

Minutes of the meeting of the OLICAT Directors
20th October 2021



Attendees: BN JB CL CD TB JBO AW SR SJ

Apologies: LD

Agenda item	Actions/Notes
<p>1. Declaration of pecuniary interest/conflict of interest arising from agenda</p> <p>No items to declare verbally. Annual forms distributed for completion.</p> <p>Completion of annual forms for register of interests</p>	
<p>2. Housekeeping</p> <p>a. Appointment of Chair/Vice Chair Christopher Donnellan appointed as chair. Joe Burns appointed as Vice Chair</p> <p>b. Safeguarding Director Joe Burns appointed as Safeguarding Director</p> <p>c. Audit and Risk committee Bill Nelson appointed as Chair</p>	
<p>3. Minutes</p> <p>CD queried if any follow up from the data breach reported at the last meeting. AW confirmed the ICO had now investigated and responded and that no further action was required. It is recognised that whilst a regrettable incident the school, and wider team, had responded as well as was possible. Appropriate steps were taken and quickly.</p> <p>BN noted as with all compliance you have to expect mistakes will be made but having procedures and monitoring in place is important.</p> <p>Noted last meeting was an action to invite Head/Acting Head from Our Lady, Wellingborough to update. Given the range of things happening at the school at the moment this is best postponed.</p>	
<p>4. Chairs Update</p> <p>Joe Burns will be taking up a full directorship role rather than a secondment. Diocese has confirmed appointment letter is being issued. STMP LAC has a plan and is covered.</p> <p>CD updated that Clive Robinson has now formally left as head at OLWEL. Directors have been kept abreast of this over the past months. TB noted the school were told last Friday, the Chair has informed governors and the school community will be told on Friday. There will be a celebration assembly for him first week after half term.</p> <p>Elise Gribble continues as Acting Head of School. 2 members of the SI team are on site 3 days a week. We will have to advertise, but will discuss when to do that and discuss with LAC chair after half term. Elise is aware.</p> <p>CD reported appointment has been made of new head at TBCS. Appointment was only ever going to be the right person and not dictated by time pressure and on day 2 we were impressed by the candidate. Head has that personal connection with the school. A 2 year structured support framework planned.</p>	

<p>TB confirmed the new head has been visiting the school regularly and will be in a day a week next half term before starting in January. We will be tailoring the 2 year plan with him.</p> <p>BN observed secret of success is learning from other people who've been there and done it . This is a good opportunity to pick up on the positives.</p> <p>TB and CD met the Bishop and had a conversation regarding the future of Catholic education. The Bishop is keen to continue the conversation, and also keen to come to the schools.</p> <p>CD reported he had managed to visit STMP and STE.</p> <p>AW will arrange a meeting with LAC chairs – probably by Zoom but in person when we can.</p>	<p>AW to arrange Directors and Chairs meeting.</p>
<p>5. Finance</p> <p>a. Finance report</p> <p>Key points flagged:</p> <ul style="list-style-type: none"> • Internal audit report will share full report after meeting. Key areas we will look at is payroll and HR • Budget concerns. TBCS revised budget has been to LAC. This is clawback of pupil growth funding. Risk of de-stabilising school from high numbers of additional students allocated to school and associated high levels of movement was too great. Budget will have to be under close supervision for next couple of years. Large deficit with potential for savings. STMS has made requests that increase spending overall – to review and come to next FGB if needed. OLWEL we expect to see budget movement kick in due to restructuring. • Staff census is underway • Finance user group being set up to review information required – consists of heads and LAC chairs. • Payroll moved inhouse in September –740 staff paid with a handful of queries following first run. <p>b. Bad debt write off</p> <p>SR reported these are historic debts held on legacy systems. These should have been dealt with historically but have been repeatedly rolled forward. CD queried as these are old debts against a legacy trust can they be written off against that trust. CL noted this may be a relatively small amount in context of overall budget but is there something in place to address, as it is a significant amount for one school. SR confirmed drafting a bad debt policy for directors.</p> <p>c. Finance handbook</p> <p>This has been produced following the new ESFA document. Changed areas highlighted in yellow. CD noted change in parent director/governor wording and we should ensure parent representation on the LAC. We may need to revisit LAC constitution in the scheme of delegation. Governors approved the handbook.</p> <p>d. Expenditure approval</p> <ol style="list-style-type: none"> TBCS PE equipment was approved by Directors STMS CCTV was approved by Directors. 	<p>SB to circulate internal audit report.</p> <p>SB to check and report back.</p> <p>AW to flag for next SOD review point.</p>
<p>6. Safeguarding</p> <p>Any critical issues arising</p>	

There are a number of known issues ongoing in all schools.
Specific Issue occurring today linked to safeguarding with St Edwards needing to close for the next two days due to storm damage to the hall, dining facilities and entrance (exposing asbestos), The two day closure will run into the holidays which should give time to resolve.

Over the past year we have been working on a safeguarding audit tool. This will now be rolled out and scheduled at all schools, facilitated by IB.

Covid 19 update

Managing Covid impacts continues to prove challenging for many schools with Heads not being able to notify in manner they did before. Staffing is very challenging particularly in smaller schools. They are coping, but it is impacting on Heads taking classes etc. In one primary this week we had to send in a member of central team. There is little supply available. The accumulation/sustained pressure of Covid measures places increases wellbeing strain on staff.

CD noted directors recognise from visiting schools there are significant challenges with high needs students placed inappropriately, and if we need to support schools with legal support then this is a route we can go down.

7. School Improvement

a. OLICAT Standards and Improvement Summary

TB updated that a dialogue began before the summer about how we report back school direction and school improvement. Reports provided are part of that ongoing dialogue and Directors asked to consider what information and level of detail is required.

The school improvement document from Lorraine Cullen uses a SWOT analysis to form a summary judgement on each primaries current position. A review day at each school was carried out by the SI team and school staff, with feedback provided to SLT and LAC chair. The secondary approach differs to the primary a little and starts after half term looking at 3 key areas across the school. JB queried if the new head at TBCS would be part of this. TB confirmed he has been involved in setup conversations and whilst wont be available for the first day will be involved subsequently.

