

## Quality of Education Committee Minutes

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| <b>Meeting</b>   | Quality of Education Committee  | <b>Where</b> | Via Teams |
| <b>Date</b>      | Thursday 10 <sup>th</sup> March 2022  | <b>Time</b>  | 4.30 p.m. |
| <b>Attendees</b> | Paul Turner (PT); Louise Warren (LW, Director of Education); Rev Jason St John Nicolle (JSN)<br><br>Apologies: Chris Price-Smith (CP-S)<br><br>Clerk – Alexandra Molton |              |           |

| No | Description   |
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|    | <b>Procedural Matters</b>   |
| 1  | <b>Apologies for absence and acceptance/non-acceptance.</b><br>PT welcomed attendees to the meeting.<br>Chris Price-Smith (CP-S) confirmed that she might have to leave the meeting early.  |
| 2  | <b>Declaration of personal or business interests.</b><br>None.  |
| 3  | <b>Minutes of the last meeting on 20<sup>th</sup> January 2022 and actions (circulated with the agenda).</b><br>AM confirmed that she had not added CWLA reports to this meeting agenda as 2 LGBs did not appear to have received these reports. LW confirmed that she will be speaking with the respective Heads about this shortly.<br><b>ACTION: AM to add on CWLA reports to the next meeting agenda.</b><br>LW has fed back to Helen Cox (HC) about providing extra progress information in her next report.<br>The minutes were accepted as a true and accurate record of the meeting.<br>LW explained that the Academy Improvement Team now collating information on each subject across the curriculum, and not looking at just data but also looking at work in books and using student voice to evidence pupil progress.<br><b>ACTION: AM to add report on subjects across each school to the next meeting agenda.</b><br><i>Why are we collecting this data?</i><br>LW: To show the strengths and areas of development across our schools. It allows us to customise our inset programmes. |
|    | <b>Ensuring Accountability</b>  |
| 4  | <b>Risk assessment of schools and subjects</b><br>LW had updated this and uploaded to GovernorHub for the committee to review before the meeting. Yellow has been used to highlight those schools which are waiting for an inspection.<br>FCC: Quality of Education has remained ranked as a 2 as LA, PP and SEND outcomes are a focus and teachers are working with Y11 high ability students to ensure they are achieving the best that they can. Leadership is rated as a 1-2 as the new Head continues to focus on building positive relationships and the other leaders in school develop through his leadership model. A new Deputy   |

will start after Easter. 2 members of staff are also working for the Academy Improvement Team and the school remains committed to the 2-18 vision. There still needs to be careful monitoring of attendance levels, particularly among the PP and SEND students.

L&F Leadership, Quality of Education and Non-educational remain rated at a 1 however Capacity has gone down to a 2 as the Head has been teaching herself this term due to high levels of staff absence.

LW and Claire Mellor (CM) will be visiting St. John the Evangelist school in Carterton next week, which is the only local church school to achieve Outstanding under the new Ofsted framework.

Duncan Millard (DM) and LW met with CM before half term to look at the framework in more detail and were satisfied that school is doing enough to maintain its grade.

L&F also has a new teacher doing the national SENCo qualification which has led to increased identification of SEN at school.

Leadership at FIS has moved up to a 2 as Bryn Jones( BJ) has made a strong start to his role as Acting Head, with good support in place from Charlotte Mitchell (CM) and others from the Trust which has kept things going well since Sally Robins left. Reading and Writing are also showing good progress but Capacity and Non-education remain at a level 3 as staff readjust to new leadership at the school and new staff members are embedded. The school is also vulnerable due to its imminent move to a new site and development to an all-through Primary.

FJS is showing strong leadership too, with the Deputy Head developing well in her role and strong leadership from the co-headship team. SF has also been appointed as the Executive Head across both new Primary Schools from September. Maths at the school has improved and this has increased the Quality of Education rating to a 2. The school is rated at 3 for non-education due to its imminent change to an all-through Primary.

WAT are still seeing challenges after their inspection. Leadership and Capacity have been rated at a 3 due to staff resignations at the end of last year and new staff in key roles finding it hard to bed into their roles. The support being provided by another Trust school Head is helping to support here. A high level of EAL, SEMH and SEND students also stretches capacity and resources across the school. An EYFS review in November 2021 indicated that a rapid improvement plan was needed and support was put in place for this from the Spring term.

