

BOARD:	QEC PRIMARY COMMITTEE	
TRUST:	DARTMOOR MULTI ACADEMY TRUST	
DATE:	Wednesday 26 th May 2021	
TIME:	4.00pm – 5.30pm	
VENUE:	Remote via Teams	
PRESENT:	S Biddles, C Gould (Chair), P Last	<i>Trustees</i>
	S Meredith	<i>Associate Member</i>
	D Morrow	<i>CEO</i>
	L Paton, E Underwood, P Whittlely	<i>Primary Leadership Board</i>
	B Down (Moorland), Jo Luxford (Moorland), V Bendle (Simmons), E Neath (Three Hares)	<i>LSB Representatives</i>
ATTENDING:	T Skeaping (TS), M Greener (Clerk)	

The Code of Conduct requires trustees/governors to be honest and open with regard to conflicts of interest (either real or perceived). Trustees/Governors must not use their position for personal gain in business, political or social relationships. Therefore, a governor who has, or may be perceived to have, such a personal interest in a particular matter under consideration should declare that interest, withdraw from all discussions relating to it and take no part in any vote on such matter.

Items marked * are those in which a majority of governors may have an interest because of some shared attribute. When considering these items, trustees/governors should aim to achieve a balanced view, paying particular attention to the sources of information and advice, and remind themselves of their duties to act in the public interest.

Actions, **red** Questions raised, **blue** Points agreed, **green**

Item	
1.	<p>Welcome and Apologies: Those present were welcomed by the Chair to the meeting. The Chair asked each attendee to introduce themselves to the committee.</p> <p>The Chair advised that the main purpose of this meeting is to establish what the committee wants to review moving the forward and the information required to support this.</p>
2.	<p>Procedural items:</p> <p>2.1 Apologies for absence The Clerk advised that apologies had been received from Suzie Stevens and Sarah Godbeer and these were accepted by the committee.</p> <p>2.2 Confirmation of quorum The meeting was confirmed as quorate.</p> <p>2.3 Declarations of interest The Chair advised that he has links with Maths Hub and would withdraw from any conversations should they come up regarding this. No other pecuniary or personal interests were advised for any agenda item for this meeting.</p>
3.	<p>Discussion on Committee Terms of Reference</p> <p>The draft terms of reference were circulated prior to the meeting which have been reviewed extensively by the Chair, PL and SM.</p> <p>A discussion took place on the importance of having a foundation trustee / governor present for all agreements and TS agreed that all Terms of Reference across the Trust should be standardised to include this.</p>

	<p>Action: Clerk to ensure changes are made to TOR and sent to Chair for confirmation and that this is reflected across all trust TORs</p> <p>The Committee AGREED subject to the above amendment to APPROVE the draft terms of reference.</p>
4.	<p>Matters Arising</p> <p>Nothing as this was the first meeting for the committee but it remains a standing item moving forward.</p>
5.	<p>Matters brought forward at the direction of the Chair</p> <p>None noted.</p>
6.	<p>School Improvement, Teaching & Learning</p> <p>6.1 PW advised that shortly the data will be more consistent across the Trust as we move across to Arbor. Arbor will collage data from the teachers' 'basket of evidence' and against age related objects. This data will be scrutinised half termly.</p> <p>The Chair asked if it was formative data? PW confirmed it would be 'live' data.</p> <p>TS asked for confirmation on how many data drops – will there be anything additional? PW confirmed that nothing extra will be involved.</p> <p>The Chair asked if there will be SATS/ end of year judgements this year? PW confirmed the 2019 SATS paper will be used for Y6.</p> <p>LP confirmed that much time has been spent talking with the Arbor consultant about how judgements need to look as it is important to be able to differentiate between levels otherwise some pupils may look as if they are not making sufficient progress. Working towards and Working towards + will be incorporated. A SEND scale will also be included. Technical information needs to be inputted into Arbor and the end of June is the deadline for this.</p> <p>The Chair noted this positive picture and asked for an overview to be ready to present to the next committee.</p> <p>Action: PW to provide an Arbor overview presentation ready for the next meeting.</p> <p>LP confirmed that the Executive Heads should be able to extrapolate the data required and will have the ability to dive down at a MAT level.</p> <p>The Chair requested that he and the Executive Heads meet to discuss outside the meeting how the data should be presented.</p> <p>Action: Chair and Executive Heads to meet to discuss how Arbor data should be presented to the committee.</p> <p>VB asked how the data reaches the LSBs? PW advised that an agreed template needs setting which will work in the background and can be generated by the Exec Heads.</p> <p>Action: The Chair to work with Exec Heads on how to provide the data to the LSB committees.</p>

SM asked for the rationale behind half termly scrutiny?

PM advised that when pupils return in September if there were not half termly assessments then gaps would not be apparent until Christmas which in turn means that catchup interventions would not start until January.

TS advised that it was great news about Arbor but end of June will be after the next meeting. Is there anyway to focus efforts for information to be provided for the next meeting?

