



Quality of Education Committee Minutes

Meeting	Quality of Education Committee	Where	The Elms
Date	Thursday 11 th January 2024	Time	4.00 p.m pre meet 4.30pm start
Attendees	<p>Committee Members: Paul Turner (PT); Louise Warren (LW, Director of Education), Richard Evans (RE), Liz Holmes (LH)</p> <p>Guests: Tracy Smith (TS); Leah Spiers (LS); Rachel Cave (RC), Sarah Gristwood (SG)</p> <p>Apologies: None</p> <p>Clerk: Alexandra Molton</p>		

No	Description	Action
	Procedural Matters	
1	<p>Following Tour of school update from Executive Headteacher at the school</p> <ul style="list-style-type: none"> - Strengths - Key areas for development - Questions <p>Following a tour of the school, TS explained the main strength and weaknesses of the schools and the key areas for development at TEP and FVPs currently:</p> <p>Strengths of TEP:</p> <ul style="list-style-type: none"> • Senior Leadership Team • Teaching staff – mutual support • Parents and parental support • Calum • Strong teaching Year 2, Year 6, Early Years • Personal development • Reading • Values and curriculum intentions • Cultural capital and enrichment <p>Areas for development include:</p> <ul style="list-style-type: none"> • Staff culture • Knowing more and remembering more • Recruitment • Consistency of teaching • Recovering from the transition <p>Strengths of FVP are:</p> <ul style="list-style-type: none"> • Senior Leadership Team • Effective teachers 	

	<ul style="list-style-type: none"> • Effective teaching assistants • Curriculum • Jo • Mutual support • Reading • Behaviour • Personal development • Nurture • Understanding of complexities <p>Areas for development are:</p> <ul style="list-style-type: none"> • SLT • Engaging Parents • High levels of need • 2 year old provision • Closing gaps (data) <p>The strengths of both schools working together include:</p> <ul style="list-style-type: none"> • Support for curriculum planning • Budget management (as the schools currently share a budget) • SLT • Developing staff • Sharing of resources <p>The main challenges of both schools working together are:</p> <ul style="list-style-type: none"> • Curriculum planning • Governor meetings • SLT top-heavy at TEP • Staff retention. <p>TS explained that there are some difficulties with having the Curriculum Lead working across both schools in terms of capacity and the impact that he is able to have in each school. LW highlighted that this is a similar picture to the EYFS lead who is working across both schools but is only at FVP once a fortnight and so not having as much of an impact there as she is at TEP, where she is based.</p> <p>The committee also discussed what possible additional spaces could be useful at TEP - more breakout areas for interventions, space for parent gatherings etc.</p>	
2	<p>Apologies for absence and acceptance/non-acceptance. Apologies were sent to the meeting and accepted from SB.</p>	
3	<p>Declaration of personal or business interests. None were made at this point in the meeting.</p>	
4	<p>Minutes of the last meeting on 23rd November 2023 and actions (circulated with the agenda). These were accepted as a true and accurate record of the meeting.</p>	
	<p>Ensuring Accountability</p>	
5	<p>Inclusion Report and Update:</p> <ul style="list-style-type: none"> • Attendance update <p>Attendance went down across the Trust a bit last term. This is a key focus across the Trust and Oxfordshire in general as attendance in the County is much worse than neighbouring counties.</p> <p>We have established an attendance lead forum to share best practice and look at strategies to try and improve attendance across the Trust.</p>	

How are we hoping to see this improve?

LS: Mainly we hope to see the level of persistent absenteeism going down.

Attendance in most schools is hovering at around 95% - what are we doing to try and improve this?

LS: We have various strategies in place to try and tackle this.

LS is sharing information which is being gained by her involvement with a campaign at a VAT school with FLT in order to share best practice and offer ideas of strategies which might help.

LS wants to get the data for severe absenteeism across the Trust schools to get a better understanding of attendance at this level.

The group recognised that context is key to understanding the data in terms of knowing how many children the percentages actually represent.

Suzanne at JBL has done a great job of improving attendance over the last couple of years so it would be worth finding out what strategies she has used.

Tackling issues with attendance early on is key, in order to ensure that the issue does not get worse as there is then so much more work to do to get attendance back up. Additionally there is a peak in students moving between primary and secondary so we need to pick these up early in FCC to ensure that attendance does not get worse as they move through the school. Primaries can provide attendance information about students in advance to help us to put strategies in place in order to support pupils that need this. There is also a link with the change in culture from a primary setting in one classroom with one teacher to moving between classrooms with many different teachers – for some pupils this is hard to navigate, which can contribute to their absence.