Leadership at JBL has moved to a rating of 1 as the Head is going from strength to strength at the school and also supporting reviews and subject deep dives across the Trust. Quality of Education, Capacity and Non-Education are still rated at a 2 due to high levels of SEND in Year 3 and low predicted outcomes in Y6.

Shrivenham - Quality of Education, Leadership and Non-education are still rated as a 2. The Head is supporting a Head at another Trust school which, together with three staff being unexpectedly on early maternity leave due to Covid, has reduced Capacity which is now rated at a level 3.

*What are the main historical issues at FIS and FJS?*

LW: FIS had an outstanding Head who has now left but in terms of capacity they were already stretched due to level of need and as she did lots of work across the Trust. Both schools are rated at a 3 in terms of premises and building as they are moving and changing and this will have an impact. FJS had a drop in outcomes following Covid – particularly in reading. This has improved in Maths following the introduction of streamed groups so they are therefore maintaining this going forward. There have always been some issues in pedagogy and the transition from FIS to FJS, which will cease to exist once both schools are all-through Primaries.

*JSN disclosed that he is visiting WAT half a day a week in a professional context to provide pastoral*

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|   | <i>support.</i>   |
| 5 | <p><b>Data protection policy</b></p> <p>This has been put together by Jo Ray in the Central Team.</p> <p><b>ACTION: AM to email this to the committee to confirm.</b></p>   |
|   | <b>Strategic Matters/Reports</b>  |
| 6 | <p><b>Safeguarding report</b></p> <p>Gemma Rogan (GR), the new Trust Safeguarding Lead, attended the meeting to report on safeguarding across the Trust.</p> <p>The committee introduced themselves to GR and explained their roles on the committee. GR had produced a report ahead of the meeting which was uploaded to GovernorHub for the committee to review.</p> <p>GR plans to create an 18-month training plan to address some of the issues which have been raised during her visits to schools. One of the key tasks is to ensure that all schools are aware of the neglect toolkit.</p> <p>GR has created a checklist for schools to use through the year to collate the data in readiness for the annual Safeguarding report.</p> <p>GR is currently assisting with 11 families across the Trust.</p> <p>All schools are now using CPOMS which makes it easier to ensure consistency.</p> <p>GR has been doing some supervision at schools to ensure that actions are being undertaken as needed and as planned – some of these are termly, some weekly.</p> <p>GR is also offering advice to schools as and when needed. She gave some examples of the cases she has been involved with so far.</p> <p>GR is seeing some challenges with inclusion and behaviour at schools, which is likely to be reflected in next year's KCSIE. Early identification of domestic violence and mental health concerns have also been an issue. The recent Ukraine conflict is also impacting upon our children and young people.</p> <p>Trust schools are engaging well with GR for training, both in terms of generalist Safeguarding and also CPOMS training.</p> <p>GR has started a 6-month supervision course to ensure compliance with Ofsted requirements and KCSIE and is looking at a schedule for Early Years at the moment.</p> <p>GR is currently heavily supporting two schools which are going through a transitional time. Health checks and reviews and a newsletter for Safeguarding and mental health should return in term 5.</p> <p><i>What are we doing across the Trust about peer on peer abuse in terms of training?</i></p> <p>LW: DM did a training session on a sexual abuse module at the start of the academic year.</p> <p>GR: This is an area in which we still need to do some work to ensure these incidents are reported and investigated as necessary. I am looking to unify the categories on CPOMS to help with reporting these.</p> <p><i>What are we doing to support the mental health of our Secondary school pupils?</i></p> <p>GR: FCC has a really good pastoral team in place already; children know the adults that they can go to. There is also now a counselling service in Faringdon called COGS which is being heavily used for referrals by the team.</p> <p><i>Do we have any information on the impact of our work on those young women who suffer with poor mental health and are self-harming?</i></p> |

