



East Midlands Academy Trust

Minutes of the Standards and Performance committee meeting conducted virtually
on Tuesday 20th July 2021 at 10.00am.

Fifth 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><u>Present:</u> Leigh Jones (Chair: Trustee) Fiona Wheeler (Trustee) Ayo Salam (Trustee) [REDACTED] David Houghton (Trustee) Bernard Weiss (Trustee)</p> <p>Josh Coleman (CEO: EMAT) Katy Russell (Head of School Development: EMAT) Giles Osborne (Lead AIP: EMAT) Monica Juan – minutes – (Head of Governance & Compliance: EMAT)</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	Apologies for the confidential item had been received, and were accepted, from Lorna Beard.	
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.	

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7.Covid-19 update

JC reported that new guidelines had been released but would not be in force in schools until 16th August 2021. All schools would continue with the current arrangements until further notice. Testing was to be reintroduced across secondary schools in September and the trust would follow the model previously deployed in March. A phased return was planned, and tests for students would be conducted in schools during the first two weeks of term. Staff would test at home. From September, any close contact to positive cases would be identified through the NHS Test & Trace app and not the school.

Since reopening in March, mitigation measures had been mostly successful with remote learning provision successfully deployed during any school closures. Blended learning was ready to be implemented again in September if necessary.

Trustees noted the positive comments around the learning provision and praised the rigorous work of everyone in the organisation during the pandemic.

In response to a question from a trustee regarding whether the trust could obtain data around which proportion of staff had been vaccinated JC explained that HR was looking at the possibility to ask for the information on a voluntary/anonymous basis to fully inform any risk assessments and the extent of vaccination across the organisation. Trustees recommended to exercise caution around this subject as it was not mandatory.

In line with the new guidance, most of the COVID mitigations currently in place would be removed in September. However, increase in ventilation, extensive cleaning regime and sanitising stations would remain.

Trustees thanked JC for his



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	<p>had been remarkable, not only in the school but across the trust. The second Ofsted monitoring visit in June 2021 had focussed on Safeguarding and Behaviour. Inspectors had deemed Safeguarding effective but had highlighted that behaviour was inconsistent. However, it was important to understand that, from the original Ofsted inspection in 2019 the school had grown from around 500 students to approximately 2,000 as well as pupils' behaviour having been affected during the pandemic.</p> <p>Trustees wished to thank JT for her excellent work since joining the trust.</p> <p>JC informed trustees that HAT had also undergone a successful Ofsted section 5 visit. EMAT support had been recognised and the academy was still keen to join the trust.</p> <p>In response to a question from a trustee regarding the NIA Ofsted news and how should be publicised JC clarified that the news would be prudently highlighted to the relevant stakeholders.</p> <p>Trustees thanked JC and GO for their report.</p>	
9. EYFS/Primary Outcomes – Update	<p>KR presented the highlights of the paper and pointed out that there wasn't an official set of DATA to compare internal results. Therefore, it would take time to fully understand the impact the pandemic had had in learning across all ages.</p> <p><u>EYFS:</u> It was important to understand that the impact had been the highest on this year group, as they were showing low level of communication and language. Once children were back from lockdown, a great deal of time in most of the schools had to be used reintroducing routines.</p> <p>In response to a question from a trustee regarding the EYFS uptake on remote learning KR clarified that the uptake had varied significantly between schools as they had employed different approaches. It was noted that it was not mandatory for children to attend EYFS and for parents to engage with the school.</p> <p>In response to a question from a trustee regarding whether there were any available comparisons with other schools/trusts KR explained that not many schools/trusts were willing to share. The benchmarking had been done mostly internally. As only 7% of pupils were working at age related at the beginning of the year, the current DATA showed good progress.</p> <p>In response to a question from a trustee regarding how this would be addressed when pupils moved to reception KR explained that the EYFS provision would need to continue to stabilise learning and behaviours. These would be addressed through individual interventions in schools.</p>	



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	<p><u>Phonics</u>: A statutory check had taken place during December with 73% across the schools raising to 82% by June. The trust had commissioned a dedicated partner which had been working with schools since April. There would be changes in the curriculum for the next year as phonics provision will have to continue in Y2 for some children.</p> <p>Trustees praised the phonics exceptional progress.</p> <p><u>KS1 Attainment</u>: Maths results were slightly higher than reading. November teaching assessments across the trust showed 55% working at expected level raising to 66% by the end of the year.</p> <p>In response to a question from a trustee regarding whether the schools that were performing better than others were sharing best practice KR explained that there were several cross-working projects taking place. There had been an English working party working together during the year which had been positively reviewed by RB, with two similar reviews taking place next year. Two external practitioners had been commissioned to support Maths Leaders' teaching and planning, with a CPD day for each group planned for September to embed the fundamental teaching skills needed to lead pupils during the year.</p> <p><u>KS2 Attainment</u>: A set of mocks had been done as a baseline during October – only 29% reading and 15% maths were at expected standard. Progress within year had been good with final results showing 67% reading, 60% writing and 65% maths at expected level.</p> <p>In response to a question from a trustee regarding whether there was a way to assess how well pupils would have done in SATs KR explained that schools had followed the statutory arrangements. Y6 pupils had completed the maths and reading 2019 papers with results higher than previous outcomes which showed good progress.</p> <p>Trustees thanked KR for her comprehensive report.</p>	
10. Performance Report guidance	Trustees welcomed the creation of the document which would help schools and/or central team to provide better commentary for governors and trustees to monitor the performance of the schools and identify what action and support was needed.	
11. Performance Reports i. NIA ii. Stimpson iii. Hardingstone iv. Shepherdswell	KR presented the reports and highlighted the attendance report, absence across all school in the trust was lower than national.	



