Minutes of the Southerly Point Co-operative Multi-Academy Trust Standards Committee Meeting

Thursday 17th October 2019, in the Trust Conference Room.

ATTENDING :	
Donna Bryant	**DBr**
Sean Davis	**SDa**
Alan Hinchliffe	**AHi**
Pam Miller	**PMi**
Kristin Pryor	**KPr**
Marc Talbot	**MTa**
Chris Webb	**CWe**
In Attendance	
Richard Lawrence	**RLa**
Karen Teague	**KTe**
APOLOGIES :	
Kate Wilson	**KWi**
	ACTION

3.	**WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS**	
	The Chair welcomed all those present and attendees introduced themselves for the benefit of AHi, as a new attendee. AHi gave a brief summary of his background in education and governance for the information of Committee members who were not Trustees.	
	Following Trustees' written **approval** of AHi's Pen Portrait and agreement to him joining the Trust Board, AHi's appointment to the role of Trustee was formally minuted.	
	Under **Declarations of Pecuniary Interests,** no additional declarations were forthcoming. However, RLa asked that it be noted he was on the Board of Askel Veur.	
4.	**MINUTES AND MATTERS ARISING**	
	The minutes of the previous meeting, on 6th June 2019, were agreed to be an accurate record and were duly signed by the Chair.	
	Matters Arising included updates on:	
	Disadvantaged pupils. Following the question that had arisen around the difference in attainment between low, medium and high subset for the disadvantaged against the same subsets for others, to see the magnitude of spread, further detail had been forwarded to SDa. There were some concerns around the extent of the difference and the gap not closing whilst recognising that this is also a national issue. The overlap between children who were disadvantaged and SEN or had mental health issues etc meant this was a far from straightforward issue to tackle.	
	However, schools were by no means complacent. For example, members of staff from a Trust school had been to another school outside of the Trust where some success was being achieved and were now providing challenge on this within their own school.	
	A query arose as to whether breaking this down into subsets would better enable schools to address certain aspects and facilitate moving this forward. DBr / RLa pointed	

	out no clear subsets or patterns had been identifiable in work on this to date and it was often about looking at individual pupils. Schools were trying extremely hard to put interventions in place, individually and collaboratively, wherever possible and to offer other support where appropriate but this was an extremely complex picture.	
	It was also acknowledged that really good teaching increased the progress of disadvantaged pupils more than any other set.	
	Trustees proposed a sub-group meet to look more deeply at secondary data with representatives from the two secondary schools.	
	Action: Arrange a sub-group meeting.	**DBr**
	In response to a query around tracking, Committee members were informed tracking was systematic and looked at progress right through the various key stages. All the Trust primary schools used the same tracking system and, whilst the two secondary schools had different approaches, they both drilled down into the key areas.	
	Some impact could be shown at Helston Community College this year following additional efforts to get disadvantaged pupils to Grade 4 in maths but the gap was still too great.	
	Q. Is there consistent, effective use of Pupil Premium funding?	
	A. We can look at how systematic this is and how much Local Governing Bodies are scrutinising this.	
	Action: Look at how consistent the Pupil Premium funding spend is and how much LGBs are scrutinising this.	**DBr / RLa**
	All other actions had been completed.	
	There were no further matters arising not covered elsewhere on the agenda.	
	Using IT / Google	
	RLa explained that a large number of documents [such as minutes, papers, etc] were now being stored there and specific areas had been set up for information pertaining to Local Governing Bodies, the Trust Board and the Trust Board Committees. Any of this could be made available to the relevant persons through the allocation of permissions and logins. All Trustees / Committee members had been set up with Google accounts. There could be a little snagging initially, as this was still being developed, but the system would streamline communication significantly in the future. Committee members were asked to email RLa if they experienced any issues so these could be followed up.	
	RLa shared the folder structure for the Local Governing Body areas and advised Trustees they would have an overview of this entire area in order that they might monitor governance at local level and carry out the role of Linked Trustee more effectively.	
	Moving forward, the aim was to start moving across to Gmail for email communications. Committee members could then receive invitations to meetings with all the associated documentation attached so individual papers could be easily accessed from a single point during meetings.	
	Another element of the wider IT strategy was the setting up of one Wi-Fi code which would work in any of the Trust schools, thereby enabling senior leaders to access all the appropriate documentation for schools via their own devices during on-site visits.	
5.	**PERFORMANCE AND PROGRESS DATA - PRIMARY**	
	Overview of Standards at Primary Phase. Data presented to Committee members prior to the meeting and discussed included:	
	KS2 SATS results 2019, including individual schools, Trust, Trust [weighted], Cornwall and National figures.	
	KS2 SATS 3 year rolling average, including individual schools, Trust, Trust [weighted], Cornwall and National figures.	

