

Supporting schools during the pandemic – a MAT perspective

Andrew Daly

CMAT | Cambridge Meridian
Academies Trust



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Academies Trust

Delivering
high quality,
dynamic
education

The Power of Collaboration

Cambridge Meridian Academies Trust

<https://www.cmatrust.co.uk/about-us/cmat-10-a-decade-of-achievement/10-stories/>

Andy Daly
Executive Principal

CMAT | Cambridge Meridian
Academies Trust



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning

High quality education at the heart of the local community

Our Values



Pursuit
of Excellence



Value
our People



High Quality
Learning
Environment



Achievement
for all



Extending the
Boundaries
of Learning

Every Child

Successful learner
Confident Individual

Responsible and employable citizen

Child
&
School

Every school

Hub for community activities
Centre for extended services
Source of immense pride

Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful, confident and responsible for the pursuit of lifelong learning

Our Pledges



Participation



Leadership



Excellence



Diversity



Giving



Environmental



Service



WHAT CMAT DOES TO MAKE SCHOOLS GREAT

Vision: High-quality educational provision for all at the heart of local communities



Mission

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual, and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders



“How much stronger will we be...

If everyone knew what everyone knows...”

Leadership at all levels



Parameters can be liberating...






“When forced to work within a strict framework the imagination is taxed to its utmost – and will produce its richest ideas. Given total freedom the work is likely to sprawl.”

—T.S. Eliot



CMAT Curriculum Statement

Our Values and the Curriculum:

| | |
|--|---|
|  The Pursuit of Excellence | <ul style="list-style-type: none">• An academically rigorous curriculum that stretches and challenges all students and develops aspiration |
|  Valuing People | <ul style="list-style-type: none">• A curriculum that is flexible enough to meet the needs of every individual learner |
|  Achievement For All | <ul style="list-style-type: none">• A curriculum that supports all students to maximise their potential in public examinations |
|  High-Quality Learning Environment | <ul style="list-style-type: none">• Through the curriculum developing a lifelong love of learning and the necessary skills to be a resilient, confident and independent learner |
|  Extends the Boundaries of Learning | <ul style="list-style-type: none">• Providing a breadth of experience through the curriculum and beyond including an entitlement for all students to educational visits and other activities that enhance and extend the curriculum, including providing a range of opportunities for spiritual, moral, social and cultural (SMSC) education that instil the values of the trust and society more widely. |



Key Mission

One key thing to note is that our traditional mission and aims as a trust have effectively been suspended for this period. Our key mission and aims from Monday are:

- To care for the most vulnerable within our school communities
- To enable key workers to support our wider community through this challenge
- To keep safe and follow the advice/guidance on how best to contain the impact of the virus



5 Phases

- **Phase 1** – Managing change, adjusting to staff and students being at home, focusing on key new mission of childcare and protecting the vulnerable, short timeframe – 2 weeks
- **Phase 2** – What would have been Easter Holiday – ensuring colleagues switch off for a period whilst balancing need to scale up support at very short notice if needed. Providing options for parents and students to help fill time at home. Short timeframe – 2 weeks, could be longer if a crisis emerges.
- **Phase 3** – Indefinite timeframe 6-12 weeks+ or possibly shorter. Online working for most with delivery of key mission still a focus. Will need to include delivery of new content.
- **Phase 4** – Re-introduction to school – expectations, routines, assessment of what learning has taken place and what the gaps are. Probably 2-4 weeks.
- **Phase 5** – Longer term curriculum review and ongoing assessment to ensure all gaps are picked up.
- *What happens if we have to do this again in the future – what have we learnt – what would we do differently?*



Phase 3 Questions

- Response to Academic mentoring – ensuring every student has some form of personal contact at least weekly / fortnightly?
- How do we systematically identify those students who have not engaged and what the barriers are for those individuals? Ask this directly to students and then act on what we learn.
- Curriculum coverage – what is realistic in terms of introduction of new content and how can we assure ourselves of students understanding ?
- Workload of staff – everyone has different circumstances at home, what is realistic and achievable in the current climate? How can we support and give focus to non-teaching staff.
- How will we track the dynamic nature of vulnerable groups and how this may change over that period?
- How will BBC lessons / other national online contact dovetail with our offer?

<https://www.bbc.co.uk/mediacentre/latestnews/2020/coronavirus-education>

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

<https://www.gresham.ac.uk/schools>

<https://www.thenational.academy/>



Delivering the values in lockdown...

“Creativity means creative choices of inclusion and exclusion.”

