

**East Midlands Academy Trust**

**Minutes of the Standards and Performance committee meeting conducted virtually  
on Monday 13<sup>th</sup> July 2020 @ 1.00pm.**

**Fourth S&P meeting of academic year 2019/2020**

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

Agenda item	Discussion	Action
1. Welcome	<p><b>Present:</b>  <b>Leigh Jones</b> (Chair: Trustee)  <b>Jon Harris</b> (Trustee)  <b>Fiona Wheeler</b> (Trustee)  <b>Stephen Morales</b>(Trustee) <i>Joined the meeting at 14.01pm</i></p> <p><b>Josh Coleman</b> (CEO: EMAT)  <b>Katy Russell</b> (Head of School Development: EMAT)  <b>Lorna Beard</b> (Lead Academy Improvement Partner: EMAT)  <b>Giles Osborne</b> (Lead Academy Improvement Partner: EMAT)</p> <p><b>Chris Merrick</b> (EYFS Consultant – item 8 only) <i>Joined the meeting at 13.27pm</i>  <b>Simon Woodhouse</b> (DPH PWS –Item 10 only) <i>Joined the meeting at 14.15pm</i></p> <p><b>Monica Juan</b> – minutes – (Head of Governance: EMAT)</p> <p><b>Observers:</b>  <b>Asvin Morjaria</b> (potential trustee)  <b>David Houghton</b> (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	Paul Wheeler apologies were accepted.	
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. Minutes of S&P committee, 06/05/2020 & matters arising not appearing on the Action Log	<p>The minutes of the meeting held on the 06/05/2020 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> <p>There were no matters arising not already on the agenda for this meeting.</p>	

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6. Actions arising from the meeting held on 06/05/2020	1. Update Standards & Performance committee records - <b>DONE</b> 2. Consultation for new Trust admissions policy – <b>DONE</b> 3. Email ‘Social Mobility and COVID19’ report - <b>DONE</b> 4. Distribute ‘Social Mobility and COVID19’ report - <b>DONE</b> 5. Share ‘Return to Work’ form with HR - <b>DONE</b> 6. Provide EYFS update at next S&P meeting - <b>DONE</b>	
7. Covid-19 update i. Return to Normal update ii. Covid19 Attendance iii. Recovery Curriculum	<p>i. JC gave a verbal update to trustees about the work the Return to Normal (RTN) group had been doing in helping staff to prepare planning for September as well as keeping informed the rest of stakeholders. All advice was following government guidance. The group would continue meeting through the summer break. The feedback from staff and parents so far had been very positive and attendance, both for pupils and staff, had been consistently above national level during the crises.</p> <p>JC confirmed that EMAT schools would not be open during the summer. This would allow staff to fully recover during the summer break in order to be ready for September. This decision had been fully backed by the RTN group and all Headteachers.</p> <p>JC explained that restrictions would not be placed on curriculum when students are back in September and the intention was to approach this in a calm and methodical way. Instead, there would a focus on the core subjects of english, maths and science, but schools would continue to provide teaching and learning across the full range of subjects. Similarly, it had been decided not to provide catch-up sessions, as pupils had shown great resilience during the lockdown period and therefore it was considered more useful to provide targeted support and intervention for pupils who would be identified by classroom teachers as needing additional help. In order to identify students, schools would ran a recovery curriculum alongside the existing one during the first six weeks of term.</p> <p>Trustees agreed with all the measures that had been put in place so far. They had felt engaged and informed during the whole process and wished to express their gratitude to all staff in the way they have dealt with COVID19 during the crises.</p> <p>ii. KR gave a verbal update on attendance during COVID19. She explained that attendance had been recorded in two different ways. The attendance figures for staff and pupils (key worker and vulnerable children) during lockdown had been recorded on the performance reports for each school. During that time the attendance of staff had been proportional to the number of pupils attending school. The performance reports also showed that amount of staff working from home and those that were shielding.</p> <p>Since the return of selected year groups (R/Y1/Y6) the government had released official figures for two days, June 11<sup>th</sup> and June 18<sup>th</sup>. For June 11<sup>th</sup> the national average was around 20%, June 18<sup>th</sup> was closer to 30%. EMAT</p>	

