

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

**Thursday 24th January 2019,
in the MAT Conference Room.**



<p><u>ATTENDING :</u> Donna Bryant Sean Davis Charles Hodson Kristin Pryor Marc Talbot Kevin Thomas [for Pam Miller] Chris Webb</p> <p>In Attendance Richard Lawrence Karen Teague</p>		<p>DBr SDa CHo KPr MTa KTh CWe</p> <p>RLa KTe</p>
<p><u>APOLOGIES :</u> Helena Arnold Pam Miller</p>		<p>HAr PMi</p>
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	<p>The Chair welcomed all those present and attendees introduced themselves to fellow Committee members.</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 4th October 2018, were agreed to be an accurate record and were duly signed.</p> <p>Matters Arising included updates on:</p> <ul style="list-style-type: none"> • Examples of exceptional progress being celebrated. Eg. the CEO monthly Newsletter. • Using national figures regarding attendance for comparison. • The collection of data for trial reports for Years 7 and 9. Some progress had already been made in reporting on this data but an additional piece of work was being done around a programme that would import the requisite data for this or the wider reports directly into a single place. • Using national comparators within the Headteacher Report Front Page Summary Data Sheets. • The impact of including Post 16 attendance in Trust-wide data. Incorporating a series of figures comprising the data from Years 7-11, Years 12-13 and Years 7-13 in all areas had allowed a greater level of clarification in this respect. 	
5.	<u>PERFORMANCE AND PROGRESS DATA - PRIMARY</u>	
	<p>Overview of Standards at Primary Phase. Data for Autumn Term 2018 presented to Committee members prior to the meeting and discussed included:</p> <p>Analysis from 2018:</p>	

At KS2:

- Summary
- 3 year rolling averages
- Progress - reading, writing and maths

At KS1:

- Overview of reading, writing and maths

Year 1 Phonics overview

EYFS overview

Autumn Data Drop. RLa advised Committee members this overview of data served as a basis for questions and to highlight where further investigation might be required. External and internal moderation would then provide additional clarity around some of the figures and judgements.

Q. How confident are we that a narrative could be given by any primary headteacher regarding his or her data and outcomes?

A. Very confident and a good example of this has been seen today. The security of judgements will be further tested by ongoing moderation but most previous judgements have been well matched to outcomes.

Trust Target Setting. RLa's overview of 3 year average past performance at national and Trust level looked at Fischer 50 / Fischer 20, including against Expected 2019, to ensure internal targets were sufficiently aspirational across the Trust – for all pupils and for greater depth.

School Risk Evaluations. A question was raised around the apparent disparity between outcomes in writing / maths and reading despite a number of initiatives having been employed in these areas.

DBr assured Committee members she and the Hub Leaders were challenging schools in this regard. For example, all headteachers had to show they are using mastery matching approaches appropriate for their own school and the particular cohort.

CEO / Hub Leaders were also looking at:

- Applying the approaches used in the most successful schools to underperforming schools if the current methods being followed did not produce the needed progress. [SIP visits to schools where maths was a concern had noted the Progress being achieved in pupil books. This should translate into improved outcomes.]
- The various methods and initiatives for teaching or assessing reading, writing and maths.
- Any correlation between GPS scores and writing scores.

Committee members were asked to bear in mind, merely for context, that:

- The variation of different cohorts, particularly in small schools, had a huge impact that it was not always easy or possible to control.
- There was a huge variation in assessment at EYFS / KS1 nationally.
- The Trust schools were now in competition with a countrywide cohort.
- Some schools or regions gave additional tuition specifically targeted at passing the tests, which often included huge quantities of homework and was at the expense of a reasonable balance for children.

Q. Is the pattern of data here unique to us or the same across Cornwall and / or nationwide?

A. Maths is generally lower in Cornwall. Outcomes can be down to a handful of marks and marginal gains.

Q. Is there much variation across schools in terms of SATs preparation?

A. This is a good question and we will be asking it of schools. Schools test in various ways, alongside moderation, but always with the aim of ensuring their standards are correct. Then, in Year 6, pupils are given SATs practice papers to reinforce the

