

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

**Tuesday 23rd September 2019,
in the Trust Conference Room.**



<u>ATTENDING :</u>		
	Michael Bretton Donna Bryant Mike Heron Paul Hunkin Louise Jones Richard Lawrence David Miller Pam Miller Andrew Orme Wayne Randle Peter Sharpe Lucy Wandless Karen Teague	MBr DBr MHe PHu LJo RLa DMi PMi AOr WRa PSh LWa KTe
<u>APOLOGIES :</u>		
	Katie Fitzsimmons [Director of Schools - Diocese of Truro]	KFi
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTEREST</u>	
	PMi [Chair] welcomed all those present and attendees introduced themselves to the group for the benefit of newcomers. Under Declarations of Pecuniary Interests , no additional declarations were forthcoming at this time.	
4.	<u>MINUTES AND MATTERS ARISING</u>	
	The minutes of the meeting of the CSAW Committee on 2 nd July 2019 were agreed to be an accurate record and duly signed by the Chair. Shared Motifs. Some work had already been done by LJo and CHE around producing a paper to give clear definitions of the shared motifs – to include key words and statements, as well as links to the Salisbury Diocese approach and the Gloucester documentation shared previously. As CHE only worked part time, this had made liaising more difficult but a further meeting was to take place shortly. Trust Plan. A working version of the Trust Plan for the new academic year had been shared with Headteachers and was due to go to the Trust Board next month. However, the element relating to the C-SAW committee and its contribution to the spiritual wellbeing of pupils had not materially changed. Eucharist: Pre-confirmation workshop / service. AOr expressed Breage C of E School’s sincere gratitude to DMi for his involvement in the Communion Club for its pupils and for the beautiful service he had conducted. Together they provided real evidence this practice could work in primary schools if done well. It was noted the Diocese of Truro, who were keen to develop the practice further in Church schools, had also been a fount of information and support. The school’s letters to parents and other documentation had then been shared with KFi for the use of other schools and the Diocese.	LJo / CHE

	<p>SIAMS self-evaluation forms [SEFs]. Wendron C of E School’s SEF had been shared with members of the Committee, along with its full SIAMS report. [See item 5 below.] The Headteachers of the other Church schools were to meet later in the term to complete their own SEFs.</p> <p>Worship Teams. As the last CSAW Committee meeting had taken place late in the summer time, it had not been practical to complete this action at that time. Therefore, the four Headteachers were to now look into providing an opportunity for their Worship Ambassadors / Worship Leaders / Worship Teams to get together, ideally in each other’s schools, to network and share ideas – thereby affording an additional value to these roles.</p> <p>Resignation. AOr informed the Committee he would be leaving Breage C of E School / the Trust at the October half term break in order to relocate to be nearer to family. An interim headship was being put in place for the remainder of the current academic year and was currently being negotiated with the respective Local Governing Bodies. The Diocese had also been kept informed in this respect.</p> <p>DOr offered a huge thank you to AOr for his unceasing generosity, support and gratitude during his years at the school / in the Trust, noting he truly modelled grace as a church school leader.</p> <p>AOr affirmed it had been an honour and a privilege to work with colleagues and friends within the Trust, and to play a part in taking the organisation to where it was today.</p>	<p>PHu, LJo, AOr, LWa</p>
<p>5.</p>	<p><u>REPORT FROM WENDRON’S SIAMS INSPECTION</u></p>	
	<p>Statutory Inspection of Anglican and Methodist Schools [SIAMS] Self-Evaluation Form [SEF]: Vision, Provision, Impact. Prior to the meeting, Committee members had received a copy of the self-evaluation form completed by the school in preparation for the SIAMS inspection. During its completion, the school had been asked to bear in mind three questions: Who are we as a school? Why are we here? How then do we live? In addition to helping the school articulate its Christian vision, this would also help the school to articulate how the vision was reflected in its provision and how this impacted pupils, enabling all to flourish. The completed SEF would then provide the starting point of the inspection, which would seek to answer the question: How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</p> <p>Statutory Inspection of Anglican and Methodist Schools [SIAMS] Report - July 2019.</p> <p>RLa informed the Committee that the new framework for inspection had initially appeared daunting, as it involved looking at all new criteria and an ‘excellent’ grading required schools to be a ‘beacon’ so few attained this. However, it had been gratifying to know that his own judgement had then been ratified by the inspectors.</p> <p>Key points raised / discussed included:</p> <ul style="list-style-type: none"> • Governors needed to be available for the day in order to show how directly and how deeply they were involved in the school / school life. • Having a theology for the school –through a parable or Bible story – was good practice but this aspect should be kept succinct and clear so as not to become limiting, as the school was also much more than that. • The school’s theology should be seen throughout the school, including its policies and so on. • It was important to ensure the school’s theology was known by all – staff, governors, parents, pupils, etc. This would raise confidence in spirituality so that adults were able to move beyond planned experiences and respond to pupil questions which arose spontaneously. • Leadership of spirituality within the school should also be shared. • Links should be made to church schools outside of the local area. • Courageous advocacy should include pupils being inspired to do things outside of the school as well as within it. 	

