



**Standards Committee Meeting  
Monday 28<sup>th</sup> November 2016, 10:00  
at Kimberworth Children's Centre  
Kimberworth Rd, Rotherham S61 1HE**

**ACTION POINTS SUMMARY SHEET**

<b>Actions</b>		<b>By &amp; Target Date</b>
4.2	Some Federated Policies still on show that need to be removed as new Nexus ones override	<b>CS</b>
4.2	Some over-arching Nexus policies might need individual school appendices?	<b>HTs</b>
4.2	Sharing policies with staff – need time to ensure staff have reading, discussion & sharing time	<b>HTs</b>
4.2	Work to ensure comprehensive list, standard grouping across Nexus and clear presentation on websites	<b>CS</b>
4.3	Change title to MAT Schools' Improvement Plan	<b>JT/WC</b>
4.3	Section 1 - JC/JT/AB to have discussion on format of report & headings before next cycle	<b>JT/JC/AB</b>
4.3 & 4.5	WC to explore options for use of personal health budgets 4.5 - Lack of DBS info on NHS staff. Can we approach CCG for them to alter their commissioning contracts to require that schools receive NHS DBS info.	<b>WC</b>
4.3	Section 3 – RPI reporting. - JT circulated an action plan on how it will be addressed. Individual school data dashboard information needed. Report to come to next meeting – clear understanding analysis & plan	<b>JT</b>
4.5	External Audit of SCR - WC to bring action plan & update of work to next meeting	<b>WC</b>
5.1.1	Link Governors for T&L within LGBs could be Associate Governors on this committee? WC to approach Link Governors re their attendance	<b>WC</b>
5.1.1	Plan of work for Committee on annual basis WC to develop	<b>WC/JT/JC</b>



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**Attendees:**

John Coleman	Member/Director	JC
Peter Castleton	Director	PC
Amanda Benton	Associate Director	AB
Warren Carratt	CEO Nexus MAT	WC
Jacky Tattershall	Nexus School Improvement Lead	JT

**Also Present:**

Clare Southwell	Clerk	CS
Diane Hyner	Clerk	DH

**Apologies:**

Andy Child	Member/Director	AC
John Irwin	Chair Abbey School LGB	JI



- 4.3 MAT Improvement Strategy action plan update
- This is a schools improvement plan not a MAT improvement plan. Confusion between titles. Change title to MAT Schools' Improvement Plan
  - Nexus should clarify the relationships between plans, strategic, business, marketing and schools' improvement and at different levels
  - Draft Strategic Plan is ready to be presented at the next Trust Board meeting
  - Report is based on information about standards & includes information from school external reports. This document brings all baseline information together
  - JT reviewed doc with committee
  - Green = completed, yellow = to be completed by end of Autumn Term, red = not going to meet action

**JT**

**Section 1 Introduction**

Questions & Challenges	Responses	Further action(s)
<i>Reports needed?</i>	<ul style="list-style-type: none"> <li>• Continue to develop Standards report &amp; improvements on headings</li> <li>• Clarity on information needed and what to include in report. JC/JT/AB to have discussion on format of report &amp; headings before next cycle.</li> <li>• Consider potential for enabling Directors' and others access to data</li> </ul>	JC/JT/AB to meet
<i>How do you measure your targets? How do you know you are successful?</i>	<ul style="list-style-type: none"> <li>• Success criteria needed - for next cycle</li> <li>• This is a new document, success criteria will become apparent as work evolves</li> </ul>	
<i>How are SLTs engaging and their capability to be involved with other pressures?</i>	<ul style="list-style-type: none"> <li>• SLTs on board, accepting the JT is visiting, questioning &amp; challenging. New SLT members sometimes a little defensive but many are new. Building relationships with all</li> </ul>	
<i>3.4 Celebrating achievements and learning from mistakes. Celebrating commented on but not the learning from mistakes?</i>	<ul style="list-style-type: none"> <li>• Celebration events across schools &amp; MAT, school assemblies/S Factor</li> <li>• Trying to set a culture where there is a willingness &amp; confidence for staff to raise issues i.e. behaviour management information goes to LGBs where improvements are then made.</li> <li>• Mainstream continue to use Developing Excellence Plan (DEP) where schools include information and costs plan</li> <li>• Headings need to be reviewed to support JTs work</li> <li>• Mindful not to duplicate LGB work SIP plans are written in detail and sit below this report. However, the Board is ultimately accountable. It</li> </ul>	

