



## ARC Minutes

**Date:** Tuesday 8<sup>th</sup> November 2016

**Venue:** Colchester Academy

**Time:** 9.00am

**Attendees:**

<b>ARC Group Members</b>	<b>Role</b>
<b>Richard Bassett (RBA)</b>	<b>Independent Chair of ARC</b>
<b>Simon Evans (SEV)</b>	<b>Project Director</b>
<b>Mary McKeeman (MMC)</b>	<b>Director of School Improvement,</b>
<b>Nigel Shaddick (NSH)</b>	<b>Attendance and Safeguarding</b>
<b>Regional Group Members</b>	
<b>Martin Dale (MDA)</b>	<b>Principal, Fowey River Academy</b>
<b>Clerk</b>	
<b>Julie Isahak</b>	<b>Clerks Associates</b>

Nb: Questions recorded (**in bold**). Responses (*in italics*)

PART	DETAILS	ACTION
	The order of the agenda was changed at the Chair's request.	
<b>1</b>	<b>Safeguarding</b>	
1.1	<p><b>MMC Questioned</b></p> <ul style="list-style-type: none"> <li><b>When was the last safeguarding audit, what actions came from it and how confident are you around safeguarding practices?</b></li> </ul> <p><i>The last full audit was led by Andrew Fell last year before he left. We went through files and systems and I'm happy that we are compliant. Our safeguarding Team met last night, procedures are fit for purpose</i></p>	
1.2	<p><b>RBA Questioned:</b></p> <ul style="list-style-type: none"> <li><b>Are all of the policies on the website up-to-date?</b></li> </ul> <p><i>Yes, we are compliant</i></p>	
1.3	<u>ACTION</u> – Anne-Marie Winter to check the policies and ensure that the Safeguarding doc is the most recent and up-to-date	
1.4	<p><b>RBA Questioned:</b></p> <ul style="list-style-type: none"> <li><b>When was the Single Central Record (SRC) last checked?</b></li> </ul>	



	<p><i>It was checked 2 months ago. A reminder was received before half term that it needs checking again</i></p> <ul style="list-style-type: none"> <li>• <b>Are all new starters in the last 2 months on the SCR?</b> Yes. The local authority (LA) has also been in to check the SCR</li> <li>• <b>Is there an email trail with the LA to say that everything is ok?</b> <i>yes, there is evidence of this</i></li> <li>• <b>what actions are needed from the Trust?</b> <i>An audit is needed, I do not have complete confidence in the Trust audit, this is the reason why we went to the LA</i></li> <li>• <b>We will ask similar questions over the next 3 days and then address outside of the ARC if it is raised by other schools in the Trust</b></li> </ul>	
2	<b>Attendance</b>	
2.1	<p><b>MMC Questioned</b></p> <ul style="list-style-type: none"> <li>• <b>What improvements have been made to attendance? How are you monitoring it this term and what actions have been taken?</b> <i>Programmes and checks are now in place. We have a new Attendance Officer who makes phone calls home. Our Child Protection Team has been strengthened and we now have 8 CP officers. Each officer has 2 students who they monitor, including the students' attendance provision and progress</i></li> </ul>	
2.2	<p><b>RBA Questioned:</b></p> <ul style="list-style-type: none"> <li>• <b>How many students are on Alternative Provision?</b> <i>three through the LA provider, Acorn Academy (AA)</i></li> <li>• <b>Is there paperwork re: AA's safeguarding audit?</b> <i>we have letters of assurance</i></li> <li>• <b>Have members of Fowey staff should be visiting AA to check on the facility and asking about the safeguarding procedures on site?</b> <i>we are happy with AA, we have regular contact with them</i></li> </ul>	
2.3	<p><b>RBA Questioned:</b></p> <ul style="list-style-type: none"> <li>• <b>Whole school year-to-date attendance is currently 94.72%, could you talk us through this</b> <i>It is now 94.75%. There have been changes with attendance admin personnel and new processes are now in place. We were 94% at the same time last year. We are working with NS and processes are much more improved</i></li> </ul>	
2.4	<p><b>RBA Questioned:</b></p> <ul style="list-style-type: none"> <li>• <b>When is your next inspection due?</b> <i>Any time now</i></li> </ul>	
2.5	<p><b>RBA Questioned:</b></p> <ul style="list-style-type: none"> <li>• <b>Your PA figure is currently 7.3% compared to 12.1% at the same time last year</b> <i>This will improve once issues have been resolved with some students</i></li> </ul>	

