

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



**Thursday 6<sup>th</sup> June 2019,  
in the MAT Conference Room.**

<p><b><u>ATTENDING :</u></b></p> <p>Donna Bryant Sean Davis Pam Miller Kristin Pryor Marc Talbot Chris Webb Kate Wilson</p> <p><b>In Attendance</b></p> <p>Richard Lawrence Karen Teague Kevin Thomas</p> <p><b>Invited Speakers</b></p> <p>Penny Laban [Helston Community College] Kevin Gilbert [Mullion Secondary School] Dave Pollard [ Enterprise Co-ordinator for the Cornwall and isles of Scilly Careers Hub]</p>		<p><b>DBr SDa PMi KPr MTa CWe KWi</b></p> <p><b>RLa KTe KTh</b></p> <p><b>PLa KGi DPo</b></p>
<p><b><u>APOLOGIES :</u></b></p> <p>None</p>		
		<b><u>ACTION</u></b>
<b>3.</b>	<p><b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b></p>	
	<p>The Chair welcomed all those present and attendees introduced themselves to fellow Committee members / invited speakers.</p> <p>Under <b>Declarations of Pecuniary Interests</b>, no additional declarations were forthcoming.</p>	
<b>4.</b>	<p><b><u>CAREERS / FUTURE PATHWAYS PRESENTATION</u></b></p>	
	<p><b>CAREERS EDUCATION, INFORMATION, ADVICE &amp; GUIDANCE</b></p> <p>DPo presented on the Careers Hub, Enterprise Advisers and the new Careers Strategy. Key areas raised and discussed included:</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Objectives of the Cornwall and Isles of Scilly Careers Hub and the Enterprise Adviser network</li> <li>• Enterprise Advisers for Helston Community College and Mullion Secondary School</li> <li>• What good looks like – the Gatsby Benchmarks</li> <li>• Compass and Tracker – evaluation and planning tools for careers provision</li> <li>• Current picture in Cornwall</li> <li>• Careers Hub</li> </ul> <p><b><u>Q. What is a stable careers programme?</u></b></p> <p><b>A. One that has been written down, approved by Governors and shared in a way that enables pupils, parents, teachers and employers to access and understand it, as well as to contribute to its evaluation.</b></p>	

A sheet entitled 'Motivated to Achieve: How Encounters with the World of Work can Change Attitudes and Improve Academic Achievement' was also shared with Committee members for their information.

PLa presented on behalf of Helston Community College. Key points raised and discussed included:

- There was a great deal of overlap between the experiences of the two secondary schools within the Trust.
- While the criteria for stable were being met, there was also a drive to make the provision better than this so it did not become static.
- More careers activities had taken place this year including more members of staff from more curricular areas.
- The '10 Opportunities: Cornwall and Isles of Scilly Local Enterprise Partnership [LEP]' document - a prospectus focusing on ten key sectors that can play a critical role in growing the economy of Cornwall and the Isles of Scilly now and in the future – was used to help inform practice.
- Engaging with parents was the hardest aspect.
- Schools had to pick up SEN and Pupil Premium pupils as part of this so targeted guidance could be given where necessary.
- The 'Virtual Wallet' - a separate employer encounters fund from which additional monies can be secured – provided funding for this year but did not create a provision that was be sustainable in the longer term.

KGi presented on behalf of Mullion School. Key points raised and discussed included:

- The overlap between the experiences of the two secondary schools within the Trust was again recognised.
- Progress had already been made. An example of what had been achieved to date was a variety of careers activities were now embedded into four out of five year groups, Years 8 to 11.
- Plans for the future were also being laid. These would include a variety of careers activities being embedded into all five year groups, Years 7 to 11.
- A programme of mock interviews was in place. Factors such as ensuring the timing was right, the need for these to have a certain degree of edge / drive in order to be realistic and so on were being considered in order to bolster and enhance this provision.
- The two secondary schools within the Trust shared similar challenges around time to implement this enhanced level of provision, future funding and sustainability, transport and so on.

