



**Meeting of Standards Committee  
GEMS LEARNING TRUST**

**4th October 2017**

**At 2pm**

**GEMS Didcot Primary Academy – Chestnut Drive, Didcot, Oxon, OX11 6DP**

**ATTENDEES**

**Directors**

|  |   |                     |
|--|---|---------------------|
| <b>Dr Harry Ziman (Chair)<br/>(HZ)</b> | Chair of Trust Board  | Dialled in by phone |
| <b>Terri de Quincey<br/>(TdQ)</b>      | Education,<br>SEND, Safeguarding and<br>Child Protection lead | Present             |

**Others Present**

|                                 |   |         |
|---------------------------------|---|---------|
| <b>Alison Ashcroft<br/>(AA)</b> | Principal Didcot Primary<br>Academy     | Present |
| <b>Bethan Gorsuch<br/>(BG)</b>  | Clerk                                   | Present |
| <b>John Smith<br/>(JS)</b>      | Principal Twickenham<br>Primary Academy | Present |
| <b>Hannah Wilson<br/>(HW)</b>   | Principal of St Aureus<br>Academy       | Present |

**1. Appointing the chair**

1.1. HZ was appointed Chair and HW was appointed Vice Chair. It was agreed that the committee should be led by external members. It was also agreed that future agendas will specify the time allocated to each agenda item.

1.2. TdQ led the meeting until HZ was able to dial in.

**2. Review of the remit of the standards committee**

2.1. TdQ asked if the board were happy with the remit of the committee. It was agreed by all members that signing off term dates needs to be brought forward from the February to the September meeting. This will make it easier for parents to plan.

- 2.2. It was also agreed that the autumn agenda needs to include a School Development Plan (SDP) evaluation summary of the previous academic year. This needs to be added to the agenda in addition to the Self Evaluation Framework (SEF).

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| 04102017 – Term dates and summary of the SDP to be added to the Autumn agenda. |
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### **3. Didcot Primary Academy**

- 3.1. AA requested that the format of the dashboard needs to be considered. It was agreed that the format and the periods for which data was required need to be made clearer otherwise the data and the format are invalid. AA and JS will work together to address these issues.
- 3.2. AA provided a summary of the school dashboard. The main points to note are the school is full, it is girl heavy, 8% SEN, 10% FSM and 25% of Reception are EAL. HW queried what expertise the school has in managing EAL. She agreed to share details of who Aureus work with. Both AA and TdQ stressed that quality EAL teaching techniques are effective for all children and that the children in Reception are just starting out on their learning journey which makes the situation slightly different to secondary school in that language development is a focus in these years.
- 3.3. Overall attendance is 96% and FSM attendance is good. There is some low level unauthorised attendance but this is mainly holidays and sickness. The data was skewed by the large number of Reception and EAL children on roll, a large number of which have gone on holiday. AA will continue to discourage parents taking term time holidays.
- 3.4. With regard to Safeguarding, HZ asked for the number of physical interventions to be added to the dashboard. AA stressed this is a nil return for DPA and that the school is looking at Team Teach for the training. AA and JS to add physical interventions to dashboard.
- 3.5. The school is fully staffed. One member of staff will be leaving to go on maternity leave but recruitment for their cover will be starting in a few weeks. Recruitment for 2019/2020 staff will begin in the New Year. The plan is to recruit a SENCO, one extra teacher and convert the contract for the current Associate Teacher into a full time class teacher.
- 3.6. AA stated that the Health and Safety monitoring checks should be increased. TdQ requested the school implement a monthly checklist and

walk round schedule which results in a register of issues and actions taken. This was agreed as an area for action by BG.

