

## Quality of Education Committee Minutes

<b>Meeting</b>	Quality of Education Committee	<b>Where</b>	Via Zoom
<b>Date</b>	Thursday 20 <sup>th</sup> January 2022	<b>Time</b>	4.30 p.m.
<b>Attendees</b>	Paul Turner (PT); Louise Warren (LW, Director of Education); Chris Price-Smith (CP-S); Rev Jason St John Nicolle (JSN)  Apologies:  Clerk – Alexandra Molton		

No	Description
	<b>Procedural Matters</b>
1	<b>Apologies for absence and acceptance/non-acceptance.</b> PT welcomed the committee to the meeting. No apologies were sent to the meeting.
2	<b>Declaration of personal or business interests.</b> None were met at this point in the meeting.
3	<b>Minutes of the last meeting on 11<sup>th</sup> November 2021 and actions (circulated with the agenda).</b> CP-S was not in attendance at the last meeting. The rest of the committee agreed the minutes as a true and accurate record of the meeting.
	<b>Ensuring Accountability</b>
	<b>SEND report from Helen Cox (HC)</b> HC had produced a report ahead of the meeting which was uploaded to GovernorHub.  HC explained that the data provided is based on numbers of SEN children across all of the Trust schools and year on year we are seeing a huge increase in the numbers of children with SEN and EHCPs. We are higher than the national and Oxfordshire average for SEN and higher than national but slightly lower than Oxfordshire for numbers of children with EHCPs.
4	<i>What is behind the increase in SEN children?</i> HC: Partly that we are getting better at identifying the children's needs. There has also been an effect from the pandemic, whereby children have been spending more time at home so parents have picked up on issues. In many cases the level of need has increased as smaller needs which the children had were not addressed early on, which then present as larger and more complex needs later on. Budgets and resources are stretched across schools and the County Council, which presents challenges. We meet the needs of EHCP children well as we receive specific funding for them, compared to SEN children, where we need to resource interventions ourselves. However the EHCP children take up more of the school's resources as their needs are more complex. As a Trust we are struggling to employ high calibre staff to meet the needs of children with SEN, and this picture is

the same nationally.

KS4

FCC data shows that those on EHCPs perform better at GCSE than those with SEN and pupil results last year were better than the previous year. This is not the case for KS1 where children are now achieving a lower level than before the pandemic. These are the children who have been most affected by the pandemic as they learn largely through play and in many cases found it harder to learn remotely. We really need to watch and support these children as they move through the schools to ensure we close the gaps created by the effects of the pandemic.

HC's presentation contained an image which highlighted when children in different year groups had attended a last full year at school, and this showed that those in current Year 2 had last had not had a full year of school before the pandemic hit.

FFT data shows that our SEN children perform better in classrooms than in test situations.

HC informed the committee that there is currently an OCC consultation taking place of the current SEN system in order to look at ways to improve the outcomes for SEN children. Members of the general public are eligible to comment on this, as well as school staff and parents. HC is currently collating Trust school responses to the OCC consultation.

HC concluded that as a Trust we are heading in the right direction. We've had quite a lot of movement with SENCOs leaving in a few of our schools over the last year, which has created some inconsistencies, however the current team is dedicated and working hard to improve outcomes for children in their schools, as shown by the two Good OFSTED inspections which have already taken place at Trust schools this year.

*The % of SEN children in Trust schools above the national level is shocking. Is there a particular strand of SEN which is more prevalent?*

HC: I will find out the Trust data and let you know. In FJS there are many more diagnoses of autism. Oxfordshire appears to have a particularly high level of autism, which has been linked to the high level of forces children, and the potential for their parents in the forces to share this diagnosis.

LW suggested ADHD diagnoses are also increasing and pointed out that there are now longer lists of children waiting to see CAHMS.

LW noted that the support that HC is undertaking to support the other SENCOs across the school is invaluable and helps to create a culture of shared knowledge and best practice, as well as ensuring that all SENCOs feel part of a team and supported.