**Q. Who drives linking curriculum learning to careers?**

**A. Careers Leads and Heads of Faculty have done so primarily but the more recent innovations have meant this is now more broadly shared and more people are involved in mapping the skills employers are looking for so pupils are more ready for the workplace.**

**Q. Can this be done with the constraints on the curriculum?**

**A. Yes. This is not about doing lots of additional work but about utilising what is already happening within a variety of sources and then mapping this.**

**Q. Only a certain number of careers are available to children in Cornwall due to its geographical limitations. How do you open pupils' eyes to those?**

**A. The Careerpilot website would be one example. There is a lot going on in the region if pupils also look away from traditional industries towards areas such as IT and the '10 Opportunities' document is really informative in this respect. Social media can provide a great deal of information, especially around newer careers, and pupils are able to source a lot of information for themselves in this way. Pupils do also look wider afield but it is important for them to be informed of local opportunities too.**

**Q. Do you give advice on all jobs, as well as the newer or more 'glamorous' roles mentioned?**

	<p><b>A. Absolutely. Pupils have a range of needs / interests and it is therefore important for them to have access to a wide range of information if the whole spectrum of needs is to be met.</b></p> <p>Suggestions offered by Committee members included:</p> <ul style="list-style-type: none"> <li>• All staff arranging for a relevant careers person to come to a lesson, such as a reporter to an English lesson, to share the responsibility for bringing information in. As the profile of careers education had been raised, it was important for Careers Leads to build on this to make the provision of Careers Education workable, as they would not have the capacity to do it all.</li> <li>• Members of staff mapping their own career paths and the various jobs undertaken within these, which could afford a vast array of experience that could be utilised.</li> <li>• Having a Careers stand in the foyer during options evenings, performances, etc, when there is a captive audience, to help enhance parental engagement.</li> </ul> <p>KGi, PLa and DPo were thanked for attending and for their extremely informative presentation to the Committee. They then left the meeting at 6.45pm.</p> <p>KTh also left the meeting at this point, having attended the careers element of the meeting in his role as Post 16 champion. As he does not sit on this Committee, his departure had no implications for quoracy and the meeting remained quorate.</p>	
5.	<p><b><u>UPDATE ON APPRENTICESHIPS WITHIN THE TRUST</u></b></p>	
	<p>DBr was pleased to report a healthy number of apprentices were already coming through and this number was growing steadily so the overall position within the Trust was very positive. Testament to this was the fact that SPCMAT had been recommended for a Business Award for its apprenticeship work by Cornwall College.</p> <p>A question arose around the potential impact of the two Clinical Associate Psychologists [CAPs] who would be based at Helston Community College and Mullion Secondary School respectively from September 2019. A presentation to the Heads' Group had recently taken place. Headteachers had been advised that, while CAPs would be school based for part of the time, they would not be directed by the school and would not be able to accept referrals direct from schools. All referrals requesting CAMHS input would have to be made through the Early Help Hub. CAPs would be appointed as members of the specialist CAMHS teams, under their supervision and line management, and would be members of multi-disciplinary mental health team [MDT]. Despite these limitations, it was hoped this would still be a great development.</p> <p><b>Is there any potential for growth in this area?</b></p> <p>It is likely numbers will always be limited to one CAP per cluster of schools due to restraints on funding.</p>	
6.	<p><b><u>MINUTES AND MATTERS ARISING</u></b></p>	
	<p>With one minor amendment requested around discussion of the date for the next meeting, the minutes of the previous meeting, on 24<sup>th</sup> January 2019, were agreed to be an accurate record and would be duly signed once the amendment had been made.</p> <p><b>Matters Arising included updates on:</b></p> <p>There were no matters arising not covered elsewhere on the agenda on this occasion and all actions had been completed.</p>	
7.	<p><b><u>PERFORMANCE AND PROGRESS DATA - PRIMARY</u></b></p>	
	<p><b>Overview of Standards at Primary Phase.</b> Data presented to Committee members prior to the meeting and discussed included:</p> <p><b>Prior Performance for KS1 and KS2 in reading, writing and maths against national figures and the current teacher assessed percentage in these areas.</b> Trust-wide literacy moderations for KS1 and KS2 had taken place that week, which would further</p>	

increase the confidence of teachers to make assessments. A significant amount of work had also been undertaken around maths within the Trust.

