

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



**Thursday 20th May 2021, from 6.00pm
Online meeting due to the Covid 19 pandemic**

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| <p><u>ATTENDING :</u> Donna Bryant Alan Hinchliffe Kristin Pryor Kate Wilson</p> <p>In Attendance Richard Lawrence Karen Teague</p> | | <p>DBr AHi KPr KWi</p> <p>RLa KTe</p> |
| <p><u>APOLOGIES :</u> Sean Davis</p> | | <p>SDa</p> |
| | | <p><u>ACTION</u></p> |
| 3. | <p><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></p> | |
| | <p>The Chair welcomed all those present.</p> <p>Committee members were advised PMi, who previously sat on the Standards Committee, had decided to step down from the role of Trustee due to personal circumstances. However, two new Trustees had just been appointed – namely, Karen Harris and Carrie Gilmore – and Carrie Gilmore would be sitting on the Standards Committee going forward. Under Declarations of Pecuniary Interests, no additional declarations were forthcoming.</p> | |
| 4. | <p><u>MINUTES AND MATTERS ARISING</u></p> | |
| | <p>The minutes of the previous meeting, on 21st 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>Uniformity of categorisation of social, emotional and mental health needs. The SENCO Network Group was to look at this across the Trust, to try to ensure uniformity of categorisation [with agreed definitions] for valid comparison, at their next meeting.</p> <p>Presentation by secondary Headteachers. The action around adding ‘Presentation by Secondary Headteachers – with a focus on Curriculum’ to the agenda for the meeting of the Committee in the Autumn term was to be carried over for action prior to that meeting. As LJo had also been invited to present to the Committee on teaching diversity through the history curriculum, it was agreed LJo would present at the formal Autumn meeting and an additional meeting with a single item agenda would be arranged for WJe / WRa to present on the secondary curriculum.</p> <p>Difficulties being experienced in respect of Post 16 provision. DBr had checked with the Post 16 Lead at Helston Community College, on impact this year and on how plans were going for the coming year. He had advised DBr that dropout was actually less than usual so this could give the Committee confidence that the pandemic had not impacted pupils taking up and remaining in Post 16. The transition programmes were in place for June / July for the new cohort for Autumn 2021.</p> | <p>PHu</p> <p>DBr / KTe</p> |

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| 5. | <u>PERFORMANCE AND PROGRESS DATA</u> | |
| | <p><u>Standards at Primary Phase</u></p> <p>Data presented to Committee members prior to the meeting comprised a breakdown of the Spring Term 2021 Data Drop which included:</p> <ul style="list-style-type: none"> • Figures for Reading, Writing and Maths in Years 1 to 6 for individual schools. • Figures for Average; Expected [n46]; Difference; Expected [n45]; Difference. • Colour coding to indicate Above, Secure, Within, Just Below, Well Below in each element. • Comparative figures from October 2020 and December 2020 • Performance of specific groups within the cohorts [% working at or above] for October 2021 and March 2021. <p>The data overall was down on previous years at this time, despite schools’ best efforts, but reflected a similar pattern in terms of year group and subject performance. In general terms, the performance lower down the schools was further from the age-expected performance for that age group - a pattern that was being seen regularly. Specifically, the writing was often lower than reading or maths and this gap had been exaggerated in the current data drop. The children were not in the same habits of writing and, during lockdown, feedback had been more challenging – albeit it had taken place on work submitted. Children’s handwriting, anecdotally, had been identified as being of a lower level as well as their endurance for writing longer pieces and thoroughness in secretarial / grammar skills. However, this appeared to mirror other Trusts and the schools were all putting provisions in place for improvement.</p> <p>Noted in the data drop overview was some greater conservatism in assessment from three primary schools against performance from the pre-COVID period. Further investigation on those outcomes would take place at the EL meetings due to take place during the summer term. Internal summer assessments would reinforce the moderation of the teacher assessments later in the year. This would be clearer in the summer data drop.</p> <p><u>Q. Are there similar concerns around inflation of figures at any of the other settings?</u></p> <p>A. While there was some concern around one school’s data previously, a recent Deep Dive visit to look at reading suggested figures were not overinflated. There will be another data drop at the end of the year so we will also look at that. A lot of moderation within the school has taken place, as well as cross moderation with teachers at Crowan where moderation is good. We need to remain mindful of this but the Headteacher is working hard to make sure the process is robust.</p> <p>Progress across the year from the December drop showed the cohorts had generally held their own, although the Year 1 cohort had shown greater improvement than others. Performance at present was below where Executive Leaders would want it to be but schools were planning through Catch Up for where the greatest effort needed to be made to overcome the learning they were aiming to make up. The schools’ focus was generally around the basics of reading, writing and number. Greater depth performance was lower than desired. The overviews of performance of specific groups within the cohorts showed patterns that were similar to previous years but this was generally lower overall.</p> <p><u>Q. The four schools with the most ‘just below’ would seem to require one of two actions: to determine if they are moderating standards in the same way as everyone else or if something is needed to address standards. If it is the former, will Executive Leaders be scrutinising this to confirm it and, if it is the latter, will they be identifying what further action is required?</u></p> <p>A. EL visits are timetabled for after the half term break and this will be on the agenda for these visits. If staff are not confident in making those predictions, there will need to be some degree of moderation to ensure their confidence is high enough but a lot of the staff are experienced. There has been quite a high turnover of staff at one of the schools but a lot of work is being done there so I would like to think this will be reflected in outcomes.</p> | |

