

MILTON ABBOT SCHOOL

Minutes for the Quality of Learning Committee, Tuesday 12th January 2021, 3.30pm
Venue: via Zoom

Minutes

The meeting began at 3.30pm																					
	<u>AGENDA ITEM</u>	<u>RECORDED NOTES</u>			<u>ACTION</u>	<u>COMMENT</u>															
Procedural																					
1	Welcome & Apologies for Absence	MS welcomed all to the meeting. Present: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">LA Governor</td> <td style="width: 33%;">Co-opted Governor</td> <td style="width: 33%;">Staff</td> </tr> <tr> <td>Brian Cook</td> <td></td> <td>Chris Luxford - Head Teacher</td> </tr> <tr> <td>Parent Governor</td> <td></td> <td></td> </tr> <tr> <td>Miles Smith – Chair</td> <td></td> <td></td> </tr> <tr> <td>Mark Baker</td> <td></td> <td></td> </tr> </table> JB & EH sent their apologies – accepted. Karen Yorke-Dunne – Clerk			LA Governor	Co-opted Governor	Staff	Brian Cook		Chris Luxford - Head Teacher	Parent Governor			Miles Smith – Chair			Mark Baker				
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2	Business & Pecuniary Interest Register	No pecuniary interests were declared in relation to this meeting.																			
3	Approval of Minutes of last Quality Of Learning committee meeting held on 1 st December 2020	Governors approved the minutes of the meeting on the 1 st December as a true reflection.			Miles to sign the minutes when next in school.																
4	Update & Matters arising not on the agenda	New chrome books have been purchased out of Capital funding RWI – the impact so far has been impressive. GB would like to roll the package into preschool eventually. Governors asked what realistic timeframe could governors have evidence of the impact of WRI? It was felt that Spring term data drop will show the improvement with phonics and different reading levels of books. GB would be able to relay feedback from the 3 weekly assessment built into WRI to reassure governors of the impact.			MS to have link with GB regarding impact of WRI & report back to QofL committee (30 minutes)																
Strategic items, Monitoring and Accountability																					
5	Review pupil progress data	Did lock down have as big an impact as we thought? Any progress being made now has come from a lower starting point than usual. As																			

	<p>we have seen before, EY and Yr1 data is showing the most impact: if it were end of year results then we would be anxious but teachers have already been targeting support for the children that need it. With the absence of SATS, can you outline the source of the data? Internal teacher assessments and using NFER (reading and Maths) & EGG (writing) in the assessment week at the end of term. We are ticking off the small steps which is more important than ever this year. We have begun work on pupil progress targets at the staff meetings to get us to where we want to be at between 75% to 80% ARE. We have seen a trend in girls behaviour starting earlier in Yr1 where they are feeling less competent in Maths. Do you have a plan to combat this? We have a scheme that we have started, and will strengthen when the children return to school, targeting their learning behaviour supporting their perseverance and resilience. MB thanked CL for the overview as it is difficult to summarise the data after lockdown and with the children not present at school.</p> <p>Are you confident that staff are using the systems to monitor the gaps in the children's learning - Provision plans- and ensuring they are not getting bigger? Ofsted reports have always said how well we know our children and that has got better each year, underpinned by the better/clearer systems. Teachers have been the driving force to link the provision plan with the range of provision available. Is there any further contact with parents to support them in ensuring the gap does not increase especially for the vulnerable and SEND children? Yes, the communication is there between parents and teachers. Interventions have been improved with TA's working one to one with children from the start of school in September. Teachers and TAs have been deployed to carryout catch-up groups in the afternoon throughout the autumn term. The autumn data shows children are 50:50:60% on track; governors discussed that this year it is best not to focus on data (only steps in progress) as there are too many unexpected variables.</p> <p>What plans do we have to assure that teachers assessment is really robust? We will be moderating and triangulating our assessments. We will carry out a baseline assessment on the children's return to school, again. We already have Maths moderation set up with FFT and Bere Alston school and we have bought in to County writing moderation.</p>		
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6	Remote Learning	<p>How has the deployment changed for Teachers and TA's during this lock down with the increased workload with Educare and remote learning? Remote learning began straight away and the PP and vulnerable children have been engaging with that from the beginning. Teachers have had to teach online and in school. TAs are working, one to one, live with children online that may have struggled in groups on zoom or with home learning. TAs have covered in class so teachers can prepare and work remotely. There is definitely more pressure on teachers to deliver a high quality of learning; we learnt so much from the first lock down. A governor commented: that as a parent, the morning register, clinics and dojo works well, the live learning is a little more difficult with being at home and timings. Dojo enables children to access the learning when they are able to. This lock down capacity for leadership and management has grown: the leaders have come together and put a provision in place that they feel they can cope with and deliver without promising too much. It has worked well because it is their vision.</p> <p>Are all children in school that need to be? Some parents have confirmed it is their decision for their children not to attend school and teachers will monitor their home learning accordingly. We have registers to show who is learning from home and who is in school. Governors agreed that they should judge success on the school's actions rather than the outcomes. Governors asked themselves: Are we doing the right things with the right emphasis? BC stated that from what he had heard today that the school's ethos and actions are clear, well done.</p>	Review remote provision next half term.	
7	Safeguarding	<p>Are there any children who you feel are not located where they should be at the moment? To be clear: are there any children, from a safe guarding point of view should be in school or not? As before there are few that parents chosen to keep their children at home. We feel as a team that the children that are here should be here. We are open for keyworkers children who may only be in one day a week or all week. Teachers feel as a sequence of learning that it would be better to have children here 5 days a week (from a learning point of view). CL has worked hard – with help from MJ - to ensure that no one was coming in that doesn't qualify: We have turned down some families down. Sticking to 15 in a bubble, this varies daily. Governors</p>		

