

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

Date:	Tuesday 14 th January 2020 at 6.30pm	
Venue:	New Mills School, Conference Room	
Present:	Felicity Wicks (FW) Jeremy Poulter (JP) (Vice Chair) Freda Rashdi (FR)	Co-opted Governor Parent Governor Parent Governor
Apologies:	Michael Shew (MS)	Co-opted Governor
Absence:	None	
In attendance:	Alison Barker (AB) Diana Malkin (DM) Caroline Jesson (CJ) Lorna Barnfather (LB)	Assistant Headteacher Clerk Assistant Headteacher EBacc FTL

The documents discussed in the meeting can be found in the OneDrive meeting folder

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

AGENDA ITEM 2	APOLOGIES FOR ABSENCE
Discussion:	Apologies were received from Michael Shew.
	The apologies of the above-named governor were accepted.

AGENDA ITEM 3	DECLARATIONS OF INTEREST IN ITEMS ON THE AGENDA
Discussion:	There were no declarations of interest in any agenda items.

AGENDA ITEM 4	MINUTES OF THE LAST MEETING 5th NOVEMBER 2020
Discussion:	The minutes of the last meeting were considered by the committee.
Agreed:	The minutes were agreed as an accurate record of the meeting and were signed by the Chair at the last FGB meeting.

AGENDA ITEM 5	MATTERS ARISING FROM THE LAST MINUTES
Discussion:	<ul style="list-style-type: none"> Sarah Cohen is not going to report to this committee, she is on the IW committee. It was discussed that the SWOTS from the Maths and EBacc faculties still need to be fitted in to a committee this term and that teachers will be invited with enough time to prepare their SWOTs for future meetings. It was decided to hold an extra, short meeting for the Maths and EBacc SWOTs.
Resolved:	<ul style="list-style-type: none"> An extra QE meeting will take place on Tuesday 25th February at 6.30pm and FR will email Lorna Barnfather and Dan Barber to invite them to present the Maths and EBacc SWOTs. 10th March can be put forward as an alternative date. The Maths and EBacc SWOTs will be circulated by email and put in the OneDrive QE folder.

AGENDA ITEM 6	ADOPTION OF UPDATED TOR
Discussion:	<ul style="list-style-type: none"> DM to upload to OneDrive folder.

AGENDA ITEM 7	OPTIONS PRESENTATION 2020 Presented by Lorna Barnfather
Discussion:	<ul style="list-style-type: none"> • Lorna advised that the aim had been to produce options that would fit in with inclusivity and be child-centred, and have been produced based on the selections made by students. • Options also need to cover the percentage of students required for the EBacc entry. • Also taken into consideration were the A8 and P8 figures. • The government target for EBacc entries is 30% and at New Mills there is a small cohort, which makes it more difficult to offer option blocks. • The figures of EBacc entry for the last few years were noted as: 2017 - 24%; 2018 - 31%; 2019 - 26%. • Nationally, the government would like 75% of Year 10s to do the EBacc by 2022 and 90% by 2025. • The IT BTech and Catering were undersubscribed and 31% of students in the year group were unassigned to an option. Therefore, those subjects are not included. Computer Science is offered, Catering will not be offered to Year 9 next year, as only 3 students selected it. • The figure closest to 30% would be attained by forcing students to do subjects they had not chosen, which the school is not comfortable with. • The committee considered the 2 Pathways A & B. A is more student-centred and B is more focused on EBacc Entry. • Pathway A offers 23% of full EBacc entry. Student satisfaction is 92% and student choice is 97%, with 7 students currently unassigned in this model. • Pathway B offers 26% full EBacc entry, with 83% student satisfaction, 94% student choice and 15 students unassigned to courses in this model. <p>Q: How is student satisfaction measured? A: By SIMS. It is the number of students who are assigned to courses. Q: Do you know how many students, for example, would pick both Construction and Engineering? A: That is not known as yet. Clashes will be highlighted and if there are too many, they will not end up in the same block. Q: Historically, what percentage of students change their minds? A: The advice to each student would be to consider their individual choices carefully, and if their choices do not fit, they have to rethink. They can change their minds, but that may not fit with the timetable. Q: Are there any subjects that are more susceptible to students changing their minds? A: It depends, there are sometimes difficult choices between subjects. There tend to be more students doing Geography and Media, in order to fit in with the EBacc basket. Q: There seems to be a big drop in Sports Science? A: That is because more chose to do a different subject this year. Q: Are you satisfied the students are given realistic information on choosing subjects for later in life? A: LB gave a presentation for Year 9 parents and students, and they did get that information, and they had the options booklets and discussed it with their parents. There were also Taster Day sessions and they are informed as much as they can be and advised to do a variety of subjects. Triple science is no longer offered. There is also a Careers day with “next steps” from GCSE subjects.</p> <ul style="list-style-type: none"> • In Pathway A, more students are assigned to subjects they have chosen. • If a student’s options do not match their individual profile, the staff will have a chat with them about different choices. • At the upcoming Year 9 parents’ evening, parents and students will be advised about applying for different subjects. <p>Q: Are the option blocks different each year? A: Yes, and this makes timetabling difficult.</p> <ul style="list-style-type: none"> • Governors discussed the pathways and it is a big decision for the students. If the 30% were to be achieved, there would be 15 students who would be unable to do their chosen options. • The Governors agreed that the Student Centred Pathway A would be the preferable option. • Nearly half the cohort have chosen languages in this year group, and there are 10 students who have chosen Music, which are both causes for celebration. • LB was thanked for her useful presentation.