— Robert McKee



Term: Spring2 COVID (X): Standard (X excluded)
Year Group: All Gender: All FSM6: All SEN: All

Download: PDF PowerPoint Image

91.10%

% attendance

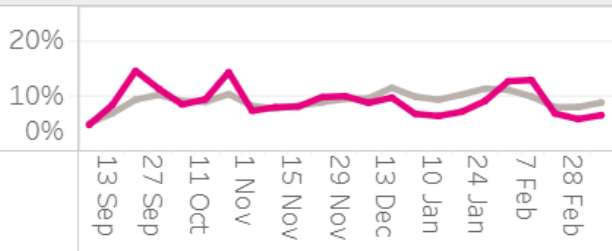
| Week commencing | YTD | 21 Feb | 28 Feb |
|-----------------|-----|--------|--------|
| Pupils | | 1,247 | 1,247 |

92.2%

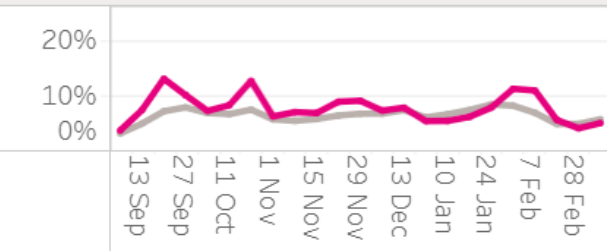
Absence analysis: school compared to FFT national benchmark

School absence (pink line) | FFT national attendance (grey line)

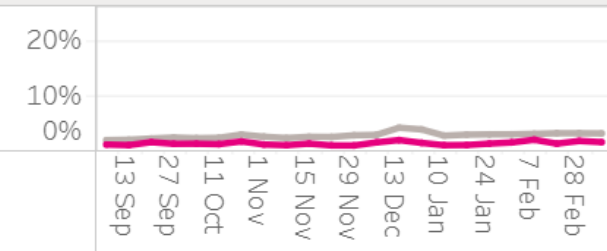
Absence: All



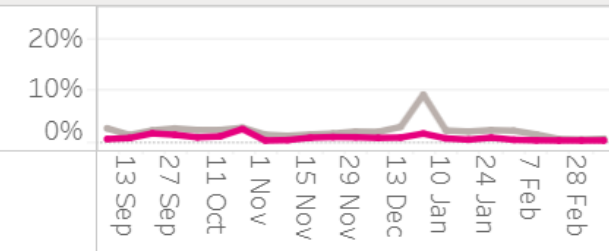
Absence: Authorised



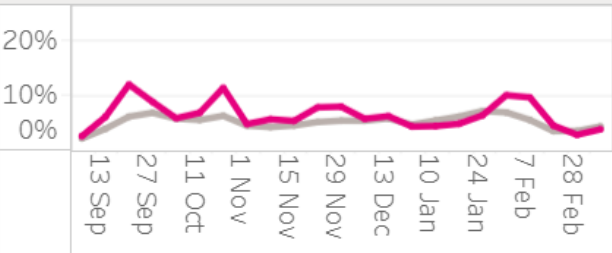
Absence: Unauthorised



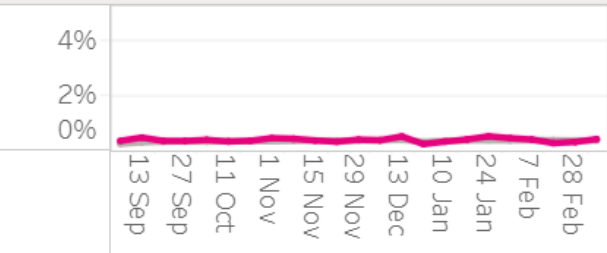
Absence: COVID (X & Illness)



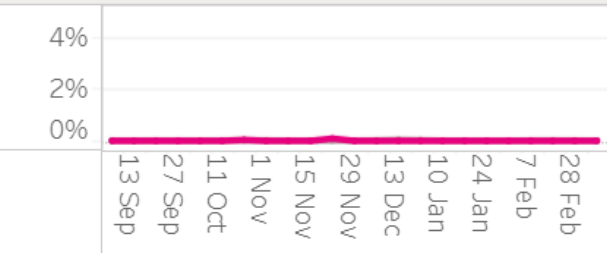
Authorised absence: Illness



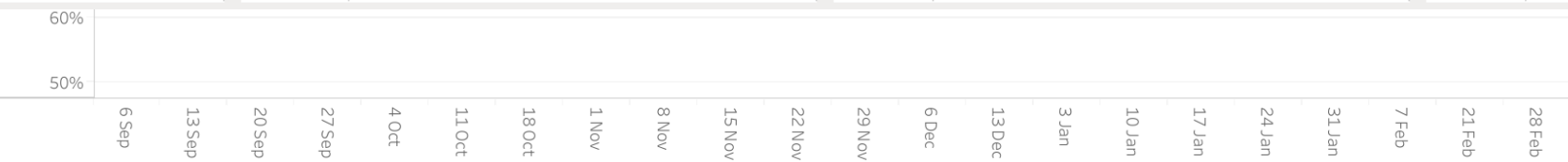
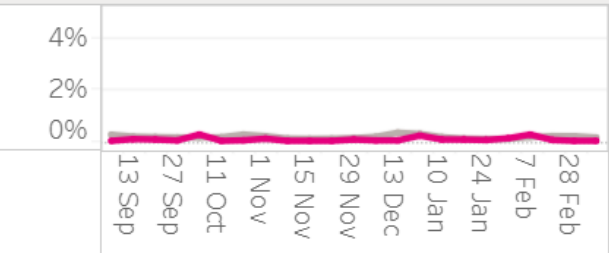
Authorised absence: Medical



Authorised absence: Holiday



Unauthorised absence: Holiday





CMAT Arts Festival 2021 | CMATs Got Virtual Talent Final



MORE VIDEOS

Full screen (f)



16:26 / 46:44



YouTube



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Academies Trust



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning

Emerging and rebuilding...