LW informed the committee that a new SENCO has been appointed at FIS and they will be in post from after Easter, as a full time SENCO. The new SENCO at WAT who started in September has resigned. The second interviewee at FIS has been contacted to see if she might be interested in a role at WAT.

LW and HC have visited Westfield School in Swindon to look at their SEN practice, and are also working with Westrop School in Highworth who are interested in joining the Trust. LW explained that it has been very valuable experience to work with other schools in this area and find out more

about how they manage SEN at their schools.

HC is currently working 1 day a week at FIS until their new SENCo starts. She is also supporting WAT, although not necessarily at the school.

*How many SENCos are we currently missing, as a Trust?*

HC: Currently one, at FIS, until the new post-holder starts.

*What are we as a Trust doing to train staff to be better qualified to work with SEN children?*

HC: I put together a training plan – particularly for TA staff – at the start of the year but the effects of Covid means that this has not really moved forward yet. There has been such high levels of staff absence which has required classroom cover to take priority. I hope we can look at this again later in the year.

*How do we measure the impact of our interventions?*

HC: We take a graduated approach to our SEN interventions: we assess needs, plan what we will do, put interventions in place and then assess the impact through different means. This could be through monitoring lessons, looking at school books or capturing the pupil voice. Most schools use the data to review the impact of their interventions, as the aim is to show progress for these children, which standardised tests do not always show. Each SEN child has a set of outcomes and we review to ensure that each child is meeting these outcomes and then consider whether we need to continue or change interventions based on this information.

*Do OFSTED look at data from these children now during assessments?*

LW: No, they assess it in a broader way with learning walks and looking in books as well as observing lessons and talking to children.

*Are you sharing best practice and ideas for interventions where they are having impact? What are we learning about our interventions within the Trust?*

HC: Yes, the SENCos meet each term to discuss and share potential ideas for successful interventions. We have a good intervention in place for Reading at FIS (Rapid Read) but Maths is trickier as there are not as many high quality interventions available. The Sandwell assessment is used by many schools to highlight where the gaps are in order for interventions to be put in place.

HC left the meeting at 5.02pm. The committee thanked HC for all of her hard work to improve SEN provision across the Trust and for attending the meeting to update the committee.

*Should we as a committee be looking less at data and more at the areas in which OFSTED will assess the schools in terms of pupil outcomes?*

LW: We need to do a combination of both. The deep dives which have already taken place highlight how the triangulation of data is key to drilling down into what the data shows about impact and pupil progress.

*Do we just need to know that the schools are being strategic in choosing which interventions they will use?*

LW: It is part of the role of the school and the SENCo to look at what interventions they are choosing

	<p>and why. We then see an overview of this from HC.</p> <p>LW asked the committee if the report from HC shows enough information or is there more it are hoping to see.</p> <p>PT: It might be useful to see more traditional data within the next report to get an idea of the impact of SEN provision across the Trust.</p> <p><b>ACTION: LW to feedback to HC about including a broader range of data and evidence in the next report.</b></p> <p>CPS also suggested some details about the successful interventions being used at Westfield and Westrop would be useful.</p>
5	<p><b>Pupil Premium Reports</b></p> <p>JH has been allocated to support leadership at SHR whilst Jude Scutt is supporting WAT so he was not working on PPG last term. He is back working for the AIT this term and will be out visiting schools to touch base with EYFS leads across the Trust and check how they are getting on with the EYFS framework.</p> <p>These children did not engage well with remote learning and the data shows that we have a lot of work to do with these students, particularly those who are also SEN students. DM and LW have been discussing how resources might be targeted into PPG and SEN children in order to pull these elements together and focus more specifically on these children.</p> <p>LW explained that she and JH have been discussing an approach for PPG students and concluded that there needs to be more of a focus on the academic outcomes for these children as well as the pastoral aspect, as their life chances are directly related to academic achievements.</p> <p><i>What would academic bodies want to see us using to support PPG children?</i></p> <p>LW: Using academic mentoring and national resources to access high quality tutoring to supplement the support that children are getting at school. FCC are using the national tutoring programme with mixed success as not all parents are engaged with this either. More conversations between teachers and parents need to take place to look at what children need in school and using our catch up funding to make sure that the money being spent is having the impact that it is supposed to. Levels of parental engagement amongst disadvantaged pupils are low in the current Y7 PPG cohort and we need to look at ways to get these students to engage, and to realise that their way forward is academic success.</p> <p><i>Is it also about having enough skilled people to make an impact as well as spending the money in the best way?</i></p> <p>LW: It is about using resources in the best way as well as having the best people in place.</p> <p><i>We need to look at how to capture these parents much earlier in their children's school career to ensure this is not an issue later on.</i></p> <p>LW: This was part of the strategy put in place two years ago with student passports which follow the children from Primary to Secondary school but for many this is not enough to keep it going once they move to Secondary school.</p> <p><i>Are we really drilling down and understanding the bigger picture behind why parents are disengaged and exploring the specific situations of the families behind these children, such as poverty?</i></p>

