

Minutes of School Improvement Sub-Committee meeting

Date:	16 November 2023	Time:	09:30 – 12:30
Location:	Teams	Clerk:	Emma Shaw-Bishop (Clerk)
Present:	Janet Renou, Committee Chair and Trustee Julius Weinberg, Chair of Trustees Tom Rees, Trustee and CEO Peter Murray, Founding Chair, Ormiston Trust		
In attendance:	Rob Pritchard, National Director of Education Sunita Yardley-Patel, Head of Governance		
Guests:	Wasim Butt, Director of AP and Special Academies Rebecca Bierteron, Director of Primary Jane Nolan, Director of Inclusion Natasha Rancins, Education Director West Diana Murray, Ormiston Trust		
Apologies:	Peter Komolafe, Adviser Karen Bramwell, Trustee		

	Item	Action
1.	Welcome and apologies	
	The Chair welcomed everyone to the meeting and confirmed apologies received from Karen Bramwell and Peter Komolafe.	
2.	Review of minutes and actions from meeting held 24 August 2023	
	Minutes from the meeting held 24 August 2023 were reviewed and agreed to be a true and accurate record of the meeting. Actions from the previous meeting were reviewed and items closed.	
3	NDE Update	
	Paper circulated ahead of the meeting for review and therefore taken as read. The National Director of Education highlighted key points including: <u>Education Team Structure</u> The National Director of Education reflected on the changes that had taken place since September 2022, including the introduction of a dedicated Director of Primary, Director of Inclusion, recruitment and realignment of Education Director support across the trust, and the impact of Lead Practitioner support. The structure is working well but will need to be further developed and enhanced to address emerging needs, and to focus support for academies that are currently under warning notices. Questions / Comments	

Trustees asked that OAT consider Lead Practitioners moving to provide regional support and what could be done to avoid support being moved from one school to another due to priority of need.

The CEO thanked the National Director of Education for the overview and agreed that the trust is building strong, effective foundations, and reflected on the importance of having the right level of support across the trust, especially to address key areas such as SEND and behaviour and attendance.

An update was provided on the current recruitment process for the National Director of Secondary which, once fulfilled, will provide an opportunity to address emerging needs.

Aside from this, there are two areas of focus:

- Operations and coherence – Highlighting the importance that HR, finance and estates aligned effectively, and
- That enrichment and curriculum leadership support is addressed.

Behaviour and School Culture

That National Director of Education acknowledged that OAT has come a long way and has focused on prevention, intervention and support to improve behaviour across the trust, but there is more that can be done, and it has always been an intention to go further; Looking at how policies are enacted across the trust to ensure consistency of approach and application, and engaging lead practitioners to support and drive this forward.

AP and Special Provision

The National Director of Education provided an overview of the current activities taking place to address and improve behaviour and culture for students at risk of suspension and/or exclusion through the support of Managed Intervention Centres. OAT is part of a pilot scheme that is expanding a model developed by OAT's Westminster Education Centre (WEC) to two OAT locations outside of London, in Stoke on Trent and Norfolk.

The pilot scheme is set to start in April 2024, and if successful, will be rolled out across the trust.

Questions / Comments

Trustees asked how OAT can make schools more attractive to students.

The National Director of Education believes that this is down to a combination of factors, including good leadership, curriculum, enrichment, quality teaching, atmosphere and facilities, but society is changing, and schools need to address both existing and emerging needs of pupils to be able to establish better attendance, and subsequently help to improve behaviour and outcomes. An example is to provide breakfast to students and parents, which can have a positive effect on attendance and help develop better relationships with families.

The CEO identified that strong leadership, and an understanding of culture and ethos correlates with better outcomes using enrichment, curriculum, teaching. OAT is focusing on this at the National Leadership Conference, which is taking place 23/24 November 2023, looking at how OAT invests in our leaders to help improve outcomes for pupils across the trust.

Academy Risk Assessment

The National Director of Education shared current academy risks with trustees, providing a breakdown of academies listed.