“Creativity means creative choices of inclusion and exclusion.”

— Robert McKee

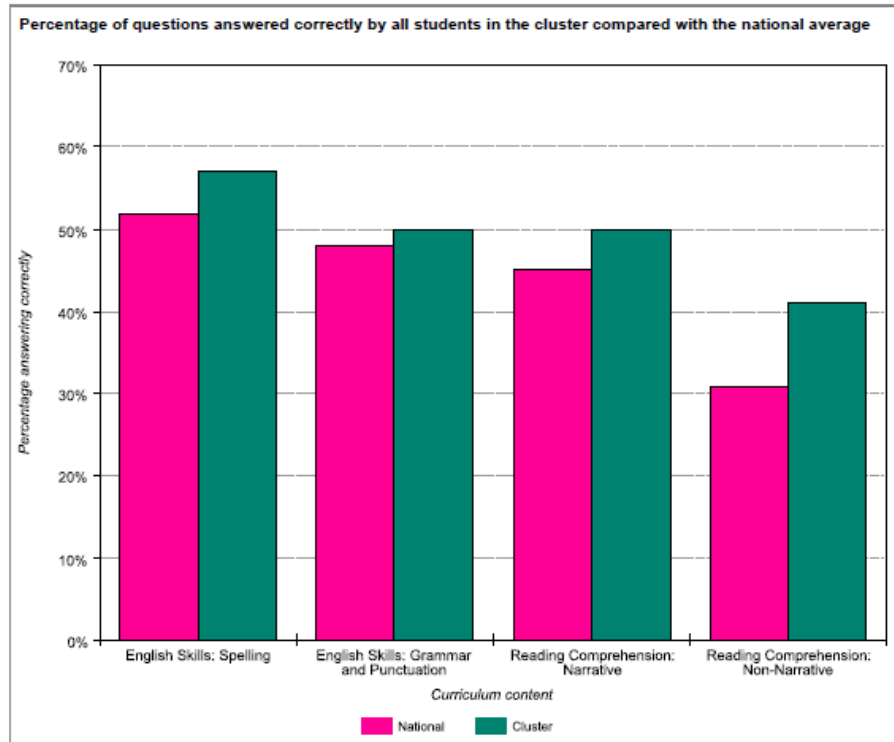


| | | PTE Avg SAS | PTM Avg SAS | PTS Avg SAS |
|---|------|-------------|-------------|-------------|
| Entry - Start of Y7 | 2019 | 103.9 | 102.6 | 103 |
| | 2020 | 102.4 | 101.2 | 102.6 |
| | 2021 | | | |
| End of Y7 | 2019 | 106.8 | 102.7 | |
| | 2020 | 102.7 | 98.3 | |
| | 2021 | 104.7 | 100.9 | |
| End of Y8 | 2019 | 103 | 103.4 | 96.5 |
| | 2020 | 104.3 | 101.5 | 98.7 |
| | 2021 | 103.4 | 103.8 | 97.7 |
| 2019-2020 National Secondary SAS Change | | -2.9 | -4 | -3 |

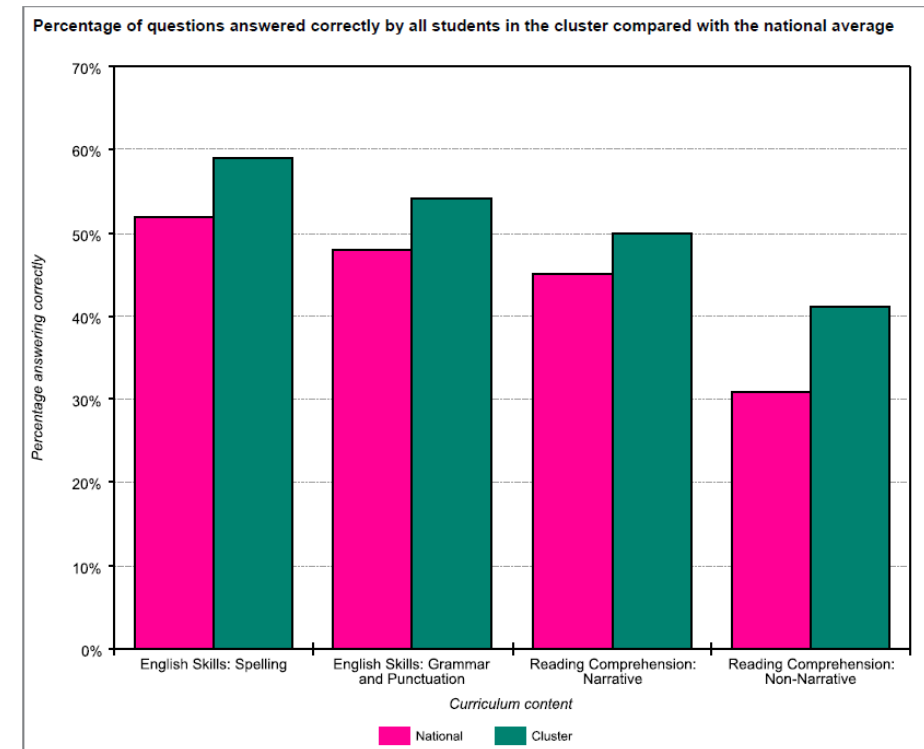
| PT11T - Autumn 2020 | | | PT12 - Summer 2021 | | |
|---------------------|-------------|-------------|--------------------|-------------|-------------|
| PTE Avg SAS | PTM Avg SAS | PTS Avg SAS | PTE Avg SAS | PTM Avg SAS | PTS Avg SAS |
| 104.8 | 103.1 | 104.5 | 108.3 | 103.6 | |
| 96.3 | 96.8 | 97.8 | 95.3 | 95.6 | |
| 101.4 | 100.3 | 99.8 | 103 | 98.2 | |
| 103.7 | 103 | 109.9 | 106.9 | 104.5 | |
| 105.7 | 102.2 | 104 | 107.2 | 103.4 | |
| 106.4 | 107.4 | 107.8 | 111.1 | 106.8 | |
| 96 | 93.9 | 95.1 | 98.8 | 96.1 | |
| 99.7 | 98.3 | | 99.7 | 95.3 | |