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|   | <p>GR: I can find out more information about this but we are seeing higher levels of this in all schools.</p> <p><i>How are we ensuring online safety for our pupils?</i></p> <p>GR: I am looking at offering additional training for parents and staff, as well as children, on this. This is the first thing we plan to cover in term 5 in the training plan which I have put together. Hopefully this will help to address some of these issues.</p> <p><i>Are you planning to involve parents in this training?</i></p> <p>GR: Absolutely, as we need to ensure that they are aware of the dangers online and how to help to alleviate the risks for their children.</p> <p><i>How will Safeguarding training work for staff?</i></p> <p>GR: Generalist training offers a basic level of knowledge. Keeping yourself safe as staff against allegations will also be covered in the future.</p> <p><i>Have you had any concerns with annual reports from any particular school?</i></p> <p>GR: Most of the issues raised in the reports were around neglect, which mirror what has been raised by the schools. All schools submitted annual audits to OCC and these were approved by LGBs.</p> <p><i>How are you being supported in your role?</i></p> <p>GR: At the moment I feel removed enough from the individual cases that this is manageable. LW is my line manager and the other Heads are also really supportive. I am looking into supervision for myself and need to get this arranged ASAP.</p> <p>The committee thanked GR for attending the meeting and for her full and clear report.</p>   |
| 7 | <p><b>Peer review reports</b></p> <p>FJS recently had their review, which was focused on Maths.</p> <p>LW explained that the best teaching was where teachers responded directly to children in the classroom as learning moved ahead. The school has a lower ability group and mixed mid and high level achieving children in each year group.</p> <p>The review found that the attitude to Maths at the school is very positive, clear sequencing in the planning of lessons can be seen and the children are engaged, work hard in lessons and want to do well in Maths. The team suggested some areas for consideration such as considering the use of worksheets and whether these are always beneficial to learning, as well as thinking about the range of manipulatives being used to learn Maths more practically.</p> <p>The review at Buckland included deep dives into Reading and Maths and found that the Maths lead is very strong and knowledgeable about his subject, working hard to monitor the impact of lessons in school and ensure consistency and a sequenced approach to learning. The children have a positive attitude to learning and good retrieval skills. Areas to consider included considering the teaching of Maths in Nursery and Reception and ensuring that the work provided is challenging enough for higher achievers whilst delivering for SEND pupils and those with less confidence in the subject.</p> <p>In Reading the review found that there are clear methods for reviewing progress in the subject and ensuring that children across the school are engaged with Reading and developing the skills to become lifelong readers. The review found that the school needs to ensure that teachers have confidence in what they are delivering in the classroom. One of the KS1 teachers is less experienced</p> |

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|   | <p>than the EYFS teacher so some suggestions were made to share this outstanding practice.</p> <p>All schools except SHR use White Rose scheme for maths which lends itself to progression.</p> <p><i>Do these reviews reflect Maths at both schools at being at least at a 'good' level?</i></p> <p>LW: We tend to make a more qualitative judgement rather than applying the Ofsted framework judgements. We prefer to highlight areas of success, where practice is already working well, and suggest areas to consider for future improvements.</p> <p><i>How are subject leads chosen and how are they supported to develop in these roles?</i></p> <p>LW: This is usually based upon their own interests and skills. James Stevens at BUC undertook a detailed MAST subject leader course to upskill. Where we have weaker subjects in school we make connections with other subject leads across the Trust to help to progress subjects. All of our schools have suffered in subject leader development because of the situation over the last few years and we all need to work on this moving forward as more time is available.</p> <p>The committee noted that lack of time has been the main reason for subject leadership not being as developed across the Trust as we would like.</p> <p><i>Are there any times where all of the subject leads meet together over the year to provide support and share information with each other?</i></p> <p>LW: There are three twilight sessions for this over the year where all of the subject leads meet to discuss their subject.</p> <p><i>Has this been harder with Covid?</i></p> <p>LW: Not really as it is easy to meet online.</p> |
| 8 | <p><b>Watchfield Rapid Improvement Report</b></p> <p>LW had produced a report on the support put in over the last 3 years at the impact that this has made to the school.</p> <p>LW summarised that the main barriers to WAT moving forwards are:</p> <ul style="list-style-type: none"> <li>- Having a strategic view going forward and being able to communicate this to all stakeholders so that everyone feels that this is being led and understands their place within this vision;</li> <li>- Pupil outcomes in key areas are still a real worry at the school – particularly in Reading, Writing and Maths;</li> <li>- The lack of clarity and drive at the school for progress and improvement is preventing the school from moving forwards;</li> <li>- We have lost a SENCo and now appointed another SENCo. The Deputy, who was appointed in September, is feeling very pressured;</li> <li>- Staff are struggling and feeling pressured in the current situation. Leaders within the school do not feel they are part of the plan to progress the school and cannot see their place in driving forward improvements;</li> <li>- The complexities at the school make the role of Headteacher very difficult and this inevitably impacts upon the other staff, which affects staff morale and well-being.</li> </ul> <p>JN also highlighted that there are challenges connected with the high levels of need for some children within the classroom and the impact that this has on teachers.</p>   |