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	<p>primary schools had been consistently higher than the national average showing a minimum 40% attendance, with some schools closer to 90%.</p> <p>Attendance at secondary schools (Y10/Y12) had been harder to identify due to the way students had been organised in schools as only a proportion of them was attending every day. Official figures showed a national average of 10% pupils attending schools at any determined day. EMAT was showing slightly higher than national average. However, of the total expected number of students attending school EMAT was currently presenting around high 80% attendance.</p> <p><b>In response to a question from trustees regarding how confident schools were of students returning in September and what could be done to improve attendance</b> LB (Castle HT) explained that community engagement had been very high during the crises and they were aware of some families being worried about September as numbers of pupils and staff in school would be considerably higher than any current 'bubbles'. It was difficult to provide reassurance to parents when the official guidance was a bit ambiguous but schools were encouraging parents to talk to Heads about any reservations they might have about returning to school and videos had been produced to show parents and children the measures put in schools around COVID19 safety.</p> <p>Trustees agreed with the CEO that schools should not penalise families if they are not back in September but rather engage and work with them. Trustees asked for an update on parental engagement and student attendance at the next meeting.</p> <p><i>iii. The 'Curriculum Arrangements and Planning for September 2020' paper had been distributed with the agenda for this meeting.</i></p> <p>KR introduced the document to trustees and explained that government guidance released on 2<sup>nd</sup> July provided five sections on how the Department for Education (DfE) expected schools to operate in this new context. These included information on: the Public health advice to minimise coronavirus (COVID-19) risks; school operations; curriculum, behaviour and pastoral support; assessment and accountability; and contingency planning to provide continuity of education in the case of a local outbreak.</p> <p>KR emphasised that it was important to acknowledge that students will have had different experiences during the period of lockdown. There would however some common threads running through including the loss of routine, structure, friendship, opportunity and freedom. This document was to recognise the need to help our school communities to recover emotionally whilst seeking to sensibly address the gaps in students learning.</p>	<p><b>KR to update on September attendance.</b></p>

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	<p><b>In response to a question from trustees regarding the recovery plans from schools and the amount of detail in the document</b> KR confirmed that some schools had been able to update the document and introduce more information before it was sent out to trustees. Any subsequent amended document will be presented to trustees at the next meeting.</p>	<p><b>KR to circulate updated Recovery Curriculum document.</b></p>
<p>8. Primary Outcomes i. EYFS provision report – update</p>	<p>KR gave a verbal update on the Primary outcomes that had been reported in the previous meeting. The data reported had been the result of the summative assessment for all primary year groups. That information had not changed since then as, due to COVID19, no other assessments had taken place. The assessment cycle would resume in the Autumn term as normal.</p> <p>KR reminded trustees that outcomes in EYFS had not been as positive as expected and therefore the trust had sought the input of specialist expertise to improve them. KR introduced CM trustees as the advisor currently working across EYFS. Trustees had had the opportunity to read her report on SAA presented at the previous meeting. Although plans had been momentarily disrupted by the pandemic CM was working again with schools to amend plans accordingly and place adequate support in EYFS moving forward.</p> <p>CM briefly introduced herself and explained that she had had already two virtual sessions with staff at EMAT schools. She had visited all schools, albeit some of them only virtually, and therefore had a reasonable idea of the current EYFS current state.</p> <p>CM clarified that she did not believe that improvement would occur by introducing another programme but rather by developing a learning group of practitioners who would be looking at continual improvement whilst reflecting on their own practice. Through the virtual sessions already conducted she had been working with staff around the values they would want to see in children when they leave EY, how children became active learners, quality of play and the role of the adult. Future sessions would be looking at different environments and how they can successfully promote learning and also how staff will develop themselves as teachers and researchers into their own practice, sharing expertise and reflecting critically on their own practice.</p> <p>Trustees recognised that the EYFS review appeared to be very comprehensive and addressing the current issues and were looking forward to future updates.</p> <p><i>CM left the meeting at 13.42pm</i></p>	<p><b>KR to share CM EYFS staff presentations with trustees</b></p>
<p>9. Performance Reports i. NIA ii. Stimpson</p>	<p><i>The Performance Reports for all schools had been sent out with the agenda for this meeting.</i></p> <p>KR highlighted the fact that mobility and safeguarding issues had increased in some of the schools during the pandemic and had brought further</p>	

