

**Minutes of the Quality of Education & Safeguarding Committee Meeting (SWLon)**  
**Held virtually on 22nd September 2020 at 5.30pm**

**Attendees**

Sarah Bellingham	Clerk	Present	Clerk
Stuart Bessant	Parent Governor TPA	Present	SB
Jodie Croft	CEO	Present	JC
Pari Dhillon	Director	Present	PD
Clare Head	Community Governor TPA	Present	CH
Beth Hodder	Parent Governor TPA	Present	BH
Silvia Holgado-Gomez	Director	<b>Absent</b>	SHG
Erika Oddy	Parent Governor TPA	Present	EO
Leah Perring	Principal of WPA	Present	LP
John Smith	Principal of TPA	Present	JS

**Minutes**

**1. Welcome and Apologies for Absence**

- 1.1** JC welcomed everyone to the first SWLon QES committee meeting, which was being held virtually via Zoom. The meeting was declared quorate and the Clerk was attending remotely to take the minutes.
- 1.2** JC explained that SHG had sent her apologies, and these were approved.
- 1.3** It was noted that all documents to be discussed in the meeting had been circulated by the Clerk prior to the meeting via e-mail.

**2. Appointment of Chair**

- 2.1** JC asked which of the committee members would be happy to take on the role of committee Chair. SB said that he would be happy to. All committee members approved this appointment (**ACTION – Clerk**).
- 2.2** For this meeting only, JC confirmed that she would run through the agenda items as SB did not have the agenda to hand.

**3. Identify Items for AOB**

- 3.1** PD asked to bring forward discussion of the audit item, because she needed to leave the meeting at 6.45pm. JC agreed to do this.

**4. Receive previous committee minutes and discuss actions not on the agenda elsewhere**

- 4.1** JC had reviewed the previous standards committee minutes and actions. Any outstanding actions had been included on the agenda.
- 4.2** JC explained that the Trust's re-branding process was underway. This would result in an amicable split from GEMS Education to form an independent trust. JC planned to share more details with parents in the new year. There had been no financial reliance on GEMS Education to date, meaning that the re-branding would not directly impact this trust financially.
- 4.3** PD and JS, who were members of the former standards committee, approved the minutes.

**5. Receive annual schedule of policy reviews**

- 5.1** JC confirmed that the annual policy review schedule was contained in the Governance Handbook and set out which group was responsible for the various policy reviews and approvals.
- 5.2** JC asked the clerk to update the standing agenda for the committees with a policy review section (**ACTION - Clerk**).

**6. Principals Dashboards: summary presentations**

- 6.1** JS shared his screen to show the dashboard data and ran through the key elements.
- Pupil numbers*
- 6.2** The total number of pupils was now 336, which was a slight increase from the number shown in the document for the start of September 2020. Additional pupils were expected to be allocated to the school by the local authority after the census date in October.
- 6.3** **Q:** Where in the school had JS seen the biggest increase in pupil numbers?  
**A:** JS confirmed that numbers had increased across year groups, but especially in Years 2, 3 and 5.
- 6.4** **Q:** What was the maximum number of pupils the school had capacity for?  
**A:** JS said that it had capacity for 420 pupils in total, which was likely to occur next academic year.
- Fire Drill*
- 6.5** JS confirmed that a fire drill had taken place on 17<sup>th</sup> September 2020. This had taken too long due to an unfamiliar exit route for classes now being taught at the other side of the school. The drill would be repeated soon to ensure the exit could be achieved in under three minutes.
- Attendance*
- 6.6** JS explained that attendance from last year had not been reported or recorded, on an exceptional basis due to Covid-19. This year, JS would be recording attendance in the usual way. Attendance had increased from 90% early in the term to 95% at present. The average for the borough was 88%. The school's attendance target was 97%.

**6.7 Q: How would the school be measured on attendance?**

**A:** JS said that normal (pre-closure) attendance procedures had resumed, such as daily registers, attendance records, and accountability to parents. LP added that this was the same for her school in Oxfordshire.

**6.8 Q: Had JS experienced higher levels of absence than normal in relation to the impact of Covid-19?**

**A:** JS explained that in the first week more children than normal were absent, due to various quarantine requirements and also medical reasons. After that, numbers had returned to normal. There had been approximately 15 pupils absent from school each day in recent days.