**JT/JC/AB**

	<p>needs to ensure management of risk and early intervention where required</p> <ul style="list-style-type: none"> <li>• Evidence of learning in PFM, reviews &amp; development of policies</li> <li>• Better to review &amp; change a plan rather than continue on the wrong path</li> <li>• Case studies can show success &amp; evidence of a journey which might show learning from mistakes</li> <li>• Keep best of S Factor &amp; widen it to include to other celebrations and perhaps broaden to include all MAT schools</li> </ul>		
<i>How do we evidence the added value of Nexus</i>	<ul style="list-style-type: none"> <li>• Need to be able to give evidence of added value of MAT &amp; central school improvement work and other development work</li> </ul>		
<i>4.2 Transition for leavers</i>	<ul style="list-style-type: none"> <li>• Transition arrangements currently poor as LA disengaged. Meeting with LA to discuss the use of personal budgets for 9 leavers if no other appropriate offer available</li> </ul>		

### **Section 2 Baseline Risk Assessment Autumn 2016**

- Baseline information identifies 5 significant risks
- Internal assessments by HTs together with external review judgments addressed levels of risk, mitigation and intervention required. There are some early intervention requirements at Hilltop.
- Board felt document was very helpful; giving quick picture across schools

### **Section 3 Data Dashboard**

- Green = above, red = below
- Don't want to be overwhelmed with data and figures, find RAG rating very helpful. Clear approach to data collection, what & why it is being looked at

<b>Questions &amp; Challenges</b>	<b>Response</b>	<b>Further action(s)</b>	
<i>Red – pupil attendance at Kelford – context?</i>	<ul style="list-style-type: none"> <li>• Apparent high number of authorised absences</li> <li>• Significant number not attending for health reasons.</li> <li>• JT as HT has employed staff to look at persistent absences, meeting with families to address and undertaking home tuition. Rewards &amp; raising profile of attendance, working with early help for vulnerable families. Attendance figures rising but still under 90% and a concern.</li> </ul>		<b>WC</b>

<p><i>What are underlying factors relating to health data? Can it be disaggregated? Are school nurses involved? Can this be addressed with the NHS commissioning service?</i></p>	<ul style="list-style-type: none"> <li>Schools only receive global services.</li> <li>Trying to use Annual Reviews to (conversions to EHCP) to raise awareness of complex medical needs. Schools have enough work to employ a full time person to deal with NHS/Medical issues alone.</li> </ul>	<p>WC to explore options for use of personal health budgets</p>	
<p><i>Section 2 – what constitutes expected progress?</i></p>	<ul style="list-style-type: none"> <li>Data benchmarks show what should be the expected progress for pupils (CASPA national averages)</li> <li>Data based on national benchmarks</li> <li>JT outlined current Government policy re assessment without levels</li> </ul>		
<p><i>Pupil absence figures at Kelford are higher than other schools– why, context?</i></p>	<ul style="list-style-type: none"> <li>High number of authorised absences, due to non-attendance for health/risk reasons. JT has taken action as HT: a member of staff employed to look at persistent absences, meeting with families to address &amp; home teach. Rewards &amp; raising profile of attendance, working with early help for vulnerable families.</li> <li>Attend figure rising but still under 90% and a concern.</li> </ul>		
<p><i>Do we receive funding from pupil EHC Plans?</i></p>	<ul style="list-style-type: none"> <li>Conversion to EHC plans very slow within LA &amp; nationally. LA agreed to use annual reviews to convert to EHCPs. This will enable the schools to raise complex medical needs with relevant agency. Schools have enough work to employ a full time person to deal with NHS/Medical procedures for pupils in school</li> </ul>		
<p><i>Do high performance figures include non-attenders?</i></p>	<ul style="list-style-type: none"> <li>Pupil Progress meetings held for all pupils and attendance is included.</li> <li>Home tutoring takes place for some non-attenders</li> </ul>		
<p><i>If levels are now removed how will you report in future?</i></p>	<ul style="list-style-type: none"> <li>There are expectations at end of each KS.</li> <li>Schools working on own measures for future.</li> <li>Comparisons &amp; benchmarking are difficult. We need 2 or 3 rounds of data to be able to plan a flight path for pupils</li> <li>Some mainstream schools have bought in a scheme from Sheffield, tests show levels.</li> </ul>		
<p><i>When Ofsted come in how will we evidence our assessment?</i></p>	<ul style="list-style-type: none"> <li>Could buy into a national scheme: e.g. PIVATS, BSquared but there are potential negative issues with these. There is now an opportunity to develop assessment approaches that support personalised plans</li> <li>Special school HTs are meeting to explore this issue collaboratively</li> </ul>		