	<ul style="list-style-type: none"> <li><b>You should look at the top 10 - 20 pupils in the next 3 - 4 weeks and this should have an impact</b> <i>We went through all of the year groups yesterday and parents have been invited in for meetings</i></li> </ul>	
2.6	<b>SEV questioned:</b> <ul style="list-style-type: none"> <li><b>Year 9 Pupil premium is 88.9%, do you know why?</b> <i>One of the students in Alternative provision and this is effecting the figures. Clarification is needed on dual registration</i></li> </ul>	
2.7	<b>RBA Questioned:</b> <ul style="list-style-type: none"> <li><b>When comparing year 8 attendance for this year, you should be looking at last year's year 7 for comparison as this is the same cohort. We need to be comparing cohort as opposed to year group</b> <i>The data for last year is flawed, that member of staff has now left</i></li> </ul>	
<b>3</b>	<b>Behaviour</b>	
3.1	<b>RBA Questioned:</b> <ul style="list-style-type: none"> <li><b>Could you please give an update on Permanent Exclusion (PE) and Fixed Term Exclusion (FTE) data for this year and a comparison</b> <i>7 students have been Fix Term Excluded this year, one student in particular is causing problems. The Permenent Exclusion Panel met yesterday and upheld the decision to Permanent Exclude. There is one Permanent Exclusion pending</i></li> <li><b>What were the events for the FTEs, there have been 13 incidents so far this year (last year there were 167.5 sessions)?</b> <i>There is now an alternative provision inside the school so we can manage it in house</i></li> </ul>	
	<b>RBA Questioned:</b> <ul style="list-style-type: none"> <li><b>Please talk about behaviour in lessons and behaviour for learning</b> <i>Challenge partners reviewed behaviour last week. Behaviour for learning was judged good</i></li> <li><b>Is there any evidence of this?</b> <i>Yes</i></li> </ul>	
<b>4</b>	<b>Staffing update – gaps and performance</b>	
4.1	The following points were highlighted: <ul style="list-style-type: none"> <li>The staff overview from the last RIG indicates that teaching staff is light, to the tune of six teachers.</li> <li>There is a fairly large Senior Leadership Team (SLT) suggesting that their load must be quite high, to cover the curriculum</li> <li>It is noticeable that finance was tight last year.</li> </ul>	

4.2	<p><b>RBA Questioned</b></p> <ul style="list-style-type: none"> <li>• <b>Are you light on teachers because of finance or because you are moving from one type of staff to another?</b> <ul style="list-style-type: none"> <li>– <i>It is a combination; we were restricted last year but have maintained a broad and balanced curriculum. It does mean some fairly large group sizes and there is not as much intervention as may be necessary.</i></li> <li>– <i>In terms of model and ratio; we have had to include a period per week of cover, in the class allocation, as there is not enough capacity for cover; this distorts the ratio slightly.</i></li> <li>– <i>The Academy has one person doing what three different people would be doing in another school.</i></li> <li>– <i>Staffing is tight but there are no vacancies.</i></li> </ul> </li> </ul>	
4.3	<p><b>ACTION</b> – MMC and MDA to meet to discuss staffing in terms of budget. MDA to forward percentage staff costs against budget.</p>	<b>MMC/MDA</b>
4.4	<p>Questions:</p> <ul style="list-style-type: none"> <li>• <b>Where are you on staff absence?</b> <i>This has improved; in September 2015, the figure was just short of 8% of staff having a day off. This decreased to 2% in September 2016.</i></li> <li>• <b>Is this because you have been strict on return to work interviews or is it your leadership style?</b> <i>It was a staff issue.</i></li> <li>• <b>Are there currently any formal capability procedures or support packages?</b> <i>No but there is some coaching being undertaken. Some processes need to be sharpened up.</i></li> <li>• <b>Do you consider that the Trust is supporting you in tackling staff absence?</b> <i>Yes, but the Academy has been guided by the local Council's policy; there are trigger points; return to work interviews and a very clear managed process.</i></li> </ul>	
4.5	<p><b>ACTIONS/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Send thank you letters to staff and students with good attendance.</li> <li>• MDA to support schools across the Trust to share success in this area.</li> <li>• RBA to assist in reviewing Staff Absence Policy</li> </ul>	<p><b>MDA</b></p> <p><b>MDA</b></p> <p><b>RBA</b></p>
4.6	<p>Questions:</p> <ul style="list-style-type: none"> <li>• <b>You state that learning overall is good; does this mean that learning is better than overall teaching?</b> <i>Yes, we are trying to support learners; some of the success has been students teaching themselves and being independent learners, rather than how they have been taught.</i></li> </ul>	