*Behaviour*

**6.9** JS confirmed that there had been no bullying or racist incidents so far this term and that he had had no serious concerns about pupils' behaviour.

**6.10 Q: Had the children found it hard to come back to school, potentially impacting their behaviour, or were the children settling in well?**

**A:** JS reported that mostly the children were settling back in well, having all had some time at the school with their teachers before the summer holidays. The extended timetable at present was proving tricky for some, but the school was trying to give the children sufficient rest breaks to keep the learning time focussed. Teachers were doing well at reinforcing boundaries and being consistent in following school policy on behaviour. Also, the senior team were dealing quickly with issues which arose.

*Safeguarding*

**6.11** JS confirmed that there had been one referral of a pupil to social services this term.

*Staffing and CPD*

**6.12** JS said that the school currently had 15 teachers and 16 support staff. These had been offered several training sessions so far, to include safeguarding and SEND modules.

**6.13 Q: What measures were in place to keep the pupils free of the virus?**

**A:** JS confirmed that a detailed risk assessment had been carried out in relation to the whole school and its systems. The key aspects included maintaining class bubbles and the frequency of hand washing and sanitising. Other aspects included the limited manner of teaching music and languages and avoiding indoor P.E. classes.

**6.14 Q: How could bubbles work if pupils mixed with siblings at home who were also at the school?**

**A:** JS agreed that mixing with siblings in the home bubble would undermine the effectiveness of a class bubble at school, but that this was anticipated by the government guidance and there was little that could be done about it. The key thing would be for families to avoid mixing outside of school.

*(BH joined the meeting at 17.56)*

**7. Review National Test Results and other published data**

**7.1** JC said that because there had been no data published from the DfE or the local authority, as would normally be the case to enable a progress review, there was not much to discuss at this point one week into term.

**8. Ensure SEF/SDP reflect agreed actions and approve**

**8.1** JS shared data on his screen and discussed the April 2020 data drop for KS1 and KS2. In summary, the year groups were mostly on track or exceeding expectations before the school closure.

**8.2** JS had drawn up the SDP for 2020-2021 and shared the document on his screen. He had focussed on Ofsted requirements and had accounted for some unmet targets from the previous year due to the closure. A key development area was closing pupils' learning gaps, especially at Year 5 prior to SATS exams.

**8.3** JS confirmed that the school had been allocated catch up funding equivalent to £80 per pupil. JS described how this would be used to close learning gaps and improve classroom and ICT resources. JS ran through each of the five key development points in the document to provide an outline of the planned development in each area.

**8.4** Q: Would pupils and their parents know if they were in the cohort identified as having learning gaps requiring additional support?

**A:** JS confirmed that following teacher progress meetings to identify children with gaps, the parents would be sent a letter inviting the child to attend after school tuition. The tuition would not be mandatory.

**8.5** Q: Would one or two hours of after-school tuition be too tiring for some pupils after a full day at school, meaning there was a risk of the tuition having less impact than hoped for?

**A:** JS said that pupils would attend only one or two hours after school depending on the extent of their learning gaps. LP said that from her experience of offering after-school tuition at a previous school, so long as the tuition was mainly one to one, and so long as it was on an interim basis, pupils mostly enjoyed the attention, and improved greatly. JC added that JS would need to ensure adequate staffing and JS confirmed he would use a mix of the school's own teachers and external tutors.

**8.6** Q: How was a learning gap defined or measured? For example, did it relate to an individual child or to a year group average?

**A:** JS confirmed that it was a measure of progress against the curriculum targets for a particular year group.

**8.7** Q: Do you feel that this SDP picks up everything from closure?

**A:** JS said that he thought so and that the main items were to identify and close learning gaps, to ensure a blended learning offer if required and to maintain the standards the school already had.

**8.8** Q: Please would you explain more about external moderation?

**A:** JS explained that the local authority moderated the accuracy of teachers' judgements of pupils' progress and results. Teachers meet with assessors and discuss a selection of the pupils whom they have assessed and provided judgement for. JS confirmed that moderation had occurred at least twice before and that it was due to take place this academic year again.

