



Standards and Accountability Committee of the City of London Academies Trust

Date: THURSDAY, 12 NOVEMBER 2020

Time: 9.00 am

Venue: <https://youtu.be/spujduM-vMg>

Members: Tijds Broeke
Edward Benzecry
Roy Blackwell
Caroline Haines
Deputy Edward Lord

Enquiries: Fae Brennan
Fae.Brennan@cityoflondon.gov.uk

John Barradell
Town Clerk and Chief Executive

AGENDA

Public Items

1. **ELECTION OF CHAIRMAN**

For Decision

2. **APOLOGIES**

3. **DECLARATIONS**

4. **TERMS OF REFERENCE**

For Information
(Pages 1 - 2)

5. **MINUTES**

To agree the public minutes of the meeting held on 30th April 2020.

For Decision
(Pages 3 - 4)

6. **OUTSTANDING ACTIONS**

Report of the Clerk

For Information
(Pages 5 - 6)

7. **RECOVERY CURRICULUM AND REMOTE LEARNING OVERVIEW**

Report of the Chief Standards Officer

For Information
(Pages 7 - 12)

8. **QUESTIONS**

9. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

10. **EXCLUSION OF THE PUBLIC**

MOTION – That the public be excluded for the remaining items of business as they are likely to involve discussion on matters deemed commercially sensitive to the City of London Academies Trust.

For Decision

Non-Public Items

11. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 30th April 2020

For Decision
(Pages 13 - 18)

12. **OUTSTANDING ACTIONS**
Report of the Clerk.

For Information
(Pages 19 - 20)

13. **COLAT APPRENTICESHIP ACADEMY**
Report of the Chief Executive Officer

For Decision
(Pages 21 - 42)

14. **ACADEMIES AT A GLANCE**
Report of the Chief Executive Officer

For Information
(Pages 43 - 46)

15. **SCRUTINY MEETINGS - LINES OF ENQUIRY**
Report of the Chief Executive Officer

For Information
(Pages 47 - 60)

16. **COLAT EMERGING SIXTH FORM STRATEGY**
Report of the Chief Executive Officer

For Decision
(Pages 61 - 66)

17. **NON-PUBLIC QUESTIONS**

18. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT THAT THE COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED.**

Confidential Items - Circulated Separately

19. **CONFIDENTIAL MINUTES**
To agree the confidential minutes of the meeting held on 30th April 2020.

For Decision

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Draft - STANDARDS AND ACCOUNTABILITY COMMITTEE TERMS OF REFERENCE

Composition

The Standards and Accountability Committee will consist of the following members;

- MAT Chairman
- Chief Executive Officer
- MAT Director
- MAT Director
- MAT Director
- Chief Operations Officer
- Clerk

Frequency of Meetings and Outline Proceedings

- The Committee will meet at least three times each year
- November – Outcomes, targets and action planning scrutiny meetings + Safeguarding
- Spring – Leadership Perf Review + Self Evaluation Reports (Secondary) + Safeguarding
- Summer – Predicted Outcomes - Self Evaluation Reports (Primary)

...and at such other time as the Chair of the Committee shall deem to be appropriate. Unless otherwise agreed by all members of the Committee, notice of meetings, confirmation the venue, time and date together with an agenda and all relevant papers, should normally be circulated to each member at least five working days prior to the date of the meeting. The quorum for meetings of the Committee shall be 3 committee members.

Reporting

The Clerk shall minute the proceedings and resolutions of the Committee. Minutes of Committee meetings shall be circulated promptly to all members of the Committee for approval.

Purpose

The Committee's role is one of oversight. It is tasked with reviewing the provision, standards, governance and leadership performance of all CoLAT academies. It will provide a performance profile to the Trust Board and agree/monitor the effectiveness of interventions to support relative under- performance.

The Committee shall make whatever recommendations to the Board that it deems appropriate within the context of its terms of reference to assist the decision making of the governing body/board of directors by enabling more detailed consideration to be given to the best means of fulfilling the Governing Body's responsibility to ensure a strategic and systematic approach to promoting high standards of educational achievement.

Major issues will be referred to the full governing body for ratification.

