

**East Midlands Academy Trust - Standards and Performance committee**  
 Friday 28<sup>th</sup> January 2022 @ 10.00am. **Meeting to be conducted virtually in Teams.**  
**Third S&P meeting of academic year 2021/2022**

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

Agenda item	Discussion	Action
1. Welcome	<p><b>Present:</b>  <b>Leigh Jones</b> (Chair: Trustee)  <b>Fiona Wheeler</b> (Trustee)  <b>Ayo Salam</b> (Trustee)  <b>David Houghton</b> (Trustee)</p> <p><b>Josh Coleman</b> (CEO: EMAT)  <b>Katy Russell</b> (Head of School Development: EMAT)  <b>John Lawson</b> (Head of Education: EMAT)</p> <p><b>Monica Juan</b> – minutes – (Head of Governance &amp; Compliance: EMAT)</p> <p><b>Andrew Jones</b> (NIA) – <i>Left the meeting at 11.00am</i>  <b>Simon Woodhouse</b> (PWS) – <i>Left the meeting at 11.00am</i></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 were ratified and signed off.</p>	
2. Apologies	Apologies were received and accepted from <b>Lorna Beard</b> .	
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.	
5. Minutes of S&P meeting held on <b>19/11/2021</b> & matters arising not appearing on the Action Log.	<p>The minutes of the meeting held on <b>19/11/2021</b> 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.</p> <p>There were no matters arising not already on the agenda for this meeting.</p>	
6. Actions arising from the meeting held on <b>19/11/2021</b>	<ol style="list-style-type: none"> <li>1) Provide KS2 DATA update at next meeting - <b>Deferred to next meeting</b></li> <li>2) Present DRAFT T&amp;L framework at next meeting - <b>DONE</b></li> <li>3) RSC compliance - Engage with Heads - <b>DONE</b></li> <li>4) Update policies in websites – <b>DONE</b></li> </ol> <p><i>Actions carried forward from previous meeting:</i></p> <ol style="list-style-type: none"> <li>5) Prepare parental survey - <b>DONE</b></li> <li>6) Invite Heads – <b>DONE</b></li> </ol>	

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7. Covid-19 update	<p><i>JC gave a verbal update to trustees.</i></p> <p>JC reported that although school mitigations plans had ceased the previous day, sanitation and ventilation plans remained in place with the use of masks being advisory but not being enforced.</p> <p>Schools were still suffering badly with staff and students' absences. Schools were managing this with some part time staff that had volunteered to work full time and certain class groups being collapsed. Most schools had managed well, with most pupils only missing one day a week in a rolling rota. Unfortunately, this had created spikes of disruptive behaviour in some of the schools.</p> <p><b>In response to a question from a trustee regarding rolling rotas and whether this was happening across all schools</b> JC explained that most schools in the country were using the same system, with some schools having to close completely. Although extra funding was available, due to COVID figures still being high there was not enough supply staff available. This had had a significant impact in the current staff. However, JC reassured trustees that students were being taught the whole breath of the curriculum.</p> <p><b>In response to a question from a trustee regarding whether staff off with COVID were able to continue working from home</b> JC explained that if staff were willing and capable to work they would continue to contribute to the running of the school, joining remotely if necessary. This was managed internally by each school.</p> <p><b>In response to a question from a trustee regarding CME and how they were being monitored</b> JC explained that CME were tracked and reported to the LAB.</p> <p>Castle had retained its GOOD Ofsted grading, validating the work currently done across the trust.</p> <p>The DfE would release information about statutory tests on 7<sup>th</sup> February. These were expected to go ahead.</p> <p>JC remained trustees that the impact of COVID would be palpable in children for the foreseeable future and strategies will need to be put in place to deal with the aftermath.</p> <p>Trustees JC for his report and praised the work done by schools remaining open despite high absence levels.</p>	
8. Key Stages – Mock reports	<p><i>Papers had been distributed with the agenda for the meeting.</i></p> <p>AJ (NIA) and SW (PWS) presented the highlights of the document. Both schools had worked in very similar ways.</p>	

