



NEW MILLS SCHOOL QUALITY OF EDUCATION COMMITTEE MEETING MINUTES

Date:	Tuesday 12 th January 2021 at 6.00pm	
Venue:	Zoom (online meeting)	
Present:	Jeremy Poulter (JP) (Chair) Michael Shew (MS) Felicity Wicks (FW) Sam Monteath (SM)	Co-opted Governor Co-opted Governor Co-opted Governor
Apologies:	Kate Axford (KA)	Independent Governor
Absence:		
In attendance:	Alison Barker (AB) Caroline Jesson (CJ) Anita Harwood Ed Salter (ES)	Head of School Head of School FTL English Clerk

The meeting met its quorum and begun at 6.03pm.

AGENDA ITEM 1	WELCOME
Discussion:	The Chair welcomed everyone to the meeting.

AGENDA ITEM 2	APOLOGIES FOR ABSENCE
Discussion:	Apologies were received from Kate Axford.

AGENDA ITEM 3	DECLARATIONS OF INTEREST IN ITEMS ON THE AGENDA
Discussion:	None declared.

AGENDA ITEM 4	APPOINTMENT OF CHAIR AND VICE CHAIR FOR 2020-21
Discussion:	SM proposed, MS seconded. JP confirmed as Chair of the QE committee JP proposed, MS seconded. SM confirmed as Vice-Chair of the QE committee.
Agreed:	<ul style="list-style-type: none">• JP confirmed as Chair of the QE Committee, effective immediately.• SM confirmed as Vice-Chair of the QE Committee, effective immediately.

AGENDA ITEM 5	MINUTES OF THE LAST MEETING 3rd NOVEMBER 2020
Agreed:	The minutes were accepted as an accurate record.



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AGENDA ITEM 6	MATTERS ARISING FROM THE LAST MINUTES
Discussion:	No actions as the committee were not quorate. Chair's action to approve a QA proposal due to meeting not being quorate was completed.

AGENDA ITEM 7	ADOPTION OF TERMS OF REFERENCE
Discussion:	Minor amendments in wording were suggested and discussed at the previous meeting.
Agreed:	Terms of Reference 2020-21 were formally adopted.

AGENDA ITEM 8	ENGLISH SWOT REPORT
Discussion:	<p>AH gave an overview of the English SWOT report:</p> <ul style="list-style-type: none">• Strengths: Strong curriculum at KS3 which is constantly updated/improved. Excellent resources for KS4 which are produced in-house. Strong understanding of data and how to use this to push progress. Excellent classroom management creating an excellent environment for learning.• Weaknesses: Limited resources to offer extra-curricular activities as often as we would like. Limited time for departmental planning/moderation etc. Mixed levels of tech skills within the Faculty means there is a need for individual, bespoke coaching which is both a provision and time issue. As a Faculty, we do not necessarily have access to the most appropriate tech kit at home in order to deliver remote materials with ease.• Opportunities: Post COVID, moving back to early entry Lit GCSE – potentially improving both Lit/Lang results and reducing the pressure on our students. NQT – bringing a fresh outlook and much to be gained via coaching etc. Potential upskilling of students in terms of remote work/independent learning.• Threats: Loss of time in class due to the pandemic, especially affecting Y9 and Y10 in terms of coverage, Y7 and Y8 in terms of skills/quality and quantity of learning achieved. The potential loss of catch-up funding on an ongoing basis will negatively affect progress, not only in next year's Y7, but also in 8-10. Quality time for planning and creating good resources – (and with enough notice).• Plans to minimise threats: 1. Building text-based remote learning materials 2. Flexibility with Y7/8 curriculum to allow more time for catch-up skills is a necessity. Continued scrutiny of Y7 work throughout the year must happen in order to fully understand the quality/potential of the cohort we have. <p>Q: Based on CAGs, do you think early entry was a success? A: Cannot be sure of this. There was some national criticism of inflated grades, but schools would never predict which students may underperform on the day of an exam due to anxiety or other factors, so we are able to analyse as much as we would like to.</p> <p>Q: If there are no adequate video providers, is there scope for staff recording themselves? A: There would be some safety concerns around this. There are some videos released with teacher audio only.</p>



