

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



**Thursday 21<sup>st</sup> January 2021, from 6.00pm  
Online meeting due to the Covid 19 pandemic**

<b><u>ATTENDING :</u></b>		
Donna Bryant Sean Davis Alan Hinchliffe Kristin Pryor Chris Webb		<b>DBr SDa AHi KPr CWe</b>
<b>In Attendance</b>		
Paul Hunkin Richard Lawrence Karen Teague		<b>PHu RLa KTe</b>
<b><u>APOLOGIES :</u></b>		
Pam Miller Kate Wilson		<b>PMi KWi</b>
		<b><u>ACTION</u></b>
<b>3.</b>	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
	As other commitments had meant SDa had stepped down from the role of Chair, a new Chair was required for the Standards Committee. KPr was proposed for the role and her appointment duly approved by Committee members.  As the new Chair, KPr welcomed all those present.  Under <b>Declarations of Pecuniary Interests</b> , no additional declarations were forthcoming.	
<b>4.</b>	<b><u>THE CHALLENGES FACED IN RESPECT OF SEND / EHCPS AND THE IMPACT OF THESE</u></b>	
	<u>PHu</u> , lead of the Trust's SENCO Network Group, presented a 'Snapshot of SEN Across the Trust' for the information of Committee members. This incorporated:  January census figures as these related to SEND <ul style="list-style-type: none"> <li>• Number of pupils recorded as having an EHCP or requiring SEN support</li> <li>• Exclusions</li> <li>• Pupils also a member of an SRB or SEN unit</li> <li>• An overview of the number of pupils recorded within each of the different categories of need</li> <li>• The number of pupils who are also Pupil Premium</li> <li>• SEN pupil attendance</li> </ul> SENCO Network Group feedback <ul style="list-style-type: none"> <li>• Successes shared by SENCOs</li> <li>• Challenges reported by SENCOs</li> <li>• Issues relating specifically to Covid 19</li> </ul> PHu added the proviso it would be necessary to further explore how the various categories were being recorded, as schools appeared to be categorising pupils in different ways perhaps rather than uniformly.  Questions and comments were sought from Committee members.	

	<p><b>Q. There seemed to be a small number of Social, Emotional and Mental Health Needs recorded. Given the difficulty in accessing CAMHS support and the fact the base line for this seems to have been raised, is there a danger schools might not be focusing enough on this area as numbers are increasing, even at lower levels?</b></p> <p><b>A. Schools have a very clear focus on those pupils and are doing all they can to support them. While CAMHS cannot deal with pupils with a lower level of need, pupils can be referred to Mental Health Support workers through the Early Help Hub before they reach the threshold for CAMHS and schools are also looking for ways in which to meet the needs of these pupils – running nurture groups, modifying spaces, etc . Schools are being really creative in finding solutions and this is reflected in the low number of exclusions. Concerns remain around the fact that, where a situation needs escalating, it is extremely difficult to get seen until the pupil is at a desperate level of need. A number of schools are undertaking Trauma Informed Schools [TIS] training and trying to embrace this more widely as part of the curriculum so as to support all those pupils with a need and not just those expressing real need so intervention takes place before situations escalate.</b></p> <p><b>Q. You have noted certain disparities in the data seem to suggest a lack of uniformity in reporting. Does this influence the ability to interpret trends across the Trust?</b></p> <p><b>A. We would have hoped the Local Authority would have sent out clear guidance on this but that was not the case so SENCOs in Trust will have to do piece of work around this, as the disparities are too great at the present time. We will tease this out at Heads’ Group and SENCO Network Group meetings to ensure all schools are recording information in the best way possible.</b></p> <p><b>Q. You talked about assessment but mainly assessment of need. Is there anything around the progress or attainment of children in this?</b></p> <p><b>A. That was not part of the January census so it is not included here but we can investigate it further as a Trust.</b></p> <p>RLa added that, within the data drops, it was possible to pull out headline figures for pupils with various provisions and information could be extracted from end of year data. The Trust had also recently procured Bromcom, which would provide Executive Leaders with an overview of the SIMS data bases from all the schools in the Trust. RLa would therefore be able to view EHCP pupils or pupils in the K [SEN Support] category across the Trust. However, this would not show granularity by need so it would still be necessary for a piece of work on categorisation to be undertaken.</p> <p>It was agreed that, while it would be hard to move forward at any great pace in the current circumstances and with staff having little spare capacity, this would be brought back to a future meeting to see what progress had been made. Headteachers / SENCOs would look at this across the Trust and try to ensure uniformity of categorisation [with agreed definitions] for valid comparison.</p> <p>Thanks were expressed to PHu and he left the meeting at 6.35pm.</p>	DBr / PHu
5.	<b><u>MINUTES AND MATTERS ARISING</u></b>	
	<p>The minutes of the previous meeting, on 11<sup>th</sup> June 2020, were agreed to be an accurate record and were to be duly signed by the Chair when circumstances allowed.</p> <p><b>Matters Arising included updates on:</b></p> <p><b>Attendance.</b> All schools continued to touch base with families who were not fully engaging so they still felt part of the community / dialogue was kept open. It was recognised it was important not to alienate families and push them towards opting for elective home education, as this was a concerning trend across the County.</p> <p><b>Kickstart Scheme.</b> The Trust was through the first round but contracts had not yet been fully awarded so it had been unable to recruit for January. Further information was awaited.</p> <p><b>SEND sub-group.</b> See item 4 above.</p>	

