

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



Thursday 15th October 2020, from 6.00pm
Online meeting due to the Covid 19 pandemic

<u>ATTENDING :</u> Donna Bryant Sean Davis Alan Hinchliffe Pam Miller Kristin Pryor Chris Webb Kate Wilson In Attendance Richard Lawrence Karen Teague		DBr SDa AHi KPr PMi CWe KWi RLa KTe
<u>APOLOGIES :</u> None		
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	<p>The Chair welcomed all those present.</p> <p>It was noted a vacancy now existed for a third representative from a Local Governing Body since MTa had stepped down from the role of Governor since the Committee last met.</p> <p>Under Declarations of Pecuniary Interests, no additional declarations were forthcoming.</p>	
4.	<u>MINUTES AND MATTERS ARISING</u>	
	<p>The minutes of the previous meeting, on 11th June 2020, were agreed to be an accurate record and were to be duly signed by the Chair when circumstances allowed.</p> <p>Matters Arising included updates on:</p> <p>Further reviews of PP plans and spend in the Autumn term. Due to the many challenges at the present time, Executive Leaders were to undertake these when circumstances allowed. Gaps in learning were currently being determined for all pupils. Recent research seemed to suggest that access to technology was not the most significant factor in determining engagement / progress for disadvantaged pupils, as that issue was spread across all pupils, but rather it was a lack of space in which to work and a lack of time with / the support of adults that had impacted most. This was why it was so important for pupils to be in school wherever possible, although the Trust was developing its online learning offer so it could support pupils more thoroughly if circumstances required this. Where pupils had already secured foundational learning, when reminded of that prior learning they were making good progress. The exception to this was pupils in Year 1, as they had only been in school for a very short time last year. Extended writing – where pupils would review, go back, refine, redraft, etc - had been hampered across the year groups.</p> <p>One bubble group had closed so the class teacher was providing remote learning from home. This was going well but had raised a few glitches it had been necessary to work</p>	

	<p>through. DBr advised the Committee that, whilst learning should be provided for pupils isolating, it should not be provided in the case of unauthorised absence. If pupils were absent but did not need to be, schools must make it clear the absence would not be supported / authorised and work would not be sent home, as children needed to be in school. EWOs had been clear it was important Headteachers did not collude in this situation or they were complicit in breaking the law re. pupils' attendance. Should a vulnerable pupil be shielding for medical reasons, remote learning would be provided for that pupil / siblings so it was all about adapting to different situations but following relevant guidance.</p> <p>Data drops were to take place before the half term break so one of the monitoring questions for Headteachers would be around disadvantaged pupils.</p> <p>Resit figures. Resit figures were to be shared with the Spring 2021 data.</p> <p>Inclusion of aspiration in the documentation around performance management. The Performance Management paperwork included a section on CPD and Headteachers had been encouraged to talk with staff about their aspirations and developmental needs.</p> <p>Q. Are there currently any professional development opportunities for staff?</p> <p>A. Network Group meetings are continuing remotely so staff can share good practice in curricular areas, Safeguarding, SEND, etc. Training is also taking place in schools, such as in phonics. Much online training is available so it is about choosing what is most appropriate for staff / the school and not overloading staff.</p> <p>Q. And for staff aspiring to go forward in their own development?</p> <p>A. There are opportunities. For example, a colleague is continuing her masters' degree. We are not running aspirant leaders courses currently, as staff are so stretched, but any opportunities that occur are being publicised with staff.</p> <p>Teaching Schools. The current Teaching School model would come to an end this academic year and would be replaced with a network of 87 local Teaching School Hubs, two of which would be in Cornwall. These would continue to provide high quality professional development to teachers at all stages of their careers – [Initial teacher Training; Early Careers Framework; NPQ suite] - as well as to promote and deliver other high-quality research-based professional development to school leaders and teachers.