



# Quality of Education Board Handbook



# Contents

<b>Introduction</b>	<b>5</b>
<b>Terms of Reference</b>	<b>6-11</b>
<b>The QEB Meeting Cycle</b>	<b>12</b>
<b>The Headteacher's Report to the QEB</b>	<b>13</b>
<b>The QEB Monitoring Protocol</b>	<b>14-15</b>
<b>Training and Development for QEB</b>	<b>16-17</b>
<b>Additional Courses</b>	<b>18-19</b>
<b>Additional Documents</b>	<b>20</b>



# Quality of Education Board (QEBs)



# Introduction

Each of our schools has a Quality of Education Board. Members of this board are appointed by the CEO and the Executive Team, and all appointments are ratified by trustees. The QEBs support our Headteachers and report to trustees.

The QEBs have a specific focus on the quality of education at each school. They will support the Headteacher and leadership team to devise and monitor the priorities for school improvement as laid down in the School Development Plan.

**Across the school year the QEB meet five times and focus on the following areas:**

- Quality of the curriculum, teaching, and pupil outcomes
- Quality of pupil behaviour and personal development
- Attendance
- Quality of leadership and management
- Safeguarding
- Pupil premium strategy
- Stakeholder engagement

The QEB report to trustees on these areas using the QEB Report to trustees following each of their meetings. The meeting cycle defines when particular items need to be scrutinised and is one of the key components in ensuring that QEBs carry out their role effectively. The QEB meetings and report are used to identify areas for QEB members to monitor in their school visits through the QEB Monitoring Protocol.



# 1 QEB Terms of Reference

## **Purpose of the terms of reference**

The Terms of Reference have been created to provide guidelines to support the Quality of Education Boards in fulfilling their role of monitoring the performance of their schools and reporting on performance to the trust board.

### **1. Introduction**

The trust board is the accountable body and the ultimate decision-making body. The QEB does not assume responsibility for the school it is installed to oversee, but instead its purpose is to offer assistance to the trust board by monitoring the performance of its school and reporting on this to the trust board.

### **2. Membership and Quorum**

2.1 The members of the QEB will be appointed by the CEO and the Executive team and the appointment shall be ratified by the board of trustees.

2.2 The minimum number of QEB members shall be 6, comprising of 2 parent members, 1 staff member and at least 3 community members. The maximum number of

QEB members shall be 9, comprising of 2 parent members, 1 staff member and up to 6 community members. The Headteacher shall act in an ex officio capacity.

2.3 The quorum for a meeting of the QEB shall be half of the total number of board members (rounded up to a whole number).

2.4 Employees of the trust are permitted to be members of the QEB.

2.5 Trustees are permitted to be members of the QEB.

### **3. Voting**

Every matter to be decided at a meeting of the QEB shall be determined by a majority of the votes of the board members present. The Chair will have the casting vote if necessary.

#### **4. Term of Office**

4.1 QEB members shall hold office from either the date of their appointment until their resignation, or their omission from membership of the QEB on consideration by the board of trustees, or at the expiry of their term of office, whichever occurs first.

4.2 The term of office for any QEB member shall be four years, except for the Headteacher (as applicable) who shall remain a QEB member until they cease to work at the school.

4.3 Subject to remaining eligible to be a QEB member, any person may be re-appointed or re-elected to the QEB.

#### **5. Resignation and Removal of QEB Members**

5.1 A person serving on the QEB shall cease to hold office if:

- They resign their office by giving notice in writing to the clerk
- The Headteacher or a staff QEB member cease to work in the school
- The trustees may terminate the appointment of a QEB member whose presence or conduct is deemed not to be in the best interests of the trust or school.

5.2 For the avoidance of doubt, a parent QEB member shall not automatically cease to hold office solely by reason of their child ceasing to be a pupil of the school.

5.3 A QEB member will cease to hold office if they fail to attend three consecutive meetings, unless they have offered apologies for their absences which are accepted by the QEB, and the QEB resolves to remove them from office.

#### **6. Disqualification**

A person shall be disqualified from serving on the QEB if they would not be able to serve as a trustee in accordance with Articles 68 – 80 of the Articles.

#### **7. Appointment and Removal of Chair and Vice Chair of the QEB**

7.1 No person employed by the school may be appointed as Chair or Vice Chair.

7.2 The term of office of the Chair and Vice Chair shall be 1 year. Subject to remaining eligible, any QEB member may be re-appointed as Chair or Vice Chair.



7.3 The Chair and Vice Chair may at any time resign their office by giving notice in writing to the clerk. The Chair or Vice Chair shall cease to hold office if:

- They cease to serve on the QEB.
- They are employed by the school.
- In the case of the Vice Chair, if they are appointed Chair.

