

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



**Tuesday 8th February 2022, from 2.00pm,
in the Trust Conference Room**

<u>ATTENDING :</u>		
Dan Hadley Richard Lawrence Matt Oakley Susan Reynolds Jane Talbot Lucy Wandless Karen Teague		DHa RLa MOa SRe JTa LWa KTe
<u>APOLOGIES :</u>		
Michael Bretton Donna Bryant Katie Fitzsimmons [Diocesan Director of Education - Diocese of Truro] David Miller Wayne Randle		MBr DBr KFi DMi WRa
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTEREST</u>	
	<p>SRe [Chair] welcomed all those present and the meeting was opened with a prayer from RLa for wisdom, strength, hope and compassion.</p> <p>SRe was welcomed to the role of Chair and thanks were expressed for the work of Pam Miller, the previous Chair, who had stepped down from the role of Trustee during the summer term due to personal circumstances.</p> <p>Under Declarations of Pecuniary Interests, no additional declarations were forthcoming at this time.</p>	
4.	<u>MINUTES AND MATTERS ARISING</u>	
	<p>The minutes of the meeting of the CSAW Committee on 19th April 2021 were agreed to be an accurate record and were duly signed by the Chair.</p> <p>Under Matters Arising, updates were received on:</p> <p>Using Windows, Mirrors, Doors and Candles Motifs. Church school Headteachers had been exploring ways of using the motifs within the curriculum, on displays and in collective worship. For example, this was linked to diversity and pupils viewing their own place / the place of others in the world. This was still in its infancy but the intention was for this to be further explored by the RE Curriculum Group, which was to have its initial meeting during the current term.</p> <p>Venn Diagram for Spirituality, Wellbeing and PSHE. As with the motifs, the intention was for this to be further explored by the RE Curriculum Group.</p> <p>RE provision. This was to be added to the agenda for a future meeting, after the RE Curriculum Group had had an opportunity to meet and establish core concepts, substantive concepts / knowledge, etc.</p> <p>Shared Google area. A shared area in Google where resources might be made accessible to all schools was to be set up through the RE Curriculum Group.</p>	

	<p>Action: RE Curriculum Group to explore the motifs, venn diagram and RE provision alongside its work on concepts, language, etc and set up a shared Google area.</p> <p>Outcomes. There was still no external data from which to extrapolate details on progress in church schools but it was hoped this would have changed prior to the next meeting and RLa would be able to feed back to the Committee on that occasion.</p> <p>An opportunity for their Worship Ambassadors / Worship Leaders / Worship Teams to get together to network and share ideas. Given the high rates of Covid in the area, schools remained careful but this was still as future ambition for when the time was right to safely do this.</p> <p>SIAMS Learning Walks. These had been reduced to a minimum because of Covid but a learning walk had taken place at Cury when circumstances had allowed. See also Item 9 below.</p> <p>All other actions had been completed.</p>	<p>RLa / WRa</p> <p>RLa</p> <p>Church School Headteachers</p>
5.	<p><u>UPDATES: FLOURISHING</u></p>	
	<p>Headteachers of the individual Church schools gave brief oral updates on how their schools had continued to flourish in times of Covid, despite the obvious pressures this has brought.</p> <p>Points raised and discussed included:</p> <ul style="list-style-type: none"> • Direction and purpose positively impacting on staff and subsequently on pupils. • Support, nurturing and praise enhancing the wellbeing of staff and pupils. • The ethos of the school and clear, positive behaviour policies / processes encouraging good personal behaviour and behaviour for learning. • Pupils responding well to the wider curriculum and greater opportunities. • Exploring different ways of coming together. • Collective worship still being able to take place in classes, in whole school assemblies and in churches, as circumstances permit. • Schools getting back to where they were as active schools. • Outdoor areas being cleared by parent groups, thereby opening up learning opportunities while also increasing parental engagement. • Intervention spaces being fitted out to support pupil wellbeing. • Celebratory events, themed days, charity events, etc. • Positive relationships with and responses from parents. Eg. To questionnaires and to the changes in Early Years provision at Breage following the work done there to open up the indoor / outdoor spaces for nursery / reception pupils. • Enhancing TA skills and knowledge. • Staff undertaking PPA sessions at home if workable. • A member of staff working in another school to support colleagues there and finding this also benefitted them by affording them a wider perspective. • Visits to link schools to look at their ethos, provision, etc. • Links with local churches and church leaders being rebuilt. • Community links being developed, such as through the appointment of new governors. • Residential trips and a variety of activities being planned for the Summer Term. • Safeguarding being recognised as strong in all of the Trust schools recently inspected by Ofsted. <p>LWa acknowledged the need to create circumstances for pupils to flourish at Cury, given the small number of pupils remaining. Academically, this meant pupils were able to make excellent progress but staff were mindful of the fact that having fewer external reference points meant pupils were not hearing as much language to model their own speech / vocabulary on, that it was harder to assess in some areas, etc. As a result, Cury pupils were joining Garras pupils for forest school / PE sessions and joining the</p>	