Year 8 English – PTEI2

2020



2021



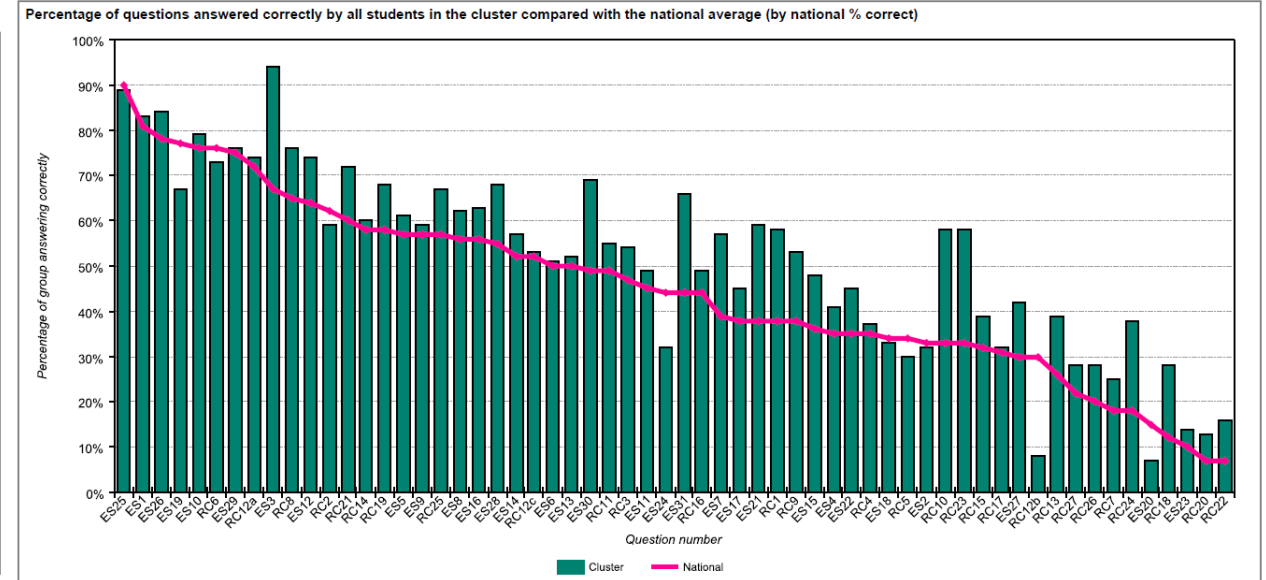
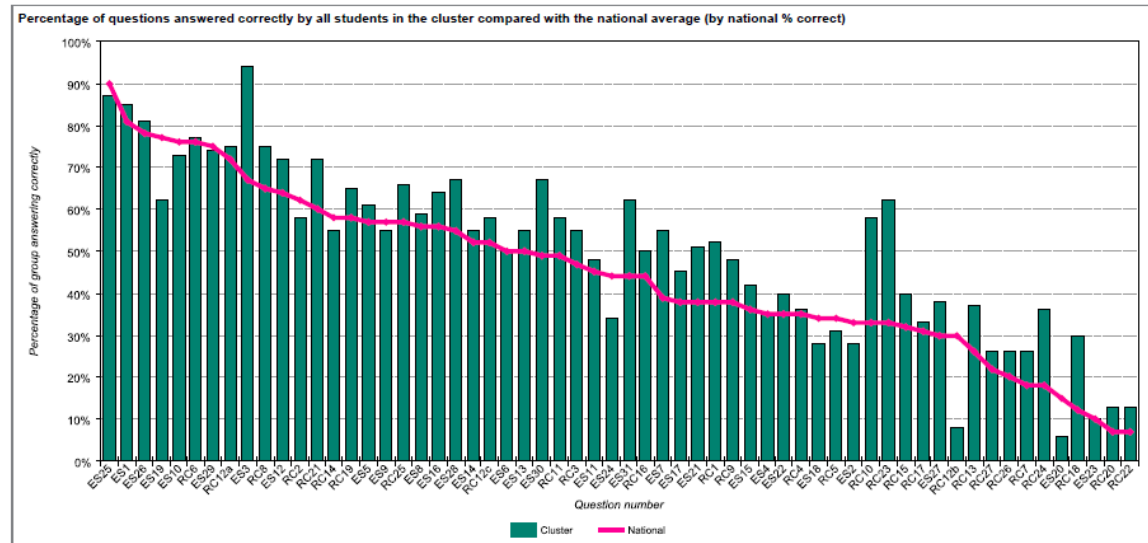
Year 8 English – PTEI2

