

Governing Body Quality of Education Committee Meeting



Date: Thursday 23rd January 2025

Time: 5.30 p.m.

Venue: Becontree Primary School

Present: Hannah Hamid (HH), Marie Ziane (MZ), Tracey Beckett (TB), Margo Gaughran (MG), Amila Sarwar (AS), Richard Puttnam (RP), Cori Louis (CL), Karen Brissett (KB), Paula Thornton: Minute Taker (PT)

Chair: Hannah Hamid

Minute Taker: Paula Thornton

Also in attendance: Lillian Stonier (DHT) and Clare Stock (DHT)

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Agenda Item	Discussions/Actions and Next Steps
1. Apologies	JJ – Council business LF – parent responsibilities
2. Welcome and Introductions	
3. Declaration of Business Interests	None disclosed
4. Minutes of last meeting: - Accuracy; - Matters arising (if not covered within the minutes)	Accuracy of minutes: Discussed, agreed and signed by HH Matters arising from meeting held on 17.10.24: - Request to receive information about adaptive teaching approaches (within agenda and QED Report) - Consideration of Parent Steering Group – to be considered as part of Stakeholder Engagement Strategy being developed - EAL initiatives (within agenda and QED Report)
5. Items for discussion requested from FGB or other committees	From FGB Meeting/Other Committees: Details of Parent Governor Election – we agreed at the last meeting for LF to move over to be a co-opted member, so this will leave 2 parent vacancies. MZ shared the dates and deadlines for the election and asked for any governors who may be willing to attend the parent consultation evening in February to canvas for nominations and answer any questions. Date for Extraordinary Finance Meeting (propose 6.3.25 as part of SFM Committee) – rather than having an extra meeting, MZ proposed having a virtual meeting after (approx. 6pm) to share the draft 2025/2026 budget with Governors. We have a number of support staff on 1-year contracts, so we can consider not renewing these if necessary. HH indicated that she can attend. From last QED Meeting: See above



6. Overview of Leadership of teaching and learning	Contextual Update HH asked if the staffing of 2:1 for one ARP child, is continuing? MZ said we are looking at lots of assessment options. Funding runs out in April 2025. We are hoping the funding would be extended for one more term. There is discussion around a Pathways placement when he enters Year 3 in September 2025. HH asked that we make it clear that we cannot sustain this level of staffing. MZ said that the school have made this very clear to the LA. His mother feels the child is very settled here. Vision, Values and Intent HH asked about plans for using AI in school. LS said that this would mainly be for curriculum and planning and report writing etc. HH said that staff will need to be upskilled to use it. CS said that this will be thoroughly considered. MZ said that our computing Lead is currently researching this. School Improvement Plan – review In the future, MZ said this will be circulated with the agenda for each meeting; FGB, QED and SFM Committees. Parental involvement has continued to improve with maths workshops this term. MZ to share attendance figures at FGB. MZ shared the outcome of learning observations around oracy which took place this week. AS said this is really organic as the examples given appear to be very pupil driven. Children bouncing off of each other in group discussion. HH asked if teachers ever get the opportunity to observe each other? LS said there isn't much opportunity at the moment but this is something that we are working on in the future but it is resource driven. AS asked how pupils feel about this? LS said that pupil voice is built into the plan too, with small groups. CS said we are asking children to complete feedback forms to obtain this, too. AS said it is often not the norm for children from deprived areas to identify safe learning spaces and it is OK to make a mistake. HH praised moving from Growth Mindset to Psychologically Safe Spaces. Curriculum developments, including Early Reading and Personal Development LS presented the curriculum developments and explained that we are looking into some new initiatives and schemes for the next academic year. KB shared that her school use KAPOW! But she felt it didn't have enough progression. The ongoing CPD is very helpful. Access ART is also worth looking into. MZ said that we are pursuing various accreditations but Travel Ambassadors does feel partially like a tick box exercise. The Change 4 Change Team are still very excited and have loads of energy to support others. Staff CPD LS presented the various CPD that staff have undertaken. Partnerships with parents, including consultation feedback
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	MZ and HH are meeting tomorrow to discuss and refine this. MZ attended a local partnership meeting, which now includes members from Redbridge as well. There are plans to have a big community event in Goodmayes Park in June 2026. HH asked about the changes to Parent Consultation bookings? LS said that we trialled this from 8am on Monday, and had a large number signed up almost immediately. HH said are we also offering virtual meetings? CS said that we are still very much a face-to-face school but would offer a TEAMS meeting or a phone call if parents preferred this. MG said that staff approached MZ and offered a different model to timetable teacher/parent meetings. As a consequence of this, we are offering 2 sessions of 3.30-6pm. Almost all staff voted for this option. We are now trialling this w/c 3/2/2025. KB said that her school have also adopted this. She felt that the only drawback was the length of slot for each pupil. LS said that we are an 'open door' school, so conversations can be made throughout the year. External partnerships MZ shared the ARP Compliance report with this agenda. The IQM review has confirmed that we have maintained Centre of Excellence Status. In one more year, we can apply for Flagship Status. Website Regularly reviewed and updated but no substantial changes. We will tweak things again in September 2025.
7. Quality of Education: Implementation update	A focus on implementation: Growth mindset CS presented this and the committee discussed developments. Assessment schedule Curriculum planning, including enrichment and cultural capital Quality first Teaching: planning to meet the needs of all pupils, adaptive teaching, EAL: strategy MZ asked Governors if they would like to raise any questions on the Teaching and Learning Strategy, that was circulated after the last meeting? HH said it was nice to see the purpose for each principle and why we introduce developments. It fitted together naturally and didn't feel forced and artificial. As it is so clear, it is easier to evaluate the strategy. MZ feels that for new staff it is very clear what we do and why and what we expect to see. This has been very clear in the recent lesson observations. HH said that a comment within the strategy, that 'we are driven by learning objectives' was excellent to see. HH said thank you for sharing the strategy, as it answered and exceeded her original question.

