

East Midlands Academy Trust

**Minutes of the Standards and Performance committee meeting conducted virtually
on Friday 20th November at 10.00am.**

First S&P meeting of academic year 2020/2021

These minutes reflect the order of the agenda, not necessarily the order of the discussion.

Agenda item	Discussion	Action
1. Welcome	<p>Present: Leigh Jones (Chair: Trustee) Ayo Salam (Trustee) Fiona Wheeler (Trustee) David Houghton (Trustee)</p> <p>Josh Coleman (CEO: EMAT) Katy Russell (Head of School Development: EMAT) Lorna Beard (Lead AIP: EMAT) Giles Osborne (Lead AIP: EMAT) <i>Joined the meeting at 11.00am</i></p> <p>Jo Trevena, Jo Daniels & Andrew Johnson (NIA – item 8 only) <i>Joined the meeting at 10.30am</i> Elizabeth Dormor (PWS –Item 8 only) <i>Joined the meeting at 10.30am</i></p> <p>Monica Juan – minutes – (Head of Governance: EMAT)</p> <p>Observers: Bernard Weiss (potential trustee)</p> <p>The Chair welcomed everyone to the meeting. The Chair reminded all that the matters discussed in this meeting should remain confidential until such time as the minutes are ratified and signed off.</p>	
2. Apologies	No apologies had been received.	
3. Quoracy	The meeting was confirmed as quorate.	
4. Declarations of interest	LJ asked if there were any declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests. None were declared.	
5. Election of Chair and Vice-Chair	<p>Leigh Jones was appointed Chair of the S&P committee. David Houghton was appointed Vice-Chair of the S&P committee.</p>	
6. Minutes of PG meeting held on 13/07/2020 & matters arising not appearing on the Action Log, including	<p>The minutes of the meeting held on the 13/07/2020 had been distributed with the agenda for this meeting and were agreed to be an accurate representation of the meeting.</p> <p>LJ agreed to physically sign the minutes once lockdown restrictions had been lifted.</p>	

Agenda item	Discussion	Action
confidential minutes.	There were no matters arising not already on the agenda for this meeting.	
7. Actions arising from the meeting held on 13/07/2020	<p><i>1. Update September parental engagement and student attendance</i> - KR shared the attendance to date dashboard for all schools. Overall attendance was 95.26%. Dashboard was available to all schools. KR clarified that the dashboard didn't take into account the impact of COVID19. KR shared the daily report (19.11.2020) the trust provided to the DfE which reported the amount of student attending daily across the schools. The attendance in the report was lower (78.91.%) as it included COVID19. KR confirmed that attendance was difficult to monitor due to the amount of COVID19 related factors impacting on students. - DONE</p> <p>In response to a question from a trustee regarding why Pupil Premium children's attendance was lower when compared to other groups KR explained that nationally PP attendance was lower than non-PP and that was also reflected in the trust attendance. Reasons for this were varied but all schools were actively working to engage with PP pupils to try to reduce the gap between PP and non-PP. JC reported that a new Chair for the Pupil Premium Forum had been appointed, who would drive the agenda forward.</p> <p>In response to a question from a trustee regarding what the schools were doing in order the improve attendance KR explained that attendance officers were responsible for daily monitoring attendance across their schools, identifying persistent absentees and working with their families to improve their attendance. LB clarified that although the letter sent to parents would normally be personalised and would take into account the circumstances surrounding the absence, during the COVID19 pandemic, and due to the high volume of absentees in certain schools, some of the communication with families might have been more generic. Attendance officers were working hard trying to contact families before any letters were sent out in order to avoid any unnecessary misunderstandings. JC offered the example of the NIA. The new HT was working to improve this through a restructure across leadership in the school, including pastoral support, which would strengthen the links between the school and families.</p> <p>Trustees agreed that it would be reasonable to add a footnote in the generic absence letter template addressing COVID19 absences. This would help to improve communication and avoid unnecessary distress to families.</p> <p><i>2. Circulate updated Recovery Curriculum document</i> - DONE.</p> <p><i>3. Share EYFS staff presentations with trustees</i> – KR shared the new report from Chris Merrick and agreed to send a copy to trustees.</p> <p><i>4.Update on School Social Worker post and highlighted safeguarding issues</i> – JC clarified that the SSW was ONGOING and that the safeguarding issues in the confidential minute had been RESOLVED.</p> <p><i>5.Request from PWS clarification about accidents of children at work</i> -DONE</p>	<p>MJ to contact schools and ask them to add wording.</p> <p>KR to share report(s).</p>