	<p>Reception / Year One pupils at Mullion Primary to broaden their experience further. It was also necessary to balance all of that with flourishing for staff. However, it was important to emphasise there was still a great deal of enjoyment in the school and the relationship with the church was flourishing.</p>	
6.	<p><u>WHAT IT MEANS TO BE A CHURCH SCHOOL</u></p>	
	<p>It was noted that many of the characteristics of the church schools were ultimately about what every school should be, regardless of whether they had a church label or not. For example, clear guidance, processes and policies so pupils could explore within that; strong values; the development of pupil wellbeing; etc. The church school Headteachers were asked to consider where the difference actually lay and what made a school distinctively Christian.</p> <p>Points raised and discussed included:</p> <ul style="list-style-type: none"> • The theology behind the school’s vision. • Drilling everything down to Christian values and consistent language, reference points, etc. • Linking the Christian values to the co-operative values and British values. • The values being lived and everything being enthused with these. • The discussions church school Headteachers have with pupils around the distinctive Christian aspects of school life. • The tangible signs of faith and worship. • The Church of England Vision for Education – life in its fullness – and pupils being familiar with / able to articulate this. • The SIAMS plan / SEF. Reviewing these can be an uplifting process, in that this presents an opportunity to reflect on the wonderful things going on. • The schools’ parables, which act as a golden thread that goes through everything and holds everything together. <p>The parable of setting sail on life’s journey is a key part of learning and gives Christian hope in turbulent or troubled times.</p> <p>The parable of the talents celebrates the gifts individuals have but recognises the need to develop in other areas as well as life is about learning in all sorts of ways.</p> <p>The parable of the hidden treasure teaches that some gems may need to be polished.</p>	
7.	<p><u>CODES OF CONDUCT FOR TRUSTEES / LOCAL GOVERNING BODIES</u></p>	
	<p>KTe shared the proposed changes to the SPCMAT Code of Conduct for LGBs around adhering to Trust / school policies and undertaking regular monitoring activities:</p> <ul style="list-style-type: none"> • We agree to adhere to Trust / school policies and procedures as set out by the relevant governing documents and law. • We accept that not undertaking the regular monitoring activities required by the role will result in disqualification. <p>Also shared was an addition to the new NGA model Code of Conduct to be adopted by Trustees to reflect Church School governance which was to be added to the SPCMAT Code of Conduct for LGBs.</p>	
8.	<p><u>SIAMS TRAINING, INSPECTIONS, ETC</u></p>	
	<p>Prior to the meeting, the following documents were shared with attendees for their information:</p> <ul style="list-style-type: none"> • SIAMS Inspections [January 2022] • SIAMS Information for Schools [January 2022] • Ongoing SIAMS Self-Evaluation Template [January 2022] • Summary SIAMS Self-Evaluation Template [January 2022] <p>The Committee had been informed a decision had been made to extend the suspension</p>	