This document informs the school improvement plan and trust offering. SEND provision and outcomes have been highlighted in these. The process allows us to see what is going on, report back to directors but also inform improvement process.

BN stated this is a positive approach and queried metrics – how often and what measures as this should be a no surprises approach. TB confirmed the reviews did not surprise anyone and discussions were around what had been seen. Larger issues the schools have been asked to include in their SDPs, which will then be measured and evaluated across the year. Ownership then lies with the heads, and oversight the LAC, central team and directors.

b. Primary

SJ presented an analysis of data available as a quantitative evaluation to sit alongside the qualitative one made. Questions submitted in advance form an appendix to these minutes.

SJ stated this is the first set of outcome data we've been able to present, and it is unfortunately not the usual set of data and so comes with a range of caveats. This is a range of disparate sources from multiple systems which introduces an element of variance and the data may evolve.

In primary we moved into 3rd party standardised tests that look at a range of things including progress in reading, maths, cognition etc. These focus on progress tests in reading and maths and use indicative progress scores akin to SATs tests.

As a caveat covid impact on learning is a known known, but it is a major key factor that makes this data non comparable to prior years. We must be careful not to draw inferences that aren't valid. The document submitted has a summary of pupil context but we don't drill down (this we can consider in future if beneficial). We are using demographics to provide context rather than detailed drill down and have to be aware of the language of small numbers as a % ie SJG with 71 and STE with 30.

Notable is the surge in FSM and ever6 figures due to covid and lockdown impacts which is a national trend.

We also have to understand the narrative the data is telling us, for example OLWEL primary, academised recently, and the old school deemed to have closed and all students have a new start date. So it would appear it has no historical data, and this kind of anomaly pops up in other areas. Different patterns speak to the individuality of these schools.

FSM is used as an economic/deprivation indicator and attracts funding. SEND in some regards where amalgamated makes an apples and oranges comparison as earlier discussions identified very individual needs that should not be considered a homogenous grouping. Patterns are as we'd expect.

The DFE have decided to group ethnic backgrounds together now, and as Lucia pointed out due to this the minority is now the majority in some schools.

Background prior attainment come from the end of year 2, split into reading and maths (driven by split in GL assessment). Looking at the context and distribution of good and expected attainment data, the school context and awareness of mobility there is no glaring difference between the schools.

CD queried if there is a potential issue, if one is higher on one measure is it a possible indicator that achieving students are being pushed, but average is lower because focus has been on top band. SJ confirmed it is one possible inference that could direct or inform an enquiry. TB noted we are seeing the summary is here, but the school gets a far more detailed breakdown that goes down to individual level and they can make that enquiry.

BN observed we are now building a time series going forward, but at school level its looking at added value for each individual child and something directors perhaps need to remind themselves.

SJ pointed out included in the report are reading trends over time, not used as direct comparisons, but what the data tells us system is reliable as consistency is to be expected with over time trends. Tests show us a relatively stable trend of performance indicating we can measure well. One element we can take is in 2021 they are achieving this level vs pre covid levels despite losing effectively 2 terms which indicates mechanisms to counter loss of learning are working despite a huge range of external factors.

One table to flag is progression. We can't calculate in the DFE manner as we need national benchmarks and these don't exist without external tests. So we've constructed movement tables, similar to older methods. Generally patterns we see are forward moving, with individual exceptions.

c. Secondary

First obvious piece of key information is we're dealing with fewer schools.

Distribution for 19/20 and 20/21 has changed with a shift to upper grades (even more pronounced at A level) to historic external exams. Impact could be discussed at length as effect on university admissions is going to be felt by for years and put future cohorts at a disadvantage as it will take time for those higher grade glut to feed through.

Potential future impact is OFQUAL will reintroduce comparable outcome limiter calibrating halfway between 18/19 and 20/21 as a transition year. The knock on impact for us is no comparable data until 2023. For primary we should have this next year.

One unexpected was a notable number of students with no prior attainment data even after interrogating the DFEs database. This suggests entering country after end of year 6 or coming out of private sector.

We tend to get better value added scores from lower prior attainment students than higher. Whilst we cannot calculate Progress 8 we can do attainment 8 – they're high and not valid for comparison due to the vastly differing nature of assessment.

Trends are prior attainment is a sound indicator of future performance. STMS data indicates a robust process. For TBCS we need to remember this is a smaller grouping and the score is highly volatile. 1-2 students would have impacted on the scoring.

Data indicates similar pictures/trends in that the process was robust. We should not expect the same level of outcomes next year.

Year 13 current are the last year with actual GCSE outcomes and next year will be first set of centre assessed grades. We anticipate target setting data may be way off.

CD noted in considering material there are themes we can work with and when looking ahead it will be difficult with blips in data but we have a benchmark position, and we can look back as a raw measure of improvement.

JB stated as an observation the reports are very informative and reassuring for directors to see this degree of scrutiny is in place.

8. Policies

a. Safeguarding template – approved by Directors

b. Equalities Policy – approved by Directors

c. Teaching Staff Pay Policy

JBO presented an overview of the changes to the Teaching staff and support staff pay policies. Directors asked to approve the additional bank holiday for the SEL to use discretion in determining - approved. Directors approved both pay policies.

d. Support Staff Pay Policy – approved as above.

e. Sickness Absence

f. Appraisal Policy for Support Staff*

g. Appraisal Policy for Teaching Staff*

h. Capability policy*

i. Grievance Policy*

j. Code of Conduct*

k. Redundancy (no change)

Items e – k to be reviewed outside the meeting and approval confirmed within 7 days.

<p>9. Matter's Arising</p> <p>AW to add Zoom meeting details to governor hub and circulated agenda for future meetings.</p>	
<p>10. AOB</p> <ul style="list-style-type: none"> • Noted Directors have received and reviewed LAC minutes • Confirmed Directors appoint Crofton Alexander to the OLWEL LAC • TB updated the Trust INSET day is now back to being a digital event. 	

Appendix 1 – Questions raised in advance of meeting

Looking at the movement tables, there don't seem to be all 10 primary schools included: sometimes it's 9 and sometimes it's 8. I was just wondering if there is a specific reason for this or is it simply that we don't have the relevant information

In order to produce the movement tables we require pupil level data from the GL tests, which we then match to prior attainment data from the Department for Education's National Pupil Database.

