

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

**Thursday 4th October 2018,
in the MAT Conference Room.**



<p><u>ATTENDING :</u> Catherine Bird [for Helena Arnold] Donna Bryant Charles Hodson Kristin Pryor Susan Reynolds [for Peter Johnson] Marc Talbot Chris Webb</p> <p>In Attendance Richard Lawrence Karen Teague</p>		<p>DBr SDa CHo KPr MTa KTh CWe</p> <p>RLa KTe</p>
<p><u>APOLOGIES :</u> Helena Arnold Sean Davis Peter Johnson Pam Miller</p>		<p>HAr SDa PJo PMi</p>
		<u>ACTION</u>
3.	<u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u>	
	<p>The Chair, KPr, welcomed all those present.</p> <p>Under Declarations of Pecuniary Interests, MTa declared his wife is now an employee of the Trust. No additional declarations were forthcoming.</p>	
4.	<u>MINUTES AND MATTERS ARISING</u>	
	<p>The minutes of the previous meeting, on 10th May 2018, were agreed to be an accurate record and were duly signed.</p> <p>Matters Arising included:</p> <p>Categorisation of DSEN children. The Trust DSLs' Network Group had agreed it would be important to have a consensus on what the My Concern gradings 1 to 4 would refer to and that it would be necessary to pin down the criteria very quickly for the data to be manageable. Similarly, agreeing a standard set of flags common to all schools would allow reports to be readily produced according to given criteria. It was recognised that all schools would have to report to the Trust Board in the same way, even though they may still have to look at different areas as a school.</p> <p>It had been decided DSLs would use the categories from the Continuum of Needs in CIOSSCB's Threshold Tool for grades 1, 2, 3 and 4 - Universal, Vulnerable, Complex and Acute – as other services would understand the CIOSSCB levels if it was necessary to share information with external agencies.</p> <p>A standard set of flags common to all schools had also been agreed. These flags were: FSM, Looked After Child, On At Risk Register, SEN, Adopted, Special Guardianship, Services, Ever Six, English as an Additional Language, EHCP, Traveller, LGBT+, TAC, Court Order. This would allow reports to be readily produced according to given criteria.</p> <p>DSLs were to continue using the default list for categorising incidents.</p>	

	<p>Exceptional progress. Success stories were there but were not being as widely promoted as they should be so more work was to be done on this.</p> <p>ACTION: DBr to remind headteachers to advise her of all examples of exceptional progress or achievement so these could be appropriately celebrated.</p> <p>LA figures on attendance. DBr suggested it might be more pertinent to obtain national figures, rather than local figures, as this is what Trust figures were measured against.</p> <p>ACTION: DBr to source national figures regarding attendance for comparison and look at what can be learnt from areas where attendance excels.</p> <p>Agenda timings. It was agreed the decision to 'flip' the agenda had worked well.</p>	<p>DBr</p> <p>DBr</p>
5.	<p><u>PERFORMANCE AND PROGRESS DATA - PRIMARY</u></p>	
	<p>Committee members were advised a number of national documents were not yet available – DfE Analyse School Performance [ASP], OfSTED inspection data summary report [idsr], Fischer Family Trust Aspire [FFT] - so would be looked at in a later meeting.</p> <p>Overview of Standards at Primary Phase. Data presented and discussed for Summer 2018 included:</p> <p>KS2 SATs</p> <ul style="list-style-type: none"> • 3 year rolling average • 3 year overview of reading, maths and GPS • Percentages for reading, GPS, writing and maths combined • Standardised scores • 3 year progress and progress by year <p>CORESTATS KS2 2018 Attainment and Progress Summary [Provisional and Indicative Data]</p> <p>KS1 SATs</p> <ul style="list-style-type: none"> • 3 year rolling average • 3 year overview of reading, writing and maths <p>Year 1 Phonics overview</p> <p>EYFS overview</p> <p>Committee members were reminded care must be taken with small cohorts as, in small schools, a single pupil's performance could have a significant impact on the overall cohort and there were a number of small schools within the Trust.</p> <p>Q. What would be the smallest number of pupils a school could have and be viable?</p> <p>A. A number of financial, educational, safeguarding and other factors would have a bearing on this. The Trust is keen to maintain the rural footprint wherever possible. Only the Secretary of State has the power to close schools. Below a two class range would be difficult. The three school Executive Headteacher model - which eases budgetary pressures whilst still ensuring good leadership, support and challenge - is the best solution for smaller schools.</p> <p>Regarding the following criteria, the schools had been Red, Amber, or Green rated:</p> <ul style="list-style-type: none"> • Analysis of data <ul style="list-style-type: none"> ◦ Attainment ◦ Progress • Leadership changes • Governance challenges <p>RLa outlined the reasons for schools' current categorisations but pointed out that schools were constantly monitored and reassessed so this was very much a watching brief. Committee members were reminded they were free to challenge categorisations at any time and to ask for an alternative categorisation to be considered.</p> <p>Hub Leaders also used the schools' own risk evaluations to gather better intelligence</p>	

