

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



**Thursday 11th June 2020, from 6.00pm
Online meeting due to the Covid 19 pandemic**

<u>ATTENDING :</u>		
Donna Bryant Sean Davis Alan Hinchliffe Pam Miller Kristin Pryor Marc Talbot Chris Webb Kate Wilson		DBr SDa AHi KPr PMi MTa CWe KWl
In Attendance		
Richard Lawrence Karen Teague		RLa KTe
<u>APOLOGIES :</u>		
None		
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	The Chair welcomed all those present. Under Declarations of Pecuniary Interests , no additional declarations were forthcoming.	
4.	<u>MINUTES AND MATTERS ARISING</u>	
	The minutes of the previous meeting, on 23 rd January 2020, were agreed to be an accurate record and were to be duly signed by the Chair when circumstances allowed. Matters Arising included updates on: Pupil Premium funding. Executive Leaders had been checking the Pupil Premium plan and spend for each school as part of their school visits but this had been paused for the time being as more pressing matters had overtaken schools / Executive Leaders due to the Covid 19 pandemic. Action: Carry out further reviews of PP plans and spend during the Autumn term. Post 16 outcomes. Resit figures and any associated documentation had been sent out to Committee members. Overall, these had been encouraging. Action: Share resit figures with the data sheets going forward. Issue of penalty notices. The request that, should a penalty notice become required, Trustees be made aware that this was happening had been taken to the full Board for further consideration. Persistent Absence. This action too had been overtaken by circumstances. Levels of engagement were being tracked across the Trust schools but this was a challenge. See also Item 5 below. Aspirations. The inclusion of aspiration in staff performance management had been discussed with schools and line managers were talking about aspirations but again this	DBr / RLa DBr / RLa

	<p>had been put on hold as Headteachers were already under enough pressure. However, it was encouraging to note that staff were still engaging in professional development despite the difficult circumstances.</p> <p>Action: Look again at the inclusion of aspiration in the documentation around performance management.</p> <p>Special Partnership Trust. KWi had arranged for a representative from the Special Partnership Trust to come to speak with SENCOs of SPCMAT schools / offer their advice. While there had not yet been much change in terms of success in getting plans through, the meeting had been a very helpful and positive experience.</p> <p>SEND / EHCPs. It had been proposed a sub-group be set up to look at the challenges faced and the impact of these. This would include a cross section of SENCOs from Trust schools as well as Committee members - KWi, CWe and SDa.</p> <p>Action: When circumstances permit, secure representation from SENCOs and forward a meeting date to all those concerned.</p> <p>Update on the action plan at Mullion School. A considerable amount had been done by the school and Executive Leaders had undertaken a number of visits but it would be hard to secure any meaningful comparison data given the current circumstances / use this as a robust expression of the effectiveness of teaching so this was on hold until it could be looked at again in the Autumn term.</p> <p>Action: provide an update on the action plan in the Autumn term</p> <p>Migration. A slight discrepancy in how migration was being recorded by different schools had been followed up with secretaries / headteachers.</p> <p>Elective Home Education. Discussion had been briefly had around obtaining updated figures around EHE from the Trust primary schools but the current circumstances meant this was on hold until it could be looked at again in the Autumn term.</p> <p>Action: obtain updated EHE figures from primary schools in the Autumn term</p> <p>Communicating term dates to parents. Headteachers / secretaries had been asked to ensure all schools had term dates for the current academic year and the next academic year clearly displayed on their websites for the information of parents.</p> <p>Penalty Notices. The number of penalty notices issued had been obtained and DBr had been assured that all these had been in liaison with the EWO.</p>	<p>DBR / RLa</p> <p>DBr / RLa</p> <p>DBr</p> <p>DBr / RLa</p>
5.	COVID 19 PROVISION FOR LEARNING	
	<p>Engagement.</p> <p>A live spreadsheet recording Levels of Engagement across the Trust schools was shared with Committee members and was being regularly monitored by Executive Leaders / Trustees.</p> <p>For EY, KS1, KS2, KS3, KS4 in each school [as appropriate], the levels of engagement through online work and website / hard copy in each group were being recorded by Headteachers. The spreadsheet included a breakdown for disadvantaged pupils and summary figures for the Trust as a whole within each category.</p> <p>A scale of involvement was being used to denote levels of engagement:</p> <ul style="list-style-type: none"> • 0 – No pupils have accessed the work set • 1 – Some pupils have accessed the work set • 2 – About half the pupils have completed work and returned it • 3 – The vast majority of pupils have completed work and returned it • 4 – The vast majority of pupils have completed work, returned it, had teacher feedback and responded to that feedback <p>While the levels were dropping slightly in some instances due to the amount of time pupils had been away from school and some issues with technology, it had been necessary for the Trust schools to go from zero to full tilt in a very short time so some glitches had to be expected. Schools were far from complacent in this respect, however, and were employing a number of strategies to improve levels of engagement.</p>	