	<p><b>Mullion School Action Plan.</b> This was being monitored by WRa. Although scheduled deep dives in specific areas had been postponed due to workload, Executive Leaders were confident through their monitoring that the school was doing what needed doing.</p> <p><b>Reflecting on strengths / weaknesses and responding accordingly.</b> This was a focus of Executive Leader meetings with individual Headteachers, who were working hard to address any potential weaknesses identified.</p> <p><b>Standing item to look at where schools were in terms of triangulation.</b> Again, this action [focused on School Improvement partner visits/EL monitoring visits/Deep Dives etc] had been somewhat overtaken by lockdown but a spreadsheet showing the monitoring of remote learning in Trust schools was shared with Committee members and discussed. This gave both information for individual schools and a Trust wide overview in a range of categories, with colour coded risk evaluations by category. The categories were under the broad headings of Provision, Monitoring and Wellbeing.</p> <p><b>Q. Why is Mullion School showing a high risk on aspect one?</b></p> <p><b>A. This is simply because very few students are actually attending so there is a risk, in terms of education, from them not being in face to face lessons with teachers.</b></p> <p>The higher risk areas were identified and explained. Committee members were reminded the data had been collected only a few weeks into the new term so it would improve as the term progressed and monitoring routines were more firmly embedded. They were also asked to bear increased staff workload in mind when looking at this but assured this was being discussed by Executive Leaders / Headteachers and various measures were being suggested to avoid staff burnout further down road. On a positive note, Executive Leaders were pleased with the level of engagement and the fact all schools had a mechanism in place for following up where a child was not engaging. The spreadsheet was to be revisited on a regular basis with Headteachers and Committee members would be able to see any updates.</p> <p><b>Executive Leader review of self-reflection of schools to determine if sufficiently robust or intervention required.</b> Executive Leader visits being still being carried out on a regular basis remotely and this was being monitored on an ongoing basis.</p> <p><b>Review of Catch Up Plans.</b> See Item 7 below.</p> <p><b>Thanks.</b> School staff had been thanked for the hard work they had put in prior to the reopening of schools and RLa / LSc had been thanked for their hard work in respect of the Trust IT strategy.</p> <p><b>Year 6 specific parental survey.</b> This had been created and sent out to the parents of former Parc Eglos pupils, the largest primary school in the Trust, but there were very few responses so it had been decided to let this lie for the moment.</p>	
6.	<p><b><u>PERFORMANCE AND PROGRESS DATA</u></b></p>	
	<p><b><u>Remote Learning</u></b></p> <p>Committee members were advised that, despite class-based learning having been interrupted again due to the lockdown, the Trust schools had been delivering remote education and were continually improving their provision in line with expectations / emerging best practice. The DfE’s temporary continuity direction made it clear that schools had a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around COVID-19 and required all schools to have regard to this guidance. Ofsted inspection would consider the quality of schools’ remote education in accordance with the expectations set out in this guidance. The remote education provided should be in line with government guidance on hours of core teaching and would include both recorded or live direct teaching time, and time for pupils to complete tasks/ assignments independently.</p> <p>All schools were expected to publish a document indicating their Remote Education Provision on line by 25th January. Executive Leaders had reminded schools of this requirement and were monitoring compliance.</p>	

