



Minutes of the Q of E meeting

Thursday 12th May 2022 at 4.30p.m. via Teams

Present:

Louise Warren (LW)
 Paul Turner (PT)
 Chris Price-Smith (CP-S)
 Rev. Jason St John Nicolle (JN)

Apologies:

Malcolm Sperrin (MS)- No response from Teams
 Invite sent.

Natasha McBain- Clerk

PROCEDURAL MATTERS

1.	Standing Item: Welcome and Apologies	Action
	<p>PT welcomed all attendees to the meeting.</p> <p>MS did not respond to Teams Invite sent earlier in the week.</p>	
2.	Standing Item: Declaration of Interest Personal or Business for tonight's business	
	<p>No declarations were made.</p>	
3.	Standing Item: Accuracy of the Minutes	
	<p>Minutes of previous meeting available in Governorhub.</p> <p>Becky James updates:</p> <p>LW – Becky sent a Powerpoint (can be found on Governorhub for reference) Attendance for PP in Year 7 looks to be lower than previously, 1 child having cancer treatment and 1 not attending so a school refuser. Attendance not good across Trust, need to focus on moving forwards and improving rates. FCC have appointed Attendance Officer f/t, she will raise expectations.</p> <p>Pleased with effort grades on the whole for Year 7, has been slight dip for PP students in Maths and English. Becky will spend time observing in classes to get a look at daily classroom life for them. Yr 7 tutors reporting positive feedback, few being disruptive, taking example from further up the school - yr 11's. Phil Bevan now introduced an 'isolation room', children taken out of circulation for the whole day and they are where they are supposed to be. Hoping that will bring down exclusion rates and keep those children in school. Parental engagement still challenging. Try to engage earlier, COVID made that even more pronounced. Main strategy is to employ f/t PP SEND Lead, that person will work from 3-18 across the Trust. Begin to make those relationships with parents earlier, also appointed 3 days per week Family Worker. That team will then be very strong, really building our resources to start working with families earlier.</p> <p>CP-S – Home visits?</p> <p>LW – Yes, the Family Worker.</p>	

	<p>JN – Any EF research that might be effective? LW – EF research is good, looked at extensively and feeds into all PP strategies and plans on how we spend that money. Most effective strategy is continuous assessment and feedback in lessons. Relationships are vital. Will be interesting to see what Becky observes when she visits lessons, if pupils are really targeted or left on sidelines to get on with it. Pandemic has changed parental priorities, lots of anxiety around jobs and money, many parents don't see school as a priority. Just another battle to have with 11/12 yr olds that's easier to give up on at times. CP-S -Parents will often say 'oh I didn't do well at Maths/English and I've done alright', it's all around the language of the family. New team sounds really exciting and the new appointment sounds great!</p>	
4.	<p>Policy Review- Attendance</p>	
	<p>LW – Suzanne from JBL has done some work on this as she has seen a real rise in level of her persistent absentees who fall below 90%. Suzanne has got over 50% of her school falling into that category. Quite stark! At BUC hardly have any but recent screening gave us 8-9 children who were coming up as persistent. It's a concern around all of the schools, trying to get families understanding what good attendance looks like again and the impact of this. Had a look at policy and tightened, version uploaded to Governorhub, see areas highlighted in yellow. Asking now for evidence of appointments made in school day, these should be happening after school or during holiday times. Each school will set own target, Suzanne JBL setting hers at 95% as that's realistic for her. Will pursue absence on subsequent days, so asking parents to let us know every day the child is off, rather than them ringing on a Monday and don't hear from them again all week. CP-S- is 90% benchmark for County PAs? LW – Yes. JN – Can be difficult to get medical/dental appointments, would be worried by saying its policy will prevent children from getting appointments they need. LW- Asking for evidence that appointment has been booked (text,letter etc) We would also expect children to be returned after the appointment not taking the whole day off. Big tightening which we were pleased about. Phil at FCC in agreement that exceptional leave should not be authorised. Under previous leaders, if attendance was satisfactory and had met a certain level holiday would be authorised. Phil now saying no holidays in school time will be authorised which now lines up with all our primaries. PT- WAT have a lot of military families, anyway leeway if a child hasn't seen parent for 6 months and they are home for a week? LW – Case by case basis, in general it should be that they would see Dad after school and at weekends because attendance is priority. PT – What happens if child consistently 5 mins late, needs to be clear in policy that we expect children to be on time daily. LW – Schools have early morning activities, gates open 15 minutes before and then official registration follows. Parents know have the drop off window. CP-S- Some schools lot of sloppiness around that, some will extend, some wont. LW- At end of policy now, included notes from Paul Dibble, new deputy at FCC, meeting with him next week, having a flowchart with each trigger and the sanctions in particular. Making sure that we note the data and report to Governors for their support and challenge, make sure all eyes on the ball for attendance. Phil Bevan has positive approach, lots of rewards for good attendance, things like money off your prom tickets, beginning to have an impact. So, these things will be added for September policy, will bring back to committee for approval.</p>	
5.	<p>Vision Statement- review and reminder</p>	
	<p>PT – A lot of work went into this last year. JN – Hard question about the Vision- who is responsible for making sure we deliver or is it general responsibility of the Board?</p>	