We need to ensure we have a restorative and supportive environment in order to provide the culture and atmosphere which is needed to encourage higher attendance.

There are some schools which are using more primary settings for Years 7 and 8 to give them a longer transition period into secondary school.

- **Bullying update**
- **Safeguarding Report**

There is no alignment between the ways schools are using categories to record information so it is hard to analyse the data. We need to look at how we can align these across the Trust as it makes it look as though there are lots of issues being recorded when there are similar issues which are being recorded in different ways.

The new Trust Safeguarding Lead has gone into each setting and is looking at how we can align use of CPOMS going forward in order to create some meaningful data.

Do we need to look more closely at how we align these categories and roll this out across all schools? Will this analysis take place between VAT and FLT in order to give us data to benchmark against?

LS: Yes, and we have a day planned in for the team to look specifically at this. We will then provide training to school staff as required.

When will the accurate figures be available?

LS: These should be available in term 4.

Termly forums will be taking place across the VAT and FLT going forward, to share resources and best practice.

Are there any schools you are particularly concerned about?

LS: No. School DSLs are contacting the Trust Safeguarding Lead when needed for advice

<p>or support on any issues that they are concerned about. There are concerns about Safeguarding at FCC, particularly in terms of attendance.</p> <p><i>Who is responsible for monitoring and closing Safeguarding cases at FCC?</i> LS: The DSLs are responsible. They need to be ensuring that a clear set of actions are recorded on each case so there is a trail of what has taken place in each case. <i>With there be any kickback from the complaints which have been received by Ofsted as these can trigger a visit?</i> LS: Initially these are sent to the LADO for review. There needs to be a significant Safeguarding concern raised in order to trigger an Ofsted visit.</p> <p>LH suggested that this committee should share complaints which are received at FCC with the rest of the Trust Board.</p> <p>There are inconsistencies about how cases of child on child abuse are recorded – many more incidents are recorded at TEP and FCC than other schools but this is more about how issues are recorded rather than the number of issues. Ashbury is an anomaly.</p> <p><i>What about levels of bullying across Trust schools?</i> SG: We know that there is inconsistency about how this is reported at schools and who records this at each school.</p> <p><i>How much work is needed to get this all aligned and on track?</i> LS: We will put together a training package to ensure consistency and then be able to drill down into the data in a more meaningful way to look at common themes or areas of concern. Each school does have its own context though, and we need to be mindful of this when looking at this data.</p> <p>ACTION: LW will get CPOMS added to the agendas of the next two Heads’ meetings so that plans and updates can be shared with the Heads.</p> <ul style="list-style-type: none"> • Young Carers – quality and provision FCC has recently started a lunch club for their young carers. We need to look at the number of these in each school so we can look at what support we need to put in place for these young people. <p><i>How confident are we that we are able to ensure that young carers are not missing out on their education and providing the support required?</i> SG: We know who these children are and they will receive support as any child would who needs further support. We want to look at how many of these children are also SEN or PP and make sure that all of the appropriate support is in place.</p> <p><i>Are we accessing support from external agencies for our children?</i> LW: We have used a young carer counselling service at BUC which we have found to be really positive and effective. SG confirmed that there is more of a focus on providing this support in the current climate.</p> <p><i>Not all services are driven by the Local Authority so we are not just tied to what OCC can provide.</i></p> <ul style="list-style-type: none"> • LAC report There is an expectation that governors receive regular reports about our LAC but there are no statutory guidelines. We will be putting in place a template for regular reports and a timescale for these over the year, as well as ensuring that all schools have a named governor for LAC. • PP report The majority of schools have approved their PP reports already and these are on the 	<p>LW</p>
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	<p>school websites (WAT and FCC have not yet – LGBs will be looking at these this term).</p> <p>We need to look at what it means to be a PP child in our schools rather than assuming that we know what support is required based on generalised assumptions. We are looking at challenging these assumptions and having a more personalised approach.</p> <p><i>Do we have high expectations for these children or are we just trying to get them back on track to reach expected levels?</i> SG: Overall yes but we need to look at those children who have multiple vulnerabilities specifically.</p> <p><i>We need a better understanding of the educational experience for our SEND and PP children.</i> SG: Yes and school statements about PP do not necessarily reflect this.</p> <p><i>What feedback will you give to the Heads and leaders about findings from this year?</i> SG: We need to be more targeted about how we are addressing the needs of these children and showing that we have a better understanding about the reality for them and what they need to succeed.</p> <p>ACTION: SG to provide a PP presentation for Heads about the main themes and areas to look at going forward.</p> <p><i>We need to be looking at the high attaining PPG children to ensure that they are being captured in the targets for the schools.</i> LW: FFT targets should reflect this.</p> <ul style="list-style-type: none"> • PP Spend Captured above. • Sports premium spend All reports for this are on the school websites. <p><i>There seems to be a very clear set of achievements about how the money has been used successfully. It is interesting to see the restraints of what the funding can and cannot be spent on. How are we going to continue to challenge schools on this?</i> LW: Each school has a plan about how they want to spend the funding this year with reasoning behind this. We could ask Rachel Kenyon to look at these in relation to 5 year action plans.</p> <p><i>Where do we take this to the next level in our schools?</i> LW: There are calls for five hours of week of physical activity in schools but most schools are unable to provide this.</p>	SG
6	<p>Progress against targets set (Data)</p> <p>This was provided to Trustees in advance of the meeting.</p> <p><i>Some data is positive but some is more concerning.</i> LW: Yes, but we would expect the data at this point in the year to be showing weaknesses and those children who need extra input.</p> <p><i>There appears to be some positive changes taking place across the schools – are we focusing on Y3/4/5?</i> LW: There is a lot of booster work taking place in some schools but this is too late for this level of intervention and we do need to look at doing more work with these children earlier on to improve outcomes.</p>	

