East Midlands Academy Trust

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Minutes of the Standards and Performance committee meeting conducted virtually on Thursday 11th February 2021 at 10.00am.
Second 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	**Present:** **Leigh Jones** (Chair: Trustee) **Fiona Wheeler** (Trustee) **David Houghton** (Trustee) **Bernard Weiss** (Trustee) **Josh Coleman** (CEO: EMAT) **Katy Russell** (Head of School Development: EMAT) **Lorna Beard** (Lead AIP: EMAT) **Giles Osborne** (Lead AIP: EMAT) **Jo Trevena,** (NIA – item 9 only) *Joined the meeting at 10.30am* **Claudia Wade** (PWS –Item 13 only) *Joined the meeting at 11.20am* **Monica Juan** – minutes – (Head of Governance: EMAT) 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.	
2.Apologies	Apologies had been received, and were accepted, from **Ayo Salam.**	
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 meeting held on 20/11/2020 & matters arising not appearing on the Action Log, including confidential minutes.	The minutes of the meeting held on the 20/11/2020 had been distributed with the agenda for this meeting and were agreed to be an accurate representation of the meeting. LJ agreed to physically sign the minutes once lockdown restrictions had been lifted. There were no matters arising not already on the agenda for this meeting.	
6.Actions arising from the meeting held on 20/11/2020	1) Contact schools to amend COVID19 wording to attendance letters. - **ONGOING-** Attendance letters to be ready for school reopening. 2) Circulate EYFS reports to trustees - **DONE**	

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	3) Summary page added to SEF – **ONGOING-** SEF to be revisited when schools reopen to all students. 4) Amend NIA Ofsted visit date in planned support document - **DONE** 5) Allocate time slots in agenda - **DONE** 6) Add COVID19 Catch-up funding to next agenda – **DONE**	
7.Covid-19 update – Catch up funding	*JC gave a verbal update to trustees.* An announcement was expected from government on 22nd February releasing details about the return to school for all students. So far there was no clarity around exams taking place this academic year. The EMAT Return to Normal group would reconvene after the new government guidance had been released to coordinate plans moving forward. Any relevant information would be disseminated in due course to all stakeholders. Prior the current lockdown, catch-up funding plans had been put in place to utilise the funding. A comprehensive assessment had taken place across all schools in order to maximise the deployment and success of any future interventions through the national tutoring programme or existing staff from January onwards. However, due to the closure of schools after the Christmas break, those plans had been put on hold until reopening. Some small part of the funding was currently being used to deliver Remote Learning. PWS had been the only school that had started the programme before the end of 2020. Catch-up funding was £80 per pupil and offered great flexibility around the different ways it could be deployed. Through their initial assessment schools had been able to identify gaps and had confirmed that those were not substantial. However, as a third lockdown was currently in place, there was a danger that those gaps might have widened. Lateral Flow Testing was taking place across four sites and staff was being tested twice a week. Government guidelines were likely to change to regular mass testing of secondary students after reopening. The RTN group was looking around the logistics of delivery to complete the task successfully. **In response to a question from a trustee regarding the government suggestion to implement extended days and/or longer terms to aid educational attainment and how staff had reacted to this** JC reiterated that the trust position remained the same as per the previous year. Staff and students were likely to perform better in the longer term if they were allowed to recover during the normal holiday breaks. Weaknesses would be identified and targeted trough specific interventions during school time. Academies were allowed to deviate from government guidelines if necessary and consultation with stakeholders would take place before any final decisions were to be taken.	