This is our first year using GL Assessment's suite of tests and tools and unfortunately due to a mix-up in process we were only able to get aggregate group data in some instances. This issue affected a small number of groups across the phase, but meant we were unable to create 'movement' tables for those groups.

We are working to clarify the processes and procedures around testing, which should improve the overall quality of the data in future.

It would be interesting to see if we can gauge the impact on outcomes for our schools since they became part of OLICAT. I don't know if we have access to prior data but it strikes me that it would be a "good thing" to point Ofsted towards when they decide to look over the performance of the MAT

We are working towards compiling a database of information, including historical outcomes data from before OLICAT's formation, however it isn't ready yet.

Once compiled we will only have the internal assessment data (including GL) for the two years of OLICATs existence. This will make comparisons to the years before OLICAT, where a different assessment mechanism was used, less reliable.

Summer 2022 will be the first real comparable the data for Primary as we return to KS2 testing. For Secondary we will have to wait until 2023, as we know that in 2022 awarding bodies will be working to maintain similar overall grade distributions to 2020 and 2021 – which were abnormal by previous GCSE and A level standards.

Do we have a figure for the percentage of EAL pupils who speak an Eastern European language and has it has changed over the past 3 years?

The Department for Education do not group languages by geographic region, so we have taken Eastern European languages to be the main languages spoken in the 23 states identified by the United Nations as Eastern European, excluding any that are a main language of a non-Eastern European nation.

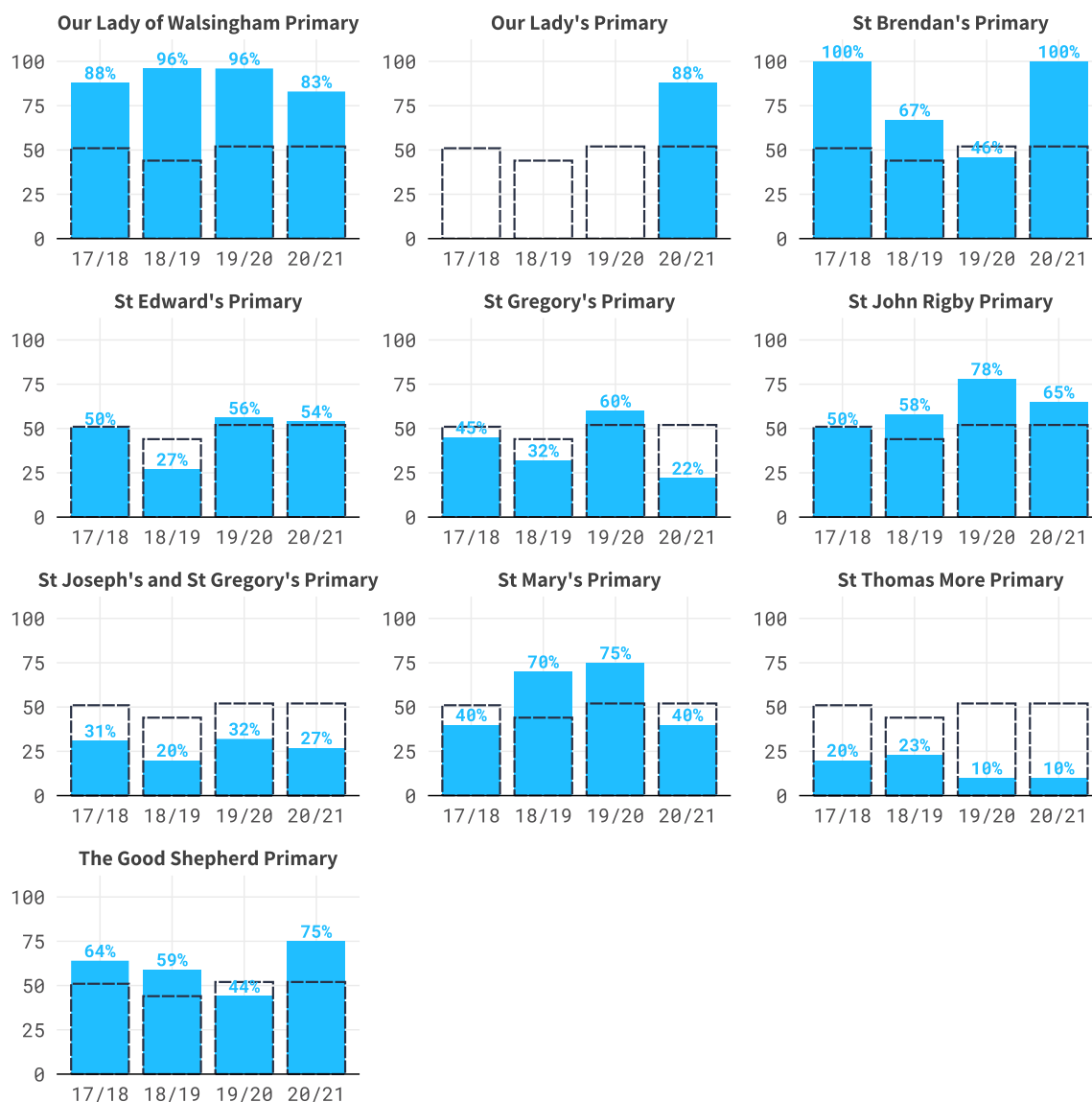
The 2021 Year 6 cohorts at each school had at least one EAL pupil who spoke an Eastern European language as a first language. In most Primaries (60%) the majority of EAL pupils spoke an Eastern European language as their first language.

Although there has consistently been pupils in Year 6 with a first language that is Eastern European in our schools since 17/18, the rates within each school vary over time. Some of scale of this variation may be due to the smaller cohort sizes in some schools.

