

OLICAT Directors Meeting  
22nd October 2025  
Minutes



Attendees: Ilona Bond, Joe Burns, Bill Nelson,  
Christopher Donnellan

Apologies: Catherine Leong

Staff: Catherine Burnham, Jo Brake -Ooakes, Nathan Wells, Sam Jukes, Lorraine Cullen, Andrew Waterhouse

Prayer Catherine Burnham

Agenda item	
<p>1. Declaration of pecuniary interest/conflict of interest arising from agenda None raised</p>	
<p>2. Administration</p> <ul style="list-style-type: none"> <li>a. Appointment of Chair and Vice Chair Christopher Donnellan appointed as Chair Joe Burns appointed as Vice Chair</li> <li>b. Companies House additional requirements AW flagged additional identification requirements for Directors and will forward Companies House instructions.</li> </ul>	
<p>3. Minutes &amp; Matters arising</p> <ul style="list-style-type: none"> <li>a. Draft minutes To adjust minutes regarding decision on the SFOAA to show recommendation to the Trustees.</li> <li>b. Matters Arising Directors agree that Catherine Burnham to be referred to as CEO. BN identified the contract award for cleaning had fallen through as the selected company could not deliver as per its proposal. We have reverted to the existing suppliers and are working with an enhanced framework to improve service.  BN asked for confirmation that the minibus issue had been resolved.</li> </ul>	<p>NY to provide confirmation</p>
<p>4. Performance &amp; School Improvement</p> <ul style="list-style-type: none"> <li>a. Primary data SJ &amp; LC gave an overview of the primary data and SI plan: <ul style="list-style-type: none"> <li>– As with KS4/5 there is no progress data available and little prior attainment data.</li> <li>– Overall a small increase of 1% in those reaching GLD.</li> <li>– SJR had the largest increase – ¾ reaching, and SFOA dropped from 88 to 64.</li> <li>– Gaps between highest and lowest schools narrowed, but highest achievement rates have dropped a little.</li> </ul> </li> </ul>	

- KS1 is now optional but we still assess to form a benchmark, although there is no national data to compare to.
- KS2 has 4 schools in line or above national for RWM, with STE coming top. There is 36% between highest and lowest.
- EYS baseline tends to be low with the exception of STMP.
- In general we are looking for an upward profile across year groups leading to eradication of gaps by the end of year 6. Some schools are making good progress towards this but many are coming from a very low baseline. Achieving national standards would be considered good for those schools, but what we are looking for is consistency.
- Moderation attendance is now mandatory.
- 7/10 schools have upward movement on phonics. 1 is similar, and 2 have declined.
- In KS1 phonics isn't always translating with reading. Six are in line or above national. Quality of teaching is the most significant factor.
- KS1 maths is a varied picture, and now a big drive area. STB & SJR have declined – new maths curriculum introduced.
- Multiplication tables check – upwards in 6, 2 maintained, 2 declined – 1 blamed the internet.
- KS1 combined upwards in 7, with SJR an outlier and very low. SFOA is struggling so have put in place a strong KS1 team.
- KS2 combined have 6 that are up, 1 maintained, 3 dropped. There is quite some way to go to get too national. 1 subject in each is bringing it down.
- KS 2 reading has 4 in decline and 6 up or maintained. This year all are being set national as the target. This is a very big ask for SFOA that will need support.
- Writing has 7 up, 1 maintained and 5 below national.
- LC stated the main target is to address weaknesses in teaching, ensure schools have flexible teaching approaches and are able to stretch the able. We've invested time in training, we now move to coaching.
- Still some concern on SJR and movement in teaching. All others are well placed to deliver. We need to iron out challenges around meeting needs – SEND, PP, highly able, persistent absence.

CD observed the message is there is a lot of work to maintain and move forward but nothing desperate.

LC noted we have just set targets with all heads and not one was in disagreement, however we need a more sustainable model of teacher coaching and we do need finances to release staff.

LC noted STB results this year reflects a huge amount of change, same as with SJR. Where staffing is stable, leadership is stable and inductions are good, it is reflected in results.

LC noted OLCP does not reflect overall quality of the school, but reflects one teacher where children missed out by a small number of marks.

BN reported as stand in CoG at STE, they came out of last year's maths results as a good cohort. School plan and standards and board culture mesh. Staff were taking responsibility – they created a supportive culture.

SJ observed when you review tracking over time you can see the impact of when LC says the team are going to focus on an area in the data.

b. Secondary data

SJ gave an overview of the data provided:

- only one year group has progress data – post 16 and the DFE wont be releasing this until December. Progress data provides context as to whether attainment data is good or not, and we are working without it.
- KS4 headlines: STM surpassed national average by about 2.5 points. English and Maths at 64% aligns with national trends, but we don't have any prior attainment data so we don't know context.
- 3.9 EBAC score is just below average but better than prior years.
- TBCS girls significantly outperform boys, whereas STM has narrowed that gap.
- SEND has a gap again but difficulty as always is that you can't group them as a whole as each is a unique narrative.
- JB queried if the PE issue dealt with last year impacted on outcomes? SJ confirmed it did not but that was largely down to management of the situation. PE results – most taught by an ECT – are good considering impact. JB queried if additional resource funnelled there was a risk of taking resource from elsewhere. SJ explained with performance metrics, PE like a number of students, have a lower impact on overall attainment ratings.
- TBCS KS5 development is phenomenal and is the equivalent of every grade being 1.5 grades higher than the 2023 cohort. With national data for post 16 we expect this to be one of the highest performers. Nathan has done an enormous amount of work in developing the sixth form offering.
- STM KS5 narrative is not quite so positive. It has dipped, broadly in line with last few years but at the bottom end.
- STM cohort data slightly weaker than prior but TBCS disadvantaged students (from KS4 metric) have performed particularly well.