</p> <p>Kickstart Scheme. The Kickstart Scheme provided funding to create new job placements for 16 to 24 year olds on Universal Credit who were at risk of long term unemployment. Funding covered 100% of the National Minimum Wage [or the National Living Wage, depending on age of participant] for 25 hours per week for a total of 6 months, associated employer National Insurance contributions and employer minimum automatic enrolment contributions so there was no budget implication involved in this scheme. Further funding was available for training and support [through a school based mentor] so that young people on the scheme can get a job in Therefore, the scheme could be of real benefit to both the community / young people and to the schools in which they were placed. The Trust will make a gateway application via the Real Ideas Organisation [RIO].</p> <p>SEND sub-group. The SENCo Network Group were to meet on 30th November 2020 so DBr was to secure representation from SENCOs at that time and forward a meeting date to all those concerned.</p> <p>Update on Mullion School action plan. Given the current situation, it had been very hard to go back to look at any empirical impact of any measures as the GCSE grades were Centre Assessed Grades and algorithmic grades were awarded in some instances which had lead to a degree of inflation nationally.</p> <p>Q. Do we have access to the Mullion action plan working draft updates in Google? It is important that critical action plans are up to date.</p> <p>A. The LGB folder for each school contains a sub-folder for School Improvement Plans. Although the plan is important, it is also important to consider capacity, as we cannot afford to have Headteachers fall over in these unprecedented times. Secondary Headteachers are spending a huge amount of the day managing</p>	<p>DBr / RLa</p> <p>DBr / RLa</p> <p>DBr</p>
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	<p>changeovers and one daily return to the DfE takes 45 minutes to complete. There is work to be done and I will ask WRa to review the action plan as best he can with the evidence available, to include a Term 1 RAG rating and other indications of progress made. A lot of work is going into the Catch Up Plan for Mullion. One has been created for each faculty and these will feed into the school's action plan. However, safety and online learning must remain his first priorities at the current time.</p> <p>EHE figures for primary schools. Headteacher Report Front Page Summary Data Sheets had not been completed this term, because of the Covid disruption resulting in a lack of comparative data, but EHE figures would be part of the data going forward.</p> <p>Live online meetings. Live online meetings had been added to Risk Assessments and protocols had been created. The Online Safety Policy and protocols were currently being reviewed. Training videos were to be put together to show teachers how to use recorded sessions as part of the online learning offer as these had good impact.</p>	DBr
5.	<u>PERFORMANCE AND PROGRESS DATA</u>	
	<p><u>Standards at Primary Phase.</u> Key points presented / discussed included:</p> <ul style="list-style-type: none"> • All external testing and summative teacher assessment being cancelled after learning was interrupted at the end of March. • The DfE had announced all testing would resume this year so the expectation was schools would undertake testing to identify gaps in learning that had taken place during the lockdown period. Schools would look at where the gaps were, what the barriers to learning had been / were and what could be done to address this. • The new Early Years Foundation Stage Profile had been put back to 2021. • Year 1 phonics testing would take place for the now Year 2 cohort before December 2020. • Reporting took place in the summer, with schools giving parents as much information as was available. • Primary schools were completing an October assessment as their baseline for the year and tracking would run from October to the end of the year. • On entry Early Years assessments had taken place and returned to the LA for analysis, which should provide a good indication of progress during the reception year. <p><u>Standards at Secondary Phase.</u> Data presented to Committee members prior to the meeting and discussed included:</p> <p>Helston: KS4 outcomes for 2019-20</p> <ul style="list-style-type: none"> • Performance measures: Attainment 8; Progress 8 [2018-19 formula]; Basics 9-7; Basics 9-5; Basics 9-4; EBacc APS; English bucket attainment; Maths bucket attainment. Detailed 2019-20 results beside 2018-19 results for comparative purposes. • The same format was repeated for disadvantaged compared with non-disadvantaged pupils. • Number of CAGS submitted; Number of CAGS upgraded; BTEC vocational grades [no CAGs requested] <p>KS5 outcomes for 2019-2020</p> <ul style="list-style-type: none"> • Performance measures: A-level – APS per grade, Average Grade, Level 3 Value Added [2018-19 formula]; Academic [A-level / academic courses] - APS per grade, Average Grade, Level 3 Value Added [2018-19 formula]; Applied General - APS per grade, Average Grade, Level 3 Value Added [2018-19 formula]; Tech Level - APS per grade, Average Grade. • Number of CAGS submitted; Number of CAGS upgraded; BTEC vocational grades awarded for Applied General / Tech Level courses [no CAGs requested]. <p>Mullion: KS4 outcomes for 2019-20</p> <ul style="list-style-type: none"> • Performance Measures: Basics 9-7; Basics 9-5; Basics 9-4; Attainment 8; English, 	

