

The Bay Learning Trust – Minutes	
<b>Meeting Name</b>	The Bay Learning Trust – Quality and Standards Committee
<b>Date &amp; Time</b>	Tuesday 12 October 2021, 17:30 – 19:00
<b>Venue</b>	Virtual
<b>Attendees</b>	<ul style="list-style-type: none"> <li>• Prof John Crewdson – Chair</li> <li>• Dawn Cheetham</li> <li>• Paul Boustead</li> <li>• Sally Kenyon – CEO</li> <li>• Nicky Gomersall</li> </ul>
<b>Apologies</b>	• None
<b>In Attendance</b>	<ul style="list-style-type: none"> <li>• Lesley Millard – Clerk (Clerk)</li> <li>• Sue Farrimond – Director of SCITT</li> </ul>

## ACTIONS SUMMARY

Action Ref.	Detail	Update	Lead	Timescale
2906215.1a	Sally Kenyon to provide details of the number of students at Castle View for Reception in September 2021.		Sally Kenyon	19/01/22
2906219.1a	John Crewdson and Sally Kenyon to discuss how best to manage website compliance going forward and to ensure LGBs take responsibility. Standing item on agendas.		John Crewdson/sally Kenyon	19/01/22
2906219.2a	Clerk to add Website Compliance as a standing item to the agenda.		Clerk	19/01/22
1210214.1a	Sally Kenyon to update the Quality and Standards Committee terms of reference to include oversight of the SCITT.		Sally Kenyon	19/01/22
1210218.2a	Sally Kenyon/John Crewdson to work up the template for the Terms of Reference and Scheme of Delegation for Central Lancaster.		Sally Kenyon/John Crewdson	22/10/21
1210219.1a	John Crewdson to consider how to reconvene training days for Governors and Trustees.		John Crewdson	19/01/22
12102110.1a	Sally Kenyon to share the MAT Summary Evaluation document.		Sally Kenyon	ASAP

No.	Item	Lead
	The meeting was opened with a prayer from Prof John Crewdson.	
<b>1.0</b>	<b>Apologies for Absence</b>	
1.1	No apologies for absence were received and all attendees were present.	
<b>DECISION</b>	<b>The Committee confirmed attendance as those listed under Attendees and In Attendance (above).</b>	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	<p>Trustees were reminded that those who are entitled to attend meetings of the Board, or its committees should declare an interest, withdraw from the meeting, and not vote in relation to matters where:</p> <ul style="list-style-type: none"> <li>• there may be a conflict between their interests and those of the Trust;</li> <li>• a fair hearing is required and there is reasonable doubt about their ability to act impartially; or</li> <li>• they have a pecuniary interest.</li> </ul> <p>No specific declarations were declared for the meeting.</p>	
<b>3.0</b>	<b>Minutes of the Previous Meeting held on 29<sup>th</sup> June 2021</b>	
3.1	The Committee was requested to approve the minutes of the previous meetings (including confidential minutes) held on 29 <sup>th</sup> June 2021. It was noted minutes are reviewed by the CEO and Chair prior to the meeting.	

<b>DECISION</b>	<b>The Committee approved the minutes as a true record of the Quality and Standards Committee meeting held on 29<sup>th</sup> June 2021 including confidential minutes.</b>	
3.2	<b>Matters Arising</b> The Trust Board was asked if there are any matters arising from the previous meeting which they wish to discuss and for which an opportunity does not occur on this agenda. No further item identified.	
<b>4.0</b>	<b>Terms of Reference</b>	
4.1	The Committee considered the provided Terms of Reference for the Committee. It was noted the Terms of Reference do not mention the SCITT which should be included due to it being accountable to the Committee.  It was confirmed the Terms of Reference are approved and the approval date should be marked as October 2021 with a review date of October 2022.	
1210214.1a	<b>SALLY KENYON to update the Quality and Standards Committee terms of reference to include oversight of the SCITT.</b>	<b>SALLY KENYON</b>
<b>DECISION</b>	<b>The Quality and Standards Committee approved the drafted Terms of Reference (subject to inclusion of the SCITT).</b>	
<b>5.0</b>	<b>Performance and Support Updates from Trust Schools and the SCITT</b>	
5.1	<p>It was confirmed each school had been subject to a review and support meeting; previously these had focused on basics, but this years' meetings had looked at the specifics of curriculum delivery and behaviour management.</p> <p><b>Carnforth High School</b></p> <ul style="list-style-type: none"> <li>• Issues identified regarding complacency in site security - addressed immediately.</li> <li>• Positive work in place regarding SEND provision.</li> <li>• Maths curriculum supported through a package of additional support.</li> <li>• Identified a lack of challenge at KS3.</li> <li>• RSE expectation implemented and progressing well.</li> <li>• Science requires work regarding actual delivery verses detail provided on the website regarding the curriculum.</li> <li>• Meeting national curriculum standards is the priority.</li> <li>• Clear School Improvement Plan (SIP) in place.</li> <li>• Working with the school on behaviour which has dipped recently.</li> </ul> <p>A question was asked regarding Heads of Departments and ensuring the curriculum was challenging enough and provided a common thread across subjects and associated to this, who was responsible for updating the website. It was stated this was the responsibility of school leaders. Confirmation was given that external consultants were in place who review the website and information required. There was confidence there would not be anything raised by Ofsted that the Trust were not aware of, if an inspection took place the next day. Also, it was stated schools were under pressure in terms of staff sickness absence and the lack of availability of supply teachers which means less non-contact time. It was noted that the consultants in place are trained Ofsted inspectors who provide a School Improvement Partner role and external validation.</p> <p>A question was asked whether the reports provided are a conflation of the reviews completed. It was confirmed the reviews were completed in the same day and brought together with input from the different leaders.</p> <p>A question was asked whether the reports included only the areas reviewed at the meetings. Confirmation was provided that this was the case, and Carnforth would likely be subject to a Section 8 inspection which would focus on curriculum delivery and therefore this was a priority for the review and support meeting.</p>	

