

MINUTES

Autumn term 2017 meeting of the Quality and Standards Committee

Held at Beamont Collegiate Academy on Tuesday 17 October 2017 at 6pm

Present:

S Yates (Chair)
J Griffiths
C Williams
H Platt

SY
JG
CW
HP

In attendance:

Bev Scott-Herron BSH
John Carlin JC
Vicky Briggs VB
Andrew Moorcroft AM
Kirsten Riley (Clerk)

Part One – non confidential business

1. Welcome

AM welcomed everyone to the meeting.

2. Absence/Apologies

The clerk confirmed that apologies were received from C Roper.

AGREED: Apologies for C Roper were accepted.

There was no contact from P King.

3. Election of chair and vice chair

a) Self-nomination for chair

A self-nomination was received from SY at the meeting.

AGREED: The committee agreed to appoint SY as the chair of the Quality and Standards Committee.

b) Self-nomination for vice chair

A self-nomination was received from HP at the meeting.

AGREED: The committee agreed to appoint HP as the vice chair of the Quality and Standards Committee.

b) Agree length of term of office

AGREED: The length of term of office for the position of chair and vice chair to be one year.

c) Confirm time of year for election

AGREED: Governors agreed to invite self-nominations prior to the autumn term meeting.

4. Declaration of personal interests

Committee members reminded of the requirement to declare any interests, pecuniary or otherwise pertaining to the meeting. No personal interests were declared.

5. Committee membership

The committee **recommended** that the Trust board agree the following membership structure:

The Quality and Standards Committee shall have a minimum of three members. A majority of the Committee members must be Trustees.

The committee noted there are currently six committee members, three of which are Trustees. The committee agreed it would be beneficial to have one more Trustee within the membership.

ACTION: Chair to request another Trustee for the Quality and Standards Committee at the Trust Board Meeting on 15 November 2017.

6. Terms of Reference

Committee members were satisfied with the roles and responsibilities of the Quality and Standards Committee.

7. Performance Review

AM gave a presentation of the quality and standards across TCAT.

a) Performance in Primary Schools

The committee were provided with school performance data from 2017 for Great Sankey Primary School and Penketh South Primary.

The percentage of pupils to achieve the expected standard was presented to the committee for:

- Reading
- Writing
- Maths
- Combined (Reading, Writing, Maths)
- Grammar, Punctuation and Spelling (GPS)

National data and Warrington data from 2017 was also provided.

Both schools are in a strong position compared to national data. There are minor issues with regards to Reading progress at Penketh Primary School. There are minor issues with regards to Writing and Maths progress at Great Sankey Primary School. Both schools have made significant improvements from the previous year.

VB advised that progress is a key target within the School Development Plan at Great Sankey Primary School.

AM explained the colour coding within the data presented.

b) Performance in Secondary schools

The committee were provided with school performance data from 2017 for Beamont Collegiate Academy, Bridgewater High School, Penketh High School and Sir Thomas Boteler Church Of England High School.

The following data was provided for each school

- Average Point Score (APS) on entry
- Percentage of pupils achieving Grade 5 (Combined English and Maths)
- Percentage of pupils achieving Grade 4 (Combined English and Maths)
- National data for 2017

The P8 scores were presented to committee members. The P8 scoring system was explained to the committee. This progress is measured against all students nationally.

AM explained the colour coding within the progress data presented.

AM confirmed that P8 disadvantaged data compares pupil premium students with non-pupil premium students.

AM reported that Maths is a focus area for Beamont Collegiate Academy. The data shows that Bridgewater High School had a strong year however one area to address is the progress of disadvantaged pupils.

The committee noted the strong overall progress data for Beamont Collegiate Academy (0.15) and Bridgewater High School (0.17) compared to national (0).

The committee recognised that the overall progress data needs to be improved for Penketh High School (-0.49) and Sir Thomas Boteler (-0.87). The Trust can support these schools to make improvements.

AM gave a brief overview of EBacc and the committee noted the data.

SY **asked** if the narrowing of the curriculum has had an impact to students and the subjects they wish to take. AM confirmed that this has been a huge change especially for those pupils who would not normally have taken a humanities route. As students are required to take an EBacc subject, it will limit time for 'options' subjects.