- 3.7. AA ran through the key points of the end of year data. Highlights include Reception achieving above GLD (exceeded regional and national results).
- 3.8. Year 1 also made good progress (taking into account that only 48% started Year 1 with GLD and 5 children did not have a Reception year). The school did try wherever possible to liaise with the feeder school (40 different schools) but this engagement was not always possible. Progress in Year 1 is good, 80% achieved their phonics. The Year 1 children are at a far higher level than the Year 2 children were when they started (in Year 1) in September 2016. HZ agreed the Year 1 children have made good progress. HZ queried why the Year 1 FSM children had not made as good progress and AA explained this was because there are 7 FSM children in Year 1 and 5 of them are SEND and 2 had no Reception Year.
- 3.9. AA explained that the Year 2 picture was slightly more mixed. There were 14 children at the start of Year 2 (September 2016) and this grew to 27 by July 2017. Consequently, half of the class did not receive the maths mastery transition. There are 6 SEN children in the class and 3 FSM children. The school data was externally moderated and the school was complimented on its thoroughness. Year 2 children are slightly behind national results. They will now receive additional support for maths and writing which are the key areas that need addressing.
- 3.10. AA explains that the school SEF needs to be a short summary as Ofsted are not interested in overly long documents. It is important that it is accessible and feeds back into the SDP. HZ agreed to send separate feedback as he did not have a copy.
- 3.11. The board reviewed the SDP and HZ asked how the targets are set. TdQ explained that data and previous performance are used to set future targets but child potential is also considered. The emphasis is on developing good teaching and practice which then becomes endemic in the school and the class cohort then improve their performance to meet the expectations. AA stressed that the Early Years targets are a ball park for achievement as the children are new and they are currently undergoing baseline assessment.
- 3.12. HZ asked what the Trust target will be for the coming year and also the national target and stressed that it is important to make comparisons and to provide context. AA explained that the national target for next year isn't set yet. Didcot's target for GLD for July 2018 is 76%, the national target for 2016 was 71%.

- 3.13. There was debate among the board members about whether the targets need to be increased and made more challenging for example raising the GLD target to 78%? AA explained that she would prefer to see the outcome of the first data point before increasing any targets (especially for EYFS). HZ agreed that the targets would remain for now but would need to be worked on after the data point in November. It was agreed that national and local targets will be included in a revised datasheet.
- 3.14. HZ stressed that future standards committee meetings need to examine the outcome of the measurements for the SDP. HW also stressed that EAL needs to be added in as a target and that the school will need to spend some of its CPD budget on training for EAL. AA agreed this would be looked at.
- 3.15. HZ asked for an evaluation timetable to be added to the SDP. He queried when we will see progress and when will the school be able to assess how much progress it has made and how far it has come? A monitoring column must be added to the SDP that outlines when the evidence will be available. This will make the SDP more useful for future meetings. TdQ added that this will be included in the agenda for the February meeting where there will be an evaluation of the SDP to monitor progress.
- 3.16. The final item discussed for DPA was the school CPD plan. AA explained that she had not shared this yet and would send it out separately. The main areas of focus will be behaviour (Pivotal training), Mastery in Maths (Glow Hub), embedding practice and enhancing it. AA will also be looking to develop subject leaders, middle leaders and delegate leadership. HW stressed that EAL needs to be added as a separate element and mentioned the possibility of twilight sessions.

04102017 – Alison Ashcroft and John Smith will look at the dashboard format and devise clearer headers that they will share with the committee. This needs to include an entry for the number of physical interventions.

04102017 – Hannah Wilson to share details of who Aureus work with to provide their EAL expertise.

04102017 – Bethan Gorsuch to implement a monthly health and safety audit with the caretaker and create a risk register.

04102017 – Alison Ashcroft to send a copy of the SEF to Harry Ziman.

04102017 – Alison Ashcroft and John Smith will work on a revised target sheet that includes national and local targets for comparative purpo

04102017 – Alison Ashcroft and John Smith to amend the SDP so that it includes an evaluation monitoring timetable.

04102017 – Alison Ashcroft to distribute the CPD. programme

#### **4. Twickenham Primary Academy Outcomes**

- 4.1. HZ began the discussions by stressing that the committee is aware that the data and outcomes being discussed are the result of Pippa Hogg Andrews (the previous head of TPA) and are not an assessment of JS.
- 4.2. JS shared the June and September dashboard with the committee and is aware that there are gaps to be filled. He stressed that attendance is now at 97% and that previous issues with FSM attendance have been addressed because one of the FSM children has left.
- 4.3. The main points to note are 80% achieved GLD, there are no SEN children on roll. 80% of children last year achieved GLD so the focus for this year will be on the other 20%. Girls also out performed boys last year so this is an area for the SDP. In addition to this writing outcomes are a key focus as they are lower than reading and mathematics outcomes. This is being addressed for the whole school. EAL is also going to be focus so that outcomes for EAL children improve further. Staff are going to receive training in October.
- 4.4. Targets for 2018 were discussed by the committee. The GLD target is 84%. AA felt this was quite high and queried the starting point of Reception children. JS explained that they have a high starting point and the curriculum needs to be more structured for these children. This is the result of them having been at formal nursery so they need less developed play. This is going to be the focus of Early Years provision as parents look for this and are very competitive about results. They are also looking to upskill the Teaching Assistants to make sure that results don't drop off in Year 1. FSM numbers are low and the funding will be used to fund a TA so that the progress of the FSM pupils is targeted.
- 4.5. The committee discussed the importance of cross moderation between Trust schools to ensure consistency. It was also discussed that TPA needs to make sure the GLD target is not too high so that future years continue to show progress. HW also queried if the phonics and reading targets are challenging enough. JS agreed to revisit and adjust.
- 4.6. AA explained that the SEF can either be good or outstanding but it cannot be good with outstanding features. She also stressed that in order to be outstanding there needs to be proof and progress in the books. It needs to be outstanding across the whole curriculum. AA recommended that the SEF should be amended so that it is good for now