Phonics 3 year rolling average, including individual schools, Trust, Cornwall and National figures.

EYFS 3 year rolling average, including individual schools, Trust, Cornwall and National figures.

Items presented and discussed included:

- Key headings were broadly in line at early years, with some ups and downs.
- Y1 phonics was broadly in line. Some schools had identified this as an area to work on and progress could be seen here.
- Greater depth maths was down in KS1 but this was being looked at.
- KS2 maths was a challenge and proving stubborn to move, particularly at greater depth. Similarly, greater depth reading. Again, however, work was being done in these areas.
- GPS was furthest away from national so concentrated work was being done in that area - Eg. the Cornwall Oracy Project etc. working with the Kernow English Hub; the continuation of phonics through KS2 and other strategies – but the impact of this would take a while to filter through. GPS was also one of the key foci for the Literacy Network Group and further training / work around moderation was increasing teacher confidence.
- The Maths Hub had worked across the county for two years but unfortunately this had not had the impact it hoped it would. Even though it could be evidenced through learning environments and conversations in schools etc, the impact was just not coming through in the data yet.
- A series of training sessions for Maths' Co-ordinators across the Trust had started last year and were continuing through the current academic year.

An overview of each school, including a summary of:

- 3 year rolling performance [KS1 and KS2]
- Progress
- Year 1 Phonics
- EYFS

This was coupled with a spreadsheet showing strengths, concerns and upward / downward trends across the Trust schools against KS2 attainment and progress, KS1 attainment, Y1 phonics and EYFS.

A summary of judgements [RAG rating] for individual schools – September 2017, September 2018, January 2019 [including possible future changes], June 2019 and October 2019.

Q. Which judgements did you find most surprising – were there any with no prior indicators?

A. None. Rather they served as an affirmation of where the schools currently are.

While it was always disappointing when any downward trend was noted, RLa advised Committee members they could be assured that Headteachers were working hard whenever this occurred. Headteacher Performance Management sessions had just been completed and Headteachers had been set targets appropriate to moving results up.

The majority of schools were focusing on the 'reasoning' aspect in Maths as this was important in getting pupils to greater depth.

It was noted the new Ofsted framework placed far greater focus on the quality of the curriculum than on tracking – particularly the subject knowledge, skills base / vocabulary for different curricular areas and the connections between these. Through book scrutiny, talking with subject leads and so on, inspectors looked at the curriculum from every angle. Their observations were then used to inform their evaluations of the curriculum and progress.

Ofsted were keen to cut out any narrowing of the curriculum to achieve test results and it was pleasing to affirm this could not be seen in any of the Trust schools.

It was suggested the figures for Authorised Absence appeared to be slightly high.

	Committee members were informed that discussion had taken place at Heads' Group meetings around what should and should not be authorised but there was more work to be done in this respect.	
	If families regularly took time off every year, a letter was to be sent after 5 days saying that - if this was repeated – parents would potentially be receiving a penalty, as this not only negatively impacted on a child's education but also effected the persistent absence figures. In addition to discussions amongst Headteachers, schools were working with EWOs to minimise this occurring and often could not do more.	
	A query arose as to whether there was any correlation between the absence figures for FSM6 pupils and the progress these pupils were making. DBr / RLa explained there were often a number of factors involved and therefore it was not as simple as this or easy to turn around. It was suggested it would be worth investigating deeper to see if it was possible to draw out who it is, why it is and so on.	**DBr/RLa, with Heads**
	Corestats data had also been shared with Committee members prior to the meeting to further evidence the current Trust position, including: • 2017-2019 Attainment Summary [Trust Level] • 2015/16-2017/18 Absence and Exclusion data [Trust Level] • Early Years Attainment 2019 [School Level] • Phonics Attainment 2019 [School Level] • Key Stage 1 Attainment 2019 [School Level] • Key Stage 2 Attainment and Progress 2019 [School Level]	
	RLa shared an example of the newly released Inspection Data Summary Reports [IDSRs] with the Committee. RLa advised Committee members that he had access to the IDSRs for all the Trust schools and Headteachers had access to those for their own schools. These now contained Trust information and information around finance, as well as quintile assessments of all the areas.	
	See also Confidential Notes.	
	RLa was thanked for his presentation.	
6.	**PERFORMANCE AND PROGRESS DATA - SECONDARY**	
	Data presented to Committee members prior to the meeting and discussed included: **Key Stage 3, 4 & 5 Data, Results / End of Year grades, for Helston Community College** • KS3 Year 9 [End of year current grades]. Overall, Gender, Disadvantaged, SEND • KS4 Year 10 [End of year current grades]. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able. • KS4 Year 11 [Exam results]. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able. • KS4 Closing the Gap Data Trends. Gender, Disadvantaged and SEND. • KS5 Year 12 [Current grades]. A-level, Academic, Applied General, Tech Level, Grade Distribution, Alps Grades. With comparative data. • KS5 Year 13 [Exam results]. A-level, Academic, Applied General, Tech Level, Grade Distribution, Alps Grades. With comparative data. **Key Stage 4 [Year 11], Results, for Mullion School** • KS3 Year 9. Data not presented. • KS4 Year 10. Data not presented. • KS4 Year 11 [Exam results and predicted grades in Spring 2019]. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able. Also shared was the school's Action Plan for 2019-2020. **Q. Will the dip in figures at Mullion School trigger an inspection?** **A. We do not think so. The school know they have a big piece of work to do but strategies are in place at SLT and subject levels, and an external scrutiny visit has also been arranged.**	