Proportion of Year 6 EAL Pupils whose first language is Eastern European

In most cases pupils who speak English as an additional language have a first language that is Eastern European

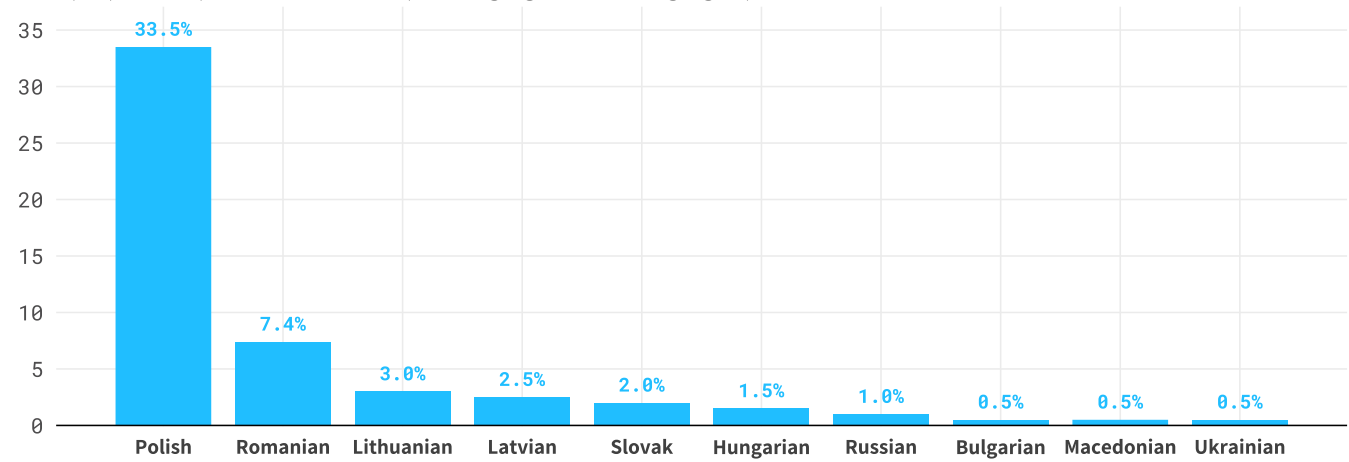
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Of all the English as additional language pupils in Year 6 across the OLICAT group of schools, 1 in 3 speaks Polish as a first language. The next most spoken Eastern European language is Romanian which is the first language of approximately 1 in 20 EAL pupils.

Distribution of Eastern European languages spoken by Year 6 EAL pupils

Most people who speak an Eastern European language as a first language, speak Polish



Do we have any figures for the percentage of Y6 pupils who have been at the same school since Reception?

Our Lady's Primary school became an academy on the 1st January 2021. As part of this process pupils were all registered with a new start date of 01/01/2021. Similarly, St Brendan's became an academy on the 1st September 2015, which caused all pupils to have new start dates of 01/09/2015 assigned.

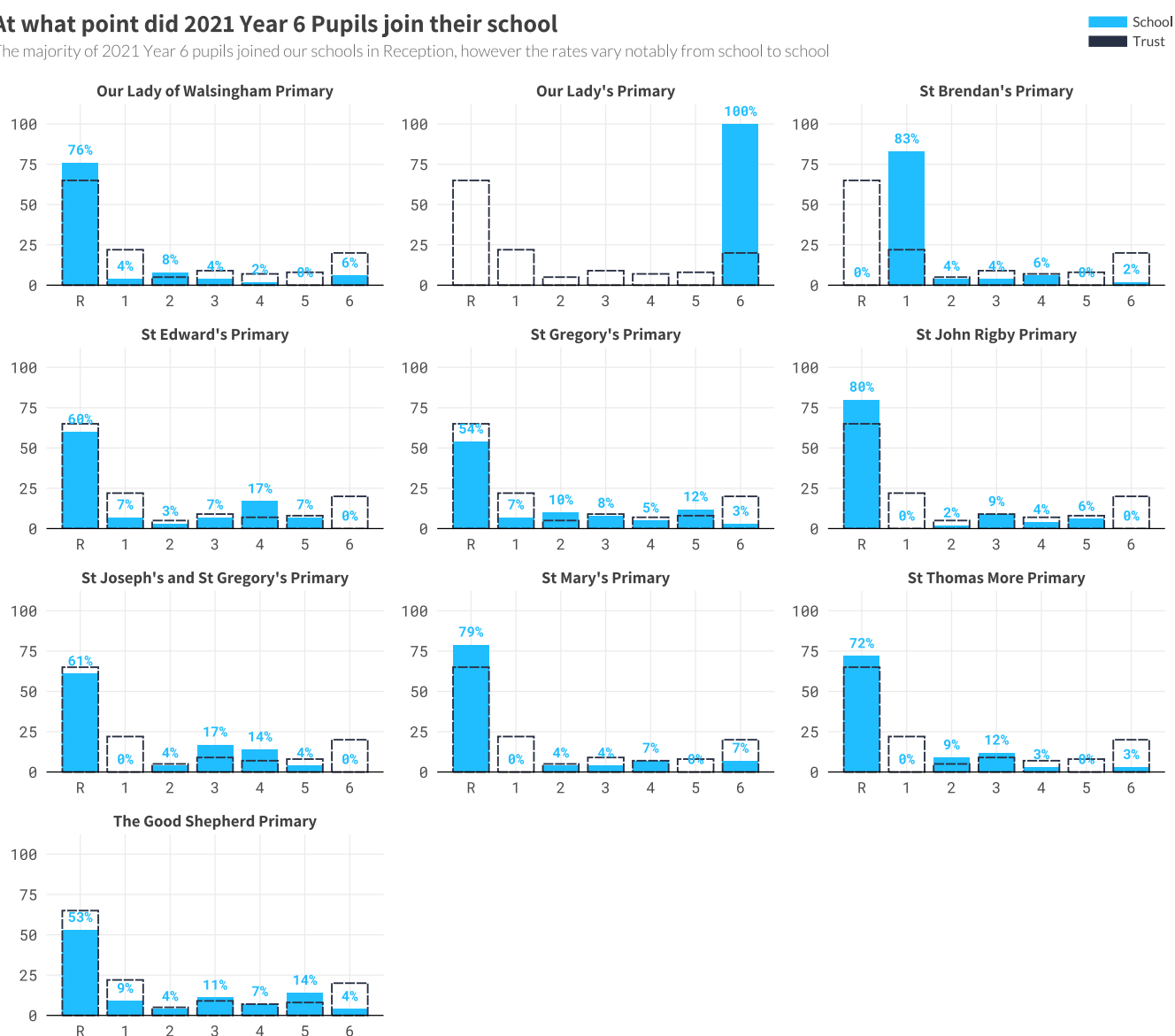
This explains why at Our Lady's all pupils appeared to have joined in Year 6, whilst at St Brendan's most pupils appear to have joined in Year 1.