	<p>Q: Regarding the potential loss of catch-up funding, are you referring to the COVID funding or the catch-up for Y7 that has been in place for some time?</p> <p>A: There is a concern that the non-COVID funding allocated to incoming year 7's who need it will be altered or removed.</p> <p>Q: Are lessons being delivered in mini school?</p> <p>A: No there are not as it would cause logistical problems. There would be no curriculum continuity as the same body of pupils are not coming in every day.</p> <p>The committee thanked AH for her work in producing the report and for presenting it to the committee.</p>
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AGENDA ITEM 9	<p>BRIEFING ON EDUCATIONAL PROVISION PLANS IN RESPONSE TO RECENT GOVERNMENT DIRECTIVES AND DECISIONS</p> <ul style="list-style-type: none"> • Detailed response to Governor Questions on Education Provision and Staff Support/H&S sections. • Top line responses to Safeguarding/SEN
Discussion:	<p>AB gave some context and a timeline on educational provision plans before Governor questions:</p> <p>Schools are facing a complex issue and far more students are classed as vulnerable or parents as key worker than in the previous lockdown.</p> <p>In March 2020 there was no notice of closure and an instant remote learning program was developed. In May/June the Government introduced year 10 bubble schools. By September whole schools were returned. Every plan to make provisions for education were altered by new government measures and requirements. Ensuring student and staff safety have proved very challenging.</p> <p>AB & CJ answered lockdown questions on education provision that were sent to FW via email:</p> <p>Q: How is the curriculum being delivered?</p> <ul style="list-style-type: none"> • Is there planned virtual F2F contact as opposed to using solely Class Charts? (esp. for Y11) <p>A: An early decision was made not to concentrate on live learning lessons, with the knowledge that pupils and some staff did not have the technology follow the lessons. School server capacity was also an issue. Some teachers are doing live teaching episodes, some are not but the school are working to change this.</p> <p>AB advised the committee that a Remote learning policy must be approved by 25th January.</p> <p>CJ shared the Remote Learning appendix for information:</p> <ul style="list-style-type: none"> • Students will have access to appropriately adapted learning materials. • Hardware is soon to be received for the 10% of students who currently have no access to any.



Some parents have queried why live lessons are happening in other schools but not NMS. The answer is that it would be unfair to the pupils who do not have the technology to access live lessons if they were offered and there is no evidence to suggest that live lessons are the only solution to remote learning. Co-Heads have met with all faculty team leaders and are moving to 20-40% live interaction per 2 weeks. Teachers and student can access live lessons for certain tasks. Live lessons are good for providing feedback, demonstrations and maintaining student/teacher relationships.

Q: What is the key difference between a live teaching episode and the range currently offered?

A: Live lessons can be limited, but good questioning is lost without live lessons.

Q: Are you considering sending a message to parents stating the school believe there is some value in live lessons, but the priority is in recorded?

A: We have given regular messages and are due to provide an update in conjunction with the remote learning policy clarifying that the priority is to use all elements of teaching available to them, not just one form such as recorded or live lessons.

Lockdown Question: On Y11 more broadly, what support is in place for them in terms of being able to assess them fairly?

A: This began last year, with each teacher building a bank of knowledge of each pupil over time. Additionally, Y11 are due a report on Friday, so they will have done an assessment already. The school will extrapolate from that the reporting data, giving a good basis for assessment. All schools are awaiting guidance on the exact assessment process for Y11. NMS is hoping for Ofqual communication by the end of the week.

Lockdown Question: How do you know the level of IT provision for each pupil - has a survey been redone since Lockdown 1?

A: Discussed above. Regarding data ,Ian Withers leading on data provision and are contacting families for account numbers etc. to get the free data to the families that need it.

Q: What are the devices the DfE are sending?

A: Laptops.

Q: If there is difficulty with students accessing devices, has the school considered allowing students to bring their own into school?

A: Not possible due to WIFI limitations. There are 90 mini-school applications for 63 places. This creates a staff workload issue; health & safety issues and requires pupils to be spaced appropriately when the computers are not spaced correctly for COVID purposes. There is a disparity between staff workload based on computer suite allocations/mini school attendance.

Q: At what point does this become unmanageable?

