



THE CHALLENGE ACADEMY TRUST

MINUTES of The Challenge Academy Trust Quality and Standards Committee Thursday 7 OCTOBER 2021, 5pm

Attendees		
Sheila Yates	Trustee, Committee Chair	
Lacy Muir	Trustee (by Zoom)	Left at 6.10 pm
Susan Richardson	Trustee	Left at 6.34 pm
Vicky Briggs	Executive Principal – Primary	
Tim Long	Executive Principal – Secondary	
Beverley Scott-Heron	Headteacher – Sir Thomas Boteler	Left at 5.30 pm
Claire Roper	Associate (by Zoom)	
Carolyn Williams	Associate	
Lara Jacob	Clerk	

The following documents were circulated prior to the meeting:

Summer Outcomes
 GSP Ofsted Feedback
 School Improvement Calendar
 Lead Practitioner Roles 2021-2022
 MFL Position Paper March 2021 – with executive summary
 TCAT English Curriculum Review
 Hubs Sept 2021
 SEND Overview Report September 2021
 PP Overview Report September 2021

1	Welcome and introductions Sheila Yates, as presiding Chair, welcomed everyone to the meeting.
2	Absence/ Apologies/ Non-attendance The following were absent: Jane Griffiths; Andrew Moorcroft; Paul King; Howard Platt.
3	Election of Chair Sheila Yates stated that she was happy to continue in the role of Chair of the Committee. Susan Richardson proposed that Sheila Yates be returned as Chair. Resolved that Sheila Yates would be elected as Chair of the Committee.



4	<p>Minutes of the Quality and Standards Committee on 24 June 2021</p> <p>Resolved: That the minutes of the meeting of the Quality & Standards Committee meeting held on 24 June 2021 be amended to show that Claire Roper was present at the meeting by Zoom attendance and then approved and signed by the Chair as a true and accurate record.</p> <p>a. Matters Arising Sheila Yates asked for an update on Padgate Academy. Tim Long replied that the Headteachers of English, Maths and Science were settling into their roles; that a review report would be available at the next meeting of the Committee.</p> <p>b. Action Log Susan Richardson will provide the wording for the Safeguarding section of the Terms of Reference document and the document will be reviewed and reconfirmed at the next meeting.</p>
5	<p>Safeguarding Tim Long reported as follows: Safeguarding training – all staff and trustees had received training on Safeguarding; Peer on Peer Abuse and E-safety. An audit of Peer on Peer Abuse had been undertaken. Whole school Sexual Abuse and Harassment training had been delivered. All aspects of Keeping Children Safe in Education (KCSIE) had been disseminated through the senior leader team. All staff have confirmed they have read KCSIE by logging this information on the TCAT Portal creating an audit trail. Q – was training delivered collectively? A – training was delivered by the senior leaders to the individual schools within the Trust, but a single message was given. Q – a concern was raised regarding the synchronicity of the Broomfields Portal with the TCAT Portal. The Safeguarding Policy and Child Protection Policy had been updated. Each individual school will carry out a Safeguarding Audit – Padgate Academy completed theirs last week. Monthly data will be collected and presented to a Safeguarding Nominated Panel which will meet termly. ACTION – the Q&S Committee should discuss the data it wishes to receive from the Panel. Sheila Yates will be attending the panel and will report to the Committee.</p>
6	<p>Attendance</p> <p>Tim Long and Vicky Briggs presented the following: National attendance figures were at 97.6% primary and 86.3% secondary. There is an issue with the technology that collects the primary attendance data but attendance is above the national levels. Every secondary school in the Trust is above national levels. There are challenges as Covid cases are rising. Bridgewater will reintroduce mask wearing next week. Q – are staffing levels impacted by the current rising Covid situation?</p>