Draft - STANDARDS AND ACCOUNTABILITY COMMITTEE TERMS OF REFERENCE

Objectives

Subject to the requirements of current legislation and the policies adopted under the Funding Agreement, the committee is authorised:

1. To hold individual academies to account for their academic outcomes
This will be achieved by:
 - Scrutiny of academy examination/test results, progress and other key performance indicators using international, national, local and Trust benchmarks for achievement
 - Periodic reviews of the performance of academy leadership including governance
 - Review of Academy Self Evaluation reports
 - Reports from the CEO and COO on school monitoring visits
 - Receiving regular updates on predicted grades v targets
2. To identify and manage risk associated with the under-performance of an Academy
This will be achieved by:
 - Identifying Academy deficits against Outstanding OFSTED Criteria and Trust benchmarks
 - Challenging, reviewing and monitoring LGB/Academy improvement to Outstanding plans
 - Where necessary recommending direct leadership intervention direction and/or support
3. Monitoring the adherence to/compliance with statutory requirements
4. Monitoring the adherence to/compliance with agreed Trust policies
5. To contribute to the formulation of the Trust Development Plan, through the consideration of curricular priorities and proposals, in consultation with the CEO, within the stated and agreed vision, aims and objectives of the Trust.
6. To monitor and review the implementation of the Trust Development Plan including any associated strategic staff and governor training programmes
7. To monitor and keep under review the Trust policy on health and safety particularly in relation to educational visits and other out -of-school trips.
8. To consider and recommend strategies for the development and maintenance of strong Academy parent, community and commercial links and monitor and review progress.

Authority

The Committee has the authority to conduct or authorise investigations into any matters within its scope of responsibility. It is empowered to:

- a) investigate any activity within its terms of reference
- b) seek any information that it requires from any employee and all employees are directed to cooperate with any requests made by the committee
- c) obtain outside legal or independent professional advice and such advisors may attend meetings as necessary

STANDARDS AND ACCOUNTABILITY COMMITTEE OF THE CITY OF LONDON
ACADEMIES TRUST

Thursday, 30 April 2020

Minutes of the meeting of the Standards and Accountability Committee of the City of London Academies Trust held via Microsoft Teams at 9.00 am

Present

Members:

Tijs Broeke (Chair)
Edward Benzecry
Roy Blackwell

Ann Holmes
Andrew McMurtrie

Officers:

Mark Emmerson
Natalie Williams

- Chief Executive Officer
- Clerk

1. APOLOGIES

No apologies were noted.

2. DECLARATIONS

There were no declarations.

3. MINUTES

RESOLVED, that the minutes of the meeting held on 6 February 2020 be approved as a correct record.

4. OUTSTANDING ACTIONS

Trustees considered a report of the Clerk regarding outstanding actions arising from previous meetings.

RESOLVED, that the report be noted.

5. QUESTIONS

There were no questions.

6. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

There was no other business.

7. EXCLUSION OF THE PUBLIC

RESOLVED, that the public be excluded from the following items of business.

8. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting held on 6 February 2020 be approved as a correct record.

9. OUTSTANDING ACTIONS

Trustees considered a report of the Clerk regarding outstanding actions arising from previous meetings.

10. **COVID-19 UPDATE**
Trustees considered a report of the Chief Executive Officer presenting an update on COVID-19.
11. **LEADERSHIP PERFORMANCE REVIEW - ANNUAL REPORT**
Trustees heard the annual leadership performance report from the Chief Executive Officer.
12. **STRATEGIC PLAN REVIEW 2020-24**
Trustees considered a report of the Chief Executive Officer providing an update on the Strategic Plan Review 2020-24.
13. **PARENT, COMMUNITY AND COMMERCIAL LINKS SURVEY 2020**
Trustees considered a report of the Chief Executive Officer presenting the Findings of the Parent, Community and Commercial Links Survey 2020.
14. **ACADEMIES AT A GLANCE - ACADEMIES SUMMARY**
Trustees considered a report of the Chief Executive Officer presenting the Academies at a Glance summary.
15. **PRE-APPRENTICESHIP PROGRAMME PROPOSAL - NEXT STEPS**
Trustees considered a report of the Chief Executive Officer providing an update on the Pre-Apprenticeship Programme proposal.
16. **EXCLUSIONS MONITORING SPRING 2020**
Trustees considered a report of the Chief Executive Officer presenting information on exclusions monitoring for the Spring 2020 term.
17. **NON-PUBLIC QUESTIONS**
There was one non-public question.
18. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT THAT THE COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED.**
There was no urgent business.
19. **CONFIDENTIAL MINUTES**
RESOLVED, that the confidential minutes of the meeting held on 6 February 2020 be approved as a correct record.
20. **HR UPDATE**
Trustees considered a confidential HR update.