	<p>A question was asked whether the Headteachers were aware of the detail in the findings. Headteachers were aware of the detail in the findings, with one set of feedback provided, one report, and findings feeding into Action Plans which will be reviewed at milestone checkpoints.</p>
5.2.1	<p><b>Central Lancaster High School Update</b> <i>Recorded under Part 2 minutes.</i></p>
5.2.2.	<p><b>Central Lancaster High School</b> A question was asked around the Headteacher's wellbeing and his approach to the challenges being faced within school. It was confirmed that he was addressing the concerns and challenges very positively. It was also noted a recent Governor visit had evidenced this in terms of the impact he was having in a short space of time. Staff feedback had been positive and behaviour had significantly improved. The budget was being reviewed and numbers at open evening were high and therefore it was hoped intake for September 2022 mirrors this further supported by improvements and building work.</p> <ul style="list-style-type: none"> <li>• Expertise in English subject knowledge, but challenge was delivering to pupils with lower attainment and needing to be more ambitious. Work scrutiny to improve.</li> <li>• Science challenges in terms of lack of monitoring. Reviewing KS3 scheme of learning for breadth, depth, and balance.</li> <li>• Working across schools within the Trust to support reviewing curriculum.</li> <li>• School progressing well overall.</li> </ul>
5.3.1.	<p><b>Morecambe Bay Academy Update</b> <i>Recorded under Part 2 minutes.</i></p>
5.3.2.	<p><b>Morecambe Bay Academy</b></p> <ul style="list-style-type: none"> <li>• English curriculum is ambitious. Delivery in lessons wasn't effective and has been raised and is being addressed.</li> <li>• The secondary and primary national curriculum has been provided for each school so that leaders can quickly triangulate the curriculum based upon prior learning.</li> <li>• Behaviour issues being addressed - appointment of VP important to lead on behaviour.</li> <li>• Maths department complex with long-term staff absences and complex situations. Needs to be addressed before improvements can be made.</li> <li>• Safeguarding – now a security guard in place due to intruders on site. Risk Assessment was reviewed as a result. CIF bid being considered to provide higher fencing around the site. Only school without CPOMs (use Synergy) which isn't effective and will now move over to CPOMs.</li> <li>• Deep dive in SEND completed. SENCO on maternity and cover has done a full review and working effectively.</li> </ul> <p>A Governor noted the comments in the report from students stating 'easy' learning at secondary compared to primary and how this was being addressed. It was stated the focus should be on expectations and standards and subject leaders taking ownership of their subjects. It was confirmed reports are transparent and supportive and allow School Improvement Advisors to follow up on the findings of the reports.</p> <p>A Governor asked a question in relation to School Improvement Partners and whether the Trust should validate their DBS checks. Confirmation was provided that this was now in place.</p> <p>It was noted the reviews with Heads of Departments were effective (in all schools) due to the range and level of questioning and how this prepares them for inspection.</p>
5.4	<p><b>Ripley St Thomas CE Academy</b></p> <ul style="list-style-type: none"> <li>• English curriculum was not challenging enough and was being addressed by the subject lead. Department lead has united the team.</li> <li>• Curriculum intent developed by Headteacher, and content updated on website.</li> </ul>

