

## Minutes of School Improvement Sub-Committee meeting

Date:	17 June 2021	Time:	09:30 to 12:30
Location:	Teams	Clerk:	Emma Pemberton (Clerk)
Present:	Paul Hann – Chair of the Board of Trustees (Chair) Peter Murray – Founding Chair Ormiston Trust Ian Brookman – Trustee Janet Renou – Trustee	Attendees:	Rob Pritchard, National Director for Education Nick Hudson, CEO Tuesday Humby, National Director for Teaching and Training Diana Murray, Ormiston Trust
Apologies:	Karen Bramwell – Trustee		

	Item	Action
1.	<b>Welcome and apologies</b>	
	PH agreed to Chair meeting on behalf of JR who is recovering from illness.  The Chair welcomed all to the meeting and acknowledged apologies received from KB.	
2.	<b>Review of meeting minutes</b>	
	The minutes of the previous meeting, held on 4 February 2021, were reviewed, and acknowledged as a true record of the meeting.  The Chair requested a summary statement from the Chair be included within item 6 of the confidential minutes before finalising.  Actions from the previous meeting were reviewed and closed.	
3.	<b>TAG Process 2021</b>	
	The Chair asked Trustees to consider and question any areas of risk and concern throughout the presentation to ensure that the committee can recommend to the Board it is content that OAT is taking appropriate action to mitigate risk and to provide a through and robust system to support the TAG process.	

The National Director of Education overviewed the principles that underpin OAT's guidance on the TAG process, including:

- Workload
- Teaching Time
- Integrity
- Consistency
- Equivalence
- Transparent robust systems
- Department specific approach

These principles helped create and formulate a robust policy for academies to adhere to in order to mitigate risk and to aid consistency across the Trust whilst supporting Principals during a challenging period.

An example of the TAG process was explained to Trustees from initial assessment to final grade submission, including moderation steps built in to address any concerns before final grades submitted 18 June 2021.

### **Questions**

#### **The Trustees asked if there are any concerns over grades being inflated?**

The National Director of Education confirmed that the Trust has worked closely with academies to create a consistent approach. Moderation has been applied to review initial submissions, down to individual subjects where necessary, to ensure that the grading process applied is consistent and that academies are confident and able to provide substantive evidence to support grades submitted.

#### **The Trustees voiced concern for end of assessment testing replacing end of term exams, and how this is being addressed with exam boards for grading.**

The National Director of Education confirmed that exam boards require academies to confirm what assessments have been completed; the date of completion and conditions of delivery so that they can then review grades effectively.

#### **The Trustees asked if there are any concerns or issues now?**

The National Director of Education confirmed that the deadline for academies submitting their grades is today. The Trust has worked closely with academies to ensure that the grading process is managed effectively and moderated throughout. OAT have worked hard to be confident that effective controls are in place to help mitigate risk as much as possible, such as blind marking, Education meetings to review and challenge any concern, and Regional Director and Regional Lead Practitioner support.

#### **The Trustees asked if academies have been receptive to the process.**

The National Director of Education confirmed that many principals had been grateful for the support provided to help ensure that the process applied was as robust as possible within their academies.

#### **The Trustees asked if the A level process is the same as that applied to GCSE.**

	<p>The National Director of Education confirmed that the process is similar for A levels, although the system is more complicated due to smaller cohort sizes. As a result, the approach is more bespoke, with moderation by way of blind marking and implementing strict protocols to help mitigate risk.</p> <p><b>The Trustees asked how blind marking worked for small cohort groups.</b></p> <p>The National Director for Teaching and Training confirmed that, where possible, schools with similar specifications had been matched to help with blind marking but these do not include core subjects.</p> <p><b>The Trustees asked how we are preventing grades from being issued to students prior to the exam release dates.</b></p> <p>Students are aware of marks for individual assessments, but they will not be aware of their final subject grade overall.</p> <p>The National Director of Education confirmed that policy is clear that staff do not communicate final grades to students under any circumstances.</p> <p><b>The Trustees asked if OAT had prepared effectively for the appeals process.</b></p> <p>The National Director of Education confirmed that the system in place throughout the process has been robust and is confident that results will be reflect a true picture of achievement. The next iteration will be from the exam boards and academies are aware that supporting evidence may be requested to help quantify grades applied.</p> <p><b>The Trustees thanked the National Director for Education for the thorough review of the process and confirmed that they are content that OAT has worked hard to mitigate risk throughout the process.</b></p>	
<p><b>4.</b></p>	<p><b>RLPs September 2021</b></p>	
	<p>The National Director for Teaching and Training commended the RLPs for the support they have provided throughout the TAG process over the past six weeks. Their input has been greatly appreciated by academies, and there is a feeling of academies wanting more support from RLPs moving forward.</p> <p>The National Director for Teaching and Training provided an update across core subjects, humanities, MFL, PE, Music, teacher and leader development, enrichment, and social action, including:</p> <ul style="list-style-type: none"> <li>▪ Current structure</li> <li>▪ Revised structure from September 2021</li> <li>▪ Focus and activities for each area during 2021 and moving into the new academic term, including curriculum development, enrichment activities and CPD.</li> </ul> <p><b>Questions</b></p> <p><b>The Trustees asked how resources are being developed to accompany the new curriculum.</b></p>	