	<p>The committee recognised that those children moving to Year 7 this year are the last group who have had their time at primary school significantly affected by Covid.</p> <p>LW will also be visiting SHR next week to look at outcomes as these are of concern – perhaps linked to teacher assessments.</p> <p>The number of children on track for Reading at Watchfield is only 35%, against a target of 52%. 91% of these children passed their Phonics test in Year 1 so we need to understand what has happened here.</p> <p><i>We also need to be able to see the data for the EAL children.</i></p> <p>LW: These are included in the military children data.</p> <p><i>Why is their reading target so low?</i></p> <p>LW: They have had lots of new children and children for whom they don't have any previous data. We would like to see the results at around 70%.</p> <p><i>It also depends what number of children the percentage represents.</i></p> <p>LW: This is a large cohort of children so more than might be the case at other schools.</p> <p>LW explained that there is a visitor coming to the next Heads meeting to look at how we are teaching Reading at primary level and other strategies we might use to encourage fluency and a love of Reading in our Year 2s.</p> <p>WAT are losing a Year 6 teacher shortly on maternity and there is currently no replacement for them so this is a concern.</p> <p><i>Is the Reading strategy at FCC successfully encouraging reading and could we use this at primary level to encourage engagement?</i></p> <p>LW: Yes, JBL are already doing this; the Faringdon primaries and SHR may well benefit from this too.</p> <p><i>Is this behind why the results at JBL are improving?</i></p> <p>LW: Yes, it could well be behind it. We need to foster both a love of reading and the understanding of phonics and language in order to have successful readers. We cannot just teach to the test.</p> <p><i>So we are unlikely to be moving much from the current KS1 assessments?</i></p> <p>LW: Yes, this year we will do Maths SATS as this is a good reflection of where the children are. We may carry out an alternative Reading test which is much more formative and a better quality assessment.</p>	
7	<p>School Updates and Ofsted</p> <p>- FCC</p> <p>The school is still a significant concern to the Trust. Several issues have arisen over the last term, particularly over the last month before Christmas.</p> <p>We were already concerned about outcomes and behaviour –particularly in-house truancy, and attendance. Line management and holding staff to account is also of concern.</p> <p>Since the last QoE meeting we have received confirmation about the number of pupils in school who are not attending lessons – this is a key priority as it is also a Safeguarding issue.</p> <p>Concerns about behaviour relate especially to how pupils speak to members of staff and what is being tolerated in school.</p>	

SEND and Safeguarding audits took place last term and both generated a long list of actions for the immediate and longer term for the school.

Two Ofsted complaints have been received anonymously from parents – about SEND, behaviour at the school and Safeguarding

Four staff have also come forward with concerns.

The staff survey results were very negative overall.

Line management has improved but staff are still not singing with one voice.

The new Deputy has now started so there will be an increase in capacity going forwards.