2020

2021

Cluster analysis (by question)

The bar chart below shows each question and the percentage correct for the group compared with the national average.



| 2020 Avg. CAT | 2021 Avg. CAT | | 2021 FFT 20 A8 | 2021 FFT20 5+EM | | 2020 FFT 20 A8 | 2020 FFT20 5+EM | | 2019 FFT 20 A8 | 2019 FFT20 5+EM |
|------------------|------------------|--|----------------------|-----------------------|--|----------------------|-----------------------|--|----------------------|-----------------------|
| 100.7 | 102.9 | | 5.6 | 61% | | 5.3 | 55% | | 5 | 49% |
| 92.7 | 93.8 | | 4.7 | 41% | | 4.5 | 36% | | 5.1 | 51% |
| 97.4 | 97.88 | | 5 | 48% | | 5 | 47% | | 5.3 | 56% |
| 104.1 | 101.24 | | 5.4 | 57% | | 5.7 | 61% | | 5.3 | 58% |
| 100.8 | 101.62 | | 5.4 | 56% | | 5.4 | 56% | | 4.9 | 46% |
| 101.4 | 100.18 | | 5.3 | 55% | | 5.5 | 57% | | 5.4 | 58% |
| 91.2 | 93.46 | | 4.6 | 38% | | 4.4 | 32% | | 4.6 | 39% |
| 94.4 | 90.74 | | 4.5 | 35% | | 4.7 | 41% | | 4.8 | 44% |



KS4 FFT Benchmark estimates
 Year 7 (KS4 assessment in 2026)

| | Pupils | FFT Benchmark Estimates | | | |
|----------------------------------|--------|-------------------------|----------------|--------------------|-----------|
| | | Average FFT 50 | High FFT 20 | Very high FFT 5 | My School |
| Attainment 8 Overall Grade (9-1) | 245 | 4.9 | 5.3 | 5.8 | 5.4 |
| Attainment 8 English Grade (9-1) | 245 | 5.2 | 5.7 | 6.1 | 5.6 |
| Attainment 8 Maths Grade (9-1) | 245 | 4.7 | 5.0 | 5.4 | 5.1 |
| Attainment 8 Ebacc Grade (9-1) | 245 | 4.9 | 5.4 | 5.8 | 5.7 |
| Attainment 8 Open Grade (9-1) | 245 | 5.1 | 5.5 | 5.9 | 5.5 |
| Attainment 8 Ebacc Entries | 245 | 2.8 | 2.9 | 2.9 | 2.8 |
| Attainment 8 Open Entries | 245 | 2.9 | 2.9 | 2.9 | 2.9 |
| % 5+ GCSEs Grade (7-9) | 245 | 16% | 22% | 29% | 25% |
| % Grade 4+ GCSE English & Maths | 245 | 68% | 76% | 81% | 77% |
| % Grade 5+ GCSE English & Maths | 245 | 46% | 55% | 63% | 56% |



Why set targets?

Target setting itself can change the culture of a school and its classrooms by fostering an atmosphere of collaboration between students and between students and staff.

(Lawley 1999)

The collection, analysis and appropriate use of school-based data is a key to the more effective use of staff time and energies

(Hopkins et al. 1994: 150).

teachers and their students will continue to feel and respond as objects rather than agents of policy and their value will continue to reside ... in school performance rather than personal or communal significance.

(Fielding 1999a)

More than just a data exercise

Our approach to target setting is focused not on the formulaic application of pre-populated targets to a student but a holistic process that should engage students and staff (as both class teachers and tutors) in the establishing of a minimum potential outcome that can be aspired to, and worked towards over time.