The meeting closed at 10.10 am

Chair

Contact Officer: Natalie.Williams@cityoflondon.gov.uk

CITY OF LONDON ACADEMIES TRUST
Standards and Accountability Committee – Outstanding Actions

Action Number	Date	Action	Responsible Officer	Progress Update
2/20/SA	6 February 2020	<ul style="list-style-type: none"> Trustees to be consulted on key aspects of the draft City of London Academies Trust Strategic Plan 2020-2024, including the timeline and stakeholder engagement proposals. 	CEO	In progress.
3/20/SA	6 February 2020	<ul style="list-style-type: none"> The City of London Academies Trust Strategic Plan 2020-2024 to include a review of the Trust's Sponsorship Agreement to ensure it is able to meet the evolving needs of the Trust and Sponsor. 	CEO	Requested for inclusion.
4/20/SA	6 February 2020	<ul style="list-style-type: none"> The Education Board be requested to consider a report outlining work being undertaken to develop the City of London Academies Trust Strategic Plan 2020-2024 at its meeting on 21 May 2020 	CEO	Completed – Due to the COVID-19 pandemic this consultation was undertaken via e-mail circulation.
5/20/SA	6 February 2020	<ul style="list-style-type: none"> A request be made for the roles and responsibilities of the Board of Trustees and the Education Board to be clarified as part of the Corporation of London's wider governance review, as well in the context of the Tomlinson Review. 	Clerk	Completed - Request made to Principal Members Services & Committee Manager.

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Agenda Item 7

Committee(s): Standards and Accountability Committee	Date(s): 12 th November 2020
Subject: Recovery Curriculum and Remote Learning Overview	Public
Report of: Clare Verga, CSO	For Information
Summary	
<p>All CoLAT schools have been engaged in assessing the learning gaps created by the enforced closure of schools. In addition they have been responding to the minimum remote learning expectations set out in the recent paper and approved at the trustee meeting and CoLAT heads forum. That has been superseded by a government directive that all remote learning must follow the school curriculum in terms of subject coverage, depth and challenge and employ effective remote learning practice. That became a statutory responsibility from October 22nd 2020.</p> <p>This report provides an overview of CoLAT schools response to these two important areas of work which will have a direct impact on the learning outcomes and well being of all of the young people in our schools.</p>	
Recommendation(s)	
<p>Trustees are asked to:</p> <ul style="list-style-type: none"> • note and discuss implications of the report and possible and next steps 	

Current Position

Academy	Recovery Curriculum	Remote Learning
All Primaries	<ul style="list-style-type: none"> • Children have been undergoing baseline assessments this half term. • A common assessment framework is being developed using the support of MOSSPAM • Gaps in learning have been highlighted and accelerated programmes of intervention are being devised to address these gaps. 	<ul style="list-style-type: none"> • Live lessons are less effective for primary age children as access to remote learning is largely with adult supervision. • Parents are not always able to access live streams at the times they need to • Teachers are using google classroom to provide the same learning experiences as children would have in the 'real' classroom • On line resources, videos and recordings of class teachers are being posted to provide a varied learning experience. • Phone calls, zoom calls and email exchanges with parents are being used to monitor engagement
CoLPAI	<ul style="list-style-type: none"> • Of major concern has been the lack of phonics teaching in EYFS and year 1 which is critical to the development of reading fluency and overall achievement 	
Galleywall Primary	<ul style="list-style-type: none"> • Galleywall have focussed on childrens re-engagement and learning skills which some have not developed as well in over lockdown 	
Redriff Primary	<ul style="list-style-type: none"> • Redriff continue to focus on key stage 2 reading and the work of the maths Hub to ensure that y5 and 6 quickly re-gain any lost learning over the last few months 	

Shoreditch Park	<ul style="list-style-type: none"> • Curriculum maps have been streamlined, crucial for covering knowledge gaps before the new year. There is a focus on recall and retention on all curriculums, recapping knowledge from previous years. • Utilising quizzes has been a good way to prevent skill loss and acts as practice for the online platform. • In the classroom, the seating plan has been maximised. With low achieving students at the front, behaviour has been improved. 	<ul style="list-style-type: none"> • Dedicated remote learning manager to monitor student engagement online • Classes are now synched such that teachers can teach live lessons as timetabled for students to attend • Subject leaders uploading resources for classroom as well as a 5-minute video of each subject for each year group to cover key concepts • Isolating students have a welcome guide and a guide for parents. CPI to share with FBR and CVE for circulating with minutes.
Hackney	<ul style="list-style-type: none"> • Met with subject leads to ensure the recovery curriculum is delivered. Assessment is informing teaching to affect improvement. • The key question for teachers is how and why are we teaching this currently? • Y11 focus is to have lots of examination papers. School has engaged parents on how to support students for assessments. • Conducted Y7 writing project (baseline assessment). All assessments judged by different teachers, to identify issues with writing, which is historically a key barrier for progress in our school. 	<ul style="list-style-type: none"> • We use Google Classroom - all students have access to this. • All students in year 11, 12 and 13 have been given laptops/tablets and those that need them have been given dongles. We are completing an audit of students in years 7-10 who have difficulty accessing online learning. Any student who does not have access has been given/will be given a device and/or dongle. DFE are offering us a further 270 devices. • Staff deliver live lessons as per timetables via Google Meet if students are self-isolating as Google Classroom is synched with SIMs, so that students are automatically invited to each lesson. • Staff also upload key documents (resources; revision booklets; PowerPoints)
Southwark	<ul style="list-style-type: none"> • Curriculum rewrite last year to counter COVID disruption. Focus on compulsory additional intervention for Y11 and the national tutoring programme. • Teachers reminded of the principles of effective teaching 	<ul style="list-style-type: none"> • Everything taught through Google Meet and Google Classroom. In this way we can best track engagement, attendance and the submission on work for students self-isolating. • In line with the updated Government advice and expectations for cohort/s sent home to self-isolate, all students are now able to call directly into the live lessons, which are happening and join in virtually.

