



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



**Thursday 18<sup>th</sup> March 2021, from 6.00pm  
Online meeting due to the Covid 19 pandemic**

	<p><b><u>ATTENDING :</u></b> Donna Bryant Sean Davis Alan Hinchliffe Pam Miller Kristin Pryor Susan Reynolds Kevin Thomas</p> <p><b>In Attendance</b> Karen Teague [Trust Administrator]</p>	<p><b>D</b>Br <b>S</b>Da <b>A</b>Hi <b>P</b>Mi <b>K</b>Pr <b>S</b>Re <b>K</b>Th</p> <p><b>K</b>Te</p>
	<p><b><u>APOLOGIES :</u></b> Alan Horne [unable to join due to a technical issue]</p>	<p><b>A</b>Ho</p>
		<b><u>ACTION</u></b>
<b>3.</b>	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
	<p>The Chair welcomed all those present.</p> <p>Under <b>Declarations of Pecuniary Interests</b>, no additional declarations were forthcoming at this time.</p>	
<b>4.</b>	<b><u>MINUTES AND MATTERS ARISING</u></b>	
	<p>The minutes of the meeting of the Trust Board on Thursday 28<sup>th</sup> January 2021 were agreed to be an accurate record and were to be duly signed by the Chair when circumstances allowed.</p> <p>Matters arising included updates on:</p> <p><b>Key Foci for LGBs.</b> KTh had written a letter to all governors outlining the key foci they should be thinking about and this had been forwarded to all LGBs.</p> <p><b>Trustee Declarations.</b> All Trustees had now returned / were in the process of returning signed copies of the SPCMAT Code of Conduct for Trustees, the declaration of having read The Essential Trustee and the declaration of having read Keeping Children Safe in Education 2020 – Part 2.</p> <p><b>Trustees’ Away Day.</b> See Item 7.</p> <p><b>Performance Management.</b> DBr had completed the action of advising Headteachers that, as long as the Performance Management paperwork and procedures were being followed, it would only be necessary for them to discuss M1 to M6 with the Executive Leader and not Trustees - unless there were any contentious issues or exceptional progress. Trust policies had been checked to ensure they aligned with this arrangement and no barriers had been identified.</p> <p>All other actions had been completed.</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 4<sup>th</sup> March 2021, where the minutes of the meeting on 10<sup>th</sup> December 2020 had been approved.</p> <p>No further meetings of the Standards Committee had taken place since the last Trust Board meeting.</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> Two further training sessions, on Understanding Your School Budget and Primary Data, had taken place. Both had been well attended and well received.</p> <p><b>Trustee feedback from LGB Meetings.</b> Trustees were invited to talk 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 Portraits of LMc [Godolphin LGB], SGo [Parc Eglos LGB] and KWa [Parc Eglos LGB] had been <b>approved</b> by Trustees via email.</p> <p>KTe had sent / would send a letter to formally confirm these appointments.</p>	<p>KTe</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>Update on Covid-19</b></p> <p>On 8<sup>th</sup> March, all of the primary schools returned to full opening and the secondary schools began the return with a roll out of Lateral Flow Testing. Numbers returning were buoyant and Headteachers reported great excitement amongst the children. Attendance was 98% across the Trust. Any child not returning had been followed up – the majority of these were related to medical appointments, or isolation in line with government guidance. There were only 3 identified pupils with anxiety issues linked to Covid affecting attendance at the current time. All secondary pupils were back in class by 15<sup>th</sup> March.</p> <p>Across the secondary schools the numbers taking up the offer of secondary school pupils' LFTs was 86%. 95% of staff across the Trust had also taken up the offer of LFTs. In addition, a number of staff had now been vaccinated; some because of their age or medical condition but also where local surgeries had offered 'spare' vaccines at the end of a day to local school staff.</p> <p>The school based Risk Assessments continued to be updated on a weekly basis and any changes shared with staff locally.</p> <p>The Government had now confirmed restrictions around CEV staff in the workplace would end on 31<sup>st</sup> March as scheduled. As this was the penultimate day of term, some staff might be keen to return for a day in order to have a handover, get back into school before the Easter holiday and so on. However, Headteachers had been advised not to insist people come back if they wish to have the additional two weeks of isolation rolling through the Easter break.</p> <p>See also update on trips and visits in Item 14 below.</p> <p><b>Curriculum and Learning.</b> EL monitoring was to focus on the return to school and where curriculum plans / EEF 'catch up' plans might need to be adapted or reinstated. Discussions were underway about the potential to run Summer Schools for Year 6 pupils transitioning</p>	

to Year 7. Whilst a key focus might be disadvantaged pupils, leaders felt it was important for this to be more inclusive to allow pupils an opportunity to get to know peers and practice socialisation skills with those they did not know. The summer schools would not be specifically maths or English driven but might include some related elements. Headteachers would discuss what elements of the Year 6 curriculum might have had insufficient focus so that secondary teams could adapt their Autumn term plans accordingly.