Our Track Record

| MAT name | Number of schools | Number of pupils | Progress 8 MAT measure | | |
|--|-------------------|------------------|-----------------------------|--------------|---------------------|
| | | KS4 | Statistical significance | Measure | Confidence interval |
| City of London Corporation | 3 | 453 | Significantly above average | +0.63 | (0.5 to 0.7) |
| Diocese of London | 5 | 827 | Significantly above average | +0.43 | (0.4 to 0.5) |
| Harris Federation | 17 | 2,425 | Significantly above average | +0.42 | (0.4 to 0.5) |
| Outwood Grange Academies Trust | 13 | 2,369 | Significantly above average | +0.41 | (0.4 to 0.5) |
| Cambridge Meridian Academies Trust | 5 | 791 | Significantly above average | +0.32 | (0.2 to 0.4) |
| Aspirations Academies Trust (AAT) | 4 | 390 | Significantly above average | +0.26 | (0.1 to 0.4) |
| Diocese of Westminster Academy Trust, | 6 | 1,086 | Significantly above average | +0.19 | (0.1 to 0.3) |
| ARK Schools | 14 | 1,972 | Significantly above average | +0.15 | (0.1 to 0.2) |
| Swale Academies Trust | 3 | 560 | Significantly above average | +0.15 | (0.1 to 0.2) |
| The Priory Federation of Academies Trust | 4 | 669 | Significantly above average | +0.10 | (0 to 0.2) |

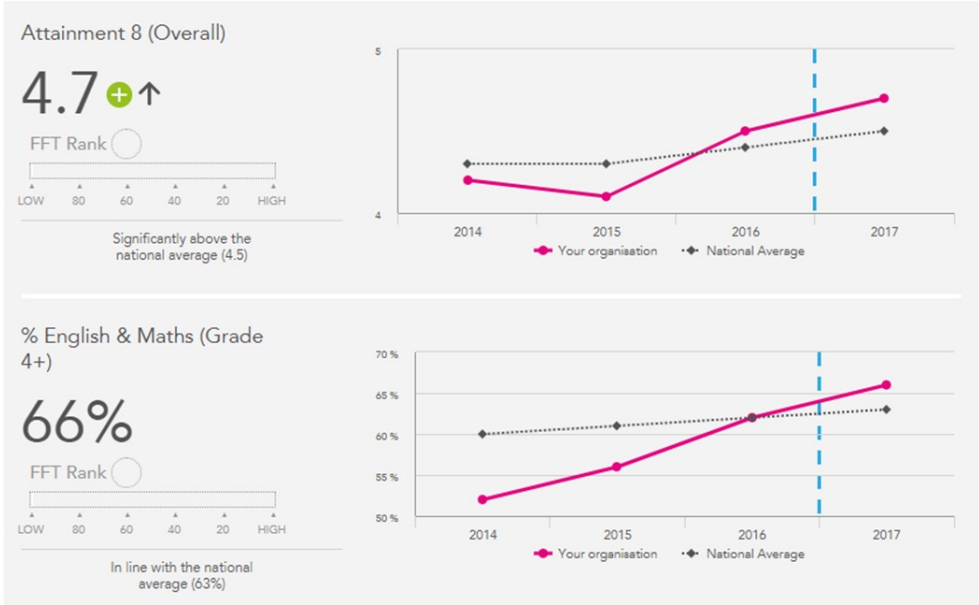
CAMBRIDGE MERIDIAN
ACADEMIES TRUST

Well above average

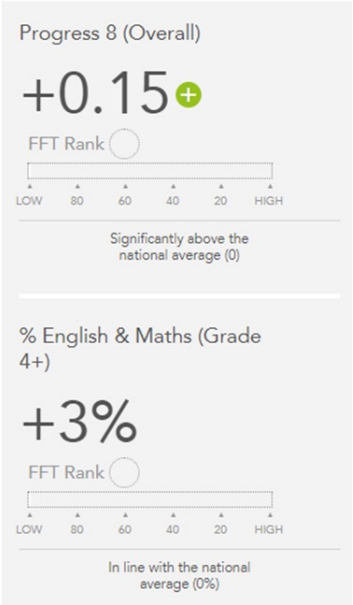
0.22

?

MAT KS4 Attainment 2017
922 pupils



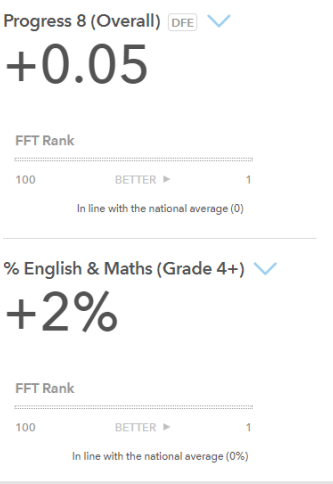
MAT KS4 Progress 2017
881 matched pupils