	<ul style="list-style-type: none"> <li><b>Good or better teaching stands at 63%; this is a much better position than 12 months ago; is this cross referenced against book scrutiny, progress in lessons and the picture from last year or is it just based on performance management and formal review?</b> <i>The figure is triangulated with data, book scrutinies, faculty by faculty, and good marking practice in line with the new Academy policy.</i></li> <li><b>Where are you with core subject areas in terms of staffing and ability?</b> <i>Teaching is either 'Good' or 'Requires Improvement'. The national teaching shortage has impacted this, affecting <u>rapid</u> progress. Students are making <u>sufficient</u> progress.</i></li> </ul>	
4.7	<p>Work is being done with subject leaders to redefine the curriculum. A member of SLT is linked to each faculty area and holds the same performance management target as the Head of Faculty.</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li><i>A maths teacher is about to go on maternity leave; an Assistant Principal, who is a maths specialist will take over, enabling a good opportunity to rethink the curriculum.</i></li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li><i>Progress is more of an issue in English than in maths due to the level at which pupils enter the school.</i></li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li><i>Historically science looks good but progress-wise, students have got Ds and Bs where they should have got As and A*s. The intention is to put a lot of support into science over the coming months.</i></li> </ul>	
4.8	<p>RBA advised: If you have good middle leaders and other staff with good subject knowledge, you can rely on your SLT to oversee leadership qualities in middle leaders</p>	
<b>5</b>	<b>Finance</b>	
5.1	<p>Questions:</p> <ul style="list-style-type: none"> <li><b>Where are you at the moment?</b> <i>We are on course for a balanced budget but have a difficult three years ahead in which £230k has to be paid back to the Trust. This will be a year of stabilizing rather than innovation. In terms of raising standards; it will be difficult but we continue to work towards this.</i></li> <li><b>Do you have an intervention pot planned for later in the year that can be directed at subjects if required?</b> <i>The year is mapped out and includes these initiatives.</i></li> </ul>	
5.2	<p>MDA confirmed that there has been a restructure of both teaching staff and educational support staff.</p>	
<b>6</b>	<b>2016 Data</b>	