**8.9** The 2020-2021 SDP was approved unanimously by the committee members.

**9. Approve pupil progress and attainment targets for current academic year**

- 9.1** JS shared the attainment data on his screen. JS confirmed that the school was in an assessment period currently and that regardless of the baseline outcome, he would be setting aspirational attainment targets to ensure that pupils and teachers were motivated to improve academic results.
- 9.2** **Q:** Please explain the two purple columns in the SDP document at the attainment targets section.  
**A:** JS confirmed that these showed age-related and greater depth expectations. JS gave an example of how this was shown in relation to Year 1.
- 9.3** **Q:** Have you considered how setting aspirational attainment targets at this time might overwhelm or de-motivate teachers?  
**A:** JS said that he had met with staff to explain why the targets had been set, to clarify that expectations on teachers were the same as ever in terms of following school procedures and identifying children needing extra support, and to offer staff the support of the senior leadership team if needed at any time.
- 9.4** The whole school attainment targets for 2020-2021 were approved unanimously by the committee.

*(LP left the meeting at 18.24)*

**10. Diversity Curriculum Audit Tool**

- 10.1** JS had circulated an anti-racism curriculum audit tool via the clerk before the meeting, which he had obtained from The Key. He explained what it contained and how it was intended to be used. JS and a colleague had taken two hours recently to carry out an initial review of the broader curriculum using the tool. This had produced a list of actions. The plan was for the curriculum review process to be taken up by middle leaders for them to consider it in more detail in relation to their own subject area.
- 10.2** **Q:** Would the tool and the review process be used to give pupils an understanding of how knowledge had been arrived at rather than just presenting facts?  
**A:** JS confirmed that this was the case. The review presented an opportunity to bring additional context to lessons. JS gave examples for several subject areas, showing how concepts being taught had derived from a particular nation or culture globally.
- 10.3** **Q:** Would the school be taking into account the variety of nationalities and ethnic origins of its pupils and teachers when reviewing the curriculum from this perspective?  
**A:** JS agreed that it was important to ensure that the context of the school was represented within the curriculum taught and to be as inclusive as possible.
- 10.4** **Q:** How many different nationalities were there in the school?  
**A:** JS referred to the dashboard data and shared his screen to show a table of data about pupils' ethnic origin.
- 10.5** **Q:** Were older pupils permitted or encouraged to bring in items from home to talk about with the class, in the way that this was done typically in reception?  
**A:** JS said that much of the opportunity to share information in the classroom about family life or life outside school took place in Collective Worship sessions. JS encouraged JS to consider not just a broadening of the curriculum in terms of knowledge and the context behind it, but to look at ways

to encourage critical thinking around the idea of diversity and inclusivity. JS agreed and said that whilst the first goal was to review and enhance the curriculum in this area, a natural next step would be to look at children's thinking and attitudes. PD added that she would be happy to see themes presented from different perspectives to help with critical thinking, for example using the explorers or invaders approach when a teacher was presenting a topic and activities related to it.

**10.6 Q: Would parents receive information and guidance about this curriculum shift?**

**A:** JS confirmed that it would be a good idea to include some discussion of this in communications with parents at the start of each term. JC added that information could be presented and discussed at the parents' consultation forum. JC also confirmed that the curriculum review via the diversity audit tool was part of a broader piece of diversity and inclusion related work taking place across the whole trust.

**11. Approve Academy term, holiday and inset dates for 2021-22**

**11.1** JS shared the proposed dates on his screen. He confirmed that these were in keeping with local authority dates, but with an additional inset day to account for the longer school days and to provide additional time and opportunity for trust schools to collaborate either virtually or physically.

**11.2** The committee approved these dates.

**12. Review of pupil premium allocation: spending plans and impact analysis**

**12.1** JS shared the data on his screen. He confirmed that the pupil premium allocation this year was expected to be £39,000. JS ran through several planned areas of investment, to include purchasing uniform for pupils, the provision of a school nurse on site, additional teaching assistant time in the school day, extra ICT equipment, the use of the education welfare officer to help with attendance tracking, and free breakfast club sessions.