	<ul style="list-style-type: none"> • Having a regular leader for worship, or getting the pupils to do this, could facilitate planning links into learning. • There were three meetings with pupils - RE, collective worship, values / vision. • Remember the inspectors are trying to help the school to find evidence. • The inspectors asking 'What do you think the school needs to do next?' made this element very positive. <p>RLa was thanked for his feedback, which would be extremely helpful to the other Church school headteachers.</p>	
6.	<p><u>REVIEW OF LEADERSHIP FROM SIAMS FRAMEWORK</u></p>	
	<p>At the last meeting of the Committee, Headteachers had been asked to consider opportunities for flourishing / pathways forward and bring these back to the next meeting. Examples presented and discussed included:</p> <ul style="list-style-type: none"> • Feedback from one school inspection incorporated mention of the school community having given an adult confidence after a recent move to this area. • Finding opportunities for those pupils less academically blessed to flourish and grow their God given gifts allowed them to view themselves in a more positive light and for others to view them in this way. Specific examples of this were shared with the Committee. • A paper produced by PSh around the Bible story of Jesus calming the storm had created large amounts of discussion, increased clarity and built engagement. As a result, children who struggled were given not only physical space but also space to reflect so they could better cope better with school. In addition, staff were thinking more deeply about how to plan for pupils and this too had allowed pupils to flourish. • Visiting the school's values with staff, children and parents allowed these to be used as stepping stones for moving forward. The language around these was incorporated throughout school life and not just in worship so it could be heard all the time. This enabled pupils to think more deeply about the choices they were making and to have a better understanding of how their choices shaped the school as a whole, giving them the best chance of being able to cope where before they might have struggled. This had led to a more positive mind set throughout the school community and to greater parental engagement / support. • KFi was looking into funding for the research project to look at what a child gains from a church school education and what they might miss when they transition from primary into secondary education. The Headteachers were also being encouraged to look at what the Trust's secondary schools looked like in terms of children flourishing. • The Trust's schools had signed up to a new pilot scheme around mental health to complement existing practice. • The Active in Mind [AIM] project, which targeted young people who were already experiencing lower level mental health issues and were already part of a wellbeing support programme within or beyond the school, was being used to create a nurturing environment for those most in need of support through the use of sport / physical activity as a vehicle for change. • At the start of each term, there was a week of reflection, both intrapersonal and interpersonal, which allowed members of the school community to consider their emotional and spiritual identity / development. • Within schools, the people taking up leadership roles might later go on to become Church school leaders themselves so it was important to develop Church school leadership as well as school leadership. The CSAW Committee was a part of that. <p>Committee members thanked Headteachers for their illustrative and powerful contributions to the discussion, which had provided both substance and context. They agreed it had been very encouraging to hear all that was going on in the Church schools / the Trust and suggested it might be useful to repeat this exercise at a future meeting.</p>	<p>Headteachers</p>

