

BOARD:	QEC PRIMARY COMMITTEE	
TRUST:	DARTMOOR MULTI ACADEMY TRUST	
DATE:	Tuesday 28 th March 2022	
TIME:	4.00pm – 5.30pm	
VENUE:	Remote via Teams	
PRESENT:	C Gould (Chair) P Last (PL) S Biddles (SB) T Skeaping (TS) K Scrivener (KS) E Neath	<i>Trustees</i>
	S Jones (SJ) M Greener (MG), B Manning (BM)	<i>Executive Team</i>
	L Paton (LP), E Underwood (EU), P Whittlely (PW), S Stevens (SS)	<i>Primary Leadership Board</i>
	B Down – Moorland (BD)	<i>LSB Representatives</i>
ATTENDING:	M Wintrip (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: The Chair welcomed all present and thanked all the staff for their hard work in these challenging times and advised that he must leave the meeting at 5pm and that Tania Skeaping would assume the chair role from that point.</p> <p><i>TS joined at 4.05pm</i></p>
2.	<p>Procedural items:</p> <p>2.1 Apologies for absence No apologies were received in advance of this meeting.</p> <p style="text-align: center;">Action: MG raised that apologies are not being sent through in advance of the meeting and she would send a reminder and talk to the Clerk to about addressing this</p> <p>2.2 Confirmation of quorum The meeting was confirmed as quorate.</p> <p>2.3 Declarations of interest No pecuniary or personal interests were advised for any agenda item for this meeting.</p>

3.	<p>Minutes</p> <p>Committee members AGREED that the minutes from 14.2.22 were a true and accurate record of the meeting. The Chair to sign via Governor Hub.</p> <p><i>SB joined at 4.11pm and KS at 4.12pm</i></p>																								
4.	<p>Matters Arising</p> <p>4.1 Update on Action Points / Matters raised from the meeting held on the 14.02.22:</p> <table border="1" data-bbox="202 524 1538 893"> <thead> <tr> <th>Agenda Item</th> <th>Action</th> <th>Actionee</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>4.</td> <td>Meeting date to be arranged for SJ, PW, EU & Chair to discuss internal data reporting</td> <td>SJ, PW, EU & Chair</td> <td>Ongoing – see below</td> </tr> <tr> <td>6.1</td> <td>Revisit progression of SEND provision Spring 2 meeting.</td> <td>All</td> <td>Ongoing</td> </tr> <tr> <td>6.2</td> <td>Governors to listen to DFE webinar on Attendance.</td> <td>All</td> <td>See below</td> </tr> <tr> <td>6.3</td> <td>Add SIAMS visits to school QEC reports.</td> <td>Principals</td> <td>Completed</td> </tr> <tr> <td>6.3 (2)</td> <td>PW & MG to organise dates for visits in line with meeting dates for opportunities to feedback to LSB</td> <td>PW & MG</td> <td>Complete</td> </tr> </tbody> </table> <p>4. Chair advised this is outstanding due to COVID. Chair to speak with the Exec team separately.</p> <p>Action (1): 4. Internal report meeting deadline for this item to be moved to next meeting. Chair to speak with Exec Team</p> <p>6.1 SJ clarified that inclusion support was incorporated in the work of DHeart. Staff have moved across the Trust or have now left. Leadership has now been reorganised Trust leadership into a model that will better meet the needs of SEND children. The new structure will be announced on 5.4.22 when the proposed structural changes are announced.</p> <p>6.2 SJ advised that a series of webinars shared from CST with trustees. Some principals have attended and LP to link for webinar is available here.</p> <p>6.3 BD said that 3 dates for visits in place, but schools are heavily impacted by COVID which is proving to make difficult.</p> <p>6.3 (2) BD advised that she has not been invited to any principal gatherings and that it is likely some of the visits planned will be cancelled. PW updated that much work has taken place with pupil/staff schemas and that the uptake for visits was disappointing and that he would follow up. EN said that she had done some visits but confirm the issues that COVID is presenting.</p> <p>Action (2): PW to follow up principals inviting Chairs in.</p>	Agenda Item	Action	Actionee	Status	4.	Meeting date to be arranged for SJ, PW, EU & Chair to discuss internal data reporting	SJ, PW, EU & Chair	Ongoing – see below	6.1	Revisit progression of SEND provision Spring 2 meeting.	All	Ongoing	6.2	Governors to listen to DFE webinar on Attendance.	All	See below	6.3	Add SIAMS visits to school QEC reports.	Principals	Completed	6.3 (2)	PW & MG to organise dates for visits in line with meeting dates for opportunities to feedback to LSB	PW & MG	Complete
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5.	<p>Matters Brought Forward at the Direction of the Chair:</p> <p>No matters were brought forward from the Chair.</p>																								
6.	<p>School Improvement, Teaching & Learning</p> <p>6.1 School Improvement Update</p> <p>CG asked attendees if they had anything to raise from the associated documents QP2/ QP3.</p>																								

PW – happy to take questions.