PW advised that the teachers will have the information but Arbor may not be ready. DM noted that it would be a 'halfway house' situation for the next meeting and data will be available however it will be presented differently from September. QA checks will be put in place to check data for human error as it will not be automated until the next academic year.

TS noted VBs point about vulnerable groups data and asked whether this data would be provided to the committee to triangulate the ring fence funding?

DM confirmed this would be included.

The Chair asked when SATS were taking place?

JL confirmed this would be by the end of June and that logistics require a 2-week window. Phonics screening and Y4 times table testing will also take place.

The Chair asked if there would be any data for the next meeting?

DM confirmed that the important aspect of triangulation is to record challenge at each level, scaling up to the governance view. LSBs will be responsible for reviewing vulnerable groups.

TS asked for confirmation that the QEC Committee are looking for impact assurance from the LSBs who will be checking implemented plans.

DM confirmed that the LSBs will be checking plans which are implemented according to need.

TS asked if the Chairs of the LSB are clear about their role and it was **AGREED** that a message should be put out confirming what is expected.

Action: CG to arrange for clarification on the role of LSBs to be issued

SB asked what systems are in place to ensure judgements are moderated across all schools?

DM confirmed that communities of practice are being set up for leadership and that there is cross phased moderation taking place across the next 6 weeks with writing as a particular focus. Y6/2 are easier to complete as there are exam/assessments for these year groups. Other year groups will be on teacher judgements. School reviews are taking place across all settings with specific strands for teaching and learning and teacher judgements will be triangulated from these reviews.

The Chair was interested in the formative judgements for non-exam based year groups – will there be assessments for these groups?

DM confirmed that mandatory assessments have not been stipulated. Staff need to look at each child to individualise base line assessments.

The Chair noted that there is an element of ensuring Y6 are test ready and that we have failed pupils if they have not been prepared for tests?

DM agreed and in non-Covid times there would have been 'mock' tests in Y5.

NW joined at 4.40pm

DM agreed that further consideration was needed regarding 'testing' to ensure that we have the right approach and would bring this back from further discussion at the next committee meeting.

PW confirmed that in normal years completing tests would be taught but Covid-19 means a different approach is needed.

Action: DM to bring information regarding testing to the next meeting for further discussion.

JL advised the committee that 6 data drops equate to 6 weeks of lost learning time and the younger children need the questions read to them which takes them away from the rest of the class and it is important that governors understand this. Teacher assessments are preferred due to this.

LP advised that having been in classrooms you cannot underestimate the impact of the last year and that a careful approach is needed in respect of testing and that we ensure the tests tell us what we need to know. Catch-up post Covid-19 will not be fast and the impact on children must be at the forefront of our minds.

DM noted that it is important that we also balance the workload and wellbeing of teachers and that a menu of assessments should be considered that are right for the schools and Trust.

EN asked whether Y6 children and parents are aware they will be sitting SATS?

EU confirmed the culture of assessments in schools is not over the top and there is a culture where assessments are used to gauge how pupils are progressing and Y6 data is used to inform parents and future schools.

DM advised that the SATS are necessary for transition to secondary.

The Chair asked whether this has been communicated to parents as of yet?

VB noted it has been a difficult year for parents also.

DM advised that the LA has asked for all maintained schools but noted that communications to stakeholders needs to be sharpened.

TS asked for IDSRs to be added to GovernorHub pages so that everyone is aware.

Action: Clerk to add IDSRs to GovernorHub pages.

JL left meeting at 4.58pm

6.2 **School Evaluation Forms (SEFs) / School Improvement Plans (SIPs)**

6.3

The Chair asked for clarification on the plans for SEFs – will they be coherent across all schools?

DM this is being mapped out in Summer 2 by primary leadership. It will be a more sharpened and focussed SEF

The Chair advised a summary document for the QEC Committee would be useful.

Action: DM to arrange a summary document on SEFs for the next meeting.

EU advised learning walks and scrutinies are finding evidence for the SEFs.

The Chair asked if the church schools are included in the evaluation?

EU confirmed that there are focussed church visits taking place currently to evaluate Christian distinctiveness. Each church school leader is updating a SIAMS self-evaluation form written with input from the Diocese. A newly formed hub (D-CofE) of our DMAT

church schools' leaders will meet weekly to ensure best practice and collaborative working.

BD left at 5.03pm

PW advised that a balanced scorecard of KPIs will be created involving staff and pupil voice. The first draft is with the principals for input. There is a system in place to work alongside principals to find out what individual support is required.

DM confirmed that essentially the Exec Heads and primary leaders broker a clear bespoke menu of opportunities for each school with a universal approach to training across the trust. A rapid improvement plan will be created that is specific to the school.

The Chair asked if CPD will be identified for individual schools?

DM confirmed from the next half term CPD for staff will be re-established based on evaluation for each school.

TS asked will there be a SEF and SIP?

DM confirmed one document will show where the school is and one will address the issues and how to resolve them.

TS noted that it is important that there is not duplication of documents between the QEC Committee and LSBs and this should be considered when having discussions.

6.4 **Curriculum Development**

The Chair asked where we are currently? Are schools delivering the same or different curriculums?

