| **Maths Hub Strategic Board Meeting 3**  **Online**  **13/6/24 at 2.30pm – 4.30pm** | | | |
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| Invitees: | | Nicola Fareham, David Robson, Sophie Allin, Gaynor Bahan, Helen Jones, Steve Lyon, Leo Carne, Jim Kelly, Hannah Spencer, Jo Sawyer, Simon Riley, Ian Clennan, Helen Granger, James Durran, Donna Bedford, Steph Barton, Mark Foster, Mike White, Paula Kelly, Sara Davidson, Andrew Young, Michael Anderson, Cathy Hogben, Mark Knapton, Sara Davidson, Sarah Robinson, Sue Evans | |
| Facilitator: | | Martin Bees |  |
| Apologies: | | Sara Davidson, Andrew Young, Michael Anderson, Cathy Hogben, Mark Knapton, Hannah Spencer, James Durran, Helen Granger, Steph Barton, |  |
|  | **Minutes No.** | **Discussion** | Action/Deadline |
| 1. | Introductions | DR introduced the new members of the Strategic Board – Ian Clennan, Mike White, Mark Foster & Sue Evans (visiting from the NCETM) |  |
| 2 | Declarations of Interest | MBNo pecuniary interests were declared. |  |
| 3 | Minutes and matters arising from last meeting | **Non-engaged schools – help with contacts from other hubs.** HJ: Liaised with Red Kite TSH and English Hub. Ongoing conversations with Pathfinder TSH  NF: We have helped Red Kite with their cold spots. They will also help to promote our work. JS: lots of work with trusts since the last meeting–along with liaising with NYCC and ERCC.  **Secondary MATS – how to identify the leads.** NF: Covered by JS above, Secondary - been in talks with Consortium MAT who will now be on the MAT Leads programme. Open Classroom events for all are taking place this term.  **RIWG:** agenda item 5 today  **LLME – promoting benefits** – improve prominence of the roles on the website. Window for advertising places for 24/25 has closed. Sarah Robinson has been producing video case studies with current LLME. SR: Trying to increase our social media presence – now across all planforms. Produced videos of our LLME – we filmed Q&A sessions to promote the Maths Hubs and benefits of being a Work Group Lead.  Mixed Age/EY/Secondary Non-Specialist – we now have a bank of videos to use across all platforms.  GB: I’ve noticed the increase in the Hub’s social media presence. |  |
| 4. | 2023/24 Plan implementation update and Targeted Support in Maths | NF: 95 activities this year – in the first year there were 8 Work Groups so a big increase. Issues – a couple of schools dropped out of primary developing.  A WGL was off sick – covered by other WGLs until he came back.  Secondary sustaining – group not full. Need to look at how to reengage as many as possible.  SSL - Phase 2 didn’t happen, but we have run this as 2 x year one groups instead.  Years 5-8 Continuity: Difficult to recruit in the NY coast and ER areas.  TA SKTM: Danesgate – Milica Saleh has worked with challenging participants, helped out by a Secondary AMHL.  NF picked up the Secondary TA group after the WGL dropped out.  RIWG – featured in the NCETM RIWG newsletter. Put us on the map nationally. Thanks to HJ.  GB: any overarching success/challenges which have influenced how we will plan for next year? Or is there anything the board can support with?  NF: Reengaging secondary schools to sustaining work groups. We have new Secondary AMHLS this year – used this as an opportunity to change our offer. Mix of online and face to face – think face to face local session are better, including lesson observations so we can include more of these. Had to do all face to face with a large region which was a challenge.  IC: What schools cancelled? Any particular phase? NF: there is a mixture – more secondary than was usual. It started a bit later this year. Programme changed which might not have helped. MW: Mixed age – I work in a very rural area. What is the vision to disseminate the mixed age info to a wider area. HJ: Ongoing – this year as it is a RIWG more schools across the country have been trialling it. It may be a NCP for developing in 24/25. So many different variants of mixed age in schools. Working on a concept mapping tool. We need our wider LLME to have a good understanding of it, to support schools. Still a lot of work to do.  MW: Any ways to get the info out quicker? HJ: We held an open classroom – hope to do more in the future. We only have a small pool of schools willing to open their doors!  JS: We are mindful of PMS to make sure we have capacity to support schools.  HJ: 50 % of our PMS will be from mixed age schools. Our Oracy WG has helped re-engage schools in Scarborough by focussing on a topic. Has been very successful - plan to spread this across more sustaining WGS next year.  GB: How can you be sure all WGs are green? NF**:** try to visit as many WGs as possible and check in with the WGLs. Hold LLME days, informal check-ins.  MB: Great to see how much effort if being put in to making the groups run.  JS: We always go to the first (and sometimes second) developing WGs as they are new to support their wellbeing. Also help with visits if necessary.  NF: Offered Targeted Support for the first time this year – schools needed to meet certain eligibility criteria. Met with LAs, PMS, to identify schools. This is a new model – we are learning all the time. Will have more capacity next year  MB: Are schools receptive? NF – yes –need to know that our work will be impactful. |  |