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	LB suggested that a wellbeing scheme could be put in place during the summer holidays to help children to enhance their social skills and improve behaviour and attitudes for learning in preparation for academic life in September. Trustees thanked JC for his verbal report. There were no questions from trustees.	
8.Remote Learning Provision - Update	*The Microsoft App Use and Training Priorities Review paper had been distributed with the agenda for the meeting. KR presented the highlights of the paper and took questions from trustees*. EMAT was working with Phoenix Software after successfully applying for £7000 worth of funding from the DfE to support schools to implement a remote digital learning environment with technology available through Microsoft 365. **In response to a question from a trustee regarding feedback from students about remote learning** KR confirmed that surveys were taken place and would be collated in the remote learning QA exercise that was taken place across all schools. **In response to a question from a trustee regarding the usage of the new digital portal and response from staff** KR confirmed that since the launching of the portal on Monday, 37 lessons had been accessed during school hours. KR confirmed that Trustees with EMAT emails would be able to access the portal to view the contents. Trustees complimented the broad approach taken to adapt to different learning styles and thanked KR for her report. *The Remote Learning Quality Assurance paper had been distributed with the agenda for the meeting. GO and LB presented the highlights of the paper and took questions from trustees.* A QA exercise was currently taken place conducted by members of the central team to allow HTs to concentrate in the running of the remote learning provision. The document utilised for the QA was a combination of the ones provided by the DfE and Ofsted to ensure both compliance and quality. LB clarified that staff were working extremely hard delivering remote learning, working with high numbers of children in schools and overseeing safeguarding issues both remotely and onsite. **In response to a question from a trustee regarding whether the remote learning provision would continue to be available when students returned to schools** JC acknowledged that the way stakeholders communicated now	**Provide access to all trustees to portal.**

Agenda item	Discussion	Action
	had changed enormously during the pandemic. The trust was hoping to sustain some of the positives learnings and good practices developed so far introducing them into the long-term strategy. Some of the resources would continue to be available on the website to support learning for pupils and a blended learning approach would be used moving forward. Trustees thanked LB and GO for their report.	
9.NIA – Ofsted update	*JT joined the meeting and provided a verbal update.* JT explained that detailed action plans had been put into place after the no-notice inspection, which had provided an extra layer of scrutiny for the school. The pastoral re-structure that was underway during the inspection had been completed and dedicated pastoral managers (also a DSLs) were now allocated to each key stage. This action had helped to create a new 'small school' structure which would ensure that staff know where students were in academic and pastoral terms. JC confirmed that the trust had provided excellent support developing this scheme and helping to recruit the necessary staff. The majority of new staff had joined after the Christmas break, providing a completely different feeling to the school atmosphere and the way children were being supported, particularly around mental health. JT acknowledged that there were significant failures before the Ofsted inspection took place but reiterated that robust systems had been put in place to mitigate them. JT was confident that the new measures were working successfully as they had been validated internally from a DSL from another school in the trust that had been involved with the NIA prior the Ofsted inspection and in the subsequent internal safeguarding audit. JT reiterated that none of these changes would have an impact without the culture in the school changing. Therefore, a new house ethos had been introduced, echoing the 'small school' structure. Displays had been put across the school to emphasise the new system alongside the current safeguarding arrangements. Safeguarding scenario briefings for all staff were taking place once a week conducted by the DSL. A new online training package provide by Educare had been purchased for staff. With this new system, staff were required to prove they had understood the learning they had accessed before being allowed to pass the course. Staff had been given ample time to complete the training to ensure the school was compliant before the next inspection. Work was also underway to reinforce the challenge and support provided by the Local Advisory Board.	

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	JC added that strenuous support was being provided by the trust to significantly improve leadership and management, particularly around middle leaders and curriculum delivery. JC added that the trust had engaged with the local authority to conduct an independent safeguarding audit that would provide and extra layer of scrutiny in the whole improvement process. **In response to a question from a trustee regarding whether parents/carers had reacted to the Ofsted inspection report** JT explained that most comments had been positive and supportive. JT would work closely with a group of parents which had expressed some dissatisfaction to identify what needed to be put in place to improve their views. Trustees acknowledged the work done by the school and thanked JT for her professionalism and continuous support. *JT left the meeting at 11.10am*	

10. End of year assessment for KS 1, 2, 4 and 5 - Update	*KR provided a verbal update.*
	
	• All Primary Phonic assessments had been cancelled.
	• EYFS profile was not mandatory and external statutory moderation would not take place.
	• As soon as students' return day was confirmed, leaders would meet to look at the reminder of the calendar year and decide what internal assessments would need to take place.
	