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	<ul style="list-style-type: none"> <li>• Mock Assessments for GCSE an A Levels had been held in November and had been taken under exam conditions</li> <li>• Exams had been based on past exam papers and their relevant grade boundaries so grades could be used for Teacher Assessed grades if needed.</li> <li>• Mock results day would be held to return grades formally to students</li> <li>• All absences had been recorded as U grades</li> <li>• No Progress 8 would be given for 2022</li> <li>• Second mock examinations to take place w/c 7<sup>th</sup> and 21<sup>st</sup> February</li> </ul> <p><b>GCSE:</b> NIA reported a very positive and motivational experience for students. This was the first time the school had had the opportunity to conduct mocks. AJ explained that this was a weak cohort, below national attainment. A significant proportion of students (43) had arrived with not prior attainment, either because they came from overseas or SATs had not been completed in Y6. These students did not add to the progress 8 measures. Catch up strategies were put in place during Y7 to Y9 to address this issue.</p> <p>PWS reported good progress, ¼ higher than previously and acknowledged that students might had performed better as they were aware that these exams could count towards their final grade. There had been 70% attendance during the parent evening, in line with previous face to face meetings. Numerous mid-week interventions had been put in place to support students, with higher-end students’ attendance being greater compared to the rest. Heads of Department had been encouraged to think around the assessment needs for the second round of mocks, in line with workload of students and staff, with fewer exams in place compared with the first round.</p> <p><b>In response to a question from a trustee regarding whether a separate analysis of the NIA cohort had taken place without the 43 students in order to assess the impact of the schoolwork and teaching</b> AJ explained that although those 43 students were not included in the Progress 8 measures the analysis would be worth doing to see any differences regarding the continuity impact. However, all students would be included in the total attainment.</p> <p><b>In response to a question from a trustee regarding how many subjects were using the same awarding body and tests and whether there was any standardised testing between the schools</b> AJ explained that availability was limited. However, the relationships that had been established with other schools that were using the same exam boards during the previous year were still ongoing, so moderation and QA would continue to take place. Work was also taking place between departments to strength the quality of assessment.</p>	

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	<p><b>In response to a question from a trustee regarding what FFT was being used to target setting and whether there was any correlation to the subject areas identified as needing development and the lack of progress</b> NIA was using FFT to benchmark progress 8 targets as a quality assurance. Targets were generated in-house using the attainment 8 algorithm figure and KS2 scores were being used to track whether students were producing positive outcomes. Aspirational targets were being set to all students. Regarding departments, there was only the previous year set of results to compare, but work was being done across certain subjects to address the issues around quality of education. PWS reported that they used FFT 20.</p> <p><b>In response to a question from a trustee regarding whether FFT5 was being used with the top end of students and whether adequate targets were set to stretch all students</b> NIA reported that although they didn't, their target setting reflected that the level of progress and aspiration should be the same for all, regardless of their starting point. PWS also agreed, as the school had always been keen to stress to students and parents that targets should not be seen as a ceiling and could always be beaten.</p> <p><b>In response to a question from a trustee regarding the quality of teaching and whether there were any particular subjects that were stronger than others</b> NIA stated that Science was particularly strong, followed by English were the change of leadership had produced the desired impact. Although the Maths lead had returned from maternity leave there were still pockets of inconsistency regarding curriculum delivery. MFL continued to show improvement with a good, planned curriculum being delivered. Work was being done around Humanities, still trying to increase the level of uptake. Finally, although Art was a popular subject, current progress was not as expected. PWS reported that core subjects were very strong, particularly English. Science and Math departments had considerably improved and were in a very different place from 5 years ago. MFL was developing with a new Head of Languages in post since Christmas and work was being done to increase the uptake. New vocational courses were being introduced with support put in place helping students to make the right course choices.</p> <p><b>A LEVEL:</b> PWS reported that this cohort was unique as they were the largest Y13 yet (92), with prior attainment arising from the GCSE 2020 results, these being the highest ever as they were CAG inflated by the algorithm. Therefore, attainment on paper looked more able than previous years. However, it was important to take into consideration the lost learning occurred to this cohort, not only at A Level subject but also at GCSE level which was something that the school was trying hard to compensate with individual plans being drawn for certain students by the Head of Sixth Form. January unit exams had taken place as planned; students that had missed the exams would need to re-sit them in summer.</p>	