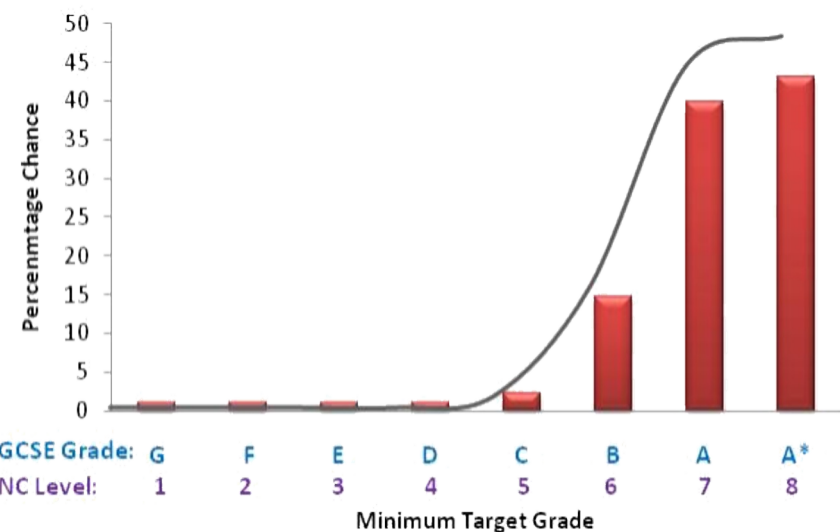
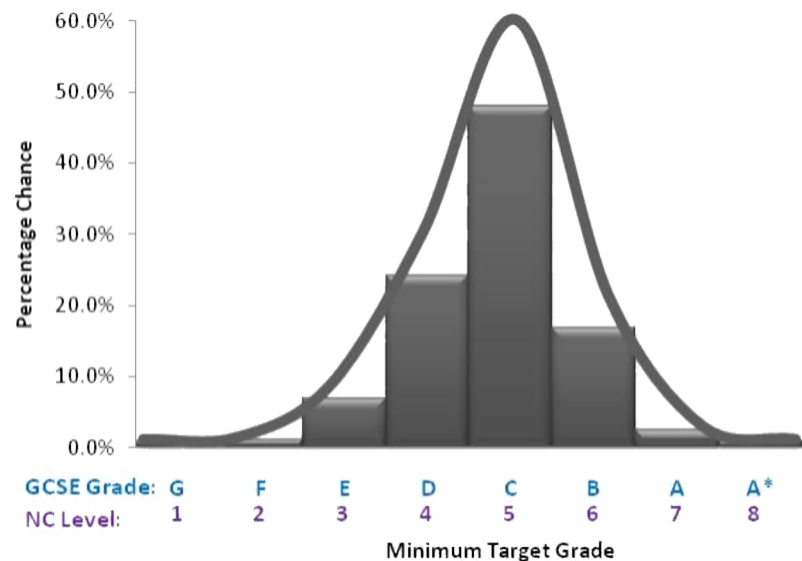


MAT KS4 Attainment 2019
1,066 pupils



MAT KS4 Progress 2019
1,021 matched pupils





| Attainment Key Stage 2 Results | | | | FFT Benchmark Based on High challenge setting | | | | |
|-----------------------------------|-----|---------|---------|--|---|---------------------|--------------|------------------------|
| | HML | Reading | Writing | Maths | Chance of each grade | Risk of lower grade | FFT 20 grade | Chance of higher grade |
| PP EAL SEN ALERTS | L | 4C | 4 | 4B | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 3 12 36 25 17 6 1 - - Chance (%)</div> | 15% | 3+ | 49% |
| PP EAL SEN ALERTS | L | 4B | 4 | 3A | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 2 6 26 25 24 13 3 1 - Chance (%)</div> | 34% | 4 | 41% |
| PP EAL SEN ALERTS | M | 4A | 4 | 5C | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 1 3 20 24 28 17 5 2 - Chance (%)</div> | 48% | 5- | 24% |
| PP EAL SEN ALERTS | H | 5B | 5 | 5C | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 - - 4 11 24 30 18 9 4 Chance (%)</div> | 39% | 6 | 31% |
| PP EAL SEN ALERTS | M | 5C | 4 | 4B | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 1 4 21 25 27 16 4 2 - Chance (%)</div> | 26% | 4+ | 49% |
| PP EAL SEN ALERTS | L | 3A | 4 | 4B | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 1 6 26 26 25 12 3 1 - Chance (%)</div> | 33% | 4 | 41% |
| PP EAL SEN ALERTS | H | 5C | 5 | 5B | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 - - 1 3 14 28 26 18 10 Chance (%)</div> | 46% | 7- | 28% |
| PP EAL SEN ALERTS | M | 5B | 5 | 4A | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>1 2 3 4 5 6 7 8 9 - - 3 10 24 31 19 10 3 Chance (%)</div> | 37% | 6 | 32% |