	<p>Maths, EBacc, Open and Total Progress 8; Students Positive P8 [%]; Science, Language and Humanities Value Added. Figures included for All; Disadvantaged / Non-Disadvantaged; Low, Mid and High prior attainment; Female and Male.</p> <p>RLa informed the Committee an updated version of this spreadsheet was being produced but, although the results were down very slightly, the pattern of results stayed the same.</p> <p><u>Q. From the performance figures, would you say schools are closing the gap for disadvantaged pupils or is it impossible to tell?</u></p> <p>A. It is certainly challenging to tell. The data is not robust, given the exam debacle and the lack of a clear national comparator. Our schools were thorough in deciding the CAGs, taking into account the starting point of the cohort, but the algorithm lifted them up further. The same issue was experienced with the A-level results. Our schools are trying to give honest data so they can improve as schools but the national data sets are wholly unreliable and it is likely next year will be no better. Some areas in the country may have to resort to remote learning, which will impact on the disadvantaged. Any change or adjustment Ofqual make is fraught with difficulties. Pushing exams back by 3 weeks will be of minimal significance. The first English and Maths paper will be taken before half term so that if there is disruption it is hoped most students will have taken at least one of the papers from which an overall grade can be calculated even if they miss the other papers. However, outside of this scope, if weighting is given to pupils in areas of lockdown, [while concern about pupils in these areas is of course reasonable] how does that then make it fair for our learners if we are still being held to account against Progress 8? And how can they make it comparative to previous years?</p> <p>It was observed that, while schools cannot make national comparisons, Headteachers can still look at the strengths and weaknesses in their own scores and ensure they are using their resources to address new or continuing weaknesses so Committee members can be assured they are picking this apart, reflecting on their findings and responding accordingly. When they next carried out monitoring meetings, Executive Leaders were to secure feedback in this respect.</p> <p><u>Q. Can you explain how current gaps in learning are being assessed?</u></p> <p>A. Schools are trying to find any gaps in learning and plug these as soon as possible but they are not undertaking formalised testing. This could be as simple as a series of questions / strategies, in a way that is not too intense, to find out how much has been retained. So schools are assessing, adjusting and recapping. There will be gaps in phonic knowledge but the paper which should have been taken last year is being taken this term in Year 2. Timetables are already tight but the curriculum is being amended, if necessary, to facilitate this. Teachers are also making sure learning from the last set of work is secure before they move to the next step and, where required, giving additional input to pupils. There is some really responsive teaching going on across the Trust schools.</p> <p><u>External Accountability</u></p> <p>External inspections, such as OfSTED and SIAMS, had not taken place. At present, the expectation was these would restart in full in the spring term but there were musings this may again be deferred. Across the country, a range of schools were to receive OfSTED visits to review the challenges schools faced in managing provision during the Covid period. The foci for these visits would be safeguarding; Curriculum continuity and catch up strategies. No judgement would be made as a result of the visits but, in exceptional cases, a section 8 / section 5 inspection could be triggered if a serious safeguarding concern or a breakdown in leadership / management were identified. Schools had also postponed School Improvement Partner visits for the time being.</p> <p><u>Q. I understand why School Improvement Partner visits have been postponed at the present time but what do you see going forward – can we carry on without external SIP visits?</u></p>	<p>DBr / RLa</p>