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| | <p><u>Q. There are 3 schools with no 'just below' pupils. Is this confidence or variability in the way information is being interpreted?</u></p> <p>A. Parc Eglos are very accurate with assessment and their internal procedures are really thorough. Garras has strong internal moderation and staff often moderate with staff from Godolphin so there is also cross school comparison there. At Halwin, the green at the top end is reflective of the teacher's ability to gauge where the pupils are and his accuracy in past assessments means I have full confidence in this. There is quite a disparity in terms of the cohort, though, so it evens out to light green.</p> <p>It was noted the level of parental engagement and the aspiration of parents while the children were home learning was also a factor but the more pupils were in front of teachers in their classrooms the more accurate the assessments would become.</p> <p>During Deep Dive visits, Executive Leaders were also encouraging Headteachers and staff to look at any interventions that were in place at least six weekly to assess impact.</p> <p>Looking at progress from October through to March, the data was encouraging. There were not as many pupils predicted for working above so Executive Leaders were to challenge Headteachers on this when visiting schools to ensure the focus was not solely on those pupils who were falling behind. RLa noted that, if the percentages were to stay as they were, progress would still have been made.</p> <p>The only areas of concern were KS1 reading and writing from December to March and that was expected.</p> <p>It was noted the gap between writing overall and writing for pupil premium children had got wider. While this was a national issue, it was important for the Trust to show senior leaders were aware of this and acting on it. A lot of the focus of catch up was on those pupils with the greatest distance to travel, quite rightly, but focus was also on disadvantaged pupils. Headteachers would be challenged on this during the next round of Executive Leader visits.</p> <p><u>Secondary Standards</u></p> <p>Given the intensive work being undertaken at both secondary schools with regards to the centre assessed grading, neither school had a recent data drop for the non-exam years. However, the schools were to gather data as below to inform end of year reports.</p> <p>Helston School:</p> <ul style="list-style-type: none"> • Year 9 / Year 10 – 14 June • Year 7 / Year 8 – 21 June • Year 12 - tests in July <p>Mullion School:</p> <ul style="list-style-type: none"> • Year 7 - 19 May • Year 9 - 11 June • Year 10 - 14 July <p><u>Q. How will data be useful when so much has changed and there is nothing historical to compare it to?</u></p> <p>A. This is the issue for everyone. We need to focus on quality first teaching and where pupils need additional intervention. We have not wanted to put additional pressure on the secondary Headteachers when it was important for their focus to be on their JCQ Centre Policies for Determining Teacher Assessed Grades. They have put a huge amount of work into the policies and essentially these are their standards documents for this period.</p> | |
| 6. | <u>BEHAVIOUR AND ATTENDANCE DATA</u> | |
| | <p>Data presented to Committee members prior to the meeting included:</p> <p>Context - Years R to 11</p> <ul style="list-style-type: none"> • Number on Roll - across the Trust and KS5 • FSM Ever 6% - across the Trust and KS3 /4 • SEN Provision - across the Trust and KS1 / 2 | |

- Minority Ethnic Group - across the Trust and R / KS1
- English Additional Language – Nursery

By School - Years R to 11

- Number on Roll – current
- Number on Roll – September 2020
- FSM%
- Services
- SEN E [with EHCP]
- SEN K [having additional support]

Migration - By School

- Out – to Trust school; to non-Trust school; entered EHE
- In – from Trust school; from non-Trust school; returned from EHE

Committee members were advised figures to compare were a challenge given the impact of the pandemic over the past two years but the figures shown were for the period September 2020 to present.