7.4 Where the Chair is absent from a meeting or there is at the time a vacancy in the office of the Chair, the Vice Chair shall act as the Chair for the purposes of the meeting. Where the Vice Chair is also absent from the meeting or if there is a vacancy at the time in the office of Vice Chair, the QEB members shall elect one of their members to act as Chair for the purposes of that meeting.

## **8. Appointment of QEB Members**

8.1 All appointments of QEB members will be recommended by the CEO and the Executive Team and ratified by the trustees.

### **8.2 Staff QEB Members**

- The QEB will invite nominations from all staff and where there are any contested posts, shall hold an election by secret ballot.

### **8.3 Parent QEB Members**

- Parent QEB Members shall be elected by parents of registered pupils at the relevant school. They must be a parent of, or have parental responsibility for, a pupil at the school at the time when they are elected. Where there are any contested posts, the election shall be held by secret ballot
- All arrangements for the calling and the conduct of the election and resolution of questions as to whether a person is an eligible candidate shall be determined by the CEO and the Executive Team. The CEO and the Executive Team may delegate the running of the election to the QEB
- Where the number of parents standing for election is less than the number of vacancies, the CEO and the Executive Team may appoint a parent of a registered pupil at the school, or where it is not reasonably practical to do so, a person who is the parent of a registered pupil at another trust school. The appointment shall be ratified by the trustees. The CEO and Executive Team may delegate the appointment of a parent QEB Member to the QEB



#### 8.4 Community QEB Members

- Community QEB Members shall be recommended by the CEO and the Executive Team, and the appointment will be ratified by the Trustees.  
The Chair of the QEB may recommend a suitably skilled volunteer as a potential QEB member. They must be a person who, in the opinion of the CEO and Executive Team, has the necessary skills set and is committed to the governance and success of the school

### 9. Meetings

9.1 The QEB will meet five times a year.

9.2 The clerk to the QEB will circulate an agenda, copies of previous minutes, and any papers to be considered, no fewer than five working days prior to the meeting.

9.3 QEB members will withdraw from the meeting if there is an identified or potential conflict of interest, or there is a motion to consider their ability to remain impartial. Conflicts are declared annually to the Clerk and at the beginning of each QEB meeting.

9.4 The Clerk will take minutes of the meeting. In the absence of the Clerk, the QEB shall choose one from its number for that meeting (someone who is not the Headteacher). Following approval by the Chair, the minutes will be distributed to QEB members.

9.5 Confidential minutes will only be shared with QEB members who were present at the meeting where any confidential item was discussed.

9.6 QEB members may invite non-members to the meeting to assist or advise on a particular matter or issue. Non-members will not be entitled to vote on any matter.

9.7 A register of attendance will be kept by the school for every meeting and will be published on the school's website on an annual basis.

9.8 Any QEB member may be able to participate in meetings by telephone or by video conference provided that they have given reasonable notice to the clerk of the board and provided that the QEB members have access to the appropriate equipment, and subject to the agreement of the QEB.

9.9 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda or other documentation.

## 10. Duties of the QEB

### 10.1 Quality of Education

- To have an overall focus on the key areas of delivering a high quality, inclusive education. Including:
  - Quality of the curriculum, teaching and pupil outcomes
  - Quality of pupil behaviour and personal development
  - Attendance
  - Quality of leadership and management
  - Safeguarding
  - Pupil premium strategy
  - Stakeholder engagement
- To monitor the progress the school are making against their twelve-month School Development Plan
- To monitor and evaluate the effectiveness of leadership and management
- To monitor and evaluate the impact of the quality teaching and learning
- To monitor and evaluate rates of progress and standards of attainment by pupils, including any underachieving groups
- To monitor and evaluate provision for all groups of vulnerable children (eg looked after, SEND, PP pupils) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement
- To have an overview of the school's curriculum
- To consider recommendations from external reviews of the school, monitor actions taken and receive feedback on progress
- To ensure that all children have equal opportunities
- To check that effective processes are in place for monitoring teaching and learning, delivery of the curriculum, inclusion, and the sharing of good practices across the school
- To review validated school performance data against targets and internal predictions
- To monitor safeguarding data in the school and review any audits taken and follow up on any actions
- To contribute to whole school evaluation and planning for school improvement
- To ensure mechanisms are in place to engage meaningfully with parents, carers and the local community

## 10.2 Reporting to Trustees

- The QEB are expected to report back to the trustees using the common proforma which allows them to highlight strengths and concerns under key areas of their remit.
- Chairs will also have the understanding that are able to contact the Chair of the trustees and or the CEO as and when they need to
- QEB members will be given appropriate training and support in conducting school visits and it is an expectation that at least two visits a year will take place and a short report shared with the QEB and trustees
- An annual meeting will take place between trustees and Chairs of the QEBs which gives an opportunity for sharing of activities and performance