	<p>JSN suggested that in these instances it might be worthwhile for schools to be making connections with local churches who often have access to means to support these families and can do so outside of the school setting.</p> <p>LW informed the committee that she and DM are shortly meeting with a man from Faringdon United Charities who might be able to offer some support; they have previously provided IT funding to the Trust and are keen to help local families.</p> <p><i>We need to know more about the whole child and consider how this feeds into our own values as a Trust.</i></p> <p>LW confirmed that this issue is due to be discussed at the next ALT meeting and she will ensure that a full discussion is had about this.</p>
6	<p><b>SEND Reports</b></p> <p>The Clerk had collated evidence of governor challenge from LGB meeting minutes regarding the annual SEND reports and uploaded this to GovernorHub ahead of the meeting for the committee to review.</p>
7	<p><b>CWLA Reports</b></p> <p>The Clerk had collated evidence of governor challenge from LGB meeting minutes regarding the annual CWLA reports and uploaded this to GovernorHub ahead of the meeting for the committee to review. The committee recognised that these may be reported to LGB committees rather than full LGB meetings.</p> <p><i>We are lucky in Oxfordshire that we have been allocated a good individual at County level.</i></p> <p>PT confirmed that L&amp;F will be looking at this at their January meeting.</p> <p>LW will talk to Heads at the next ALT as they should all be using the same report format, as agreed last year, for these reports.</p> <p><b>ACTION: AM to add to the next agenda meeting for an update.</b></p>
8	<p><b>Sports Reports</b></p> <p>Rachel Kenyon (RK) confirmed that all schools have published their reports on school websites except WAT.</p> <p>Most schools have carried over last year's funding to this year but this must now be spent during this year.</p> <p>RK proposed some actions for schools for this year, such as keeping a focus on being active, use of external coaches and swimming.</p> <p>BUC have just appointed a sports TA at the school to lead on sports and extra curricular activities at the school.</p> <p>L&amp;F have bought a fully kitted out forest school and several other schools have invested in training for forest schools with their funding.</p> <p>JSN asked what the funding is and LW explained that this is given to schools each year, and dependent on pupil numbers. It must be spent on specific areas to enhance sports provision at</p>