**Q. Is this similar to the Blended Learning Policy of Helston Community College?**

**A. The DfE have recently provided a template which schools can use for this. A completed version can be seen on the Halwin School website and Helston Community College have published both the policy and template on their website.**

In addition to this national expectation, Executive Leaders had undertaken virtual monitoring visits to all schools in the Trust to establish the extent of the provision, to support the good work and challenge for improvement.

All schools had put in place arrangements for remote learning. In the majority of schools there were between 10-40% of children in school and the remainder at home. The response from the staff of the schools has been excellent in adapting their teaching and learning to overcome the challenges of remote education. The commitment, creativity and hard work of the schools in making the expectations a reality was to be praised. Staff had embraced the technology, overcome considerable challenges and had developed a new methodology for teaching and learning. There had also been a very positive response from parents.

Trust schools had been very responsive to requests by parents and, wherever possible, had made adaptations to meet the needs of their communities. Eg. non-screen days to reduce pupils' screen time.

The Ofsted document 'Remote Education: What do we Know?' had been shared with Committee members prior to the meeting so they could be assured Executive Leaders and Trust schools were doing their best to ensure they were on top of ways of delivering teaching and learning.

See also Item 5 above.

**Impact Review of Remote Learning Provision in England**

The document 'Report 3: Technology Use in Schools During Covid 19 - Findings from the Edurio Covid 19 Impact Review [Dec 2020]' had also been shared with Committee members prior to the meeting. This review was England's largest multi-stakeholder study of the impact of Covid-19 on schools to date. Pupils, parents and members of school staff had shared their thoughts on their school's work during the disruption in four key areas: Learning; Leadership; Well-Being; Community. It also sought to identify what technology, devices and infrastructure was available to staff, pupils and families to work and learn from home. This third report focused on the role of technology in remote education during the disruption. In addition to an overview of the different elements, the report also included a summary of key findings and a set of suggestions that might assist schools when preparing their technology infrastructure for the needs of remote education.

**Standards at Primary Phase**

Data presented to Committee members prior to the meeting comprised a breakdown of the Autumn Term 2020 Data Drop which included:

- Figures for Reading, Writing and Maths in Years 1 to 6 for individual schools.
- Figures for Average December; Expected [n26]; Difference; Expected [n25]; Difference.
- Comparative figures from Autumn 2019, Autumn 2018, Summer 2019 and Autumn 2017
- Colour coding to indicate Above, Secure, Within, Just Below, Well Below in each element.

The overall picture reinforced anecdotal evidence and instinct that pupils were behind in their learning in comparison to the expected attainment for December of each year. In addition, it could be seen that this year's performance was below that of the previous two years at the same point in the year. The year groups who were furthest away from expected attainment were, on the whole, the younger age groups. Higher up the school, writing was shown to be the area of most concern. While it was not a surprise this was the picture given the circumstances, schools were working extremely hard to address this.