Secondary Summary

DBr talked through and drew out key points to be mindful of in relation to both secondary schools.

Helston Community College. Considerable discussion had been had around disadvantaged pupils and a series of case study pupils. There were a significant number of students who did not have a good experience last year due to factors outside of school but, of these 6, only 1 had been removed from the figures. ASCL [the Association of School and College Leaders] were looking into this, as the same experience had been noted by a number of secondary schools. No-one currently knew whether any quality assurance was being done over those making the decisions so it was important to get up close to this. Initial impressions would suggest it was down to the quality of evidence from lead professionals [eg. hospital consultants] the school could provide but some data could not be passed on due to GDPR. DBr was confident the College had done everything it could to support these young people and acknowledged that the inclusion of these students could have a notable impact on figures.

Post 16. Outcomes had improved here, showing the impact of the plan. Discussion was briefly had around two areas: the number of students starting / completing Level 3 courses and the number starting Level 3 who have not achieved Level 2 in English and Maths. In respect of the former, DBr advised Committee members this was being looked at and figures could be included next time if required. In respect of the latter, the College was quite successful at getting students through resits - particularly in English. Whilst some students left at the end of Y12 to take up apprenticeships etc, drop out figures generally were low and progress to higher education was good.

DBr/DDu

Mullion School. For the first time in years, the results at Mullion School were not as expected. This had been quite a hit for the school but they had gone through the data with a fine tooth comb and put a raising achievement plan together. The Headteacher and subject leaders had responded straight away as they were very keen to make this right. The school did extremely well in the first year of the new exams so now had to ask themselves where did they not get it right this year? Ensuring the right children were in front of the right teachers for intervention was key so the SLT were brokering all of this and the Executive Leaders were keeping a very close eye on progress against the plan.

Q. Why is there no mention of external support in Mullion School's action plan ?

A. Whilst it may not be specifically referenced in the plan, the school have asked for a challenge visit from the Data Sharing group; Heads of Subjects are linking into support from the CASH network and much more collaborative working is taking place. English linked with the Helston team this year and results are up against trend. The Executive Leaders will ensure all these things continue to take place.

Committee members were reminded there were a number of issues with which Mullion had to deal during the last academic year, including bereavement; a weaker timetable; the data manager and teaching staff being absent; having no spare capacity with regard to staffing. All of this had made monitoring more difficult. Helston Community College staff had stepped up and run the exams to support colleagues at Mullion School.

CWe joined the meeting at 7.15pm.

Q. Pupil engagement has been identified as an issue. Does the school have the capacity to deal with this?

A. Measures are already being put in place. For example, the school have bought back into the Construction and Hair and Beauty courses at Helston Community College so pupils have a breadth of curriculum which meets their needs.