**Q. Attendance is higher than normal at this time of year nationally. Are we seeing that in the Trust schools?**

**A. Yes.**

It was noted that parents not being able to take holidays during term time under the current restrictions could be one contributing factor to the rise in attendance. Parents were also keen to have their children back in the classroom.

**Remote Education Survey**

A further survey around Remote Education, this time relating to the most recent lockdown period, had been shared with parents. Initial responses indicated parents were much more positive about this provision than on the previous occasion, which would suggest the level of provision had been about right. There were some criticisms which would be looked at at school level but generally the tone to date had been very positive. Trustees were advised they could be copied into the surveys if they so wished.

**Free School meals**

Any child entitled to means tested free school meals who was at home either to isolate or due to being Clinically Extremely Vulnerable was still entitled to a free school meal. These were being provided in the form of a box of groceries. Plans for the FSM arrangements for the Easter break were awaited but it was likely the Council would ask the Trust to issue vouchers as per the half term break.

**Exams & Leavers' Date**

Ofqual had published the guidance of establishing Centre Assessed Grades. The school had to decide what evidence they would take into account and what weighting they would assign to it. They would have access to a portfolio of test questions with mark schemes they could use to supplement their evidence. However, it had just been announced the bank of test questions was not going to be published until after the Easter break, as they do not want pupils cramming over the break and trying to second guess what will be included, so staff would not now have that time to look at these. With information only coming out very slowly, concerns were mounting. The school needed to have assigned grades and submitted them to the Board by 18<sup>th</sup> June. Moderation of grade profiles would be undertaken by the Board as a desktop exercise, with closer scrutiny of those centres that were out of kilter with previous results. Exam results would be published in week commencing 9<sup>th</sup> August in order to leave time for appeals. The student would appeal to the school in the first instance and the school would then undertake a review of its internal processes; if the student remained unhappy, they should ask the school to appeal to the Board who would review the school's processes. [See separate paper.]

Year 11 usually went on study leave before May half term although, officially, they remained on roll till the end of June. However, given that the submission date for grades to the Board was 18<sup>th</sup> and staff needed time to process these, no additional work would be submitted in that window. In common with many other schools, the plan was to have a notional end of term at May half term and use the week after to target pupils who might have missed the exam task to give them an opportunity to complete this as part of the evidence base for Centre Assessed Grades [CAGs]. The following week, schools would finalise the CAGs and submit these to the Exam Board.

The schools were to share with pupils ahead of time what evidence would be used to decide grades so students can submit any mitigating circumstances and this might include the exam tasks, dependent on the subject. Eg. Art would rely on portfolio evidence and not exam tasks. The schools would also investigate ways of addressing any unconscious bias in the awarding - no single teacher would decide on the overall pupil CAG; for some subjects the tasks might be completely with the pupil exam number, rather than their name, and with a panel of teachers assessing the task. All of this should ensure that the process was fair and

