



Quality of Education Committee Minutes

Meeting	Quality of Education Committee	Where	Via Zoom
Date	Thursday 21 st January 2021.	Time	4.00 p.m.
Attendees	Paul Turner (PT); Louise Warren (LW, Director of Education); Chris Price-Smith (CP-S); Rev. Paul Walker (PW); Sarah Church (SC) Apologies: None Clerk – Alexandra Molton		

No	Description
	Procedural Matters
1	Apologies for absence and acceptance/non-acceptance. No apologies were sent to the meeting. PT welcomed the committee to the first meeting of 2021. As SC was new to the committee the group introduced themselves.
2	Declaration of personal or business interests. None.
3	Minutes of the last meeting on 5th November 2020 and actions (circulated with the agenda). The minutes were accepted as a true and accurate record of the meeting. CPS pointed out item 6 was missing from the minutes and noted that she was disappointed to learn that Ofsted will be resuming monitoring from next week. LW suggested that it was good for monitoring to be taking place, to ensure the quality of provision Actions were all completed or in progress.
4	Data Protection Policy ACTION: Clerk to email this out to the committee. PT asked for any concerns to be raised by the end of Monday 25 th January 2020. The committee accepted this Policy out of committee.
	Ensuring Accountability
5	SEND report from Helen Cox HC could not attend the meeting due to a last minute emergency; she sent a report and LW presented this to the committee. <i>Should the Board should put more focus on SEN as all of those who responded to HC's survey agreed that they did not have enough time to fulfil their role?</i> LW: It is up to schools to decide how to spend and allocate their delegated budget and the same approach does not work in all schools.

	<p><i>Has there been any progress on meeting more specialist SEN needs?</i></p> <p>LW: In the current lockdown schools are not able to access all of the experts they would usually be able to call on. The Educational Psychologist is service which schools can access for a fee. Some other support resources like the Communication and Interaction team are free.</p> <p><i>Are there any extra resources we could put into SEN?</i></p> <p>LW: WAT are appointing an SEN Assistant rather than SEN Co-ordinator, which is less expensive. HC to speak to SENCos to find out whether there are ways that they could work smarter or differently in order to be more effective.</p> <p><i>Are those children with EHCPs receiving their usual support?</i></p> <p>LW: This will continue in school with appointed TAs and for those learning remotely as much as possible.</p> <p><i>How are schools carrying out their 'best endeavours'?</i></p> <p>LW: This is contained in the report from HC which details specifics of support for SEND children across the schools.</p> <p><i>FIS are doing well with their SEND provision.</i></p> <p>LW: They are having a much better take up of this during this lockdown. They also had a big donation of IT equipment which they could give out this time.</p> <p>The committee noted that FJS <i>have better engagement of SEND pupils than WAT</i> but recognised that children at FJS are older which makes a difference.</p> <p>ACTION: LW to ask HC HC to follow up with WAT why they are not giving out IT resources to children without access to these at home.</p> <p><i>Is it worth sharing ideas between schools and SENCos across the Trust?</i></p> <p>ACTION: LW will get HC to arrange this when she can.</p> <p>The committee noted that it is important to note engagement over time.</p> <p>ACTION: AM to invite HC to the next meeting in order to catch up again on actions.</p> <p>The committee thanked all staff who have been involved with working on supporting engagement with home learning.</p> <p>ACTION: Clerk to write to all Heads, SENCos, JH and HC to say thank you from the committee.</p>
6	<p>FFT Aspire</p> <p>LW shared her screen to show Trustees the system.</p> <p>ACTION: LW to send FFT Aspire login details to SC.</p> <p>LW confirmed that each school subscribes to the software and has its own package. The Trust also subscribes as a MAT. The system works by taking previous attainment data from the MIS and sets targets about where the children should be at certain stages of the year. It also offers self-evaluation and helps schools to set action plan targets. Schools then add in assessment data 3 times a year and the system will compare results with targets. It allows Trustees to scrutinise end of year data.</p> <p>FCC progress results were compared in house to the 2019 figures but FFT compared the teacher assessment data with other schools in 2020.</p> <p><i>Were some other schools basing results on test results and teacher assessments or did they also use other pieces of work to assess?</i></p>