Most of the 2021 Year 6 pupils joined their current school in Reception. At St John Rigby and St Mary's 4 in every 5 pupils joined in Reception, whilst at Our Lady of Walsingham and St Thomas More approximately three quarters of pupils joined the school in Reception.

Proportionally, more pupils joined at Reception year at St Gregory's and The Good Shepherd than any other OLICAT school however in terms of numbers of pupils St Joseph's & St Gregory's Primary had the largest post-Reception intake.

At what point did 2021 Year 6 Pupils join their school

The majority of 2021 Year 6 pupils joined our schools in Reception, however the rates vary notably from school to school



Across the MAT in 2021 a pupil's year of entry generally had little bearing on their end of Key Stage 2 outcomes in both Reading and Maths.

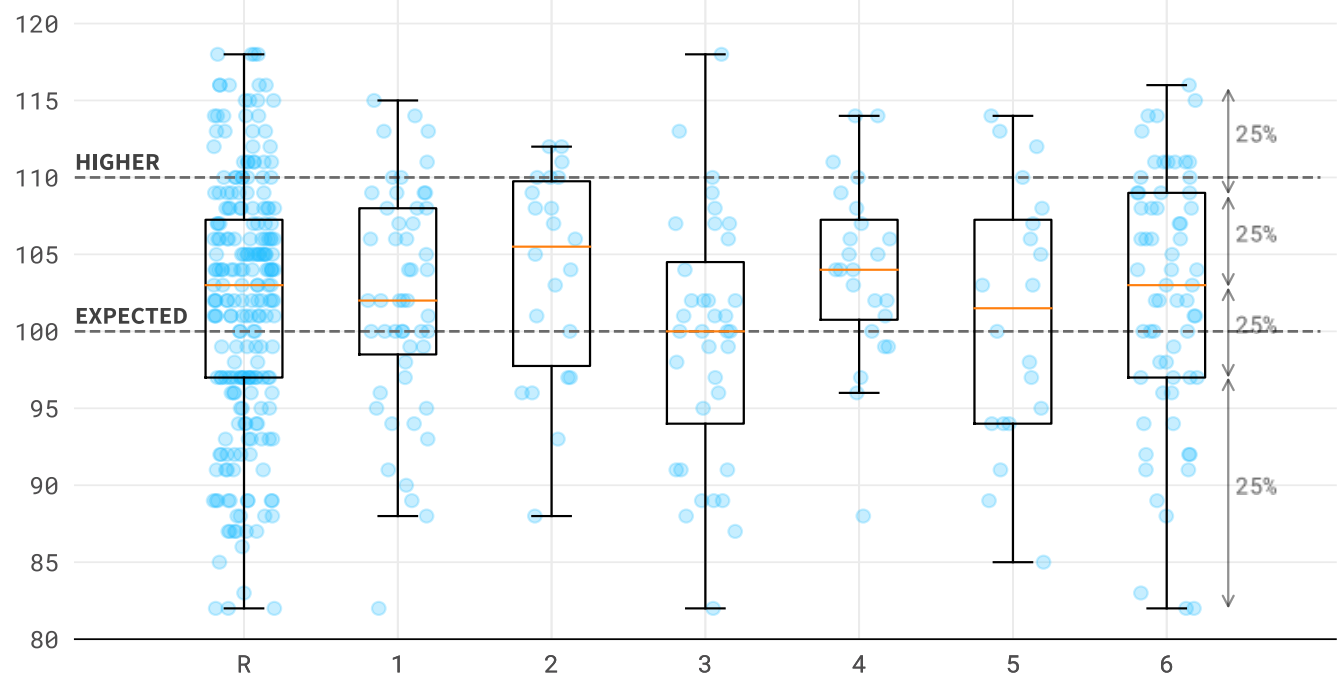
The average scores (the orange line in each box) for each year of entry were all within the 100 to 110 range, meaning that on average pupils achieved the expected standard regardless of entry point.

In both subjects a good proportion of the upper quartile of each year of entry group also achieved scores at or above 110, the threshold for the higher standard.

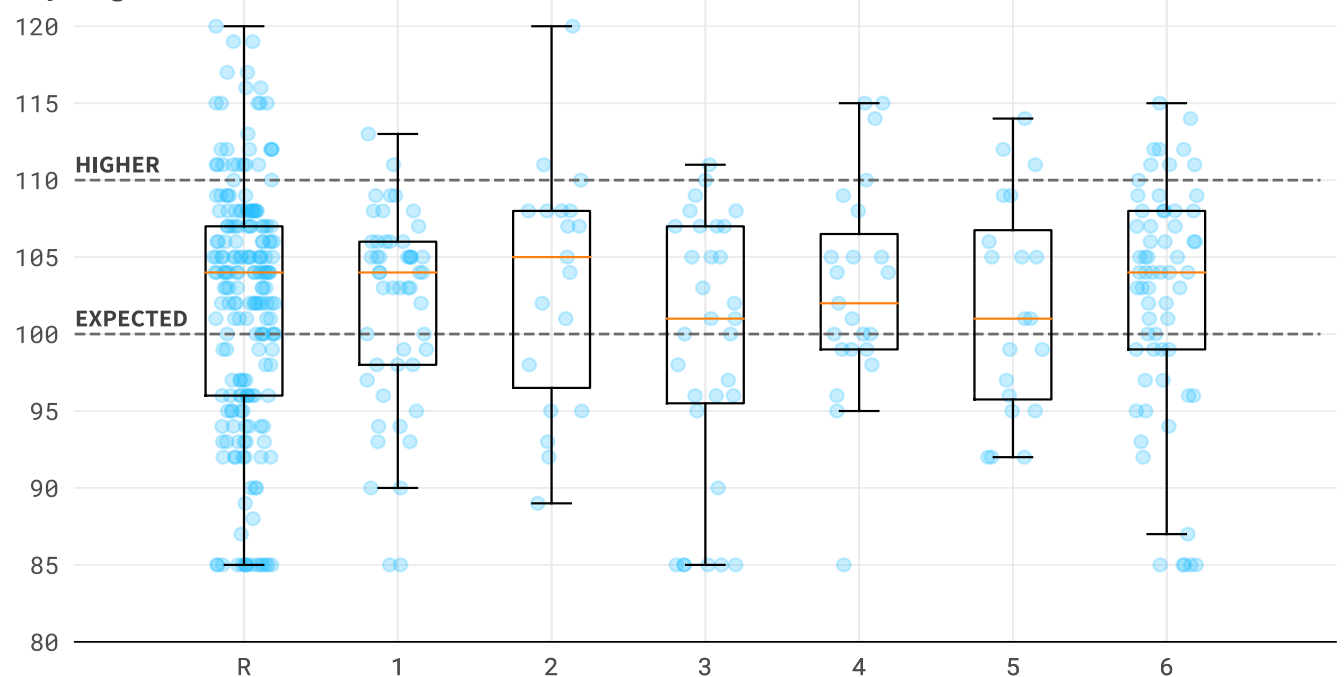
Distribution of KS2 scores by entry point

