



THE CHALLENGE ACADEMY TRUST

MINUTES of The Challenge Academy Trust Quality and Standards Committee Thursday 16th June 2022 @ 5:00pm

Attendees		
Sheila Yates	Trustee, Committee Chair	
Susan Richardson	Trustee	
Carolyn Williams	Associate	
Vicky Briggs	Executive Principal – Primary	
Tim Long	Executive Principal – Secondary	
Angela Shrehorn	Entrust Clerk	

The following documents were circulated prior to the meeting:

Minutes of the Quality & Standards Committee held on 10th February 2022
 Safeguarding Summary Report
 Attendance Report
 Suspension Report
 School Update and Monitoring
 Scorecard Update
 Action Planning from Lead Practitioners in Modern Foreign Language (MFL), Science, Maths and TCAT Reads and Recovery Report
 SEND Strategy Overview
 TCAT SEND Strategy Part 3
 Assessment – Primary 2022 Predictions and Secondary Predicted Outcomes

		Action
1	Welcome and introductions Sheila Yates, as presiding Chair, welcomed everyone to the meeting. SY referred to the terms of reference and confirmed that the meeting was quorate and that no decisions or votes were required at this meeting.	
2	Absence/ Apologies/ Non-attendance Apologies received and accepted from Jane Griffiths, Lacy Muir, Claire Roper and Howard Platt. No apologies had been received from Paul King and Andy Moorcroft.	
3	Minutes of the Quality and Standards Committee on 10th February 2022 and Matters Arising Resolved: That the minutes of the meeting of the Quality & Standards Committee meeting held on 10 February 2022 be approved and signed by the Chair as a true and accurate record.	SY



	<p>Matters Arising The Chair reported that there were no matters arising and that no action log had been produced from the last meeting.</p>	
4	<p>Safeguarding Update</p> <p>All were referred to the Safeguarding and Compliance 2021-22 TCAT Summary Report. The report had been through the Safeguarding Panel.</p> <p>All agreed that a rigorous process had taken place and that the Chair of Safeguarding had been interviewed by telephone.</p> <p>The overall strengths and recommendations on page 4 were discussed, with the main issues to be addressed confirmed as follows:</p> <ul style="list-style-type: none"> • That all DSLs new to role complete the same Designated Safeguarding Lead (DSL) training as other TCAT DSL's. • Development of a MAT wide audit process to develop understanding of working practices. • Facilitate peer review of Personal Social and Health Education (PSHE) and Relationships and Sex Education (RSE) to share and learn from one another. • Establish a MAT wide programme of consistent and regular training and briefings throughout the year. <p>VB confirmed that DSL training has been planned for week commencing 20th June.</p> <p>SY enquired that in terms of this meeting, is everyone happy to receive the key safeguarding points and would these be sufficient. SR communicated that all other members need the information for monitoring purposes.</p> <p>VB stated that for audit purposes the minutes of the safeguarding panel should come to this meeting. This was challenged as no safeguarding minutes had been received since December. VB would discuss further with Tracey Hatton as the Trust Safeguarding lead, and this may save duplication of work.</p>	VB
5	<p>Attendance & Exclusions - TL and VB presented detailed attendance data taken on week commencing 6th June 2022.</p> <p>VB reported that information is fed directly into the Arbor system and the Data Manager has a 'live' spreadsheet to show data which can be broken down into year groups and vulnerable pupils.</p> <p>VB reported that attendance is all above current national data, however, there has been a dip in two schools as noted in the report.</p> <p>TL stated that the data is skewed by Yr. 11's where there are some stubborn absences. SR commented that this was really worrying. TL responded that pupils are at home and do not want to be back in school. SR questioned if this would affect Priestly College attendance figures in the future. SY stated that there will be a lot of catch up to be done with one challenge being getting the</p>	



