

MINUTES

Summer term 2019 meeting of the Quality and Standards Committee

Held at Beamont Collegiate Academy on 11 June 2019 at 6pm

Present:

Paul King	PK
Carolyn Williams	CW
Sheila Yates (chair)	SY
Howard Platt	HP
Claire Roper	CR

In attendance:

Vicky Briggs (Great Sankey Primary School)	VB
John Carlin (Penketh High School)	JC
Andrew Moorcroft (Beamont Collegiate Academy)	AM
Angela Grace (Penketh South Primary)	AG
Tim Long (Bridgewater High Academy)	TL
Bev Scott-Herron (Sir Thomas Boteler High School)	BSH
Misia Barclay (Padgate Academy)	MB
Tracey Hatton (Bridgewater High Academy)	TH
George Contas (Priestley College)	GC
Gareth Harris (Beamont Collegiate Academy)	GH
Sarah Mullen (English Hub Co-ordinator)	SH

Part One – Non-Confidential Business

1) Welcome

SY opened the meeting and introductions were made.

2) Absence/apologies

Apologies were received from Matthew Grant, Jane Griffiths and Neil Pearson. The committee requested removing Avril Topping as she does not attend the meetings.

3) Subject Hub Co-ordinator report – English by Sarah Mullen

SM tabled her report advising on the journey so far for the TCAT English Hub. She stated AM brought the hub leads together to decide how they wanted to proceed. They were given objectives to work on and create their own vision and this is SM's vision for English. The presentation included:

- TCAT English staff CPD
SM stated there was a fear factor with some schools in terms of collaboration and this had to be overcome.

The idea around CPD came from her visiting schools and delivering presentations in a repetitive manner. She asked schools what they wanted and created a more productive model. There are six sessions a year focusing on what English teachers felt they needed including securing grade 5s on AQA GCSE English language, what a rich English curriculum looks like and how to close the vocabulary gap.

- **TCAT Standardised tests**
SM looked at KS2 SATs papers as a starting point and she carried out research to enable her to co-write tests. This enabled her to move away from working alone and involved colleagues especially those at Sir Thomas Boteler High School who had a significant input. The guide has now been drafted and shared across TCAT. The data will assist teachers in looking for gaps and where students underperform and can also be used as comparisons for summer 2019 outcomes.
- **Strive for '5' student conferences**
SM works with students and the conference gives them a different experience. They can hold discussions with other students as well as staff. The first conference went very well with 60 students from Beamont Collegiate Academy, Padgate Academy and Sir Thomas Boteler High School.
- **Challenges**
Not every head of department is currently on board with the vision and this sometimes makes it difficult to cascade, therefore work is required to move the collaboration forward. Clear agendas are essential to ensure things are as formal as possible to meet objectives and not allow the enthusiasm to drop.
- **Plans for 2019/2020**
The plans for the next academic year are currently being cascaded out. There will be sub groups so heads of departments can request other members of staff attend to help them buy into the vision. There will be further student conferences and Specialist Leaders of Education (SLE) support.

The committee asked the following questions:

- HP How did SM select the 60 students to attend the conference?**
SM It was up to the schools and they identified any students who could achieve Grade 5 but needed further support.
- SY Where any of the primary schools surprised to see where the strengths and weaknesses were during the collection of the data?**
AG In some cases yes.
VB It is very useful to have a transition group.

SY If more primaries join next year, will they be involved?

VB We have English, maths and Early Years planned for next year to work together and also to do some breakaway work as well. So they could join this.

SY Has there been any feedback from others taking part, are the hubs worthwhile?

BSH The biggest thrill is feedback from pupils. When a child says they have had a 'light bulb' moment, someone else giving a talk and suddenly they understand. Also that other students are in the same position as themselves. The hubs are having a powerful effect in the classroom.

JC Sometimes you lose objectivity in the classroom and having someone from the hub giving a different perspective is very good.

SY There must be something in this for staff, they must feel they are being heard.

BSH They have input back into the hubs and they are being heard.

JC There was some fear from staff when this was first set up, they felt they would be dictated to and lose their autonomy, but they have realised over the last two years, especially in English, it is about working collectively as a peer group and the early trepidation has now gone.

CW Are targets stretched, can the impact be seen?

AM Each hub were given targets and these will be extended next year.

CW It is difficult to see where the impact is?

AM The impact can be seen in the way the hubs are working together.

SY What is the level of encouragement to be part of this? If a school has an underperforming department they may be resistant.

AM Every hub has a different dynamic and different characters, some are open to collaboration and some are not. Not every hub is working well at present, it was decided to let them do things their own way and if there is insufficient impact then ensure there is constant communication and reaffirming the benefits.