The spread of scores achieved by pupils who joined our schools after Reception is broadly similar to those who have been with us since Reception

Key Stage 2 Reading



Key Stage 2 Maths



Does the increase in grades U and 1 at GCSE reflect a lower level of engagement with education by some pupils / families during more challenging times, or is it that schools were unable to deliver their usual raft of interventions to those pupils likely to attain grades 1 or U?

Despite the prolonged loss of learning caused by Government and local lockdown restrictions, the proportion of grades U and 1 awarded nationally have fallen compared with a 'typical' exam year such as 2018/2019.

At both St Thomas More and Thomas Becket overall pass rates (achieving a grade 9 to 1) are generally high, with the lowest performing subjects achieving 94% in this measure.

We know that the process for awarding grades in the summer 2021 GCSE series allowed for schools to devise their own internal assessments in order to generate evidence for use in the awarding process.

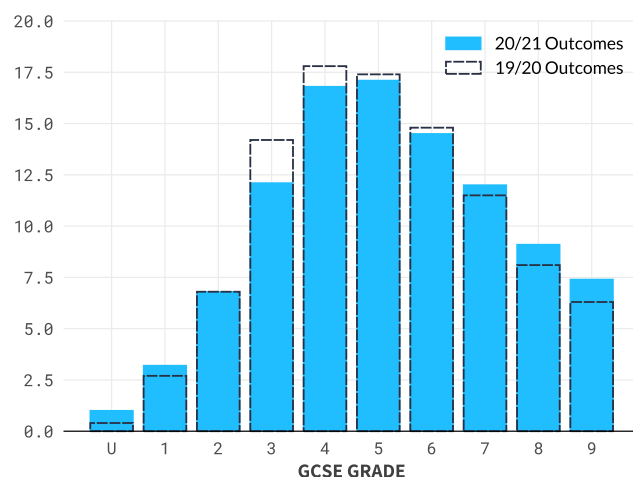
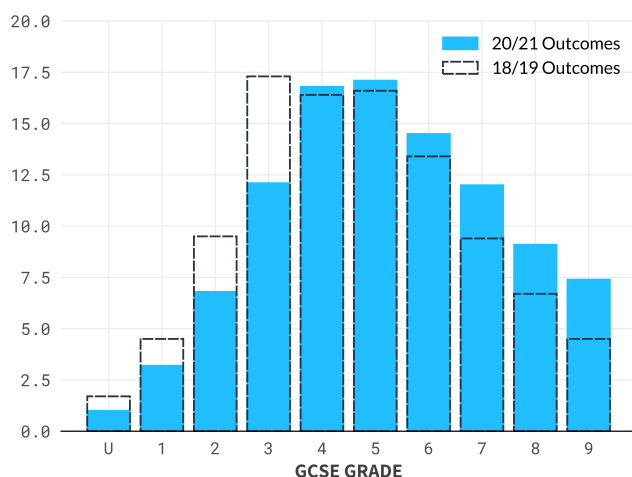
We also know from Ofqual's work on the centre assessed grade model in 2019/2020 that teacher estimates of pupil performance can air on the higher side compared to test results.

Both of these differences may have contributed to some of the rise in outcomes, but we must also remember that in a 'typical' year the comparable outcomes mechanism within the exam board awarding process prevents substantial differences from appearing overall grade distributions.

The lack of such a mechanism in 2020 and 2021 is also likely to have been a key factor in the skewing of the overall distribution.

Rising trends in grades awarded at GCSE

Compared with national testing, the teacher/centre awarded grade process produces generally higher outcomes



Going forward, how useful are these outcomes or are they a potential pitfall if a school's performance drops below 20/21 level?

Ofqual have announced that in the summer 2022 GCSE and A level exam series, the comparable outcomes mechanism will return, but will be adjusted so the overall distribution of grades represents a halfway point between the 2019 and 2021 range of outcomes.

This is being done to allow the national grade profile to transition back to pre-2020 levels, whilst accounting for some of the disruption caused to the 2022 GCSE cohorts. It's clear from the announcement that the overall goal is to return to a 2019 style distribution of grades as soon as 2023.

Whilst a school's outcomes can theoretically remain consistent during a period of change in national outcomes change, the reality is that outcomes expected to dip as we transition back towards a 2019-esq grade profile.

We need to be clear that, whilst we have the highest expectations of our learners and academic faculty, there will be an effect on whole school and subject level outcomes as a result of going back to the statistical methods used in traditional GCSE and A level awarding process.

As a standalone year in terms of the process used to derive outcomes, there are very few comparisons we can make with the 2021 outcomes and previous year's results. Similarly, we will be unable to use the 2021 data as a reliable comparator for 2022 and beyond.

How realistic are the SEND figures for TBCS? They seem remarkably low, particularly considering the low prior attainment levels at TBCS, which reflects outcomes at its feeder primary schools.

Attainment and progress data on SEND generally tends to be unreliable for two reasons. First, the sample size tends to be small at an SEND support level and acutely so at the EHCP level, which makes the dataset highly volatile.