	<p>The National Director for Teaching and Training confirmed that each element will be supported with detailed presentations and resource notes, which also provide links to video tutorials provided by RLPs to support lessons.</p> <p><b>The Trustees asked for clarification on why there is a need for developing a new curriculum across subjects.</b></p> <p>The National Director for Teaching and Training confirmed that there is a need to develop a new curriculum provision to help improve outcomes for students.</p> <p>The over-arching curriculum will help to ensure that academies align to OAT principles across the Trust and will help provide consistency of application in years to come; Applying best practice from academies with strong curriculum links to help support schools where development is required.</p> <p><b>The Trustees asked if there is any training available or resistance to change.</b></p> <p>The National Director for Teaching and Training confirmed that curriculum design training is complete but needs to be reviewed with academies.</p> <p>To date there has been no resistance to the introduction of the new curriculum. OAT has not mandated its use, and academies can continue to use existing curriculum providers whilst OAT continues to develop its offering. It is hoped that academies will move over to OAT’s curriculum once developed and can see the benefits it can offer.</p> <p>Each curriculum comes with training to support delivery in the classroom and robust processes in place to ensure delivery is of a high standard. Academies are receptive to this.</p> <p><b>The Trustees asked how creating a curriculum will provide value for money.</b></p> <p>There are currently a number of schools using external curriculums, which can be costly across the Trust. The National Director for Teaching and Training is confident that OATs provision can be of a high standard, whilst delivering cost savings as access would be free to OAT academies across the Trust.</p> <p><b>The Trustees thanked the National Director for Teaching and Training for the update on the RLPs within the Trust. The range of activity being organized is impressive but would like to see more data to understand the impact the RLP role is having on outcomes and impact it is having with children and asked for more information to be provided in the next meeting.</b></p> <p><b>Action – RLP data outcomes to be presented at next SISC meeting to evidence impact of role.</b></p> <p><b>The Trustees asked for more information on how the RLP role will support safeguarding and mental health within the Trust and asked for this to be featured on the agenda in the next meeting.</b></p> <p><b>Action – Information on how RLP role will support safeguarding and mental health to be included on agenda in next meeting.</b></p>	<p>TH</p> <p>TH</p>
<p>5.</p>	<p><b>Behaviour and Attendance Update Data</b></p>	

	<p><b>Attendance</b></p> <p>The National Director of Education provided an update on attendance from the start of the academic year across the Trust, including national comparisons whilst also explaining the impact of Covid-19 has had on reporting and outcomes.</p> <p><b>Behaviour</b></p> <p>At update on permanent and fixed term exclusions was shared with Trustees, reflecting on the past academic year, highlighting the impact that Covid-19 had on data. A discussion took place to understand the data presented, what criteria it is based on and where OAT compares nationally.</p> <p><b>The Trustees asked if OAT is planning any actions to address the concerns over permanent and fixed term exclusions.</b></p> <p>The National Director of Education recently visited three TBAP Managed Intervention Centres (MIC) and was impressed with provision. The centres work to prevent youngsters from being permanently excluded. Each pupil receives a tailored curriculum over 6 / 12 week blocks and outcomes evidence success in keeping students within the system.</p> <p>Over the past two years OAT has tried to create similar provision but has found this challenging. Seeing this provision in action via TBAP provides confidence that OAT can deliver something similar by drawing on TBAP to help drive change.</p> <p><b>The Trustees asked if timescales had been identified.</b></p> <p>The National Director of Education confirmed that over the short-term there are two academies already engaging with a process to provide MIC support using TBAP. In addition, to work with academies with disproportionate rates of exclusions to see what improvements can be made.</p> <p><b>The Trustees asked if there was a plan in place to tackle the issues faced.</b></p> <p>National Director of Education lost connection on call.</p> <p>The National Director for Teaching and Training confirmed that Regional Directors are working to address exclusions. In addition, the Behaviour and Attendance Senior Lead Practitioner is providing support within academies and ensuring policy implemented.</p> <p>National Director of Education rejoined call.</p> <p><b>The Trustees acknowledge that cases are of concern and highlighted a need to have a strategy in place.</b></p> <p><b>Action - The National Director of Education to provide a strategy update at the next meeting over the short, medium, and long-term to address permanent and fixed exclusions.</b></p>	<p>RP</p>
<p>6.</p>	<p><b>Ofsted Update</b></p>	
	<p>The National Director of Education confirmed that Ofsted has restarted visits following a pause of two years due to Covid-19 restrictions and provided an update</p>	