| 5 | 1. 2024/25 Plan update and Research and Innovation   a) LLME  B )Primary  c) Secondary  d) Post 16  e) TSM  f) Research and Innovation | **Breakout Room discussions:**  *Key Question: How can we recruit the right people to the SMS Role?*  IC: At what point in a Secondary teacher’s career is it best to be recruited? How is this communicated to schools? Is there a small pool of people to recruit from as they need to know about Teaching for Mastery already?  NF: The programme is for anyone - Don’t need prior TfM knowledge- just need to show promise/confidence and be a good quality teacher. Don’t need to have been teaching for any particular length of time. The 2-year programme will improve their knowledge.  SE: If they are a new teacher, how might they be viewed by more experienced teachers? How can the hub support teachers early in their career?  NF: We have a range of experience in our LLME, some new teachers can hold their own.  SR: Misunderstanding the role? As in the previous question, do they need prior experience. Answered above.  *Key Question: How can we re-engage schools back into Sustaining without schools funding? How can we convince Headteachers to continuously stay engaged? How can we build relationships with MATs, who are the right people to be communicating with and how do we get to them?*  MB: Discussed communication with trusts – useful suggestions from the room. MW: Look for most proactive/engaged person in a school in the trust and go via them! No generic answer. MF: Agree, also highlight the other benefits, not just funding. MW: Marketing based – schools need to feel they are getting something really worthwhile out of it. Need to be kept new and up to date.ie. the mixed age materials, which can be seen as a gamechanger. HJ: Any other carrots apart from mixed age, oracy and high-quality lesson design? SE: Interesting about wanting to see new stuff – the key thing is good subject knowledge and pedagogy, Might not entice people in but package it well. Developing subject knowledge is ongoing as it is a real challenge.  NF: Same challenges in secondary – what will I learn new from coming to the group? Don’t sell it as ‘more of the same’ -- it’s hard to communicate this. MW: Don’t change model completely but if there’s nothing new mentioned some schools will think they have already done it and won’t take part. Need to know that their school will benefit and they are excited to take part. JS: We have a mix of schools who continue to take part and see the impact of taking part year n year, but we also need a carrot to get people back in., If they aren’t in the system they need to be enticed in with a carrot. GB: We had similar points – schools need to see engaging with a hub as art of ongoing PD. Also some fresh ideas will help to re-engage schools, including Parent Project. Mix of online and face to face sessions might help. Advocates to show that Maths hubs are for all schools.  *Key Question: How can we target cold spot regions for Developing Teaching for Mastery? How can we re-engage sustaining schools and convince School Leaders (HOD/HT) to continuously stay engaged?*  SR: AMSP find it difficult to engage schools – help to cross-promote programmes and share contacts.  NF: Our cold spots – not engaged at all or not on the TFM programme.  GB: General recruitment and retention crisis – also smaller pool of people as those who want to take part have already done so. Another Strategic Board reflected that if there was a list of target schools which could be brought to the Board meeting to see if anyone has a contact there. Comes down to relationships and finding a way in. Can we try this? NF: Trying this with Red Kite TSH to help make connections. SSL programme helping to make relationships. 3 schools signed up already for 24/25 developing. Are we missing anything which would help? Tried inviting to a primary open classroom so they could see what was happening. No capacity was the barrier. Can’t release staff in smaller schools. MW: Primary – secondary transition – may be a way in? An offer to work in transition coming from the primary school might work initially. Hambleton/Richmondshire locality board are looking at a transition group (focus on inclusion)– maybe an opportunity?  *Key Question:*: *How can we better engage with schools in order to get involved with Core Maths?