	<p>around schools. They looked at the quantitative and qualitative judgements, the risks identified and the reasoning behind this, as well as the actions put into place as a result. Similarly, clearer links between the Trust Plan and individual School Improvement Plans were being made and a Governor / Trustee monitoring column had been added to ensure the necessary actions were taking place. Risk analysis was an ongoing and continual process.</p> <p>Q. <u>Are sufficient plans in place for tackling areas of potential concern – can you give examples?</u></p> <p>A. The Strength in Numbers maths project; More Able Maths Group and provision for Amber Pupils; Maths Coordinators’ Network Group working in association with a Maths SLE and the Maths Hub; Literacy Coordinators’ Network Group looking at any areas of concern in this area; different approaches to improve writing being used as a wealth of experience is being shared; writing moderation becoming more confident and competent as more sessions take place; Pupil Premium provision is good but schools still need to look more at closing the gap so DBr is challenging headteachers on this; work is being done around a curriculum entitlement for disadvantaged children for example growing the language skills necessary for accessing learning from EYFS onwards. Generally, systems are getting better across the Trust due to the ongoing dissemination of good practice.</p> <p>Committee members were advised floor and coasting standards were being removed but it was not yet known what would be replacing these.</p> <p>RLa was thanked for his presentation and work on behalf of the Trust. He left the meeting at 7.05pm.</p>	
6.	<p><u>PERFORMANCE AND PROGRESS DATA - SECONDARY</u></p>	
	<p>Committee members were advised of the caveat this was not validated data. Data presented and discussed for Summer Term 2018 included:</p> <p>Key Stage 4 & 5 Data Trends, 2017 – 2018, for Helston Community College</p> <ul style="list-style-type: none"> • KS4 Year 11. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able • KS4 Closing the Gap Data Trends. Gender, Disadvantaged and SEND students. • KS4 Forecast Data for the 2018-2019 Year 11 Cohort. • KS5 Year 13 Results. A-level, Academic, Applied General, Tech Level, Grade Distribution, Alps Grades, English and Maths Progress Measures. • KS5 Forecast Data for the 2018-2019 Year 13 Cohort. <p>Key Stage 4 Data Trends, 2017 – 2018, for Mullion School</p> <ul style="list-style-type: none"> • KS4 Year 11. Overall, Gender, Disadvantaged, SEND, Prior Attainment, More Able • KS4 Closing the Gap Data Trends. Gender, Disadvantaged and SEND students. • KS4 Forecast Data for the 2018-2019 Year 11 Cohort. All students. <p>DBr explained that any issues had been identified and the schools were looking at ways of improving the outcomes for next year. At Helston Community College, for example, measures included subjects being removed from the curriculum offer; the restructuring of lesson times to increase the points of contact; changes to the entry requirements; increased study space for Post 16, at the request of students; additional work being made available through Google Classroom; a clear set of non-negotiables for lessons. All these measures were being assessed and fed back on.</p> <p>Secondary Summary. Including progress, risk, budgetary factors, challenge and monitoring.</p> <p>ACTION: KTe to forward copy of OfSTED PowerPoint from CASH training session.</p> <p>Q. <u>Are there any actions arising from this data that Trustees need to be aware of before Year 11?</u></p> <p>A. Tracking procedures are in place right the way through both secondary schools</p>	KTe