The committee thanked Sarah Mullen and she left the meeting at 6.25pm

4) Declaration of personal interests

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

SY said before they move on to the minutes, she would like to ask GC from Priestley College to give some feedback on their recent inspection. **SY stated** she found the process rather taxing and confusing as it is at the end of this particular Ofsted framework and also there were very few students in college. **GC said** it was 2007 since the college was last inspected. The timing of the visit was a surprise as there were 1800 exam sittings in that week and some vocational classes had finished so it was difficult to show a usual college week.

However overall the outcome was pleasing. The findings have not yet been published but **GC gave** a summary of the positives and a small number of areas to develop. **GC said** he learned a great deal as he and other colleagues are reasonably new to their posts. The committee discussed what will be required for the new Ofsted framework and how this differs. They agreed the report for Priestley College is very good and reflects where they currently stand. **GC advised** some actions have already been addressed.

The committee thanked GC for his feedback.

5) Minutes of the meeting held on 12 February 2019

Welcome to MB who is attending her first meeting.

AGREED: The minutes of the meeting held on 12 February 2019 were confirmed as a correct record.

- a) There were no matters arising.
- b) Action log

Item 10 The first hub lead presentation has taken place in this meeting.

Item 11 Safeguarding is Item 9 on this agenda.

6) Performance Review

AM went through the report highlighting key areas including:

- It is a very stressful time for students due to the number of exams they are sitting at this time. **SY asked** is this because they are taking more GCSEs and **AM said** no, this is the usual amount.
- One day peer reviews have taken place at Great Sankey Primary, Penketh High, Beamont Collegiate Academy, Bridgewater High Academy and Priestley College. AM proposed making the reviews more than one day as it is difficult to see everything in such a short space of time. However it means staff being out of school for longer and there must be a balance.
- External reviews are also taking place, including designated provisions.
- AM is looking to create a bespoke package of CPD for every career stage to be linked with 'Accelerate' which is a training programme that provides CPD for teachers within the first five years of their career. **SY asked** is there any CPD for teaching assistants (TAs) and support staff. **AM said** CPD is referenced in SEND for TAs and some CPD has been carried out with business support staff. **SY said** there is a large range in quality of finance in individual schools and **AG stated** her office manager will be starting a finance qualification shortly.

- A TCAT representative attended all headteachers' appraisals and targets have been approved by AM and Matthew Grant. **SY said** the Ofsted inspector asked to see the headteacher's appraisal and is this appropriate. **GC said** performance management records should be anonymised, but he was not sure if this also applied to further education establishments. **SY said** another issue was the inspector said individual underperforming subjects had not been named and this is because they are recorded in the School Development Plan and the headteacher's appraisal is linked to this.

7) Score cards – spring 2019

Beamont Collegiate Academy – Gareth Harris

- The data has been quality assured from the last peer group meeting.
- Ofsted grading in all areas is currently 2.
- Not all areas are on track to meet Key Performance Indicators (KPI) as there is some vulnerability in English and maths achieving Grade 5. **SY asked** are the issues with staffing or the pupils. **GH said** there will be new leadership in maths from September 2019 which will give a new perspective, the current leaders in maths have not been able to resolve the maths problem, however a successful English model has been found and this is partly due to a change in the leadership team. **SY asked** who led the peer review and it was Barbara Dutton. **SY asked** was it useful and GH said it showed they have a very confident middle leadership team who have solidified the autonomy they have earned, they are trusted to manage their work and Barbara Dutton agreed with this statement.

Padgate Academy – Misia Barclay

- Most areas were showing red in the spring, but there have been rapid improvements, especially around teaching and leadership. There is a solid plan in place, particularly around middle leaders as they are variable in quality.
- Behaviour, safeguarding and attendance are real strengths in the academy.
- Governance has moved from red as there is an improved governing board, although there is further work required especially around the new Ofsted framework.
- Finance remains an issue, however the numbers for Year 7 in September are very pleasing, there is an increase of approximately 50 students.

- Data for Year 10 is currently already stronger than Year 11. **SY asked** with GCSE moving to exam basis, is this more challenging for schools to ensure more vulnerable pupils attend and **MB said** there has not been one single exam missed so far this year. **SY asked** if this is a culture shift. **MB said** this Year 11 is much more settled than last year's cohort and this is a good reflection moving down the year groups. **SY asked** if there is any alternative provision. **MB said** not in Year 11 at present, school will be requesting to disapply two students, although they have not been removed from the current data.
- **SY said** a financial deficit is being predicted. **MB said** at the moment, however with more students joining in September this will have an impact and will also give the opportunity to stabilise staffing. **AM stated** there has been a radical reshaping of the Senior Leadership Team (SLT) and there is now a strong team in place. **SY asked** if there is a member of the SLT focused on teaching and learning and there is.