AGENDA ITEM 8	EBACC SWOT & MATHS SWOT
Discussion:	This will be carried over until the extra meeting on 25 th February, as will the Maths one.

AGENDA ITEM 9	SEN/STUDENT SUPPORT PROJECT Caroline Jesson
Discussion:	<p>The presentation was delivered by CJ, as part of her NPQH programme.</p> <ul style="list-style-type: none"> The project is centred on improving outcomes for students who are both PP and SEND via Wave 1, 2 and 3 interventions. There are 11% of these crossover students at NMS, whereas nationally the figure is 3%. These are the most vulnerable students, and NMS wants to empower them to be the best they can to optimise their future success. The 5-year improvement plan has been highlighted to show where the plan can fit in with the SEN/PP projects. The current data was presented. The 2020 forecast and 3-year trend of P8 were considered. Last year the general P8 was -0.39 and for PP students the figure was -0.77. SENK students did not do as well as other students, neither did PP students. SEN and D students' figure was -1.31, which is a real focus for improvement. The national data shows white British PP students have a PP of -0.75, which is the same as the New Mills figure. There are plans for PP and SEN students, which are separate at the moment. The PP barriers and interventions, however, are not always aligned and the process of identifying SEN students is not always clear. The result is, some of the crossover students are missing out and need more focus. Improved progress is the aim, through integrated work with PP and SEN students, with clear processes in place for each set of needs. Communication is a focus and the impact should be positive. To achieve this, there will be work with key staff, who will know what the aims are in each area, and then will aim to integrate the SEN and PP systems. The status quo will be maintained for identifying PP and SEN students. The aim is improved progress and will take longer than one academic year to bring about. Case studies will be looked at, as will staff and governor voice. There are 4 areas for discussion: <ul style="list-style-type: none"> 1. Cost. Do governors consider the project to be a good use of CJ's time? <ul style="list-style-type: none"> Governors discussed that it is a priority to address the SEN/PP group and that information on SEN/PP students is not always readily available on transition to Year 7. <p>Q: What is wrong with the current system? A: There is no real understanding of how a student would be assessed and their barriers to learning addressed. There are variations in the approach of different staff. Q: Is this a way of identifying the students we are good at helping and those not as good? A: Yes, we can do this. Q: Does every teacher know which students are in the SEND, PP cohorts, or both? A: The teachers know the needs, but not necessarily all the specifics. Q: Do you know what best practice is in other schools? A: I am starting to research this. There are many areas of good practice to look at. Q: How are these pupils dealt with at the moment? A: Mainly Wave 1, in the classroom, which is what we would like to maintain as much as possible. Q: If the timescale is longer and there is a specific cohort, how would you know if it is working? A: Yes, it will be hard to see a P8 difference in the time period of the study, and there will always be different needs.</p> <ul style="list-style-type: none"> The committee discussed that they would be happy to progress this work and that it is clear that the profile at NMS is unusual with 11% crossover PP/SEN. <p>Would you be confident in explaining how PP and SEN students are supported at NMS and if not, what would improve this?</p> <ul style="list-style-type: none"> Governors discussed that their knowledge on this could be improved and that all governors should be aware of this area too. An option is to put together a dashboard with the data on PP/SEN for governors and