	<p>and the data sheets resulting from this are used to guide interventions and so on. However, while these could be brought to the committee if required, they are substantial documents so it might be more pertinent to just bring key matters arising to the committee.</p> <p>Q. Is it possible to look at whether students have maintained their status, or this has dropped or they have plateaued at certain points?</p> <p>A. It would be necessary to look at key areas which could be compared. Without levels or reference to common descriptors, this is slightly harder to track through now. The only way to compare would be to look at the percentage on track, under and above.</p> <p>ACTION: DBr to look at how best to collect this data and at creating a trial report for Years 7 and 9.</p> <p>OfSTED. Committee members were reminded OfSTED were due to visit Trust schools from summer 2019. With the exception of outstanding schools [which would not be re-inspected without good reason], all the schools in the Trust would be inspected within the Ofsted window of 4 years for good schools. Cury should expect an earlier visit as it holds RI from the previous inspection. However, it was unlikely the schools would all be inspected at once; more likely proportionate to their last inspection date. However, Ofsted may decide something different. Additional focus had been placed on the curriculum and schools would be assessed on curriculum intent, implementation and impact.</p>	DBr
7.	<u>BEHAVIOUR AND ATTENDANCE DATA</u>	
	<p>Behaviour and Attendance data was presented and discussed for the academic year 2017 - 2018, including:</p> <ul style="list-style-type: none"> • Migration. In / out of the Trust and within the Trust. • Attendance. Overall, FSM, CiC, Services, CP plan, SEN support and EHCP. • Exclusions. All, FSM, SEN Support, Statement / EHCP, CiC. • Wellbeing. CAMHS referrals, Safeguarding referrals, LADO referrals. <p>There were a significant number of pupils on elective home education but for a variety of reasons and concern was expressed around pupils experiencing stress. The removal of CAMHS as a safety net in most instances was identified as a real worry. TIS [Trauma Informed Schools] was being encouraged across schools but this was asking teachers to do even more when their workload was already considerable.</p> <p>The Trust schools were battling at county for additional support whenever possible and a piece of work was being done around wellbeing and mental health, as the increasing number of pupils with emotional / mental health issues was having a considerable impact. This included mapping what was currently being done and also looking to find the best ways to make inroads. This comprised a whole section of the Trust Plan.</p> <p>ACTION: Add National comparators to the spreadsheet</p> <p style="padding-left: 40px;">Check if Years 12 and 13 are included in attendance data as attendance is recorded differently there</p>	DBr / KTe DBr / KTe
8.	<u>UPDATES TO RISK REGISTER</u>	
	<p>DBr talked committee members through recent updates to the Trust's Risk Register. In the light of feedback from the internal auditor, strategic risk had been more closely aligned to other risk. All red risks would be subject to Trust Board review and all amber risk would be subject to Local Governing Body review to ensure adequate monitoring was in place at every level.</p>	

9.	<u>ANY OTHER BUSINESS</u>	
	<p>DBr informed committee members it had been extremely heartening to visit schools across the Trust and to see the work being done / progress being made there through good practice and the creation of supportive learning environments.</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 8.00pm.</p>	
10.	<u>DATES OF FUTURE MEETINGS</u>	
	<p>The next meeting of the Trust Standards Committee will take place on 29th November 2018, from 6.00pm, in the Trust Conference Room.</p>	

Chair's Signature _____ Date _____