	<ul style="list-style-type: none"> <li>• MFL is a known area of weakness and work is required on the KS3 curriculum.</li> <li>• Inspectors would look at maths, English and science and subjects could then be suggested which make the school unique.</li> <li>• Discussed within the review increasing the uptake of the Ebacc route.</li> </ul> <p>A Governor asked a question about Ebacc levels across the Trust and how the school compares. Ripley was 20% but likely to be the highest across the Trust and around 50% nationally on average. It was noted the Ebacc route was not appropriate for all pupils and could demoralise some students. It was also agreed there should be a higher average level of pupils taking the Ebacc route as ambition was important for all schools as well as promoting a broad and balance curriculum.</p> <p>A Governor noted the comment within the report regarding pupils being concerned about behaviour on transport and how the school could address this. This had been discussed at Ripley and Carnforth due to the local authority reducing the number of buses and therefore more students on one bus. Schools could only set expectations for pupils whilst in uniform and there were mechanisms in place for incidents to be reported which are dealt with effectively.</p> <ul style="list-style-type: none"> <li>• SEND provision needs to improve. Member of staff from Carnforth moved across to look at the basics and start to implement provision maps. A lot of work remains but improvements should be seen by Christmas.</li> <li>• SENCO from Morecambe to work with Ripley staff.</li> <li>• Capacity at the school is low due to absences and several maternity leaves.</li> </ul>
5.5	<p><b>SCITT</b> Sue Farrimond, Director of SCITT, noted the documents provided with the meeting papers and highlighted the following:</p> <ul style="list-style-type: none"> <li>• Documents with the report are in draft form.</li> <li>• Cohort from previous year shows higher than national average data.</li> <li>• Issue with primary employment with three trainees still waiting on employment due to a lack of movement in primary last year which is a national issue and the SCITT would continue to support them as a priority.</li> </ul> <p>A Governor asked the question whether there was any evidence that SCITT trainees receive better outcomes than PGCE trainees. Confirmation was given that SCITT trainees do benefit from more favourable outcomes (sector data showing trend for some years).</p> <ul style="list-style-type: none"> <li>• Growth this year – 54 trainees (including South Cumbria).</li> <li>• Robust cohorts in maths and science with smaller numbers in other subjects which can be an expensive model and needs to be considered in recruitment next year. Bursaries can affect this.</li> <li>• Good evidence to date on progress.</li> <li>• Covid cases have impacted delivery and required remote training in some cases and returning to face to face by half term.</li> <li>• Visits have been increased and included early.</li> <li>• Due to not being a teaching school, opportunity to look at the governance and important to ensure the SCITT was held to account. Proposed structure includes Partnership Group with focus groups.</li> <li>• Executive Steering Group Board model (similar to an LGB) and suggested external representation, headteachers from partnerships, and Trustees. Feeds into the Quality and Standards Committee.</li> <li>• Management and Governance Structure document provided.</li> </ul>

	<p>A Governor asked about Appendix 1 and the Quality and Standards Committee being responsible for agreeing resources and staffing. It was agreed such decisions would be made at Trust Board level with recommendation made by the Q&amp;S Committee.</p> <p>A Governor noted the strategy to grow to 80 trainees next year and asked if there are the facilities and resources to achieve this. Staffing had been put in place this year to prepare for the growth and venues could be hired where needed with facilities available through partners.</p> <p>It was noted the strategic direction and compliance of the SCITT needs to be written into the Q&amp;S Committee Terms of Reference.</p> <p>The Committee discussed overall strategic decisions which will need to be made by the Trust in terms of facilities in relation to all central Trust roles and functions.</p> <ul style="list-style-type: none"> <li>• Resources and staffing – propose a new administrator which was accounted for in the budget for next year. Three scenarios drafted based on a range of recruitment numbers.</li> <li>• Application submitted for Teacher Apprenticeship could add another dimension as those trainees come with a school. If successful 80 trainees is more realistic. Governors noted negotiations for working with schools on placements is important.</li> <li>• SED and Improvement Planning – includes priorities, growth provision, and further development and monitoring of ITT curriculum.</li> <li>• Deputy Director leading on marketing and recruitment with an action plan in place and working with an external agency. Ready to interview candidates and pre-training events will be organised to keep candidates interested.</li> <li>• Now have seven curriculum strands and curriculum aligns with ITT core content. Curriculum will incrementally build ensuring trainees revisit areas increasing their knowledge. Evaluations at key points to ensure rich information to support development.</li> </ul> <p>A Governor asked if associate teachers within the Trust's schools support the SCITT. Usually this was the case, but there was sometimes a conflict due to commitments in school and therefore a move away from that model would be considered. A question was asked whether staff were rewarded for that model. Staff were rewarded and this worked well at primary but commitment at secondary was greater. It was confirmed the budget allows for teaching input whether internal or external.</p> <p>A question was asked about the apprenticeship route and whether this funding comes from the partnership school levy. It was confirmed that the funding came from the partnership school levy.</p>
<b>6.0</b>	<b>School Partnerships</b>
6.1	<p>The Trust was currently supporting three schools; Broughton High School, Ashton Community Science College, and Longridge High School. Each school has bought into a review and support package. Positive feedback has been received.</p> <p>Discussions had been held with a primary school who are keen to work with the Trust and conversations are ongoing.</p>
<b>7.0</b>	<b>Staff Well-being</b>
7.1	<p>It was clear through conversations with Headteachers that they were evidencing the impact on mental health across staff. There are four mental health workers in each school and there is also an employee assistance programme at one High School but the take up was low.</p> <p>This was an area for discuss at the Headteachers' meeting. It was also noted it was important to build trust across the schools and create a better culture for staff to feel</p>

