

Southend Education Board (Item 7a)
School Performance Sub Group (SPSG) Agenda
17th November 2020, 8:30-10:30am - Microsoft Teams

Membership

Position	Name	Email
Primary Rep	Darren Woollard (Chair)	darren.woollard@lihtrust.uk
Primary Rep	Jim Johnson	headteacher@edwardshall.southend.sch.uk
Secondary Rep	David Struthers	st-david.struthers@whsg.info
Special Rep	VACANCY	
Governor Rep	VACANCY	
Education Board Nominee	Jerry Glazier	jerry.glazier@neu.org.uk
Education Board Nominee	Lisa Clark	headteacher@hamstel-inf.southend.sch.uk
Education Board Nominee	Paul Hayman	st-paul.hayman@whsg.info
Early Years	Vicky Wright	vickywright@southend.gov.uk
Post 16	VACANCY	
Director of Learning	Brin Martin	brinmartin@southend.gov.uk
Head of school performance and provision services	Amanda Champ	amandachamp@southend.gov.uk
RSC	Sue Baldwin (or representative)	rsc.eastnelondon@education.gov.uk

Terms of Reference

- To advise Council/Cabinet and subsequently own a School Performance Strategy for Southend.
- To ensure implementation of the School Performance Strategy in order to improve performance in all schools.
- To work with schools to periodically collect and analyse performance data (subject to data sharing protocol and agreement on high level data dashboard KPIs).
- To advise Council/Cabinet on the appropriateness of future priorities, targets and measures used to determine progress.
- To advise, monitor and challenge the commissioned support for schools, including core programmes and specific targeted interventions in order to ensure impact and value for money.
- To ensure that the Education Board has the appropriate information about the effectiveness of commissioned support in order to make informed decisions about future expenditure.
- To keep the Regional School Commissioner updated about developments in Southend.

Agenda Item	Lead	Further Information
Welcome and apologies	DW	<p>In light of the fact that we have little or no valid performance data, or outcomes from OFSTED inspections, SPSG agreed to hold a discussion session on the impact of the pandemic on school outcomes.</p> <p>Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning</p>
Membership and vacancies	BM	<p>Vacancies on SPSG remain for a governor rep, special school rep and post 16 rep.</p>
Updates	BM	<p>There was a general discussion about the current context and the challenges in schools created by the pandemic, particularly the first experience of lockdown.</p> <p>Suggestion of a heat map locally to track the impact of cases on schools. The group reviewed the confirmed positive cases in Southend schools using the most recent data.</p>
Discussion	BM	<p>Through identification of the actual or probable impact of the pandemic on the education of Southend pupils, to identify and articulate:</p> <p>a) The likely impact of the pandemic upon schools and particular groups of pupils in relation to:</p> <p>Academic outcomes and progress</p> <p>There is evidence from Ofsted that pupils have missed learning, but have also regressed in some cases. Locally, school leaders recognise that there has been a negative impact on pupils' learning, including stamina in reading and writing.</p> <p>Comparative Judgement reports indicate that Y7 pupils are 22 months behind where they would be expected to be (TES report). A Y3 report may be available soon. Locally, schools that have engaged with Comparative Judgement assessments have found that pupils are 6-12 months behind.</p> <p>There is acknowledgement of the need to catch up on missed learning, and the fact that disadvantaged pupils are likely to have been more negatively impacted by the pandemic than their peers.</p> <p>Welfare including resilience and mental health</p> <p>Kirk Edwards (SPSSA) has secured funding from PHE to support a mental health and wellbeing project. Primary schools have the opportunity to engage with a range of available initiatives e.g. Children's Health Project, Embers the Dragon, Yoga etc.</p>

		<p>Secondary schools are facing challenges around pupils' disengagement (when direct contact is missing with teachers and peers) and wider issues around mental health and wellbeing.</p> <p>b) Longer term impact upon schools in their ability to sustain the current energy given financial pressures</p> <p>Covid expenditure is impacting schools significantly.</p> <p>The Covid Premium (which is to be reported) is intended to provide additional funding to support pupils to catch up, but the financial challenges in some schools will mean that this is not available for anything additional.</p> <p>c) The key focus that Education Board would wish to take forward to mitigate the above</p> <p>Schools need to support pupils to catch up in a way which is meaningful; we must continue to enable schools to provide a broad and balanced curriculum, whilst acknowledging the importance of reading, writing and maths for future attainment.</p> <p>There is the possibility of exploring the use of KS2 revision guides in schools, a strategy which was being piloted in 2019-20 with Temple Sutton.</p> <p>A challenge for infant schools is access to devices. Devices can be redeployed at a local level, but there are limited devices available and these are currently with social care.</p> <p>d) Our collective resource/capacity to undertake work</p> <p>Whilst colleagues continue to collaborate locally and support each other, there is limited capacity and financial resource.</p>
AOB	All	