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	<p>A. Visits are to look at what is being done in each school against its School Improvement Plan. Governors are currently undertaking monitoring remotely so School Improvement Partners could support in the same way. Ofsted inspectors are only speaking with Headteachers / leaders when they visit, rather than going into classrooms and Executive Leaders are not doing any close class monitoring until after the half term break. If light touch monitoring can be done online, this should be sufficient. Also, it will not increase the pressure on staff who are already at full capacity. Should a concern arise and a visit was deemed necessary, then Executive Leaders would carry out a visit but only if this was essential. If the Committee feel strongly more people should go in, we will look at this again but currently the timing is not right.</p> <p>It was suggested the issue was not as much about visits to schools taking place in the shorter term but more about how long everything could be done remotely. DBr advised the Committee external partners could be bought in but it was necessary to look at what was value for money. It was noted that the style of teaching was different and both pupils and staff were adjusting to new approaches. Good practice could be seen in terms of questions, feedback and so on.</p> <p>It was proposed that a standing item be added to the agenda for Standards Committee meetings to look at where schools were in terms of triangulation and this was agreed. Committee members also agreed it would be useful for Executive Leaders to target some of the schools more at risk so DBr was to review the list of schools. It was acknowledged this came down to how good a school's self-reflection was. If robust, the school would be aware of its weaknesses, as well as its strengths, and be addressing these. Then a light touch would indeed be sufficient. If not robust, then additional intervention would be required. Self-assessment risk analysis could also be used in this respect.</p> <p><u>Remote Learning Provision</u></p> <p>The DfE document 'Remote Education Good Practice', published on 1st October 2020, had been shared with Committee members prior to the meeting. An overview of the various elements and the progress made by the Trust in relation to each of these had also been shared.</p> <p>Committee members were asked if they were satisfied with the information that had been shared and questions were sought. Committee members indicated they were satisfied and had no further questions around this.</p>	<p>DBr / KTe</p> <p>DBr</p>
<p>6.</p>	<p><u>ATTENDANCE DATA</u></p>	
	<p>Overview of Attendance Percentages from Start of Autumn Term to Week Ending 2nd October 2020.</p> <p>Data presented to Committee members prior to the meeting and discussed included attendance percentages - All, FSM, CIC, Services, CP Plan, SEN Support, EHCP – for individual schools, across the Trust as a whole and against national at both primary and secondary level.</p> <p>DBr observed it was interesting to look at the gaps between the figures for All - which were very good - against those for Free School Meals [FSM] pupils, which were less so. Although there was no national picture for FSM yet so a comparison with national was not possible in this respect for our schools there was a gap in almost every case and a number were more significant. However, it should be remembered that some figures might have been skewed slightly by children shielding and so on. All the Trust schools were aware of those pupils not attending and were following up on these absences, working in conjunction with the Education Welfare Officer [EWO] where appropriate. The schools knew their families well so could determine where recourse to an EWO was necessary and where not. Procedures were robust and schools were working hard to secure better attendance.</p> <p><u>Q. At what level would the Trust flag up a concern?</u></p> <p>A. Persistent Absence is usually the most worrying as this involves pupils missing out</p>	

	<p>on aggregated learning. When attendance falls below 90% without good reason, this would be reviewed; and a figure below 80% would be a real concern. Given the Covid risk in this locality is low, percentage attendance in the Trust schools should compare favourably to national. We are tracking the number of confirmed and suspected cases each day to monitor how many pupils are out and numbers are low.</p> <p>Committee members asserted the amount of work put in prior to the full reopening of schools has assuaged a lot of concerns for the majority of parents and this had been reflected in the high number of pupils returning. It was a great credit to schools that they had created this level of confidence amongst parents and it was requested the Committee's thanks be fed back to schools.</p>	DBr
7.	<u>CATCH UP PLANS</u>	
