the tender commissioned by the Welsh Government. The materials have been drafted and are being trailed with groups of trainee teachers and mathematics advisors over the summer. Once feedback from these groups is gathered and implemented, the materials will become available on the Welsh education platform HWB.

## 8 Reports from Observing Bodies

The report from NCETM was noted.

Other reports were received orally. In line with Council practice minutes of these were not recorded.

## 9 Discussion: Issues around studying mathematics degrees in the UK

Council was joined by Professor Catherine Hobbs (University of Bristol) and Dr Tony Hill (Levelling Up: Maths).

**The HE Climate** (Cathy Hobbs)

The landscape includes the closure of HEI mathematics departments.

There are 430 HEIs although not all are recognisable as universities.

There are 141 UK universities:	Oxbridge	High tariff
	Russell Group (24)	High tariff
	Redbrick (civic)	High-medium tariff
	Plate Glass	High-medium tariff
	Post-92: University Alliance	Medium-low tariff
	Million Plus	Low tariff

Funding comes from:

- UG home fees
- UG international fees
- PG fees
- Government funding
- Research – subsidised by teaching
- Knowledge exchange
- Other – investment, endowments, donors  
(typically found in the older institutions)

Tuition fees provide 50% plus of the funding. About 55% of this is from home students.

Home UG fees have not risen with inflation. International UG fees have filled the gap but are now in decline. Costs have risen significantly, e.g. energy, pensions, etc.

Recruitment is flat (Wakeling Report 2021).

Abnormally, mathematics students predominantly go to Russell Group universities which have a high tariff, A/A\*. Teacher attitudes could be skewing the cohort.

### **Maths Degrees for the Future** (Mary McAllindon)

Maths Degrees for the Future is being managed by the Campaign for Mathematical Sciences (CaMS) and administered by the LMS.

CaMS began 4 years ago as Protect Pure Maths. It is UK focussed and has XTX Markets funding. There is a steering group and an advisory group which includes representation from learned societies and ACME. There is political and stakeholder involvement.

The aim is to protect, promote and advance mathematics, and to ensure research funding. It plans to call for research to support the economy, gain university support for teaching, and to foster collaboration between academia and industry.

Maths Degrees for the Future was launched in 2024. Funding supports innovation in HE mathematical sciences.

Applications for up to 3 years of funding have been invited. These require a letter of support from vice-chancellors. Long-term delivery is being sought. The LMS President will be writing to all vice chancellors and there will be two briefing events. The FAQs are being updated frequently.

The criteria require a clear vision for mathematical knowledge and skills for students over the next 10 years. Programmes need to retain a core focus on fundamental mathematics. Responses need to cover how to attract a wider pool of students, and how success will be measured. Also required is a justification for how funds will be spent.

There have been 34 applications which are to be reviewed by an expert panel. All the applications have been of exceptional quality. Five will be successful.

### **Levelling Up** (Tony Hill)

The goal of Levelling Up is to help every young person achieve their potential.

Levelling Up: STEM involves mathematics, physics and computer science.

The focus is on underserved groups, ones the system has failed.

The project works with the learned societies, e.g. IoP and involves 25 universities.

Levelling Up seeks to work with A level students to boost confidence, inspire and raise attainment. Substantial mentoring takes place.

Working with local schools is central. The University of Hertfordshire works with Mission 44 (Lewis Hamilton), This emphasises the importance of place and local engagement. This work builds a pipeline of STEM into universities, Teachers get 'swept along'.

UG tutors are utilised. Racism is alive and well. Durham has made huge strides. Interventions in STEM are now spreading to other subject, e.g. languages.

University admissions are key and lower tariff institutions are important here. Greater

Manchester, Salford and Manchester Metropolitan University have been working together across Manchester to good effect and offers 'a ray of hope'. Outreach is an important part. The cluster is enlarging.

A current project is the production of 23 profile pieces. This involves the personal reflections of individuals from diverse backgrounds including current role and what they wanted to be at age 10. The profiles will be available on the website and posters will go out to all schools.

## **10 Conclusion**

The Chair thanked everyone for their attendance and closed the meeting.

## **11 Dates of next meeting**

Thursday 6 November 2025 at De Morgan House  
(Deadline for papers: Thursday 23 October 2025)