Agenda item	Discussion	Action
	<p>6. Request HTs to add some narrative to the performing reports- DONE</p> <p>7. Add deferred policies to TB agenda on 17.07.2020- DONE.</p> <p>8. Add standard item to S&P agendas- DONE.</p>	
8. Covid-19 update	<p>JC gave a verbal update to trustees confirming that there had been a spike on attendance rates dropping, as many schools had had bubbles closing prior to the current lockdown. Since the beginning of the academic year schools had adapted their practices very quickly and worked well to update their RAs to reflect any changes affecting their settings.</p> <p>Fogging machines had been purchased to enhance and reduce cleaning times which had significantly improved the turnaround accessing classrooms.</p> <p>Most of the original COVID19 expenditure had been claimed back from the DfE. COVID19 expenses were now tracked as a separate cost centre and so far all schools were performing within budget.</p> <p>Wellbeing of staff was being closely monitored, and JC expressed his gratitude to HTs and SLT who were performing very well under the circumstances. LB confirmed that staff were presently under a lot of pressure, however they had benefited greatly from the continuous recognition given to them by the CEO.</p> <p>Trustees agreed that the COVID19 plans were very comprehensive and had been since the first lockdown keeping everybody suitably informed, including remote learning provision plans which had been very well received by parents.</p> <p>There were no questions from trustees.</p>	
9. Intervention plan and exam readiness for KS4/KS5 <ul style="list-style-type: none"> • NIA update • PWS update 	<p>NIA update: NIA staff reported verbally to trustees.</p> <p>JT stated that the current Y11 were a very resilient cohort that had come back to school after a very difficult period of time but were rapidly catching up with the work they needed. Some decisions had been made in consultation with students on how best to support the group moving forward and students and families had responded very well to the changes.</p> <p>JD and AJ introduced themselves and shared a presentation on interventions and impact. Presentation highlights are listed below:</p> <ul style="list-style-type: none"> • EduLink platform had been launched to improve communication and monitor remote learning engagement across all year groups. • Face to face teacher interaction had been possible before the summer holiday. • Catch-up work had started before the start of the summer holiday across online learning. 	

Agenda item	Discussion	Action
	<ul style="list-style-type: none"> • Online learning had been facilitated to those in need through the provision of IT equipment. • KS3 and KS4 Progress Leaders had been appointed before the summer holiday. • 115 students had targeted school support across 11 different subjects. • Revision books had been purchased for Y11 in several subjects. • Pupil Progress reviews had been completed. • SLT would monitor the impact of strategies after mock results had been released in January. • September had been used to consolidate the subjects that students were doing. Most students in Y11 had dropped to 8 subjects, the decision had been made based in their progress 8 score, in order to maximise progress and best outcomes for students. • Special provision had been put in place for those students continuing with 9 subjects. • Y11 – Baseline assessment had been completed at the beginning of September to establish whether there were any gaps in knowledge and understanding. The results identified Maths, Sociology and German as the areas that needed focussing on. Results had been shared with students and their families and had helped to shape the curriculum planning for the rest of the year. • Y13 – Although early assessments showed strong predictions, students were not yet close to their targets. Interventions had been put in place, including a remote learning programme, which would help to mitigate any gaps. • There were three tier strategies for Y11 and Y13: <ul style="list-style-type: none"> ➢ High quality teaching ➢ Targeted support ➢ Wider strategies including: Y11 Parental support, website access including a Y11 revision support page, Sixth Form Parent evening through Teams, Y13 student survey, purchase of revision guidance and opportunity to access face to face revision guidance in the library. • Rigorous continuous assessment has been put in place in order to validate the collected DATA and be able to provide a secure prediction if necessary. • Regarding use of the Catch-up premium, a key aspect would be to provide a comprehensive programme of support for students. Expenditure will be closely tracked against impact. <p>In response to a question from a trustee regarding remote learning engagement, how feedback was captured and how digital poverty was being addressed AJ explained that all students had been briefed on how to use the remote learning tools and feedback had been collected very quickly through Teams. Further improvements had been made accordingly and feedback so far had been very positive and complimentary both from families and students. Remote learning attendance was high, thus showing the success of the scheme. The school had also put a process in place to</p>	