<p><i>Success rate at Abbey exceptional. Good practice? Are we sharing learning?</i></p>	<ul style="list-style-type: none"> <li>Enquiry work on-going – need to review moderation, not sure if there is enough outstanding teaching to reflect the high success rate figures. Triangulation needed.</li> <li>School is on an exceptional journey</li> </ul>		<p><b>JT</b></p>
<p><i>Are assessment data secure?</i></p>	<ul style="list-style-type: none"> <li>Currently data systems, particularly in special education, are without a solid base so we need to be able to articulate and show comprehensive and robust rationale and processes across Nexus</li> </ul>		
<p><i>Detail of breakdown of groups, vulnerable, FSM, pupil premium etc.?</i></p>	<ul style="list-style-type: none"> <li>Reported on at LGB level.</li> <li>58% above could be reliant on additional investments?</li> <li>Variance between pupils, classes, schools needs to be analysed.</li> </ul>		
<p><i>Can online access to data be made available to committee?</i></p>	<ul style="list-style-type: none"> <li>JT to investigate.</li> <li>LGB T&amp;L Link Governors are challenging &amp; making in-depth enquiries. Link Governor work could be directed also from this committee?</li> <li>Board need to manage risk and are ultimately responsible for outcomes.</li> </ul>		
<p><i>Quality of T&amp;L, how is it reported?</i></p>	<ul style="list-style-type: none"> <li>Numbers are based on number of observations &amp; confidence in schools judgements.</li> <li>Systems at Abbey &amp; Kelford similar (summer term judgements) Hilltop figures show judgements made on drop-ins, learning walks &amp; single lessons not overall judgements.</li> <li>Good practice is to look at overall judgements. Triangulate.</li> </ul>		
<p><i>Restraint &amp; Physical Intervention (RPI) figures apparently high but Kelford's very low? No. of pupils / periods?</i></p>	<ul style="list-style-type: none"> <li>Kelford under reporting? Hilltop over reporting?</li> <li>Information reported to LGBs.</li> </ul>	<p>JT circulate an action plan on how it will be addressed. Individual school data dashboard information needed</p>	
<p><i>If figures are so high, what have LGBs done about the information?</i></p>	<ul style="list-style-type: none"> <li>Need to clarify</li> <li>Baseline within other schools &amp; align behaviour &amp; intervention plans to ensure similar reporting across Nexus.</li> </ul>	<p>Report to come back to next meeting with clear analysis &amp; plan.</p>	
<p><b>Section 4 External School Reports</b></p> <ul style="list-style-type: none"> <li>Key lines of enquiry &amp; focus agreed</li> <li>Outcomes of reviews – are they written into school SIPs, rag rated and can we ensure key issues are addressed</li> <li>Sharpening &amp; developing Nexus document</li> <li>External reports have gone to LGBs</li> </ul>			

