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**Minutes of the CSPTSA Strategic Board Meeting  
10 July 2019, 10am  
St Cuthbert and the First Martyrs' Catholic Primary School**

Members present: Dan Copley (DC) [Chair], Clare Bussingham (CB), John Devlin (JD), Simon Gallacher (SG), Deidre Naylor (DN), Louise Robinson (LR)

Apologies: Caroline Hyde (CH)

Also present: Mary Arnold (MA) [One Education], Anna Walker (Clerk)

SG opened the meeting with a prayer.

**Apologies, Minutes and Matters Arising**

*Paper: Minutes 1 May 2019*

Apologies were received and accepted from Caroline Hyde (CH).

Minutes of the previous meeting held 1 May 2019 were agreed as a correct record of the meeting.

The following matters arising were raised.

- Action Plan 2018-2019 Headlines

**CB asked if the tracking system had been identified.**

JD confirmed the Trust has adopted Insight. DC noted there had been a demonstration held prior to the Trust adopting this. The system has two levels of functionality; objective tracking and planning. DC suggested the next issue to focus on will be quality assurance on the robustness of data and this represents a key piece of work. This will look at what makes up a judgement and the evidence.

**Action Plan 2018-2019 & headline KPI review**

*Paper: 2018 – 2019 CSP Action Plan and CSP Overview PowerPoint*

SG provided an overview of the PowerPoint:

- **IIT direct** – there have been eight trainees against the target of ten and this represents a significant increase on last year.

**DC asked what update there had been from St Mary's on a Diocesan SCITT.**



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SG suggested a Diocesan SCITT might be something which is developed under the hub. The Diocese is supportive of this but it requires a lead organisation to take it forward.

In looking at employment for SCITT trainees, it was noted that the CSP employed 12 NQTs last year.

- **School to school** – the meeting reviewed the breakdown of school to school activity. There will continue to be school to school activity through the Opportunity Area, supporting Rycroft. Many of the SLEs involved in this are from St Matthews. SG suggested this is a good example of work being done outside the partnership.
- **CPLD** – SG highlighted that feedback is captured on whether the benefits of the CPD outweigh any short-term impact on workload. There was a 67 per cent positive response to this. SG suggested it would be useful to compare this with the national response.

SG highlighted the high number of heads and SLT members completing the NPQ qualifications and that this is helping to deliver a succession pipeline. There are three colleagues undertaking the NPQEL. All NPQ courses are funded through the Opportunity Area. There will be two new NPQ leadership qualifications aimed at teachers who want to remain in the classroom. There are also qualifications for school business managers.

SG noted the Action Plan has been RAG rated and provided an update by exception, noting that all success measures that are highlighted will carry forward to next year's Action Plan:

#### Developing maturity

- *Generating and securing funding - seeking external funding and supporting bid writing, developing income generation opportunities.*

**DC asked if the Mary Myatt course will be running again.**

SG confirmed there will be another course and it will be a follow up to the first.

- *Supporting the development of coherent and comprehensive information systems to enable effective targeting of support.*

**DC asked if SG would be collating all data again.**

SG confirmed this is done through the subscription with the data team at Bradford.



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**LR asked about collating pupil outcomes across the CSP for years 1,3,4 and 5.**

SG confirmed these have not been collated across the schools as there is no consistent tracking methodology. The Trust schools are now using an assurance framework.

**School improvement through school to school support**

- *Emergency SSIF Application (St Anne's) QA'd and demonstrating impact - the work at St Anne's is complete. There is a final SSIF evaluation to be completed and returned to DfE and this will take place the following week.*
- *Implement a system leader growth programme that identifies and delivers more system leaders, particularly targeting cold schools & curriculum areas – this was not progressed due to the imminent development of TSA hubs.*
- *100% of Peer Leader session feedback rated as Good or better – carried forward to next year's Action Plan.*
- *SLEs receive 'research-based support' training – carried forward to next year's Action Plan.*

**It was queried why only 16/36 SLEs had taken part in training through the White Rose Hub.**

SG suggested this could be to do with individual's workload issues. The training requires three release days across the year.

