

Chatsworth Multi-Academy Trust

Trustees' Meeting

Tuesday 27th February 2018

Minutes

Date: 27.02.18
 Time: 10:15am – 1.00pm
 Venue: Chatsworth High School and Community College
 Attendance: John Ashley (Chair) Elaine Burfitt, John Corker, Martin Hanbury, Louise Hutchinson, Liz Wright - Salford Governor Services (minutes)
 Apologies: Sue Goldsworthy

Item	Minutes	Actions/Decisions
1. Apologies and agenda items and items for AOB	a) Apologies were received and consented to from Sue Goldsworthy. b) The EHT requested that the DHT (Gail Myers) joined the meeting to present Item 7 – Pupil Progress. c) The trustees agreed the items for AOB. d) The trustees agreed items to be recorded separately as confidential minutes.	a) The Trust Board received and consented to the apologies received from SG. b) The Trust Board approved the DHT joining the meeting to present Item 7. c) The Trust Board agreed items for AOB were: a) Chatsworth Futures – trust status b) Academy Transformation Trust c) Chatsworth High School & Community College Chair of Governors Report and Governing Board Away Day Report. d) Staffing issues. d) The Trust Board agreed the following items would be minuted confidentially: e) Chatsworth Futures – confidential issue f) Project and initiatives – confidential issues.

		g) Academy Transformation Trust. h) Staffing issues.
2. Register of interests	<ul style="list-style-type: none"> There were no declarations of interest for items on the agenda. 	
3. Minutes of 31.10.17	<p>Amendments:</p> <ul style="list-style-type: none"> Confidential Minutes Item 11 – The section of the 6th bullet point that read <i>adult medical provision</i> should read: <i>adult therapy provision</i>. 	The Trust Board approved the minutes of 31.10.17 as a true and correct record subject to the amendments listed.
4. Matters Arising	<ul style="list-style-type: none"> Item 7c – The EHT gave an explanation of the payment to Springwood Primary School. Confidential minutes: Item 11 – Bullet point 6 was clarified: It provided economies of scale. 	
5. Finance Committee Update 06.02.18 (JC)	<ul style="list-style-type: none"> The committee had reviewed the shortlisted tenders from 3 external providers for financial services for the MAT, following agreement that finance service from Salford LA was unreliable and did not provide the required support. The committee had decided to purchase the support from One Education as the better service for the following reasons: <ul style="list-style-type: none"> They were an outsourced LA service with the associated expertise in education finance; They provided more visits/training and technical guidance for the SBM; The SBM would have access to the One Education SBM network for support from other SBMs; They provide the service to Loreto College who rate them highly; The costs were higher (by £3,000) but cost effective and provided VFM due to the level of support provided (that included 11 school visits and covered Chatsworth Futures finances as well); Chatsworth Futures would pay a proportion of the cost to cover the service they would use. One Education and Haines Watt (HW) would be visiting on 15th March and HW would be auditing the accounts so the true reserve figures could be identified and 	

	<p>that this would be available before the end of the SLA with the LA.</p> <ul style="list-style-type: none"> • The cash position of the budget was stable and there was no financial risk identified. • The EHT gave an update about their income generation for the academic year so far: <ul style="list-style-type: none"> ○ The income was confirmed as £9,959.54 and £2,000 related to income from inspections and around £7,000 from the work in Saudi Arabia; ○ the EHT expenses in relation to the income generation were reported and reviewed; 	
6. The Sovereign Trust	The Trust Board had investigated the proposal and agreed not to proceed with the Sovereign Trust.	The Trust Board agreed not to proceed with the Sovereign Trust.
7. Pupil progress (GM)	<ul style="list-style-type: none"> • Gail Myers (GM) the DHT circulated the <i>Interim pupil progress report</i>, the <i>Pupil premium report 2017/18</i> and the <i>English and Maths Learning Outcomes (EMLOs) Analysis</i> and the trustees were invited to ask questions. • The headlines were: <ul style="list-style-type: none"> ○ data referred to the period from September 2017 to January 2018; ○ overall progress was good and better than good; ○ There were no significant differences between English and Maths progress for the term; ○ The examination of the individual strands saw progress in developing speaking skills as an area of lower progress; ○ There was no significant difference between the progress of the non-Pupil Premium (PP) pupils and the pupil premium pupils. ○ 30 out of 105 pupils attracted PP funding. • It was explained that the speaking strand included pupils who were hearing impaired, pupils who were non-verbal and those with autism and an S&L therapist was working with the pupils on an individual basis to raise progress as well as the therapist supporting the whole school development. 	<p>The Trust Board:</p> <ol style="list-style-type: none"> a) agreed that the next Pupil Progress Report should be presented to the autumn term MAT Trust Board meeting. b) requested that the EHT resends the letter to parents to encourage them to claim FSM where appropriate. c) Requested that all the reports presented at the meeting were emailed to each of the trustees. d) Thanked GM the DHT for her report.