	<p>work ethic right. SR enquired if this would affect funding. SY confirmed that if hours are lost then funding is lost. However, schools receive lagged funding.</p> <p>VB reported that there is also a huge increase in holiday absences and that there will be a big push from September regarding this. SR enquired if fines are being made to parents. It was confirmed that this was the case especially if absences were persistent.</p> <p>VB assured all that this is high on the agenda in all schools and that the Trust have SLAs with the LA who work closely with all schools when these challenges arise.</p> <p>Suspensions</p> <p>SY referred to the Suspensions Report for June 2022 and communicated those suspensions were previously known as 'fixed period exclusions'. All were referred to the table in the report showing comparisons.</p> <p>TL reported that currently there are no permanent exclusions within schools but there are suspensions.</p> <p>Discussion took place and SR sought assurance that some of these suspensions were not for 'silly' reasons such as school uniform. TL explained that the reasons are shown on the dashboard and expressed his confidence that suspensions do not relate to trivial reasons. SR referred to the current cost of living crisis and explained that uniform for some parents is an issue. TL explained that all schools have to look at their Uniform Policy as part of guidance received from the DfE.</p> <p>Discussion ensued, particular the figures reported for Penketh High School and TL assured everyone that these suspensions were not for trivial reasons and that the school had taken a strong campaign in relation to the discipline on behaviour when pupils returned following COVID, which was already established in other schools. SR challenged whether the figure of 40 for January was high. SY communicated that there will be a point when too many will become a disincentive but that that level has not been reached. However, Trustees will need to keep an eye on this over the next twelve months.</p> <p>CW entered the meeting</p> <p>TL re-iterated that Penketh may be out of kilter with other schools in TCAT but that it was not out of kilter with national schools. Fundamentally, there are more resources in other TCAT schools.</p>	
6	<p>School Update and Monitoring</p> <p>SY referred to the update report and communicated that most of the contents in the report had been discussed at the last meeting.</p> <p>TL confirmed that this information had been shared with the Regional Schools Council (RSC) and VB reported that the RSC had been complimentary about predicted outcomes but were still interested in the COVID impact, attendance and hub networks.</p>	



	<p>SY referred to the green and amber ratings for primaries and enquired if this is still the outcome. VB confirmed that this is still the case but that marked improvements had been made in KS1.</p> <p>SR enquired what the major concerns were. VB stated that this was KS1, e.g., changes in staffing and no evidence showing in books.</p> <p>SY sought update on secondary schools. TL reported that there is an area of risk at Padgate with regards Leadership and that the school need to be able to demonstrate consolidated leadership. SR enquired how the Deputy is fairing. TL reported that they are doing well under new HT. The school have good key people and is well managed but needs that leadership element.</p>	
7	<p>Scorecard & School Improvement Rationale</p> <p>TL explained that the Scorecard had been developed in collaboration with VB and the Data Manager. The Data Manager is excellent and can constantly update information which is fully aligned with 'live' information linked to the Arbor system.</p> <p>TL presented the new scorecard to members at the meeting. TL referred to the number of tabs along the bottom of the screen which enable users to move from section to section to view live information. This live information shows</p> <ul style="list-style-type: none"> • Current pupil numbers • Pupil information • Attendance • Exclusions • Staff Absence* • Staff Context* • KPI's – this information added during the term with targets set and benchmarked against Fisher Family Trust. • Self-Evaluation – this is a rag rated against Ofsted criteria with a free text box which will outline any evidence to support the judgements made. This will highlight strengths and areas for improvement and link back to the Priority Action Plan (PAP). <p>*it was noted that these areas will be specific to schools and pulled in from data in Arbor or HR system. However, a decision on where information for these areas comes from is still be decided.</p> <p>TL went on to explain that any updates made within any of the pages would then link back to the PAP, as previously stated, which contain the Trust targets. The main principle behind the scorecard is that the information is high level, readable and accessible. More importantly Governors will have the opportunity to challenge any of the live information. SR sought clarity that if Ofsted visited then could they see this live data information. It was agreed that this would be the case. However, in relation to the rag rating section it would be a case that assessment is made at the start of the year with a reasonable improvement timescale and then updated again in autumn term which then links back to the first page with shows the PAP.</p> <p>SR enquired if all schools could see each other's information. TL confirmed that this would be the case.</p>	