	<p>LW: The guidance was to use test results and teacher assessments to provide centre assessed grades.</p> <p>Trustees considered the data for PPG children at FCC. The FSM children would have had intensive support and booster groups ahead of their GCSEs and did not get this in lock-down.</p> <p><i>There was already a trend for disengagement among these children even before lockdown.</i></p> <p>LW: With disadvantaged children there are always outliers, who negatively affect the data and do not engage.</p> <p><i>The FFT data can really assist JH when he investigates the situation for PPG children at FCC.</i></p> <p>Trustees noted that the data for all Key Stages shows the picture for all groups is low for PPG children and impact can be made right at the start of school where things start to go wrong.</p> <p>ACTION: Clerk to add FFT Aspire to the agendas as a standing item.</p>
7	<p>Pupil Premium Reports</p> <p>JH explained what his role has been in terms of getting to understand the situation for PPG children across the Trust. PPG children are entitled to be at school during the lockdown, as they are considered to be disadvantaged. At SHR, 50% of PPG children are at school; at FJS and FIS it is 30% and 27% at JBL. Some of these children have vulnerable parents or are themselves more vulnerable so are not attending school for these reasons. All schools have done their best to make sure that the PPG children can access their online learning if they are learning at home. All primary schools are making weekly calls to disadvantaged families and FCC has given out 120 Chromebook in all to date. JH is meeting weekly at Shrivenham with disadvantaged children who are working at home during the lockdown and has met with each one individually via Zoom. JH noted a much higher turnout when the children are meeting as a group rather than as individuals. It is hard to gauge 'good' engagement; unclear what this really means in terms of how many lessons children are doing and how much work they are getting through. JH wants to touch base more with FCC to find out how their pupils are engaging with the online learning.</p> <p><i>How much of what you are doing at SHR is happening at other schools?</i></p> <p>JH: I have not been given any specific information from the schools about what they are doing in terms of how they are keeping in touch with PPG families. At SHR there are only 18 PPG children but FIS have 50 in school. JH is speaking with parents and touching base with children each week. Lots of Heads are also speaking with parents each week. All schools have said that they are printing off packs and extra resources for disadvantaged children to be doing at home.</p> <p><i>Is your feeling that schools across the Trust are managing to engage pupils in remote learning?</i></p> <p>JH: Yes.</p> <p><i>Can we measure the impact on the 'widening gap' between the PPG and other children? When will it be a realistic time to consider how the lockdown has affected this gap or is this clear already?</i></p> <p>JH: The gap is already there. These children are a priority is from a safeguarding point of view and schools are doing whatever they can to ensure that these children can access online learning. JH wants to consider how many of these children are attending online lessons and assemblies. Schools will have to assess the gap when the children get back into school.</p> <p><i>How can we encourage further engagement amongst the PPG children? AT FCC the PPG children already had lower levels of attendance before the lockdown.</i></p> <p>JH: At SHR there is no gap at all in the attendance of PPG children, but with only 18 children it is easier to keep in touch with them and keep track of them. At FJS the PPG lead has asked for a PPG assistant to help with monitoring attendance.</p> <p>LW: FCC has recently put in place pastoral leads for each year group and these teachers are helping keep</p>

track of the PPG children who are at home. As most of the PPG children are in school Phil Bevan is now able to meet with them on a daily basis to start to build the important relationships with them and their families. JH: At FCC the more people that link into the PPG children the better the outcomes for the children. It is easier to do this when the groups of PPG numbers are smaller. LW: FCC have started to carry out impromptu home visits to check on children where they are concerned about their engagement and safety.

Can schools do more to start to build these relationships ready for when the children to return? Are there strategies in place for this?

LW: About 30% of the PPG children are in school across the Trust. Social workers are being more proactive than during the last lockdown at trying to get these children into school where they are not currently attending.

JH: The take up has been relatively low for those PPG children who are entitled to be in school. Schools seem to be adjusting their provision for those children who are PPG and have SEN needs. We are unsure about how we measure 'engagement' of those children working at home.

Have any parents of PPG children requested home schooling?

LW: I would have to find out.

JH: A couple of children at SHR decided to home school after the first lockdown but they aren't PPG children.

If a PPG child's parents did decide to home school would we be liaising with social workers etc. to ensure that these are being monitored?

JH: Probably if the child was in need or 'looked after' but not necessarily for those who are just from lower income backgrounds.

Are there any ways we could use the reward systems in place in schools already to encourage better engagement with online learning?

JH: We have just started this at SHR; the Head has put an amount of money aside and classes reaching a particular total of points will then be rewarded when the pupils return to school. JH could ask to provide this particularly for the PPG children to encourage them to engage with online learning. Children still need to be sending JH 3 pieces of work at the end of the term which they are particularly proud of for their PP passports.

LW: We need this level of tenacity with these children across the Trust.