SY **asked** if AM was surprised by the EBacc data for Beamont Collegiate Academy. The school expected this level of performance and it was much improved from 2016. Maths was disappointing but much improved from 2016.

Though attainment in Penketh High School was generally in line with national averages; progress data could be improved. JL advised that there will be an emphasis on teaching and learning this year.

SY **asked** if, when presenting 2018 data, it could sit alongside 2017 in order to offer a comparison.

ACTION: Data from current year to be presented alongside data from previous year in order to provide a comparison (AM).

BSH informed the committee that the school are disappointed with the data at Sir Thomas Boteler. BSH explained the issues that could have led to this. BSH is confident moving forward and actions are in place to address all issues.

c) Performance – Post 16

Priestley data was presented alongside Penketh High School sixth form and Bridgewater High School's sixth form. It was reported that the Penketh's sixth form is closing, and Bridgewater's sixth form is under consultation to close.

AM explained the grading and colour coding for Post 16 data.

AM advised that colleagues at Priestley are disappointed with the A Level data. This is a main focus for the college moving forward.

It was reported that Penketh sixth form and Bridgewater sixth form had strong A level data.

8. Score Cards Term 1

AM explained that all institutions within the MAT will use a score card that provide a Red, Amber, Green (RAG) rating for the following processes;

- Progress
- Teaching and Learning
- Behaviour, Welfare, Safeguarding and Attendance
- Governance
- Finance

All score cards have a common format. All committee members will become familiar with the document that will support the understanding of data.

The score cards have further information with regards to strengths, areas for development and the Ofsted framework. The cards outline the challenge (both peer and external) for the institution, along with the capacity to support others.

a) Sir Thomas Boteler Church Of England High School

The committee noted the RAG rating. Progress and teaching will be a priority for Sir Thomas Boteler moving forward. Behaviour at school is strong and attendance has improved. Governance is strong. There are issues with finance due to student numbers.

b) Penketh High School

Progress and Teaching and Learning will be a priority for Penketh High School. A plan is in place to increase the range of expertise of governors to ensure effective level of challenge.

c) Bridgewater High School

The overall RAG rating for Bridgewater is strong however Finance could be improved. The school is operating on a balanced, but tight, budget.

d) Beamont Collegiate Academy

Beamont were inspected in June 2017 with a 'good' outcome. The overall RAG rating for Beamont Collegiate Academy is strong.

e) Great Sankey Primary School

Great Sankey Primary School's overall RAG rating is positive. There are improvements to be made with regards to finance due to budget restraints.

f) Priestley College

Priestley's overall RAG rating is positive. There are improvements to be made with regards to progress at A Level.

SY identified that the committee should be exploring the 'red' rated items further to ensure schools are being supported by the Trust.

AM noted that the local governing boards and schools will continue to have their autonomy however if further intervention is needed, it will be the Trust's responsibility to put this in place. Headteachers were asked to inform the Trust if they feel they are not getting the correct level of support.

VB confirmed that the score cards will be introduced to each schools local governing board for consistency. The cards will allow a clear focus around priorities.

9. **Target Setting**

Targets and Key Performance Indicators (KPIs) have been established for each institution. Primary and Secondary targets were presented to the committee. The Post 16 targets and KPIs are not yet finalised.

FFT Aspire is being used to benchmark targets and TCAT are adopting the approach of being challenging, yet realistic. AM explained the function of FFT Aspire.

AM informed the committee of the performance management processes for headteachers.

SY **asked** if Ofsted take FFT Aspire into account. AM confirmed that Beamont Collegiate target setting system was based on FFT and Ofsted were satisfied with this.

10. School Improvement

a) Learning at TCAT

AM reported that Bridgewater High School achieved Teaching School status. The Teaching School will be a trust wide alliance named 'Learning at TCAT'.

The teaching school will have three core functions:

1. School to school support
2. Professional development and research
3. Initial teacher training

A school to school support team has been established. The team can offer challenge, support and guidance. AM will be leading on this for 2017-2018. AM spends two days per week coordinating this work.

AM presented the structure of the school to school support team.