	• All secondary exams had been cancelled.
	• DfE and Ofqual had conducted a consultation from 15th-25th January, regarding the award of GCSE and A/AS Level. Although findings had not been released at the time of the meeting it was understood that:
	  ➢ Grades would be awarded through teaching assessment, at the standard that the students were performing.
	  ➢ An appeal process would be in place.
	• Once further in formation was released a plan woulb be put in place to work with both secondary schools.
	• Schools were already working together where commonalities took place and would moderate each other during the course of the process as well as looking at other schools in the cluster for benchmarking.
	
	Once more details had been released, representatives from both schools would report directly to trustees about processes and results in their respective settings.
	
	Trustees thanked KR for her verbal report. There were no questions from trustees.	

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11. Programme of work and core risks - Update	*The planned support for 2020 -21 paper had been distributed with the agenda for the meeting. LB presented the highlights of the paper and took questions from trustees.* LB explained that although some of the AIP work had been halted during lockdown, AIPs and schools were conducting most of the work remotely. There was an understanding that the remote monitoring quality wasn't as accurate as when the visit was conducted in person as it was difficult to ascertain the atmosphere in schools alongside staff morale and culture. Presence during LAB meetings was still being provided as all meetings were taking place remotely. Interim SEND reviews had been conducted across all schools following the full reviews undertaken the previous year. A SEND culture swift was palpable, uplifting the ambition for the SEND pupils across the trust. Governors had undertaken training in SEND and DATA. Ratings in the Ofsted rating - Academy overview had been changed to reflect the current state of all schools. Trustees thanked LB for her report and noted the remarkable progress made during lockdown. There were no questions from trustees.	
12. Performance Reports i. NIA ii. Stimpson iii. Hardingstone iv. Shepherdswell v. Orchard vi. Castle vii. PWS viii. Trust overview	*Performance Reports had been distributed with the agenda for the meeting.* KR highlighted the positives attendance figures across the trust, which was in most cases above national. LB directed trustees to the KPIs at the back of the reports and clarified that there were cases were schools and central team did not fully agree with their benchmarking against the KPIs. Conversations were taking place to address any gaps. **In response to a question from a trustee regarding whether there was a need to roll out more CPD for staff** LB confirmed that conversations with staff were already complemented with an online CPD programme. However, certain areas would need to be supported with more intense face2face CPD. Trustees thanked KR and LB for their report.	
13. LAB S&P meetings - Update	*The LAB report had been distributed with the agenda for the meeting. CW presented the highlights of the paper and took questions from trustees*. CW informed trustees that a full cycle of S&P LAB meetings had taken place across all schools in the trust. There was evidence of good challenge and scrutiny, however this wasn't consistent or connected well enough to the academic strategic development of each school.	

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	• There was too much DATA presented to governors, most of the times presented in isolation, therefore hindering their ability to offer challenging questions. • Some work needed to be done around the agendas, in order to focus the scrutiny on the SIP and SEF. Governors needed to have an oversight of all strategic documents to be able to focus on their priority areas and staff needed to report by exception. **In response to a question from a trustee regarding whether there were enough governors in the boards with educational experience and the ability to interrogate adequately the DATA presented to them** CW clarified that although the board had very capable members some more training around DATA needed to be done. **In response to a question from a trustee regarding whether the information presented to them was realistic** CW confirmed that she had had conversations with all the Heads to ensure that the right information was presented to governors, including strategic documents, so they were able to triangulate the information provided and have a realistic picture of their school. **In response to a question from a trustee regarding whether the agendas were providing the right framework for discussion** CW explained that part of the problem was the standardised agenda currently used. Moving forward agendas would need to be more specific to the individual schools, as well as the information reported. JC explained that a standardisation process had taken place to level up all boards. Moving forward, having the same Chair across all S&P LABs would offer more rigorous scrutiny across all academies as well as offering schools the opportunity to thrive individually. KR clarified that although she had conducted conversations with CW around the need to provide governors with FFT DATA and training, as assessments were not currently taking place, this would not be available for at least another 18 months. Other ways of contextualising information would need to be put in place for governors to be able to compare trends. **In response to a question from a trustee regarding whether there were any concerns about the LABs capacity to hold their leaders to account** CW made clear that all boards were at different stages of development and some were better at scrutinising the information presented to them. CW explained that part of her role was to model the type of questioning and analysis that needed to happen and currently was too early to make any assessment on impact. Heads were also a key part on the success of this model as they were the gatekeepers of the information and needed to enable governors to scrutinise them.	