7.	<u>ANY OTHER BUSINESS</u>	
	<p>Breage SIAMS Learning Walk. The rescheduled SIAMS Learning Walk was to take place at Breage C of E School on Wednesday 2nd October 2019, from 9.30am. PHu, LJo and PMi would represent the Committee on this occasion. It was hoped the new Interim Headteacher might also be invited to attend.</p> <p>Linked Trustee attendance at Cury LGB meeting. PMi was to liaise with SRe regarding Trustee attendance on this occasion.</p> <p>New Agreed Syllabus for Religious Education 2019. The Local Authority and Cornwall SACRE, the Standing Advisory Council on Religious Education, had been due to launch the New Agreed Syllabus 2019 in November 2019 but this launch had been delayed to allow additional work to take place.</p> <p>MHe, who had been directly involved in the process, outlined the current position of the Local Authority / Cornwall SACRE regarding the new syllabus. Three options had been put forward and then narrowed down to two – namely, an in-house option or buying in from a third party. As Cornwall SACRE had neither the time nor resources required to make the in-house option practical, it had been decided to opt for the latter option. RE Today had produced an agreed syllabus which was also fully resourced and many SACREs had bought into the package, including Devon and Somerset, so this was looked into. The presentation had been impressive; the package was good for non-specialists as well as specialists; the syllabus built right the way through from Early Years to Key Stage 3; the syllabus also took in all of ‘Understanding Christianity’ for its Christian element so, if teachers were familiar with this, they should have no difficulty picking up the other units. As a result, it had been decided to opt for this.</p> <p>RE Today had not been keen for the current Cornish dimension to be added to the syllabus. An offer had been made to include this as an appendix but Cornwall SACRE were not keen on that solution, as it would sit as a bolt on and then appear optional rather than integral. A group had subsequently been set up to look at where the Cornish dimension could be included within lessons / units in such a way that it might be fully retained. As time would be required to produce the corresponding lessons, objectives and so on, the launch was now to take place in June 2020, in readiness for its use from September 2020.</p> <p>MHe reported initial trials of the new syllabus were going quite well. It had proved challenging in classes with the mid/lower attaining groups as a result of the lessons being more text based and further scaffolding was required. However, as the new GCSE was also more text based, the change in emphasis in preceding year groups was understandable. It would be interesting to have more detailed feedback at a later date.</p> <p>MHe asserted the quality of work at primary school level had been amazing to see and offered real food for thought for those teachers who took over this aspect of the children’s education at secondary level.</p> <p>A question arose as to how teachers overcame the difference in Religious Education between pupils from Church and non-Church primary schools in a secondary setting. Examples of how pupils might be supported included scaffolding; modelling; question and answer sessions; debating; learning from those regions who were ahead of Cornwall on this journey. In addition, the increase in the number of schools using Understanding Christianity, both Church and non-Church, would also have a positive impact on this going forward.</p> <p>Learn/Teach/Lead RE. MHe recommended this learning partnership project for RE – which aimed to support the professional development of all teachers of RE in the Southwest, irrespective of experience or qualifications, through mentoring and the opportunity to participate in projects that developed both their teaching skills and the learning experiences of those they taught – be promoted and pushed out as a CPD opportunity, particularly for non-specialist teachers.</p> <p>Leadership of the RE Co-ordinators’ Network Group. It was recognised this would have to be reviewed in light of AOR’s upcoming move.</p> <p>Reflection Day for Church School Headteachers. A reflection day for Church school</p>	

	<p>Headteachers was to take place on 15th November 2019, from 9.30am to 3.45pm, at The Barn, Trelissick Gardens. Booking forms could be obtained by emailing the Diocese via education@truro.anglican.org and the deadline for bookings was 7th November 2019. The programme for the day was to include: The theology of community; Exploring the link between vision, values and community; How church schools act as the 'leaven' in community MATs.</p> <p>Bibles. AOr advised the Committee that The Lizard and Mounts Bay Circuit of the Methodist Church, through DRe, were sponsoring Bibles for schools for 50 pence each.</p> <p>Compassion UK: Interactive Experience. Compassion UK work globally for the release of children from poverty and, on Sunday 3rd November 2019, Helston Light and Life Church were to host an interactive experience showing how the lives of children had been transformed by their work. This would take between 60 and 90 minutes to go through. MBr proposed that, if there was sufficient interest, this could be extended to include Monday 4th November 2019 for pupils in Years 4, 5 and 6. The Headteachers agreed in principle and were to contact MBr to express their interest in attending.</p> <p>Cathedral Visits. If any of the Trust schools were visiting Truro Cathedral, PMi asked if they would let her know as she would try to go along to support them.</p> <p>There were no further matters for consideration so the meeting was brought to a close at 10.45am.</p>	<p>Headteachers</p> <p>Headteachers</p>
8.	<u>DATES OF FUTURE MEETINGS</u>	
	The next meetings of the Trust CSAW Committee will take place on Monday 13th January 2020 and Monday 20th April 2020 , from 9.30am, in the MAT Conference Room.	

Chair's Signature _____ Date _____