**12.2 Q: Would pupils who are eligible for catch-up funding also be able to benefit from pupil premium funding?**

**A:** JS said that if a child falling within the pupil premium category needed help with learning gaps, this would be offered via the after-school tuition programme planned via the catch-up funding. JC said that it was important for the trust to be able to measure and publish data showing the impact of the pupil premium spending on the relevant category of pupils.

**12.3 Q: To date had there been a gap between the attainment levels of pupils in the pupil premium group compared to other pupils?**

**A:** JS said that this had not been shown clearly to date. However, this might be different following the school closure.

**12.4 Q: What did it mean in the document to describe pupil premium children not having had the same access of the curriculum or learning experiences as others?**

**A:** JS gave the example of a family taking their child to a museum or an exhibition connected with a theme being explored at school, which might be an experience another family could not afford to give their child. Therefore, funding can be used to help provide learning experiences which might not otherwise be possible for some children.

*(PD left the meeting at 18.49)*

**12.5 Q: Had JS looked into the provision of ELSA health support?**

**A:** JS confirmed that he had and had also looked at Purple Elephant in relation to offering mental health support and intervention.

**12.6** The committee unanimously approved the pupil premium plans for 2020-2021.

**12.7** JS agreed to circulate the sports premium data which was also on the school's website (**ACTION – JS**). Approximately £16,000 was allocated to the school annually and the school was required to show the impact of the spending on children's health. It was agreed that impact in this area would be difficult to measure.

**12.8 Q: Where had the sports premium targets and actions come from?**

**A:** These had been drawn up by Voytek, the member of staff in charge of that area. However, the overarching key indicators had been set by the government, and the school's focus had been based on that.

**12.9 Q: What did the acronym PSS stand for?**

**A:** This was another way to say physical education.

**12.10 Q: What did the school do if a child was overweight?**

**A:** JS said that this was assessed by the school nurse. As standard, children were weighed in reception and in Year 6. If a child was overweight in reception, the parents would receive a letter offering advice and support. If a child was very overweight, he or she would be referred to the school nurse and sensitive discussions would be held with the parents. JS identified that the school took a strict stance on healthy eating, to include healthy snacks, portion control at mealtimes and low-sugar desserts.

**12.11 Q: Pre-closure the school had been looking at hiring an extra sports site to permit more physical activity than the current outdoor space on site allowed. Was that now on hold?**

**A:** JS said that the Salvation Army had responded about their site locally to say that the school should resume discussions with it once things returned to normal given Covid-19. Two other spaces were being investigated. JS had considered taking groups of children to the local green, but so far had come to the decision that it was not the right approach given the potential for interaction with external individuals. Instead the likely next step for increasing activity levels would be to organise structured, supervise walks in the local areas.

**12.12 Q: Had JS taken into account that outdoor activity was likely to be safer for the children than time indoors at the school?**

**A:** JS said that he understood this and that this was why he was keen to get in place the structured walks for pupils as an alternative to time indoors. He and his colleague Petra would be doing a review before the half term holiday of the options available with regards to increasing outdoor activity for the pupils.

**13. Website compliance report from Principals**

**13.1** JS confirmed that this had been checked in July 2020 and everything was compliant. JS had used the audit tool from The Key. JC asked JS to bring this item to the committee next time (**ACTION – JS**)

**14. Home Learning Strategy Discussion**



**14.1** JC confirmed that the direction of travel for the schools was to have in place seamless blended learning, to allow for easy transition between classroom and online learning as required. A blended learning policy was being worked on, which JC would bring to the committee at the next meeting in January (**ACTION – JC**). JS would share an example blended learning policy which he had come across recently (**ACTION – JS**).

**15. Use of Governor Hub**

**15.1** JC explained what Governor Hub was and the benefits of committee and trust board members accessing documents in a secure manner. JC would let the committee know when this had been set up for them and was ready to use (**ACTION – JC & Clerk**).

**16. SEND/Safeguarding issues and safeguarding audit report**

**16.1** JC asked the Clerk to move this item into the dashboard item on the committees’ standing agenda (**ACTION – Clerk**).

**16.2** JS confirmed that all staff had received their training on the updated Keeping Children Safe in Education Guidance issued by the government. The main change was a clarification that in the event of an allegation against a supply teacher, the school had the responsibility to make a referral to the LADO or Local Authority Designated Officer.