Bridgewater High Academy – Tim Long

- The academy is good across the board.
- There was an underperformance in science and business studies last year, but science has recovered.
- The academy is still in discussions with the LA so financial data has not yet been finalised.
- **SY asked** if the pilot inspection verified Mr Long's opinions of the academy. **TL stated** it was different to the TCAT peer review. TCAT looked at underperforming areas, however the pilot inspectors focused on better achieving areas. **SY asked** if the inspectors chose the students they wished to speak to and they did. **TL said** with some students they did not have the vocabulary to answer due to the way some of the questions were phrased. There was a strong focus on middle leadership. **AM said** there should be recognition if there is a good curriculum plan which is working well. **VB said** it is different for primary schools, if they have three or four middle leaders, this means a lot of time out of the classroom.

Great Sankey Primary – Vicky Briggs

- School has had a TCAT quality assurance review and two other external reviews. EYFS was also externally reviewed and data was validated. School is being moderated for EYFS and phonics.
- KS1 and KS2 predictions are in line with high targets and progress is positive.

- **SY asked** in terms of peer reviews, have staff found them easy or awkward? **VB said** AM really grilled and tested the senior managers and middle leaders which they found challenging, but positive.

SY asked if any others would like to comment. **TL said** they have to have a healthy respect for evidence base, they need to be clear what they are looking at and drawing the appropriate conclusions from the evidence. The peer to peer review process itself is excellent. **SY agreed** that the peer to peer reviews should be carried out with respect for colleagues. **GH said** he went into Penketh High and learned as much from that as his own peer review as it allowed him to think again about some of the work he was carrying out. **AM said** an important part of the review is going into other schools and viewing their processes.

Penketh South Primary – Angela Grace

- The peer review in November 2018 highlighted that although there is a need for improvement, school is heading in the right direction. Middle leaders are taking responsibility and complacency has disappeared. Everyone is involved in changing the curriculum.
- Finance is still challenging. School joined TCAT part way through the year and there was initially some confusion. There is a credit carry forward this year and school should manage the deficit forecast for next year.
- There is an increase of numbers on roll for September. **SY asked** if this is due to natural birth rate. School has moved from Requires Improvement which has created more interest, also there are more siblings joining.
- KPIs have improved from the spring, especially in Early Years. School is being moderated for EY and Year 6. CR is an EY moderator and she herself has been successfully moderated by the STA. **SY asked** if AG thinks it is positive being in a bigger primary hub. **VB said** she is already working with AG and looking at shared moderation and priorities. **SY said** it is good to see governance is now green on the RAG rating.

Priestley College – Andrew Moorcroft

- The committee has already discussed the college previously in this meeting.
- KPIs are being reviewed for next year as it has been difficult to track progress in-year.
- **AM stated** following the peer review, some areas could have been recorded as outstanding, but the Ofsted decision is good.

Sir Thomas Boteler CE High School – Bev Scott-Herron

- RAG rating does not give a true story of where the school came from last year. Behaviour, welfare, safeguarding and attendance are now rated green and this has been validated following the peer review in October 2018.
- Governance is also moving towards green and there are more experienced and knowledgeable people on the governing board, this very much aligns with TCAT governance, with a good skill set. PK is on this governing board and with his SEND background and expertise this is extremely beneficial.
- During the peer review, school was able to show some aspects that are good. The new deputy is a strong addition to the SLT. The difficulties lie in leadership and management as middle leadership is inexperienced and this has been a focus since the review. BSH is arranging with AM to have a peer review at the end of term to see progress.
- There is a small number of students with poor attendance who are impacting dramatically on the overall percentage. School is working with them to do all they can. This accounts for some dips in the data. School has an aspirational attendance target of 96%.
- The number of pupils for Year 7 in September 2019 should be around 145 which is an increase from last year when there was 118.
- Financially school is still in a deficit, but work is ongoing to reduce this. Funding has been acquired from the Boteler Trust for the next two years which will help. If the number of students continues to grow school expects to be in a surplus in three years' time.
- **SY said** some of the KPI forecasts are quite high, the results for maths 4 last year was 59%, but the forecast for the end of this year is 71%, is this realistic. **AM said** this is a different ability cohort so they cannot compare with last year and it is realistic. There are standardised assessments now and historical patterns have been checked and targets changed. **BSC said** a lot of work has been carried out and validated, so the figure is achievable. **SY said** there are a lot of variations in targets, do schools choose their own. **AM stated** at the beginning of the year they look at last year's data and set challenging targets for this year.
- **HP asked** if a member from the Diocese has been found yet and BSH said this is ongoing.

