RICHARD HUISH TRUST
ACADEMIC PERFORMANCE & QUALITY COMMITTEE

12th September at 4:00pm

Virtual via MS Teams

Committee members present: Clare Greenslade (Chair)
Tim Duffen

In Attendance: John Abbott – Chief Executive Officer (CEO)
Steve Chattell - Chief People Officer (CPO)
Heidi Screech – Director of Nurseries
Adam Glover – Director of Behaviour & Intervention (Primary)

Clerk: Helen Wells – Governance Specialist

MINUTES

APQ 24/01	**1. MEETING FORMALITIES** 1.1 **Welcome and apologies for absence** There were no apologies.	**Action**
APQ 24/02	**1.2 Declarations of interest** There were no declarations of interest.	
APQ 24/03	**1.3 Minutes of the previous meeting** Directors approved the minutes from the last meeting and the Chair consented for her electronic signature to be added.	
APQ 24/04	**1.4 Matters arising** Directors reviewed the matters arising from the previous meeting noting all matters as either completed or pending completion as recorded.	
	2. STRATEGIC OVERVIEW	
APQ 24/05	**2.1 Huish Quality Improvement Plan (QIP)** The committee welcomed and the CEO introduced the Director of Nurseries and the Director of Behaviour & Intervention (Primary) who led this item. The CEO described how the Huish QIP had been formulated with input from across the trust. The first two priorities were discussed.	
APQ 24/06	1. To improve the quality of behaviour management and intervention across Huish This item was led by the Director of Behaviour & Intervention. There are two main areas of focus within this priority. The first is around managing behaviour in a trauma-informed way and embedding this approach within schools. He will be working closely firstly with identified primary schools, the intention is to gain a recognised accreditation for those schools but highlighted that it requires a shift in culture as well as approach to achieve the desired impact longer term. He described the process that the schools will need to undertake and how it is important to link through to relevant policies and procedures.	

Signed:……*Clare Greenslade*……………………………….. Date:……17/10/2024…………………………..

APQ 24/07 **Are the other schools, who have not been identified to take the priority forward this year, aware of how/when they can take up this approach?**
All schools are aware and will hopefully see the benefit of the approach and undertake it for themselves in years to come.

APQ 24/08 **Will there be help for you to achieve this priority?**
Once some staff at the initial schools have been trained and are ready, they can become pioneers in supporting and rolling out the approach with others. A link has been established with a trauma informed primary school in Cornwall, the intention being that the schools at Huish can see the impact and explore ideas about how it works in practice. There will also be mentoring support available to help implement the priority.

APQ 24/09 The second focus of the priority is to set up support for support staff dealing with behavioural issues at the schools. This will include specific and targeted training and an opportunity to share experiences and approaches. The director described how he is exploring how to give ownership of the group to the staff by combining it with an area of research; an approach for which he is seeking input from the college to draw on their experience and expertise from their joint development practice activities.

APQ 24/10 The other aspect of this part of the priority is to create a support network to help staff explore and understand how working with challenging students impacts on their own mental health and to discuss strategies to help identify and manage this.

APQ 24/11 **Why have the two identified schools (Nerrols and Lyngford Park) been selected?**
These schools have already seen how trauma has impacted within their local community and how this can be generational. The trauma informed approach has been used to some extent in both schools already and they are ready to take a bigger step into embracing it as a cultural approach.

APQ 24/12 **Have other schools not been as ready to embrace the initiative?**
Other schools have recognised that they do not need to be the priority school currently partly due to the differences in their local communities and partly because the schools have a range of established cultures and philosophies about behaviour management.

APQ 24/13 The CEO noted that the link with the college is likely to be further explored due to a national rise in how suspensions and different behaviours are now being seen in further education where this has not previously been such an issue.

APQ 24/14 **Will the two priority schools include working towards a trauma-informed approach to behaviour in their school QIP?**
It will be for Nerrols, but not for Lyngford Park unless it is linked to their attendance related priority – over time it should help improve the sense of community and positively impact on attendance.

APQ 24/15 2. To improve the quality of Huish Nursery management
This priority was led by the Director of Nurseries.

The directors described the need to establish consistency of approach whilst recognising individuality across Huish's nurseries. She will focus on achieve this by sharing good practice and using the Education Endowment Fund (EEF) framework to provide a strong sector relevant and evidence-based approach. This will primarily be across four of the five nurseries initially.

APQ 24/16 A key facet of the priority focuses on maximising the effective and efficient functionality of Famly platform that is used across the nurseries, particularly for finance. Critically, to ensure Famly is used correctly by training managers to ensure there can be confidence in the forecasting element of the platform.

APQ 24/17 Another facet is the need to align policies and procedures across the nurseries to bring them together to be more efficient, consistent and ensure compliance.

APQ 24/18 She outlined the importance of the vision and branding of the nurseries as currently each operates approaches this differently. To establish this, she feels it is imperative the approach is informed by those working within the nurseries. The approach is currently being drafted following input about what matters to these staff to enable them to live their co-created vision every day. This will include alignment through a logo and staff uniform provided by Huish, then looking at the marketing of the nurseries and ensuring information on websites is well explained and informed.

APQ 24/19 She described how the retention of staff within early years and the recruitment of early years practitioners is very challenging for several reasons. By creating a Huish nurseries brand through giving very effective CPD, creating a more desirable workplace and establishing a much more collaborative approach across the nurseries it is intended that Huish will become an employer of choice for workers in this area.

APQ 24/2 **Is there any plan for the Director of Behaviour and Intervention to work within the nurseries?**
This is not the plan initially but, in the future, there may be scope to explore this.