	<p>LW – Partly that we deliver on our aspects and the Resources Committee on theirs.</p> <p>PT- So comes to us, line managers need to make sure happens and we hold top line manager accountable.</p> <p>LW- Duncan has strategic plan, there is a particular committee or person accountable for that particular objective. How tight that is in reality, not sure, some work better than others. We do rag rate the annual plan, just done that and circulated to all heads so they can see how things are moving forward. Important to take the 5 year plan and make it a 1 year plan then its more accountable and measurable. The exec team -Duncan, myself, Anne and Jude Scutt have those strategic plans and objectives on the agenda every meeting, looking at which ones moving forward and what we need to push.</p> <p>In terms of surveys- we've decided an annual schedule, Autumn term parent survey trust wide, spring term pupils and summer will be staff. In past, schools always did own surveys.</p> <p>All heads would like 1 central survey across the board and get analysed as one set of data.</p> <p>CP-S- Sounds good for consistency.</p> <p>JN- Gov White Paper – academies needing to engage with stakeholder communities etc, may be an argument for adding a fourth survey? Reaches out to wider community?</p> <p>LW – Good feedback, will help Liz / Duncan in planning next steps.</p> <p>PT- Could be a 2 year survey, aimed at specific people within the community. Not changing anything fundamental about the vision, within vision talking about how we can check up on it.</p>	
6.	<p>Trust Progress Report</p>	
	<p>(Report can be found in Governorhub for reference)</p> <p>LW- Will pull out main highlights, Yellow grid- PP, Green-SEND. Unfortunately, show very little movement between Autumn and Spring term in terms of children we have managed to shift towards expected standard, PP children- remains no reason why they can't be moving and shifting towards expected standards. Relationships aren't there, however much you have good teaching with intervention tutors, it doesn't get the results. Often you have children that need support in lessons and they're dotted all over the room. Or sat in rows and the teachers can't get to them. It's about being able to group work with those children and give them what they need efficiently.</p> <p>CP-S- more willing to take risks with a trusted adult.</p> <p>LW – And they want to do it. If they are not motivated, tired, hungry, don't want to do it. But if pupils know you like them, they want to do it for you and themselves, they will rise to the challenge.</p> <p>So, looking down the data:</p> <p>EYFS- up by 2% from Spring.</p> <p>GLD – 69% on track across the Trust</p> <p>We know WAT being supported and they have another OCC audit later this term. Appointed new EYFS teacher, nursery teacher has moved to reception to secure behaviour and attitude. Positive move.</p> <p>Yr 1 Phonics – 80% at Easter, pleasing, seeing impact of read/write/inc. WAT 70% on track to meet expected standards. We have a great phonics reading lead there who is in 3rd year of teaching, really energetic and enthusiastic.</p> <p>FIS – low 60's, which hasn't been the case in the past, acting head Bryn has asked us to review and reflect, maybe from Sally Robins leaving.</p> <p>JBL – invested heavily in RWInc, seeing positive impact on the children with that.</p> <p>KS1 reading interesting – area where children are struggling- might be down to fact had to push phonics during Autumn term for Nov screening, haven't had time to develop stamina and fluency and comprehension that they need for SAT's.</p> <p>Chris will know that the Year 2 reading SAT is a challenge, particularly the 2nd paper.</p> <p>Reading will continue to be a focus for next year. We have Kate Hardy from JBL</p>	

