



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



**Thursday 16<sup>th</sup> July 2020, from 6.00pm  
in the Trust Conference Room**

<b><u>ATTENDING :</u></b> Donna Bryant Alan Hinchliffe Alan Horne Pam Miller Kristin Pryor Susan Reynolds Kevin Thomas		<b>DBr AHi AHo PMi KPr SRe KTh</b>
<b><u>In Attendance</u></b> Richard Lawrence [Deputy Executive Leader] Sean Pinhay [Chief Financial Officer] Karen Teague [Trust Administrator]		<b>RLa SPi KTe</b>
<b><u>APOLOGIES :</u></b> Sean Davis [Due to a technological issue, SDa was not able to attend]		<b>SDa</b>
		<b><u>ACTION</u></b>
<b>3.</b>	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
	The Chair welcomed all those present. Under <b>Declarations of Pecuniary Interests</b> , no additional declarations were forthcoming at this time.	
<b>4.</b>	<b><u>MINUTES AND MATTERS ARISING</u></b>	
	The minutes of the meeting of the Trust Board on Thursday 14 <sup>th</sup> May 2020 were agreed to be an accurate record and were to be duly signed by the Chair. Matters arising included updates on: <b>Trustees' Away Day.</b> The away day to look at 'The Nine Characteristics of Effective Trust Boards' or similar and the 3 to 5 year strategic plan had been carried over to when the current crisis was properly over. <b>Financial Governance.</b> A schedule for the Chair of the Finance and Resources Committee to periodically touch base with the CFO was to be agreed from September. <b>Letter of thanks to all staff.</b> KTh, on behalf of the Trustees, had written a further letter to all staff thanking them for their continued hard work and commitment during such a difficult period. <b>Protocols for monitoring attendance.</b> DBr had reinforced these with staff across the Trust schools. An attendance monitoring spreadsheet was being populated by all the Trust schools and scrutinised by Executive Leaders / Trustees. <b>Staff workload and work / life balance.</b> Headteachers had been asked to share some information around staff workload and work / life balance with their LGBs through their Headteachers' Reports and this had been added into the school Covid 19 Risk Assessments. <b>App linked to the new telephone system.</b> RLa, lead on the Trust IT strategy, indicated he	<b>DBr SPi / SRe</b>