	<ul style="list-style-type: none"> The specific actions in the action plan for the PP pupils were highlighted. The school had a pragmatic approach and match funded the non PP pupils if it was needed to meet a specific need if they were not in receipt of PP. The EHT would resend the letter to parents encouraging them to claim FSM outlining the rationale of claiming for the benefit of the school. 	
8. Chatsworth Futures (MH)	<p>a) Number of current learners was 24 and would reduce to 14 at the end of the summer term.</p> <p>b) <u>Ofsted Support and Challenge Visit</u> – The Trust Board received the report that included:</p> <ul style="list-style-type: none"> Chatsworth Futures (CF) was making progress towards the inspection recommendations, with improved target setting and data collection highlighted. Behaviour policy: The staff approach to behaviour was to be reviewed to embed a holistic approach rather than focusing on behaviour triggers. <p>c) <u>General issues:</u></p> <p>a) The EHT raised the concern that special schools did not receive the domestic violence reports the Salford Safeguarding Children Board (SSCB) sent to the mainstream schools. This information was important for the health and wellbeing of the pupils and students as well as for safeguarding.</p>	a) The Trust Board requested that the EHT writes to the Independent Chair of the SSCB to raise the concern that special schools did not receive domestic violence reports.
9. Projects and Initiatives (MH)	<p>a) Chatsworth Pathways</p> <p>b) Chatsworth Engage</p> <p>c) Greater Manchester Community School</p>	<p>The Trust Board agreed that the following items be recorded separately as confidential minutes:</p> <p>a) Chatsworth Pathways</p> <p>b) Chatsworth Engage</p> <p>c) Greater Manchester Community School</p>
10. AOB	<p>a) Chatsworth Futures – trust status – recorded as confidential minutes.</p> <p>b) Academy Transformation Trust – recorded as confidential minutes.</p> <p>c) Chatsworth High School & Community College Chair of Governors Report and Governing Board Away Day Report.</p>	

	<p>The COG submitted the reports to the meeting for consideration.</p> <p>d) Staffing issues – recorded as confidential minutes.</p>	
<p>Signed as a true and correct record</p> <p>Chair of the Trust Board</p>		

Table of Actions from the MAT Trust Board meeting on 27.02.18

Item	Action	Who	When
7	a) The next Pupil Progress Report should be presented to the autumn term MAT Trust Board meeting. b) The EHT to resend the letter to parents to encourage them to claim FSM where appropriate. c) All the reports presented at the meeting to be emailed to the trustees i.e. <ul style="list-style-type: none"> ○ Interim progress report ○ Pupil Premium 2017-2018 ○ English and Maths Learning Outcomes (EMLOs) Analysis 	GM EHT (MH) GM	Autumn 2018 Spring 2018 Spring 2018
8	The EHT to write to the Independent Chair of the SSCB to raise the concern that special schools did not receive domestic violence reports.	EHT (MH)	Spring 2018

CHALLENGE BY THE TRUSTEES - Trustees questions at the board meeting on 27.02.18

Item	
5	<p>Q: <i>Why is it not clear what the balances are?</i> A: We should receive monthly management accounts from Salford City Council Finance Team but this has not happened.</p> <p>Q: <i>Do the needs of the pupils mean that the funding is unpredictable?</i> A: We can see at the start of the term what the needs of the pupils and it should be possible to predict the funding and then deal with any new pupils as they arrive. It is the Local Authority (LA) figures that are unreliable.</p> <p>Q: <i>What has been the focus of the work in Saudi Arabia and will there be further work?</i> A: A proposal has been submitted for further work but we have not had a response yet. It is consultancy work to help set up provision in a special school in Saudi Arabia.</p> <p>Q: <i>Does Ofsted not re-imburse expense for inspections?</i> A: The contract does not allow for this if the work is done in the North West region our organisation has to cover those costs. If the inspection is outside the region then expenses would be re-imbursed.</p>
7	<p>Q: <i>What do we use to baseline the pupils?</i> A: We use B² at the moment and this data was produced using this but we are looking to develop our own assessment system.</p> <p>Q: <i>What are similar schools doing?</i> A: Other schools are also moving away from B² and developing their own way of developing progress as they transition from B².</p> <p>Q: <i>Who decides the expectations for the pupils?</i> A: We are still using P Levels but we have set our benchmarks and they are currently as follows: we use 75% of pupils making expected progress or above as a measure of <i>good progress</i>; over 75% we use as a measure of <i>outstanding progress</i>.</p> <p>Q: <i>How are parents involves?</i> A: We share the pupils' individual targets with their parents each half term and we use them for tracking purposes and to explain the pupils' progress to their parents. We reference the specific criteria we assess pupils against in those discussions with parents to help them understand what it actually means in terms of what their children have achieved and what they have learnt.</p> <p>Q: <i>Do the governors feel well informed about pupil progress?</i> A: (COG) Yes the GB received a full detailed report at the last full GB meeting.</p>