	<p>A – yes, there are currently 6 teaching staff and 5 teaching assistants absent with Covid at Bridgewater and it is difficult to obtain supply cover.</p> <p>Q – what is happening with persistent absence and “disappeared” children across the Trust?</p> <p>A – incidence is not significant but there are children who are anxious about attending.</p> <p>Q – can these children access lessons online?</p> <p>A – yes, this has been an advantage from Covid, that teachers can switch on their classroom webcam and deliver lessons in real time.</p> <p>Q – are students motivated to log in?</p> <p>A – yes and the expectation is that they will unless they are ill.</p> <p>ACTION - the Fisher Family Trust data will be available at the next meeting and more detailed data on attendance will also be available.</p>
7	<p>Summer Outcomes</p> <p>Vicky Briggs talked through the Primary Report on Assessment: Teacher assessment had taken the place of formal national assessments. There were concerns in Early Years about speech development and social abilities; challenges from increased SEND children and children moving into the area; a new EYFS framework to transition into this year also.</p> <p>Q – what are the Trust doing to meet the challenges?</p> <p>A – hubs are meeting to identify support and resources; accountability measures are in place and peer review is taking place.</p> <p>Phonics – there is a change in expectation from the DfE; the online delivery of the phonics programme had been helpful in maintaining achievement; reading overall had not suffered; writing and mathematics had dipped and the Trust would focus this year on addressing the gaps.</p> <p>Observation – this cohort of children will feel the impact of Covid across their learning career.</p> <p>VB – there is a lot of work to do around gaps in learning but the Trust will not hide behind Covid.</p> <p>Q – will funding for Catch Up help to alleviate the gaps?</p> <p>A – a review report will be prepared to investigate how the Catch Up funding was spent and the impacts of the interventions.</p> <p>Q – are there higher numbers of SEND children on roll?</p> <p>A – yes and Covid has magnified the challenges faced, such as in speech and language in the Early Years.</p> <p>Observation – at nursery level the impact is being felt, with demand for services such as speech and language lagging by about 8 months.</p> <p>Q – can intervention early, particularly in reading at Reception Year, help to narrow the gap?</p> <p>A –baseline assessments have been required to be undertaken and this time diverts from catch up learning but schools are trying to identify where catch up is needed.</p> <p>Tim Long talked through the Secondary Assessment Report: There is no “real” data available for the last two years as grading has been based on Centre Assessment and Teacher Assessment. All gradings in all subjects have gone up unrealistically and the expectation is that they will be pegged back this summer and</p>



	<p>again next summer, making comparisons difficult for several years. It is likely the Trust will see a flattening and a downward trend in grades awarded.</p> <p>The reliance on the forensic detail of outcomes as a measure may become meaningless and the quality of the curriculum in terms of its planning, depth, knowledge and understanding should become the focus for schools.</p> <p>Q – will the curriculum become narrow and teaching focussed only on what will be assessed?</p> <p>A – the curriculum should deliver on depth at KS3 and the likelihood is that KS4 will remain outcome driven. However the award of a high grade at GCSE may not be helpful at KS5.</p> <p>Q – will students be disappointed by having their expectations raised by “artificial” higher grades?</p> <p>A – there will be an impact on students, indeed the impact will be felt indifferent ways across every phase of education.</p> <p>Thanks were given for the reports presented.</p> <p>[Lacy Muir left the meeting]</p>
8	<p>Ofsted</p> <p>8.1 Ofsted Inspection</p> <p>This item was taken after Item 4</p> <p>Great Sankey Primary School had undergone a Section 8 Ofsted Inspection on 15 and 16 September with indications that the inspection had gone well and the report due for publication around 20 October 2021.</p> <p>Sir Thomas Boteler High School had just completed a Section 5 Ofsted Inspection.</p> <p>[Beverley Scott-Heron left the meeting at 5.30 pm]</p> <p>The order of the agenda was followed from Item 5.</p> <p>8.2 Ofsted Training Update</p> <p>No update was presented.</p>
9	<p>TCAT School Improvement</p> <p>9.1 School Improvement calendar</p> <p>This was shared for information.</p> <p>9.2 TCAT Peer reviews</p> <p>Three reviews are currently planned. All reports will be available at the next meeting.</p> <p>ACTION – include an agenda item to discuss the reports.</p> <p>9.3 Lead Practitioner Role</p> <p>This item was taken in conjunction with Item 9.4</p> <p>9.4 Curriculum Reviews</p> <p>Tim Long presented the report:</p> <p>Shoulder to Shoulder Support was recognised as valuable but was it the best use of resources. A review of the Lead Practitioner role revealed that those in the role felt they added to the workload of the Hubs and that they wanted to be more focussed on providing ideas. With this in mind, curriculum reviews had taken place for English and Modern Foreign Languages. Maths, Science, Geography and History are currently undergoing reviews.</p>