	Committee members agreed it would be good for the secondary Headteachers to speak at the proposed sub-group meeting so that Trustees could hear from them directly. If the respective Chairs of Governors were also invited, this would allow scrutiny to take place at both school and Trustee level. An anonymised data set, child by child, was also requested for the meeting.	
	ACTION: DBr to liaise with Headteachers / Chairs on this.	**DBr**
	The Committee was reminded that, whilst it was important to look into any downward trends and the reasons behind these, it was also important not to lose sight of those pupils who had achieved, as there were many.	
7.	**BEHAVIOUR AND ATTENDANCE DATA**	
	Behaviour and Attendance data was presented and discussed for the academic year 2018 - 2019, at both school and Trust level, including: • **Migration.** In / out of the Trust and within the Trust. • **Attendance**. Overall, FSM, CiC, Services, CP Plan, SEN support and EHCP. • **Persistent absence**. • **Exclusions**. All, FSM, SEN Support, Statement / EHCP, CiC. • **Wellbeing**. CAMHS referrals, Safeguarding referrals, LADO referrals, Reportable Accidents, Formal Complaints, Racist Incidents, Diversity Incidents. **Migration.** The data around external and internal movement was being looked into, as mobility continued to be a concern. **Attendance**. Overall, both primary and secondary attendance figures had improved but were still being closely monitored. For example, attendance in Year 7 was dropping slightly at Helston Community College but the LGB had already noted this and were looking into it. **Persistent Absence**. Schools continued to follow up on persistent absence with EWOs etc. It was important to note that PA figures for schools might be skewed where pupils had taken a holiday during term time and, increasingly, by the significant number of young people on part time timetables because of mental health issues.	
	Action: Executive Leaders to focus on schools where they are above the national PA figure and ensure appropriate actions are in place.	**DBr / RLa**
	Exclusions. As the schools within the Trust were trying extremely hard to keep pupils wherever possible, the exclusions figures were relatively low. Moreover, the procedures had been really scrutinised so as to assure leaders the system was robust. **Wellbeing.** A variety of proxy measures were being used for wellbeing, including the number of new and open CAMHS referrals. However, this was not an effective proxy as the threshold for CAMHS was so high that those figures did not adequately measure the significant issues schools were seeing in pupils' mental health. The Wellbeing Network Group were looking at a more effective measure and mental health was being tackled by a whole range of methods, examples of which were given, across the Trust. **Elective Home Education.** Elective Home Education was on the increase nationally so significant work was undertaken with pupils before parents took this decision. There were a wide variety of reasons for parents' choice to home educate, including: avoiding attendance penalties; mental health issues; perceived unmet SEND. As the movement of these pupils was often volatile, the decision to home educate could severely disrupt their education. It was important to understand the reasons behind this so DBr and RLa were drilling down into this.	
	Action: It would be pertinent for those in governance to examine this further. Add the HT Report front page summary data sheet.	**DBr / RLa /**

8.	**UPDATES TO RISK REGISTER**	
	DBr talked committee members through recent updates to the Trust's Risk Register in respect of Section 1: Strategic Reputational Risk, sections 1.1 to 1.6, and Operational Risk, sections 2.2 to 2.3.	
	1.1. DBr gave examples of the significant amount of work that had already gone into redeveloping the branding of the Trust's Post 16 provision. It was recognised this area still required further revisiting and it was suggested it might be helpful to invite the Director of Post 16 to the next meeting of the Committee.	
	Action: Invite DDu to the next meeting of the Committee.	**DBr**
	1.2. The Committee were informed that the Executive Leader and Deputy Executive Leader had divided the schools between them so that, along with the Trust's School Improvement Lead, they could provide greater challenge and more targeted support. As the window for Ofsted inspections was now open for all the schools in the Trust, this was key.	
	1.3. The findings of the sub-group to drill down into the secondary data would have a bearing on this, but the Committee agreed the risk categorisation should remain as it was until after that meeting.	
	1.6. Under the leadership of RLa, great headway had been made regarding the Trust wide IT strategy but there was further to go, as this now included 15 elements.	
	2.2. It was noted that developing leaders within the Trust were open to challenges and Headteachers had been asked to ensure Assistant Headteachers understood the career Pathways within the Trust. Helston Community College, for example, were seconding middle leaders to the Senior Leadership Team. If a vacancy then arose, these members of staff would stand a good chance of getting this. However, if individuals chose to step back, they still had this experience, behind them, which would serve to strengthen their own practice and the school as a whole.	
	Q. Are aspirations documented in Teacher Performance Reviews?	
	A. The Continuing Professional Development [CPD] of staff is noted but aspirations in respect of their career pathways may not be specifically documented.	
	It was suggested it would be helpful to look at including this, perhaps in incremental steps rather than extended aspirations as shorter term plans could be used to encourage staff to think longer term.	
	For example, if a member of staff were to sit in a role such as Deputy Head for many years, particularly in secondary schools, this could potentially block the progress of other members of staff wanting to come through and gain experience in this role as part of their progression towards a headship.	
	DBr advised Committee members there was a clear culture of development amongst Headteachers which could regularly be heard in conversations but was not necessarily being recorded so she and RLa would look at adding aspirations to the performance management procedure.	
	ACTION: DBr / RLa to look at adding aspirations to the performance management procedure.	**DBr / RLa**
9.	**ANY OTHER BUSINESS**	
	There were no further matters to be raised at this time so the Chair thanked everyone for attending and drew the meeting to a close at 8.05pm.	
10.	**DATES OF FUTURE MEETINGS**	
	The next meeting of the Trust Standards Committee will take place on 23rd January 2020, from 6.00pm, in the Trust Conference Room. PMi extended her apologies for this meeting.	

Chair's Signature _____ **Date** _____