	<p>A Catch Up Plan comprising Objectives, Target Group, Strategy / Action, Cost, Milestones and Reviews had been completed by each school. A pro forma of this had been shared with Committee members prior to the meeting and samples from completed plans were shared during the meeting. Tiered Models based on the Education Endowment Foundation's 'Guide To Supporting School Planning: A Tiered Approach To 2020-21' and the 'EEF Covid-19 Support Guide for Schools' had also been created by schools and examples were similarly shared. These models incorporated strategies around Teaching, Targeted Academic Support and Wider Strategies.</p> <p>It was reported that most pupils had shown a huge degree of resilience but teachers were looking for out of character behaviour so schools could target individual needs for mental health as well as academic progress.</p> <p>The plans were very much a work in progress and were being adapted as schools came to better understand and refine where the issues were. Common strands could be identified but others were more specific to individual schools. There were some very bespoke pieces of work going on as it was all about putting the spend where the greatest need was.</p> <p><u>Q. In terms of accountability for Catch Up funding, is this something governors or Trustees will need to monitor, or will we not be held to account on how it is spent?</u></p> <p>A. It is in this format so governors can look at impact within their respective schools. Regular reviews are built into the plans and Headteachers are being encouraged to be sufficiently flexible to be able to move strategies if any are not working or no longer required. Moving targets can result from pupils recalling former learning and accelerating, for example. While this monitoring would more appropriately take place at LGB level, Trustees will be able to sample this at Committee meetings each time to secure an overview of strategy. Executive Leaders will review these plans this to ensure triangulation is taking place effectively. Clerks will be asked to add this to agendas as an action point for LGBs.</p> <p>Secondary plans were being negotiated with Heads of Faculty / Senior Leadership Teams to ensure breadth and depth of coverage.</p> <p>Findings from the Edurio Covid-19 Impact Review, summer term 2020 [Report 2], around pupils' reflections on what helped them to learn better were briefly shared with the Committee. Committee members noted it would be interesting to capture pupil feedback at a later stage and see if this was still the case.</p>	DBr KTe
8.	<u>RISK REVIEW OF LEARNING AND PASTORAL CARE</u>	
	<p>DBr talked Committee members through elements from the full Risk Register and the Covid 19 Risk Register Addendum [September 2020] relating to learning and wellbeing, having invited them to share any challenges or requests for change they might have around each element.</p>	

	<p>Committee members indicated they were encouraged that the conversations had around various points during the course of the meeting had reflected a number of the elements in the Risk Register and the Covid 19 Addendum.</p> <p>For the Full Risk Register, matters presented / discussed included:</p> <ul style="list-style-type: none"> 1.5, around alliances and partnerships with other organisations. Through Cornwall Academy Chief Executives [CACE], DBr and colleagues were looking at how to undertake peer to peer reviews which were challenging, and at no additional costs except release time to Trusts. A framework for this was being devised. Kate Evan-Hughes [Service Director for Education at Cornwall Council] attended CACE meetings so this provided a link with maintained schools in addition to the links with other Academy Trusts. CACE was also to become a partner of the Confederation of School Trusts [CST], which would provide an opportunity for Cornwall's issues to be fed directly back to CST, who had been a very good ally and had provided a great deal of support during the pandemic. A further alliance had been created with Nansloe Academy and St Michael's School / Celtic Cross around an alternative stepping stone APU provision for the area. 1.6, around maintaining Information Technology to the highest standard. RLa had been working very hard to ensure a remote learning provision was available to all pupils. In addition, a large number of chrome books had been commissioned and were ready to go out to schools for pupil use. A number of unforeseen problems had resulted from historic issues but LSc's solution-focussed problem solving had been a great asset and these either had been or were being worked through. The journey had not been easy but a vision was in place and the Trust would be stronger when this was reached. It had been known it would take a while to fully achieve the vision but the offer was continually improving. The Rural Gigabit Project would also enhance the online offer going forward. It was noted the patience and resilience of staff when it had not been easy for them had been brilliant and was testament to their quality. <p>The Committee asked if specific thanks to RLa and LSc for their exceptional work in this area be carried forward to the upcoming Trust Board meeting.