

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



**Monday 19th April 2021,
Online Meeting due to Covid 19**

<u>ATTENDING :</u>		
Michael Bretton		MBr
Donna Bryant		DBr
Katie Fitzsimmons [Diocesan Director of Education - Diocese of Truro]		KFi
Sarah French		SFr
Paul Hunkin		PHu
Louise Jones		LJo
Richard Lawrence		RLa
Pam Miller		PMi
Wayne Randle		WRa
Lucy Wandless		LWa
Karen Teague		KTe
<u>APOLOGIES :</u>		
Dan Hadley		DHa
David Miller		DMi
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTEREST</u>	
	<p>PMi [Chair] welcomed all those present and opened the meeting with a prayer that the royal family might know the power of God’s love in their lives in the days ahead; of thanks for the encouragement Prince Phillip had given young people through the Duke of Edinburgh Award scheme; for the wellbeing of all young people, particularly teenagers, in these difficult times and of thanks for all those who cared for them.</p> <p>Under Declarations of Pecuniary Interests, no additional declarations were forthcoming at this time.</p>	
4.	<u>MINUTES AND MATTERS ARISING</u>	
	<p>The minutes of the meeting of the CSAW Committee on 11th January 2021 were agreed to be an accurate record and would be signed by the Chair once circumstances allowed.</p> <p>Under Matters Arising, updates were received on:</p> <p>Using Windows, Mirrors, Doors and Candles Motifs. Church school Headteachers had been exploring innovative ways of using the motifs across the curriculum. For example, stickers representing the motifs were being stuck in the margins of pupil’s exercise books to encourage the pupils to reflect in a different way and the motifs were being added to display boards covering different subject areas. As previously, this was still a work in progress but small steps towards this were being taken wherever possible and the action was continuing.</p> <p>Venn Diagram for Spirituality, Wellbeing and PSHE. Due to the current circumstances, it had still not been possible for LJo and WRa to meet up but it was hoped they would be able to do so this half term in order to explore the creation of a venn diagram for spirituality, wellbeing and PSHE to establish where these overlapped, as it had been felt this would be useful.</p> <p>Outcomes. As the most recent data drop had only just taken place, there had not yet been an opportunity to analyse this data so it had not been possible to bring headline</p>	<p>Church School Headteachers</p> <p>LJo / WRa</p>

	<p>figures on progress in church schools to the current meeting but these would be shared at a future meeting.</p> <p>RE provision was also to be added to the agenda for a future meeting.</p> <p>LJo reminded Headteachers of the information around upcoming RE training, webinars, etc that had been shared with all schools, not just church schools.</p> <p>Google area for collective worship videos. A colleague of MBr had created a very useful video for collective worship and this should shortly be made available to all the schools in the Trust for their use.</p> <p>RLa was looking into where best to set up a shared area in Google where this and similar resources might be made accessible to all schools.</p> <p>Thanks were expressed to KFi for the many links for assemblies and other useful materials she shared with schools on a regular basis.</p>	<p>RLa</p> <p>DBr / KTe</p> <p>RLa</p>
<p>5.</p>	<p><u>UPDATES: FLOURISHING IN TIMES OF COVID</u></p>	
	<p>Headteachers of the individual Church schools gave brief oral updates on how their schools had continued to flourish in times of Covid, with particular reference to the Wellbeing agenda.</p> <p>Points raised and discussed included:</p> <ul style="list-style-type: none"> • Working in their own settings through the lockdown had led to a mutually supportive environment for the children and staff. This had also ensured staff confidence on the return to full opening was better than in September, along with the twice weekly testing. • In staff meetings, staff were given tasks which needed completing but were allowed to complete them outside of the normal staff meeting times, which suited them much better than a longer meeting after school on a set day. • PPA during lockdown was allowed to be taken at home if preferred. • Daily Google meetings were reduced from 3 to 2 on parental request, allowing families more time to go out together for exercise. • Since coming out of lockdown, so many pupils had been flourishing and thriving from being back that it was difficult to pick an example. Pupils and parents alike were delighted the children had been able to return and were thoroughly enjoying being in school, being with their friends, etc. • The new technologies had now become a way of enhancing flourishing. Eg. allowing bubble groups to meet virtually so children were not isolated from friends in other classes and for whole schools to still meet together. Whole schools had joined together for acts of worship, celebrations and an array of other events, such as joke telling for Comic Relief and dressing up for Book Week. • While schools were obviously looking at the curriculum and at filling gaps, they were also looking at opportunities for children to spend time with their friends to rebuild friendships, grow confidence, create an environment of mutual support, etc – even if these had to take place via Google where friends were in different bubble groups. • Sports provision had focussed on teamwork and wellbeing games. • ‘Wild Tribe’ had been used to provide outdoor educational experiences for the children which allowed them to remain in their bubble groups but to do something totally different. Their own comments and parental feedback indicated the children were really enthused by this. • Children had been taking pride in the outdoor areas at schools and working on these to provide a better environment for everybody in those communities. For example, some younger children planted bulbs and were delighted with what they had achieved when flowers appeared. • Local visits had been undertaken in bubble groups. • Volunteers were being encouraged to come back into schools, in a Covid secure way, to support bubble groups. • Reflection spaces had been created in schools. 	

