



	<p><b>Pupil Premium funding.</b> Headteachers and Clerks to Governors had been reminded it was important for Pupil Premium governors to know how much Pupil Premium funding was coming in and how Pupil Premium monies were being spent within their individual schools as they would be challenged on this. Executive Leaders were to check the Pupil Premium plan and spend for each school as part of their next round of school visits.</p> <p><b>Post 16 outcomes.</b> Resit figures and any associated documentation was to be pursued and sent out to Committee members with the minutes of the current meeting.</p> <p><b>Persistent Absence.</b> This was being chased up in individual schools and being discussed at Trust level through the Heads' Group meetings, as it was important for schools to be seen to be taking action. Parental requests for holidays during term time continued to be a concern. Showing parents the score of their child against their attendance figure as a means of highlighting the impact of non-attendance had been suggested as one measure, as this could provide quite a stark realisation. A query arose as to whether there were patterns in when leave was requested and it was noted certain periods were more popular. Eg. late September or around the Christmas / New Year period.</p> <p><b>Q. Does Persistent Absence affect a school's Ofsted judgement?</b></p> <p><b>A. An Ofsted inspector could take this into consideration if inroads were not being made, particularly if outcomes were low. He / she would look at the strategies being employed to secure good attendance and, if a particular strategy was available to the school but had not being used, might ask why not.</b></p> <p>It was requested that, should a penalty notice become required, Trustees be made aware that this was happening. This suggestion would be taken to the full Board for further consideration.</p> <p><b>Action: Continue to challenge schools around PA, where necessary, and ensure the appropriate actions are in place.</b></p> <p><b>Elective Home Education.</b> For technical reasons, the Headteacher Report Front Page Summary Data sheet had not been updated but a new layout, to include EHE figures, should be in place for the next set of returns and these figures were being monitored in the interim. County figures around EHE were shared with Committee members to provide the wider context. [See also Item 11 below.]</p> <p><b>Action: obtain updated figures from primary schools</b></p> <p>See also Confidential Notes.</p> <p><b>Post 16 rebranding.</b> DBr advised Committee members that DDu had not been invited to the current meeting as DRa had already been asked to present but could be invited to the next meeting if applicable. Given that the Committee already had so much within its remit and some concern had been expressed about this, however, Committee members were asked to consider whether there was capacity for branding to be included in this remit.</p> <p><b>Aspirations.</b> A review of teacher performance management was being prepared for the upcoming Trust Board meeting and Executive Leaders were looking at where to include aspiration in the documentation around this.</p>	<p>DBr / RLa</p> <p>DBr KTe</p> <p>DBr / KTe</p> <p>DBr / RLa</p> <p>DBr</p> <p>DBr / RLa</p>
5.	<p><b><u>PRESENTATION – MULLION PRIMARY SCHOOL</u></b></p>	
	<p><b>Introductions.</b> DRa gave a brief overview of the circumstances which had led to his appointment as the Executive Headteacher and to the change in the number of days he currently spent at each of his schools.</p> <p>Other key points presented and discussed included:</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Progress and standards;</li> <li>• An Executive Headship;</li> <li>• A new Senior Leadership Team;</li> <li>• High turnover of staff / governors;</li> <li>• A new school secretary;</li> <li>• A new SENDCo.</li> </ul>	

	<p>As an indication of the progress already being made, DRa informed Committee members that 2 EHCPs has already been approved and three more were being chased.</p> <p><b>Successes - Managing Change:</b></p> <ul style="list-style-type: none"> <li>• Standardised assessments;</li> <li>• A clear purpose and consistent approach;</li> <li>• New staff with a team approach;</li> <li>• Greater support from parents and the community;</li> <li>• Improvements to the learning environment – coherence and consistency;</li> <li>• Stabilising and growing numbers;</li> <li>• A new private nursery on site;</li> <li>• Rigorous staff training;</li> <li>• Maths and English hubs;</li> <li>• Governors;</li> <li>• Support from the Trust, SIP, Executive Leaders – openness.</li> </ul> <p><b>Q. <u>Are you confident staff understand what a good lesson looks like in all areas of the curriculum, as referenced in the School Improvement Plan?</u></b></p> <p><b>A. Performance management is centred on pedagogy. More ‘on the job’ training is taking place to ensure this is more meaningful / applicable and staff are not having to be released as often. Work is being done on building leaders and staff are stepping up as a result. The next challenge will be to take staff out of their own classrooms to do specific lessons, interventions and so on across the school. This will allow individual staff and the wider school to really see the impacts and benefits.