Agenda item	Discussion	Action
	<p>monitor remote learning engagement. If a student did not access work from home, the form tutor would make contact immediately. Around 120 laptops had been provided through the government scheme and a member of staff had been allocated to monitor how to correctly allocate the devices to those students in need. Requests were constantly reviewed.</p> <p>JT clarified to trustees that although the school was doing whole year strategies, staff were determined to ensure that any interventions put in place were individualised. KS Progress Leaders would be instrumental getting to know all students individually and supporting any soft interventions around mental health and wellbeing needs if necessary.</p> <p>Trustees wished to thank all school staff at NIA for their continuous efforts regarding student support and parental engagement.</p> <p><i>JT, JD and AJ left the meeting at 10.51am</i></p> <p>PWS update: PWS HT reported verbally to trustees.</p> <p>ED informed trustees that PWS was already using EduLink, as it had been introduced the previous year and therefore it had been very easy for staff to monitor remote learning and engagement through the platform.</p> <p>A RAG rating system had been introduced to monitor students both in terms of safeguarding and academic engagement. Teams lessons had been successfully introduced towards the end of the first lockdown and had continued in the current academic year.</p> <p>During the partial reopening in the summer term, PWS had welcome Y10 (current Y11) and Y12 (current Y13) to attend face to face lessons, striving to offer as much normality as possible. Cohorts had attended a quarter at the time to respect social distancing and catch-up strategies had started before the summer holiday. All year groups had been targeted so no students were forgotten. Transition days for up-and-coming Y7 and Y12 had also taken place.</p> <p>During the current academic year tutor groups were running specific subject every morning and a disadvantage tutor group have been providing help with revision, organisation strategies, equipment and mental health and wellbeing. Heads of English, Maths and Science also provided extra tutoring to the disadvantaged group. This year had seen the creation of a Boys group in response to a particularly challenging group of individuals. The group was being tutored by a strong senior male teacher who had been providing mentoring and acting as a role model.</p> <p>Various strategies were taking place, PIXEL, revision guides and others already familiar to staff and students. One new strategy introduced across the whole school had been Tassomai, an online learning program supported by almost any platform, assisting students with English, Maths and Science.</p>	

Agenda item	Discussion	Action
	<p>Y10/11/12/13 annual information event had been cancelled but information and resources had been distributed to students and their families.</p> <p>Baseline data provided at the beginning of term suggested that Y11 were, on average, half a grade below expectations. However, staff were confident that students would be able to catch-up with the right interventions in place. Y11 had been provided with revision guides ahead of the mock exams and were currently in the midst of the mock exams cycle. ED informed trustees that this had been temporarily suspended as one of the bubbles had burst but would be finalised after students come back to school, providing further data to be analysed. Mock exams for Y11 and Y13 followed rigorous conditions, mimicking real exams requirements. This was done to maintain strict integrity, as there was still a possibility that the data might have to be used as part of teacher assessment in the future. Students were aware of this and ED reported that Y11 and particularly Y13 were showing signs of stress. Soft strategies had been put in place through the Hub to provide students with any necessary support.</p> <p>Catch-up funding had already been deployed for Y11 and Y13. Students had been carefully selected to attend 'afterschool' sessions, targeting specific topics. 95% had already attended at least one session and parents had been very supportive towards this initiative. The next block of 'afterschool' sessions would be based in the current mock exams results and will take place in January. Impact was being monitored very carefully and catch-up funding was being used across other year groups, one of the strategies currently explored was the use of online tutoring.</p> <p>In response to a question from a trustee regarding the possibility of a dip in performance during mock exams and whether the school had an idea of what that dip would be based in past trends ED explained that every year, looking at the progress 8 scores, the results of the first mocks had been around a grade behind. However, a combination of a rigorous GAP analysis combined with mock exams replicating real conditions meant that students were less stressed when completing the real tests, thus most of them achieving the expected grade.</p> <p>In response to a question from a trustee regarding students being a grade behind and whether that was a true reflection when compared with national data ED and GO both confirmed that this year the DfE would not release national data to compare and was not collecting data from schools either, therefore it was impossible to establish any comparisons at the moment. ED added that the different experiences that children were experiencing across the country would have a direct impact in any further data released.</p> <p>In response to a question from a trustee regarding whether there was enough dialogue between schools discussing common problems ED confirmed that there was ample commonality across schools and staff were keen to share best practice and discuss strategies openly through all</p>	