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iii. Hardingstone iv. Shepherdswell v. Orchard vi. Castle vii. PWS viii. Trust overview	<p>challenges to the schools. There was a danger that safeguarding issues might exacerbate during the summer break.</p> <p><b>In response to a question from a trustee regarding the reasons around increase of safeguarding issues</b> LB responded that increased pressure in adults might be a long term concern for children. Poverty, unemployment and domestic violence seemed to be some of the aggravating factors at the moment.</p> <p><b>In response to a question from a trustee regarding whether staff was adequately equipped to deal with this particular increase of safeguarding incidents</b> LB explained that as long as support services from the LA continue to be available schools should be able to cope with any incidents and refer them as necessary. However, it had been noticeable that services from the LA were diminishing.</p> <p>JC informed trustees that in order to support staff the trust was looking to appoint a permanent social worker to work closely with staff in schools and safeguarding partners.</p> <p><b>In response to a question from a trustee regarding applications for school places for 2020/21 and Sixth Form arrangements for NIA</b> JC reported that Castle and NIA were oversubscribed, SAA and O/S were full, Hardingstone had spaces and PWS had also spaces although numbers were higher than the previous year.</p> <p><b>In response to a question from a trustee regarding 2020/21 Sixth Form arrangements for NIA</b> JC reported that numbers were significantly lower than the previous year. The profile of NIA sixth form pupils had not been what it was originally projected. The sixth form leader had been changed and since then UCAS applications were on track and students' interaction had greatly improved. Attendance issues had also been rectified as a new sign in system had been put in place.</p> <p>GO clarified that while he had been in charge of the strategic direction of NIA he had conducted several interviews with sixth form staff and students in order to assess the core of the problem. A lot of time and resources had been redirected to improve the provision, including new laptops, furniture and involvement with students. He was satisfied that as the current information was more reliable they would be able to target any issues arising more swiftly.</p> <p><b>In response to a question from a trustee regarding the high number of accidents at work with children</b> GO explained that he would investigate this with the PWS HT, however he believed that it was due to the reporting system accounting for all types of incidents whether they were serious or not.</p>	<p><b>JC to provide update on how this is progressing.</b></p> <p><b>GO to request information from PWS.</b></p>

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	<p>Trustees requested explanations to be added on the comments box to assist with the understanding of the Performance Report.</p> <p><b>In response to a question from a trustee regarding NIA fix term exclusions and attendance figures discrepancies with previous reports</b> GO reported that when he had become aware of certain inconsistencies in the way that data had been inputted by the previous HT. As a result he had taken the decision to restart the whole process in a more precise and robust manner.</p> <p>KR confirmed GO reservations were accurate after a conversation regarding collection of NIA data had taken place with the new HT. She was also happy that the data that would be provided for future reports would be accurate.</p> <p>LB pointed out that the trust might have a spike in September around children missing education as many EAL families were eager to return to their country of origin and therefore children would not be showing in the current system.</p> <p>The Chair thanked KR, LB and GO for the reports and presentation.</p>	<p><b>KR to ask HT to add some narrative to the reports.</b></p>
<p>10. GCSEs, AS and A level awarding: PWS update</p>	<p><i>PWS Awarding of Grades 2020 – July Update paper had been distributed with the agenda for this meeting. Context was set out in the document.</i></p> <p>SW gave trustees an overview of the awarding process followed at PWS and explained that the grades and rank orders submitted to the examination boards have all been through a very thorough and multi staged process. The whole process has been completed confidentially. Final grades and rank orders had been agreed by Head teacher and subject leaders.</p> <p>Infographics regarding the understanding of the process had been shared with parents and students and SW gave an overview of statistical standardisation. Since submitting the information PWS had not had any queries from any of the exams boards.</p> <p>A Level and post 16 qualifications would be released on August 13<sup>th</sup> as planned. GCSE and other level 2 qualifications would be released on August 20<sup>th</sup>. PWS had put plans in place to allow students to physically collect results whilst maintaining social distancing.</p> <p><b>In response to a question regarding the issue of accelerating data and how PWS team had navigated this</b> SW explained that as PWS had two sets of mock exams data they were confident that their data assessment was accurate. Staff were very clear from the beginning what type of evidence could be used in order to calculate the grades. The SLT that moderated the results didn't find any bias on individual students however noticed that some subjects were more optimistic than others, particularly with A levels as cohorts were smaller.</p>	

