

**NEW MILLS SCHOOL
QUALITY OF EDUCATION COMMITTEE MEETING MINUTES**

Date:	Tuesday 22nd September 2020 at 6.00pm	
Venue:	Zoom (online meeting)	
Present:	Felicity Wicks (FW) Jeremy Poulter (JP) (Vice Chair) Freda Rashdi (FR) (Chair) Kate Axford (KA)	Co-opted Governor Parent Governor Parent Governor Independent Governor
Apologies:	None	
Absence:	Michael Shew (MS)	Co-Opted Governor
In attendance:	Alison Barker (AB) Ed Salter (ES) Caroline Jesson (CJ)	Head of School Clerk Head of School

The meeting met its quorum and begun at 6.04pm

AGENDA ITEM 1	WELCOME
Discussion:	The Chair welcomed everyone to the meeting. The Committee welcomed new governor Kate Axford. Committee members and attendees introduced themselves.

AGENDA ITEM 2	APOLOGIES FOR ABSENCE
Discussion:	Michael Shew was recorded as absent. No apologies required.

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

AGENDA ITEM 3	APPOINTMENT OF CHAIR AND VICE-CHAIR
Discussion:	JP nominated FR for chair, seconded by FW. FW nominated JP for vice-chair, seconded by FR. Motion carried.
Agreed ;	Freda Rashdi will continue as Chair and Jeremy Poulter as Vice Chair

AGENDA ITEM 4	MINUTES OF THE LAST MEETING 3rd MARCH 2020
Discussion:	AB and CJ titles should be changed to 'Head of School'.
Agreed:	The minutes were agreed as an accurate record of the meeting.
Action:	FR will scan electronic signature and sign off the minutes to ES

AGENDA ITEM 5	MATTERS ARISING FROM THE LAST MINUTES
Discussion:	No matters arising

AGENDA ITEM 6	COMMITTEE PLAN FOR 2020/21
Discussion:	<p>The committee discussed the plan for 2020/21 against the backdrop of covid uncertainty:</p> <ul style="list-style-type: none"> • The committee acknowledged that new guidance states that visits to school should be undertaken only when necessary. • QA will need to be fluid because of covid. • AB explained that the school was looking at using a different QA model prior to covid but that is now uncertain, SWOT's may be absorbed into this. • Everyone is happy with the current committee plan
Agreed:	All meetings should be online until further notice.

AGENDA ITEM 7	ADOPTION OF TERMS OF REFERENCE
Discussion:	<p>Q: On the separation and link between SEN/ PP issues, is that a part of the Behaviour, Attitudes and Student Development Committee? A: Yes, they are. QE committee will take a holistic view of the school by discussing all students.</p> <p>FR believes ToR are out of date on points 7, 13 and 9.</p> <p>As a result, ToR were not adopted at this meeting</p>
Action:	FR to make suggested amendments for next meeting

AGENDA ITEM 8	RESULTS REPORT
Discussion:	<p>CJ produced a results report for the committee. Highlights include:</p> <ul style="list-style-type: none"> • A bigger year group than in past years. • Pupil Premium data is an analysis on 18 students, so the committee should be wary of drawing overarching conclusions from this data. Additionally, there are more boys in the PP cohort than in the past. • SEN cohort is smaller than in the past. • Nationally results have come out more positive than in the past. Would have expected an attainment 8 of 51, which is where they expected them to be. • Disparity between English and Maths at the 5 plus and 4 plus level. 20% gap between English getting 5 or higher and Maths. The school will need to unpick these results and look at what needs to change. • Still have improvements to make in Humanities, Science and Languages • PP and SEN gaps showed up a lot but the gaps were bigger than expected. This is being investigated. • QI grades went from an average 6 to 3 which is great. PP 5, SEN 4 which highlights the gap. • Big jump in English language, 6 to 3. Maths jump from 7 to a 4. These increases need investigating. German jumped 5 to 2. German is down to a change in teaching, which is easier to explain than other results • Contextual data gives some clues. All students 95% attendance but PP 90% and SEN 91%. • Not a surprise that the students aren't getting better results due to attendance issues. • Need to look at how to narrow the PP and SEN groups gap.

Q: Has the English literature experiment (NMS started to teach English Literature to year 10s) worked?
A: It is hard to say if it was successful in a sustained way as the change has come at a volatile time in terms of the curriculum. In terms of the Centre Assessed Grades it has been good.
 We don't know if there will be performance tables next year. Have asked advice on this but are being told to 'wait and see'.

Traditionally, English Literature results are strong.

Q: Can we calculate what progress 8 would be if it had been included?
A: After the fact, Yes.

Q: The literature courses changed this year which in theory made the course easier, cutting poetry out. Is expected it will be higher?
A: Hopefully this is correct, but there is a skills issue with marking still going on in the traditional way.

CJ noted that this it raises a broader point that the English Literature spec has been changed and with no consistency other subjects have and haven't and it may need to be discussed at some point.

Q: On the CAG data, ALPS is blank, is that correct?
A: They do not have a comparable data set yet. They are too far away with these new courses to use as direct comparisons so are left deliberately blank.
Q: Are there any flags we need to be aware of?
A: Media was a very strong set of results. Sports Science was strong as well. CJ is happy with the attainment the school has; they just can't work out progress.