## 10.3 Safeguarding and SEND link QEB members

- The QEB must have a named link QEB member for Safeguarding and for SEND. This member must not be employed by the school in which they are a member. The same person can be the link member for Safeguarding and the link member for SEND
- An annual visit from the link member(s) for Safeguarding and for SEND must take place, and a report must be given to the QEB after the visit

## 10.4 Monitoring and Training

- The CEO or a member of the executive team will attend meetings at least once a year in order to support and monitor how the QEB is working
- An annual skills audit will take place in order to plan training needs
- Members will be welcome at school training days and will access to a range of training materials through the NGA
- All members will receive induction training and bespoke training where requested or there is an identified need

# QEB Meeting Cycle

This is an overview of the business which will be tabled at each of the five QEB meetings across an academic year. The fixed agenda items focus on the key areas of responsibility though committee members will have flexibility to request other items according to the needs of the school and in order to carry out their duty to report back to trustees.

## **The QEB meeting cycle will involve the following components:**

- A Headteacher's Report tabled at four of the meetings which will match the areas contained in the QEB Report to trustees
- The QEB Report to trustees will be completed at four of the meetings
- The final QEB meeting in Term 6 (summer) will be used for senior leaders and QEB members to meet to carry out joint planning for the next academic year's School Development Plan

## **In order for the cycle to work effectively, meetings are scheduled around key headline data collection points and activities:**

- Data collected
- Data discussed and challenged at school and executive level
- Data goes to QEBs
- QEBs report to trustees
- CEO report to trustees which encompasses Headlines Dashboard and QEB trustees Report x 3 a year

Each of the four Headteacher's reports will report the most recent data to the end of the last half term, apart from outcomes which are not collected every half term.





TERM	KEY FOCUS
Term One (Sep-Oct)	Full Headteacher's Report to QEB on end of Year outcomes from previous academic year School Development Plan Self Evaluation Form
Term Two (Nov-Dec)	Summary Headteacher's Report Curriculum Overview Pupil Premium impact report and plan
Term Three (Feb)	Full Headteacher's report on Autumn Term assessment outcomes and updates on SDP progress SEND review
Term Four	No Meeting
Term Five (May/June)	Full Headteacher's Report on Spring Term assessment outcomes and updates on SDP progress Safeguarding Audit Destination Report Admissions Report
Term Six (July)	SLT and QEB joint planning meeting for the next academic year Review of current School Development Plan Discussion of possible priorities for the next SDP Stakeholder Audit Report

## The Headteacher's Report to the QEB

The Headteacher's Report to the QEB contains the data needed by members in order for them to monitor their areas of responsibility.

**The Headteacher Report contains the following areas:**

1. Contextual information
2. Pupil outcomes data
3. Behaviour data including attendance
4. Quality of teaching data
5. Curriculum report
6. Leadership and management report including safeguarding and SEF overview
7. SDP progress matrix
8. Stakeholder and community update

# QEB Monitoring Protocol

In order to fulfil their duties, the QEB will carry out a yearly programme of visits to the school, focused on gathering evidence to support school self-evaluation and inform the termly report to trustees. The activities will link to priorities in the School Development Plan and be identified by the committee and the trust's School Improvement Cycle.

## **The information gathered during these visits will enable the committee to:**

- Shape the direction of the school in partnership with senior leaders
- Have an enhanced understanding of areas of strength and weaknesses so that they can support and hold to account senior leaders effectively
- Improve pupil outcomes

## **Prior to each visit the QEB members will:**

- Agree the details and purpose of the visit with Senior Leaders and complete Part 1 of the QEB Visit Report Form
- Inform staff of the focus of the visit at least 24 hours before the visit via Part 1 of the QEB Visit Report Form
- Inform staff of any questions that will be asked
- Ensure that, where visits to classrooms are involved, children are notified in advance

## **During the visit the QEB members will:**

- Follow the agreed protocol and act in a professional manner
- Be punctual, courteous and considerate at all times, respecting the professional roles of the Headteacher and staff
- Not make judgements or promises on behalf of the QEB. The purpose of the visit is to gather evidence
- Be positive and give praise where it is due
- Observe discretely and not distract the teacher during the lesson
- Talk to children and staff and ask questions as agreed prior to the visit
- Maintain confidentiality at all times

**After the visit the QEB members will:**

- Reflect on the activity to ensure that the purpose of the visit has been achieved
- Record the evidence gained during the visit on Part 2 of the QEB Visit Report Form
- Share a draft version of the QEB Visit Report Form with the Headteacher and relevant staff to check for accuracy and clarity
- Be prepared to amend the QEB Visit Report Form to ensure that the final version is agreed by all those involved.
- Circulate the QEB Visit Report Form to all members at the next meeting.