Q: *Is the progress data triangulated against the work in books etc?*

A: Yes and we moderate our data with schools from across the Greater Manchester area. We are looking to improve the evidence gathering for the pupil journey. We are also moderating assessment internally to ensure consistency across the school and interrogating the evidence to check the validity of the assessment judgements. We are looking at capturing more formally the progress of the pupils across the whole of the curriculum and across the whole of school life including personal development as well as English and Maths, and including in this the input from the TAs. Progress towards EHCP targets will also be included to focus on the importance of developing the curriculum for independence skills.

Q: *Will this type of evidence also be included in the overall school reports?*

A: We have this for individuals and our aim is to capture this for the whole school. We would be the first school in Salford to use ECHP targets to track progress.

Q: *In terms of speaking – is the expectation for non-verbal pupils lower as they have not made as much progress?*

A: No. There is a similar level of challenge and the S&L support working with individuals and working across the whole school with whole school issues such as developing different methods of communications for non-verbal pupils.

Q: *Do we have enough support from the S&L therapist?*

A: We employ our own as we have identified a barrier to learning and we are addressing it and will monitor the impact. The speaking progress level in the data should be seen to rise by the end of the year.

Q: *How often do we prepare this data?*

A: Pupil progress is reviewed every half term. This is term 1 and the next is due in May/June. The next data report will go to the GB in May/June and will be presented to the MAT Trust Board in the autumn term.

Q: *Do you breakdown the pupils into sub groups based on need?*

A: Yes we will break it down into all groups in the final report, such as gender, free school meals (FSM), English as an Additional Language (EAL), Pupil Premium (PP), and Looked After Children (LAC).

Q: *What did we learn this year and what will we do differently next year and will this all be covered in the annual report?*

A: Yes it will. One innovation this year was that we have introduced the See-Saw App that we use photographs to highlight the progress pupils are making in the class and sent these to their parents so alongside their children's reports they get a fuller picture of their child's progress.

Q: *Is there a greater analysis of spending on the school website?*

	<p>A: The PP report is on the website and we identify specific barriers such as attendance that the PP is used to address and raise outcomes and increase progress and we can show this down to anonymised individual pupil level.</p> <p>Q: <i>Do we have any armed services pupils in our PP pupils?</i> A: No, they are all FSM or LAC pupils.</p> <p>Q: <i>How do we value for money (VFM) for the extra funding we receive and spend on the PP pupils?</i> A: If we remove the interventions that the funding supports these pupils would not make the progress they are currently. We measure from their starting points and can show accelerated progress.</p> <p>Q: <i>How does the FSM eligibility compare to the take up and could we help to increase it?</i> A: We have not raised this with parents recently and so will raise it again to encourage those who are eligible to claim. We will stress the link to the funding for the school so they are aware their children benefit in school if they claim it.</p>
8	<p>Q: <i>Is there a calm atmosphere in Chatsworth Futures? How do they record behaviour?</i> A: There is some very good behaviour management being practiced and there were no incidents during the recent Ofsted visit. Incident books are monitored for incidents and if a pattern develops a multi-disciplinary meeting is called. Each student has an individual plan. Each room has its own book and all incidents are analysed on a spreadsheet. There is an intention to use Data Bridge to record this in the future.</p> <p>Q: <i>Is there an inconsistency to the approach to incidents? Is this a fair assessment?</i> A: Yes that is a fair judgement. There are four classes and each are doing some good work and all have different areas to improve. The AHT is working on all of those areas to get a consistency of approach.</p> <p>Q: <i>Are there many Restrictive Physical Interventions (RPIs)?</i> A: There have been no RPIs recently. There was one very challenging young person where RPIs had been used but they have not had to be used for 18 months due to the use of seclusion. This young person uses the seclusion room to self-manage their behaviour and this has worked well.</p> <p>Q: <i>Do RPIs on adults have to be reported?</i> A: We have not been asked to report on this but we would welcome it for transparency and accountability.</p> <p>Q: <i>Have there been any fixed term exclusions during this period?</i> A: No.</p>