AB noted that Centre Assessed Grades were scrupulously moderated, but it would have been preferable to be discussing exam grades to have testimony to all the hard work that has been put in by those departments.

AGENDA ITEM 9	CURRICULUM UPDATE (INCLUDING CONTINGENCY PLANNING)
Discussion:	<p>AB and CJ have worked on New Mills' curriculum intent, systems and documentation, making sure they are in a good place.</p> <p>This curriculum review will look at this year and the learning loss and mitigating plans to give a sense of context:</p> <ul style="list-style-type: none"> • Summarised tiers 1-4 of lockdowns: Tier 1 (New Mills currently) schools open to all students and face masks required. Tier 2 the school operates on year group rotas to break chains of transmission. AB and CJ have been working on these contingency plans. Tier 3 is some year groups attending, operating as mini school and bubble school. Tier 4 nobody is in except for vulnerable groups and key workers. • None of the 'catch-up funding' has materialised for these lockdowns and the committee acknowledged that all this work was being done on an existing budget. The money is ring fenced and can't be used for Tier 2. • Tier 2 is incredibly difficult to provide. AB and CJ believe they may leapfrog Tier 2 but that doesn't change the amount of planning that will be necessary. <p>AB gave a status report on where they are after 4 weeks back.</p> <ul style="list-style-type: none"> • Students have responded to return in a 'covid aware' context excellently. • Teaching staff remain very supportive of AB and CJ plans

- Attendance was 97.7%. That has dipped now that year 9 are not there and it has made people question their health more. Attendance now at 90%, slightly above national average.
- Student's attitudes are good as are behaviours and school values.
- Used week 3 to carry out assessments. Next week's faculty team meeting will be about the response to those assessments. Will give them information on 'learning loss' and curriculum decisions.

Q: Did year 9 going home happen before or after assessments?

A: Most of the assessments were completed as they went off at the tail end of that week.

- The school were keen to make it clear to the students that grades are not sent to parents or formally recorded; it is just to mark where they are at to plan their learning. Results will be shared with this committee.
- Faculties will now be focusing on how they adapt curriculum and what will be done to deal with these shortfalls.
- External catch up issue but no details on that currently.
- There is a need to focus on ongoing planning and training needs for us to meet the demands of Tier 2- 4. They Need to find a way to follow their curriculum but teach in a completely new way. Previously had no prep time but now it is important to address this.
- Looking to enhance class charts offer. There are 6 main strands to class charts (access to the teaching materials).
- SEN support programme will include direct contact with TA's
- Tier 3 and 4 would introduce paper-based work (not in Tier 2 because turnaround time too tight).
- Pastoral and safeguarding team will continue their work.
- The school would introduce tutor contact in week 2 of a full lockdown and then fortnightly.
- Software 'MyON', which is an online library for students

AB gave an overview of the class charts system to enhance remote learning.

- Initially, student focus would be about getting yourself settled, creating a learning environment. That is ready to go.
- Would get a voiced or filmed PowerPoint or use a screen sharing software that all children can use.
- The school will also ensure that there are curated lessons available.
- They would like students to be able to question their teacher. This is difficult as school IT system is not well updated. Additionally, there is a duty of care to staff with dependants for live Q&As.
- Would like to be more sensitive in how students are engaging with the work. CJ will put engagement buttons on class charts to monitor engagement for each individual pupil.
- Not every lesson would have all 10 strands, but it is the toolkit we hope our teachers can use but we are against the clock on implementing this.

'Directed time' explanation: 1265 hours of teacher time are subject to headteacher demands. Includes teacher time, parents evening, meeting etc. AB and CJ recalculated directed time and with new covid protocols they are very tight and cannot have many meetings/ briefings to learn these new systems.

Q: Parent Governor stated that their children initially felt slightly overwhelmed by all the work that they receive at the start of the week. Is there a way of drip feeding the work?

A: This was done over the summer as it was the best fit at the time. This time they will try to stick to the student's timetabled day.

	<p>Q: Did SEN get severely hit by lack of technology or access to support?</p> <p>A: The key principle has been to be fair and the school has tried to strip back the technology to tell teachers that if learning materials cannot be accessed by smartphone, don't do it.</p> <p>CJ noted that the Pastoral team and SEN team were in contact with those children to try to get around barriers that were in the way for them.</p> <p>The Student Development team will be working on getting another accurate picture of the needs of deprived students. Currently there is no access to funding for new technology for these students.</p> <p>Demands on staff on how radically they have to shift their practice cannot be underestimated. All CPD time will have to be diverted to learning remote teaching and that means other areas will take a hit.</p> <p>Governors agreed that the school has done fantastically well with the resources they have. They acknowledged the need to hold schools to account but they must be proportionate in this due to the unforeseeable circumstances.</p>
Agreed:	AB and CJ will update on gaps and catch up funding when they have information to give.

AGENDA ITEM 10	POLICIES
Discussion:	No policies to discuss.

AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	<p>Everyone in the committee is happy with their Link Governor roles.</p> <p>Q: How will Governor visits take place?</p> <p>A: QA formal processes will not continue. AB will discuss this with SLT and come back.</p>
Action:	FR will check Michael is happy with his link governor role.

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	The next meeting date is Tuesday 3 rd November 2020

There being no further business the meeting closed at 19.22