PL commented on how it was good to see SIAMS mentioned in “Next Steps” but was unclear develop the theological explanation of the vision further alluded to?

EU explained that every church school has a vision statement that is underpinned with a biblical reference. The work of the school is to make sure that the community is aware of it, and they know why the vision has been selected from the underpinning statement, which ensure that the whole school community has buy in to the direction the school is driving in. St James for example has a very firm foundation for its theological underpinning they have done a lot of work around the school being built upon the rock but now needs to be more visible in the daily routine and the communication from the children to evidence understanding.

TS acknowledged that it had only been a week since the assessment data has been available but asked if there had been any positive/negative themes identified?

PW replied that they had intended to have that for today’s, but the COVID situation had pushed back the collection of the thematic information which has delayed collation. PW confirmed this will be available for the next meeting.

LP commented that in terms of themes there were not really any surprises for example “catch up and keep up” work relating to COVID and preparing for SAT’s e.g. children understanding higher level questions.

BD referenced the section “Ofsted readiness” and sought clarification as to whether LSB governors will not be involved?

SJ responded by saying that “No” governors will not see Ofsted inspectors in respect of quality of education, but an Ofsted inspection may wish to talk about stakeholder engagement in which case ‘Yes’. If a focus area is bullying, they may wish to talk to LSB governors if they have been heavily involved capturing pupil voice.

Chair advised that it imperative that the principals are crystal clear on the structure of the Trust so they can communicate to the inspector effectively on the trust’s governance model.

SJ advised therefore the governing review session is planned for 29.4.22 and the new operation structure will be shared at the same time (following 5.4.22). Principals should also attend

MG – advised that some principals are already attending the 29.4.22 session.

Action: PW to ensure principals are aware of the 29.4.22 session and to advise MG is wishing to attend

SJ stated that more face-to-face events had been offered than before and made the point that if the offer is not being taken up then we need to review the reasons for this and not continue to offer the same thing in the same way.

EN asked who would be involved in SIAMS inspections?

EU stated that SIAMs inspections would involve herself, the foundation governor, and the chair with a view to the Christian distinctives of the school together with the vision and the spiritual development.

TS made the additional point that the minutes of QEC meetings captures the voices of LSB governors which also serve as evidence for Ofsted. PL is the Safeguarding Lead works with governors in eh forums and provides further evidence. It is a much better way to temperature check.

Chair thanked the Exec Team for the Early Years information provided and that he has an Ofsted briefing on Friday and the big focusses are Early Years and SEND.

6.2 **Pupil Attendance Patterns**

CG asked where the data was sourced for the COVID Status document (QP3) was sourced?

PW said that the information comes directly from the school administrators and is logged daily.

CG asked if there any other comments or questions for this agenda item – none raised.

CG asked if the associated document QP4 with KPI's could be explained?

PW explained that it is the school improvement cycle being implemented. The dates are all mapped out for the summer term. The second half of the term will be looking at statistical results (which will rollover into the next academic year). Therefore AIP's and the timetable can be written before the summer holidays. The KPI cycle should be given consideration by this committee, particularly the main aims and next steps. An updated document had been added to Gov Hub today for consideration.

Action (1): Committee members to review the KPI cycle document and ask questions at the next meeting.

BD wanted clarification on SIP review as it's a standing item on an LSB agenda and asked what they should be asking principals?

PW advised that is about voice work and looking at different SI areas e.g. reading, PP provision etch and asking how the LSBs can work with principals using the schemas that have been developed and look at the different levels of involvement at how the school are collecting, reviewing and responding to that voice work.

SJ clarified they are called Academy Improvement Plans so there is continuity across secondary and primary schools across the Trust and they are co-constructed with the staff and must be completed by just after half term ready for the start in September. Now embedded into primary schools which was not the position previously.