	<p>school and an annual report needs to be published to show the impact that the funding has had during the previous year and the plans for spending the funding for this year, with a rationale for this.</p> <p><i>Is this to be spent on items for PE or in addition to this?</i> LW: This is in parallel to the statutory PE lessons which take place.</p> <p><i>Are OFSTED monitoring this?</i> LW: They are supposed to look at how the funding is spent.</p> <p><i>Can this still not be used for staff costs?</i> LW: Not directly but schools have found ways around this to fit the needs of the school.</p> <p><i>Is there is some way to combine the Sports funding with the PPG funding to target these families more specifically – ie in terms of good mental health being connected with being active and helping to improve the confidence of these children.</i> LW will take this back to the ALT meeting.</p> <p>One of the key successes of RK's work over the last year is her work with SEND students to invigorate and inspire these students and keep them active. She will be doing this with PPG students this year.</p>
9	<p><b>Early Years progress</b> Several schools are using the NELLI programme to help these children to improve their language skills; this is targeting intervention for the children who need support in developing language.</p> <p><i>Are there any schools who could be using it but aren't?</i> LW: FIS and JBL are excited to be using it. BUC children have been screened and none were assessed as needing this support. JH is such an experienced teacher that he has picked out those who need this support at SHR so they aren't using it.</p> <p><i>This baseline level will be key going forward won't it as we want to track children's progress?</i> LW: Yes. A lot of paperwork has been removed from Early Years to more of a focus on spending time with the children and interacting with them. This has reduced workload for teachers significantly. Teachers now need to report whether children achieve their ELG or not; there is no option for children achieving above or below the expected standard. The children will then be measured on their own progress through their primary years.</p> <p><i>Was there any feedback on the 14 minutes per child which was claimed to be needed to assess each child?</i> LW: The feedback is that it takes more like 30 minutes per child to give them a positive and purposeful experience.</p> <p><i>One of the problems for WAT is that the EYFS is delivered in English. JH supporting SHR more has meant less of a support to WAT and their EYFS children will have an impact.</i></p>
10	<p><b>Pupil progress data</b> It is pleasing to see that our EYFS target is positive and we are currently 67% towards achieving this.</p>

Meeting this target would bring us back in line with national levels. WAT and FIS have set their targets low but FIS are always cautious with targets until they can see clear evidence of achievement. WAT are being supported by JH following the recommendations of their OCC advisor audit, and another audit is planned for summer.

Y1 phonics target for the Trust is 81% and we are currently 79% towards meeting this, which is very positive. Meeting the target would bring us just back into line with national level. WAT are currently 53% towards meeting their target which will need careful monitoring. JBL and WAT reported lower phonics results for their current Y2s but JBL report this to be a cohort-specific issue and current Y2 results are already higher.

Y2 phonics Dec 2021 (delayed from Y1 cohort June 2021) = 78%.

KS1 Reading target for this year is 73% and we are currently at 62%. Our results last year were above national but achieving 73% would meet the 2019 national level. WAT are currently below target and three other schools are currently significantly below target also.

KS1 Writing target is 68% and we are currently at 56%. This target is below our previous targets but in line with national levels. Our 2021 teacher assessed results were in line with 2019 levels and above national. BUC, WAT and FIS are currently significantly below target, with lots of work taking place to improve the children's stamina. Some Y2s have not developed the attitudes and learning behaviours from missing so much early school.

KS1 Maths target is set at 74% and we are already achieving 73%. This is an area of strength across the Trust. WAT are significantly below target but other schools are above. Achieving target would bring us almost in line with 2019 national level but below our result of 82%. White Rose Maths is providing a good structure and resources for teaching and maths was easier for children to learn remotely as work sheets could be completed at home.

KS1 combined overall target is low at 65% and we are currently 53% towards achieving this. Writing is the biggest area of concern, with BUC, SHR and WAT significantly below target.

KS2 Reading target is set at 75% and we are currently at 69% with JBL, WAT and FIS below target. The 2019 SATs papers were marked internally so the 83% result for this may be high. Meeting target would put us back in line with 2019 national level.

KS2 Writing target is set at 76% and we are currently achieving 59%, with WAT, FIS and JBL significantly below target. JBL have a strong intervention teacher in place to work on boosting this. Meeting target would put us almost back in line with 2019 national level and in line with our results last year.

KS2 Maths target is set at 85% and we achieved 91% in 2019. We are currently at 70% with WAT and JBL significantly below target.

