

Minutes – KOA Quality of Education Sub-Group meeting

Version: Approved
Meeting Date: 5 December 2023
Location: Microsoft Teams
Time: 4:30pm

Chair	Diane Owen (DO)	Chair	Y
Panel:	Deda Odutola (DO)	Councillor	Apologies
	Sonia Tibbatts (ST)	Councillor	Y
	Lucy Jacobson (LJ)	Staff Councillor	Y
	Tamasyn Russell (TR)	Observer	Y
Invitees:	Katherine Ogden (KO)	Principal	Y [part]
	Susie Weaver (SW)	Education Director	Y [part]
	Lou Roscoe (LR)	SENCo	Y
	Ellie Doyle (ED)	Assistant Principal	Y
	Phil Spring (PS)	Literacy Lead	Y
	Jon Jones (JJ)	Executive Principal	Y [part]

Action number (date / no)	Relates to item	Action	Owner
210323 01	3.4.4	Destinations data will be shared in Teams by AMA. This is complete and can be closed .	AMA
210323 02	4.8.1	Year 4 MTC check to be added to next full AC agenda. This is complete and can be closed .	KO WH
210323 03	4.11	DO requested a further update on KS1/KS2 with fresh data at the next full AC meeting. This is complete and can be closed .	KO

Minutes

Item	Description	Action
1	Introduction, Administration and Apologies	
1.1	DO welcomed the group to the meeting. There were no apologies. DO confirmed the meeting would be recorded.	
2	Minutes of last meeting	
2.1	The previous minutes (21 March 2023) were deemed an accurate record of the meeting.	
3	Actions	
3.1	The action table above has been updated.	
4	Update on Key Stage 4 Mock Outcomes and Y11 RA strategy	
4.1	ED provided an update on the KS4 mock that took place either side of the October half term. The blackbox data was received on Friday so is still fresh. Broad headlines are:	

	<ul style="list-style-type: none"> Year 11 Progress 8 is currently at -0.6 compared to -1.00 at the same time last year; Basics 9 – 4 are at 38.9% compared to 30.3% last year; Basics 9 – 5 are at 19.1% compared to 9.8% last year; The overall end of year prediction for Year 11 Progress 8 is +0.11 and this looks achievable given the jump in progress made from this time last year, to the summer exams last year. There has been particularly good progress made in humanities (especially geography and history) and English. The key vocational courses continue to be a strength 	
4.2	AC Question: The data looks very positive, but how does it compare to what we have predicted? Are you particularly pleased with these results or are they on track with where staff predicted they should be?	
4.2.1	Data shows that students in the trust make about .4 grades worth of progress between the end of year 10 and now, and based on that the data is where we would expect it to be, with the exception of basics 9 - 4 which has dipped a little, and basics 9 – 5 has also dipped, essentially due to a downturn in the maths results. This is a trend for several schools in the trust and is due to the November grade boundaries being high. We are looking closely at tiered entry to ensure students are sitting the right exams. We may also have to add some capacity in Year 11 maths.	
4.3	AC Question: In terms of tiers of entry, one of our other trails in the past has been more able students not accessing the grades we would like. Is there a risk that we move students to the foundations tier and do not have the expectations for those students that we would wish to have.	
4.3.1	It is something we are keeping a close watch on. Even with the few students we have moved to a foundation tier recently, there is still a higher number of students on the higher tier than in previous years. Careful conversations take place about those tier moves on a student-by-student basis.	
4.4	<ul style="list-style-type: none"> Drilling down into subjects, there are some good outcomes in RS, Drama, French and Geography. Vocational Health and Social care has typically been in the lower half of the table and has moved up, as has English. Additional support is being put into DT; there were gaps identified in the students' knowledge at the end of Year 10. There is a strong DT team this year and we are drawing on a lot of support from the trust, linking with DT leads in other schools. Individual Sciences will be reviewed in more detail next week as these are starting to raise a concern. There are a number of actions highlighted to take forward: <ul style="list-style-type: none"> The data highlights the students that are currently under-achieving and there are a number of students in there that might not have been expected, or previously flagged, and avenues of support for those students include meetings with them and their parents and having specific targets and strategies to share with their teachers. There is also a wider piece of work happening to look at the 'quieter majority' of students that might slip under the radar in lessons, and how teachers can ensure students have understood what has been taught. The main focus has to be quality teaching and learning, with purposeful well-planned lessons. ED to meet with all middle leaders before Christmas to ensure plans are in place right up to the summer. To ensure teachers know the course really well and are focused on exam techniques. Wraparound support for Year 11, including interventions 2 afternoons a week for English, Maths and science. 	