SJ advised that LSBs will still see the improvement plan but how they will monitor, and test is to what extent it is brought alive within the school as opposed to the QEC Committee's view on to what extent it is impacted on the quality of education. If for example within the plan pedagogical strategies are mentioned LSBs would not be looking at the quality of this but should be looking at workload on staff and training for this. If using the schemas produced it is important to identify what activism is taking place with staff leading things across hubs. Different questions for different committees from the same document. The focus for LSBs is lived experience of the plan. She reiterated the importance of visits so that the voice of these groups is heard to ensure marginalised groups are listened to.

SJ continued by talking through the Pupil Voice Schema shared on the screen and noted that it will be personalised by each principal for their own schools. If for example groups of disadvantaged children are not given higher level opportunities to have their say and be involved, then the level of capturing pupil voice is low level and LSBs are best placed to identify this. If children with additional needs are never leading, then there is an issue.

CG praised the Pupil Voice Schema as an excellent piece of work.

SJ said that this model would be explained further on 5th and 29th April. It sits amongst demographic fellowship which is part of co-operative movement, and it is about having an active voice in improving the organisation you are part of. SJ advised that DMAT are the only Trust with this thinking, and it is a chance for us to make a real difference. Roles are changing for governors, but it is a real chance to make a difference to pupils.

CG enquired if the document is linked to a cycle of activity?

SJ – Yes. Principals have a blank version that can be linked to their own activities locally. Governors will be able to then monitor consistency and use as a tool.

CG noted that it was understood why the timetable for AIP needed to be as it but questioned if able to plan before data is available?

SJ responded by saying that we should very easily be able to anticipate outcome data if we have been monitoring well. If any unseen issues arise, we should be able to adjust and respond. AIP's need to be meaningful and used.

SB confirmed that we largely know what results will be and so plans are not reliant on the data outcomes. Reiterated that it is important that they are in place before the end of the academic year to give opportunity for implementation e.g. addressing staffing needs.

CG acknowledged this but felt it was important to minute that those questions have been asked at this meeting.

CG introduced document QP5 showing Attendance Patterns for all schools over a 7-month period between Sept and March. He noted a question from KS that **Child Protection Service Children stand out – does this relate to many children?**

LP stated that it related to very small numbers, and they get picked up when SENDCo supervision and SEND/inclusion audits attendance undergoes a deep dive.

TS asked if there were any Gypsy / Romany traveller children on role for this year across the Trust?

SJ confirmed that the report was not clear. It was a good challenge, and she would ensure the report reflects that more clearly next time.

Action (2): LP to confirm Gypsy / Romany children in DMAT schools at the next meeting.

PL asked if they might come under the category "mobile"?

SJ responded by saying that "no" as that category might include others like service families.

CG moved onto the supporting document QP6 and asked if there were any questions.

PL noted that there were some high levels of persistent absence and wanted to know how this might compare nationally?

LP responded by saying that these are all taken seriously and being looked into by herself, or BM. Actions being taken can be explained. Also, to note that in a small school sometimes low numbers can skew the percentage figures.

Committee discussion followed about the causes of such absence.

Chair asked whether persistent absence rates have been increased due to Covid anxiety?

LP advised this may be the case that those who were on edge of attendance concerns have tipped to not attending. There seem to be more school refusers which is a challenge and there are more than ever before.

SJ noted that DMAT schools are working in these terms significantly above the national average. One of the reasons for the operational restructure is the need for continuous improvement and reorganisation.

4.43pm CG leaves meeting and TS takes over as chair.

6.3 Curriculum update – including COVID catch-up spend for the foreseeable future

TS introduces QP7 and noted it was an excellent paper.

KS noted 44% of staff voice thought the base curriculum is having a positive impact which seems disappointing?

EU said that at the point when the document had been put together there had been incomplete responses from staff. She agreed 44% looks disappointing but the questions can be interpreted in different ways. One of the responses captured the thinking clearly. Where we are currently with implementation of the curriculum 'why, what and how' is being considered. 'How' being at a critical part of the curriculum improvement plan (not the physical element of teaching e.g. booklets) we need to focus on supporting teachers and focusing on pedagogy and engagement within the classroom and meeting children's needs. There is a need to collect feedback and incorporate it into the 7-year curriculum journey.