Agenda item	Discussion	Action
	<p>opportunities provided by the trust. JC added that schools were more aligned with each other now, and a lot of learning had taken place during the pandemic. This had had a positive effect on the trust as an organisation.</p> <p>Trustees wished to thank all school staff at PWS for their continuous efforts regarding student support and parental engagement.</p>	
<p>10. GCSEs, AS and A level results: PWS update</p>	<p><i>The report on Examination Results 2020 had been distributed with the agenda for this meeting.</i></p> <p>ED reported that the KS5 outcomes 2020 had been better than the previous year. The school had expected outcomes to improve this year as the cohort had worked incredibly hard to achieve the results. The school was satisfied that students got the results they would have achieved going through the normal process.</p> <p>KS4 results had been stable for the past 3 years and the slightly better outcome in the 2020 results was also expected.</p> <p>Trustees praised the school for their work and commended the efforts to give Y13 students the deserved results and not the ones needed to enter university as this would have had a detrimental effect in their future learning.</p> <p><i>ED left the meeting at 11.20am.</i></p>	
<p>11. KS1 and KS2 National Curriculum Test Mock reports</p>	<p><i>The reports on KS1 and KS2 National Curriculum Test Mock reports had been distributed with the agenda for this meeting.</i></p> <p>KR introduced the highlights of the standardised assessment reports for Y2 and Y6. Currently schools were assessing all year groups so the trust would have a full picture across Primary within a couple of weeks. The reports showed a 3-year trend; however, 2020 data was missing as SATs had not taken place due to the pandemic.</p> <p>The biggest change in KS1 data was the trend showing pupils falling further behind in Maths than Reading. This was due to the fact that Maths' skills were more likely to be forgotten if not regularly performed, whether Reading was better embedded, and more likely to be practised daily. KR explained that an arithmetic assessment took place after each half term, the one taken place in September had showed that all groups had fallen below the results obtained previously in January, however current data showed that pupils were recovering fairly quickly. Nevertheless, KR acknowledged that schools would need to work hard to close the gap before the next set of assessment in January 2021. A series of interventions were being put in place to cover the required work.</p>	