	<p>CW referred to the cultural shift of having live data against comparisons and enquired if this would be same for primaries and secondaries. VB confirmed that this would be the case and will help each school to focus and at a Trust level all information will be brought together and the Data Manager would be able to produce an overview report. The next stage for consideration is how this information is shared, e.g. what a Chair may need to focus on.</p> <p>CW enquired that because information is live would previous versions be kept showing progress. VB stated that this is what the Data Manager can do, e.g., go back into Arbor for any comparisons, but before this is done, we need to determine what is needed at school level and Trust level. TL stated that there may be downloadable or printable versions which could be saved if historical information is required.</p> <p>SY asked if HT's had seen this yet and TL confirmed that this would be communicated to them on 17th June.</p>	
8	<p>Lead Practitioner Reviews - All were referred to the Review reports in Governorhub.</p> <p>SY enquired if these reports were new, and TL confirmed that they were and were a consequence of the review process.</p> <p>There were comments and areas of clarification as follows:</p> <ul style="list-style-type: none"> • MFL - SR sought clarification what MARS/EARS refers to in the report. TL explained that the acronym stands for Modelling, Awareness Raising, Receptive Processing and Structured Production (MARS) and Expansion, Autonomy, Routinisation and Spontaneity (EARS). TL went on to explain that was more supportive of SEND pupils and it has a very clear pedagogical cycle that has been adopted throughout the Trust. SR enquired if schools were doing any 'grammar'. TL proposed inviting the author of the report to liaise with SR. • Science - This report is RAG rated where others were not. TL explained that the lead practitioner was at a different stage. • Maths – This report shows the Priority Actions with not rag rating currently. • TCAT - Reads and Recovery Report and TCAT Reads Update - SY commented that this was very detailed and seems to be implemented with a lot of thought and enquired how much impact is this having. TL stated that Impact reports would be produced in September. SY stated that as a monitoring option this was a good report, but impact needs to be seen. SR referred to comment regarding 'not all students across the schools read for pleasure'. VB explained that this was referred to reading at home. SY referred to last point regarding 'further consideration needs to be given to how libraries can be utilised' as most schools were dismantling libraries and looking at different concepts. <p>Final comment from SY was on the differing styles of the reports and TL explained that the editorial consistency would come.</p>	
9	<p>Hub update</p> <p>VB reported that meetings had been held with hub leads, which meet termly.</p>	



	<p>VB reported that a review of hub working is to be undertaken and shared information to colleagues on what this may include, e.g., Priestly attending to help with transition via a more informal route through network meetings. SR commented that these need to be manageable. VB confirmed that there are planned meetings six times a year so there will not be any additional meetings.</p> <p>SY communicated that this would be a good networking opportunity but also is about building relationships. All agreed.</p>	
10	<p>SEND</p> <p>VB reported that there had been a presentation yesterday. SEND is being reviewed and is a higher priority across the Trust. If the Trust can make improvements, then it will lead to improvements in results.</p> <p>SR enquired if this was an 'outline' rather than a strategy. VB confirmed that this was not the full strategy as this was still being written as the Trust were only at the 'Explore and Compare' stage currently.</p> <p>SR enquired who would be writing the strategy. TL replied that this would be decided at a meeting planned for 17th June. The Trust will be developing materials to support teachers; the Strategy will include the role of the SENDCo which is a statutory responsibility and at the meeting tomorrow the SEND perspective for teachers will be communicated to enable a clear understanding of SEND. The focus will be on where accountability lies. VB went onto explain that consultation will also take place.</p> <p>SR stated that the role of SENDCo is different in secondary schools than in primaries. TL explained that one of the elements will be the leadership and giving the SENDCos in school the time which is the biggest concern currently.</p>	
11	<p>Assessment</p> <p>TL referred to the assessment and predicted outcomes report and explained that colleagues had completed this as a discipline to get back into the process and discipline of undertaking. Therefore, these are 'best guesses' only but come September all schools will be back in the world of data, KPI's etc.</p> <p>SY commented that it was interesting that some schools predicted a downward trend.</p> <p>VB stated that she had been impressed by the diligence and approach taken.</p>	
12	<p>AOB - There were no items raised. SY congratulated VB on her new position.</p>	
13	<p>The Chair thanked everyone for their contributions to an interesting and productive meeting. The meeting closed at 6.40pm.</p> <p>Future meeting dates are on the TCAT calendar.</p>	