	<ul style="list-style-type: none"> • An online Kindness workshop had been arranged through the charity 52 Lives. • Fundraising and sponsored events had taken place. The community had bought into these and the pupils involved had felt really special as a result of doing something so productive. • Hand-made Christmas cards were delivered to local neighbours and the children had a flurry back, as well as donations, as a result – which was greatly appreciated by all parties. Whilst the pandemic had been challenging for all, it had also brought out the best in people in terms of community / living well together. • One Teaching Assistant had been unable to come into school but had been desperate to remain involved so whole class reading sessions had been set up with them so they could still be part of the class whilst undertaking a key piece of work by supporting and encouraging reading. <p>Headteachers observed that an action from a previous meeting - involving them looking into providing an opportunity for their Worship Ambassadors / Worship Leaders / Worship Teams to get together to network and share ideas, thereby affording an additional value to these roles – had been delayed by the pandemic but it was hoped this could now be followed up on going forward.</p> <p>KFi noted it was good to hear such fantastic examples and that these were powerful evidence of what flourishing looks and sounds like. The flourishing of adults was equally as important as the flourishing of children and the example of the Teaching Assistant being included despite not being able to attend in person showed this was recognised. Moreover, the involvement was not merely tokenistic, as this was a really important piece of work that they were doing. DBr pointed out an addition to that validity was the fact this particular piece of work around reading was being continued now the Teaching Assistant was back on site.</p> <p>DBr advised Committee members that Executive Leader visits would involve discussion around what were being termed ‘Covid takeaways’ – that is, what had been instigated or had taken place during the pandemic that schools would like to keep? For example, if a member of staff had felt validated by doing something beyond their usual role, it would be good to retain that opportunity for them to thrive through their own initiative, without this being an expectation. This both benefitted the member of staff and demonstrated the values of working together as a community.</p> <p>WRa added there had been many, many cases where people had gone above and beyond to support other members of staff and children in a time when the challenges had been huge, both in the Church schools and across the Trust, and it was good to acknowledge these.</p> <p>DBr pointed out there was also the element of what had not been there during the pandemic. Staff had had to spend more time on their own due to the bubble group arrangements so, in some ways, they were noticing the support even more and schools were seeing the joy shown now people had returned and were being lifted by the community that was the school.</p> <p>DBr concluded by stating that, while the general challenge of the attritional effects of Covid on everybody could be seen across the Trust, it was brilliant to see pupils bouncing back and being really happy in school, though some pupils had had to be eased back in. The impact of Covid had been proving more extreme in the secondary schools in terms of mental health than in the primary schools, where the last few weeks had been difficult as things were being released now pupils had someone to talk too. PMi noted it was reassuring to know the schools were mindful of this and were dealing with the situation so pupils could be offered the best support the schools were able to give them.</p>	Church School Headteachers
6.	<u>SIAMS Training</u>	
	KFi had emailed Headteachers to advise them graded inspections were due to recommence from September 2021 so the Diocese had a backlog of priority schools,	