APQ 24/21 **If a nursery is full will parents be referred to another nursery?**
In time the system should be effective enough to give live information about availability so they can easily be referred on.

APQ 24/22 The CEO noted that the plan will help to make the approach to running the nurseries more commercial and to make the most of opportunities that being in a trust can provide. Establishing the foundations for children with their first interaction with Huish will establish the foundations for them to succeed in the longer term.

APQ 24/23 Directors observed that the relationship with parents at the nursery stage is a different to how what it becomes at school, as it is primarily based on a financial transaction. Directors voiced that they are supportive of introducing uniforms for staff. There is competition to consider from private nurseries which will factor into the strategic approach. Nurseries can help to underpin school recruitment and help ease the transition into primary school. Directors discussed security at nurseries which is partly around the physical security and the training and diligence of staff.

APQ 24/24 Directors agreed that both directors would be welcomed back to a future meeting to provide an update on progress.

Directors thanked the directors for their input.

ACTION: Note to invite the Director of Behaviour & Intervention (Primary) and the Director of Nurseries to a future meeting to provide an update on progress against their priorities. **Clerk**

The Director of Behaviour & Intervention and Director of Nurseries left the meeting.

APQ 24/25 **2.2 Update on the 2023-24 school and college based QIPs**
The CEO outlined the process of the schools and college reflecting on how well the priorities last year were achieved and whether those priorities need to be continued. The associated paper outlined the progress that was made and as presented by heads/principal at a Headteachers' Forum. The workshop also helped heads/principal to prepare for presenting their priorities to their governing boards about why the priorities are the priorities.

APQ 24/26 **Some priorities are recorded as no longer being a priority for 2024-25 but will be monitored, how will they be monitored?**
The LGBs should be picking this up as part of their oversight, but their focus needs to mainly be on the current QIP; this will be a challenge for the headteachers to ensure that there is ongoing monitoring.

APQ 24/27 **How have headteachers/principal been challenged about what is being reported in their QIPs as progress?**
This is part of the scrutiny and accountability of the QIPs reported by senior leaders with the executive team, this challenge takes place as part of this monitoring process.

APQ 24/28 Directors noted that the summary is very useful and that it would be helpful to have the summary to hand for the meeting in October.

ACTION: Ensure that the review of the 2023-24 school/college based QIPs are available to all attending the next AP&Q full day meeting in October. **Clerk**

APQ 24/29 **2.3 Progress against strategic driver 1 - To deliver continuous improvement in the quality of education so all students progress and flourish, improving all student well-being and life opportunities.**
The CEO updated directors about progress being made against strategic driver 1, which outlines themes for Huish to work towards over the period of the plan (2023-2027). The first part of the plan is to design a quality management cycle, this was achieved and implemented during 2023/24. The next phase is how this is translated across the institutions, the vehicle for this will be making use of the Joint Practice Development approach being pioneered by the college. A key consideration is how to deploy the approach to improve quality of education in schools and this features as the third priority in the Huish QIP so that it will be a key focus for the whole trust this year to move forward on. Another aspect of the driver was to address the challenges schools face during transitions between schools, as yet there has not been any meaningful work to address this. The CEO explained that this has not moved forward into action as the other priorities have dominated over the last 18 months but will be an area to reexamine moving forwards.

APQ 24/30 **What is the priority about providing a range of routes into qualified teaching?**
This refers to the use of apprenticeships and other qualification routes to qualify teachers and support staff at the college to be able to teach within Huish's schools.

3. COMMITTEE MATTERS

APQ 24/31 **3.1 Committee membership**
The committee are keen to recruit at least one additional director. Directors discussed how recruiting high calibre volunteers to director roles remains extremely challenging. The CEO and CPO provided information about a potential director but that this is not yet certain. The Governance Specialist noted that a long-standing vacancy for a Foundation Director remains challenging to recruit to and ideally this appointment would also have the skills and experience to join the AP&Q Committee.

APQ 24/32 **3.2 Annual Report**
Directors discussed the draft annual report which provides a summary of the work of the committee during the previous academic year. It is useful as a tool for reflection and planning for the current year. Directors noted some minor adjustments and confirmed they approve the report and for it to go to the board to inform the overall annual review.

APPROVED: Directors approved the committee annual report for 2023-24 and recommended it be reviewed by the board.

APQ 24/33 **3.3 Strategic Risk Register**
Directors noted the AP&Q relevant risk on the Strategic Risk Register (AR02). The clerk highlighted that AR02 is the main risk associated with the work of the committee, and as such it is important to note it and to report back to the Audit & Risk Committee should there be any significant changes or considerations associated with it during the year. Directors discussed the risk. Amendments to the register were noted as being needed to reflect a change in circumstances relating to Pyrland and changes in external oversight. Directors discussed the how the changes may impact the school and trust.

ACTION: Amend the risk register, risk STR02, to reflect changes to Pyrland School. **CEO**

APQ 24/34 **4. ANY OTHER BUSINESS**
4.1 Any other business
There was no other business.

APQ 24/35 **4.2 Confidential items**
Directors agreed there were no confidential items for the minutes.

APQ 24/36 **4.3 Agendas for future meetings**
Directors noted the agendas for the 17th October 2024 and 4th February 2025.

APQ 24/37 **4.4 Dates of future meetings**
Directors noted the dates and arrangements of future meetings.

There being no further business the meeting closed at 5.25pm.

Signed:……*Clare Greenslade*……………………………….. Date:……17/10/2024…………………………..