How are the military children at WAT?

JH: At SHR these children normally attain and progress really well. As far as JH knows the engagement of these children is good. JH works with military children to support them, particularly before parents are deployed. He needs to chase this up with WAT as they do have PPG and disadvantaged children coming into school over the next few weeks.

There are often differences between children from different services backgrounds.

Two things the committee want to be kept informed about:

- PPG children at FCC and how well they are engaging with remote learning
- What support/strategies are being put into place for the PPG children for when they return to school?

Are all of the PPG reports and action plans available on the school websites?

JH: As far as I can see, although there are variances in the level of detail (some schools have less of these pupils). He will double check these.

Can Sports Funding be used towards rewards for children?

JH: It depends on what the children want as rewards – younger children are happy with class parties but

	<p>older pupils might want a more tangible reward. CPS suggested that cinema tickets are a good reward.</p> <p><i>Is there a set of questions which are supposed to be covered in these reports?</i> PT: There is a pro forma for the report which should be followed.</p> <p>The committee agreed that it needs to know that LGBs are keeping informed of key data even when the children aren't in school.</p> <p>The Clerk had pulled together a report showing the level of challenge from LGBs to the PPG annual reports.</p> <p>The committee agreed to ask JH to speak with the LGB PPG leads to ensure that they are all aware of what they are supposed to be challenging in these reports.</p> <p><i>Would it be good to encourage the LGBs to have one person monitoring both the SEN and PPG children?</i> PT confirmed that previously it has been made clear that these should be separate as they are definitely different groups (although there is some overlap). LW confirmed they we need to be aware of where these groups overlap.</p> <p><i>It would be interesting to see if those PPG children not attending school or engaging at home have SEND.</i></p> <p><i>The committee were concerned that the minutes from L&F suggested that they planning to carry over the funding for PPG to next term, as all of this money needs to be spent this year.</i> The committee agreed that the best way to approach this was for LW to progress this through Anne Lynn on a budgetary front.</p>
8	<p>SEND Reports</p> <p>The Clerk had pulled together a report showing the level of challenge from LGBs to the SEND annual report.</p> <p>The committee noted that the questions from SHR LGB were very good.</p> <p><i>The committee were concerned about the possibility that the NQT at L&F could be taking on the SEN role in only their 2nd year of teaching.</i> LW: We have had this conversation and they could start to pick up the role in the 2nd year and then go through a gradual handover process. LW has suggested that L&F could buy in support but they want to keep this in house.</p> <p>The committee agreed that guidance questions are needed to help governors to know what they are supposed to be asking of the Heads and the reports. There is also an expectation that SENCos support SEN governors in their roles.</p> <p>The committee had concerns about the PPG and SEND reports and the level of governor challenge and LW will feed this back to the central team and ask them to work with governors to support on this and issue guidelines for governors to use to challenge these reports. The committee noted that governor training by the Central team has been on hold due to Covid-19.</p>
9	<p>LAC Reports</p> <p>The Clerk had pulled together a report showing the level of challenge from LGBs to the LAC annual report.</p> <p>This is not a statutory report, but is advised. LW suggested that all schools should produce these to governors if they have LAC children.</p> <p>HC has sent the standard form for the report to JBL and WAT for them to produce a report for their governors.</p>