NW added the following key points:

- With KS4 TBCS v STM it is easy to assume one is stronger. Without progress data we cant evidence this, but using KS1 demographic data we can extract some context.
- NW/CB did a results review with heads. We are seeing trends at both schools (ie single sciences). At TBCS some subjects have remained static in outcomes. Staffing difficulties have been a major factor.
- Also of interest is residual data – whether doing better/worse in some subjects relative to other subjects they took. Can be a good indicator on teaching. In both schools humanities are weaker.
- TBCS was weak at KS4 but very strong at KS5, and STM stronger at KS4 but weaker at KS5.
- Only 29% of TBCS year 11 progress to y12 due to not meeting course entry requirements.
- STM KS5 - MB would say he was disappointed. Number of subjects with an A-C pass rate of <70%. IB noted if small classes would expect all to hit targets/pass.
- STM KS5 staff seem on the whole unable to predict outcomes. Have told school to stop predicting as it leads to interventions not happening. They have been instructed to use actual mock data.
- SJ explained studies showed teachers predictive abilities were about 40% accurate and 60-70% within 1 grade.

<ul style="list-style-type: none"> <li>- JB queried in light of TBCS outcomes what is the plan for STM 6<sup>th</sup> form? NW stated question is how we replicate TBCS at STM and first we have to evidence. We are doing a days deep dive into sixth form to provide a report as evidence base. Then that goes to MB to form an action plan.</li> <li>- TBCS key points to celebrate: <ul style="list-style-type: none"> <li>o Awarded a platinum award – top 10% of providers beating all local schools.</li> <li>o % A* grades from 0 to 12.</li> <li>o 41% to Russell group this year.</li> </ul> </li> </ul> <p>CD noted the starting position is low and to get so high in such a short space of time is something we must publicise.</p> <p>BN observed Russell Group is a key statistic as we're not a target school for them. In that context its impressive.</p> <p>NW reported even though STM was low only one had to go through clearing. TBCS has a very low conversion from externals as pattern seems to be sixth form entrants are accepting offers from all 6<sup>th</sup> forms. We expect it to increase alongside a higher achieving demographic moving through the school.</p>	
<p>5. Chair's Update</p> <p>CD updated on an approach to provide solar panels for three schools as part of a national scheme, however we have lost out as the Diocese were not able to move fast enough. We have managed to get 1 back in the frame. Have a greed a way forward whereby Directors will give permission in future and then update the Diocese.</p> <p>The Diocese have agreed the site sale and we are in the process of drawing up Heads of Terms.</p>	
<p>6. Policies</p> <p>With exceptions noted below to be agreed outside committee by email by 10<sup>th</sup> November.</p> <ul style="list-style-type: none"> <li>a. Data Protection</li> <li>b. Code of Conduct</li> <li>c. Pay policy – support staff Progression is automatic. Policy agreed.</li> <li>d. Pay policy – teaching staff MPS is yearly automatic progression as now. STPCD is not as prescriptive for UPS. Currently this is an application process for threshold and progression. There is a dialogue around making UPS automatic annually, or bi-annually. Directors considered the move to automatic progression but determined the application process should remain.</li> <li>e. Health and Safety</li> <li>f. Finance Handbook</li> <li>g. Directors and Governors expenses</li> <li>h. Fraud policy-change doc</li> <li>i. Gifts and Hospitality- as above</li> <li>j. Attendance (template)</li> <li>k. Safeguarding (template)</li> </ul>	<p><b>AW to ensure circulation and collate responses.</b></p>

<p>7. Governance</p> <p>a. Receipt of LAC minutes Noted. Questions on recording of SCR checks for STMS and TBCS. Action to flag with all LACS to confirm last SCR check date.</p>	<p>AW to inform LACs</p>
<p>8. Safeguarding</p> <p>Critical Issues arising JB noted issue raised at St Edwards noted in last meeting. Confirmed this was now resolved and closed.</p> <p>CB made the board aware of an incident at STMP where a reception child was, through human error, briefly able to leave the school site without supervision. Action has been taken to prevent re-occurrence and it has been reported to LA, DFE etc.</p>	
<p>9. AOB</p> <p>a. BN requested a lettings variation for St Edward. The Women's choir use it for practice. The policy requires 10 million insurance and they have 5 million. Asha is happy to vary. Directors agreed</p> <p>IB noted the move to the upper site was quite traumatic for some of the staff, support promised didn't materialise. Parents and grandparents got involved. Would be good for board to send thanks and acknowledge.</p>	