	<p>content and process.</p> <p>It was hoped an additional piece of work around extrapolating those pupils who were solely FSM and comparing their data to that of pupils where there was an overlap between FSM and SEND / disadvantaged could be done, as this was an area of growing concern – not just for the Trust.</p> <p>Regarding the following criteria, individual schools had been Red, Amber or Green rated:</p> <ul style="list-style-type: none"> • Analysis of data <ul style="list-style-type: none"> ◦ Attainment ◦ Progress • Leadership changes • Governance challenges <p>Sections from the IDSR for each of the schools had been added in, as had a table showing judgements for 2017, 2018 and 2019 [current and possible future changes].</p> <p><u>Q. How confident are we the Executive Headships are working overall, particularly where schools might have struggled with leadership historically?</u></p> <p>A. The more experienced Executive Headteachers are definitely having impact, taking the actions they need to take where necessary, and are very solid. The newer Executive Headteachers are looking at what needs to be done and making in-roads, improving practice. In terms of impact, this will be seen in the longer term. Overall, we are totally positive and confident the models are right for moving schools forward.</p> <p><u>Q. Could any schools be deemed to be coasting?</u></p> <p>A. We are confident each of the headteachers could tell the story of why they are not coasting if challenged by Ofsted. Headteachers are being challenged more and pushed harder on target setting to ensure no-one can become complacent.</p> <p>Additional matters that had been highlighted for the benefit of Committee members included:</p> <p>Small Cohorts. Care must be taken with small cohorts. In the small schools, a single pupil’s performance can have a significant impact on the overall cohort.</p> <p>KS1 SATs. From 2023 there would be no more KS1 SATs. The reason was a new Baseline measure of ‘on-entry’ assessment in reception from 2019/20 with revised Early Learning Goals.</p> <p>Tables Test. A further Tables Test would be in place for Year 4 from Summer 2020.</p> <p>Coasting Schools. The government were changing the rules around coasting schools and those that were not at floor standards.</p> <p>Single Revised Measure. A new single revised measure was being developed and more should be known later this term. It will remain in 2018 as the same from 2017, namely: 65% reaching the expected standard in reading, writing and maths and the progress scores set at -5 in reading, -5 in maths, and -7 in writing.</p> <p>Adjusted and Unadjusted Scores. New for 2018. The DfE are limiting the impact of the most extreme negative outliers by capping them at the score of the bottom 1% for each prior attainment group (PAG). For example, if a pupil in PAG 19 had a score of -26.9 in maths, this would be capped at -11.9, which represented the score threshold of the bottom 1% for that PAG. It was unlikely that many, if any, pupils would fall into this category.</p> <p>RLa was thanked for his presentation and work on behalf of the Trust. He left the meeting at 7.00pm.</p>	
6.	<u>PERFORMANCE AND PROGRESS DATA - SECONDARY</u>	
	Data for Autumn Term 2018 presented to Committee members prior to the meeting and discussed included:	

Key Stage 3, 4 & 5 Data Trends, Autumn Term 2018, for Helston Community College

- KS3 Year 9 [Current Grades]. Overall, Gender, Disadvantaged, SEND
- KS4 Year 10 [Current Grades]. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able.
- KS4 Year 11 [Forecast Grades]. 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.
- KS5 Year 13 [Current Grades]. A-level, Academic, Applied General, Tech Level, Grade Distribution, Alps Grades.

Key Stage 4 Data Trends, Autumn Term 2018, for Mullion School

- KS3 Year 9. Data not presented.
- KS4 Year 10 [Predicted Grades]. Overall, Disadvantaged, SEND.
- KS4 Year 11 [Predicted Grades]. Overall, Disadvantaged, SEND.
- KS4 Closing the Gap Data Trends. Gender, Disadvantaged and SEND.

Secondary Summary. Including Key Issues, Inspection Data Summary Report [Overall Progress 8; EBacc; Overall Attainment 8; Subject entry and / or attainment; Behaviour] and red / amber / green rating for both Helston Community College and Mullion School.

DBr informed Committee members a significant piece of work was being done around A levels / A level progress, including external input and challenge. Information from each data drop was being sent through to DBr, who worked alongside senior leaders to monitor to ensure action plans were being put into practice, so Committee members could be confident all was being done that could be done in this area.

Mental health issues amongst students continued to be a concern, with some students being advised by medical practitioners not to attend school as they were so severely affected. Whilst the secondary schools were keen to put the students' wellbeing first and not put too much pressure on them, the schools were still accountable for those students' results / outcomes and, because they cannot be removed from the data, their results do impact on the data. A positive development in this respect is the plan for apprenticeships in clinical psychology (CAPs) which would provide people to work in secondary schools to undertake tier 3 level work in this area to support the various professionals.