	<p>CPS suggested a standard format for all Headteacher reports would be useful. ACTION: LW will raise this at the next Heads meeting to gauge interest for this.</p> <p>The committee noted that Ofsted would not look well on the quality of scrutiny on the reports that are produced.</p> <p>LW confirmed that LH as a national governance lead has led governance reviews in the Trust and 5/8 of our schools have had this so far. LH then reports and an action plan is drawn up.</p> <p>The committee agreed that the most effective action is to use HC and JH in their roles to meet with the relevant governors to help to support and educate them about how to question these reports. ACTION: LW to speak with HC and JH further about this.</p>
10	<p>Sports Report RK confirmed that all reports were on the school websites except for WAT. A variety of activities took place across the Trust and the funding has been spent in sensible ways to encourage activity among the children.</p> <p>The committee noted that it would be good to find out which schools are particularly good at spending their funding.</p> <p><i>Are there concerns about schools not spending this funding?</i> LW: No</p> <p><i>PE appears to be the hardest to teach remotely – are there any ways for schools to use this funding to find a way to do this?</i> LW: I agree that it would be a good way to spend the money. Schools can also use the funding to support well-being and mental health.</p> <p><i>What can the funding be spent on?</i> LW: Schools can use it for top-up swimming but not curriculum swimming and can use it for external providers – which cannot happen at this time. It can also be used to purchase equipment. ACTION: LW to ask RK about remote PE lessons.</p>
	<p>Strategic Matters</p>
12	<p>Pupil Performance and Assessment 20-21 Children were assessed on their return and again in December after resources had been put into place from September to provide catch up.</p> <p>FJS is below target for maths in KS2. Their Y6s will go back into streamed maths groups when they return to school to try and help to address this.</p> <p><i>Are schools still looking at a recovering programme online or is progress being made with what children should be learning at their stage?</i> LW: They are now moving forwards into the curriculum. White Rose maths has built in a way to track back over what children should know before moving forward. Hopefully this will help to prevent the fall back which we saw in lockdown 1.</p> <p><i>Is it worth contacting parents to ask how they are getting on supporting their children at home?</i> LW: Some schools have done parent surveys already and all should carry one out during this term. ACTION: Clerk to add parent surveys to the next meeting agenda.</p> <p>SHR is also below target at KS2 in maths especially.</p> <p>WAT Y1 phonics showed a good increase last year but this year it is set for 56% target which is low. We are trying to bring this up. Y2 reading writing and maths are all up on September, which is pleasing.</p>

	<p>JBL had a low assessment in December for reading, writing and maths but this is partly due to having an NQT in Y2 who was assessing conservatively. She is now being given support in carrying out assessments. Y6 writing results are low, mainly due to writing stamina, and staff are working on building this up remotely. FIS are all on track for target. Y1 phonics results are a bit low compared to previous years but they are on track to bring this up to 64% by the end of the year.</p> <p>BUC and L&F on track to meet all targets.</p> <p>Based on current data FCC P+8 figure would be +39, which is a positive picture, although we do see it fall from predictions each year. PPG children would come out as -21 which is higher than previous years but still not where we want it to be. High achievers are producing higher results. A long term plan is needed to support the current Y10s as they have been most affected by the lockdowns.</p> <p><i>What if we have big differences from lock-down years compared to other years?</i></p> <p>LW: Our data is honest data and in line with our results from 2018-19.</p> <p>ACTION: Clerk to add FCC judgements on to the next agenda</p>
13	<p>Quality of teaching</p> <p>Four teachers are currently being supported across the Trust to improve the quality of their teaching. All are considering whether action plans are needed and Heads are trying to encourage staff to upskill and find a suitable role.</p> <p><i>How do we monitor teaching quality during lockdown?</i></p> <p>LW: Because most of us are using Google classroom leaders you can review recorded lessons or see teaching on screen which prevents the pressure of staff feeling like they are being monitored.</p> <p><i>To what extent are Heads able to find time to monitor this?</i></p> <p>LW: Heads dip in and out of lessons but are aware of compassion needed for staff at this time.</p> <p><i>Have we considered the GDPR implications of recording lessons, in terms of how parents could manipulate the system to share recorded lessons? Can we use this to monitor competency or would unions argue against this?</i></p> <p>LW: We have received advice that the recording of lessons is appropriate. Heads need to monitor the teaching but would not use this to carry out any capability procedures. Parent surveys are also another way to find out more information about the success remote learning.</p> <p><i>There are lots of levels of scrutiny with parents and carers watching lessons in their homes.</i></p> <p>LW: It is very stressful for teachers, with some teaching both live classes and streaming remote learning at the same time.</p> <p><i>How many teachers were rated as excellent?</i></p> <p>LW: We do not ask that question so most teachers are rated as 'good' or 'better'. Lots of outstanding teaching is taking place across the Trust.</p>
14	<p>Well Being of all Staff (Academy day?)</p> <p>PT suggested giving Trust staff a reward for their hard work over the last year and suggested a day out for staff to recognise all of the amazing work that has taken place since Covid-19 began.</p> <p>LW confirmed that 7th June will now offer trauma training but schools will finish at 1.30pm on 22nd July this year so Heads could give staff extra time back here?</p>
15	<p>3 most important things to get across to the Board.</p> <p>LW and PT to pull out information from this meeting for the update. LH has asked for just a brief update.</p>
	<p>Conclusion</p>
16	<p>Any Other Business (please notify the Chair before the meeting).</p> <p>A Safeguarding report was received from LB; LW suggested that this go to the full Board meeting.</p> <p>ACTION: Clerk to invite LB to the next QoE meeting.</p>

17	Future meeting dates. 18 th March, 12 th May, 24 th June 2021.
----	---