

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

Date:	Tuesday 5 th November 2019 at 6:30pm	
Venue:	New Mills School, Conference Room	
Present:	Felicity Wicks (FW) Jeremy Poulter (JP) (Vice Chair)	Co-opted Governor Parent Governor
Apologies:	Michael Shew (MS)	Co-opted Governor
Absence:	Freda Rashdi (FR)	Parent Governor
In attendance:	Alison Barker (AB) Diana Malkin (DM) Caroline Jesson (CJ) Emma Davies	Assistant Headteacher Clerk Assistant Headteacher SD Faculty Team Leader

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

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

AGENDA ITEM 2	APOLOGIES FOR ABSENCE
Discussion:	Apologies were received from Michael Shew and Freda Rashdi. The apologies of the above-named governors 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 10th OCTOBER 2019
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 Vice Chair.

AGENDA ITEM 5	MATTERS ARISING FROM THE LAST MINUTES
Discussion:	DH will email a SWOT summary to DM. requested - completed FR will speak to FW about who should update the master agenda and advise DM if it can be changed. completed <ul style="list-style-type: none"> • FR will speak to FW about Sarah Cohen reporting to this committee, as she is the Student Development Link Governor: <p><i>The above has been discussed by FW and CJ, and FW will be Student Development Link.</i></p>

AGENDA ITEM 6	ADOPTION OF UPDATED TOR
Discussion:	<ul style="list-style-type: none"> • DM to look for Terms of Reference and update them, and share with FW and FR. • <i>Needs to be updated in agreement with the committee chairs.</i>

AGENDA	STUDENT DEVELOPMENT SWOT REPORT
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ITEM 7	Presented by Emma Davies, Faculty Team Leader
Discussion:	<p>Strengths:</p> <ul style="list-style-type: none"> • Familiarity with the 5 Rs is being embedded across all year groups. • Students are all aware of the 5Rs. Respect and responsibility are definitely embedded now. • Personal Development Curriculum is mapped from Year 7 to Year 11, and all staff know what is to be delivered. • The quality of the tutorial programme continues to evolve this year, and the faculty will consider metacognition and study skills, to ensure these are mapped from Years 7 to 11, based on the resilient classroom project. • Pupil Voice has been carried out and will be done twice a year. All students completed the survey which covers various aspects, one important one being that Year 11 have stepped up their revision. • The SD team have now implemented a half-day meeting every half term, which is more productive than the previous shorter meetings. Interventions are considered at these meetings. • The reward system has been improved, for the whole school. <p>Weaknesses:</p> <ul style="list-style-type: none"> • All year 10s are doing an HPQ, which is a higher level qualification, like an EPQ for younger students. • Assessment grids are in place – it is necessary to develop skills without a formal qualification. • Careers advice could be stronger. The Gatsby implementation plan (national careers programme) is in place and a new Careers Policy is being developed, especially to support SEN pupils. <p>Opportunities:</p> <ul style="list-style-type: none"> • Emma has contacted the Enterprise network. • Implementation of the Gatsby plan. • SD interventions: need to develop some of the 5Rs with some pupils. 18 students in Year 11 are on report. Interventions will also be done with Year 9 and 10s. • The website is being developed, to give further information to parents. • SD now has a higher presence on agendas at SLT meetings. • All staff now have a Performance Management goal, which links to SD. • Introduction of student review week. Students will fill in leadership ladders and review these each half term. They can note where they have demonstrated the 5Rs and record their 2 meaningful encounters and everything they have done, that would include “soft skills”, eg. doing a presentation. <p>Threats:</p> <ul style="list-style-type: none"> • Workload, as there are only 3 staff now, including Emma. There should be 3 Assistant SD leads, but the only one currently is the Drama Teacher, Sam. • AB advised the committee that the SD team have made a huge amount of progress recently, despite the under staffing. • Developing aspiration is a challenge and this should be driven through SD briefings, with all staff seeing it as their responsibility to develop this. • Enrichments activities, such as the recent trip to Cheadle Mosque: 50% of pupils did not go, some on the grounds that the trip did not reflect the parents’ views. <p>Q: This is quite concerning, could someone be brought in to talk to the students? A: A lady from Cheadle Mosque did come in last year to do a talk.</p> <ul style="list-style-type: none"> • The school know they are quite monocultural and are committed to change. This trip shows how much work is still needed on diversity. This was brought up by Ofsted at the last inspection. • FW advised some Manchester University students could be invited to do a talk on Islam at the school. • The committee discussed that it would be a good idea for students who went to the mosque to write a letter to next year’s students, telling them what a positive experience it was.