It was recognised that an online offer might form a part of teaching and learning in schools for some time to come so it was important to ensure this offer was as good as it could be, though this was a challenge. A good example of a measure to improve this offer was the current rollout of Classroom / Meet to all the Trust schools so that live, face to face lessons could take place in a secure environment.

Q. What is the difference between schools – what are some doing differently to secure a better level of engagement?

A. Halwin, for example, has already got Google Classroom off the ground and so is really on top of monitoring / rounding up those pupils who are not getting work done and making that happen. Even here, they are still struggling with some pupils, especially disadvantaged. Now this is being rolled out to other schools, we are hopeful figures will creep up across the board. Some schools are scoring lower because, although they are getting work done, they have been less able to provide feedback so Google Classroom should also bring about improvements in that element.

Q. Why is Garras engaging so highly with its disadvantaged pupils?

A. There are fewer of them. It is harder in schools with a higher percentage, despite their best efforts to encourage the engagement of these pupils.

A query arose around the potential of any provision over the summer holiday period to support disadvantaged pupils / increase engagement. It was acknowledged there was a significant number of vulnerable pupils who were entitled to be in school now but were not engaging so it was hard to see what incentive they would have to engage with any provision during the summer holiday period, whatever this might look like.

It was recognised it was important to ensure there was an appropriate level of challenge there for more able pupils. However, some parents were saying work was too hard while others were saying it was too easy, despite the diligence of teachers in this respect. As some secondary teachers had 250 pupils, in addition to their own children, this presented a real challenge but all schools were doing their best to provide for and stretch every pupil.

As a parent and the Linked Trustee for Garras School, KPr advised other Committee members that what appeared to be working really well there included: a range of exciting resources / guidance to suit all children that is offered with the home learning, some videoed lessons; feedback being offered around effort, etc; the school family being very close knit.

In school variations were often a challenge especially in larger settings and this had only been made harder due to the increased number of variables created by current circumstances. Eg. access to technology has been a real struggle for some pupils, particularly disadvantaged pupils. In this light, a scheme had been set up to provide laptops / routers to some Year 10 pupils and some vulnerable children with social workers were also being catered for but the number of available devices were limited.

In school attendance

A live spreadsheet recording Pupil Numbers in schools across the Trust was shared with Committee members and was being regularly monitored by Executive Leaders / Trustees. This included possible / actual numbers attending in Nursery, Reception, Year 1 and Year 6 [plus children of Key Workers / vulnerable pupils from other year groups] within each school and an overview with Trust wide totals. Also included was a separate breakdown of figures for children of Key Workers, vulnerable pupils and disadvantaged pupils.

The number of pupils attending was going up but some schools had utilised a staggered roll out so there would be a much fuller picture towards the end of the following week. The secondary schools would start providing similar information following their rollout to Year 10 and 12 pupils on 15th June.

The numbers / percentages for disadvantaged pupils were not as high as those for non-disadvantaged pupils but were nevertheless at a quarter to a third. Non-attendance was still being monitored and followed up on, in liaison with external agencies where