	<p>they can ask for help when needed. It was also noted there was not a short-term solution to this and requires constant focus.</p> <p>It was also noted some staff may struggle with being honest about their current mental health if they feel it might affect performance related pay. Honest conversations are happening, but the level of issues had escalated.</p>	
<b>8.0</b>	<b>School Governance</b>	
8.1	<p><b>Quality Assurance Schedule for LGBs</b></p> <p>It was stated that approval for the schedule was required and its purpose was to provide Chairs of LGBs detail of what elements they should be considering and when in the governance calendar.</p> <p>The schedule should go to all Governors to use as a template and provides a prompt for questioning and development of their own skills set. It was noted the schedule would support Governors to develop from receiving to asking for information.</p>	
<b>DECISION</b>	<b>The Committee approved the use of the Quality Assurance Schedule for LGBs.</b>	
8.2	<p><b>AIB Arrangements for Central Lancaster High School</b></p> <p>It was noted the Trust Board approved the decision to form an AIB, and a Terms of Reference and a Scheme of Delegation for the school was now required. The suggestion was made to use the Morecambe Bay templates and adapt and modify for Central Lancaster for the AIB to work to when they convene.</p> <p>The question was asked whether members of the AIB had been agreed. Expressions of interest had been sought and one has been received so far. Phil Wood had been approached to act as Chair, who had agreed, subject to the approval of the other AIB members. The aim was to keep a clear separation between the AIB and Trust and include two parent governors. It was noted the aim was to have the AIB in place by half-term.</p>	
1210218.2a	<p><b>SALLY KENYON/JOHN CREWDSON to work up the template for the Terms of Reference and Scheme of Delegation for Central Lancaster.</b></p>	<b>SALLY KENYON/JOHN CREWDSON</b>
<b>9.0</b>	<b>Trustee Training</b>	
9.1	<p>A concern was noted regarding Governors and Trustees not training in specific and statutory areas which needs to be monitored going forward. A suggestion was made for a full skills audit to be completed to understand where the gaps are.</p> <p>The Committee discussed focused training days/half days which have been held previously and could be beneficial.</p>	
1210219.1a	<p><b>JOHN CREWDSON to consider how to reconvene training days for Governors and Trustees.</b></p>	<b>JOHN CREWDSON</b>
<b>10.0</b>	<b>MAT Summary Evaluation</b>	
10.1	<p>It was confirmed the Trust was likely to be evaluated which would commence with a notification and a week to prepare. Details of what was needed would be addressed but it was important for Trustees to be prepared and focus on this needs to be prioritised after half-term.</p>	
12102110.1a	<p><b>SALLY KENYON to share the MAT Summary Evaluation document.</b></p>	<b>SALLY KENYON</b>
<b>11.0</b>	<b>Any Other Business</b>	
11.1	No items of further business were identified.	
<b>12.0</b>	<b>Confidentiality</b>	
12.1	The Committee was requested to identify any items on this agenda which it requires to be recorded in the minutes as confidential (Part 2).	
<b>DECISION</b>	<b>The Committee agreed item 5.2.1. and 5.3.1. should be recorded under Part 2 minutes.</b>	
<b>13.0</b>	<b>Date and Time of Future Meetings</b>	

12.1	<p>The Committee noted the date of the next meeting was Wednesday 19<sup>th</sup> January 2022. It was noted the location of committee meetings may be moved to other schools within the Trust to provide wider engagement.</p> <p>The Committee agreed the January meeting would be held at 2pm at Morecambe High School and commence with a tour of the school.</p> <p>Apologies from Dawn Cheetham were noted for the 19<sup>th</sup> January 2021 meeting.</p>
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The meeting was closed with the saying of the Grace.

***The meeting officially closed at 19:25.***

**Signed:** Lesley Millard

**Clerk**

**Date:**

**Signed:**

**Chair**

**Date:**



THE BAY  
LEARNING TRUST