and then plan to be outstanding and specify a date. JS agreed to this and will include a pathway on how to achieve outstanding. JS also agreed to remove the 95% statement and change overall effectiveness to good.

- 4.7. It was agreed by the committee that both SEFs need to include a section on what they need to do to achieve outstanding, or how to maintain outstanding if they have already achieved it.
- 4.8. The SDP for TPA for 2017/18 focuses on the transition from the previous to the new principal. It also looks at developing the middle leadership team and developing KS2 skills as they have previously focused on EYFS and KS1. They are aware that they need to increase numbers on roll and are looking at marketing to drive this e.g. an open day and are also focusing on their forthcoming Ofsted inspection. This will help increase numbers on roll.
- 4.9. The SDP will also focus on prior higher attainment pupils to ensure they don't plateau; the focus needs to be on maintaining progress. AA stresses it needs to focus on mastery and this needs to include the wider curriculum – not just English and maths.
- 4.10. The CPD will focus on developing the effectiveness of Teaching Assistants and also developing the new staff and ensuring continuity. AA queries if a cost benefit analysis should be included in a CPD to demonstrate the value added by the training. TdQ agrees with this point and HZ suggests this should then be shared with staff so they can see what the school has invested in them.

04102017 - John Smith to revisit current targets for phonics and reading and adjust as needed.

04102017 – John Smith to change the SEF to good with a date to be outstanding by and include a pathway to achieve this. Will also remove the 95% statement and change the overall effectiveness to good.

04102017 – Both Alison Ashcroft and John Smith will include a section in their SEF about how they plan to become outstanding.

04102017 – John Smith and Alison Ashcroft to include a section on cost benefit analysis in their CPD.

## 5. Safeguarding

- 5.1. HZ asked if the safeguarding policies used by both schools are based on local model policies. AA said they are as OCC has just issued a new policy which Didcot have adopted. JS also confirmed this was the case. TdQ

asked if there should be a trust policy and AA responded this was not appropriate because the two schools have different LADOs. HW agreed with this and stressed that the policy needs to be owned by the Head and needs to take account of local context; having a central trust policy disempowers the Head. It was agreed by the committee that because Heads are ultimately accountable the policy needs to be local not Trust level. Local Authorities are still in charge of safeguarding then the policy of each school needs to reflect the local policy of the Local Authority.

## **6. Impact statements**

- 6.1. These are already noted in the minutes and were covered by the Principals when discussing their plans.

## **7. GLT school collaboration**

- 7.1. AA discussed the importance of the school Vice Principals sharing best practice. She also mentioned the possibility of cross school moderation in Year 2 and sharing the mastery knowledge of the Year 2 maths teacher. HZ suggested that the opportunities for collaboration should be listed out and then reviewed at the summer meeting. This would then feed into future collaboration and include an assessment of what worked, what did not, why etc.

04102017 – Alison Ashcroft and John Smith to share the task of listing the opportunities for collaboration.

## **8. AOB**

- 8.1. AA has updated Jodie Croft about the new safeguarding training for Ofsted Inspectors. There are no more tick lists and a common sense approach is now advocated. This means that documents might be absent from a HR file but this is not now treated as a limiting factors. Inspectors focus more on the overall picture of how well safeguarding is addressed in a school.
- 8.2. TdQ closed the meeting by thanking both Principals for their comprehensive and informative documents that were prepared and presented at the meeting.
- 8.3. The next meeting will be held on 31<sup>st</sup> January 2018.

**Signed:** .....

**Date:** .....

**Chair of Standards Committee**  
**On behalf of the GEMS LEARNING TRUST**