with a TLR working on improvement team this year. She is working on set of principles across the Trust and we're going to make a permanent role 1 day a week role (for reading and writing)
KS1 writing traditionally sits below reading, so would like that higher. Had a day with Julie Sargent who came to speak to all heads and writing leads, powerful and some schools have Julie going back in as a consultant working with their leads and children.
Finding yr 2 children are a challenge in terms of having missed those learning behaviours through reception and Yr 1 and not as settled and focused as we've seen them in the past. Will continue to be an area for development as they move into Yr 3.
CP-S- Overall immaturity?
LW- lots of low-level disruption, inability to sit and focus, school values not being adhered to, not been firmly embedded that we behave a certain way for good learning.

LW- White Rose offering us a good structure for Maths
KS1 combined figure at 60%(RWM), JBL and SHRIV both being low in KS1 and WAT being significantly below at the moment with 35% on track for that combined expected.

WAT often see lower KS1 data, many children still trying to master the language. KS2 we're seeing generally higher standards.

All those figures are above where we were in December but none of them yet at target. Had KS2 SAT's this week, have rest of term for prep for Yr 7 and making sure they have firm foundations. Writing will be a focus.

Reading KS2- JBL and FJS below target, both have high percentage of SEND within the cohort.

WAT below target in reading but better with reading than writing.

KS2 often focused on reading and maths, because of SAT's then you have 8 weeks afterwards to develop writing.

Becky James, improvement team, KS2 & 3 lead but also an English teacher, will ask to do some work at WAT.

KS2 combined 63% across Trust, JBL below because of significant SEND percentage. FJS also below due to SEND in cohort.

JN – how is combined figure arrived at?

LW – children who are getting to expected across all 3 core subjects.

JN – not really delivering at KS2, what are we doing about it?

LW- will most likely be a national pattern this year. Can't compare to 2019 as these children have had 2 broken school years. Chris, what are you seeing across your Schools?

CP-S – 2022 data has so many health warnings, every school has its own story with covid and the impact.

We've got to trust the leaders to know that they'll be addressing this. One of the things which I'm sure every head is doing, the journey from key stage 1 to key stage 2 and when they're going through different teachers in the school is looking at where children might plateau. When I've done capability, I've used plateauing data in yr 4.

But with everything that's gone on headteachers can't prove or disprove that much around data like this. There is a story around every year group.

PT – lets learn from this and we can look at what LW said about FJS and SHRIV.

CP-S – I think as trustees, we've got to remember we want to challenge, but we have got to acknowledge that there has been a global pandemic and mental health is an issue. Freedom of Information request shows that more than one in four primary school leaders and more than one in three secondary school leaders aged under 50 are leaving within five years of appointment.

I am currently supporting headteacher recruitment and speaking to the LA, currently in Oxfordshire there are 17 head teacher recruitment processes going on.

LW – GCSE Data:

Uploaded to Governorhub some raw data that you can have a look at.