The second factor is the disparity in type and severity of need that exists within both the SEND support and EHCP groups of pupils.

When we group pupils together by some demographic or indicator, we introduce an assumption that the pupils in those groups are all similarly affected or influenced by whatever demographic or indicator that group is based on.

However, with SEND the specific need and its severity or influence on learning, often vary notably between pupils, even amongst those classified within the same SEND status group. As a result we end up over generalising and not taking into considering the makeup of the group when forming inferences.

In general, we strongly advise using case studies rather than attainment or progress data SEND groups when evaluating SEND provision. We can however gain some idea of the depth of challenge to learning by looking at the number and proportion of a cohort who are either in receipt of SEND support or have an Education, Health & Care Plan (EHCP).

Broadly low prior attainment is not in itself indicative of the prevalence of special educational needs within a cohort. In 2021 we have had to make some assumptions about the way the Year 11's Year 6 SATs outcomes may be used as prior attainment in a typical year due to a lack of guidance from the Department for Education.

At both Thomas Becket and St Thomas More the proportion of low prior attaining pupils is notably higher this year, whilst conversely the proportion of high prior attaining pupils is notably lower.

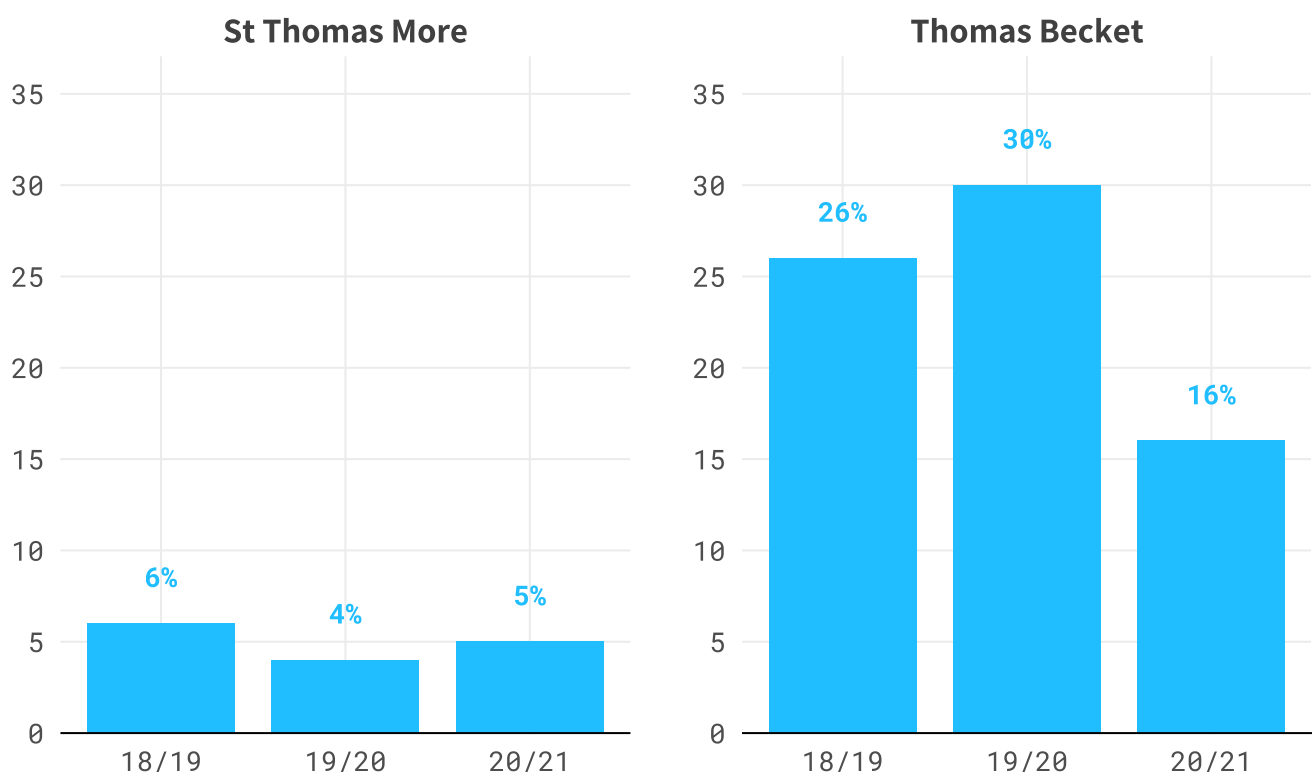
This may be as a result of the thresholds we've chosen for each prior attainment band this year, but could also equally be due to the significant change to the Key Stage 2 testing system in 2016 when this cohort sat their SAT tests.

How many pupils at TBCS and STM have no prior attainment data? How do the schools seek to create a baseline at point of entry?

It is to be expected that in every year group a small proportion of pupils will have no prior attainment data. This can be for a variety of reasons including the pupil arriving from abroad after the end of Year 6, the pupil having attended an independent school at the end of Key Stage 2 where SATs are not mandatory or a being recorded with non-result outcomes such a B for working below the standard of the test or M for missing script.

At Thomas Becket despite coming down in 20/21 the proportion of pupils without prior attainment data is abnormally high. Of the 15 pupils in 20/21 without data, 13 do not appear in the national pupil database for KS2 indicating they weren't in mainstream education at the end of Year 6. One pupil was working below the level of the tests, whilst one was in mainstream education but did not sit the test.

Proportion of pupils with no prior attainment



Just an observation on “minority ethnic background” vs “White British Background”: Given that around 2/3 of students in both secondary schools fall in the “ethnic minority” category, this category is actually a majority in the school, therefore likely to be a driver of at least some data led decisions.

Ethnicity, heritage and cultural background are at the forefront of modern British society. Each community has its own beliefs and priorities which influence its members, including young people.

Similar to the problem with grouping SEND, the aggregation of a pupils with a non-White British background into a ‘minority ethnic background’ group creates an over generalised picture. The

challenge for our schools is responding to the needs of each community rather than the general minority ethnic pupils' group.

Also, where do non-British white students fit, since the two categories above total up 100% and therefore there is no room for a further group.