**16.3** JC confirmed that she was the designated safeguarding governor, and as part of her role she carried out an audit of each school every three-four weeks and reported back to the board. JC would check if it was necessary to report to the QES committees with this also (**ACTION - JC**). JS also engaged an external safeguarding audit provider to carry out a further audit of the school, given the importance of this area.

**16.4** JS confirmed that the external audit had been booked for April 2021.

**16.5** **Q:** Was it the school’s responsibility to investigate allegations made against supply teachers?  
**A:** JC said that in the event of an allegation, the first step would be a referral to the LADO, who would advise and investigate as needed. JC confirmed that robust checks were carried out as standard by the school before any supply teacher came onto the school site.

**17. Approve residential trips**

**17.1** JS confirmed that given Covid-19, only early stage thinking was taking place at present. Refunds to parents for previously booked trips were planned to happen soon.

**18. Collaboration between trust schools**

**18.1** LP had joined the meeting today from WPA to help support and challenge JS. JS said that apart from the committee meetings, and given Covid-19, TPA was being run as more of an individual school at the moment.

**19. AOB**

**19.1** **Q:** Please would JS remind parents not to park or to linger in cars with engines running by the school on what should be a traffic-free road?



**A:** JS would put a reminder in the next newsletter to parents (**ACTION – JS**). He confirmed that a camera would be installed on the street shortly which would give more information about which parents were not respecting the rules.

**19.2 Q:** Would a parent receive a fine if caught breaking the rules?

**A:** JS thought it would be a letter first before a fine was issued but would look into this (**ACTION – JS**).

**19.3 Q:** Would children be permitted to wear anything for Halloween?

**A:** JS confirmed that wearing an age-appropriate costume was fine on the day.

**19.4** SB mentioned to JS that the PTA, and Emma especially, had done a wonderful job in ensuring all pupils had the uniform they needed before the start of term. This had been a huge effort and it would be something to put in the newsletter if possible. JS agreed that he would include a thank you message (**ACTION – JS**).

**19.5 Q:** In light of the inevitable lack of fundraising permitted by the closure, was JS concerned about the impact on the school's budget?

**A:** JS said he was not concerned as he had adjusted the budget accordingly. The higher reception numbers meant that additional funding would come in. There was also a generous carry forward of £110,000 from the previous year's budget which could be used as needed. In addition, there would be a P&A adjustment from the DfE, based on the greater than expected number of pupils on the roll at the October census date. This might amount to £60,000 in funding.

**Meeting Closed: 7.20 pm**

#### **Actions from SWLon QES Committee Meeting of 22.09.2020**

<b>Action 1</b>	<b>Minute 2.1</b>	Clerk to note appointment of SB as committee Chair.
<b>Action 2</b>	<b>Minute 5.2</b>	Clerk to update QES standing committee agendas with a 'Policies for review' item.
<b>Action 3</b>	<b>Minute 12.7</b>	JS to circulate the school's sports premium data.
<b>Action 4</b>	<b>Minute 13.1</b>	JS to bring his July 2020 website compliance report to the January meeting.
<b>Action 5</b>	<b>Minute 14.1</b>	JS to circulate the example blended learning policy (Done on 22/09/20), and JC to bring draft blended learning policy for review to the January committee meeting.
<b>Action 6</b>	<b>Minute 15.1</b>	JC & Clerk to set up Governor Hub function for committee members by the January meeting.
<b>Action 7</b>	<b>Minute 16.1</b>	Clerk to move the safeguarding agenda item to within the Principal's dashboard item on the QES committees standing agenda.
<b>Action 8</b>	<b>Minute 16.3</b>	JC to check if her safeguarding audit reports need to be brought to the WES committees as well as the trust board.
<b>Action 9</b>	<b>Minute 19.1</b>	JS to include a reminder to parents in the next newsletter about the new rules on cars and traffic on the school road.
<b>Action 10</b>	<b>Minute 19.2</b>	JS to look at what penalty/penalties might apply to parents breaking the new traffic rules.
<b>Action 11</b>	<b>Minute 19.4</b>	JS to include in the next newsletter a thank you to the PTA/Emma relating to uniform provision before the start of term.