KS2 combined is set at 72% and we are currently at 54% with much work to do. FIS, WAT and JBL are the most below target, with 15 PPG and 27 SEND pupils in this cohort at FIS and WAT with 9 out of

	<p>30 with SEND.</p> <p>Y11 - level 4 and 5 English and Maths predicted at 86% and 55% respectively which will exceed last year. Progress 8 predicted at +0.06 for all pupils which is positive in a challenging year. PP students remain an area of concern and support. HA (grade 7+) pupils are also a focus as they are currently underperforming as a group. FCC is using a mantra to <b>be 2 grades better</b> to challenge all students. Lots of work in department teams on improving effort grades. Information from exam boards to be issued late February. Departments have selected course content to prepare for mocks. Materials are on Google Classroom to support revision and home learning.</p> <p>Read Write Inc. is having a positive impact across the schools, with £14,000 invested into training and teachers delivering the programme with absolute fidelity.</p> <p>WAT is still the school of concern. There are still so many areas which need to improve and the data is only one of these.</p> <p>White Rose Maths is being used in all schools except SHR. JBL have a challenging Y6 cohort and have employed Sarah Thompson who was the previous Head, to carry out interventions. JBL Y6s are achieving at low levels across the Board so lots of work needs to take place there.</p> <p><i>How strategic are Heads about using the combined data where the separate data bring the data levels down? Are they passing this on to teachers?</i></p> <p>LW: Not as much as we used to as Ofsted had more of a focus on the data before.</p> <p><i>Do we compare school data directly and how interventions work?</i></p> <p>LW: Not the impact of interventions. It would be worth seeing if Sarah Thompson might carry out similar work at WAT as she is doing at JBL.</p> <p>LW need to look with JS at the catch-up funding plans for WAT and how to ensure that this is used in the most effective way.</p> <p>The 2020-21 results data for PPG and SEND pupils was provided and the committee recognised that it is important to note that the number of pupils in these groups at each school make a difference to the data as in some schools they are a much higher percentage of the overall cohort.</p>
11	<p><b>Attendance and exclusions</b></p> <p>This was provided to the committee ahead of the meeting.</p> <p>In autumn 2020 primary attendance levels were 96.5% for all pupils; 95.9% for PP pupils and 94.7% for SEND pupils. In autumn 2021 this had dropped to 94.1% for all pupils; 91.9% for PP students and 91.9 for SEND pupils.</p> <p>At secondary level attendance in autumn 2020 was 94.9% for all pupils; 88.6% for PP students and 87.2 for SEND pupils. In autumn 2021 this dropped to 88.8% for all pupils; 83.2% for PP students and 84.9% for SEND students.</p> <p>Attendance at FCC for all pupils is of the most concern. LW is planning to speak with her counterpart</p>

	<p>at the Vale Academy Trust to find out more about what the data shows in their secondary schools.</p> <p><i>Is there a Safeguarding implication to these students not being at school; if they aren't at school are they safe?</i></p> <p>The committee recognised that this was the case.</p> <p><i>Is there a common theme of children being absent on Fridays and Mondays?</i></p> <p>Primary school data shows a more positive picture.</p> <p>LW explained that there are some implications of FCC children catching Covid last term and being absent due to having to isolate.</p> <p>Exclusions have FCC have risen during the autumn term significantly this year (43 incidents compared to 82 this autumn). Henry Bew claims there has been a tightening up of disruption in lessons and pupils are being removed if they are refusing to participate. FCC is using an internal exclusion zone initially but if students do not then participate they are then excluded for short times. This is the reason behind the big increase in exclusions.</p> <p>CPS had some concerns about the impact of this and LW confirmed that there is more focus on a return to school when children come back to school and a strengthening of the pastoral team in all years.</p> <p>There has been a decrease in the behaviour of the most complex students.</p> <p><i>It is good to see that instances of bullying and discriminatory incidents are being reported more.</i></p> <p>LW: The Trust will be investing in Equaliteach from April which will help to support this and all schools will be encouraged to be engaged with this and asked to participate.</p> <p><i>How are we collecting data peer on peer and sexual abuse/harassment across the Trust?</i></p> <p>LW: This is recorded on CPOMS which we are all now using. I will ask the new Safeguarding lead to report how many of the cases are tagged as such on this system.</p> <p>The committee discussed the value of a nurture space at school. HC has got The Nest up and running at FJS and WAT have The Treehouse but don't yet have the expertise to develop this.</p>
12	<p><b>Watchfield Rapid Improvement Plan update</b></p> <p>LW had uploaded the most recent RIP for WAT which is different to the previous one and includes one day less a week of support from JS.</p> <p>Leadership at the school continues to be an area of concern so the plan for this term focuses more specifically on leadership of the different areas of the school to try and embed the improvements which have taken place.</p> <p>DM is working with the Head to ensure her own positive wellbeing so she is able to feel energetic in leading her team.</p>

