

MEETING OF THE STANDARDS COMMITTEE OF BOLTON IMPACT TRUST
MEETING HELD VIRTUALLY VIA ZOOM ON
FRIDAY 12 NOVEMBER 2021 AT 11.00AM

Present: M Sidebottom (MS) - Chair of the Committee, P Hodgkinson (PH) – Executive Principal, D McKeon (DMc) and P Norton (PN)

In Attendance: R Leonard (RL) - Vice-Principal, E Stoddard (ES) –Clerk to Trust and A Woosey – Director of Standards (AW)

M SIDEBOTTOM IN THE CHAIR

1. WELCOME AND APOLOGIES FOR ABSENCE

Trustees were welcomed to the meeting. No apologies for absence had been received but it was noted that D McKeon may join the meeting slightly late.

2. DECLARATION OF INTEREST

No declarations of pecuniary interest or conflict of interest were made.

3. NOTIFICATION OF ANY OTHER URGENT BUSINESS

There were no items of Any Other Urgent Business reported.

4. MATTERS ARISING FROM THE MINUTES OF THE LAST MEETING

A copy of the minutes of the last meeting held on Friday 11 June 2021 had been circulated with the agenda papers and had been approved at the summer term Trust meeting.

There were no matters arising, which were not covered on today's agenda.

5. TRUST STANDARDS REPORT INCLUDING PUPIL OUTCOMES

The summer term 2021 Standards report had been uploaded to the Gateway. AW provided the headlines:

DMc joined the meeting.

- KPI Data – Trustees were advised that there were still some Covid restrictions in place during the summer term, the spring term data was during lockdown, so it was difficult to compare them both. Progress data had been significantly impacted by attendance, with Covid isolation requirements affecting many pupils. The Trust continued to work on how progress was measured and reported.
- The Teaching and Learning Hub had delivered CPD to staff across all academies based upon working and long-term memory and ways in which staff could adapt their teaching to support students to retain information. A Teaching and Learning Hub Newsletter had also been introduced.

- Subject leaders across the Trust had been given Deep Dive proformas to complete and Academy Leads had used these proformas as part of their Performance Management cycle. The analysis would form an action plan for the Teaching and Learning and Quality of Education Hubs, this would help performance management to be a key focus rather than just being an annual event. AW stated that there was a buzz developing around the hub and she expected to hold mini-hubs to develop as off-shoots to the main hub.
- Weekly live data for attendance, pupil numbers, exclusion data, safeguarding referrals and progress data was being gathered. In response to questions AW stated that attendance and engagement during the autumn term was improved and now stood at 77%. There was still a lot of catch-up work taking place and targeted interventions, particularly for those whose progress and attendance had dipped in the summer term.
- There was a significant amount of curriculum development taking place. The Forwards Centre had introduced '50 things' and Lever Park had added four new qualifications including Animal Care. This had been received well and enabled pupils to get first-hand experience of the animals on the farm.
- A significant amount of work was taking place around reading levels
- Wellbeing remained a priority with a key focus on reducing workload – this included new ways of Academy Leads collecting data, which would reduce workload

PH left the meeting at this point.

The Chair stated that a great deal of work had been done on developing the curriculum and asked if the Trust were eligible for the National Tutoring Programme. RL explained that the Trust had received funding, and this had since been allocated to the individual academies. Each academy had approached this differently, with some bringing external tutors in and some using existing staff. The Chair suggested that a tutoring summary report be provided at the next meeting.

DMc stated that the report provided today was excellent and added that Local Governors and Trustees could monitor the impact of the work that had taken place via monitoring visits and the Governor weeks. RL stated that the SEF visits now really drilled into one area of the SEF, and this enabled focus to be placed on the different issues in the individual academies. RL stated that LGB monitoring visits would provide evidence for Local Governors and Trustees were invited to join the meetings.

DMc stated that the 'Progress against actions from the last Standards Committee meeting' summary included in the report was very helpful as Trustees could clearly see the progress made.

DMc asked if there was one external adviser for the whole Trust. RL explained that L Fenwick was the adviser for primary and T Purcell (TP) was the adviser for secondary. The Trust had now adjusted the way in which TP would work. TP would be attached to the Central Team, the SEFs would first be tested internally by the Central Team then externally by TP. DMc stated that in the past External Advisers hadn't always had alternative provision expertise, but he felt that this was now a much better model. DMc suggested that moving forward the Trust could consider using External Advisers via a

brokerage system as some would have expertise in different areas. This could be achieved by tapping into support from other larger Multi-Academy Trusts. RL concurred that a layered approach may be beneficial moving forward.

PH returned to the meeting.

PH provided an update on discussions with a third-party external partner, which had been discussed in more detail at the Trust meeting held on 5 October.