	<ul style="list-style-type: none"> ○ Opening up study spaces in schools for those that need it and that might not have the structures in place at home. ○ Relaunching study skills and revision techniques. 	
4.5	AC Question: What are you doing in terms of liaising with parents?	
4.5.1	We had our Y11 parents evening last Thursday, following students receiving their mock exam results in the afternoon. The turnout was strong. We are identifying those students that are underachieving and we are meeting with those parents to talk about the support in place at school and what parents can do at home to support. There is a second Year 11 parents information evening and we are ensuring there is enough new information in it, to ensure high attendance.	
4.6	AC Question: When is the next mock taking place?	
4.6.1	It is either side of the February half term.	
4.7	AC Question: When would be good to have a further follow up on Year 11 progress? There is a further AC Committee meeting on 19 March 2023. Would it be appropriate for you to return, or would you wish for a subject leader to attend?	
4.7.1	It would be nice to invite the middle leaders to the committee, where there is sustained progress over time. ACTION: DO and KO to consider when best to invite middle leaders to the Q of E committee meeting, to look at Year 11 progress over time.	DO KO
5	Quality of Education Review	
5.1	DO noted that one of the previous discussions held was around stretch and challenge in the classrooms and asked if there were any updates on this, and around how things are progressing in lower middle school in terms of meeting need.	
5.2	ED advised that one of the key focuses of the first term was developmental feedback and marking which uses feedback to help students develop higher order thinking and more detailed answers, especially in written responses. Phil Spring has done a lot of work with the English team around using live marking to encourage students to develop their responses and this has been really effective. This was launched as a whole school approach in term one. Weekly book looks have taken place over the secondary phase and there is strong evidence of increased use of developmental marking. Although this has been launched across the whole school, it was already being used well in the lower and middle schools. Colleagues have taken the strengths that were there and used this to improve the quality of teaching in the upper school.	
5.3	ED reported that during term 2 there has been a focus on questioning and feedback. The CPD at the beginning of term was looking at the elements of the teaching and learning framework and which relate to questioning, and in particular how this develops the student's verbal responses. Staff from lower, middle and upper phases then led carousel activities and were able to see how that is put into practice across all phases. Feedback gathered from staff on that CPD was very positive. The next steps are to arrange for Chris Baker, the trust's Professional Development Lead to come into school to look at the impact of the CPD given to staff, and what can be seen in the classroom.	
5.4	ED advised that in the longer term it is hoped that the middle leaders are able to plan really effective PD; a lot of PD time has been deliberately given to departments because staff feedback says this is the most beneficial to them.	
5.5	ACTION: An item will be added to the next Quality of Education Committee meeting to allow the AC to hear the results of Chris Bakers visit to evaluate the impact of developmental feedback and marking.	DO KO
5.6	KO invited PS, as a new member of staff, to share his experiences of working across an all-through.	
5.7	PS provided the following information: <ul style="list-style-type: none"> ● Having a weekly middle leader's meeting, predominantly Heads of Department, and the SENCo where necessary has been really helpful and real gains have been made from that. 	

	<ul style="list-style-type: none"> When there has been a Wednesday PD session, the opportunity to discuss those prior to the sessions, and have a mop up after has enabled really powerful conversations. The SLT and extended leadership team can make strategic decisions, but it is the middle leadership team that can enact that change and secure better buy in from their teams. It is also a good strategic platform for keeping SEND in every conversation. Rather than things being disparate, there is a clear thread running through and pulling everything together. 	
5.8	How does it look now, with you as a Head of English, and how the links are coming through the all-through?	
5.8.1	It is still an area for development. There are a lot of different practices and methods of teaching to pull together but we are starting to draw things together. For example, marking symbols are now the same, running across all three phases of the all-through. There is also more shared practice particularly in the lower part of middle school. There is lot more retrieval practice across Year 5 and Year 6 and interleaving the key skills in English. It will be interesting to see if that is reflected in their progress when the moderation takes place in English writing. The next step is to focus on reading and coordinate some of the practice across all phases.	
5.9	Does anything happen in maths yet, in terms of that feedback to Year 5 and Year 6?	
5.9.1	Yes, one of the advantages of me line managing English and Maths is that I can meet with EW and others to consider this from a raising attainment perspective. Subject Leaders can also support with raising attainment in Year 5 and 6 and are currently thinking about interventions that can be put in place in middle school. In terms of leading Teaching and Learning, Sam Wood-Wright (SWW) is working more closely with lower and middle school colleagues to do that and is visiting maths lessons in lower and middle school. The limiting factor for middle leaders to lead Teaching and Learning across the whole school, is time. It is important to ensure that we free up our middle leaders to do that. At present they are contributing to the curriculum statements.	
5.10	Unlocking Letters and Sounds is the phonics scheme in use in lower school and we use Accelerated Reader in middle school. We test students in years 5 – 8 and the programme then sets the level of books they read and progress is measured in terms of reading age. There are students in years 7 – 9 with reading ages that are significantly below their chronological reading age. There are some students in Year 9 (aged 14) with a reading age of 5. These students now have bespoke intervention timetables and are working with the Literacy Intervention Manager. These students typically have very complex needs and we are using Lexia to track the progress of students through phonics, comprehension, work analysis and grammar. They will be retested around Easter time for their reading ages and we would hope to see a marked improvement in their chronological reading ages. Lower down in the school, some of Year 5 and 6 pupils are starting to work with our new Library Resource Assistant who has a history of being a one-to-one reading support and will run some interventions with our younger pupils.	
6	SEND and Literacy	
6.1	It is concerning to hear a number of pupils have very low reading ages. Are you finding this because you are now better at identifying this as a problem, and can therefore put interventions in place sooner, or is it that there are more pupils with low reading ages coming through? Is this a new thing?	
6.1.1	I think, historically, there may have been less focus on the early identification of these things and this may have led to resources being put into the wrong places. For example, in the past, Lexia (a small group intervention tool) has been used in the classroom for whole lessons; this was one of the first things I addressed. I also ensured that Accelerated Reader lessons were taught in a particular, very intentional way, rather than putting the students in the library and letting them read or putting students in a computer room and letting them access the programme online. They are now reading physical books in one-to-one situations and being guided as to what to read next.	