There is support going into the school weekly and there has been some movement in the right direction. There is a willingness to improve but actions are not necessarily following through and the pace of change needs to improve.

RE has been very blunt with the school about what needs to happen going forward and there is a set of very specific actions which need to take place this term.

RE will be doing another learning walk this term to check progress.

The team has been focused on working with Henry Bew on the plan for Maths but this has been reset as actions were not taken.

Regarding Governance, a meeting has taken place with the Vice Chair and Chair who have varying ideas about how successful the LGB is.

Staff survey results are telling – particularly around leadership and behaviour. Staff like the school overall and want to see it improving.

The school had the highest level of staff responses across the Trust.

Where does the responsibility for leadership change lay?

RE: I have not seen any evidence that any strong message is being delivered from the leadership team. This has been advised a number of times but does not appear to be filtering down to staff.

RE feels behaviour is the key immediate issue which needs to be addressed as this will stop the in-school truanting. Pupils either need to be in class or on programmes to get them back into class. We also need to focus on leadership for the school and improving this at all levels.

RE explained that the team are starting to have to do things for the school in order to push forward positive change – modelling has taken place in science this week for example.

Do we have a recovery strategy if the school does not make the changes which are needed?

RE: Leaders at the school are good and want to drive forward change but we need more co-ordination across the school to drive this.

Plan A is that the school manages to turn things around from within but at some point the Trust will need to intervene if this does not happen.

As well as behaviour, what is the other main area of weakness?

RE: Governance is weak and this needs to significantly improve.

PT explained that when he attended a recent LGB meeting he felt that the governors struggle with the information provided, which is not always governor-friendly and does not make it easy to review and question.

	<p>RE suggested that Resources is another area which we could support the school and help to drive improvement and he has spoken with Phil Bevan already about areas where this might be used. However a proper strategy needs to be put in place about how we might use reserves to drive improvement before we would look at this.</p> <p>Ideally the school will make the improvements needed in term 3 and then receive the additional resources which are available in order to keep this momentum going.</p> <p><i>Are FCC able to look at strategies at other secondary schools to find inspiration about how to make changes?</i></p> <p>RE: Yes, and I have specifically matched them up to another school which has excellent practice in order to give them a sounding board which is and advice.</p> <p><i>How do we as governors gain a clear line of sight to be able to be effective?</i></p> <p>RE: We will be looking to introduce an external advisory group with an individual from the VAT and a new chair in place to set up new systems and processes.</p> <p><i>Should governors receive an explanation of the changes needed and the remit of such a group?</i></p> <p>RE: We have clarity about what needs to take place this term so we can clearly see whether changes are taking place as quickly as they need to and in the right way to get to where we want the school to be.</p> <p><i>So there will be a new chair of the LGB from April?</i></p> <p>RE: Yes.</p> <p><i>Can we go in and advise about what needs to take place at a governor level?</i></p> <p>RE: We need to set up a new system with an experienced Chair who is able to get going straight away as we don't want to waste any time.</p> <ul style="list-style-type: none"> - Longcot <p>The first of handover meetings is taking place shortly so that the new Head understands the action plan following the Ofsted report.</p> <p>The changes which have taken place have not yet made an impact on GD outcomes but the school is in a better place.</p> <p>LH has done a visit and was concerned about how subdued and quiet the children are in the classroom – Claire Sylvester agreed with this observation. Children appear to have lost their love of learning so the new Head will need to consider how to improve morale.</p> <ul style="list-style-type: none"> - Shrivenham <p>PT met with the new Head of School this morning. Staff are very positive about her appointment. The morale of staff and children is much improved.</p> <p>PT talked with the new HoS about their KS1 data and they explained that they will be meeting with KS1 staff to look at what they might do to improve these.</p> <p><i>Last year there was a concern about a member of staff in KS1– has this changed?</i></p> <p>LW: I am going to address this with Jude when we meet next week to find out more about what support is in place for this teacher, who has already been identified as a weaker teacher.</p>	
8	<p>Board visits to schools</p> <p>PT reported that Jude is really happy with the current set of governors and has already built up a good relationship with the new Chair.</p> <p>LH has visited L&F and will share her report with the Trust Board at the next meeting,</p>	
	<p>Conclusion</p>	
9	<p>Any Other Business (please notify the Chair before the meeting).</p> <p>LH to present the committee update to the next Board meeting as PT is unable to</p>	

	attend.	
10	Future meeting dates: 14th March 2024	