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	In response to a question from a trustee regarding whether all governors were able to attend adequate training and whether records of attendance were being kept MJ explained that governors had access to the NGA Learning Link with more than 50 courses around all aspects all governance. Face to face induction had not taken place due to the pandemic but several virtual sessions been facilitated around Safeguarding, Safer Recruitment, SEND, DATA, SRE etc. Attendance to these sessions had been very positive. Middle Leaders across all schools were being encouraged to participate in these sessions to understand more the responsibilities of governors and support their own leadership CPD. Records of in-house training attendance were kept in GovernorHub and the trust had contacted the NGA and requested attendance figures. One of the actions moving forward would be to correlate whether the training attended had had a positive impact on the board and school. CW agreed to work with MJ to identify what courses would benefit boards to improve their engagement and challenge. Trustees thanked CW for her report. *CW left the meeting at 11.59am*	**CW to liaise with MJ to organise training**
14. Safeguarding matters (not covered in items 7/12)	*LB provided a verbal update.* LB explained that, following the Ofsted inspection at NIA the trust was working closely with AIPs conducting safeguarding reviews across all schools, which would provide an in-depth knowledge of what was working well already and what needed to improve. The new safeguarding strategy would comprise a 4-year rolling safeguarding audit programme with deep dives every two years using the review done during the current term as a benchmark. AIPs would create a collection of 4 bite-size videos for staff and governors to access, complimenting the safeguarding training already provided and promoting a common language and understanding of the subjects. Members of central team would be Ofsted trained around safeguarding. SCR was currently being scrutinised with stringent checks taking place in all schools. A new compliance system was being considered which would include a HR management system incorporating the SCR. The move to the new system would be conducted in a managed way. **In response to a question from a trustee regarding whether the trustee responsible for safeguarding would have to check the SCR** LB explained that the expectation was that the safeguarding trustee would ask challenging questions about the upkeep of the SCR and would triangulate the evidence provided with a second opinion provided by an independent	

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	party. The videos currently created by the AIPs would clarify this responsibility. MJ informed trustees that Safeguarding training for governors had taken place and all schools had now at least one governor that had attended the training. Safeguarding audits would be shared with the LABs so they were able to monitor any progress moving forward. The clerk had collated the times that safeguarding had been discussed at LAB level, what actions needed to be taken and who was responsible for action them. This would be published in GovernorHub. JC confirmed that the trust had revisited the use of MyConcern and directed all staff to attend refresher training at the appropriate level in order to improve the correct use of the platform. **In response to a question from a trustee regarding whether the trust was capturing the right information regarding safeguarding and exclusions in the Performance Reports** KR confirmed that the reports were reviewed regularly so all information at the point of release was accurate. Moving forward, figures would be contrasted with schools to provide a more precise picture. Trustees agreed to receive these figures separately in the Safeguarding item of the agenda.	**To receive safeguarding and exclusion figures separately.**
15. Policies	*The 'EMAT Anti-harassment & Bullying policy' had been sent out with the agenda for this meeting.* **Trustees ratified the policy presented.**	**Upload policy to website**
16. Moving forward – Items for discussion	• COVID19 • NIA Ofsted update • Exclusions and Safeguarding figure across the trust • SEF – Vision and AIP actions • Secondary KS4/5 assessments update • Safeguarding audits review across the trust – update • SCR migration over new system	
17. AOB	There were not AOB	
18. DONM	**Dates for the academic year 2020/2021 have been set.** • Wednesday 14th April 2021 at 10am • Wednesday 14th July 2021 at 10am	Calendar appointments have been sent

The meeting closed at 12.08pm

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Actions from the EMAT Standards and Performance meeting – 11/02/2021

No.	Action	Owner
1.	Amend COVID19 wording to attendance letters	MJ
2.	SEF to be revisited when schools reopen to all students.	LB/GO
3.	Provide access to all trustees to portal	MJ
4.	Organise tailored training for LABs	CW/MJ
5.	Report safeguarding and exclusion figures separately.	KR/LB
6.	Upload policy to website	MJ

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