</b></p> <p><b>Q. <u>How do you find things have changed since the Hub Leader model?</u></b></p> <p><b>A. Not hugely. There is still an equal degree of challenge and accountability but in a slightly different way. Executive Leaders are fully involved in and informed regarding their schools.</b></p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Developing leaders;</li> <li>• Curriculum planning;</li> <li>• Consolidation and building on the learning culture [staff and pupils];</li> <li>• Progress versus attainment;</li> <li>• OfSTED.</li> </ul> <p><b>Q. <u>Would a school which has had problems in the past not be better suited to a full-time Headteacher?</u></b></p> <p><b>A. Due to cost, this would have to be a teaching Head and, as it is expecting too much of any individual to require them to be both an excellent teacher and an effective Headteacher simultaneously, someone in this position could not realistically do what was needed to drive the school forward.</b></p> <p>DRa asserted there was now a great deal to be proud of at the school and affirmed he was very proud to be Executive Headteacher of the school.</p> <p>DBr added that, in turn, she was proud of the work that had been done by DRa and KWi, as Chair of Governors, and thanked them for all their efforts on behalf of the school.</p> <p>Committee members thanked DRa for his presentation and acknowledged it was very clear that, as the SIP report in November 2019 highlighted, the school’s focus and progress were now very much in the right direction.</p>	
6.	<b><u>CURRICULUM UPDATE</u></b>	
	<p>Key points presented to Committee members prior to the meeting and discussed included:</p> <ul style="list-style-type: none"> <li>• All schools had been reviewing their curriculum and had published their rationale / intent on their websites.</li> <li>• Schools were working hard to push the focus to the underpinning skills and knowledge of the specialist curriculum areas, and guiding pupils to understand</li> </ul>	

	<p>more about what being an effective historian / geographer / scientist / artist looks like.</p> <ul style="list-style-type: none"> <li>• At Trust level, the focus was on providing a set of character graphics per foundation area, with the key skills, which will be shared with all schools to bring a sense of cohesion to the whole.</li> <li>• This academic year, the Trust has two foundation subject networks groups: Science and RE. Colleagues from both primary and secondary were meeting to share ideas / build resources / develop a cohesive approach to the curriculum.</li> <li>• Executive Leader visits had focused on reviewing the curriculum with Headteachers, subject leaders and pupils. The conversation with pupils had been really encouraging - they were remembering more and making links in their learning. The subject leaders' conversations had also been very encouraging. There was a clear rationale for why they were teaching specific things and the sequence of the curriculum.</li> <li>• School Improvement Partner visits were incorporating 'Deep Dives' into the foundation learning, as well as reviewing the core subjects in primary schools. To date these reports had been positive.</li> <li>• Areas to work on / improve.</li> </ul> <p>Questions from the Committee were invited.</p> <p><b><u>Q. Would adding some of these points to the 'curriculum' element of the structured questions for LGBs help to further support governors?</u></b></p> <p><b>A. These have just been updated to include Deep Dive questions in addition to the more general questions around the curriculum. The questions incorporated were similar to those an Ofsted team might use. The revised version of the structured questions was forwarded to Clerks this week for the use of our LGBs.</b></p> <p>Additional points presented and discussed included:</p> <ul style="list-style-type: none"> <li>• Component knowledge and composite knowledge for topic - the former building, step by step, to create the latter.</li> <li>• Subject planners / knowledge organisers for mapping the content and sequence of learning.</li> <li>• Key questions: What are the critical things you want pupils to take away with them? What prior knowledge do children need to understand that? What skills, vocabulary, etc will they have by the end of the unit? How will this be assessed and by who – teacher and / or pupil?</li> <li>• Subject Network Group support.</li> <li>• Sharing of resources.</li> <li>• Executive Leaders were looking for effective ways to assess progress in foundation subjects whilst being mindful of teacher workload. Where pupils were not attaining expected, it was important to highlight what elements were preventing this and what opportunities for revisiting these would be put in place as a result. The driver for assessment should be the planning of learning.</li> </ul>	
7.	<p><b><u>PUPIL PREMIUM FOLLOW UP</u></b></p>	