	<p>Action – The Chair requested that Academy Risk Assessment be included as a standing item at each Committee meeting, to review category 4 academies.</p> <p>Questions / Comments</p> <p>Trustees asked how OAT approaches recruitment and retention to keep good quality leaders, and how OAT supports less effective leaders to improve.</p> <p>The CEO is focused on addressing recruitment and retention across the trust. There are staff that joined during Covid-19 that had a very different experience to leadership and teaching as a result. It is important that OAT look at how we support, mentor and develop new staff moving forward.</p> <p>The National Director of Education confirmed that a mentor group had previously existed, which supported principals either new to role, or new to OAT.</p> <p>The Chair encouraged OAT to look at developing leadership internally.</p>	ESB
4	<p>Inclusion / SEND update</p>	
	<p><i>Director of Inclusion joined the meeting.</i></p> <p>Paper circulated ahead of the meeting for review and therefore taken as read. It was identified that the paper had been updated.</p> <p>Action – Clerk to share the updated copy of Inclusion/Send paper, with slide 6 and 35 updated.</p> <p>Attendance</p> <p>The Director of Inclusion provided an update on Trust attendance, which currently sits at 91.29% against 88.6% for last year, down by 0.5% on the same point last year. Persistent absence sits at 25.5% against 37.4% for last year.</p> <p>Without APs/special, the secondary figure is 91.13%, which results in a 0.97% difference to the national average, and secondary persistent absence is 3% above. It is important to remember that there will be large variations between academies across the trust.</p> <p>Primary attendance sits at 0.8% below with persistent absence 2.9% above.</p> <p>The Director Inclusion provided a comprehensive summary detailing influencing factors, CPOMs, risks and action plans, possible barriers to attendance, trust-wide actions and the implementation of the attendance toolkit.</p> <p>The Director of Inclusion also provided a brief update on Safeguarding and SEND and expressed a request to increase Lead Practitioner capacity for behaviour and attendance, proposing that OAT reconfigure the current roles and increase capacity to include 4 regional behaviour and attendance roles.</p> <p>Questions/Comments</p> <p>Trustees feel it is important to see where OAT can help remove possible barriers to attendance and recommended that the trust focus on outlier academies that are</p>	ESB

	<p>bucking the trend and achieving good levels of attendance against a challenging backdrop, and those academies that should have good levels, but don't.</p> <p>The Director of Inclusion agreed. There are some socioeconomic issues that are difficult to address but support can be offered.</p> <p><i>Director of Inclusion left the meeting.</i></p>	
5	<p>Curriculum update</p> <p><i>The Education Director West joined the meeting.</i></p> <p>Paper circulated ahead of the meeting for review and therefore taken as read.</p> <p>To provide context, the Education Director West confirmed that the role of Curriculum Lead was initially only a temporary position. As a result, the plans set out at the time, to help and improve provision, were applied on a temporary basis. This role is now permanent and therefore provides an opportunity to develop this further.</p> <p>The Lead Practitioner team is extensive with 42 members of staff that required leadership direction to help establish a consistent approach and to develop a greater sense of accountability. A new process was introduced to identify areas of need in academies to help focus resources more effectively; engaging with Principals and Education Directors to support and develop the process.</p> <p>Lead Practitioners now focus on six priorities that thread through all curriculum areas, which in turn feeds into development plans and assignment briefs, the latter is used to by Principals and Education Directors to support SPBs.</p> <p>Alongside this, there are plans to develop an ambitious trust-wide curriculum, with subject leaders working together to develop curriculum. This needs further development to engage more effectively with academies to adopt.</p> <p>Questions / Comments</p> <p>Trustees are disappointed that more academies are not adopting the curriculum. Is there a correlation between performance and adoption?</p> <p>The Education Director West confirmed that there has been some resistance, but this is slowly changing, especially when academies can see the direct correlation between curriculum adoption and outcomes. In addition, by involving academies, there is greater buy-in to the process overall.</p> <p>The Chair thanked the Education Director West. The Committee supports the direction of travel and endorses the work taking place to develop the curriculum across the trust.</p> <p><i>The Education Director West left the meeting.</i></p>	
6	<p>Spotlight – Alternative Provision</p> <p><i>Director of AP and Special Academies joined the meeting.</i></p> <p>Paper circulated ahead of the meeting for review and therefore taken as read.</p>	