SB raised that he had noticed a reference to adapting the curriculum. Are you happy this this is being done and where it is being done? Are all schools to implement adaptations

EU advised that all teachers need to adapt the material being used in the classrooms whilst not losing the level of challenge for all learners which is key. Content must not be 'dumbed' down or simplified. Learning needs to be "scaffolded" and ambitious content is not lost.

SB – How do you ensure this is done correctly?

EU advised there is a QA playbook which all the principals and subjects leads are supported in quality assuring the curriculum for individuals and groups of learners.

SJ clarified that there was a need for rigidity when the Reach curriculum was introduced last year. Levels of intent and impact need to be kept high whilst implementing on top of a base curriculum.

PL asked whether SCARF is replacing JIGSAW or are we running both (PHSE provision)?

LP advised that only the new Promise school is using Jigsaw.

LP advised that we are adapting the curriculum from an inclusion perspective. One size does not fit all. D-Heart will be driving and challenging teachers from the inclusion lens. Principals and SENCO's take a lead role.

TS commented on how the staff survey showed 25% confidence in delivering the curriculum. How will CPD used to increase this

EU advised a lot will come through communities of practice e.g. collaborative planning sessions where year groups come together to discuss the 'how'. Schedules will be planned for the entire year with aligned staff meetings across the schools. This will include

strategies for supporting children with additional needs. CPD opportunities will be planned into allocated staff meetings. It is apparent that teachers are not aware they can make adaptations and staff need to understand they can customise. The new curriculum is much more challenging than they have been historically used to.

PW added that there is a 9 out of 12 hours allocation Twilights for CPD and curriculum.

TS asked whether principals have the confidence to support staff on a day-to-day basis?

EU responded by outlining how this is done through QA process, 3 of a 5-day process that has been soft launched, and every staff meeting will discuss the strategies being employed. Going forward subject communities meeting together, all these teachers will be teaching the same curriculum which will lead to harmony across the trust. Feedback will be listened to and relevant CPD will be offered to raise standards.

TS asked when the evaluation be revisited to see the shift?

EU is putting together a critical path for the curriculum for the next year and at termly intervals there will be opportunities revisit and look at the QA and get staff / pupil feedback triangulated and in a year's time this should show clear progression and improved confidence.

TS checked if further questions and then asked about the **intention of the agenda item "COVID catch up spend"?**

SJ said that this had previously been done and there was no update as no changes have happened. Possible more tutoring funding has been suggested in the white paper.

6.4 Safeguarding update

Pre-distributed document QP8. TS opened the floor for questions.

SB commented that it is a very thorough report. He noted that there were part-time timetables spear across the whole term. Are these the same children? Are there plans to reintegrate them soon?

BM explained that some are the same children, and it has been necessary to continue the part-time timetables due to long-term mental health issues. DCC Inclusion office have fully approved these. Co-incidental that the numbers match.

TS raised a question from KS to the progress of action point at the end of the report with a deadline of 11th March for meetings with Exec Principals with Safeguarding Lead Governor. Have these happened?

BM said that this was delayed due to staffing / COVID issues. May not be simple to complete these online. BM is pursuing these with schools.

TS asked if virtual meetings might be helpful? Will there be a new deadline?

BM agreed they would. New deadline will be 1st week after the Easter break as from the beginning of May there will be another data collection and safeguarding governors must have visited before this point.

Action: Safeguarding Lead governor/Principal meetings to take place by 25.4.22

PL asked if trained mental health first aid staff capacity could be shared across hubs?

BM advised that it is the government's intention and goal is that all schools have a trained mental health lead. And all schools have signed up to the programme and either applied for funding to pay for accredited training or they are waiting for funding to be available, or they have already received the funding / training. There are capacity issues, and we need to be pragmatic. APL has provided most of the training and this will continue if the trust continues the subscription. Shared personnel across primary settings are working currently.

BM pointed out a number of big wins and improvements e.g. challenging CP decisions and peer on peer sexual harassment case reduction in numbers which is hoped due to the recent campaign (It's not OK). Mental health and behaviour and bullying remain key issues and there is work in the primaries on creating a set of behaviour principals and revisiting the Relational policy and practice stance and pinning on something tangible e.g. kindness and work is ongoing.

PL expressed gratitude for BM's excellent work. The high quality of the data provided allows the Trust board to scrutinise in detail and above other trusts and feels very confident that safeguarding is in safe hands.

6.5 Reading Update

Pre-distributed document QP9 TS introduced the item by saying that it was an exciting piece of work. Investment in books is happening and things will be in place from Sept.