# Training & Development for QEB Members

In order to fulfil their role, QEB members will have access to a range of training and development opportunities. These will include face to face sessions at both trust and school level and a wide range of online courses.

QEB members will have membership of the National Governance Association which is a great source of information. This includes membership of the NGA's Learning Link which gives access to induction material and further training.

QEB members will receive an email which will contain a password to log in to the NGA website. QEB members will need to register for the learning link themselves by:



1. Visit <https://nga.vc-enable.co.uk/register> and complete the online registration form.
2. Complete the form and click the green register button to submit the application for approval.
3. Wait for a confirmation email containing login details.

In addition, QEB members also have access to The National College on-line training. QEB members can contact the clerk of their school for access details, and trustees can contact the clerk to the trust board for access details.





# Mandatory Training

All new QEB members will be required to attend the following induction training and activities: \* Annual Training

ACTIVITY	LOCATION	PROVIDER
<b>Introduction to the school</b> Tour of school and introduction to staff and pupils Meeting with the Chair of the QEB Role and responsibility of the QEB Code of conduct	School	Headteacher Chair of the QEB
<b>Introduction to Oak Learning Partnership</b> Meeting with the executive and central team Vision and Shared principles Core foundations Strategic plan MAT governance	Central office	CEO EDSI CFO
<b>Introduction to school governance</b> Governance: your role, responsibilities, and organisation Certificate in the role of a school governor	On-line 2 hours On-line 1 hour	NGA The National College
<b>Welcome to a Multi Academy Trust</b> National Governance Association guide for newly appointed trustees	Reading	Clerk to QEB
<b>Safeguarding</b> Introduction to safeguarding at your school Safeguarding: how to fulfil the governance role Annual Certificate in Safeguarding for School Governors * Keeping Children Safe in Education *	School On-line 1.5 hours On-line 1hr 50 minutes Online	School DSL & Safeguarding member of QEB NGA The National College DfE website
<b>Data Protection</b> Annual Certificate in Data Protection & GDPR for Governors and Trustees*	1 Hour	The National College

# Additional Courses

During the course of their involvement on the QEB, members should commit to further training and development. Some of these will be delivered by members of the Senior Leadership Teams (SLT) or the Executive Team at individual schools. The following on-line training and development activities are recommended.

<b>NGA CORE MODULES</b>	<b>LOCATION</b>	<b>PERSONNEL</b>
Your organisation: understanding school structures and what children should learn	On-line 2 hours	NGA link
Strategy: living your values, reaching your vision, managing the risk	On-line 2 hours	NGA link
Progress and attainment: using your data to improve educational outcomes	On-line 2 hours	NGA link
Resources: making the most of what you've got	On-line 2 hours	NGA link
Working together: building the team and improving the organisation	On-line 1.5 hours	NGA link
Effectiveness: governance making an impact, changing lives	On-line 1.5 hours	NGA link

ADDITIONAL MODULES AND GUIDES	LOCATION	PERSONNEL
Curriculum effectiveness: a guide for governing boards	Reading	NGA link
Additional training from school	School	Headteacher
Ofsted inspections: step by step	On-line 45 minutes	NGA link
Ofsted inspections of schools	On-line 45 minutes	NGA link
Governance and the new EIF: the role of trustees and governors	On-line 77 minutes	The National College
Monitoring performance data and targets	On-line 50 minutes	NGA link
Governance visits to schools	On-line 10 minutes	NGA link
Governance monitoring: a tool to help drive improvement	On-line 10 minutes	NGA link
Monitoring and evaluation	On-line 55 minutes	NGA link
Additional guidance from school	School	Headteacher and EDSI
Early years education	On-line 1 hour	NGA link
Looked after children	On-line 55 minutes	NGA link
Exclusions	On-line 55 minutes	NGA link
Pupil Premium	On-line 55 minutes	NGA link
Stakeholder engagement: the governance role	On-line 15 minutes	NGA link

# Additional Documents

You can view and download a range of additional documents and templates via the Oak Learning Partnership website and school SharePoint area. We recommend you also read the following Guidance and Policies

<b>DfE Governance Handbook</b>
<b>The Scheme of Delegation</b>
<b>The Code of Conduct</b>
<b>The Governance Conflicts of Interest Policy</b>
<b>Meeting Grid</b>
<b>Articles of Association</b>
<b>Academy Trust Handbook</b>