Examples of a 4Matrix format were shared with Committee members for their feedback. Whilst it was felt these contained a great deal of detail and the layout could initially seem quite difficult to navigate, Committee members suggested they would be happy to learn more about the format. DBr therefore talked Committee members through aspects of this new way of displaying data.

It was noted numbers entered onto the EBacc route were quite low. DBr explained that, while the secondary schools were happy to encourage / support students to do this if it was right for them, they would not shoehorn pupils into this if it was not in their best interests, as they were keen to maintain a broad, balanced curriculum to accommodate all students. However, the various avenues were always kept under review.

Action: Add current national figures to sheets to allow comparison on key aspects

DBr

Committee members were asked to be mindful of the relationship between primary and secondary data. Eg. If or when data improved at primary level, attainment at secondary level might then go up but progress might be harder to achieve.

Discussion also briefly took place around:

- The potential value of unpicking the Registers of Need to see how many children in each of the schools fell into the various categories for comparison.
- The number of support staff in each school.
- Under-resourcing.
- What more might be done to impact on SEND / disadvantaged pupil outcomes.

7.	<u>BEHAVIOUR AND ATTENDANCE DATA</u>	
	<p>Behaviour and Attendance data was presented and discussed for the Autumn Term 2018, including:</p> <ul style="list-style-type: none"> • 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. <p>A key issue for the Trust was around attendance, particularly as a result of holidays in term time being requested by those working in the local tourist industry, but this was being looked at and regularly monitored.</p> <p>The category 'Persistent Absence' had been added to the Headteacher Report Front Page Summary Data Sheets for the new academic year. Whilst this was a difficult category to scrutinise at this stage of the year, persistent absence was being kept under constant review and schools were working to address it. The addition of Spring term data prior to the next meeting would afford a better comparator.</p> <p>It was recognised it was difficult to determine a proxy measure for wellbeing across all the Trust schools but a Health and Wellbeing working group had been set up and was actively working on this.</p> <p>The categories 'Racist Incidents' and 'Diversity Incidents' had also been added to the Headteacher Report Front Page Summary Data Sheets for the new academic year. Committee members were assured any such incidents were tackled robustly.</p>	
8.	<u>UPDATES TO RISK REGISTER</u>	
	<p>DBr talked committee members through recent updates to the Trust's Risk Register in respect of Section 1: Strategic Reputational Risk.</p> <p>Actions: Change Tolerate to Treat in 1.2</p> <p>DBr advised Committee members that, despite the number of internal controls, data would suggest objective 1.2 was not yet being met and suggested the residual risk should therefore move to amber but the target risk remain as it was. Committee members were in agreement with this judgement.</p> <p>Action: Change Residual Risk rating to amber and add 'Greater challenge to key schools and targeted interventions' under Action Plan.</p> <p>A model Operational School Level Risk Register for individual schools was shared with Committee members, including the matrix of impact against likelihood, so they could be assured a sufficient degree of scrutiny was taking place at school level as well as Trust level. Key areas included:</p> <ul style="list-style-type: none"> • Strategic Risk Register Number • Risk Consequences • Inherent Risk • Residual Risk • Existing Internal Controls • Target Risk • Action Plan • Responsible Person[s] • Target Date <p>The school's Risk Register was to be taken to each LGB meeting so governors might look at the greatest risks and this would to be minuted in order to show the Risk Register was an active document.</p> <p>As auditors would wish to see these and assure themselves they were active documents.</p>	<p>KTe</p> <p>KTe</p>

	<p>DBr asked Committee members if they were satisfied the level of detail given had been appropriate. Committee members indicated they were and that the SIP reports for individual schools which had been included alongside the data to provide context and detail had been very helpful, allowing them to connect to the schools behind the figures.</p>	
9.	<u>ANY OTHER BUSINESS</u>	
	<p>CHo informed fellow Committee members this would be his last meeting, as he would shortly be moving away, and thanked everyone for their collegueship. DBr thanked CHo for his service and commitment to the Trust over past years and wished him well. 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 8.10pm.</p>	
10.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>The next meeting of the Standards Committee had been provisionally set for 16th May 2019, from 6.00pm, in the Trust Conference Room. As this was no longer convenient for all Committee members, the possibility of moving this in order to allow everyone to attend was to be looked into and the meeting date then confirmed.</p>	

Chair's Signature _____ Date _____