*  NF/SL: Gave the background of Core Maths for the board members. SL: How do we present Core Maths to SLs and academies to get more interest? GB: We are unique as a country (students stopping maths at 16). Are some unis adjusting their entry requirements? It should be seen as something to help with their offers. SR: Some schools struggle to staff the subject- can’t staff GCSE and A Level SL: It’s the application of GCSE maths in different concepts. GB: Is the challenge more about spreading the word – can we find good examples of good practice in sixth forms/colleges. SL: Need students and parents to see the value. We need them to be asking their schools why they don’t offer core maths.  *Key Question: How can we ensure our LLME are confident and impactful in this bespoke work?*  GB: How are you identifying LLME? NF: We have advertised the SD Lead programme to our current LLME team. This is for leaders who already have evidence of working with schools and have shown impact with leadership.  HJ: Have noticed the difference between hubs. We are quite strict in that they have to be a MS and do the SDL. We need to develop their skillset so they can help different types of schools and gain experience and credibility. Is there anything we might have missed? IC: Risk that too many things are happening in schools which need support. How will the maths support work with other support. Good if you have LLME with experience of working with struggling schools They need to coordinate within the wider school improvement plan. Show schools that outcomes can be improved and show the school examples and draw upon other people. GB: Are we missing out on people experienced in leading change? Do they need to be mastery specialists? Could they work with a mastery specialist as a team? HJ: Good idea to work as a team and draw upon others. NF: Less SMS at secondary – we also use people who have been heads of maths where they have developed. Can also use HTs with a maths background.  *Key Question: Is there anything missing from our Standard offer that you believe our region needs?*  HJ: Something for Primary MATS. NF: Helen is leaving the hub to work with the NCETM so we are working hard to ensure we have the capacity to run our standard programme next year. MB: Can’t see much maths in the topics covered? Any development of method? NF: We need to discuss TfM! We have subject knowledge programmes as part of our standard offer, so this runs alongside pedagogy. There is an option to run something which we feel is missing in our area. HJ: Al the programmes are about maths – all centered around pedagogy and SK. The RIWGs also include some extra specific research. | Videos of schools working with the hub and HT case studies to help re-engage schools |
| 6 | 1. Review the effectiveness of the Strategic Board – | *Key Question: How well do we understand and have we fulfilled our roles and responsibilities?*  *Key Question: What do we do to ensure the right balance in our membership?*  MB: New members recruited to fill perceived gaps. NF: Need 6 senior leaders from different phases and areas. Also need EY and maths education specialists. Attendance more of an issue. GB: Is there a process if people don’t attend? NF: If people miss a lot of sessions, we would get in touch so see if they want to take part still. Online attendance is better than face to face. DR: Don’t take membership for granted-we also ask people if there is someone who can replace them. Do we need to chase up anyone who hasn’t sent apologies?  *Key Question: How can we ensure that meetings are designed in the most effective way?*  MB: Meetings seem effective and well designed.  HJ: A lot to cover – NCETM maybe revisit how to cover everything in 2 hours. GB: NCETM is just a suggested agenda. Can be adapted. Don’t need to include the NCETM update! |  |
| 7 | NCETM Update | GB: No update this time. |  |
|  | **AOB** | DR: Thank you to Helen for all her hard work. She will be a huge loss to the hub and we wish her well in her new role.  DR: I am leaving HGS so it is my last SB meeting too. I’ve enjoyed working with the hub and being involved in all the work.  NF: We have really appreciated your hard work. |  |

## Meeting was closed at 16:33 by Martin Bees

Next meeting date Thursday 21st November 2:30pm-4:30pm

## Minutes submitted by Sophie Allin

Martin Bees, **MB**

Nicola Fareham, **NF**

David Robson, **DR**

Sophie Allin, **SA**

Gaynor Bahan**, GB**

Steve Lyon, **SL**

Helen Jones, **HJ**

Jo Sawyer**, JS**

Jim Kelly**, JK**

Cathy Hogben**, CH**

Hannah Spencer**, HS**

Mark Knapton, **MK**

Leo Carne **LC**

Michael Anderson, **MA**

Simon Riley, **SR**

Ian Clennan**, IC**

Andew Young, **AY**

Sara Davidson**, SD**

Sam Marino**, SM**

Helen Granger, **HG**

James Durran, **JD**

Donna Bedford, **DB**

Mike White, **MW**