	<p>was now happy for Trustees to try to install the app in accordance with the email from 3CX. The telephones in schools were to go live on 22<sup>nd</sup> July but communications were already taking place using the new system. If Trustees experienced any difficulties, they were asked to contact RLa for further guidance.</p> <p><b>Levels of engagement.</b> Feedback on the levels of engagement in each school had been given in one of the Trustees' interim meetings and had been reviewed. Overall, this was as good as could be hoped for given all circumstances.</p>	
5.	<b><u>RATIFICATION OF FINANCE &amp; RESOURCES / STANDARDS / C-SAW COMMITTEE MINUTES</u></b>	
	<p>No further meetings of the C-SAW Committee had taken place since the last Trust Board meeting.</p> <p>A meeting of the Finance and Resources Committee had taken place on 9<sup>th</sup> July 2020, where the minutes of the Committee's meeting on 5<sup>th</sup> March 2020 had been approved.</p> <p>A meeting of the Standards Committee had taken place on 11<sup>th</sup> June 2020, where the minutes of the Committee's meeting on 23<sup>rd</sup> January 2020 had been approved.</p> <p>Trustees <b>ratified</b> these minutes.</p>	
6.	<b><u>LOCAL GOVERNING BODIES</u></b>	
	<p><b>Matters Arising from LGB Meetings.</b> Trustees discussed the matters raised and agreed responses to these. KTe was to forward the responses to the respective Headteachers / Chairs of Governors for their information and that of their LGBs.</p> <p><b>Governor Training Attendance.</b> Unfortunately, it had been necessary to postpone the planned training sessions for Governors due to the current crisis. A schedule of training sessions for the coming academic year would be established once circumstances allowed.</p> <p><b>Trustee feedback from LGB Meetings.</b> Trustees talked through any pertinent feedback from recent LGB meetings.</p> <p><b>Forums / Forum Member.</b> Not applicable on this occasion.</p> <p><b>Pen Portraits of Prospective Governors.</b> The Pen Portrait of CJa [Coverack, Manaccan and St Keverne LGB] was <b>approved</b> by Trustees.</p> <p>KTe was to send a letter to formally confirm this appointment.</p> <p>See also Confidential Notes SPCMAT 20 05 CON.</p>	<p>KTe</p> <p>DBr</p> <p>KTe</p>
7.	<b><u>EXECUTIVE LEADER REPORT AND UPDATES</u></b>	
	<p>DBr invited questions on her report, which had been forwarded to Trustees ahead of the meeting. Key areas presented and discussed included:</p> <p><b>Current Situation</b></p> <p>Over the four months of closure, schools had adapted from hub provision across five schools for children of key workers and vulnerable children only; to partial reopening from June 1<sup>st</sup> to Nursery, Reception, Year 1 and Year 6; to June 15<sup>th</sup> with full reopening where space allowed, resulting in 43% of the primary school population now being in school across the Trust. Numbers had increased week on week. In secondary, from 15<sup>th</sup> June, schools had been open for Year 10 and Year 12 and there has been approximately 85% attendance of the target groups.</p> <p>Throughout, teachers had provided a mix of face to face and online learning for pupils, most of which had been well received by the majority of parents. There had been much learning as schools had travelled through the last four months. All schools had embraced the challenges of online learning and were now signed up to Google Classroom for the provision of home learning. Covid had accelerated progress in the Trust's development of the use of IT. A new network group was to be established in the Autumn to capitalise on this aspect of teaching and learning. Trust schools would explore how blended learning could benefit more learners alongside the more traditional teaching approach. This also positioned</p>	

schools well for the Autumn, when they would have to continue to provide online education for any pupils who had to isolate or in the case of whole school temporary closures. Indeed, Trust schools were now better placed to provide for children with sickness absence or during other closure events such as snow.

Throughout the period, DBr had been part of the Cornwall Covid 19 steering group which met every Wednesday to discuss any emergent issues or critical updates. It had been a useful way of avoiding duplication, swiftly resolving glitches and having a more joined approach across Cornwall. Kate Evan Hughes, Cornwall's new Service Director – Education, had chaired the meeting and her approach had certainly strengthened relationships with Trusts in Cornwall.

All Headteachers had now produced plans for full reopening, accompanied by appropriate Risk Assessments. Headteachers had also produced plans for a blended learning model in case of a change in the course of the virus which would necessitate a rota style approach to school opening.

There had been much speculation about the curriculum on pupils' return in September. The schools would focus first on the mental health of children, making school an enjoyable place to be and re-establishing routines which would provide security to children. They would then swiftly move into teachers assessing where the gaps and gains had been and planning enhanced provision to move children on in their progress. Any variation to curriculum would be temporary, such as increased frequency of phonic sessions initially, adjusted sports provision, etc. The secondary schools would continue with their full curriculum.

Currently, Ofqual were consulting around examinations at secondary level. There was national pressure for a reduction to the number of exams and coverage of content. Further updates were awaited but the schools had to plan for full coverage of the exam specification despite four months without face to face teaching. The consultation had now closed but a myriad of viewpoints had been put forward and it did not appear likely that much would be changed as a result. DBr expressed some concern that their planning only seemed to have one dimension and that none of the questions seemed to explain how they would address issues such as the inequalities of lockdowns in different areas, the lack access to devices, etc.

A challenge was raised in relation to the letter to parents from the Executive Leader and suggesting all children would have face to face time before the end of term as this had not been the case at least one school; and the EL's report suggested all had been covered. This had been the aspiration but the practicalities had prevented it at Helston, though the exam groups had been given this provision.