	<p>appropriate.</p> <p><u>Q. Would it be fair to say there had been a relatively slow return with quite low numbers to date?</u></p> <p>A. Yes but these are comparable with national figures.</p> <p><u>Q. How do they compare with other more similar, local settings?</u></p> <p>A. They are similar to those in the rest of Cornwall so we can be reassured by that and the fact that schools are doing the best they can in this respect.</p> <p>Arrangements and Impact</p> <p>A very positive meeting of IT co-ordinators from across the Trust schools had taken place that afternoon to look at fully rolling out Google Classroom / Live teaching sessions and a shared area had been set up for resources, guidance, etc. Protocols were being finalised and all pupils given log in details. There were some refinements to be made but this was already moving forward and this increased offer would afford a better learning experience for all pupils in the Trust. Staff were very energised and were sharing materials / putting together tutorials for each other, including one by WJe on how to use Google Meet in Google Classroom safely, which was very encouraging.</p> <p>Despite the Government’s U-turn around all pupils being offered some face to face schooling before the end of the academic year, they were still encouraging those schools with capacity to take more children back. Further guidance from the Government / Public Health England around which groups to prioritise had not yet been made available. The issue was that some schools would already be at full capacity once the current bubbles were up to number and even bringing a significant number of Year 6 children back would mean additional accommodation would be required. Nevertheless, the ambition was still that where this could be done it would be done, though schools would have to be mindful of the growing numbers in entitled year groups when looking at how they might reopen more fully.</p> <p>It was hard to know what education in the Autumn term might look like, as it was likely the country would be looking at a different educational future. Schools would have to plan for a full return but also for other scenarios should this prove not to be possible. The Confederation of School Trusts had suggested that Education Continuity Planning Scenarios might include:</p> <ul style="list-style-type: none"> • Rotas [Eg. groups of pupils in for half days or similar] with blended learning if protective measures were still in place; • Full return when it was safe to do so; • School closure and / or local lockdown where this became necessary. <p>If a full return was not initially possible, it was recognised that schools would have to carefully consider what, in terms of pedagogy, would best be done face to face and what online. They would also have to look at how to increase both online access and engagement so schools were already pushing hard on this.</p> <p>Given the unpredictability of pandemics, it would be more important than ever for schools to be flexible and ready in the Autumn term. Locally and nationally, Trusts / schools were trying to define a new pedagogy blending traditional learning and current expectations. This required a change in mind set and some redesign in terms of mapping the curriculum might be necessary, which could be a significant piece of work for some staff, but Executive Leaders were confident the Trust schools could adapt to encompass this.</p> <p>In order to effectively monitor the quality of learning, it would be important to ensure staff were fully engaged in the new system and to increase the current level of curricular scrutiny. By virtue of necessity, Health and Safety had been the first priority over past weeks but now the curriculum coming back into sharp focus.</p>	
6.	<u>EXAMS AND ASSESSMENT UPDATE</u>	
	The secondary Headteachers had submitted their results data for the current year following an extensive data exercise to rank order the grades for Year 11 and Year 13	

	<p>pupils. Fuller plans for Year 10 / 12 returns had been finalised and both schools were on course to reopen to Year 10 / 12 pupils from 15th June. While it was good to offer these pupils the opportunity for face to face learning in addition to the online learning provision in preparation for their exams next year, there was still the issue of what exactly it was that schools were preparing these pupils for. They had missed a huge block of learning so it would be wrong to assess them as in previous years. High level conversations were being had around changing exams so that pupils had to cover less but there was no indication of what this would look like and would be fraught with difficulties. Eg. the order in which schools had taught different segments of a syllabus; different exam boards meant multiple syllabi within subjects and different gradings. Further information on this was awaited and Trust leaders nationally were pushing to get these decisions accelerated.</p> <p>All primary assessment was on hold and no clear information had been made available regarding the coming academic year. A number of changes had been due to take place. Eg. the reception baseline assessment and later the EYFS curriculum. It had not yet been confirmed whether these would or would not go ahead as planned.</p> <p>All these matters raised the issue of accountability, as Ofsted was only currently suspended until September 2020. It was hoped this suspension would be extended to at least January 2021.</p>	
7.	<u>PERFORMANCE AND PROGRESS DATA - AN OVERVIEW</u>	
	<p>Data presented to Committee members prior to the meeting and discussed included:</p> <ul style="list-style-type: none"> • An overview of the current position regarding external testing and summative assessment / assessments for the next academic year; reporting and attendance reporting; external inspections; the school curriculum • Primary standards – including a narrative and RAG rated Spring Term assessment data for reading, writing and maths for each year group within each school [with reference to national] • Secondary standards – narrative • Engagement / measures to encourage engagement [See Item 5 above also] <p>Committee members noted the improvement in the data for Cury School, which was good to see. It was unfortunate that pupils had not been able to sit their SATs in May, as projections had been looking very good for this year. DBr added the quality of teaching and learning there now was excellent.</p> <p><u>Q. Looking at the section of the primary narrative around Year 6, why have the four given schools been identified as having a cohort figure below the national?</u></p> <p>A. This is saying there are low numbers in the cohorts and at least one pupil in each cohort has significant needs which has brought the figure down to below national.</p> <p><u>Q. While this has skewed the figures down here, could it also skew them up in other instances?</u></p> <p>A. Potentially. It tends to skew them downwards, as the difference in points tends to be greater for under achievers than over achievers, but we should be mindful it can work both ways.</p> <p><u>Q. Have the extremes been excluded?</u></p> <p>A. No, they have been kept in. Some cohorts are so small that this would be difficult but we could look at doing this to see what impact the most significant figures have.</p> <p><u>Q. Might this give a truer impression?</u></p> <p>A. I agree statistically but we might then have to present them in a different way. There is also a danger it might hide or obscure a problem.</p> <p>See also Confidential Notes.</p>	