	<p>Progress will be positive. PP and HPA students are a focus with lower progress. HPA are not getting the 7-9 grades. % grade 4+ Eng and maths is in line with previous years and above national.</p> <p>CP-S- do you have all the greater depth data for primaries also? LW- I have, not focused on that for Trustees as data becomes unwieldy. (% generally lower than previous years. Can add next time) JN – what do we offer GCSE students? Courses? Can see very few are doing German/French as MFL. LW – Tried to encourage more students to do an MFL. Finding the quality of teaching over last couple of years wasn't good, students doing it weren't very successful. Looking at improving quality of teaching and new head of department. Hopefully a few more PP students take an MFL. Could we ask the Link Trustee about that challenge and they find out for us? How those courses are counselled, particularly to disadvantaged and what the range of courses is. PT – worth asking someone from LGB to come to a meeting in Autumn term, tell us a bit about subjects.</p>	
7.	Equality- Equaliteach	
	<p>LW – Managed to get all schools to sign up to Equaliteach program, had introductory session last week. The webinar was then recorded. Really in depth, 1st part of it was carrying out stakeholder surveys with pupils, parents and staff. Has capacity to be very powerful if people engage, lot of support, allocated a mentor, have to submit survey data. They come to meet up and talk about where your gaps are, what need to be offering. Do regular CPD sessions, tonight session on bullying , an hours webinar. In cohort with a number of schools across whole country, can share ideas with them in different chat rooms. It's a real commitment for all our schools. Have a contact with the Vale and she cant get the schools to sign up. Pleased all 8 of ours have. The auditor will do live visits to all our schools. JN – What's the aim of the exercise? LW – To look at whether we are aware of identity based bullying in schools and if our policies are effective in dealing with and trying to reduce. CP-S- Sounds fantastic LW – Large part raising awareness, make it everyone's issue. PT – How much costing? LW- Free! Fully funded by DofE PT- Why all schools not taking part? LW- Resources are tight, focusing on pushing foundation subjects, core subjects, Data, PP, adding another thing to the list- no thanks from some. Really ahead of the game, hope schools will stay engaged when they realise amount of resources have to put in to make it work.</p>	
8.	Headteachers Appraisals/Training	
	<p>PT- Are all Heads up to date with their Appraisal training? LW- No, I've set up ALT meeting in September so everyone will be fully trained to deliver appraisal cycle for next year. Last training as a whole group was about 4 years ago. As far as I'm aware, we have no 'teacher to teacher' appraisals happening. SLT will be invited to training.</p>	
9.	Effectiveness of CLA/CPL provision	
	<p>CP-S – WAT & LAF still to be submitted. Variations in the terminology – get confused what is currently used. LW- CWLA- Children we look after, CPLA- Children previously looked after. FCC – 4 looked after last year- really thorough- case study approach to support funding and show progress. WAT- No answer yet- chasing. LAF – 1 previously looked after child, now adopted, still have child but no longer need to do a report. Across the board numbers are low.</p>	

	<p>SHRIV – Report gone out of committee to Governors, they had 4 CPLA. Fairly low number but these pupils are really high priority. I will keep chasing WAT, not sure how vigilant the governors are at challenging across all the schools.</p> <p>PT – Will ask somewhere to confirm there is someone in each LGB who covers that. Will bring up at next board meeting.</p> <p>JN- On this topic do we have an Ukranian children in schools- are we providing emotional support?</p> <p>LW – BUC have 1, will find out data from other schools across the Trust. (13)</p> <p>JN – Might have implications for budget as well if children need extra support.</p>	
10.	<p>Church School Report</p> <p>(This report can be found on Governorhub under today’s meeting)</p> <p>CP-S – Am aware may not have had time to look at yet. Talking about moving report to every 2 years.</p> <p>LW – Good idea, 2 significant things will impact- potential of Ashbury coming on board and if we go down the route of Exec Head for SHRIV & WAT will be exciting to look at impact of church school vision.</p> <p>PT – Uffington still a possibility?</p> <p>LW – Yes, that’s also Church School.</p> <p>CP-S- Uffington voluntarily controlled.</p> <p>PT- Will recommend Church School Report every 2 years.</p>	
11.	<p>Remote Learning- benefits/problems</p> <p>(report uploaded to Governorhub for reference)</p> <p>LW – Still very much on the agenda, schools still providing remote learning throughout Spring term. Hit Schools hard in terms of staffing but also student absence, we needed to provide remote learning either through emails or paper back up or uploading to Google Classroom whilst teaching live classes. More of a challenge this year as trying to do 2 jobs at once. Trying to maintain remote learning for students off with Covid but has been a challenge.</p> <p>We had good engagement, good technology and good policies in place but some students did not make good progress.</p> <p>PT- Do you think parents kept at home more because can do remote learning?</p> <p>LW- Which then has impact on attendance. Remote learning is not as effective as live learning.</p> <p>CP-S – Interruptions from parents on remote live teaching were an issue.</p> <p>PT- Daughter been in touch with hospital schools who provide 5 hours per week. Obviously this is because the children are ill.</p> <p>JN- Can we use free resources from Govt? That might ease workload but know not as easy as just downloading.(Oak Academy)</p>	
12.	<p>AIT Updates</p> <p>LW – Updated on Family Worker and intention to go for a 5 day PP/SEND lead, heads commitment to fund that from central budget.</p> <p>1 day a week English Lead post.</p> <p>Only other change is Rachael Smith, head of Ashbury, taking on role of moving forward with the Centre for Professional Excellence.</p> <p>(RK dropping to 1.5 days for Trust role in Sept)</p>	
13.	<p>AOB</p>	
	<p>Meeting End 18:30</p>	

Approved and signed off by: Paul Turner

Date: 22.09.2022