**An overview of the Autumn 2018 and Spring 2019 data drops.**

**Q. Ideally, at which point would we expect to see no ambers?**

**A. The shift in expectations from EYFS to Year 1 can sometimes give rise to ambers but teacher confidence in the making of assessments grows over time so you see less. In older year groups, it can often be cohort specific due to a very small number of children, SEN pupils, etc. However, schools have trackers to track pupil, class and whole school so this can be monitored at every level.**

It was noted the Local Authority were not felt to be providing sufficient challenge regarding consistency of standards in the Early Years Foundation Stage [EYFS] but it was possible to address this as a Trust through the EYFS Network Group meetings.

**An overview of each school, including a summary of**

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

RLa outlined some of the measures that had been put into place to address certain issues or to support schools where necessary.

**Q. What is main drive for categorising these schools as red or amber?**

**A. A variety of factors such as attainment, progress, direction of travel, feedback from SIPs, school initiatives and so on all inform the decision making process.**

See also Confidential Notes.

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

RLa briefly outlined the current situation around assessment for the information of Committee Members:

- Foundation Stage teachers were just finishing their assessments. Moderation visits had taken place in some of the Trust schools.
- Key Stage One moderations were due to take place during the coming week in some of the Trust schools.
- Key Stage 2 SATS had taken place and no significant issues had been identified. It was noted there had been a strong emphasis on following protocols but a visit to one Trust school in this respect had resulted in a clean bill of health.
- Year 1 phonics testing would be taking place during the next week so primary schools were gearing up for this. Those staff concerned had watched an online video to ensure they were fully up to date regarding practices and procedures.

No outcomes from any of the above were yet available but an analysis of these would take place following their receipt and Headteachers would then update their summary sheets in light of this.

In addition:

- Headteachers were to ensure Quality Assurance on teacher assessments.
- The trialling of multiplication / tables tests had taken place in some schools. These tests would be statutory from next year.
- The trialling of the EYFS national 'on entry' assessment had also taken place in some schools. Again, these assessments would be statutory from next year.

DBr reported she had been extremely encouraged by her most recent school visits. There was now a far greater degree of coherence, more issues were being tackled and the outlook was positive. The four newly appointed Assistant Headteachers very strong and would be an extremely positive addition to the Trust.

RLa was thanked for his presentation and work on behalf of the Trust. He left the meeting at 7.30pm.

8.	<p><b><u>PERFORMANCE AND PROGRESS DATA - SECONDARY</u></b></p>	
	<p>Data presented to Committee members prior to the meeting and discussed included:</p> <p><b>Key Stage 3, 4 &amp; 5 Data Trends, Spring Term 2019, for Helston Community College</b></p> <ul style="list-style-type: none"> <li>• KS3 Year 9 [Current Grades]. Overall, Gender, Disadvantaged, SEND</li> <li>• KS4 Year 10 [Current Grades]. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able.</li> <li>• KS4 Year 11 [Current Grades]. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able.</li> <li>• KS4 Closing the Gap Data Trends. Gender, Disadvantaged and SEND.</li> <li>• KS5 Year 12 [Current Grades]. A-level, Academic, Applied General, Tech Level, Grade Distribution, Alps Grades. With comparative data.</li> <li>• KS5 Year 13 [Current Grades]. A-level, Academic, Applied General, Tech Level, Grade Distribution, Alps Grades. With comparative data.</li> </ul> <p><b>Key Stage 4 Data Trends, Spring Term 2019, for Mullion School</b></p> <ul style="list-style-type: none"> <li>• KS3 Year 9. Data not presented.</li> <li>• KS4 Year 10 [Predicted Grades]. Overall.</li> <li>• KS4 Year 11 [Predicted Grades]. Overall.</li> <li>• KS4 Closing the Gap Data Trends. Gender, Disadvantaged and SEND.</li> </ul> <p><b>Secondary Summary.</b> 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.</p> <p>DBr talked through and drew out key points to be mindful of in relation to both secondary schools.</p> <p>A question arose 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. This detail was not contained in the current documentation so DBr was to request the additional information and circulate to the committee in due course.</p> <p><b><u>Q. Why do the two schools use different measures or terminology in this context?</u></b></p> <p><b>A. This is an historical issue from when the Government were saying levels were not a good predictor and might be removed so it was up to schools to find a way to show progress.</b></p> <p><b>Helston devised the mastery categories approach and Mullion their flight paths concept. Both are on flight paths in effect, just with a different methodology and language. There is no national measure of standard for KS3. To compare the schools will present KS3 data as on/ below /above.</b></p> <p><b>Post 16 Action Plan.</b> DBr also outlined some of the work that had been done and continued to be done to facilitate uplift and further the improvement journey of the Post 16 provision. This included work on: engagement; building relationships and awareness; promotional efforts; recruitment strategies. There has been positive engagement across the faculties and this should bear fruit in the coming examination period.</p>	DBr
9.	<p><b><u>BEHAVIOUR AND ATTENDANCE DATA</u></b></p>	
	<p>Behaviour and Attendance data was presented and discussed for the Spring Term 2019, including:</p> <ul style="list-style-type: none"> <li>• <b>Migration.</b> In / out of the Trust and within the Trust.</li> <li>• <b>Attendance.</b> Overall, FSM, CiC, Services, CP plan, SEN support and EHCP.</li> <li>• <b>Persistent absence.</b></li> <li>• <b>Exclusions.</b> All, FSM, SEN Support, Statement / EHCP, CiC.</li> <li>• <b>Wellbeing.</b> CAMHS referrals, Safeguarding referrals, LADO referrals, Reportable Accidents, Formal Complaints, Racist Incidents, Diversity Incidents.</li> </ul>	