A: Almost already at that point but the school have been informed they cannot send children home and would need approval on an attendance cap from governors. CJ has informed parents that the school is over capacity. 11 people modified their request as a result.

Q: If closing the school is still at the Headteacher's discretion, capping attendance must be too?

A: It is, but government guidance states that the Heads of School should ask for Governor's approval. AB and CJ will keep Governors informed of the attendance levels and capacity the school has to continue.



	<p>Staff support/Health and Safety: Before shutdown a staff voice was conducted. The feedback was that staff were positive about their workload and wellbeing.</p> <p>Staff have static days, which were not used in the previous lockdown. In teams of two or three (with a TA for SEN student) and staff split their time fairly within the team. Groups are kept static to minimise the contact staff are exposed to. Good hygiene protocols and mask wearing have been maintained.</p> <p>Testing: Testing kits have been delivered. Core testing team is in place (internal staff) and have been trained. Routine staff testing began today and will be tested every week. Government guidelines state that children who routinely attend mini school should be tested every 3-5 days, although DCC do not agree with this and the school await their advice. Mass testing on return to school is uncertain.</p> <p>Government guidelines state that no child can be refused education because they refuse to be tested.</p> <p>For mass testing the school will need 13 staff available to administer. Original requirement was that a positive test would mean testing all children every day for a week, which would heavily reduce teaching time if implemented.</p> <p>Safeguarding questions will be addressed at the next BAPD meeting.</p> <p>Q: In the first week back the timetable for students was released daily. Is it possible to return to a weekly release, which gave more structure?</p> <p>A: This subject has divided parents, some requesting daily and others weekly. To try and make everyone satisfied there will be a weekly drop of work and timetabling, with a clear structure to show how the work relates to each lesson.</p>
<p>Action:</p>	<p>Remote learning policy must be approved by January 25th. Governors should send any comments/questions to FW within 1 week, to collate and send to AB. The QE committee recommend the policy for approval and FW will chairs action approve the policy after FGB feedback.</p>

<p>AGENDA ITEM 10</p>	<p>OPTION BLOCKS</p>
<p>Discussion:</p>	<p>Y9's are currently choosing their options for Y10. Most Y9s have provided top 5 preferences for CJ to put into 3 option blocks that would satisfy the most amount of children.</p> <p>2 new courses have expanded, providing there is enough uptake. They are BTech in health and social care and a BTech in enterprise.</p> <p>Interest in Music is small with 5 students out of 141. The subject requires a level of performance and capability and of that 5, only 3 students would be capable of accessing the course. After discussion, SLT have decided that Music won't run for next year. Financially it is not possible to run such a small course.</p> <p>Q: Is there extra-curricular Music provision or any other way for the students to access GCSE Music from another source?</p> <p>A: There are extra-curricular grades that are not equivalent to a GCSE grade. It is very hard to buy a remote course due to the nature of the course.</p>



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CJ explained the 3 option blocks for subject allocation. There are 18 classes, with 2 classes each of Geography, History and Media.

Q: If a pupil chooses a subject in one block, does this exclude them from taking any other subjects in that block?

A: Correct, pupils cannot take another subject in a block you are already taking a subject in.

Next steps are to get the option blocks out to the Y9 cohort in advance of parents evening.

AGENDA ITEM 11

Q&A of the QofE SIP

Discussion:

AB answered 2 Governor questions posed in advance of the meeting:

Q: Are there any areas where we can get to a 1, and potentially give us a model for other areas?

A: There is one area that could be considered a 1 - curriculum, ambition, knowledge, skills and cultural capital, this has been described as far reaching and innovative by school improve lead for the DCC. This does not lead other areas as a model and is a theoretical underpinning following a piece of work AB and CJ undertook to help to help staff understand curriculum design detail.

Q: If we're currently on a 2-, where should the focus be to make that a secure 2?

A: Our data prevents us from securing the 2, as the last data available was for a very different cohort and with COVID restrictions around exams and assessments the data isn't useable in that way.

AGENDA ITEM 10

ANY OTHER BUSINESS

Discussion:

No further business was discussed.

AGENDA ITEM 12

DATE OF NEXT MEETING

Discussion:

Tuesday 2nd March 6pm.

There being no further business to discuss, the meeting closed at 8.07pm.