**Continuing Professional & Leadership Development**

- *Ensure Career Pathway meets the needs of leaders at all levels from ITT through to Executive Headship – 47 per cent (against a target of 50) of all English & Maths leads have or are enrolled on NPQML / SL. DC confirmed that NPQs will continue to be fully funded again for the next academic year.*
- *Project Placement Programme begins – there have not been any colleagues sign up to a placement project. There are various reasons for this. SG suggested the CSP should continue to promote this opportunity. LR suggested this could be promoted in October when colleagues are together for training. SG confirmed there will be a flyer*



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circulated to HTs/teachers and this will highlight that there is funding for colleague release. SG suggested that, once there has been a successful placement and a case study developed, interest in this opportunity is likely to increase.

DC highlighted that projects for the placement programme need to be planned and scheduled to enable backfill. The objectives need to link to a colleague's performance management.

There was some discussion about the placement project in the context of the MAT and how expansion of the MAT might change colleagues' perceptions about working in other schools. JD highlighted that the new head of school contracts do not specify which school a colleague is based. CB suggested many colleagues are concerned about the potential for redeployment when they join the MAT. DC suggested that the Trust/CSP will get to a point where staff feel there are benefits in having options to work in other school. SG suggested that there also needs to be reassurance given to those staff who do not want to move.

DC noted that project placement review points are important and these should be built into all placement agreements. SG said review points should be scheduled from one month as they allow both parties to see if the placement meets expectations.

- *SLEs collaborate with strategic partners to ensure CPLD reflects the needs of the learners in the partnership* – SG suggested there is more to do to drive this and provide training to SLEs.
- *SLEs received research and collaboration training to be able to deliver CPD* – all actions will carry forward to next year's Action Plan.
- *Collate feedback on CPLD to ensure quality & to measure impact on workload* - 37 per cent of CPLD recipients complete the feedback and this is in line with the national average.

**JD asked how feedback is captured.**

SG confirmed online.

Initial Teacher Training

Teaching Schools

St Joseph's Catholic Primary School, Bingley

St Cuthbert & The First Martyrs' Catholic Primary School

National Support School

Our Lady of Victories Catholic Primary School

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- *Ensure minimum expected number of trainees signed up for CDSPTSA School Direct programme* – SG suggested this had been a successful year with 13 expressions of interest, and eight trainees signed up to primary and two to secondary. There is more that can be done on marketing, for example films and social media, and SG is due to undertake some social media training.
- *Retention of SD trainees & NQT retention above national average* – this is above the national average. Final retention rates will be reported in September.

### Research & Impact

- *Collaborate effectively with Bradford's Research school* – SG suggested the CSP needs to look for additional grants for research projects, for example, through Education Endowment Fund and STEM centres. Next year, research will have more focus in the Action Plan.

#### **JD asked how the CSP will find out about these opportunities.**

SG confirmed through subscriptions to relevant newsletters and distribution lists.

#### **LR asked if research funding can be applied for directly.**

SG said this needs to be applied for by certified researchers and this makes it more difficult for the CSP to do this itself.

DC highlighted that the CSP is involved in research that it might not have acknowledged in the KPIs, for example, the literacy projects and Glasses for Classes. The collaboration with Bradford teaching school and *50 things to do before you are 5* were also noted. It was suggested the early years baseline assessment is another example.

#### **LR asked if the safeguarding assessment could be included in the CSP's research.**

SG explained that research needs to be evidence based, for example, against a national benchmark.

DC noted that St Cuthbert's will be involved in a local sports partnership pilot funded through Sports England, involving the schools in the immediate vicinity and this will involve regeneration of the sports provision. The project is a joint initiative between



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the University of Leeds and Born in Bradford. This links with a number of partners including police and highways.

### Holding CSPTSA to account – KPI

- *Manage NCTL commissions and reporting* – this return was submitted after the deadline due to an error in the funding information received from DfE. This incorrectly showed income as £40k but £2k of this was the carry forward from last year. This has been resolved and the return signed off. The deadline was missed by a week due to the process of resolving these queries. DC confirmed the report from NLEs was sent ahead of the deadline.
- *Peer Review of CSPTSA* – SG confirmed the CSP has not been able to arrange this with another TSA.

DC suggested it is likely a Leeds Trinity member will join the Strategic Board.