		<p>discussed details where they have asked for support from the authorities - Part 2.</p> <p>How often do you pull together a list of vulnerable children? We have a comprehensive system on attendance, each day we record who has been in touch and their learning. Staff are using CPOMS, we can only use it when we have an incident!</p> <p>MS thanked CL for the commendable attention to detail from the team. BC added that he was comforted by the explanation of what systems are in place to support children and their families.</p>		
8	SEND	<p>Is there anything you would like to bring to our attention regarding SEND children? Not specifically, teachers are differentiating work for all children. As I said previously, staff are meeting via zoom with children some who require support. What about the SENDco role? I organise my week with the various hats on. I had intended to carry out SEND work on the inset day but with lock down those plans were disrupted. CL stated that he is contacting FFT to see if we can buy into Angela's support. It is time consuming doing the paperwork and chasing outside agencies. Is your workload manageable? I am busier than ever with the unknown coming at us all the time (lockdown). MB informed the committee that in his experience the teaching staff had gone above and beyond in supporting his son.</p>		
9	Review Development Plan	<p>Training of senior leaders has taken place during the Autumn term. Governors can monitor plan remotely. MS great plan and is really accessible.</p>	Focus on SDP in February.	
10	Staffing	<p>How are staff working with the new lock down? Teaching and support staff are highly committed to the learning and safety of the children. There was some confusion at the start of lock down with rotas and then the increase in children attending school. This has all been adapted and everyone is clear of their roles. We are supporting staff with their work/life commitments.</p> <p>Plan A was for the school to close on a Friday afternoon for PPA but with guidance it was felt that as an RI school we should remain open so Plan B came into play with TAs covering teachers so they have time to plan. The clerk advised the committee that many other schools are closing so staff can have time for PPA. The guidance came out on the Thursday stating that schools have to be open normal school hours and Ofsted could visit RI schools at any time. CL reiterated that as RI</p>	CL to contact families to find out if	

		<p>school we should be supporting the families and children. Governors felt that staff well-being was also important and the quality time to prepare both remote and in school learning should be seen as important to outside agencies. CL will contact parents to see if they can find alternative childcare on a Friday afternoon. BC & CL will discuss this again.</p> <p>BC said The situation itself (lockdown) is the major factor in the increase in workload with teaching remotely and in class, in addition you have outlined the problem with support staff. How much of a significant factor are support staff limiting what you are able to do? CL confirmed to the committee the plans he has for supporting teachers for this week but each week changes.</p> <p>We have continued to offer breakfast club and big afternoon club to our children of keyworkers. The first week we honoured it remaining open and we will let them know when it is no longer viable either financially or with staff.</p> <p>BC reiterated that there is a natural desire to continue with the standards the school has always given but the resources are limited and the demands are higher therefore we may have to make decisions in order to preserve staff safety. CL have discussed this with parents who agreed. Governors discussed how well the school are at keeping parents informed of any changes and to keep doing this going forward.</p> <p>MS confirmed that the governors have a complete faith in what the school are doing with regards to supporting staff, children and parents and are happy to keep discussing plans.</p>	<p>they require Educare on a Friday pm. BC & CL to discuss PPA time again.</p>	
11	Link Visits: Purpose & Dates See monitoring calendar	<p>There have not been any visits/monitoring so far this term. CL stated that now staff are beginning to settle in to the “new norm” that governors can make link with teachers/leads remotely.</p>		
12	Governor Training	<p>No training has taken place. All training is currently remote.</p>		
13	Policy Adoption/Review:	<p>Governors agreed the following policies: Offsite Educational visits Education of Children in Care – JB to be named governor and CL to be named member of staff. A governor to look at the Collective workshop policy and report back to the committee.</p>	<p>Clerk to send details of the Collective worship policy to MS</p>	
	Matters arising	<p>BC questioned the Que card regarding the Intent, Implementation</p>		

		and Impact of the curriculum. CL stated that he is happy to receive emails with questions which he will then answer and all governors can see the reply. The Que cards are to prompt governors when discussing matters in a meeting.		
Items brought forward by the chair				
14	Impact from this meeting	Governors have thoroughly discussed safeguarding and the impact of remote learning on children and staff. They have ensured that all children can access appropriate learning no matter of their ability. They have discussed how well-being of staff is a priority to be able to continue with the expectations of teaching remotely and in school.		
15	Date & Time of next meeting	Q of L – interim meeting MS, CL & KYD wk beginning 22 nd February 2021, 3.30-4.30pm April 2021 3.30 – 5pm		
BC thanked the committee for allowing him to join the meeting: he was impressed with what he had heard. MS thanked everyone for their time. The meeting ended at 5.04pm				

NFER – National Foundation of Education Research
 EGG – Evidence gathering Grid
 RI – Requires Improvement