PW confirmed that this is mixed at the moment and that reviews are underway to consider the best way to realign schools.

EU confirmed that she had been doing curriculum work with Three Hares and it would be exciting to roll this out across the trust but it would be a large job. EU also advised the need to consider that schools fall into 3 categories:

1. Single age entry schools
2. Schools with 3 classes
3. Schools with 2 classes

Levels of alignment need to happen where appropriate and effectively. English and Maths is a bespoke curriculum. Some subjects e.g. geography / history require specialist teaching. All learning at the same level may not be appropriate. A 3-year priority action plan is being written currently.

Action: The Chair asked for an update on the curriculum development plans for the next QEC meeting.

DM noted that it is important to note that autonomy may not be helpful to form a cohesive approach. Some schools have purchased licenses and it is important not to waste public money. Certain subjects (MFL/computing) are currently outsourced but staff will be trained by the following academic year. PHSE needs within schools is different and the curriculum needs to tie into the Trust's values. A core entitlement to outdoor learning needs to be incorporated.

The Chair asked whether we are looking for alignment?

DM confirmed yes for educational / financial elements with an expression of curriculum differences in schools but intent will be aligned.

	<p>EU confirmed that teachers are keen for alignment as it will facilitate opportunities such as shared PPA time and upskilling. There will be benefits all around.</p> <p>DM confirmed that the primary timetabling will be the same across the Trust from September and each group will have PPA at the same time which opens up working collaboratively remotely.</p> <p>TS asked how parent voice is being captured especially as parents are more aware of learning now?</p> <p>PW confirmed that forums are currently taking place. The needs of the children are very important.</p> <p>TS noted this is a good opportunity to capture the parent voice.</p> <p>EU agreed it is a valid point and it is crucial to engage with pupils /parents / the community over the curriculum and that it is important there is a response to their needs and views. It is an opportunity to build relationships.</p> <p>DM advised they are finding aspects of local curriculum opportunities and including these.</p>
7.	<p>Ofsted</p> <p>The Chair advised that the QEC Committee need to be aware which schools are in the Ofsted window and how well each school is prepared for a visit.</p> <p>DM advised that all schools in the Trust are in the Ofsted window due to Trust formation. A risk analysis has been completed. Ofsted governor training has been offered and Brian Simber (HMI) will be attending each LSB next term. DM confirmed that he expects Ofsted will want to speak to the Chair of the QEC Committee and the Chair of the LSB to ensure triangulation of data is accurate. DM confirmed that no previous committee minutes will be reviewed by they would want Trust Board / QEC and LSB minutes moving forward. They will want to triangulate support and challenge.</p> <p>The Chair asked if there was a RAG document for the schools?</p> <p>DM confirmed there is no plans for this as it is unlikely to be helpful.</p> <p>The Chair advised that some form of document would be helpful to help form discussions</p> <p>Action: Chair/DM to work together to put together Ofsted / school information together for the committee</p> <p>DM noted it is important to have a balanced view on Ofsted visits and that he would welcome any requests for further information or to address additional concerns via email.</p> <p>DM advised that he is not expecting any immediate Ofsted inspections. Schools who have a high level of complaint with regards to SEND are likely to be visited first and suggested that the QEC Committee are made aware of complaints of this nature as the come into schools.</p> <p>EU confirmed that teachers are keen for alignment as it will facilitate opportunities such as shared PPA time and upskilling. There will be benefits all around.</p> <p>The Chair advised it would be useful to have a document to summarise were we are with SIAMS visits.</p> <p>Action: EU to provide SIAMS summary</p> <p>Action: TS advised that the risk register elements need to be divided across the committees</p>

8.	Any Other Business The timings of the meetings were discussed and TS confirmed this was being reviewed to enable everyone to be included. <p style="text-align: right; color: red;">Action: TS to speak with NMCD regarding timings of meetings</p>
	The meeting ended at 5.42pm

Action Log from 26th May 2021 QEC Primary Meeting

Agenda Item	Action	Actionee
3.	Clerk to ensure changes are made to TOR and sent to Chair for confirmation and that this is reflected across all trust TORs	Clerk
6.1	PW to provide an Arbor overview presentation ready for the next meeting.	PW
6.1	Chair and Executive Heads to meet to discuss how Arbor data should be presented to the committee.	CG/Exec Heads
6.1	The Chair to work with Exec Heads on how to provide the data to the LSB committees.	Exec Heads
6.1	Action: CG to arrange for clarification on the role of LSBs to be issued	
6.1	DM to bring information regarding testing to the next meeting for further discussion.	DM
6.1	Clerk to add IDSRs to GovernorHub pages.	Clerk
6.2	DM to arrange a summary document on SEFs for the next meeting.	DM
6.4	The Chair asked for an update on the curriculum development plans for the next QEC meeting.	DM
7.	Chair/DM to work together to put together Ofsted / school information together for the committee	Chair/DM
7.	EU to provide SIAMS summary	EU
7.	TS advised that the risk register elements need to be divided across the committees	Clerk
8.	TS to speak with NMCD regarding timings of meetings	TS