	<p>Q: In the Ofsted framework, in an inspection they realised it is difficult to measure Student Development, however they are likely to ask governors. What does inclusivity look like in this school? How much awareness of protected characteristics is there? A: It could be improved. It has started, but it has been sporadic, and it needs to be ensured that the staff are all delivering SD. It is moving forward, but needs more work.</p> <ul style="list-style-type: none"> • The committee discussed there is a difference between inclusivity and additionality. Pointing out the “otherness” of other cultures can still risk emphasising differences. • It is necessary to find a way to map the journey between the differences the students know to the ones they have not yet encountered. • Sometimes, questions need to be asked to find out how open-minded people are. • In other areas, eg. LGBT issues, students are very forward thinking. <p>Q: Do all students have access to an external careers interviewer? A: Yes, all year 9s, 10s and 11s have an appointment. Parents can also attend. Q: Does the Duke of Edinburgh programme still run? A: Yes, it is run by the Head of Maths, who is training 2 other members of staff to be D of E leaders. Q: Is there another similar scheme? A: There is the John Muir award, an extra award in Science, for example. Stud Development is being effective across the curriculum.</p> <ul style="list-style-type: none"> • Emma was thanked for her presentation and left at 7.10pm.
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AGENDA ITEM 8	QA OF TEACHING AND LEARNING Presented by Alison Barker
Discussion:	<p>The Quality of Teaching Learning and Assessment 2018-19 was considered by the committee, from which the following points were highlighted:</p> <ul style="list-style-type: none"> • The context is that there were disappointing outcomes in the latest GCSEs, with a decreased Progress 8 score. However, it was a small cohort with many disadvantaged and traumatised children. • When these children were in Year 7, the school was in special measures. • There were pockets of very low achievement and also areas of improvement. • There were strong outcomes for the students who engaged with school’s values. • The QA Assessment looked at a 3-year trend for last year’s outcomes, the staff member’s engagement with pedagogic thought, the teacher’s efficacy and high expectations for all, and the potential to advance to a teacher who can affect outcomes outside the classroom. • The committee considered the levels of teaching for each subject. <p>Q: How useful a measure is the potential to advance, for a teacher? A: It is about marking the potential. Q: What if a teacher is not seeking extra responsibility? A: There is the need to advance in teaching practice. It is about the potential. There are plenty of teachers who are content to be a good classroom teacher and not go further up the management ladder.</p> <ul style="list-style-type: none"> • Outcomes have the biggest weighting on the chart. • The data compared to 2018 show that there are fewer outstanding teachers (20% to 10%); higher proportion of good and outstanding teachers; there is a slight decrease in inadequate teachers; staffing is stable but outcomes are not. • When looking at how to progress, 5 out of 30 staff are Requires Improvement in having high expectations, ie. they do not push the 5Rs as much as the SLT would like. 1 in 10 is an RI tutor. • 7 out of 30 teachers have a 3-year trend of poor outcomes. • 9 out of 30 teachers are resistant to innovation. Staff work very hard, but there are some who do not wish to develop their role. Within a small school, this is an issue. • When there are some teachers who do not want to improve their working pattern, this is an issue for the SLT. • There are stable staffing levels, which is a positive aspect. • There is constant evolution by the SLT to drive different ways of doing things in school. • With the increasing number of pupils, every new staff member brought in has an interest in improving their own practice.

The Big Picture 2019-20:

- There needs to be the desire for success amongst students, which includes wanting the best college course for them.
- Right First Time teaching is needed, not reliance on Wave 2 interventions.
- Evidence Informed teaching is the aim: to deliver the lesson in a memorable way, not just because that is the way it has always been taught.
- Keeping students engaged is they key. It may be a good lesson, but it could still be updated and improved on.
- CPD strategy is tailored to the above, ie. Evidence Informed, Quality First Teaching. There will be analysis of whether the strategies work. There was a huge programme of extra sessions offered last year, and results went down.
- Staff are undertaking a CPD programme called Assessment Essentials.

Q: Were the lower results because of the particular cohort? **A:** In previous years, teaching had become better, so it may have been due to the cohort.

- Work has been done on CPD by CJ and AB on sequencing learning and on building the vocabulary to access learning.
- Responsive teaching will be prioritised, to reduce the amount of intervention just before exams. Different subjects are working together to achieve this.
- The committee considered the implications for each faculty and looked at how each faculty will improve. In summary these are:
- Maths: to improve number of 5+ grades. The committee discussed the strategies used by Maths to try to improve the learning environment and raise progress. However, strategies needed to change and the pupils have now been set by ability. This has its own downsides as well as benefits.
- English: for both Language and Literature, the focus will be on assessment, the curriculum and on improving progress in middle ability students.
- EBacc: as above for English.
- Open: focus will be the development of coursework in all subjects, minimising the volatility of external moderation, a wider range of strategies to improve PP outcomes and embedding the emerging use of metacognitive strategies in teaching across the faculty.