- *Further develop quality assurance processes within CSPTSA* – the success criteria regarding eight strand monitoring will be carried forward to next year's Action Plan:

#### **JD asked when Strategic Board will receive the 2019/20 Action Plan.**

SG confirmed this will be after the summer. The 2019/20 plan needs to represent a sustainable plan in terms of income generation. The TSA is likely to receive £40k funding for one more year only. SG noted the TSA will need to sit alongside the Trust and this is integral to how the TSA will work.

### **Budget 2019-2020 & Service Level Agreement**

*Paper: Budget 2018-19 V2*

SG explained the subscriptions are calculated on a base rate plus a percentage of income (excluding high needs). The 2019/20 subscriptions have reduced for most schools. It was highlighted that the subscription now includes Pivot services and therefore represents a greater saving on last year.

Due to the St Anne's budget position (double deficit), they will pay the base rate only, without the additional 0.17 per cent. St Anthony's Shipley had raised concerns about paying disproportionately high fees. The school will pay a base rate relative to their pupil numbers, plus 0.17 per cent.





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SG suggested that the CSP will need to be in a position to fund its activity without the £40k. Without this external funding, the offer from the TSA will be reduced. Reference was made to TSA activity in the context of the Trust and DN noted that a paper will be presented to the Trust Board on this theme.

**DN said it would be helpful for the Trust to have a breakdown of the CSP expenditure and SG will send this as a pie chart.** Strategic Board discussed some of the areas of expenditure, including headteacher performance management, school to school support, and career pipeline. DC suggested that income generation is one area for the CSP to explore further next year, noting the Mary Myatt session as an example.

SG noted there are two schools in the partnership that have disengaged with the CSP. DC asked if the schools have budgeted for CSP subscriptions. SG confirmed he did not know. **It was suggested that the Strategic Board engages with these schools, potentially through a governor meeting, and it was agreed DC would take on this role and liaise with the headteachers of the schools.**

## **QA report on School Health Check**

MA presented the report findings and recommendations. The recommendations were discussed in detail:

- *The scope of the current health check report is very wide with a range of areas to evaluate. The current system allows for schools to have at least two health checks each year. The first check could be a broad review of data and the evidence for the school's own self-evaluation judgements. At this first visit, school leaders could identify one or two key foci for the second visit which links directly to an aspect of the school which leaders are most keen to improve in that academic year. The subsequent health check visit by colleagues would then focus on evaluating the progress that is being made in achieving these priorities. This focused approach also has the potential to develop leadership skills at several levels within the schools as it could mean that, on some occasions, the leaders taking part in the checks may not necessarily be solely the senior leaders – in view of the wide scope of the health checks, two or three per year is not realistic. If a school is in a positive position then it might be appropriate to conduct only one health check. The autumn health check could be used to gain a broad view of the school which then identifies two or three priorities which will be the focus of follow up health checks.*

In terms of broadening leadership involvement, this should include middle subject

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leaders. Deployment of SLEs and NLEs is an issue and schools are more likely to use SLEs if relationships have been built through the health check process.

- *The effectiveness and impact of the health checks is related to the seriousness with which it is taken by school leaders. If the system is to continue to be based on colleagues working together in a mutually supportive manner, then once a commitment is made to either undergo or to attend a health check then it must be met even if it means sending someone other than the head to participate – MA suggested that this needs to be reflective of schools' commitment to health checks. If a head cannot attend then the deputy head should.*

**DC asked if those schools that cancelled health checks rearranged these.**

SG confirmed they did.

**DC asked if it is common for health checks to be postponed.**

SG confirmed it is and that about a third of these are rearranged. SG suggested this might link to MA's point about not every school needing three health checks every year.

JD suggested that, if health checks are reported to Trust Board, schools are less likely to cancel them. SG confirmed that the health check reports currently go to SLT and chair of governors, but that this can be extended to Trust Board. DN suggested the Trust Board had asked to receive these. DN said there will be a paper going to Trust Board that sets out the future management of standards within the Trust. The Trust has the assurance framework but the Trust Board needs to be able to identify the issues and what is being done to improve these. The health checks could be part of the standards reporting for the Trust.

**DC noted that priory 1 and 2 schools receive a keeping in touch visit from the LA which has a narrow focus on standards and asked if SG receives these reports.**

SG confirmed he does not.

**CB asked if the schools that did not engage with the health checks are those in a strong position or those which are more vulnerable.**

SG explained that those schools that participated in the TLIF (Teaching and Learning Innovation Fund) formed one peer group and the TLIF provided them with external development days. It was felt that it would not be appropriate to have health checks in addition to the TLIF days but schools were given the option to. Two of the schools did proceed with health checks.