Agenda item	Discussion	Action
	<p>KR reiterated that, the mock results 2020 data had been very encouraging and the predictions for Y6 had been very positive. Unfortunately, as the Y6 SATs had been cancelled schools had not been able to validate the data.</p> <p>Currently, KS2 results were down in Maths and Reading by approximately 5%. However, after the significant period of disruption that Y5 (current Y6) had experienced last year, schools were confident that with the right interventions in place, pupils would be able to achieve the desired outcomes in Reading by the of the year. However, there were more serious concerns around Maths, so significant investment would need to be placed around this area, potentially changing the Y6 scheme of work to ensure school focus on the real core skills to get pupils ready for transition to Y7.</p> <p>The Chair thanked KR for the comprehensive reports. There no questions from trustees.</p>	
<p>12. Performance Reports</p> <ul style="list-style-type: none"> i. NIA ii. Stimpson iii. Hardingstone iv. Shepherdswell v. Orchard vi. Castle vii. PWS viii. Trust overview 	<p><i>The Performance Reports for all schools had been sent out with the agenda for this meeting.</i></p> <p>KR draw the attention of trustees to the attendance section of the trust report and highlighted the schools that were below national.</p> <p>Trustees noted that, at their request, more narrative had been added to the report's sections, thus contextualising the information and making them easier to understand.</p> <p>The Chair thanked KR for her presentation and praised the detail on the reports.</p>	
<p>13. SEF report – New format update</p>	<p><i>The Castle SEF document had been distributed with the agenda for this meeting.</i></p> <p>LB explained that the reason for presenting the SEF to trustees was to demonstrate a change in procedures and expectations of self-evaluation. This had been covered briefly during the strategy day at the beginning of the week and was the result of conversations taken place during the previous year between SLT members. Originally SEFs had been written to satisfy a judgement, mainly the one that the school was pursuing.</p> <p>The new SEF intended to be a more proactive document, informed by the staff at the school. Originally was trialled at HAR/SAA where it worked well. Afterwards LB and GO worked through the document with the AIPs to take it to its current format, which was to be an open, honest and reflective document used continuously by school leaders to track the progress and next steps whilst capturing the current position of the school. The document intended to be forward looking rather than offer a retrospective summary.</p> <p>Trustees thanked LB for sharing the report in its new format and agreed that it was a positive move to have the voice on the SLT captured in the</p>	

Agenda item	Discussion	Action
	document. Trustees suggested to add a brief summary at the beginning to add context to the document and link it to the strategy and values of the trust.	LB/GB to add summary page to SEF
14. Initial Conference Review (ICR) – All Schools	<p><i>The Planned support for 2020 -21 document had been distributed with the agenda for this meeting.</i></p> <p>GO explained that meetings had been conducted with HTs, CoG and AIPs across all schools at the beginning of the year to ascertain the work that needed to be done. All requests and areas of development had been overlayed with the overall trust agenda and the information had been pulled together to create a plan of support across the year. The plan had been broken into terms and covered general support for all schools, bespoke support for schools and training needs.</p> <p>LB explored in depth one of the schools in the dashboard as an example for trustees.</p> <p>JC clarified that a Cath-up intervention programme would be prepared and would run alongside this plan.</p> <p>The Chair thanked GO and LB for the report. There no questions from trustees.</p> <p><i>LB left the meeting at 12.02pm</i></p>	LB to amend NIA Ofsted visit date.
15. Safeguarding matters	Please see confidential minute	
16. Policies	<p><i>The ‘EMAT Dealing with allegations of abuse against staff members’ policy had been sent out with the agenda for this meeting.</i></p> <p>Trustees ratified the policy presented.</p>	
17. Moving forward – Next steps	<p>MJ explained that the purpose of this item was to reflect on the work of the committee and how to link this with the work of the executive board.</p> <p>The Chair felt that the agenda had to many items therefore impacting on the time given to discuss certain issues. Trustees agreed that if external presenters were invited timing had to be better moderated. Reporting by exception was also discussed and trustees agreed that if reports were circulated with the agenda there was an expectation that they would have been read and therefore only questions would need to be taken.</p> <p>JC suggested that the Board should look at the COVID19 Catch-up funding and its impact moving forward.</p>	<p>MJ to allocate time slots to the agenda.</p> <p>MJ to add COVID19 catch up to next agenda</p>
18. AOB	There were not AOB	

Agenda item	Discussion	Action
19. DONM	<p>Dates for the academic year 2020/2021 have been set.</p> <ul style="list-style-type: none">• Wednesday 11th February 2021 at 10am• Wednesday 14th April 2021 at 10am• Wednesday 14th July 2021 at 10am	Calendar appointments have been sent

The meeting closed at 12.10pm

Actions from the EMAT Standards and Performance meeting – 20.11.2020

No.	Action	Owner
1.	Contact schools and ask them to add COVID19 wording to attendance letters.	MJ
2.	Circulate EYFS reports to trustees	KR
3.	Summary page added to SEF with school context and link to vision and values	LB/GO
4.	Amend NIA Ofsted visit date in planned support document	LB
5.	Allocate time slots in agenda	MJ
6.	Add COVID19 Catch-up funding to next agenda	MJ