EU explained that the prep work is being completed now and today is the deadline for teachers to contribute recommended books. Next stage is to order the books and train staff with a launch set for September.

TS asked what the expected impact will be e.g. cultural capital?

EU advised primarily it is about encouraging children to love and to engage with reading.

TS asked how pupil feedback will be reflected in the next stage?

EU advised that pupil voice will be captured and feedback will be integrated to future phases. All curriculum grows new titles will be linked to topics studied in the classrooms

SB asked if equality and diversity are considered in book choices?

EU confirmed 100% that they are and many categories have been used with teacher to allow for contributions but equally they could often be responsive to current situations e.g. something about refugees might be relevant.

6.6 OFSTED /SIAMS update

PW directed the committee to a new document in the GovernorHub giving an overview of support from Brian Simber (Consultant Ofsted Inspector) to our primary schools.

EN asked if there was a reason some schools have had different support than others? Timing / need related?

PW advised it is related to both. A need that is directed by the principal e.g. if they have a 90-minute call and then feel they request another. Absence has needed to be covered.

TS noted that there had been no questions about Early Years. It was agreed that any emerging questions could be directed to SS after the meeting by emailing the Clerk.

SS advised that a summary was included in the reports that covers the current position and where the plans are moving forward.

Action: Any Early Years questions to be sent to the Clerk for SS to respond to.

7. Risk Registers

TS commented on the impact of absences from COVID. Risk registers have not changed but absences due to COVID will have an effect. Okehampton Primary, South Tawton and Exbourne have experienced significant disruption.

	<p>General committee conversation noted that the impact is proportionately notable in smaller schools.</p> <p>SJ advised leadership as well as teachers and support staff have been massively impacted. It has been a hard 2 weeks and most staff are working full time to enable them to remain open.</p> <p>TS agreed with SJ and noted that it is also hampering governors to undertake visits. The view was that it is worse now than ever and staff are doing over and above across the Trust. PW advised that staff have and continue to be amazing, and everyone is getting involved.</p> <p>SJ commented on the contradictory advice coming from the government and health. She felt that to go with the government advice would be irresponsible. Schools are deemed to be “super spreaders.” PHE remains the source for guidance and that the government’s advice continues to at odds with their message.</p> <p>TS agreed the message would be to remain cautious.</p> <p>EN asked whether we going to let parents know our approach to manage expectations? PW advised that parents have been kept up-to-date and ensuring that warning is given to manage changes that may need to be made.</p> <p>TS seek clarification that LFTs will be requested before returning after the Easter holidays? SJ advised this would not be possible for pupils as the public will not have accessibility to tests. Face coverings will continue in communal places and understands that people may not want to do this but then they will not be permitted into schools. Windows will remain opened.</p> <p><i>5.28pm SB left the meeting.</i></p>
8.	<p>Wellbeing</p> <p>TS asked that in terms of well-being, staff workloads could reduce if we continue to work closely across the Trust with regards to curriculum piece. EU followed this by agreeing that ultimately that would be the case as well as improving the experience of children. Still work to do following content rewriting.</p> <p>TS asked to minute specifically great thanks for the extra-ordinary efforts of school staff and wished those who were ill with COVID, a speedy recovery.</p> <p>LP interjected to clarify a point from the Document QP4 in item 6.3. 0% means no children. LP undertook to make that clearer next time.</p>
9.	<p>Date of next meetings</p> <p>8.2 14th June 2022 @ 4pm 8.3 11th July 2022 @ 4pm</p>
	<p>The meeting ended at 17.35 pm</p>

Action Log from 28.03.22 - QEC Primary Meeting

Agenda Item	Action	Actionee	Status
2.1	MG raised that apologies are not being sent through in advance of the meeting and she would send a reminder and talk to the clerk to about addressing this	MG/Clerk	
4.1	4. Internal report meeting deadline for this item to be moved to next meeting. Chair to speak with Exec Team	Chair	
4.1	PW to follow up principals inviting Chairs in.	PW	
6.1	PW to ensure principals are aware of the 29.4.22 session and to advise MG is wishing to attend	PW	
6.2(1)	Committee members to review the KPI cycle document and ask questions at the next meeting.	All	
6.2(2)	LP to confirm Gypsy / Romany children in DMAT schools at the next meeting.	LP	Addressed in the meeting under AOB
6.6	Any Early Years questions to be sent to the Clerk for SS to respond to.	All	