	<p><i>Are you looking at the impact of the support that has been put into place?</i> LW: Yes, and we need to feel confident that this can be sustained independently.</p> <p><i>How will the LGB and Chair help to support the Head?</i> LW: Liz Holmes (LH) has carried out a governance review and provided advice about what needs to happen to improve governance at the school. These actions should be driven by the Vice Chair.</p> <p><i>Where does the responsibility of ensuring that the LGB are supporting and challenging the Head lie?</i> LW: LH as she works directly with the Chairs of the LGBs.</p>
	<b>Strategic Matters/Reports</b>
13	<p><b>Primary education in Faringdon: plans and progress</b> Bryn Jones (BJ) at FIS and Charlotte Mitchell (CM) are leading <u>subject leads</u> across both schools to work together to consider how the curriculums will align across both schools.</p> <p>BJ will be acting Head when SR leaves at half term. CM will be working on Mondays and Tuesdays at FIS in Term 4 to develop her knowledge of Infants and support BJ. Gemma Rogan (GR), the new Safeguarding lead for the Trust, will be based at FIS full time and HC will be supporting SEN work 1 day a week at FIS.</p> <p><i>Looking forward to finding out about the structure of both schools, is anyone from FIS going to be moving across to work in EYFS at FJS?</i> LW: There are no plans for this at the moment. The biggest concern at the moment seems to be from the FJS staff on how they will take on <u>Early Years at the school</u>, so we need to work on reassuring them on this. It is likely that EYFS teachers from FIS will go into both schools initially to get this set up.</p>
14	<p><b>Peer reviews: FIS and JBL</b> The FJS review was due at start of January but this has now been postponed to March. This will focus in on Maths.</p> <p>The FIS report was uploaded to <u>GovernorHub</u> ahead of the meeting and focused on Early Years and Phonics. There is <u>real fidelity across the classes</u> to the Read Write Inc. programme which resonates in their data. FIS are also focused on their behaviour and the excellent behaviour of the children was an incredible credit to <u>SR and her team</u>. Their use of zones of regulation, their restorative approach and their investment in the children was evident. GR remarked that she was <u>stunned</u> to see how the staff at FIS are engaged and committed to the safety, wellbeing and progress of their children when she began working at the school.</p> <p><i>Is there a way that staff from FCC could visit FIS to see how their pastoral care works in practice?</i> LW: GR has already met with the new lead on Safeguarding at FCC and looked at how to move this 3-18 vision forward at FCC.</p>
15	<p><b>Questionnaire</b> PT confirmed this item was added to the agenda in case any of the committee members felt there were particular elements which need to be considered in the next parent questionnaire. The committee did not have any specific items to add.</p>
	<b>Conclusion</b>

16	<p><b>Any Other Business (please notify the Chair before the meeting)</b></p> <p>- <b>Report on L&amp;F LGB meeting</b></p> <p>PT had attended the meeting and produced a report which was added to GovernorHub ahead of the meeting.</p> <p>The Chair of LGB and Head meet each week which can be very positive but this may mean than the rest of the LGB feel in some way disenfranchised and there was some concern that the level of discussion that might take place amongst the wider LGB may not take place. PT had already sent this feedback back to the Chair, Head and LH.</p> <p><i>Is this weekly meeting is the best use of the Heads time and would this would work for bigger and busier schools?</i></p> <p>LW reported that the Ofsted inspection at JBL was very positive and the Head was really proud of the positive comments made in the report, having worked at the school for a long time and worked her way up to Head there.</p>
17	<p><b>Future meeting dates.</b></p> <p>Next meeting date: 10<sup>th</sup> March 2022</p>