<p>transparent, while reducing the need for appeals.</p> <p>Parameters would need to be put around what constituted mitigation, what kind of evidence would be required and what the degree of mitigation would be. Schools would also have to ensure they had taken cognisance of SEND. For example, they would need to be really clear about the support given to get assessments in, where concessions had been made during mocks / set tasks, etc. Alongside that, they would have to make sure all supporting evidence was on record in case of a Subject Access Request [SAR].</p> <p>Schools would have to ensure whatever grades they gave fitted the normative profile of the school, or there was clear evidence as to why these were better, or the Exam Board would query this.</p> <p>Trustees <b>agreed</b> to delegate the responsibility for signing off on this to the Trust Standards Committee and for the Chair of Governors for each of the secondary schools to be involve in this.</p> <p>It was suggested something to show the Board's support for the secondary Headteachers and staff would be welcome so KTh and KPr were to produce a letter assuring them the Board and those who scrutinise standards were behind them in their decision making and the work they needed to get done.</p> <p><b>Staff Survey</b></p> <p>A copy of the text outcomes of the survey had been shared with Trustees previously and had been commented on in the most recent Executive Leader Letter to Colleagues. The vast majority of comments were positive where people had had direct involvement with the Trust, though some teaching assistants and secondary school staff were less aware of the work so this would need to be worked on. There were a number of other areas to develop further, including CPD for all staff, and these would be incorporated into plans going forward. Work around mapping out Career Pathways had begun as a result. DBr had created a draft document which indicated potential routeways, included case studies and the opportunities available to staff in terms of professional development / career development. Over time, this would be firmed up and made available to all staff / potential employees so they could see all that the Trust had to offer them. [See also below]</p> <p>It was evident that everyone had been impacted in terms of sleep, mood, work life balance and workload; for the majority it was either 'worse' or 'just different'. Executive Leaders and Headteachers had been mindful of this as schools returned.</p> <p>DBr had shared a link to a presentation from CST around the Early Careers Framework etc with Headteachers.</p> <p><b>MAT School Improvement Capacity Framework.</b> Headteachers were to use this audit tool to look at the effectiveness of the Trust from their perspective and this would feed into the Away Day for Trustees and Headteachers in the Summer Term.</p> <p><b>CST Improvement Capacity Framework for Trust Governance.</b> Alongside this, it was suggested that Trustees use another audit tool to look at the effectiveness of the Trust through a different lens and this would also feed into the Away Day.</p> <p><b>Action: Meet on Tuesday 20<sup>th</sup> April 2021, from 6.00pm, in the Trust Conference Room.</b></p> <p><b>Trust Away Day</b></p> <p>Pandemic Pathway allowing, the hope was to hold an Away Day for Headteachers and Trustees to review and reflect on where the Trust was currently and progress towards its strategic priorities. DBr advised Trustees it would be good, in preparation, for them to complete the CST Improvement Capacity Framework For Trust Governance which had been shared with them prior to the meeting. Headteachers would be asked to undertake a review with a sample of staff from each school using the SW MAT School Improvement capacity framework, also shared. The two audits detailed above would help to support reflections and planning. The SW MAT School Improvement Capacity Framework would also feed into the pilot Trust peer to peer project DBr was developing with other Cornish Trusts.</p> <p><b>Re-engaging with the National Governance association [NGA].</b> DBr and KTe were in the process of trying to secure the best deal for the Trust. This was likely to include the Gold Package for the Trust Board and the Standard package for each LGB, plus a training package those in governance might want to dip into. Trustee training can link into this or into CST if</p>	<p>KTh / KPr</p> <p>All Trustees</p>
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	<p>specific areas are identified during the audit.</p> <p><b>Breakfast Clubs</b></p> <p>St Keverne breakfast club was to close at the end of this term, as numbers could not sustain the provision and regular canvassing had not improved the situation. The LGB had been fully informed and understood the need to take this decision.</p> <p><b>Rural Gigabit Project</b></p> <p>Six of the Trust schools were in the process of having connectivity upgraded. In addition to this work, the schools had been asked to become part of a pilot project which compared the IT infrastructure in the school to the IT specification for a new school. The project aimed to provide advice and funding to improve the infrastructure to the new standard.</p> <p><b>Governors</b></p> <p>The work undertaken by KTe with Cornwall Volunteers had reaped dividends with several applications to become governors in Trust schools: Helston, Parc Eglos, Porthleven, Crowan and Landewednack to date.</p> <p><b>CST</b></p> <p>Being a member of the Confederation of School Trusts had been a real bonus throughout the pandemic, with regular updates and links direct to government to have queries or concerns heard. Alongside the support during the crisis, CST had also provided some exemplary CPD through the Agile Series and through its discourse papers such as Bridge to the Future. [See overview of the changes to the Educational Landscape due 2021/22.] KTh added he had been nothing but impressed with the support CST and Leora Cruddas (CEO) had offered.</p> <p><b>Professional Development and Career Planning</b></p> <p>In the light of forthcoming changes [such as Early Careers Framework, NPQs, ITT, Teaching Hubs] and the staff survey outcomes, DBr, RLa and BDy were devising a document to set out the Trust’s professional development for school improvement opportunities. Alongside this, they were to set out potential career pathways within the Trust so that all staff and potential recruits could see what the Trust offered. This was to be developed over the summer term.</p> <p><b>Trust Plan</b></p> <p>DBr updated Trustees around any significant develops / hold ups in respect of Teaching and Learning, Expectation and Aspiration, Behaviour and Well Being, Leadership, Effective Management Systems and Strategic Futures.</p> <p><b>Policies for approval</b></p> <p>See Item 11 below.</p> <p><b>CST Bridge to the Future presentation and Future Reforms document</b></p> <p>The Future Reforms document outlined changes to the educational landscape and the place of Trusts within that. Slide 33 – Strong System Governance and Architecture – was critical. This showed four triangles which together created a pyramid:</p> <ul style="list-style-type: none"> <li>• Inspection Space – OfSTED inspects</li> <li>• Intervention Space – Regulators are ESFA and RSCc</li> <li>• Enablers of Improvement at Local Level – ITT, Teaching School Hubs, NLEs/NLGs, etc</li> <li>• Improvement Space – School Trusts are the drivers of improvement</li> </ul> <p>While Trusts might use enablers to support them and be checked by Ofsted, School Improvement belonged to School Trusts so this was where the focus needed to be.</p> <p>See also Confidential Notes SPCMAT 21 03 CON.</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>See also Confidential Notes SPCMAT 21 03 CON.</p>	