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CB suggested the autumn health check should be compulsory. **Strategic Board agreed to adopt a model of health checks where every school has one in the autumn term, with the potential to follow this up in the other two terms with more focussed health checks on key issues.**

**DC asked if the eight strand document is helpful for schools.**

MA noted that this is the schools' preparation only and is not the output of the health check. **It was agreed the eight strand document will only be used in the autumn health check and a different proforma will be required for the focussed follow up sessions and Strategic Board will agree this proforma via email. It was agreed the headteacher performance management training will be extended to include a focus on health check processes and the documentation.**

**DC suggested the CSP should provide a Mary Arnold facilitated session on developing a SEF within the new Ofsted Framework. It was agreed this would be done on Thursday 5 September. JD noted that Trust schools have a consistent format for SDPs and he will share this.**

- *Challenging peers can be difficult but if the health check system is to have maximum impact then feedback must be fair and honest. Colleagues need to be more open to giving and receiving constructive criticism – DC suggested that 'wilful blindness' is a topic which could be explored with leaders. **DC would share some resources around this with Strategic Board.** DC suggested that health checks should always include a walk around school and these should never be office based.*
- *Involving governors in part of the health check process can be very effective. It provides governors with an external view of the school and enables them to evidence their contribution to school self-evaluation and the school improvement process - MA suggested that governors do not need to be involved in the full process but that it is helpful for them to hear what is said and provide their contribution. There are some governing bodies that need to be more involved in the school self-evaluation form. DC suggested the dates of health checks should be sent to chair of governors and SLT, and also a Trust Board member.*

**DC asked about how SG selects which health checks are quality assured by MA.**

SG suggested this does need to be split evenly between the Trust and non-Trust schools. The QA schools have not been identified at this stage.



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### **Feedback on OLSB Interim Consultant HT Role**

DC provided some background, noting the discussion at the last Strategic Board where it was proposed that the interim headship be terminated, with the recommendation that the Headteacher Designate of the school take on the role immediately.

Prior to this, the Strategic Board had requested a formal review meeting, in line with the terms of the placement. This should have been held in March but it was not possible to set this up with the school.

DC explained that the Strategic Board's recommendation for the Headteacher Designate to start at the school immediately was rejected by the school and Diocese and SG continued in role. SG became aware of a communication which had been issued to all OLSB staff to state that all decisions in school were to go via the Head of School. SG submitted an email to the Diocese explaining the role had become untenable.

DC explained that there followed a conversation between him and the Chair of Governors at OLSB, during which there was agreement to terminate the interim headship. The conversation discussed the potential support structure the school would need going forward. The school liaised with the LA and agreed that the Achievement Officer would increase their support to one day a week.

CB expressed concern about the circumstances surrounding the placement and the difficulties Strategic Board had experienced in setting up a review meeting. It was noted there would be learning taking from this, and that any future placements will require a review meeting after the first month. **There was agreement from CSP that the relationship with OLSB needs to be maintained and DC will take this forward.**

### **Teaching School Hub, ECF & SLT Conference 2019 Review**

SG confirmed that all attendees will receive outputs from the CSP Conference, including all slides.

SG provided an overview of the future of TSAs, noting funding is not guaranteed after the next academic year, 2019/20. Teaching school hubs are being piloted across key areas, including Bradford. These will be led by outstanding schools that will support 200 schools and received £200k to do this. The hubs will do the work of TSAs but on a wider basis. The hub leads are being identified through a bidding process. As a current TSA, CSP will be named in all Bradford bids, although none of the bidders have approached the CSP to discuss their bid. The Bradford hub will launch in January 2020, with the first two terms dedicated to the set up and then the hub will run as a pilot for a year. The funding for the



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hub model represents a reduction in teaching school funding; currently the TSAs in Bradford receive £320k.

**AOB and Closing Prayer**  
**Communication Plan**

SG highlighted the need to develop this further and DC suggested this should link to the Trust communications plan. DN noted that the paper being developed for the Trust Board will explore communications also and is about how the Trust and CSP work together. CB agreed to support the CSP with communications.

**Date of the next meeting**

tbc

**As there was no further business the meeting closed at 12.35pm.**