	<p>See also Item 4 above.</p> <p>Further thoughts and ideas for next steps were sought from the Committee.</p> <p><b><u>Q. What would be the one thing the secondary Heads would want to do differently that would make a real difference?</u></b></p> <p><b>A. Research around Pupil Premium is that good quality teaching makes a more significant impact on progress for Pupil Premium children than other children. Schools are working to enable staff to be the best teachers they can be and to be reflective practitioners, to try to ensure children do not fall behind. Other factors include parental engagement and ensuring good vocabulary acquisition from lower down but it is also about not giving up so there is no single thing that - in isolation - would have a huge impact.</b></p> <p>Key points raised included:</p>	

	<ul style="list-style-type: none"> <li>• How do you know what has the most direct impact on progress?</li> <li>• Is impact on progress what is driving decision making?</li> <li>• Is cost versus impact examined and strategies changed as a result?</li> <li>• Is this being examined within schools, as discussions need to be taking place.</li> </ul> <p>DBR gave a series of examples of the sort of discussions taking place around how Pupil Premium monies were being spent. She then noted that, in a previous external review, it had been concluded the touchstone was schools knew their children well and were matching programmes to individual needs. In addition, the EEF Teaching and Learning Toolkit used by Helston Community College and Mullion School looked at impact vs cost.</p> <p>This subject was to be kept under review.</p>	
8.	<b><u>SEND STRATEGY</u></b>	
	<p>The recent sub-group meeting and ongoing issues had highlighted the need to look at SEND in addition to Pupil Premium. The SENCO Network Group had identified that it was challenging to get EHCPs granted. Moreover, having to put considerable money to support children in up front created pressures on budgets. The figures simply did not stack up – particularly in small primary- where increasing SEND numbers were really stretching resources. Getting specialists to attend meetings was also proving a real challenge. While the County picture was not out of kilter with the national picture, this did not account for the fact that Cornwall was a very impoverished area and there needed to be a greater correlation in areas of poverty. Currently, therefore, it was proving difficult to reduce the gap.</p> <p><b>EHCP plans.</b> It was suggested it would be very helpful for a representative from the Special Partnership Trust to come to speak with SENCOs / offer their advice and KWi was to follow this up. Items for discussion might include concentrating on three key elements the school was trying to improve for the child so this was easier to track; where the threshold for school support sits, as it would be valuable to have consistency around that.</p> <p>It was proposed a sub-group be set up to look at the challenges faced and the impact of these. This could include a cross section of SENCOs from the Trust schools as well as Committee members. KWi, CWe and SDa offered to represent the Committee in this capacity. Representation from SENCOs was to be secured and a meeting date forwarded to all those concerned.</p>	<p>KWi</p> <p>DBr</p>
9.	<b><u>PERFORMANCE AND PROGRESS DATA - PRIMARY</u></b>	
	<p><b>Overview of Standards at Primary Phase.</b> Data presented to Committee members prior to the meeting and discussed included:</p> <ul style="list-style-type: none"> <li>• <b>A summary of judgements [RAG rating] for individual schools</b> – actual for October 2019 and January 2020; predicted for Summer 2020 and Summer 2021 – along with the key issues and any other points to note. Areas covered included leadership and management, data and self-evaluation.</li> <li>• <b>EYFS 3 year rolling average</b>, whole Trust.</li> <li>• <b>Year 1 phonics 3 year rolling average</b>, whole Trust.</li> <li>• <b>KS1% 3 year rolling average</b>, including reading, writing and maths each against national.</li> <li>• <b>KS2% 3 year rolling average</b>, including reading, writing and maths each against national.</li> <li>• <b>KS2 SATS results 2019</b>, including individual schools, Trust, Trust [weighted], Cornwall and National figures.</li> <li>• <b>KS2 SATS 3 year rolling average</b>, including individual schools, Trust, Trust [weighted], Cornwall and National figures.</li> <li>• <b>Progress 2019 – KS2</b>, including individual schools, Trust, Trust [weighted], Cornwall and National figures.</li> <li>• <b>Phonics 3 year rolling average</b>, including individual schools, Trust, Cornwall and National figures.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>EYFS 3 year rolling average</b>, including individual schools, Trust, Cornwall and National figures.</li> <li>• <b>Focus 3 year average</b>, including KS2 attainment in reading / writing / GPS / maths, KS2 progress in reading / writing / maths, KS1 attainment in reading / writing / maths, Year 1 phonics and EYFS. Within each of these categories, individual schools were rated strong or concern and upward trend or downward trend.</li> <li>• <b>Data Drop Autumn 2019.</b></li> </ul> <p>Questions and comments were sought from Committee members.</p> <p>Key points raised included:</p> <ul style="list-style-type: none"> <li>• The RAG rating and key issues together provided a very useful overview of where every school was.</li> <li>• It was helpful to have the additional column stating which Executive Leader was working with which school.</li> <li>• It was good to note there were no real surprises. GPS was a widespread issue but this had already been recognised and it was evident that more work was being done and the challenge was greater.</li> <li>• Any issues arising in respect of individual schools.</li> </ul> <p>See also Confidential Notes.</p>	
