

QUALITY OF EDUCATION AGENDA FOR QEGS MEETING

Wednesday 17th January 2024 at 7pm to be held via Teams

Item and Description	
<p>1. Welcome, apologies and quorum</p> <ul style="list-style-type: none"> a. Introductions and welcome b. Receive and agree whether to accept apologies c. Confirm whether the meeting is quorate (this can only be a quorum of designated members of QoE) d. Confirm resignations or term of office end e. Consider and ratify other changes f. Declaration of Interests and/or Conflict of Interests 	<p>S McGrath (Chair) C Pyle and O Price Jones (Staff) D Marchant (Headteacher), P Croft (Deputy Head) J Leech (Assistant Headteacher), J Grindrod (Clerk) Apologies – none Agreed meeting is quorate. No other changes.</p>
<p>2. Approve – Previous Quality of Education Minutes</p>	<p>Point 5 – Amend wording from “to do a brief observation” to “see current practice in classroom”.</p>
<p>3. Policy Update</p>	<p>No updates.</p>
<p>4. Outcomes</p>	
<p>5. Teaching and Learning</p>	<p>OPJ - First part of professional development. Different people are getting different outcomes from different meetings. At the end of 2 years what will we have achieved? DM – to be expected that all meetings are achieving different outcomes. SM – what is the structure of the process? DM – It is an EEF programme. Colleagues come together in same group to imbedding formative assessment, talking about teaching strategies. Can share what has worked/not worked. Then a plan for next 6 weeks and someone else in group will come and watch and give them feedback, peer support. SM – how are groups managed? DM – small group of volunteers and follow structured agenda. SM – how often do they come together to meet PC - once a fortnight maybe in briefing. SM- perhaps staff that have benefitted need to share their feedback to all, if they have had a positive experience.</p>
<p>6. Curriculum</p>	<p>JL - Jemma Leech to present on Y11 Intervention and presented mock exam results all present. We have a cohort of students who are on our sprint intervention. 35 students 5/6 in a SLT group. They are doing the sprinting to try and maximise the revision</p>

	<p>preparation. To enhance what they are doing outside the classroom extras eg past papers or lunchtime classes. Seems positive and light touch for staff to monitor student effort in lessons and extra points for past papers, students meet weekly with SLT member. SLT members also meet the parents.</p> <p>SM – from feedback it seem quite involved and students seem to think it is a positive thing.</p> <p>JL - Effort and preparation for exams and make progress from their mock exam average point score from their mocks.</p> <p>CP – it is positive and like short sharp nature of it</p> <p>JL left meeting 19.35.</p> <p>DM – any questions about survey?</p> <p>DM - PSHE on a rolling programme has impacted we need to look at improving this.</p> <p>CP – 11 GCSEs – what’s your feeling?</p> <p>DM – it is a theme in comments and responses, majority students say doing right amount. Significant number that feel that they are doing too many.20 students already moved to dual award science, too early to say it’s not working. Lot more practical students. May take a few years to see the effects. What do we want a QEGS learner to look like? With 11 GCSEs we are not dissimilar to others that are doing 10.</p> <p>OPJ - questions to be asked about doing 11 GCSEs as UCAS say doing 10 maximum. Need to be consistent as we say we are doing less A levels. Seems to be one thing for A levels and another for GCSE.</p> <p>DM – yes take the point and maybe something to revisit</p> <p>OPJ - GCSEs have far more content now that they used to. As a teacher there is a huge amount of content to get through and not enough time.</p> <p>PC - looking at curriculum structure to look at skills being built at the right time through the 5 years. It’s a culture shift.</p>
7. Safeguarding, welfare and inclusion	<p>DM - Update since report we now have a mental health worker on site from Barnardo’s who takes 4 students a week on an appointment basis, KS3 funded for at the moment, really positive step forward.</p> <p>SM – is the health worker a counsellor or is it more informal?</p> <p>DM – they are a mental health practitioner and working with Barnardos, so lower end counselling.</p> <p>SM – do you get a quick response from local mental health agencies?</p> <p>DM - only Crisis are quick with a response</p> <p>DM – look at funding an in school counsellor or do we look externally and will talk to CLLT about this?</p> <p>SM - we employ 2 counsellors and agency for supervision</p> <p>DM - making sure we have all the policies in place</p>
8. Children with Special Educational Needs	None
9. Children who are disadvantaged or vulnerable	None
10. Assessment	<p>See above year 11 mocks.</p> <p>Any questions</p> <p>OPJ – queried that Maths seem to be underperforming – this is historically that in mocks we look like we haven’t done so well as not all content has been covered at that point.</p> <p>PC – Are aware that to get Maths 8 and 9 grades the knowledge is taught after Christmas. Whereas in English possibly mastered skills already. We look at profile trends and grade distributions, SLT cover subject leaders to give them breakout time to look at best practice and improve department process.</p> <p>DM – historically the big issue had been ‘over predictions’ and then gap in achievement. We are now realistic with students about where they are now and where they need to focus their studies.</p>

	<p>SM - subject leader intervention – is that across all subjects? PC – yes it is common practice and part of SLT in line manager meetings. OPJ - acknowledge that different subjects do different things. DM - Y13 mocks just finished.</p>
11. Attendance	<p>OPJ - SEN students seems low – what are we doing about that generally? DM - valid point but small number of persistent students. We are struggling to get them into school. Will ask CM to feedback to Trustees about high impact they have on figures. SM – could the next report pick up the low percentages along with a bit of narrative. PC - one pupil has left and any poor attendance stays with the figures for the year.</p>
12. Behaviour	<p>SM – any instances of racism? – massive increase of diversity in Carlisle in last 3 years so increased instances. In future the community of Penrith may become more diverse and it is vital that QEGS need to speak to students now to be aware of it. DM - no identifiable pattern, address it through PSHE OPJ – QEGS is a diverse school compared to some in Carlisle. PC - LW will be doing a pupil survey to give us a sense check.</p>
13. Risks and implications for improvement plan	<p>DM - much better place than last year come in to January with a plan how to support students in their build up to exams. OPJ-some staff don't feel comfortable teaching PSHE. DM – acknowledges that and there are certain topics we may need a specialist to teach certain areas.</p>
14. Admissions policy for 2025-2026 to approve	<p>DM - No substantive change, only changes to dates. PC – for clarity, as we are now part of the trust, how wide does “staff” mean? DM - has to be employed by QEGS, policy updated</p>
15. Actions arising not on the agenda	<p>Outcomes (agenda item 4) – only occasionally to be agenda item. Success – add as an agenda item.</p>
16. Ratify actions taken since the last meeting	None
17. Note – correspondence to The Chair	None
18. Confirm – actions/information for other committees of the Academy Board and Trustees from this meeting	None – to share minutes with all Trustees
19. Dates a. Confirm attendance at Quality of Education Committee meeting	<p>Full Trustees Meeting on 13th March 1pm at QEGS. Aim of the day is to get Trustees out to visit parts of school. QoE - Next meeting TBC</p>

Ended 20.44