**Q. Have you noticed any areas of concern relating to teacher assessment?**

**A. Due to being back in lockdown, there is not quite as great a confidence in some of the assessment as teachers have not had the same degree of contact with pupils but schools are looking at this and whether moderation might be required. There are dangers associated with possible inflation of grades but Headteachers and Executive Leaders are mindful of these.**

**Standards at Secondary Phase**

Data presented to Committee members prior to the meeting and discussed included:

**Helston: KS4**

Performance measures: Attainment / Progress 8 – Summary; Basics 9-5; Basics 9-4; EBacc Total Measure; Attainment / Progress 8 – English; Attainment / Progress 8 – Maths; Attainment / Progress 8 – Open.

**Helston: KS5**

Performance measures: L3 Overall; A level; Applied general; Tech Level.

**Mullion: KS4**

Performance measures: Attainment / Progress 8 – Summary; Basics 9-5; Basics 9-4; EBacc Total Measure; Attainment / Progress 8 – English; Attainment / Progress 8 – Maths; Attainment / Progress 8 – Open.

RLa / DBr talked through the data with Committee members and looked at this against previous years. Committee members were reminded the two settings had approached their presentations of data in different ways. For example, Helston Community College had looked at where students were currently, as this enabled them to see what areas staff needed to drill down into, whereas Mullion School had looked at where students were predicted to be at the end of the academic year. Their methodologies for calculations were also different. As a result, the two sets of data were not directly comparable. Similarly, there was a caveat around Progress 8 data due to it being the first year of scaled scores coming through.

In terms of KS5, Committee members were advised that Helston were confident things were on track. Although value added did not look particularly good at this point, this was based on current grades and it was hoped the picture would improve as the year progressed. It would be hard to judge this, however, when the results would all be centre assessed grades. Proposed mini exams would help to triangulate teacher assessments more accurately but it was uncertain how, or if, these would happen currently.

It was noted construction students, whose courses relied heavily on practical work, were still able to access the site to undertake this practical work but this was being done in a Covid secure way.

The data for Mullion School was looking fairly positive. Again, monitoring and moderation of the results would be a significant piece of work but external guidance was awaited. Deep dives into the weaker areas were to take place as soon as the Headteacher felt this was appropriate and he would be monitoring this himself in the meantime.

**Q. Do you see Mullion School as being vulnerable with Ofsted inspections coming in the near future?**

**A. I believe it is unlikely Ofsted will visit Excellent Schools in the short term. It would be hard to identify the school as significantly vulnerable as, looked at over the average last three years of externally validated data, results have been strong. Helston, although broadly in line with national, would be more likely to come into scope than Mullion in this respect. However, if inspectors do go into Mullion, they will see good teaching and learning; a great deal of work has been done with faculty leads on the curriculum. However, it was worth noting the benchmark for outstanding criteria has been raised.**