8.	<u>BEHAVIOUR AND ATTENDANCE DATA - UPDATE ON CURRENT PROVISIONS</u>	
	<p>Behaviour. Behaviour Policies had been amended in light of the Covid 19 pandemic, including a series of sanctions for any pupil wilfully not complying with the hygiene protocols that had been put into place. These could include exclusion where no other response was possible. The possibility of setting up an alternative provision within a Trust school had been discussed and was on the backburner should this become necessary.</p> <p>Attendance. As all the attendance codes were different and numerous returns were running in parallel, it was impossible to draw out meaningful data for comparison at the present time. All schools were doing their best to encourage and maintain levels of attendance and, if numbers were to go down or vary too much against local or national comparisons, other questions would be asked. As DBr sat on the Cornwall Association of Chief Executives [CACE] and the Covid 19 response group, this provided an opportunity to monitor attendance within the wider local context.</p> <p>See also Item 5 above.</p>	
9.	<u>UPDATES TO RISK REGISTER AS PER COVID 19 ACTION PLANS - SCHOOL LEVEL RISK REGISTERS</u>	
	<p>School level risk registers had been updated in light of the current pandemic. These had been shared with Trustees and, as a minimum, the Designated Safeguarding Governor on each Local Governing Body. One current risk that had been identified related to some specific incidents affecting pupils regarding external hacking of online applications which had been brought to DBr's attention so it was important for risk registers to reflect this. It was also important to reiterate to all parents that the online culture created a risk if pupils' computer use was not monitored so a letter had been drafted to go out to all parents advising them of this particular risk and reminding them of the need to be vigilant.</p> <p>Protocols had been put in place for the use of live meetings through Google Meet that children / parents would have to sign. Eg meetings would not be videoed. While there was a very small risk a child may disclose something which was heard by other children and potentially parents, this had to be balanced against the risk of poor mental health etc. The fact teachers were to be aware of any leading comments and offer to follow up on these with the child later would further minimise any risk in this respect.</p> <p>Other safeguards in place included teachers being able to mute pupils and the fact access codes were only for individual meetings so could not be used at other times.</p> <p>It was recognised it would be important for protocols to be reinforced. A shared area for the leads on Google Classroom within each school had been set up so their collective wisdom could be used to adapt the protocol etc if necessary and examples of good practice could be shared / learnt from.</p> <p>RLa was in contact with a school that had secured DfE monies to promote educational technology and was arrange for a meeting to take place. The Trust's Safeguarding lead was investigating what this looked like from a safeguarding perspective and would share this with the Trust's Safeguarding Trustee.</p> <p>Committee members indicated they would like this to be included in both the main risk register for the Trust and those for the individual schools so DBr was to add an overview of what the Trust was doing to the main risk register and Headteachers could then add confirmation of roll out / supplementary information on school level mitigation to those for the individual schools.</p>	DBr
10.	<u>ANY OTHER BUSINESS</u>	
	Policy Addendums. Committee members wished it to be acknowledged that, much as	

	<p>it was hard to encompass everything given the scale of the current crisis, the policy addendums had really well written and Executive Leaders / the Trust Safeguarding Lead had done a very good job in creating and adapting these.</p> <p>Vote of thanks. Executive Leaders were thanked for all the hard work that had been done in respect of this meeting and over past few months.</p> <p>Committee members were thanked for joining the meeting. It was noted that, while a face to face meeting was better in some respects, having the option to meet virtually when this was not possible was nevertheless advantageous.</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 7.10pm.</p>	
11.	<u>DATES OF FUTURE MEETINGS</u>	
	The next meeting of the Trust Standards Committee will take place on a date to be confirmed.	

Chair's Signature _____ Date _____