Q: How do you feed back to the teachers who are not as open to change? **A:** At the moment, the information is not shared with them, because it would not be beneficial. The FTLs know who is not driving the innovation forward and this is addressed through CPD, coaching and other methods.

- The committee discussed there are different levels of engagement with the different faculties, so there is more work to do in some areas. Some subjects are more in line with the school's aspirations.

Q: Are younger teachers coming through the system being taught more about these approaches? **A:** Teacher training is quite fragmented these days. There have always been gaps in the teacher training model. Cognitive science is moving very fast and teachers need to learn from each other. The cohorts are also changing.

- Of the teachers, 77% are performing at a good level or higher. The remaining 23% will be worked on, with a coherent approach.

AGENDA ITEM 9	PRESENTATION OF ASSESSMENT AS PART OF NPQH BY ALISON BARKER In-school improvement project
Discussion:	<ul style="list-style-type: none"> • The committee noted that this links in with Priority 2 in the Teaching and Learning priorities: making sure the teachers know how good the students are lower down the school. All teaching staff will be engaged with this. • It is about being responsive teachers and how progress happens, for all students. • Every 2 years, impactful teaching is discussed with staff. Accurate assessment is included in this.

- The committee considered what a good assessment system would look like.
- Assessment is not part of initial training for most teachers, even though it is a fundamental competency. Only a third of teachers feel confident delivering assessment and many rely on too much marking and spending a lot of time on exams and marking them.
- AB explained the difference between formative and summative assessment: the former being to provide helpful next steps, the latter to provide an occasional accurate shared meaning of their skill level at that particular point in time.
- Assessment map: assessments are carried out in class, in the form of testing and common assessments.
- There are four pillars of assessment: Purpose, Validity, Reliability and Value.
- The committee considered an example from the English department of a Year 7 Poetry assessment, with quotes from the poems they had studied and discussed whether it was a worthwhile assessment.
- AB showed a graph of student performance, from Year 10 through to the end of Year 11, showing a drop around the time of Year 11 mocks, with not all students going back up to their previous level.
- This shows there may be missed opportunities, which causes stress for teachers and parents. It causes confusion about what the data means.
- Quality First teaching can only be delivered with good assessment design.
- The principles and aims of New Mills School Assessment Policy were considered. Again, assessments are needed to give an accurate picture.
- All teachers are to follow the same course on assessment design. Evidence Based Education has been bought into and they will carry out the Assessment Essentials Course.
- The committee considered the aims of the above course. Staff need to commit to experiment and collaborate with colleagues and students.
- The schedule of CPD will be delivered in small groups across the faculties and will be monitored by AB. It is part of every teacher's performance management goal.
- The Education Endowment Foundation's implementation cycle was considered. NM know there is a problem with summative assessment and it is being addressed.
- After February, the first assessment will be delivered and it will be adapted. The goal is for all staff to know how to deliver assessments. All FTLs have the knowledge to drive this forward.
- It is being funded through 2 Inset days. Staff have welcomed this and it is being seen as positive.
- The aim is to upskill teachers, to invest in CPD of all teachers, to strengthen links between curriculum and assessment, to improve the accuracy of assessment, to improve effective assessment design, to reduce the cost in terms of resources and time of assessments, and to reduce workload.

Q: What happens if a teacher leaves or joins, can they hand the baton to the next teacher?
A: Yes, it is hoped that there will be shared practice across the school on assessment. Staff also need to understand the different factors in the assessment process eg. getting pupils to take tests at different times. **Q:** At what point should a student become aware of their level?
A: We have removed target grades and taken out occasional summative assessments to move to formative assessment. Some schools do not share targets with pupils at all. There is a lot of debate about this and how targets are set. **Q:** If there is reluctance among some staff to change, how will you ensure they give the time and effort this requires needs? **A:** One way is that AB has spoken to Assessment Education and they have developed a method where AB can look online to see how many modules the teachers have done. The information is released bit by bit. In addition, SLT will drop in to FTL meetings and assessments will be monitored. It is hoped that there will be a shift in practice, over time.

AGENDA ITEM 10	ITEMS FOR NEXT AGENDA
Discussion:	<ul style="list-style-type: none"> • Maths SWOT.

	<ul style="list-style-type: none"> • EBacc SWOT. • Whole School Data.
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AGENDA ITEM 11	ANY OTHER BUSINESS
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Discussion:	<ul style="list-style-type: none"> • There was no other business to discuss.
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AGENDA ITEM 12	DATE OF NEXT MEETING
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Discussion:	<ul style="list-style-type: none"> • Tuesday 14th January 2020 at 6.30pm.
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There being no further business the meeting closed at 8.45pm