A query was raised around the curriculum and the expectations of Ofsted in relation to this. DBr assured Trustees that Headteachers had continued to develop their curriculum work and follow the planned programme as far as possible throughout. On return, schools would need to ensure key skills [Eg. phonics] were a focus initially but were also mindful of the need to offer a full curriculum and that Ofsted would expect this if they came in.

It was suggested that, for all the diligence of staff and the safety arrangements, this would all be quickly forgotten if anyone came in during the Autumn term to get an external view. The focus would be on levels of learning, programmes planned, monitoring, interventions, curriculum adjustments, etc. It was therefore important for the focus to be on learning from this point, as there would not be much of a pause in terms of scrutiny.

DBr acknowledged the need to ensure the period of time given over to the initial foci above was accelerated as soon as possible. While now was not the time to challenge Headteachers, given all that had been asked of them over recent months and how exhausted they had been by this, face to face conversations would take place between Headteachers and Executive Leaders near the start of the Autumn term.

### **Staffing**

Individual risk assessments were being undertaken with those staff who had been extremely clinically vulnerable or clinically vulnerable to ensure they could return to a Covid 19 secure environment. This was a little challenging but conversations have been reassuring and, at this stage, it appeared that most were happy to return. Individual situations would be followed up in September.

	<p>The Chancellor had promised additional funding for new apprenticeships so the Trust was incorporate this approach into its usual recruitment strategies.</p> <p><b>Free school meals</b></p> <p>Vouchers for these would continue to be issued for the summer holiday period and the Finance Team had this matter well in hand.</p> <p><b>IT Update</b></p> <p>The DFE devices for target groups of pupils had now been distributed. Significant updates to broadband, filtering and telephone lines had taken place across the Trust during the closure period.</p> <p><b>Premises</b></p> <p>Significant development had taken place over the closure period, as outlined in the Estates Report for the recent meeting of the Finance and Resources Committee. The highlights were that Helston Community College new build and the new 3G pitch would be completed this August; Mullion Secondary School would have a new Maths block open for September; and Garras School’s new septic tank - the last of the back log maintenance projects owed to the Trust by Cornwall Council - would be completed during July 2020.</p> <p><b>Policies</b></p> <p>The Admissions Policy required a temporary amendment for the Covid 19 period related to Church school admissions criteria. See Item 10 below.</p> <p><b>Trust Plan</b></p> <p>See Item 9 below.</p> <p><b>Learning from Covid Period</b></p> <p>Trustees shared a set of contributions that had come from the Trust schools as they had reflected on the last 4 months. Examples of these included:</p> <ul style="list-style-type: none"> <li>• The many benefits – both out of school and in school, now and going forward – that had resulted from the introduction of Google Classroom for online learning and meetings.</li> <li>• The creativity of staff in an unknown and challenging situation.</li> <li>• The positive impact of smaller groups, such as improving concentration / behaviour and allowing staff more opportunity to observe individual pupils.</li> <li>• The opportunity to pause and reflect and, in some cases, recharge and reset.</li> <li>• The commitment and willingness of staff to dedicate all they have to their pupils, regardless of monitoring or Ofsted, and their continued excellent practice.</li> <li>• Some pupils had had to dig deep for that resilience and self-motivation of working independently. The gap may have widened for some but if others come back engaged and more ready to learn we may have won a different battle.</li> <li>• Governors were signed up to Google and had attended online meetings via Google.</li> <li>• Flexibility in the curriculum had led to more child initiated learning,</li> <li>• We are all in this together and a great team spirit and a different way of working together has evolved.</li> <li>• Time for parents to really engage with their children’s education and staff being more fully appreciated.</li> </ul> <p><b>Overall</b></p> <p>Trustees shared a set of reasons to celebrate and areas of challenge. See Item 8 below.</p>	