	<p>on the historical Ofsted activities and anticipated visits expected to take place across the Trust in coming months.</p> <p>The National Director of Education and Director for Teaching and Learning also provided an update on academies that had received visits and provided a brief overview of an OAT academy review pilot that had taken place and the support provided by RLPs to help support schools.</p> <p><b>The Trustees asked if the Academy Reviews are part of a larger programme.</b></p> <p>The National Director of Education confirmed that OAT developed the review system over 18 months ago with pilots due to take place over 12 months ago, and roll-out anticipated back in September 2020. Covid-19 delayed the process but following a pilot earlier this month, and another planned for September, it is hoped that every academy will now receive a review every two years. It is hoped that outcomes can then be reported to the committee once the programme is established.</p> <p>For reference it is also important to note that OAT also complete SEND reviews and safeguarding audits, which are done on a regular basis with academies.</p> <p><b>The Trustees asked more could be done to promote academies, such as PR.</b></p> <p>The Chief Executive Officer confirmed that OAT is looking to develop recruitment and marketing, using external partners including PLMR and OATs marketing team internally. Talks are taking place to understand how OAT can support marketing on an individual basis with academies within their respective demographic.</p> <p><b>Trustees thanked the National Director of Education for the overview, which is positive overall in terms of progress being made and how it ties in with the deployment of lead practitioners.</b></p>	
<p><b>7.</b></p>	<p><b>Priorities 2021/2022</b></p>	
	<p>The National Director of Education provided an overview of key activities from the past 12 months, and shared key priorities for 2021 / 2022 on areas including:</p> <ul style="list-style-type: none"> <li>▪ Assessment KS3</li> <li>▪ OAT wide MIC Strategy</li> <li>▪ Safeguarding – CPOMS rationalisation</li> <li>▪ Mental health</li> <li>▪ SEND</li> <li>▪ CPD</li> </ul> <p><b>The Trustees asked if it would be possible to receive a CPOMS data report on areas issues affecting different regions / trends / pertinent themes.</b></p> <p>The National Director of Education confirmed that to make the data meaningful we need to ensure that academies are recording information consistently across the trust to be confident in Trends, which is an area of focus for 2021/2022. It would be possible for the Safeguarding Manager to attend a future meeting to provide an overview of Safeguarding to Trustees.</p>	

	<p><b>The Trustees asked if the MIC Strategy had been costed to ensure affordability and effectiveness. There are a number of therapies available which could impact on costings.</b></p> <p>The National Director of Education agreed that this needs to be investigated but is aware that there are staff currently working within OAT with the skill set to support.</p> <p><b>The Trustees asked if OAT had considered engaging a regional educational psychologist?</b></p> <p>The Chief Executive Officer is mindful that any request would need to be considered alongside other priorities within the Trust. In addition, it may prove difficult to engage at a regional level due to the geographical area required to cover. Another concern is that the role would not sit within a local authority, and this could prove problematic as unable to refer students to services such as CAMHs. It is an area that needs to be investigated further.</p> <p><b>The Trustees asked how the Trust is supporting students experiencing sexual harassment / inappropriate behaviour in schools.</b></p> <p>The National Director of Education confirmed that safeguarding, safety and welfare, continues to be OATs #1 priority within OAT 8 strategy. The work as a Trust to address safeguarding has been in place for some years and there are staff supporting children on a day-to-day basis. OAT also address key issues within the curriculum through PHSE.</p> <p>The Chief Executive Officer is mindful that focus should remain within the wide-ranging safeguarding activities that currently exist rather than making a specific area. OAT will continue to draw on research outcomes and intelligence, but it should sit within the wider definition of safeguarding.</p> <p><b>ACTION – Safeguarding Manager to provide a safeguarding update at next meeting with additional focus on activities around sexual harassment.</b></p>	<p>RP/EP</p>
<p>8.</p>	<p><b>Structure 2021/2022</b></p>	
	<p>The National Director for Education provided an update within the Education Team that would take effect from 1 September 2021.</p>	
<p>9.</p>	<p><b>‘Catch up’ Funding Update</b></p>	
	<p>The National Director of Education provided an update on ‘catch up’ funding and acknowledged that there is still a lack of clarity on funding that schools can expect to receive. Academies have registered for summer school funding and will continue to complete student assessments to prepare for the new academic year.</p>	
<p>10.</p>	<p><b>A.O.B.</b></p>	
	<p><b>Date of the next meeting to move to 12 August 2021 to align with GCSE results day.</b></p>	

<b>Table of Action Points</b>		
<b>Item</b>	<b>Description</b>	<b>Owner</b>
4	RLPs - RLP data outcomes to be presented at next SISC meeting to evidence impact of role.	TH
4	RLPs – Information on how RLP role will support safeguarding and mental health to be included on agenda in next meeting.	TH
5	Exclusions - The National Director of Education to provide a strategy update at the next meeting over the short, medium, and long-term to address permanent and fixed exclusions.	RP
7	Priorities 2021/2022 - Safeguarding Manager to provide a safeguarding update at next meeting with additional focus on activities around sexual harassment.	RP/EP