Penketh High School – John Carlin

- School is working on the Requires Improvement basis at present. Progress shows an uplift from last year and standards and expectations have been raised.
- There have been improvements to staff CPD as this had not previously been of a high quality. A focus this year has been teaching and learning where there have been 25 sessions over the year and school is developing a new curriculum for every department. There has also been a middle leadership programme which will be driven through next year for existing leaders and aspiring ones.
- Attendance has improved from last year and is at national average.
- School requested an extended safeguarding review from the LA to check processes in place and the outcome was very pleasing with feedback confirming significant improvements. Behaviour is no longer an issue.
- Governance is progressing. A training programme has just been completed and a joint session has been held with Great Sankey Primary. New governors will be joining over the next few months who will bring additional expertise.
- There is a new SLT this year which has been remodelled over the last 15 months. **SY asked** are the staff internal or brought in from outside. There are three external staff and some internal who were not previously on the SLT.
- Overall the outcomes are projecting very good results. Increased accountability processes has led to greater challenge of both staff and students. English language was previously an issue, but this has improved and has been validated. Maths is the greatest success story in terms of reviewing the team and putting clear structures in place. Students have really bought into the new systems with very strong outcomes. Science has also increased by approximately 20%.
- There will be approximately 170 new students in September 2019, which is an increase on this year.
- There are some issues with finance as there will be a deficit next year. **SY asked** if this is a difficult situation to manage for staff. **JC said** it is, staff work very hard, but are suffering from the uncertainty.

SY said the message overall is very positive and congratulations to all.

8) School Improvement activities – Spring 2019

The school improvement activities document is for information.

9) Safeguarding

Tracey Hatton is the safeguarding lead and she explained her long involvement in safeguarding and how she planned the report. This included finding out exactly what was needed to be compliant, drafting a report and sharing it with the Designated Senior Leads (DSL). TH went through her report and highlighted key areas including governance/leadership and resource, attendance and exclusions, key local concerns and vulnerable pupils. **VB said** school has similar safeguarding training, but it is run by Emma Coupe and not the LA.

TH asked for feedback on her report. **SY asked** when there are external assessments do they look at individual safeguarding issues and **HT said** not generally. They look at numbers, policies and the single central record, although they may look at a small number of cases. **TH tabled** the Safeguarding Role Remit and went through it. **SY said** she could see a lot of work has gone into this and this should make the process easier for the future. **HP said** they must remember that they are not there to actually carry out the work, just to ensure it is being done correctly. Also should this be reported back to the Trust Board and not this committee? **AM suggested** a summary to go to the Trust Board as they already cover a large number of areas. Governors and trustees should know that checks and policies are in place rather than knowing specific details. Therefore the outcomes should go to the trustees, but the main information should stay with this committee. **SY said** although trustees should have sight of these documents, something should only be flagged if it is not working well.

ACTION: **AM to ask at the next Trustees meeting on how they want safeguarding to be reported to them, either directly to them or via this committee. Also provide all trustees with a copy of the safeguarding role remit**

TH asked how often the committee would like her to report and **SY suggested** on an annual basis with the proviso any serious safeguarding incidents be reported to the committee as soon as possible. **AM said** there needs to be a trustee link for safeguarding.

AGREED: **Tracey Hatton to report on safeguarding to the committee on an annual basis, but any serious incidents to be reported as soon as possible**

ACTION: **AM to request a Trustee designated link to safeguarding be appointed at the next Trustees meeting**

10) Pupil premium

VB gave an update since the last meeting. Review statements are more succinct. The action plan is being reviewed so it is more strategic for next year. Any reports must be able to show the impact against pupil premium funds.

SY asked about the review and there were some strengths and some weaknesses. The next meeting is in July 2019 to agree a remit of what the expectations are in reviews.

11) Special Educational Needs & Disabilities (SEND)

AM went through the report highlighting key areas. The group liaise with other SEND experts across the borough and there is considerable external cooperation. **SY said** there are a lot of issues with SEND funding in Warrington and understands this is a national issue.

12) Ofsted update

Schools and college are looking at the Quality of Education element in the new framework. **SY asked** if this should be broadened to other groups for trustees and governors not on this committee, can there be a training session early in the autumn term.

ACTION: AM to raise training for trustees and governors on the Quality of Education element of the new framework at the next Trustees meeting

13) Any other business

SY proposed a review on how to streamline the committee as two new schools are joining TCAT in September.

AGREED: The committee agreed for SY and AM to discuss how to streamline the Quality & Standards committee as two new schools will be joining in September 2019

14) Proposed future meeting dates

To be determined at the summer 2019 Trust Board meeting.

There were no Part Two confidential items to discuss.

The meeting closed at 8.20pm