**Assessments Summer 2021**

Committee members were updated on the current rulings on EYFSP assessments, KS1

	<p>Committee members were updated on the current rulings on EYFSP assessments, KS1 and KS2 SATs, GCSEs / A Levels and BTec exams.</p> <p>It was pointed out that, even if exams take place in Summer 2022, they will be based on a cohort who have missed a huge section of their education.</p> <p>Additionally issues would arise from the fact there would be no data sets from SATs to track / monitor progress against.</p> <p><b><u>External Accountability</u></b></p> <p>External inspections, namely OFSTED and SIAMS, had not taken place for any of the Trust schools in the autumn term. The latest information around OFSTED Monitoring Visits was shared with Committee members for their information.</p> <p>Committee members noted that, last year, the secondary Headteachers had presented to the Committee. This had been extremely valuable in terms of understanding the secondary data, issues faced by the schools and so on. It was asked if this could be revisited when capacity allowed so it was to be added to the agenda for the meeting in the Autumn Term, with a focus on Curriculum given this is was the major measure for Ofsted.</p>	DBr / KTe
7.	<b><u>CATCH UP PLANS</u></b>	
	<p>All schools had Catch Up Plans in place and had published these on their websites but they had been hamstrung in this respect by the current lockdown. Some schools were continuing to use elements of their plans remotely and some were waiting for pupils to return to face to face education. Executive Leaders and Local Governing Bodies were aware of the need to monitor these.</p> <p><b><u>Q. Teachers have worked so hard on remote learning, particularly the second time around, and there is now an excellent system in place, but how do they find the transition back to face to face learning and how do they manage this?</u></b></p> <p><b>A. Teachers undertake some form of baseline assessments but not formal testing, as the priority is about rebuilding relationships and assessing as they do this. A common concern for all staff is that, if assessments are given online during remote education, there is no way in which to determine what help has been given to a pupil so these are not necessarily an accurate reflection of where the pupil is. However, assessment is really important still during the remote learning period as it is assessment that informs the next steps in learning for the teacher to act upon.</b></p> <p>A key debate was whether our current assessment system nationally actually indicated what pupils know and can do for the next phase of their learning journey – a grade only provided a reflection of standards as a proxy. In the consultation around GCSEs and A levels this year, the consultation was largely focused on awarding a ‘fair’ and ‘credible’ grade.</p> <p>It was suggested it would be good to have some feedback around the difficulties being experienced in this respect – for example, were Y12 pupils dropping out? – so DBr was to follow this up with the Headteacher and Head of Post 16 at Helston Community College.</p>	DBr
8.	<b><u>RISK REVIEW OF LEARNING AND PASTORAL CARE</u></b>	
	<p>DBr talked Committee members through elements from the Risk Register relating to learning and wellbeing, having invited them to share any challenges or requests for change they might have around each element. Matters presented / discussed included:</p> <p><b>1.2: Failure to ensure that the objectives of the Trust are met.</b> The risk was currently to tolerate, as all the mitigations and actions were in place. Everything was being done that could realistically be done, though this was limited by staff workload, engagement and so on. It was agreed this should remain at ‘Tolerate’.</p>	

	<p><b>1.3: Failure to monitor effectively and react accordingly to early warning / no surprises systems. Not meeting assessment, target setting deadlines and other key dates and deadlines.</b> DBr hoped the current meeting had shown how everyone had yet again stepped up to the challenges being faced and had a good overview of what was going on. It was hard to assess whether work had been completed independently if done at home but sufficient monitoring was in place. It was agreed this should remain at 'Tolerate'.</p> <p><b>1.5: Failure to assess / review alliances and partnerships with other organisations.</b> DBr continued to Chair Cornwall Academy Chief Executives [CACE]. In liaison with the Local Authority, the pieces of work CACE was involved in brokering included peer to peer reviews across Trusts to help with triangulation and working with the Local Authority on a different approach to Quality Assurance and School Improvement. It was agreed this should remain at 'Tolerate'.</p> <p><b>1.6. Failure to ensure that Information Technology in the Southerly Point Schools is maintained to the highest standard.</b> This was an ongoing piece of work and not without issues but Executive Leaders were confident online learning was being supported well across the Trust overall. The IT strategy continued to progress and Trust schools were doing their best to meet the needs of their pupils / staff. The next allocation of DfE laptops had been ordered so provision was ramping up in this area. It was agreed this should remain at 'Treat'.</p> <p>Any further questions were sought but none were forthcoming at that time.</p>	
9.	<b><u>ANY OTHER BUSINESS</u></b>	
	<p><b>New Headteacher at Breage School.</b> DBr advised Committee members the new Headteacher was doing a very good job. At school level: he was working with the preschool to find alternative accommodation for the preschool to enable the school to improve its provision for EY/KS1; a system had been put in place for updating the IT skills of less experienced staff members; the teacher covering maternity leave there was really pushing forward good practice. At a Trust level, he had been well received by the other Headteachers and was working well as part of the Trust Heads' Group so this was very encouraging.</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 7.50pm.</p>	
10.	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	The next meeting of the Trust Standards Committee was to take place on Thursday 20 <sup>th</sup> May 2021, from 6.00pm.	

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_