</p> <ul style="list-style-type: none"> 1.7, around monitoring the effect of risks over which the Trust has no or little control. Given the current pandemic, the Committee could see how well schools had managed this. The situation was not perfect but, where lessons were to be learnt, Executive Leaders / Headteachers would see how improvements could be made in the future. DBr gave a brief overview of a recent Parent Survey and this had been largely positive. One learning point was the survey did not offer parents of the current Year 7s an opportunity to reflect on their children's primary schools so a further, year 6-specific survey was to be created. <p>For the Covid 19 Risk Register Addendum [Sept 2020], matters presented / discussed included:</p> <ul style="list-style-type: none"> This had enabled schools to create their own addenda, containing their own contingencies and mitigations, in addition to the Central Addendum shared at the meeting. The Containment Strategy, which consisted of Tiers 1 to 4, was briefly explained and it was confirmed the Trust schools were on Tier 1 at the present time. The Risk Register elements for this committee covered both education and about the mental health / wellbeing of pupils and staff and how that was being managed. <p>CWe reported that, during an INSET day, all staff at Helston Community College had been given safeguarding training which also included Covid so staff would appreciate the focus was not just on getting pupils back in but on observing them for any wellbeing / mental health concerns.</p> <p>Similarly, the number of reports on My Concern had gone up in September and again in October. While these were mostly around low level concerns, it demonstrated that staff were aware of what they needed to be looking for and this meant pupils could be offered support.</p>	<p>DBr</p> <p>DBr</p>
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	<p>CAPs and mental health support workers were offering additional support and there were many other systems in place in schools. A small number of staff had sought counselling via the self-referral process to SAS, the Trust's provider for absence insurance.</p> <p>It was noted that, while governors were proud of how staff had pulled together, they were also noticing isolation as staff had not been able to spend face to face time with one another and were missing that level of interaction. It was good staff were taking the integrity of bubble groups very seriously but teaching was a demanding job at any time and particularly now so down time with other staff was really important to their wellbeing. It would be hard to work out how to enable those interactions in the current circumstances but Headteachers were looking at how to proactively support staff.</p> <p>AHi [Safeguarding Trustee] expressed his concern around the fact that, whilst it was hard to draw distinct lines between safeguarding and wellbeing, there were potential difficulties if they were seen as one entity – not least being the practical difficulty of the potential increase in the responsibility and workload of Designated Safeguarding Leads. A further difficulty was that, whilst it is possible to quantify compliance with safeguarding because there were absolutes, the quality of a school's approach to wellbeing / mental health was much more difficult to quantify. The real risk to pupils was that, should the two issues become one entity, there could be a dilution of the focus on making sure pupils were safe. It was recognised this was not a Trust problem but a national one. However, it was agreed the 'creeping agenda' was a real cause for concern. Good mental health was clearly important if pupils were to be good learners and successful citizens but safety had to remain sacrosanct – yet pervade everything. DBr reported she had asked CST to push for clearer boundaries in this respect so the remit of DSLs and those leading on wellbeing, including the Co-operative Spirituality and Wellbeing [CSAW] Committee and the Wellbeing Network Group, could be better defined. She added LWa [Safeguarding Lead for the Trust] would be using one day a week to undertake safeguarding monitoring across all the Trust schools whilst monitoring was being done remotely. AHi was thanked for his feedback and the support he had provided over recent months.</p>	
9.	<u>ANY OTHER BUSINESS</u>	
	<p>DBr informed Committee members she would email updates on some of the matters discussed prior to the next meeting.</p> <p>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 7.55pm.</p>	
10.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>The next meeting of the Trust Standards Committee was to take place on Thursday 21st January 2021, from 6.00pm.</p> <p>Thereafter, meetings would take place on:</p> <p>Thursday 20th May 2021, from 6.00pm.</p>	

Chair's Signature _____ Date _____