	<p><b>Migration.</b> There were no real concerns regarding migration, with more migration in than migration out.</p> <p><b>Attendance and Persistent Absence.</b> Attendance figures had been drilled down into, particularly Persistent Absence, to check inroads were being made in this respect. The coding of absence was also being checked for accuracy. Where a potentially significant concern was identified, this was being added to the agenda of the school's Local Governing Body meetings and so flagged with Linked Trustees. Significant concerns were also being followed through with legal action where appropriate.</p> <p>A query arose around support for those pupils who struggled with attendance or were non-attenders due to mental health issues. Committee members were advised a number of strategies had been put into place to support those pupils with mental health issues, as well as school avoiders. These included counselling, pastoral support, TIS / THRIVE practitioners and in addition, the school nurse at Helston . It was hoped the CAPs programme would provide further support across all schools. However, financial constraints being what they were, schools were having to make the decision to divert money from other areas to fund these strategies.</p> <p><b>Exclusions.</b> The rate of exclusion had been fairly static and no clearly discernible patterns had been identified, although there were a few more pupils in younger years than had previously been the case.</p> <p><b>Wellbeing.</b> The Wellbeing Network Group was looking at a more usable proxy measure for wellbeing.</p>	
<b>10.</b>	<b><u>UPDATES TO RISK REGISTER</u></b>	
	<p>DBr talked committee members through recent updates to the Trust's Risk Register in respect of Section 1: Strategic Reputational Risk, including developments in respect of the Trust's ICT strategy and confirmation of the appointment of RLa to the role of Deputy CEO from September 2019.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Remove top action under Treat in 1.6 as confident this had been complete</b></li> <li>• <b>Change 1.14 to Tolerate to reflect appointment of new DCEO.</b></li> <li>• <b>Ask headteachers to add a section on Wellbeing to their Operational School Level Risk Registers.</b></li> </ul>	<b>DBr / KTe</b>
<b>11.</b>	<b><u>ANY OTHER BUSINESS</u></b>	
	<p><b>Research element of the Trust Plan</b></p> <p>Trustees had been minded to remove this element if the Trust lacked capacity to follow through on this aspect. However, Headteachers had been keen to retain it so the latter had been asked to send examples of their work and plans on this to KTe for inclusion. The West Cornwall Teaching School, at Parc Eglos, had applied to become a Research School but unfortunately had not been successful.</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 8.25pm.</p>	
<b>12.</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	<p>Details of the next meeting of the Trust Standards Committee would be communicated after completion of the Trust Calendar for the new academic year.</p> <p>It was proposed the Committee meet during the final week in September – but on Tuesday rather than Thursday - and then meet again before Christmas.</p>	<b>DBr / KTe</b>

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