10.	<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>For Helston Community College</b></p> <ul style="list-style-type: none"> <li>• <b>Year 11 2019-20 Autumn [post mock] current grades: SISRA headline figures</b></li> <li>• <b>Year 11 2019-20 Autumn [post mock] current grades: SISRA SPI data</b></li> <li>• <b>Year 12 2019-20 November current grades: SISRA headline figures [using 2018-19 provisional formula]</b></li> <li>• <b>Year 12 2019-20 November current grades: SISRA L3VA data [using 2018-19 provisional formula]</b></li> <li>• <b>Year 13 2019-20 November current grades: SISRA headline figures [using 2018-19 provisional formula]</b></li> <li>• <b>Year 13 2019-20 November current grades: SISRA L3VA data [using 2018-19 provisional formula]</b></li> </ul> <p><b>For Mullion School</b></p> <ul style="list-style-type: none"> <li>• <b>Year 11 2019-20 Autumn [pre-mock] current grades: SISRA headline figures</b></li> <li>• <b>Year 11 2019-20 Autumn [pre-mock] current grades: SISRA SPI data</b></li> </ul> <p>Questions were invited from the Committee.</p> <p>Committee members requested an update on the action plan at Mullion School, as they felt it would be pertinent to monitor this in addition to the data itself. DBr was to forward this as soon as possible so Committee members would not have to wait until the next meeting to be satisfied that everything was in place that needed to be in place to move the school forward.</p>	DBr
11.	<p><b><u>BEHAVIOUR AND ATTENDANCE DATA</u></b></p>	
	<p>Behaviour and Attendance data was presented and discussed for Autumn Term 2019, at both school and Trust level, 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> <li>• <b>Staff.</b> Numbers, changes and attendance.</li> </ul>	

	<p><b>Migration.</b> A slight discrepancy in how migration was being recorded by different schools had been noted. This was to be followed up with secretaries / headteachers in order to further tighten the procedure so that the monitoring of migration would be as accurate as possible.</p> <p><b>Attendance.</b> Attendance was slowly creeping up but this was still being carefully monitored.</p> <p><b>Persistent Absence.</b> Persistent absence was more of a challenge at Helston Community College than at Mullion School but DBr was satisfied all the appropriate measures were in place and the College was doing everything it could in this respect. It was noted that, unfortunately, even a small number of pupils could be quite significant.</p> <p>The importance of ensuring core dates were made available to parents well in advance so they had every opportunity to plan holidays around these dates was acknowledged.</p> <p><b>ACTION: ask headteachers / secretaries to ensure all schools have term dates for the current academic year and the next academic year clearly displayed on their websites for the information of parents.</b></p> <p><b><u>Q. If there is less structured learning in the run up to Christmas, are parents more likely to take children out then?</u></b></p> <p><b>A. Conversations have already been had with Heads about slimming down the additional activities which take place at this time so that learning can continue and, as importantly, so that children and staff are not overloaded.</b></p> <p><b>Elective Home Education.</b> This category was to be added to the Headteacher Report Front Page Summary Data sheet prior to the next set of returns from the Trust Schools, along with a revised structure for the recording of staff absence that would afford greater clarity in respect of the latter. Whilst the number of pupils going into EHE currently matched those coming out of it, many different reasons for EHE were still coming through and it would be important to continue to collect data to see if the overall trend was up or down and to what degree this was the case.</p>	<p><b>DBr</b></p> <p><b>DBr / KTe</b></p>
<b>12.</b>	<b><u>UPDATES TO RISK REGISTER</u></b>	
	<p>DBr advised Committee members that no key amendments were currently required in those elements of the Trust Risk Register appropriate to this Committee so these would be reviewed again at the next meeting, if Committee members were still confident they were being given sufficient early warning and there were no surprises.</p>	
<b>13.</b>	<b><u>ANY OTHER BUSINESS</u></b>	
	<p>DBr asked Committee members if they were receiving everything they required in terms of the categories of information given and the level of detail within these. Committee members indicated they were.</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 8.03pm.</p>	
<b>14.</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	<p>The next meeting of the Trust Standards Committee will take place on 21<sup>st</sup> May 2020, from 6.00pm, in the Trust Conference Room.</p>	

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