9.	<b><u>TRUSTEE RECRUITMENT</u></b>	
	<p>Trustees had been keen to recruit additional Board members but this had not proved easy, especially during the pandemic. One avenue explored in this respect was the use Academy Ambassadors. An advertisement had been placed with them, which had been out for two weeks and would run for a few more, and this had led to some success in terms of recruitment. KTh had interviewed one individual with excellent skills in finance / accounting and, subsequently, the CV of Karen Harris had been unanimously approved by the Trust's Members. One successful reference had already been received and another was expected shortly. The remainder of the recruitment process around additional paperwork, a DBS check and so on was underway.</p> <p>The CV of another potential Trustee had also been received but this had not yet been progressed further.</p> <p>Dialogue around further recruitments would be kept open, even after the closure of the current advertising period.</p> <p>Although all due process had been followed on this occasion, it was hoped interviews of potential Trustees might involve more current Trustees beyond the pandemic, in order to get a broader view in this respect.</p> <p>Trustees <b>approved</b> delegating authority to a panel of Trustees to interview potential Trustees going forward and delegating authority to KTh to decide who to invite to sit on each panel.</p>	
10.	<b><u>GENDER PAY GAP STATEMENT</u></b>	
	<p>There were a lot of female employees in the lower paid roles due to this working around their family lives but the important point was they were paid exactly the same as male employees to do the same roles. There was also a useful gender balance in senior roles. For example, the two secondary Headteachers were male but their Deputy Headteachers were female and the Executive Leader was female but the Deputy Executive Leader was male. Importantly, gender was certainly not a barrier to any appointment – the only exception being secondary PE teachers.</p> <p>KTh noted one of the questions asked of him during his interview of the new Trustee was about the ratio in terms of gender on the Trust Board, which again was well balanced.</p> <p>Trustees <b>approved</b> the Gender Pay Gap Statement for uploading to the Government portal and KTh agreed his signature could be added to this for publication on the Trust website.</p>	SPi / KTe
11.	<b><u>POLICIES</u></b>	
	<p>Approval by the Trust Board was sought for the following updated policies. Details of the additions or amendments had been forwarded to Committee members beforehand, along with draft copies of the full policies where appropriate, for their prior consideration.</p> <ul style="list-style-type: none"> <li>• SPCMAT CPD Policy</li> <li>• SPCMAT Equality Policy</li> <li>• SPCMAT Leave of Absence Policy</li> <li>• SPCMAT Online Safety and Data Security</li> <li>• SPCMAT Pupil Attendance Policy</li> <li>• SPCMAT Safeguarding and Child Protection Policy</li> <li>• SPCMAT Staff Code of Conduct</li> <li>• SPCMAT Support Staff Pay Policy</li> </ul> <p>The amendment to this policy differed slightly from that agreed at the meeting of the Finance and Resources Committee but KTh had spoken with SPi for clarity and was able to give his complete support to this. There was also only a very small number of staff to whom this would apply.</p> <ul style="list-style-type: none"> <li>• SPCMAT Staff Social Media Policy</li> </ul> <p>Key points had also been lifted into the AUA for staff so all policies tied in more neatly.</p> <p>2.1 – add pupils to list of those the policy is designed to protect</p>	DBr / KTe