<p><b>8.</b></p>	<p><b><u>REASONS TO CELEBRATE AND AREAS OF CHALLENGE</u></b></p>	
	<p>Trustees shared a set of reasons to celebrate and areas of challenge.</p> <p><b>Reasons to celebrate:</b></p> <ul style="list-style-type: none"> <li>• <b>Resilience, creativity and team work of staff across the trust</b></li> <li>• <b>Excellent work by many children and good levels of engagement</b></li> <li>• <b>Good progress on ICT strategy, especially engagement with Google</b></li> <li>• <b>Energy and commitment of the Central Team</b></li> <li>• <b>Positive feedback from many parents</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Estates strategy rolling forward</b></li> </ul> <p><b>Areas of Challenge:</b></p> <ul style="list-style-type: none"> <li>• <b>Day to day management of learning at a distance</b></li> <li>• <b>Preparing for an uncertain future</b></li> <li>• <b>Need to rest and recuperate as people are very tired now</b></li> <li>• <b>Setting up for September balanced against the need to rest</b></li> </ul> <p>Trustees noted the reasons to celebrate were commendable, particularly in light of the context from which they arose, and credit should be given to all those behind the scenes who had worked so hard to always get their job done.</p> <p>Even though there had also been areas of challenge, this was only to be expected in such difficult times and it was reassuring to know that everyone was still doing their best despite these.</p>	
<p><b>9.</b></p>	<p><b><u>TRUST PLAN</u></b></p>	
	<p>Prior to the meeting, the following documentation had been shared with Trustees for their information:</p> <p>Trust Plan 2019-20: Parts 1 to 5          Draft Trust Plan 2020-21: Parts 1 to 6</p> <p>The Trust Plan had been reviewed as much as had been possible without external data to verify progress. A new approach had been devised which should give greater clarity regarding progress towards the objectives of the plan.</p> <p>DBr invited feedback from Trustees.</p> <p>Points raised and discussed included:</p> <ul style="list-style-type: none"> <li>• The new plan layout made it clear what it was hoped would be achieved at each stage in the five term period.</li> <li>• The ‘status’ section – initiating, developing, embedding, etc - would show the progression against each objective.</li> <li>• The ‘summary of impact’ section at the bottom of each part off the plan allowed for a detailed review of this area on an ongoing basis.</li> <li>• While only draft and not fully populated at this point, the new layout would allow for a more dynamic form of planning.</li> <li>• The numbers and letters on the new plan were not currently consecutive but this was because it had been necessary to retain those from the old plan as these were referenced in school plans.</li> <li>• In addition to reviewing the success of learning from home in 1L, reviewing the success of online meetings for governance could also be included.</li> </ul> <p>Trustees <b>approved</b> the new approach to planning, which was more visual and more helpful to them, and noted this was a good step forward.</p> <p>See also Confidential Notes SPCMAT 20 05 CON.</p>	<p><b>DBr</b></p>
<p><b>10.</b></p>	<p><b><u>POLICIES</u></b></p>	
	<p><b>Further Covid 19 variation for the Admissions Policy for 2021/22, subject to EFSA approval.</b></p> <p>DBr advised Trustees the Trust have proposed a variation be made to the admissions arrangements for admission to Year R in September 2021, in respect of the over-subscription criteria relating to church attendance, for its Church Schools. The variation requested comprised:</p> <p>6. For Church Schools [Breage, Cury, Grade Ruan and Wendron C of E Schools]: A child who regularly worships in a Christian Church, evidenced by a letter from the local vicar or priest. Regular worship is defined as a minimum of once a month for the past six months.</p> <p><b><i>In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation</i></b></p>	