	<p>The Director of AP and Special Academies provided an overview of how alternative provision (AP) outcomes differ to those in mainstream settings, and GCSE targets are adapted to reflect this. Data fluctuates year on year and dependent on individual pupil's experience.</p> <p>OAT is working closely with each local authority to develop a 'performance framework' that focuses on 5 metrics: attendance, behaviour, attainment, reintegration with mainstream, and post-16 transitions. It will become more about the pupil experience and destination than outcomes, and success will be determined by whether a pupil achieves re-integration to mainstream provision or is successful post-16 once leaving AP.</p> <p>The Director of AP and Special Academies provided a verbal update on each individual setting across AP, highlighting areas of success and concern.</p> <p><i>Director of AP and Special Academies joined the meeting.</i></p>	
<p>7</p>	<p>Spotlight – Primary</p>	
	<p><i>The Director of Primary joined the meeting.</i></p> <p>Paper circulated ahead of the meeting for review and therefore taken as read.</p> <p>The Director of Primary provided an overview of priorities for 2023-24 and how they are link directly to academy development plans, which covers attendance, curriculum, outcomes, principles of teaching, equity and collaboration.</p> <p>Assessment continues to be a high priority with primary using DCPro to log assessment and behaviour data across all primary settings. Primary are moving towards teacher assessments, although a termly test will still take place to help inform outcomes. All academies use the system to record teacher assessments for writing, reading, maths as well as SPAG and PiXL and it is hoped that foundation subjects can be included going forward. For information, the next data drop is expected December 2023.</p> <p>Attendance remains a priority for primary with a target of 96% across all primary academies. At present attendance generally sits between 93-95%. Note: Figures are slightly distorted as it includes data from alternative provision.</p> <p>The Primary Director is currently working on Pupil Premium Strategy across primary for disadvantaged pupils and outlined that, although the current approach worked during the pandemic, it is now time to revisit and change the approach to better support pupils. An overview of the process was shared, including current actions.</p> <p>Questions/Comments</p> <p>Trustees reflected on the subject of alternative provision. As OAT plan to expand alternative provision across the trust, is it possible for data from DfE can be more reflective of the two separate entities.</p> <p>The CEO confirmed that this had been requested but it would not be possible.</p> <p><i>Director of Primary left the meeting.</i></p>	
<p>8</p>	<p>Spotlight – Secondary</p>	

	<p>Paper circulated ahead of the meeting for review and therefore taken as read.</p> <p>The National Director of Education provided a comprehensive update across secondary, including areas of risk, Ofsted, staffing and attendance; detailing actions in place to support and offset issues raised, including two academies with double RI judgements.</p>	
9	AOB	
	<p>Terms of reference</p> <p>The Head of Governance asked Trustees to review the current Terms of Reference, which stipulates a maximum of 6 members. At present there are 6 members with a view to this potentially expanding. Trustees were asked to reflect on what the optimum number of members would be.</p> <p>Decision – Trustees agreed that each Committee should set minimum number of members to 4, including the Chair.</p> <p>Papers</p> <p>The Head of Governance asked if Trustees were happy with the quality of papers supplied for Committee meetings.</p> <p>Trustees asked that papers provide a brief summary with data placed as appendices.</p> <p>The CEO to address format of papers for the next meeting to ensure that papers submitted are in a cohesive format to ensure time is used more effectively during committee meetings.</p>	TR
The next meeting will take place 8 February 2024		

Table of actions arising from this meeting:		
3	NDE Update: Action – The Chair requested that Academy Risk Assessment be included as a standing item at each Committee meeting, to review category 4 academies.	ESB
4	Inclusion/SEND: Clerk to share the updated copy of Inclusion/Send paper, with slide 6 and 35 updated	ESB
9	A.O.B. – Papers: The CEO to address format of papers for the next meeting to ensure that papers submitted are in a cohesive format to ensure time is used more effectively during committee meetings	TR