	Trustees <b>ratified</b> these policies / policy changes. The new / revised policies were to be implemented after the upcoming Easter break to allow for any further feedback.	DBr / KTe
<b>12.</b>	<b><u>SAFEGUARDING UPDATE</u></b>	
	As Safeguarding Trustee, AHi had attended the virtual DSLs' Network Group meeting on 24 <sup>th</sup> February. He had found this to be a very collaborative meeting, where all attendees were given an opportunity to have a voice. No specific issues were raised other than parents who might have opted for or considered Elective Home Education as they had not been able to deal with the pressure of engagement during lockdown but EWO support had been better during the most recent lockdown period so children were not being lost. There had been nothing of concern to bring to the Board and AHi assured fellow Trustees he had a lot of confidence in the safeguarding information being provided and in what was happening in the Trust schools in respect of safeguarding.	
<b>13.</b>	<b><u>HEALTH AND SAFETY UPDATE</u></b>	
	Covid continued to be the main focus in respect of Health and Safety. Headteachers were still regularly reviewing their Risk Assessments and Executive Leaders were monitoring this. No incidents or near misses had been reported and compliance checks were back in train. See also Confidential Notes SPCMAT 21 03 CON.	
<b>14.</b>	<b><u>ANY OTHER BUSINESS</u></b>	
	<p><b>Sailing and Swimming</b></p> <p>Schools had received emails from the local swimming pool and Helford River Children's Sailing Trust, who needed to gear up and put staffing back in place etc.</p> <p><b>Sailing.</b> In principle and subject to the roadmap staying on course, Risk Assessments having been completed and it being possible to transport pupils safely, it was proposed schools look at starting sailing again after the May half term break. DBr had spoken with the CEO that day, when she had informed him she would be speaking with Trustees and would go back to him after this. The ambition was to get back to these activities so it was hoped schools could tentatively book a slot but dependent on the above factors. Providers would have to ensure all the staff there were undertaking LFT testing, that bubbles could remain in place, etc. A query was raised around volunteers from schools who were involved in the transporting of pupils. DBr advised Trustees that perspex screens could be put in place for drivers, social distancing of parent volunteers would have to be possible and that they would remain with single bubble groups only, except in an emergency. Parent volunteers could also be tested. All these matters would have to be reviewed as part of the Risk Assessments. Schools would have to be able to sign off on the providers' Risk Assessments before they could fully engage.</p> <p>Trustees <b>approved</b>, in principle and subject to the above measures, the recommencement of sailing after the May half term break.</p> <p><b>Swimming Pool.</b> There was to be a Zoom meeting regarding the reopening of the Leisure Centre swimming pool. DHa and LWa were to attend in order to reassure themselves the Covid situation had not exacerbated an earlier issue but had rather made it safer.</p> <p><b>Trips and Visits</b></p> <p>Schools had received an email from Andy Barclay, Head of Cornwall Outdoors, containing an update from the School Travel Sector Stakeholder Group. The STSSG had made its proposal for educational visits to restart, in line with the Government roadmap, as follows:</p> <ol style="list-style-type: none"> <li>1. 29th March or 12th April: Educational Visits [non-residential] are permitted [date yet to be decided].</li> <li>2. 17th May: Residential educational Visits are permitted with specific COVID-secure measures in place.</li> <li>3. 21st June: Educational visits can take place with revised COVID-secure measures, in line with Government requirements.</li> </ol>	

	<p>However, Headteachers had been asked not to book any trips or visits without first coming back to DBr so these could be agreed at Trust Board level and not to commit any monies unless there was a written guarantee the money would be refunded if the trip could not go ahead.</p> <p>Trustees were happy that Headteachers discuss potential trips with DBr - so long as these were Covid secure, followed the roadmap and had a money back / postpone confirmation if restrictions said it could not happen. The exception to this was residential, which Trustees thought should wait until at least the next academic year. A camp might take place on the school grounds at the end of the year subject to all the measures discussed previously. DBr was to clarify this with Headteachers and ask them not to book any visits without checking in with her first for the time being.</p> <p><b>Climate Agenda Letter</b></p> <p>DBr was to share an open letter around the climate agenda with Trustees for their consideration over the weekend. Trustees were asked to email any concerns / reservations to DBr by the end of Monday morning so she could gauge whether or not all Trustees were mindful to support this letter.</p> <p>There were no further matters for consideration so the meeting was brought to a close at 8.00pm.</p>	<p><b>DBr</b></p> <p><b>DBr / Trustees</b></p>
<b>15.</b>	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	<p>The next meeting of the Trust Board was to take place on <b>Thursday 13<sup>th</sup> May 2021</b>, from 6.00pm, in the Trust Conference Room - or via Google Meet if face to face meetings were still advisable.</p> <p>Thereafter, meetings were to take place on: 8<sup>th</sup> July 2020</p>	

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