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|    | <p>The committee agreed that close and careful monitoring of the situation and WAT and the support which has been put in place needs to continue.</p>   |
| 9  | <p><b>Church schools report</b><br/>To be added to the next meeting agenda.</p>   |
| 10 | <p><b>Pupil Premium report (Rebecca James)</b><br/>This was produced by RJ ahead of the meeting and uploaded to GovernorHub for the committee to review.</p> <p>LW highlighted that OCC average attendance at Secondary level for T1 and T2 was 91.3% and attendance at FCC for PP children was 81.37% for term 3 and 82.33% for T3 and T4.</p> <p><i>Why was one pupil a non- attendance?</i><br/>LW: They are a school refuser.</p> <p>LW explained that the mean effort is where the school puts lots of their focus. 1 is high effort, 2 medium effort and 3 low effort. Effort grades are better for PP children in Maths and more PP pupils are on target in Maths than English.</p> <p><b>ACTION: LW to follow up the reasons for this with RJ.</b><br/>The committee recognised that many of the PP students are on track for the 3+ grade rather than 5+ grade, which is the equivalent of GCSE grade C.</p> <p><b>ACTION: LW to explore this further with RJ.</b></p> <p><i>There are concerns about attendance levels in terms of both Safeguarding and also how these pupils are learning if they are not at school.</i><br/>The committee agreed that this was worrying.</p> <p>LW explained that FCC has now set up an 'isolation room' at school to discourage poor behaviour and to send out a message to parents and students about what is unacceptable behaviour at school.</p> <p>LW: I will find out more but I think that students take their work there to complete.</p> <p>NB: RJ later confirmed that the isolation room is where students will be kept out of circulation, if they are removed from a lesson. There will be work available to students in there for each subject.</p> <p><i>Are they supervised?</i><br/>LW: Yes, by senior staff, which does take some resourcing from the school.</p> <p><i>Is the idea of these children being removed from class to make data look better for the Trust?</i><br/>LW: It is more about trying to break the pattern of increasing fixed term exclusions which we have been seeing, by excluding pupils internally rather than externally. 4 PP students in year 7 have received fixed term exclusions this term.</p> <p>LW confirmed that FCC has a PPG strategy and their plans for spending this funding now have to link specifically to educational research and clearly explain the impact they expect it to have.</p> |



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|    | <b>ACTION: AM to invite Rebecca James to the next meeting.</b>   |
| 11 | <p><b>Faringdon Primary schools update</b></p> <p>The Executive Head role has now been appointed and they are starting to look at appointing the Heads of Schools posts, which are ring-fenced posts.</p> <p><i>Why are these ring-fenced posts?</i></p> <p>LW: They have to be as similar roles essentially exist within the current structure.</p> <p>Once the Heads of Schools posts have been confirmed the Executive Head will start looking at the curriculum across both schools to ensure cohesion and cross-school working.</p> <p><i>How do the staff at FIS feel about the current situation with support from staff at FJS?</i></p> <p>LW: They are seeing it more as a supportive measure rather than a 'takeover bid'.</p>                                 |
| 12 | <p><b>Questionnaire</b></p> <p>PT provided some suggested questions for schools to send out, about the Trust. LW confirmed that Heads had discussed this and felt that it would be best for this to go out in Term 6, and it might be best for parent surveys to always be sent out at this time in the year going forwards.</p> <p><i>Why are we gathering this information?</i></p> <p>PT: To find out what parents know about the Trust and whether they feel that this adds value to their children's education.</p> <p>The committee agreed that asking whether parents have heard of the Trust and whether they felt the Trust added value to their children's education were enough to gain the insight needed.</p> <p><b>ACTION: LW to pass on to Heads.</b></p> |
|    | <b>Conclusion</b>  |
| 13 | <p><b>Any Other Business (please notify the Chair before the meeting)</b></p> <ul style="list-style-type: none"> <li>- Report on L&amp;F LGB meeting</li> </ul> <p>Dealt with at the last meeting.</p>   |
| 14 | <p><b>Future meeting dates:</b></p> <p>12<sup>th</sup> May 2022, 4.30pm via Teams.</p>   |