	<p><b><i>to attendance will only apply to the period when the church or alternative premises have been available for public worship.</i></b></p> <p>This request had been made in order that parents seeking admission to the schools could readily determine what the admissions oversubscription criteria were and how they might be met, and thereby enable the schools to deal lawfully, fairly and transparently with admissions matters in the exceptional circumstances of the Covid 19 pandemic.</p> <p>Trustees <b>ratified</b> this amendment to the SPCMAT Admissions Policy for 2021/22.</p> <p><b>Remove updated advice re. EHCPs from Covid 19 and go back to original policy provision.</b></p> <p>Dbr advised Trustees that Government guidance around EHCPs had been amended again and now stated schools should go back to their original policy provision. This was noted by Trustees.</p>	
<b>11.</b>	<b><u>HEALTH AND SAFETY UPDATE</u></b>	
	There were no additional updates for Trustees on this occasion.	
<b>12.</b>	<b><u>RISK ASSESSMENT AND DECISION MAKING SIGN OFF FOR AUTUMN TERM FULL REOPENING OF SCHOOLS</u></b>	
	<p>As part of their planning for a return to full time provision in September and in keeping with their legal obligation, Headteachers had revised their Covid 19 School Risk Assessments so as to actively consider the additional risks of greater numbers of pupils / staff and what additional control measures needed to be put in place to mitigate those risks. Trustees had been able to scrutinise these Risk Assessments, along with the rationales that sat beside these, so as to assure themselves these were sufficiently thorough and comprehensive.</p> <p>Trustees noted they had been reassured by the fact Headteachers were thinking very clearly around this and with greater expertise as a result of all the work that had been put in prior to the 1<sup>st</sup> June reopening. The Risk Assessments were now so comprehensive that there was very little, if anything, that could be added and this was impressive. Where any comments had been made by Trustees, these had been swiftly addressed by Headteachers. Trustees were also confident that, if Government guidance changed, the Risk Assessments could and would be amended accordingly.</p> <p>A query was raised as to whether there should be a separate Risk Assessment for the holiday provision at Landewednack, as this is outside of normal term times. Dbr advised the linked Trustee that a short section on the holiday provision had now been added to the Risk Assessment. The Headteacher was to pull this out to create a separate document which would be displayed on the wall during the holiday provision and the Headteacher would also monitor this in person as she would be making regular visits to the school anyway.</p> <p>Dbr advised Trustees she had shared a list of points to consider with Headteachers - which cited really good practice in these respects, such as the curriculum planning by Porthleven – so further improvements could still be forthcoming.</p> <p>Dbr proposed that Trustees meet at the back end of August to finalise their decisions around the full reopening in the Autumn term but asked if Trustees were confident with the Risk Assessments as they currently stood in the meantime.</p> <p>Trustees <b>approved</b> the schools' Risk Assessments subject to their final ratification following the meeting in August.</p> <p>Dbr noted this work all combined to help the Trust embed its risk management strategy – one of the objectives of the Trust Plan.</p> <p>It was agreed Trustees would meet again via Google Meet on Wednesday 26<sup>th</sup> August at 5.00pm. Having used the Confederation of School Trusts' Decision Making Framework for Trust Boards as reference when finalising its decision around opening the schools in the Trust more widely from 1<sup>st</sup> June 2020, the Board would use the version of this framework updated in July 2020 as reference when finalising its decision around the full opening of the Trust schools in September 2020. The new framework was to be shared with Trustees ahead of this meeting for their prior consideration in relation to the schools' Risk Assessments and rationales.</p>	