6.1	MDA explained that in terms of context, a current Progress 8 score of -0.22 places the Academy in the bottom quintile. Local competitors are either equal or below floor standards. The Academy is not in a healthy position but is better than some of its competitors.	
6.2	RBA commented that Ofsted would wish to see a trajectory moving in the right direction.	
6.3	MDA explained that targets would be redefined on the advice of recent meetings with Challenge Partners.	
6.4	<b>ACTION</b> – MDA to prepare new targets for the Trust. Deadline 15.11.16	<b>MDA</b>
6.5	RBA said that it would be useful to see progress against targets with the most rent data drop. MDA explained that these would be updated on the basis of the current week's mock exam results, which will be entered onto the system. He explained that the system is reliant on staff giving fine grades and also reliant on his confidence of them doing so.	
6.6	RBA stressed the importance of having an indication that the Progress 8 figure for the current year would be an improvement on the previous year.	
6.7	<b>ACTION</b> – Key Performance Indicators for Year 11 to be circulated and tested. Deadline 21.11.16. Some schools are currently doing this slightly differently and some clarity is required.	<b>RBA/MMC</b>
6.8	MDA explained that 93% of Year 11 students are currently following the EBacc curriculum however this is not an entirely appropriate curriculum and work is to be done over the course of the next week to potentially remove the weight of some subject areas, with a view to securing improved Progress 8 scores. This will alter targets significantly.	
6.9	Noted that there is concern regarding progress within the disadvantaged cohort, between boys/girls and indeed areas of concern in all but middle ability.	
6.10	MDA gave an update on work done with Challenge Partners, with areas of support and advise positively received in terms of; <ul style="list-style-type: none"> <li>• Relationship</li> <li>• Behaviour</li> <li>• Strategic SLT</li> <li>• Ethos</li> <li>• Expectations</li> <li>• Consistency of ensuring policies are fully understood, used and enacted.</li> </ul> He also stressed his interest in the philosophy of a mastery curriculum in response to life without levels but explained that there is a need to be very clear how this is articulated to an external audience. There must be flexibility in terms of local need and careers as well as consistency.	
6.11	<b>ACTION:</b> MMC to ensure this is raised at the Principals' meeting (November 2016) and picked up across all Trust schools.	<b>MMC</b>

6.12	The overall grading on the school's Self Evaluation Form (SEF) is 3. Confirmed that the Challenge Partner concurred exactly with MDA's judgment. RBA agreed that the SEF is about the right length but it needs to be tweaked with up to date quantifiables.	<b>MDA</b>
6.13	Comments on the SEF as follows: <ul style="list-style-type: none"> <li>Managers at middle and senior level need to be collecting good data. There is some nudging towards 'Good' but not enough of it.</li> <li>There is not enough evidence of impact in certain areas. A SWOT analysis has now been prepared to support the Academy Development Plan (ADP).</li> <li>The collection of quantitative data is now being driven forward.</li> </ul>	
6.14	MMC questioned: <ul style="list-style-type: none"> <li><b>In terms of time-scales, where would you see judgments of '3' moving to a '2'?</b> <i>If Ofsted were to come in 12 months' time, the Academy could likely achieve a 'Good' for Teaching and Learning and also Leadership and Management. I would also hope to have made an impact on data. Currently though there is a strong argument that data is a 'weak 3'.</i></li> </ul>	
6.15	<b>MDA was asked to evaluate how well the Academy is doing in terms of Pupil Premium planning and spending.</b> <ul style="list-style-type: none"> <li><i>I inherited a PP plan when joining the Academy and have tried to evidence where there has been impact; this is difficult though and it is best to say that results have stabilized. Money has not necessarily been spent in the right areas. All members of SLT and all TLR holders are now each leading on a project for the duration of the current academic year, with responsibilities for improving PP results in English, maths and science. These are Performance Management targets.</i></li> </ul>	
6.16	SEV commented that he has developed a PP Trust level triangulation document which has been shared via the Bulletin. It tries to tie PP work back to the work of the Sutton Trust and Work Endowment Fund with regards the sort of impact interventions might have.	
6.17	MDA agreed that this is helpful but owing to the restructure undergone by the Academy he has to retrospectively fit a model backwards rather than moving PP forwards.	
<b>7</b>	<b>RIG Information and Academy and Trust actions to support identified actions</b>	
7.1	MDA commented that the ARC process would suit the Academy better if it could fall one week later.	
7.2	RBA explained that it is an evolving process which is likely to be different at the end of the year to how it is now	
	Date of next meeting <ul style="list-style-type: none"> <li>10<sup>th</sup> January 2017</li> </ul>	

	Fowey, Cornwall.	
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