	<p>to know how teachers deal with different students in the classroom, and how that child is supported in and out of the classroom.</p> <p>Q: Is it this an admin or a processing area of focus? A: It is both. Also, more funding may be needed. Teachers would know who to go to and how to get general information from SIMS. On the assessment side, there is less knowledge. Q: How much discussion is there about individual pupils' needs? A: There are workshops and sharing of good practice around differentiation within the faculties.</p> <p>Which committee is best placed to monitor the scope of this work – the QE or IW committee? There may also be additional resources needed.</p> <ul style="list-style-type: none"> • CJ will need to update governors on progress and data. • It was agreed that the IW committee would be the best committee to report this back to. <p>What would you see as a successful outcome at the end of this academic year? And at the end of 2021?</p> <ul style="list-style-type: none"> • We won't know for sure, until the P8 scores are in, about the outcomes. It is a complex issue. If by then a rough working model has been started of how they would work, that would sound ambitious. If there is a robust system for identifying the incoming Year 7 crossover students by September 2020, that would be ideal, and then the new system would be brought in.
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AGENDA ITEM 10	<p>WHOLE SCHOOL DATA Caroline Jesson The data was presented at the meeting and will be in the meeting folder on OneDrive.</p>
Discussion:	<ul style="list-style-type: none"> • The committee were advised that KS4 Progress, Attendance, Behaviour and the Context of these, had been considered by the SLT. • The current Year 7 has 130 pupils and the school has increased in other year groups, due to a larger intake and in-year transfers. There are currently 576 on roll in the school. There were 30 in-year transfers last year. • The school is also becoming more diverse, with 12% non-white British students in Year 7. • The Attainment and Progress data were considered, but P8 can not be forecast at this stage. In future, there will be more of a breakdown of the PP data. • The subject by subject ALPS grades were considered. • There have been some decreases in Maths attainment. One of the teachers is off on paternity leave, and will be back on 14th February. • Many of the science groups' marks have decreased, partly due to the variability in the marking of assessments. • Some assessments have become more accurate and there are new assessments. • PP attainment is low and there have been decreases in most of the year groups. • PP students are a concern and this comes down to a lack of capacity for the staff in charge of PP and Inclusion. • The progress forecast is ALPS 4 for Year 11s and ALPS 3 for Year 10s, which is very good progress. The FTLs will scrutinise these forecasts to try and avoid the good forecasts with less positive results that have happened in previous years. • CJ will use the data for a discussion on assessment of KS3 with teachers. • Subjects which are a cause for concern will be discussed by AB and the FTLs. • Governors understood that the data that gives cause for concern is being looked into. <p>Q: On the ALPS progress, could the subjects be in faculty groupings? A: Yes, that can be done.</p>

AGENDA ITEM 12	ITEMS FOR NEXT AGENDA
Discussion:	<ul style="list-style-type: none"> • English SWOT Report • Open SWOT Report • Curriculum Policy.

AGENDA ITEM 13	ANY OTHER BUSINESS
Discussion:	<ul style="list-style-type: none"> • There was no other business to discuss.

AGENDA ITEM 14	DATE OF NEXT MEETING
Discussion:	<ul style="list-style-type: none"> • Tuesday 3rd March 2020 at 6.30pm. • Meeting for EBacc and Maths SWOTs on 25th February at 6.30pm. (Or 10th March.)

There being no further business the meeting closed at 2020