Overall, at primary level, the trend appeared to be a net inward migration. There was a net outward mobility to EHE but this matched information presented from the Local Authority.

Overall, at secondary level, the trend also appeared to be a net inward migration.

It was hoped this was a positive sign of how the schools were perceived outside of the Trust.

Any additional questions were sought but none were forthcoming at that time.

Attendance – N1 to Year 13

- Overall
- Absence
- Persistent Absence
- Authorised Absence
- Unauthorised Absence
- Late
- Breakdown of Attendance by NC Year Group

It was recognised there was a glitch in the way attendance was calculated for Year 13 students and this accounted for the lower figure there. Often students were attending classes as timetabled but were not always there for morning or afternoon registration so this could be skewing the figures. In light of this, it would be good to treat this as a separate entity going forward.

DBr noted it was disappointing that attendance levels at some of schools were lower than when pupils had first come back. This needed probing so Executive Leaders were to investigate in more detail. This apparent drop could have been a result of the fact that a number of additional absence codes had been introduced during lockdown that were made optional which could also have skewed the figures but this was the best data that could be secured at the present time.

RLa had challenged both secondary Headteachers on migration in / migration out and this had picked up some anomalies around recording there so the data exercise had been useful and further work would be done in this respect.

Q. In Executive Leader visits, have there been any indications as to what factors might have contributed to the success of those schools with higher attendance?

A. Not yet but this will be part of the questioning during visits. It has to be remembered a whole range of factors have affected attendance this year. For example, feelings of safety and security, some parents needing their children to be back in school as they need to work, other parents who have quite enjoyed having their children with them during lockdown and so on. We will explore persistent absence figures to probe what is going on in these instances and how this is being recorded in schools across the Trust.

Attendance – By Group

- All
- Male
- Female
- Pupil Premium
- FSM Ever 6
- SEN E
- SEN K
- EAL
- Breakdown of Attendance by Groups

Attendance – By School – Years R to 11

Primary benchmark: 2018-19 - All students - 95.97%

Secondary benchmark: 2018-19 - All students - 94.51%

- Present
- Persistent Absence
- FSM
- Looked After
- Services
- SEN E
- SEN K

Some further investigation would be required in the coding of absences during the COVID period given the range of data in the Persistent Absence column.

Exclusions

- Primary by School - Against 2017/18; 2018/19
There had been no permanent exclusions [compared with one in 2018/19 and one in 2017/18]. This was low given there were 1812 pupils across the primary schools.
- Secondary by School - Against 2017/18; 2018/19 and including:
All
SEND
FSM

Executive Leaders reported the behaviour of some secondary pupils had been quite challenging after their return but, at the other end of the spectrum, some of the younger children – particularly Year One - had struggled to manage their emotions and this too had been challenging. It had also become increasingly difficult to get support for children from outside as the number of requests for EHCPs had risen significantly. Specialist settings were all full so Headteachers were trying to keep pupils in schools but this was becoming quite unmanageable in some situations. Schools were having to bring in additional staff support so this was having an impact on the schools' budgets. Thus, a genuine challenge was being faced by schools across the Trust.

Q. Is the staff training programme flexible enough to deal with this new need? Is there training there that is appropriate or that can be enhanced to meet this need?

A. A number of staff have done Thrive / TIS / Emotional First Aid / Team Teach training so the level of understanding has increased. We have not done generic behaviour management training across the Trust but schools have sourced the particular form of training they feel they need for their setting. Eg. Staff at HCC have done refreshers around behaviour management and safeguarding. Schools need a period of calm but more and more is being thrown into the mix. These training programmes should be sufficient. The key is catching behaviours before there is an explosion. Staff are also exhausted so their ability to be on the front foot is inevitably affected by this.