	Disadvantaged pupils (catch up plan, pupil premium, sport premium) KB asked if Speechlink has updated the assessment? CS said it is a long assessment process, so we break down how we deliver this. HH said it was originally formulated from research, so it is unlikely it will be updated without more expensive research. CS said the children that are not passing this are also the same children that are struggling in other ways. At the lesson observation this week in the Nursery, she saw exceptional engagement and children demonstrating 'expected' nursery attainment. AS asked if the Nursery Readiness Project will continue next year and do we expect this to have an impact? MZ said yes, we are planning this. CS said that we ran a PEEPs session for Reception classes and had 3 parents attend but the same session for Nursery (where the Readiness Project took place) and all parents came along. AS said that Parenting courses are probably still very relevant. MZ said that we currently have 15 children with high-complex needs out of 60. Governors were sympathetic with this level of need. HH said we need to adapt every part of the school; including staffing, resources and learning spaces. AS asked CPD for EYFS staff if the number of SEND children keeps increasing year-on-year? CS said they have had Intensive Interaction and Discovery Boxes, etc. HH said that CPD will only get the school to a certain point and we need sustainability for the resources to meet the model. AS said that the reputation of the school is very attractive to the parents of SEND pupils now but this is difficult to manage as parents fight to access our school. CS said that our school data and outcomes will be impacted upon. MZ said that hopefully as the new government strategy is about inclusivity, this will be considered. TB shared that some children do not have SEND but have an EAL need, although some children have both. CS said we are identifying children but have more children with need than we can manage in our EAL base. We use Learning Village online and they move on quickly once they have the basics. HH asked if we use the Bell Foundation for resources for EAL and SEND? TB said we used to use it for initial assessment. CS said we will look at assessment. AS asked if we run parent courses? CS said we do work in partnership with the Adult College and signpost families as required. ARP/Zen Den MZ said the staffing in the ARP has settled down very well this year, as it could have been a critical time for them, however the new lead and staff have settled in quickly. There was lots of discussion regarding how many children are looking for ARP placements and parents thinking that a mainstream admission may automatically give an ARP place. AS said that there are children in the system whose needs are not identified fully yet and children with high needs often do not have an EHCP before they start in Reception.
8. Quality of Education: Impact update	Pupil Outcomes Attainment and progress headlines – mainstream and ARP, comparisons with previous year and over time Nursery data is looking hopeful for the end of the year (compared with last year)



	Reception: this year the data is very low. HH asked if the 8 children are accessing the intervention spaces all of the time? CS said it is a mixture. AS asked what the primary need for the SEND pupils is? CS said Autism and SEMH. AS said that EPs are finding this too. CS said that a short-term intervention for SEMH could be beneficial but an Autism diagnosis makes this more difficult. HH said that the EAL and gender data is very helpful to compare against other cohorts. CS said that we are constantly questioning the EAL data with parents to ensure that this is accurate. MZ said that our current Reception cohort are possibly the most challenging she has ever come across in 30 years. Year 2: Maths is in line but reading and writing is lower. This could possibly due to the move from phonics to comprehension. There is a big difference in the expectation across the year in writing and we are hoping that the percentage will improve as the children move across the year. There is a group that require some additional strategies and LS is working with teachers on this. ARP: we have moved away from Pivots and we are looking at our Pre-Keystage standards and we are tracking and looking at areas of speech and language. We felt that we were not getting quality reports from the Speech and Language team. We have devised our own speech and language assessments, which feed into children's one plans and their EHCPs. HH asked what Rubrix was used? CS said that it was based upon teacher opinion. HH said how can we be sure that it is robust, without a clear Rubrix to refer to? CS to discuss this with the ARP Lead. AS asked if this is used outside of the ARP? CS said we use with children in our Zen Dens but not across mainstream. HH said this should be a step forward for the school. AS asked why the Year 5 and 6 have taken a dip in reading and writing? MG said that this is not unusual but can be due to the different writing units being taught. We are offering booster sessions and additional interventions to catch up. Children are remembering steps quicker but it is only 12 weeks to SATs week. LS said we are looking at how we can teach boys and girls differently, to bridge the gap. AS asked about competitive incentives? HH asked about Premier League reading? LS said that this is a common-issue nationally. LS said that the girls also have access to these incentives. They also often excel too, so the gap doesn't really close. HH said the data is very clear and exactly how Governors had asked to receive it 'on-a-page' – well done! Impact of leadership and management on the quality of education Outcomes from internal and external monitoring exercises were shared.
9. Policy Updates	Assembly/Collective Worship – Agreed and signed by HH

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A.O.B	HH said that she had a very enjoyable afternoon at the Christmas concert. Children were so entertaining and very well-behaved. It was so inclusive and well attended. The hall was beautifully decorated and the atmosphere was great.
Date and time of next meeting	Thursday 1 st May 2025
Confidential Items	To be reported verbally at the next FGB meeting

Signed: _____
Chair or QED Committee

Date: _____