	<b>Action: share new Decision Making Framework with Trustees prior to the meeting on 26<sup>th</sup> August.</b>	KTe
<b>13.</b>	<b><u>FUTURE SCENARIOS</u></b>	
	<p>At the Trust's AGM, Members had stressed the importance of Trusts being seen to be robustly engaged with challenges. It was therefore important for Trust Boards to have a conversation around what their strategy was for the next two to five years and what their plans were for if or when a crisis point was reached. This should include full consideration of all options, including viability of the existing footprint. It had been agreed that the wisdom was in having a plan so Trustees / Executive Leaders had been given the action to create a plan for the next AGM showing a list of scenarios and options.</p> <p>In this light, DBr talked through some points for consideration that included:</p> <ul style="list-style-type: none"> <li>• Population context and pupil places</li> <li>• Measures in place to manage costs and promote pupil numbers / income</li> <li>• Leadership arrangements</li> <li>• Overall required finance for sustainability</li> <li>• Projected finances</li> <li>• Options - positives, negatives and other considerations</li> </ul> <p>See also Confidential Notes SPCMAT 20 05 CON.</p>	
<b>14.</b>	<b><u>TRIPS AND VISITS</u></b>	
	See Confidential Notes SPCMAT 20 05 CON.	
<b>15.</b>	<b><u>ANY OTHER BUSINESS</u></b>	
	<p><b>SPCMAT Form for Governors Renewing Terms of Office.</b> A new form for Governors to complete when renewing their terms of office was shared with Trustees.</p> <p>Trustees <b>ratified</b> the SPCMAT Form for Governors Renewing Terms of Office.</p> <p><b>Budgets.</b> These had been reviewed in detail by the Finance and Resources Committee and, with the proposed amendments that had now been made, Trustees on the Committee recommended these for approval. SPi briefly reminded Trustees of the proposed additions to the budgets for the coming three years and of the reserves for those years.</p> <p>Trustees <b>ratified</b> the budgets for the coming year.</p> <p><b>Academies Financial Handbook.</b> DBr, as Accounting Officer for the Trust, had shared the new handbook with Trustees and informed them of any changes therein.</p> <p><b>GCSE and A Level Grades.</b> As there had been a great deal of media noise around Subject Access Requests [SARs] relating to the allocation of grades, an agreed approach to the sharing of information was required. Three options were discussed:</p> <ol style="list-style-type: none"> <li>1. Release Centre Assessed Grades [the teacher's professional judgement of the most likely grade a pupil would have achieved if exams had gone ahead] to all</li> <li>2. Release Centre Assessed Grades on request</li> <li>3. Release Centre Assessed Grades only through a SAR</li> </ol> <p>Trustees considered the information pupils / parents would want to secure and how this might be balanced against the workload for schools. Eg. Option 3 could lead to numerous SARs on the days grades were released and the schools being overwhelmed as a result. DBr advised Trustees that Option 2 was preferred by the two secondary Headteachers. In consultation with DBr, they had proposed writing to parents in advance of grades being released to give them the context and to reassure them. This would include explaining what the schools would do to support pupils who wanted to move on to Higher Education etc. A draft copy of this letter was shared with Trustees for their information.</p> <p>Trustees asked that a footnote be added to the letter saying this could be subject to change if Government guidance changed.</p> <p>Trustees acknowledged that, while it was not possible to deflect the fact there would be conflict, Option 2 would at least minimise this and was as positive as it could be given the</p>	DBr

	<p>circumstances.</p> <p>It was noted very careful consideration would need to be given to what schools would release around rank grades as, even without names, it could be possible to identify other pupils in some circumstances.</p> <p>A query arose around resits. Trustees were informed that Ofqual expected exam boards to make exams available in all GCSE, AS and A level subjects. AS and A level exams would take place in October and GCSE exams in November. The exam centre that had entered the pupils for exams in the summer would be responsible for entering them in the autumn if they chose to sit exams, even if the pupils were no longer enrolled at that centre. As in previous years, English and maths resits could take place at the setting pupils had moved on to for Further Education.</p> <p>Trustees <u>agreed</u> Option 2 and the draft letter shared, with the proposed amendment.</p> <p>See also Confidential Notes SPCMAT 20 05 CON.</p> <p>KTh thanked everyone for all their hard work during the past academic year. Trustees were reminded a meeting would take place via Google Meet on Wednesday 26<sup>th</sup> August at 5.00pm.</p> <p>There were no further matters for consideration so the meeting was brought to a close at 8.40pm.</p>	
<p><b>16.</b></p>	<p><b><u>DATES OF FUTURE MEETINGS</u></b></p>	
	<p>The next meeting of the Trust Board is scheduled to take place on a date to be confirmed, from 6.00pm, in the Trust Conference Room.</p>	

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