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	<p>NIA was slightly different as their prior attainment was much lower. No all students (60) were represented in their positive EVA. Although the smaller cohort had allowed for accelerated progress, high levels of anxiety had been detected across pupils. Appropriate support had been put in place to assist some of those Y13 students heading to their first ever set of external exams. Re-sit tuition for English and Maths had started through 'Change Education' to support those students that hadn't achieved their GCSE grade.</p> <p>Despite high anxiety amongst students and guidelines not published until 7<sup>th</sup> February, the message that exams would take place in the summer was consistently given to Y13s across both schools. A key piece of work would need to be done to prepare students around final content, based on the set of guidelines published by the DfE.</p> <p><b>In response to a question from a trustee regarding whether schools were using PEEL/ exam tech sessions to help pupils maximise their chances</b> Both schools confirmed that work was being done with both year groups around revision techniques. Although both cohorts had not experienced external exams in Y11, NIA cohort was different to PWS as it was very difficult to know whether students had been exposed to those techniques in their previous schools. Trepidation was palpable amongst staff and students with the added challenge of high COVID absences. As exams would be spread out this year, with some of them not starting until June, this would enable more time for revision.</p> <p>Trustee thanked both schools for their report.</p>	<p><b>SW/AJ to update on 2<sup>nd</sup> mock results at next meeting</b></p>
<p><b>9. Performance Reports</b></p>	<p><i>Performance Reports had been distributed with the agenda for the meeting.</i></p> <p>KR shared the attendance figures since September compared to National and FFT and informed trustees that the central team had been able to support schools with targeted support. KR confirmed that all CME were recorded and tracked across all schools.</p> <p>KR indicated that NIA exclusions were higher than other schools across the trust and area. Attendance was also an issue. Currently the NIA was very similar to an inner-city school and SLT had identified that behaviour in common areas during transition times had become very disruptive. As a result, a new behaviour lead had been appointed. As FTE had spiked, a wide range of strategies had been put in place, to analyse behaviour and raise expectations across the board. This should bring the number of FTE down.</p> <p><b>In response to a question from a trustee regarding whether the trust could be more proactive managing behaviour</b> JL explained that students needed boundaries and consistency and that any transformation should take place through a cultural change. Curriculum was the key to strengthen behaviour and some of the strategies in place were promoting a more proactive approach, like restorative approach, pupil parliament, new behaviour policy and strengthen of boundaries.</p>	<p><b>KR to distribute slides to trustees</b></p>

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	<p>DH confirmed that he had visited the NIA in his Link trustee capacity. He had toured the site with the Head and noticed a great atmosphere amongst students and staff.</p> <p>Trustees discussed the NIA circumstances at length and agreed that any changes would need time to be properly embedded in order to produce an impact and urged the school to share this information with parents.</p>	
<p><b>10.</b> Teaching &amp; Learning framework</p>	<p><i>The DRAFT T&amp;L framework had been distributed with the agenda for the meeting.</i></p> <p>JL reported that a new T&amp;L framework was an important development for education across the trust as it would offer teaching consistency delivering the curriculum across all school phases. The document was aligned with the current Ofsted priorities. JL stressed that the framework was not a policy but a frame thinking document to be used while evaluating and monitoring.</p> <p>Trustees thanked JL for the document and requested an update on how successfully was being embedded across the trust.</p>	<p><b>JL to present update at the next meeting</b></p>
<p><b>11.</b> LAB exception reports</p>	<p><i>The LAB exception reports had been distributed with the agenda for the meeting for information only.</i></p> <p>There were no questions from trustees.</p>	
<p><b>12.</b> Safeguarding matters</p>	<p><i>The NSCP – LA Safeguarding audit had been distributed with the agenda for the meeting.</i></p> <p>JB reported the findings of the LA audit tool and clarified that all the areas which had low scores were relating to work that was already being developed within the trust. The trust was closely aligned to the LA, however, EMAT safeguarding audits appeared to be more robust and rigorous, as they were using evidence to produce a judgement rather than a leader’s response to a statement.</p> <p><b>SCR:</b> Following the issues raised during the previous meeting the SCR had been thoroughly audited and JC was now confident that all schools were fully compliant.</p> <p>Trustees welcomed the SCR compliance and thanked JC for the report.</p>	
<p><b>13.</b> Policies for review</p>	<p><i>The following policies had been sent out with the agenda for this meeting.</i></p> <ul style="list-style-type: none"> <li>• EMAT Anti-Bullying Policy (no changes) (for ratification)</li> </ul> <p><b>Trustees unanimously agree to ratify this policy.</b></p>	<p><b>Update policies in websites</b></p>

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14. Moving forward – Items for discussion	<ul style="list-style-type: none"> <li>• KS2 DATA (phonics/KS1/KS2)</li> <li>• Mocks secondary info</li> <li>• T&amp;L framework update – embedding</li> <li>• Attendance update summary</li> <li>• ORCH/SHEPS Heads to report on school support</li> </ul>	
15. AOB	JC informed trustees that the NIA Cadets will be in force from September 2022.	
16. DONM	Dates for the academic year 2021/2022 have been set. <ul style="list-style-type: none"> <li>• Friday 24th June 2022 @ 10.00am</li> <li>• Monday 18th July 2022 @ 10.00am</li> </ul>	Calendar appointments have been sent

**The meeting closed at 12.05pm**

Signed by Chair of Standards & Performance.....

Name.....Date.....

#### **Actions from the EMAT Standards and Performance meeting – 19/11/2021**

No.	Action	Owner
1.	Share attendance slides	KR
2.	Present T&L framework update (embedding phase) at next meeting.	JL
3.	GCSE/A Level 2 <sup>nd</sup> mock update	NIA/PWS
4.	Update policies in websites	MJ