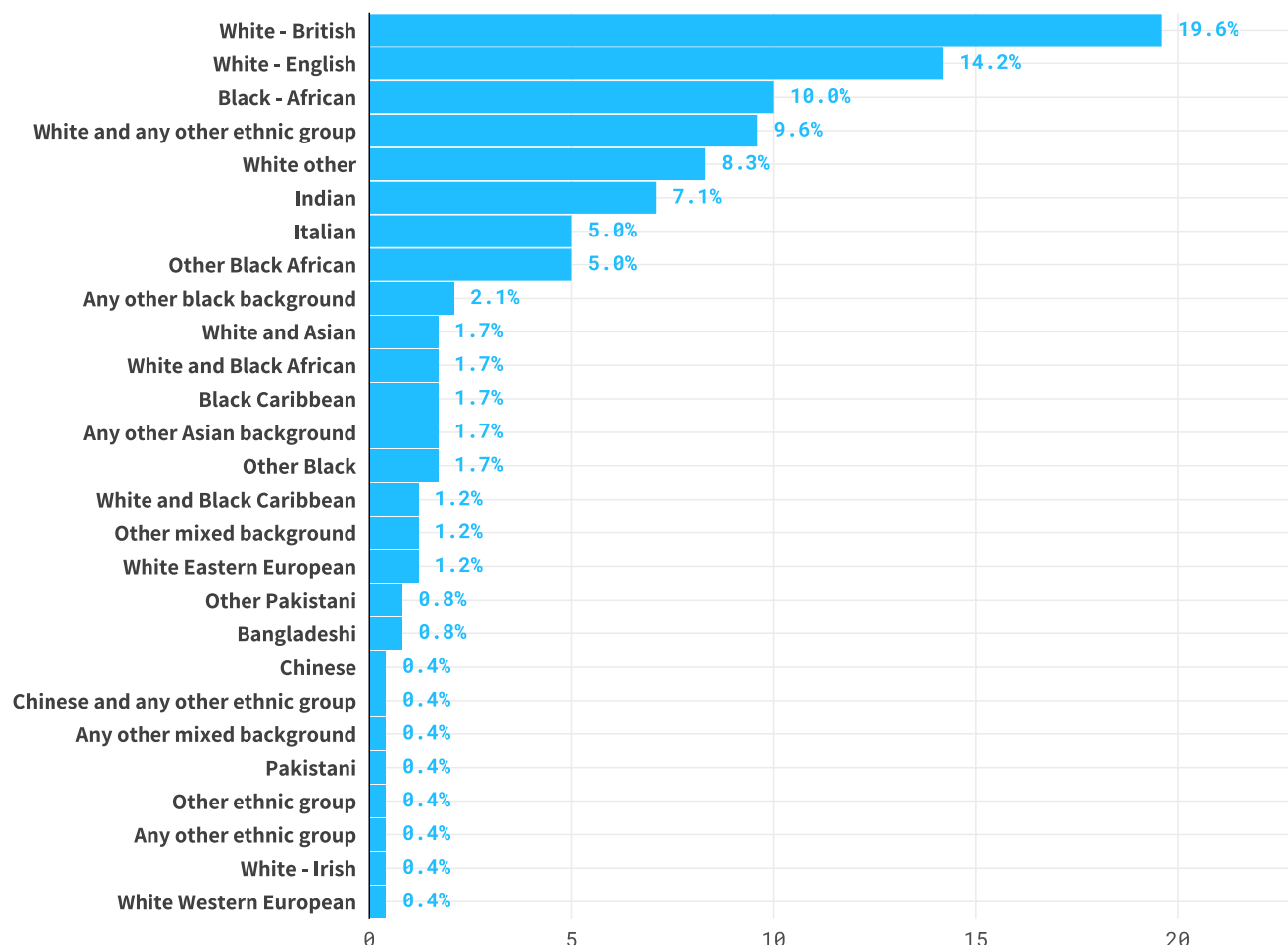
The Department for Education classifies any pupils who hail from a non-White British background as being from a minority ethnic background. This includes White non-British pupils. Within the DfE code set for ethnicity there are three levels of classification:

- Extended Category: The most detailed level of classification, with 103 possible codes
- Sub Category: Aggregates the extended categories into 20 groups, retains some detail
- Main Category: Further aggregates the extended categories into 8 groups, least detailed

Of the 103 ethnicities listed in the extended category code set, 23 (~20%) are represented in our 2021 Year 11 cohort. At this level the largest minority ethnic group is Black African, followed by White and any other ethnic group.

2021 Year 11 Ethnic Backgrounds

There are 23 ethnic groups represented across our 2021 Year 11 cohort



What is the underpinning assumption linked to the data around English as an additional language? Is it somehow correlated to academic performance? If this is the case I would be interested to also know how many years the pupils with EAL have studied in English as for many it has been the educational language all along, I guess. And theoretically their average GCSE grade might be pulled up by a high mark in their additional (native) language score.

The English as an additional language (EAL) indicator is used as a proxy for English proficiency. Any pupil who is recorded as speaking a first language other than English is identified as EAL.

First language is reported to schools by parents, meaning the EAL indicator derived from it is susceptible to societal influences on the parents, but also takes no account of a pupil's actual proficiency with the English language.

For a short period, the DfE added a proficiency in English data item as a required field on a pupil's record. Although this was based on the outcome of an in school assessment, no standardised proficiency test was put forward leading to inconsistencies in the levels being recorded.

Whilst the indicator was quickly dropped, the data collected did highlight that some native English speaking pupils had a poor proficiency in their mother tongue.

There were 32 languages other than English recorded as pupil's first language across our Year 11 cohort in 2021.

Of the top 5 languages spoken by this cohort, 4 were taken as GCSEs (Polish, Italian, Spanish and French). Pupils also took Russian at GCSE.

17 of the 32 languages spoken are available as GCSEs (Polish, Italian, Spanish, French, German, Russian, Panjabi (both dialects), Urdu, Bengali, Swahili, Arabic, Chinese, Tagalog, Tamil, Portuguese and Persian).

However, as with the EAL indicator, the first language recorded for a pupil does not take any account of their proficiency in that language.

2021 Year 11 first languages other than English

There are 32 first languages other than English spoken by our 2021 Year 11 cohort