	<p>Q – who will the findings be shared with and what is the status of the recommendations in the report?</p> <p>A – they will be shared with all departments across the Trust; the recommendations in each report are mandated for Head Teachers to action, but there is a question over whether the Trust should mandate that the recommendations be uplifted by all schools or whether individual schools should decide. The MFL report advocates adopting a new pedagogy whilst the English paper is focussed on enhancing an already strong delivery.</p> <p>Q – the reports are intellectually stimulating and the recommendations reinforced with referenced research but will the message reach into the classroom?</p> <p>A – the reports show how the Lead Practitioners have approached their subjects and the messages will be filtered down by the spring term.</p> <p>Q – should the MFL report be available to Priestley College for their consideration?</p> <p>A – MFL is a challenge as a subject; the Oxinet Project introduces MFL at Year 5, again at Year 8 and 9 and at Year 12 to make MFL fun and engaging and to embed retention for the subject but there is a need to balance study at KS3 with the higher expectations that the subject demands at KS4 and beyond.</p> <p>The Chair expressed the desire to write to those who authored each report to say that they were interesting, worthwhile and had stimulated debate, as well as assuring the Committee of the depth of knowledge of the Lead Practitioners.</p> <p>[Susan Richardson left the meeting]</p> <p>9.5 Hub Updates</p> <p>The report was tabled for information</p> <p>9.6 Scorecards</p> <p>Q – have the scorecards been streamlined?</p> <p>A – the data aspects of the scorecards can now be produced centrally and the intention was to shift the focus from the data to the accompanying narrative. The scorecards help to track common themes across the Trust schools and provide a good tool for testing accountability.</p> <p>Observation – for Priestley there is no other TCAT data to use for comparison.</p>
10	<p>Strategic Objective: Disadvantage and Vulnerable including Pupil Premium</p> <p>10.1 TCAT Reads</p> <p>A suite of training sessions is being prepared using SWAY presentation software. The first session is ready, with the second focussing on phonics and the third on the pleasure of reading in production.</p> <p>Q – reading at KS4 is identified as an area for future progress – will that go across all of the Trust</p> <p>A – yes, this is a Trust initiative focussed on “expert readers” that first asks staff to identify themselves as “expert readers” and then to envisage how a child might begin to perceive themselves as “expert readers”. A whole Trust training session with Alex Quigley has been delivered. The TCAT Reads is a powerful way of engaging everyone as readers. Results delivered prove the value of the input resources. Lead Practitioners are involved in supporting the scheme through peer to peer reviews and Shoulder to Shoulder Support.</p>



	<p>10.2 Catch-up update A full impact review will be undertaken later in the year.</p> <p>10.3 SEND The report was tabled for information. Q – are there more boys than girls in all the categories? A – yes, this follows a national trend.</p> <p>10.4 PP Overview The report was tabled for information.</p>
11	<p>Risk Management Update There was no specific update but it was recognised that the Covid impact of young people falling behind in educational terms was a risk and that GCSE and A'Level posed a risk in the short term.</p>
12	<p>AOB There were no items advised.</p>
13	<p>The Chair thank everyone for their contributions to an interesting and productive meeting. The meeting closed at 6.50 pm</p>

Confidential Matters

125. There may be excluded from any item required to be made available in pursuance of Article 124, any material relating to: (a) a named teacher or other person employed, or proposed to be employed, at any Academy; (b) a named pupil at, or candidate for admission to, any Academy; and (c) any matter which, by reason of its nature, the Trustees are satisfied should remain confidential.