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	<p><b>In response to a question regarding the role of predictive grades and subsequent appeals</b> SW explained that for those students that cruise most of their time in school but speed up in the last few weeks to ultimately produce the predicted result the system used this year might not work on their favour as all results would be based in hard evidence collected by the centre. Ofqual had given very little room for students and centres to appeal as they were of the view that teachers were best placed to give the grades and therefore an appeal was not needed in any grounds. SW recognised that PWS had been lucky as very experienced staff had been involved in the process of awarding grades and had been able to provide full support to two NQTs involved.</p> <p>A full set of qualifications would be available to retake, AS and A-level exams taking place in October, and GCSEs in November.</p> <p>SW informed that consultation regarding the 2020/21 exams was to end on July 16<sup>th</sup>. So far minimal changes had been proposed, with a slight later start, some slimming of content and few changes in course field work.</p> <p>Trustees thanked SW for his presentation.</p> <p><i>SW left the meeting at 14.28pm</i></p>	
11. Safeguarding matters (not already discussed during item 9)	<p>MJ informed trustees that the Safeguarding forum had identified some of the safeguarding issues mentioned earlier by LB and had requested training for staff, particularly in Domestic Violence. This would be included in the training programme from September.</p> <p><b>Please see confidential minute</b></p>	
12. Policies: <ul style="list-style-type: none"> <li>• EMAT Careers guidance</li> <li>• EMAT School Exclusion</li> </ul>	<p><i>The policies had been sent out with the agenda for this meeting</i></p> <p>Trustees agreed to defer the approval of these policies to the Trust Board.</p>	<p><b>MJ to add policies to TB agenda.</b></p>
13. AOB <ul style="list-style-type: none"> <li>• Chair Report</li> </ul>	<p><i>The Chair Report paper had been sent out with the agenda for this meeting.</i></p> <p>MJ explained that the purpose of the paper was for the Chair to reflect on the effectiveness of the committee and for the other trustees to add to it as part of the self-evaluation process that should take place at the end of each academic year.</p> <p>LJ confirmed that she was happy with the way the committee had operated before and during the pandemic and felt that the information that trustees received was very comprehensive. LJ believed that the challenge posed by trustees was robust and welcomed by schools and that the active participation from members of the central team added a layer of transparency to the whole process.</p>	

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	<p>Trustees commented how useful the good flow of information was during meetings with no elements of surprises. Actions raised during meetings were quickly actioned and the mixture of trustees and central team seemed to work very well, with both sides engaging openly about what the challenges are. Trustees also added that the way pupil attainment data was presented to the committee was outstanding.</p> <p>The chair wished to thank everybody who contributed to the S&amp;P meetings and recognised the exceptional work that everybody carried out to deliver high standards across the trust. Highlights in particular have been the recent successful Ofsted Inspection of Prince William School.</p> <p>LJ recommended that, subject to COVID19 restrictions lifted, formal schools visits to schools were put in place for all members of the S&amp;P committee to assist with continued understanding of the schools within the Trust.</p> <p>JC explained that most of the information presented by the school effectiveness team was retrospective and they felt that time at meetings was mostly spent talking at what had been done rather on what needed to be done. The team had suggested to change the way they reported in order to become more effective. To do so a working log had been created on Teams that was to be populated regularly between meetings with any work carried out in any of the schools. Therefore, anyone would be able to log on and see any progress at any time between meetings.</p> <p>Based on the work log, meetings would be divided in two parts. Part one would be around asking questions about the work already carried out and recorded in the log. Part two would be around looking at the issues coming up and how the team would be able to work together to solve them.</p> <p>JC suggested whether the S&amp;P committee would like to consider adopting this new way of reporting and include an item in the agenda to look at what work might need to be done looking forwards. Trustees agreed to incorporate this suggestion into future agendas.</p>	<p><b>MJ to add standard item to S&amp;P agendas.</b></p>
14. DONM	<p><b>Dates for the academic year 2020/2021 have been set.</b></p> <ul style="list-style-type: none"> <li>• Wednesday 8th October 2020 at 10am</li> <li>• Wednesday 27th January 2021 at 10am</li> <li>• Wednesday 14th April 2021 at 10am</li> <li>• Wednesday 14th July 2021 at 10am</li> </ul>	Calendar appointments have been sent

**The meeting closed at 14.48pm**

## Actions from the EMAT Standards and Performance meeting – 13.07.2020

No.	Action	Owner
1.	Update on September parental engagement and student attendance.	KR
2.	Circulate updated Recovery Curriculum document.	KR
3.	Share EYFS staff presentations with trustees.	KR
4.	Provide update on School Social Worker post and highlighted safeguarding issues	JC
5.	Request from PWS clarification about accidents of children at work.	GO
6.	Request HTs to add some narrative to the performing reports.	KR
7.	Add deferred policies to TB agenda on 17.07.2020	MJ
8.	Add standard item to S&P agendas	MJ