	<p>of SIAMS inspection and, therefore, inspections would not now resume at the end of January. The situation with Covid-related staff absences was still not sufficiently settled across the country to warrant a resumption. As long as the situation for schools eased sufficiently, inspection notifications would resume week beginning 21st February, with in-school inspection activity recommencing week beginning 28th February. The fact that some schools would be on half term the week beginning 21st February would be factored into the scheduling.</p> <p>Attendees were further advised that, in addition to the above documents, the SIAMS Appeals and Complaints Policy for Schools and the SIAMS Covid 19 Policy had been updated over recent weeks and the revised versions were now available on the SIAMS pages of the Church of England website. If Headteachers had any questions, they could raise these by contacting: SIAMSadmin@churchofengland.org</p> <p>DHa advised colleagues he had received a telephone call from the Diocese regarding a pre-SIAMS visit but it was likely a full inspection would not take place until the next academic year. JTa was to have a Team’s meeting with the Headteacher of St Mary’s School [Truro] the following week. Grade Ruan’s inspection should be roughly in line with that of Breage and JTa felt the school was ready for it. Cury had been temporarily removed from the process and Wendron would not be inspected until the situation there had been moved forward.</p> <p>DHa was to share a guidance sheet that other church school Headteachers might find useful if they were not using it already.</p> <p>RLa noted it was now very difficult for a school to be Excellent because it was necessary to prove they were driving excellence outside of their own school as well as within it. However, schools should still strive to be as good as they can be. This might involve utilising external expertise, formally and informally. For example, the area on St Mary’s School website on its Christian Vision and how this was evident in the school was a good exemplar. RLa also proposed speaking with Catherine Hendy at Wendron if another school would benefit from looking at an inspection from the point of view of a class teacher.</p> <p>Church school Headteachers were reminded inspectors will expect to speak with local governors so training for local governors should be looked into.</p>	DHa
9.	<u>SIAMS LEARNING WALKS</u>	
	<p>These visits were to be re-instigated in the form of peer to peer support.</p> <p>Headteachers agreed that per-SIAMS conversations and visits were sufficient at the present time so deep dives into one area would be explored again at the next meeting, post pre-visits, as would SIAMS SEFs.</p> <p>Action: Add SIAMS learning Walks, Deep Dives and SIAMS SEFs to the agenda of a future meeting.</p>	KTe
10.	<u>POLICIES</u>	
	<p>The Pupil Health and Wellbeing Policy and the Staff Health, Wellbeing and Work-Life Balance Policy were shared with attendees prior to the meeting and any feedback was sought.</p> <p>Staff Health, Wellbeing and Work-Life Balance Policy</p> <p>Headteachers were asked to periodically remind staff of the services available through the Trust’s staff absence insurance as part of their mental health / wellbeing provision and that of pupils.</p> <p>Pupil Health and Wellbeing Policy – Proposed Additions</p> <p>In section 2, under Behaviour and Attendance:</p> <ul style="list-style-type: none"> Improved self-regulation skills to cope with unexpected challenges. 	

	In section 3, under Our School Enhances Pupil Motivation and Learning Through: <ul style="list-style-type: none"> • A developmentally and contextually appropriate behaviour and relationships policy that supports all children 	
11.	<u>ANY OTHER BUSINESS</u>	
	There were no further matters to be raised so the Chair brought the meeting to a close at 3.25pm.	
12.	<u>DATES OF FUTURE MEETINGS</u>	
	The next meeting of the Trust CSAW Committee will take place on 3 rd May 2022, from 2.00pm, in the Trust Conference Room. A further meeting will take place on 28 th June 2022, from 1.00pm, in the Trust Conference Room to compensate for the postponement of the Autumn Term meeting due to a series of Ofsted inspections at that time.	

Chair's Signature _____ Date _____