	<p>whose inspections were due or overdue, to visit in the interim. These schools would receive targeted, school specific support. Cury and Grade Ruan schools were both included in this group. It was hoped the break in inspections and the subsequent need to reschedule these would allow for a reset, as there had been 14 schools due for inspection in one term previously and it was hoped this could be better managed going forward. From September, broader support would be offered across all schools so everyone would feel ready when a clearer picture emerged of how the schedule of inspections would pan out.</p> <p>Training this term was therefore of even greater importance, especially in the case of priority schools. This would be specifically tailored for Headteachers and staff, as well as governors, so progress could be made more quickly.</p> <p>In order to give governors the opportunity to refresh themselves on the subject, or to find out more if they had not attended SIAMS training before, the Diocese had arranged two online training sessions via Zoom [only one of which needed to be attended] on Wednesday 5th May 2021, from 1.15 to 2.30pm, and Monday 10th May 2021, from 5.45 to 7.00pm. These sessions would give governors an opportunity to explore SIAMS and understand more about the process, the questions that may be asked during an inspection and to discuss this in small groups. This, coupled with talking to KFi, would give governors the confidence to articulate how their schools were effective in ensuring their distinctive Christian ethos across the seven strands.</p> <p>In addition, if the Trust had any specific and pertinent requirements, Executive Leaders were asked to let KFi know.</p> <p>DBr asked KFi whether it would be possible for PMi – as chair of the CSAW Committee - to speak with inspectors on behalf of Cury School. KFi suggested that, whilst the CSAW Committee was an important element, it would be good to have someone from local governance who could speak powerfully if there was a governor who would be able and willing to do so.</p> <p>A query was raised as to whether inspectors – SIAMS and Ofsted - were being briefed on how schools were now set up so differently, as it would be vital for them to appreciate this and take account of it. KFi explained the Diocese had taken a clear stance it was not morally right to carry out inspections now, as schools were not able to show themselves at their best. A lot of the focus for work for her and her colleagues nationally this term would be speaking with Ofsted to ensure inspections were context specific and that there was a set of standards that reflected this in inspection practice that could then be shared to make SIAMS inspections reflective of the ongoing impact of Covid.</p> <p>Preliminary questions would be very important, as inspectors would need a clearer picture than ever of what was happening in schools if they were to be able to inspect in a caring and sensitive way while still being effective. Inspectors could not go into schools expecting to see what they did eighteen months ago so this needed to be at the forefront of all the conversations being had.</p> <p>KFi observed the depth of living their vision and how this impacted on pupils, staff, etc in Church schools been highlighted by Covid so strong evidence bases could come from this, as had been demonstrated in Item 5 [above].</p>	
7.	<p><u>SIAMS Learning Walks</u></p>	
	<p>RLa asked KFi which of the seven strands schools were finding it most difficult to provide evidence in, as a focus on these during Learning Walks would help schools provide some of the evidence and promote articulation. KFi advised it was very much about a woven, holistic picture with aspects of each of the strands rather than individual strands. Suggested areas to consider included:</p> <ul style="list-style-type: none"> • Confidence in collective worship. Even though the bubble approach to working has changed how things are done, making use of technology can allow collective worship to be as meaningful as it ever was and to still impact on the life / ethos of the school. 	