Questions & Challenges	Response	Further action(s)	
<i>As HT how valuable was external review</i>	<ul style="list-style-type: none"> <li>Not as valuable as hoped for by schools, but did have value for Nexus baseline information.</li> <li>Future reviews might require alternative reviewers, as snap judgements were made without item to triangulate information 1.21 JT. A positive baseline for Trust</li> </ul>		
<i>How can we carry out reviews in the future?</i>	<ul style="list-style-type: none"> <li>Need to ensure quality assurance is secure.</li> <li>Use of School Improvement Partners.</li> <li>Build capacity internally &amp; raise skills within middle leaders; coaching and partnerships between the schools to carry out internal reviews</li> </ul>		
<ul style="list-style-type: none"> <li>The Board gave a 'Big Thank You' to JT for comprehensive reports</li> </ul>			
4.4	External Review/Baseline of Nexus academies		
	<ul style="list-style-type: none"> <li>Dealt with under item 4.3 on the agenda Section 4 of report</li> </ul>		
4.5	External Audit of Single Central Record		
	<ul style="list-style-type: none"> <li>Board commissioned external work to challenge safeguarding practice</li> <li>Contract 1<sup>st</sup> half term random check of SCR in a school</li> <li>2<sup>nd</sup> Half-term – work with Link Governor &amp; questions to staff</li> <li>1st review – looked at new SCR format across the schools</li> <li>Report gives very clear, succinct information</li> <li>Schools undertaken Section 11 audit; shared with Link Governors &amp; external assessment also reviewing school judgements</li> <li>Actions to carry out but no child is unsafe</li> <li>Actions also gone out to LGBs</li> <li>WC to bring action plan &amp; update of work to next meeting</li> </ul>		
<b>Questions &amp; Challenges</b>	<b>Response</b>	<b>Further action(s)</b>	<b>WC</b>
<i>Lack of DBS info on NHS staff. Can we approach (a) LSGB to clarify requirements (b) CCG to add requirement to show DBS to schools to their contract arrangements</i>	<ul style="list-style-type: none"> <li>NHS staff feel they do not need to show DBS as they are employed by NHS and have badges. We believe this is not adequate</li> </ul>	HTs to respond.	<b>HTs</b>
<b>5. ANY OTHER URGENT BUSINESS</b>			
5.1	To consider any other urgent business agreed by the Chair at item 3		
5.1.1	Membership of committee/plan of work		



<ul style="list-style-type: none"> <li>• JT MAT SI lead so will lead on work of the committee</li> <li>• Important to have a plan of work to ensure that Board &amp; LGB work is complimentary</li> <li>• Link Governors for T&amp;L within LGBs could report to or be Associate Governors on this committee? WC to approach Link Governors re their attendance</li> <li>• Plan of work for Committee on annual basis WC/JT/JC to develop</li> </ul>			<b>WC</b> <b>WC</b> <b>WC/JT/JC</b>
Questions & Challenges	Response	Further action(s)	
<i>Associate Governor questioned the value of her support and mainstream input?</i>	All felt important to have a mainstream view and valued her support and input.		
<b>8. CONFIDENTIALITY</b>			
8.1 To consider the confidentiality of any items discussed during the meeting			
<ul style="list-style-type: none"> <li>• There were no confidential items</li> </ul>			
<b>9. DATES OF NEXT MEETINGS</b>			
Monday 20 <sup>th</sup> March 2017 at 10:00 at Kimberworth Children’s Centre			
Monday 26 <sup>th</sup> June 2017 at 10:00 at Kimberworth Children’s Centre			

**Minutes approved by Trust Board of Directors**

CHAIR	SIGNATURE	DATE
JOHN COLEMAN	<i>John Coleman</i>	13/12/2016