Executive Leaders added routines were really important so children knew what to expect and boundaries were known / firmly applied. Schools were bringing this back on track again. Where schools had staff out of class due to absence, it had been hard to get supply staff due to the increased demand and the fact that many supply teachers had currently

opted to do tutoring instead as this was better for them financially. As a result, classes could have three different teachers over three days and all this was disruptive. In addition, schools or groups of schools were not able to share staff across bubble groups so their hands were tied in many ways around providing stability for children.

On a positive note, however, DBr had been into three schools over the past week and the children were very calm. The Assistant Headteacher candidates had also noted this when they came for interview at Helston Community College.

Wellbeing

Committee members were advised one of the proxy measures for wellbeing was the number of new and open CAMHS [Child and Adolescent Mental Health Service] referrals. However, this was not an effective proxy as the threshold for CAMHS was very high and those figures do not measure the significant issues schools were seeing in children's mental health. The Trust's SENCO Network Group was looking at a more effective measure but here, for a measure on the scale of well-being support for children, the schools were asked to return data showing the number of children who had been referred for or were in receipt of support for mental health such as counselling, CAMHS and PMHT [Primary Mental Health Team].

Primary - By School

Secondary – By School

There was a range of support in place across the primary and secondary schools to support pupils' mental health, including Thrive, Trauma informed Practitioners, flexible working spaces, support workers, support groups, etc. There were two new initiatives coming into practice in the current year: Clinical Associate Psychologists [secondary] Mental Health Support Workers [primary] all funded by the NHS but practising from school bases.

The following data was also supplied for September 2020 to present:

Formal Complaints

- Primary
- Secondary

Racist Incidents

- Primary
- Secondary

Staff Absence - By School

Figures included the total number of staff who had been absent since September 2020 through any reason - including clinically extremely vulnerable, isolating and paternity - and the total number of days of education that had been affected. The data clearly indicated the impact on on-site attendance at the schools. Whilst many CEV / isolating staff had continued to work hard from home, there remained the impact on the staffing of the classes on site and the reduced effectiveness of teaching and learning through remote education.

Committee members were reminded that, during the lockdown period, many staff would have been expected to work from home and that would not have impacted on classroom learning. Measures were in place to tighten up on recording as the monthly figures currently received were for the purposes of staff absence insurance claims, which did not include absences such as paternity, so these were not giving a full picture.

Q. For schools with significant levels of staff absence, how would you expect them to facilitate recovery? Are there any specific concerns and how will this be monitored?

A. Where there are notable absences these are being followed up through the Trust's staff absence procedures. We do need to look at this whole area to bottom out what the data is telling us and to ensure the data is right so we can properly follow the absence procedures. The sharp end of this is being dealt with effectively, including return to work interviews, referrals to occupational health and so on. Persistent low level absences are the most difficult to keep on top of. We had quite strict parameters

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| | around this before the pandemic but Covid has thrown this somewhat so we are working on this to ensure we have clear sight on it, as was our normal practice. | |
| 7. | <u>RISK REGISTER REVIEW</u> | |
| | <p>DBr informed Trustees there had been no significant changes to risk since the Risk Register was last reviewed.</p> <p>AHi pointed out that many Trusts / schools were reviewing their Risk Registers due to the number of changes there had been over the past two years. Generally speaking, some of the more procedural things did not always get the scrutiny they deserved so might need re-examining in light of this.</p> <p>Action: Trustees to look at section on risk in the CST Improvement Capacity Framework for Trust Governance at upcoming review meeting and Trust Away Day.</p> | Trustees |
| 8. | <u>ANY OTHER BUSINESS</u> | |
| | <p>The Starfish Project</p> <p>DBr advised Committee members of the Starfish Project, an annual grant of £20K which had been gifted to the Trust by a local family firm that had set up a foundation/starfish fund. This was to provide external support with the specific aim of changing the trajectory for young people not entitled to Pupil Premium or other funding who may otherwise fall through the cracks. The full amount for the current year had been made available and a further payment would be received in January 2022 which could be used to really good effect.</p> <p>See also Confidential Notes</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 7.30pm.</p> | |
| 9. | <u>DATES OF FUTURE MEETINGS</u> | |
| | The next meeting of the Trust Standards Committee was to take place in the Autumn term on a date to be confirmed. | |

Chair's Signature _____ Date _____