	<ul style="list-style-type: none"> • Community. Tap into examples of the richness around community / living well together, with compassion and respect, as evidenced in some of the points shared in Item 5 [above]. • Involvement. Explore the different opportunities to get involved, demonstrate advocacy, etc – Eg. Diocesan Synod, G7 summit, etc. • Flourishing. Remember flourishing also involves the academic side of things. However, this is not about wading through data / books but about having the confidence to talk about the progress children are making despite the challenges faced during the pandemic. • Different but the same. What did we rely on before that we cannot rely on now? How can we show practice is still as meaningful as it was, just different? • Visions and values. How can you demonstrate the school’s confidence to stand on its visions and values, and how these have helped the community to flourish? Where there were gaps, how were these filled? Action: KFi to reshare helpful document from Canterbury Diocese How is everything that is done connected to and underpinned by the values of the school? Ensure you can provide a detailed response and depth of response. • Triangulation. Think about triangulation in a different way. How do inspectors hear pupil voice, parent voice etc to explain what they can see in terms of evidence so that this can be given depth / breadth? <p>DBr suggested two possible areas for inspectors to be concerned about would be how much RE had been taught / how effective had this been / how much progress had been made if the curriculum had been narrowed to allow a greater focus on maths, literacy, etc and how collective worship had been impacted by the context. Therefore, it would be important for schools to be able to articulate how they had ensured these things were still happening. KFi agreed this was a fair assumption. She reiterated collective worship was the heart of the school and the lynch pin for its sense of community so the power of this would still be a key point of focus / interest.</p> <p>Action: Headteachers to have conversation around what has changed and what may feel more difficult to articulate.</p> <p>It was agreed it would be helpful to have face to face visits if possible during the summer term but with a maximum of two people on each occasion. Visits could include any specific areas for the individual school.</p> <p>MBr stated he would be happy to accompany the Executive Leader / Deputy Executive Leader on visits and offer a clergy perspective. PHu also kindly agreed to freeing up Catherine Hendy so that she could accompany the Executive Leader / Deputy Executive Leader on one of the visits to share how she had moved Wendron School on in this respect.</p> <p>KFi added she would be happy to provide any additional support that schools might need. Similarly, if schools needed ideas and so on, she would be happy to keep sharing these.</p> <p>Action: Visits to be arranged with Headteachers and those accompanying the Executive Leader / Deputy Executive Leader.</p>	<p>Headteachers / RLa</p> <p>DBr / RLa</p>
8.	<u>ANY OTHER BUSINESS</u>	
	<p>Diocesan Board of Education. RLa enquired as to whether there was anything currently coming out of the DBE that would be helpful to share with the CSAW Committee, as it was good to have a two way flow of communication. Committee members were advised Revd Elly Sheard, lead on the DBE’s contribution towards Net Zero 2030, would be interested in anything pupils were doing in terms of the environment / climate change and could provide environmental resources to schools. She was also a very engaging speaker should schools wish her to speak. She could be contacted via reverendelly@gmail.com.</p>	

	<p>In terms of the G7 summit and the preparations for this, the DBE was working for children in a number of ways in order to give them a platform. For example, Sir Tim Rice had written a song for local children to sing during the world leaders' visit to the G7 summit in Cornwall this summer, with the aim of putting children's voices at the heart of the summit and making the summit relevant to their young lives. [See "Sing2G7" website for additional information on how to get involved.]</p> <p>Future meetings would include looking at collective worship and how the DBE can support RE teaching in schools.</p> <p>KFi added the DBE wanted to be as close as possible to the lived experience of schools and wanted Headteachers / staff to know how much they valued all the hard work being done in schools to allow children to become the people they will be in the future. DBE members recognised how hard the job was and the challenges schools had been facing so wanted all those involved to know they were valued and seen. The DBE was itself working on making itself more visible / present and on more clearly showing its purpose / impact.</p> <p>There were no further matters to be raised so the Chair brought the meeting to a close at 3.15pm with an Easter themed prayer.</p>	
9.	<u>DATES OF FUTURE MEETINGS</u>	
	The next meeting of the Trust CSAW Committee will take place during the next academic year on a date to be confirmed, from 2.00pm, in the Trust Conference Room.	

Chair's Signature _____ Date _____