Highbury Grove	<ul style="list-style-type: none"> • Strategic reallocation of teachers to most critical groups. Adjustments to curriculum maps for KS3 then looking at how knowledge gaps can be plugged in the new schemes of work • Ongoing review into how to integrate online platforms to support in classroom teaching 	<ul style="list-style-type: none"> • Use of Goggle classroom. Each lesson begins with up to 15-minute teacher input. • Opportunities for live feedback within the lesson also available. • Student remote learning guides to set up a folder for all remote learning work is submitted each day for assessment. • Music tuition one to one virtually for peripatetic lessons • TAs offering one to one online sessions for those identified on the SEND register to ensure entitlement still met • Work packs created using PiXL materials for those without device/internet access
Islington	<ul style="list-style-type: none"> • Relaunch of principles of learning to instil confidence in the classroom. Pedagogy had evolved to responsive teaching, informing which actions to take and adapting the curriculum • Visualisers have been highly effective to support delivery 'from the front' 	<ul style="list-style-type: none"> • Live input of at least 20 mins from staff at the start of each of their remote lessons took place during lockdown and now takes place for any cohorts sent home to self-isolate: i.e. our current year 9 via Google Classroom • Weekly quizzes are in place for all year groups, as this increases student interaction; and student rewards are used to motivate students.
Highgate Hill	<ul style="list-style-type: none"> • Heads of dept meeting discuss the curriculum and how to bridge gaps over summer. • Every night after school there is intervention for students including Saturday intervention for English and Maths. • Currently conducting baseline assessments to inform and address gaps across all years. • Fully integrated Google classroom used for homework and live lessons where necessary. 	<ul style="list-style-type: none"> • Used Google classroom during first lockdown, SIMS linked with Google • Expectation that students receive live lessons and not recorded lessons. • Key to ensuring consistency of learning online is monitoring engagement
Newham Collegiate Sixth Form	<ul style="list-style-type: none"> • Students were taught using Microsoft Teams throughout lockdown and therefore they did not miss any learning or lesson time. As such, adjustments to schemes of work have not been necessary. • Following early assessment, our key marginal students attend intervention classes. These commenced in September and are delivered every week. 	<ul style="list-style-type: none"> • Students were taught by their teachers over Microsoft Teams during lockdown and had end of year assessments as normal and re-sits. • Students who were struggling during lockdown had intervention over Microsoft Teams during lock down and following End of Year Assessments.

		<ul style="list-style-type: none">• All students have iPads, so they get immediate access to taught lessons if they are self-isolating due to COVID19• Classes are now synched such that teachers can teach live lessons as timetabled for students to attend.
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Recommendation

Trustees are asked to:

- note and discuss implications of the report and possible and next steps

Appendices

- Appendix 1 – CoLAT Remote Learning Expectations

Clare Verga

CSO, City of London Academies Trust

E: clare.verga@cityoflondon.gov.uk

Appendix 1 – CoLAT Remote Learning Expectations

All CoLAT schools will...

1. Use google classroom as the principal learning platform
2. Ensure that remote learning follows the prescribed curriculum content maps
3. Provide opportunities for interactions (of up to 15 minutes) with every student every school day in every class, based on live feed instruction, virtual assemblies or telephone calls.

All CoLAT Primary Schools will...

1. Provide a suggested weekly timetable for families that reflects the expectations of time required for each subject
2. Ensure that every class teacher communicates the learning expectations to their class at a prescribed time at the start of each day via a recorded session or live video.

Interaction is monitored via google classroom. Admin team to follow up non-attendance with a phone call.

3. Ensure that every class teacher has a feedback and problem-solving session via email, phone calls or live sessions sometime during the afternoon of each day to monitor work and support children with extra advice where necessary.
4. Review and give feedback on every child's English and mathematics work at least once a week.

All CoLAT Secondary Schools will...

1. Provide a revised timetable that provides for longer periods ascribed to each subject. For example, this might simply be a case of reverting to a two-week timetable model for remote learning.
2. Ensure that every subject teacher follows this timetable and starts every lesson with a live lesson feed of at least 15 mins to check attendance, set up the work for the class and address any concerns or misconceptions. (Classes could be combined if they are blocked on the remote learning timetable).
3. Review and give feedback on every child's work in line with the marking policy of the school.

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