Action: AW / RL (provide a summary report on tutoring at next meeting)

RL (provide dates for governor monitoring visits to Trustees)

6. READING ANALYSIS

A Reading Analysis Report had been uploaded to the Gateway. AW reported that the analysis of reading ages across all students in the Trust showed that 90 students (68%) had a reading age of at least 1 year below their chronological age, and 34 students (26%) had a reading age of 3 years or more below their chronological age. Only 16 students (5%) had a reading age of 2 or more years higher than their chronological age, and only 42 students (32%) of children had a reading age which matches their chronological age or was higher.

AW informed Trustees that she had used the Government research paper 'Reading Results for 10 -11-year olds' and reduced the figure by 20%; however, some pupils within the Trust were still considerably lower than the national average for their reading age.

RL reported that a lot of work was being carried out with regards to reading and reading tests had been used to inform specific interventions. Staff were not just reading with pupils but were focusing on specific areas such as understanding, comprehension and exploring the text further. The impact of this would be monitored and data from retests would be provided to Trustees.

DMc asked whether it was worth keeping the reading age at the national average rather than reducing this by 20% as pupils could start to make incremental gains against this. AW stated that the data was for 10–11-year-olds and she would expect data for 14–15-year-olds to be lower.

PN agreed that it was important to target reading but suggested that interventions should be time limited. Reading would enable pupils to access the curriculum more easily and pupils also needed to see the progress. RL stated that she would implement the suggestion regarding time limited interventions and encouraged all Trustees to get involved in the reading programme at Youth Challenge.

MS asked what was the main factor behind the push in reading and how the interventions had been chosen. RL reported that in general it was hard to get older children to read and it was particularly difficult to get AP children to engage in reading. Trustees were informed that there was a noticeable shift in the number of KS1 and KS2 entering the Trust's provisions at a very low level. Specific interventions such as one to one reading worked for BIT pupils, and this raised the profile of reading without

embarrassing the child in class. Other strategies had been used in the past but had not been successful.

DMc stated that there was a noticeable decline in reading ages in mainstream schools post-Covid and the gap had widened. DMc asked if staff were fully trained in delivering the interventions. RL stated that there was a training need across the Trust, this was being actioned and training would be provided via the Teaching & Learning Hub. In some cases, phonics had been included on performance management targets (YC Primary). RL stated that there were plans to develop a whole coaching model across the Trust next year. The Chair stated that he would be interested to see the impact of this.

7. QUALITY OF EDUCATION

A report on the Quality of Education for the summer term 2021 had been uploaded to the Gateway.

AW advised that the Forwards Centre had changed from blue (embedded and sustained) to green (in place and signs of sustainment) for curriculum implementation in maths. A Trustee asked why this had been changed. AW explained that the Academy Lead had felt that books weren't where they should be due to the pandemic and school closures. AW added that Covid had affected the progress of the Curriculum Intent, Implementation and Impact but she expected this change to now come more quickly now pupils were back in school. RL concurred with this and reported that there had already been improvements in English in KS3. MS asked whether this had been quality assured. RL reported that she had carried out quality assurance in the summer term and this included remote learning, there had been external QA undertaken in the primary academies and there would be a layered approach to this moving forward.

DMc asked if returning to the process of quality assuring had been challenging. RL explained that this had been very challenging during the summer term, and this had continued somewhat into the autumn term as several staff had been absent due to Covid. RL stated that credit needed to be given to the Academy teams as they had still achieved what was needed, despite of staff shortages. This had been acknowledged in the performance management reviews.

DMc asked if the Trust was happy that the curriculum was broad and balanced as it could be. RL stated that she was confident in this, and great progress had been made. There had been a lot of work into what content and knowledge was being covered in each subject. This was hard to show in a timetable, but Trustees were reassured that a broad and balanced curriculum was in place for pupils. RL stated that Phase 1 formed the basis for learning and was a crucial factor for AP children and added that the biggest measure for pupils should be the destinations figure.

8. ACADEMY SEFs

As previously discussed, the approach to the SEF had now changed and this was now on a termly cycle. T Purcell used to come into school to conduct visits, but the SEFs would now first be tested internally by the Central Team then validated by TP. This would now be a layered approach and prevented TP having the same conversations.

PH reported that this would be brought to the next Standards meeting as a live piece of work. Any areas of concern would be included on the Risk & Audit agenda.

9. ANY OTHER URGENT BUSINESS

There were no items of Any Other Urgent Business.

10. DATES OF NEXT STANDARDS COMMITTEE MEETINGS

Friday 4th March 2022 at 11am

Friday 10th June 2022 at 11am

11. CONFIDENTIALITY

Agreed: That no matters discussed at this meeting be designated as confidential in accordance with the Academy's Memorandum and Articles of Association.

With no further business the meeting closed at 12.00 pm am

SUMMATIVE ACTIONS

Minute Number	Responsible	Action
5	AW / RL	Provide a summary report on tutoring at next meeting
5	RL	Provide dates for governor monitoring visits to Trustees

Signed as a correct record: _____

Date: _____

(Chair of Standards Committee)