AM confirmed that A Lang has been appointed as the Lead Practitioner who will support the Chief Finance Officer with operations. AM informed the committee of A Lang's responsibilities.

b) Funding for Year 1

School to school support will be funded by the following

- Sir Thomas Boteler and Penketh High School school improvement grants - £160,000.
- 0.02 contribution from all institutions - £69,000

The funding of £204,000 will be used for the following:

- Release of Lead Practitioners
- Release of AM
- Consultant Vice Principal at Penketh High School

There will also be money available from both primary and secondary schools to further strengthen this.

c) Cycle of School Improvement

AM presented the cycle of school improvement to the committee.

d) School to school support arrangements 2017-2018

AM provided a document that outlines the arrangements for each institution.

While some institutions may only have 5 activities allocated, others have over 20. The following activities have been offered:

- Meetings with AM to discuss Scorecard, KPIs, SEF and PAP
- Keep in touch meetings with AM
- Peer Review days
- External consultant meetings
- Scorecard review meetings

The school to school support offer will continue to be reviewed.

The committee recognised their responsibility to review the work that is undertaken by the school to school support team.

JG **asked** how the information will be evaluated externally. AM advised that there is an audit trail for all support work undertaken and an evaluation of the impact of this work will be created.

HP **asked** how this model will work next year if there is no further funding. AM advised that a meeting with all headteachers will take place on 17 November 2017 to discuss the growth model and the business model further.

The meeting will address school improvement, admin and business management. Headteachers will be asked for their opinions on contributing to this central function.

The committee noted that the teaching school will be self-sustainable generating income from training that could bring further funding to TCAT.

The committee commended the school to school support team for the work that has already been undertaken this term.

e) Terms of Reference – Responsibilities

SY **asked** if the committee could review the proposed responsibilities within the Terms of Reference.

- Responsibility 5 – Considering and evaluating the effective use of the Pupil Premium funding by the Academies.

SY **asked** that this be an agenda item for the next Quality and Standards Committee meeting.

ACTION: Clerk to add Pupil Premium as an agenda item for the spring term 2018 committee meeting.

- Responsibility 10 – Receiving reports from [Principals/Headteachers] and review student attendance, exclusions, punctuality and disciplinary matters.

AM noted that any attendance is identified within the RAG rating on the Score cards. If there is a concern with the rating, further details can be acquired. The committee **agreed** this to be a reasonable way to review attendance.

- Responsibility 11 - Ensuring the legal requirements for children with special needs are met and that they are given support for learning.

SY **asked** that this be an agenda item for the next Quality and Standards Committee Meeting.

ACTION: Clerk to add Special Educational Needs as agenda item for the spring term 2018 committee meeting.

- Responsibility 13 – Receive and consider revisions to policies which relate directly to the work of this committee.

The committee made a **recommendation to the Trust Board** to change the wording of Responsibility 13 to 'Receive and consider revisions to **Trust** policies'.

ACTION: AM to request that A Lang review which policies are to be considered by the local governing board, and which policies are to be considered by the Trust Board.

- Responsibility 15 – Promoting partnership working between parents/carers and the Academies to promote high standards of attendance, behaviour and learning by students.

The committee made a **recommendation to the Trust Board** to change the wording of Responsibility 15 to '**The Trust will monitor that the local governing boards are** promoting partnership working between parents/carers and the Academies to promote high standards of attendance, behaviour and learning by students.'

- Responsibility 16 – Undertaking consultation with students, parents/carers and other stakeholders as part of a programme of regular self-evaluation by the Academies to assess its performance against its stated aims and objectives'

The committee made a **recommendation to the Trust Board** to change the wording of Responsibility 16 to '**The Trust will monitor that the local governing boards are** undertaking consultation with students, parents/carers and other stakeholders as part of a programme of regular self-evaluation by the Academies to assess its performance against its stated aims and objectives'

The Challenge Academy Trust (TCAT)



- Responsibility 17 – Ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall student experience

The committee made a **recommendation to the Trust Board** to change the wording of Responsibility 17 to '**The Trust Board will monitor that the local governing boards** are ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall student experience'.

The meeting closed at 7.05pm