	Moving forward I would like to explore using the new group reading tests for all students on entry so that we have that information from the start and can reflect that in our learning plans and seating plans and be far more intentional about our actions and interventions.	
6.2	LR advised that the students are also screened for any dyslexia traits using GL assessments. This also screens for any other kind of potential learning need as well. In the lower school we use Nessy for screening up to Year 5 and then after that we switch to GL assessments. It does not give an official diagnosis but it gives an indication of the areas in which a student might be struggling. When we have that information we update the student passports so that teachers can then direct them to dyslexic friendly strategies.	
6.3	LR noted that when students are struggling with their learning, it often affects their behaviours and it might mean there is truancy or behaviour spikes. LR has applied for some money from the cluster to use to train one of the HLTAs and English teachers to use That Reading Thing. There will then be small groups or one to one work with those students with low literacy skills to build the relationship with the HLTA and build their confidence in reading.	
6.4	LR reported that there are four students who have just gained their Step-Up qualification in English. This is a supplementary qualification alongside the GCSE and is a level 1 qualification. This is certificated and ensures those students who might not achieve a level 4 at GCSE have a qualification on their CV.	
6.5	LR detailed that the first PD session of next term will be designed to help teachers to address and tackle some issues with reading in the classroom. It will be a version of a CPD session that LR has previously run over the past two terms. Staff will discuss particular concerns for students, including those in the SEND cohort. In the past there have been some rich and fruitful discussion in those meetings, and then on the alternate week of the fortnightly cycle, there will be some focus on a particular aspect of Teaching and Learning, following on from those initial discussions. In January there will be some PD on whole class reading which will include how to intentionally model mistakes, such as stumbling over some words so that the teacher puts themselves in a vulnerable situation. This helps the students gain confidence to then read aloud. There is a different CPD focus every term. Within those sessions we use examples of the students and their needs and talk about the strategies different teachers have used and what has worked well.	
6.6	Is there anything that you're looking at in terms of data that will enable you to be tracking the progress you're making in improving literacy across the school?	
6.6.1	Yes, the Lexia programme does this. It shows the progress those students are making through the individual components. For example, for a girl in Year 8, it shows she is 69% of the way through the grammar part of the programme and it shows the level of accuracy she has achieved. The evidence of improvement will then be seen when we retest for reading ages for that particular strand.	
6.7	ACTION: LR to provide progress data for Accelerated Reader at the March committee meeting.	LR
7	Policies and Strategies that require review	
7.1	DO reported that she has signed off the SEND policy and SEND Information report in order that they could be published on the website. The policy, and report, are shared in the Teams folder for Academy Councillors to read.	
7.2	ACTION: LR and ST confirmed they have not yet met and will arrange a date to meet next term.	LR ST
8	AOB	
8.1	No further business was reported.	
9	Close of Meeting	
9.1	Meeting closed at 5.55pm.	

Actions carried to next meeting

Action No	Relates to	Action	Owner
05.12.23 01	4.7.4	DO and KO to consider when best to invite middle leaders to the Q of E committee meeting, to look at Year 11 progress over time.	DO KO
05.12.23 02	5.5	An item will be added to the next Quality of Education Committee meeting to allow the AC to hear the results of Chris Bakers visit to evaluate the impact of developmental feedback and marking.	DO KO
05.12.23 03	6.7	LR to provide progress data for Accelerated Reader at the March committee meeting.	LR
05.12.23 04	7.2	LR and ST confirmed they have not yet met and will arrange a date to meet next term.	LR ST