Chances and choices

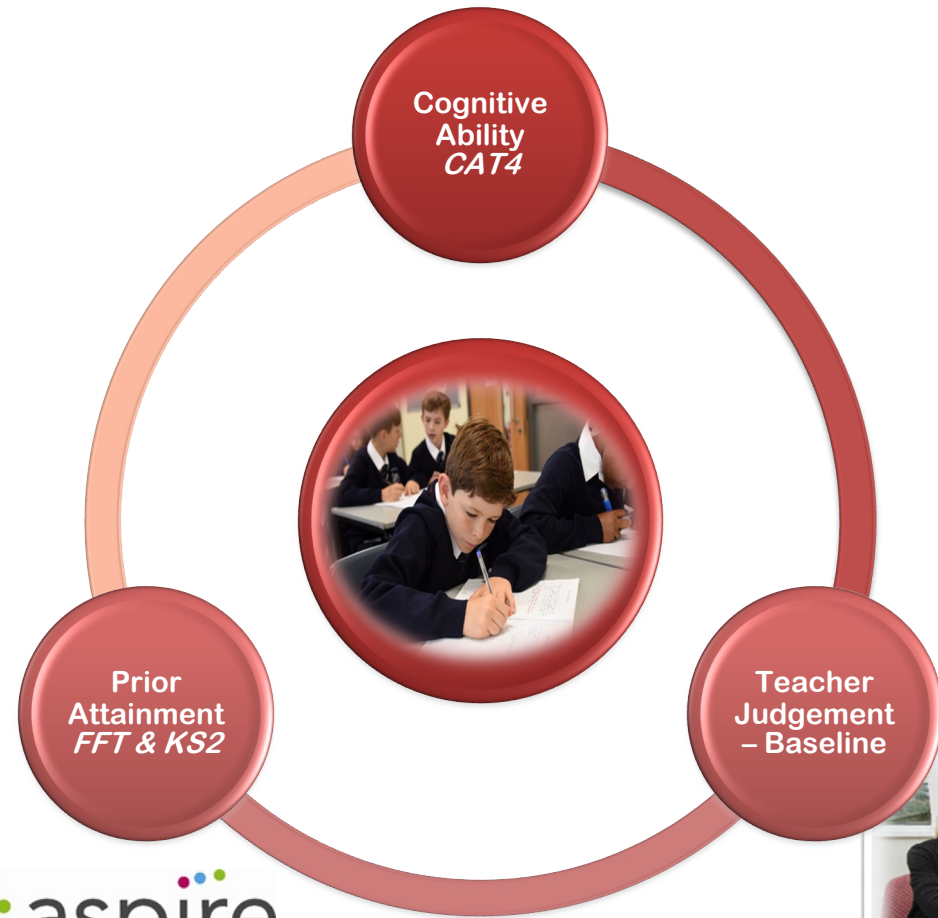
fftaspire

CAT4
Cognitive Abilities Test



CAT4

Cognitive Abilities Test



fftaspire



| Tutor Group | CATS | FFT20 | Y8 CIA / PTE,M,S Indicator | Individual MTG |
|-------------|------|-------|----------------------------|----------------|
| B-EMC | 6 | 4 | 6+ | |
| K-DHE | - | 5 | u | |
| B-AKE | 4 | 5 | 5- | |
| B-AKE | 4 | 5 | 5 | |
| R-SLA | 6 | 5 | 5 | |
| W-CCR | 3 | 2 | 4- | |
| K-RTO | 4 | 6 | 4 | |
| W-CCA | 6 | 5 | 4- | |
| L-DBU/LBR | 4 | 4 | 2- | |
| B-LMA | 4 | 6 | 5- | |
| R-JKE | 7 | 6 | 8- | |
| K-RTO | - | 4 | 3+ | |
| R-CAL | 3 | 3 | 4 | |
| L-EJO | 4 | 5 | 5 | |
| B-PSA | 6 | 5 | 5- | |
| B-LMA | 7 | 2 | 6 | |
| B-ROT | 4 | 3 | 3- | |
| W-MSM | 6 | 7 | 7- | |
| B-CDO | 7 | 6 | 4+ | |
| W-LAN | 3 | 4 | 3+ | |
| Total | 109 | 109 | 109 | Subject MTG 0 |
| 7+ | 20 | 21 | 21 | 21 0 |
| 5+ | 53 | 61 | 65 | 61 0 |
| 4+ | 86 | 87 | 88 | 87 0 |
| -/u | 6 | 2 | 3 | 0 0 |
| % Split | | | | |
| 7+ | 18% | 19% | 19% | 19% |
| 5+ | 49% | 56% | 60% | 56% |
| 4+ | 79% | 80% | 81% | 80% |
| -/u | 6% | 2% | 3% | |
| APS | 5.1 | 5.0 | 5.0 | 5.0 - |



2019 KS4 results: Ebac subjects

| | School entries | School entries % | National subject entries % | Implementation: school entries (%) compared to national | Impact: subject value-added progress |
|----------------------------------|----------------|------------------|----------------------------|---|--------------------------------------|
| Biology GCSE | 120 | 44% | 28% | ● +16% | ● +0.66 |
| Chemistry GCSE | 120 | 44% | 28% | ● +16% | ● +0.48 |
| Computing Studies/Computing GCSE | 41 | 15% | 14% | ● +1% | ● +0.48 |
| English Language GCSE | 273 | 100% | 100% | ● +0% | ● +0.31 |
| English Literature GCSE | 271 | 99% | 99% | ● +0% | ● +0.39 |
| French GCSE | 95 | 35% | 22% | ● +13% | ● +0.67 |
| Geography GCSE | 186 | 68% | 45% | ● +23% | ● +0.87 |
| German GCSE | 31 | 11% | 7% | ● +4% | ● +0.91 |
| History GCSE | 153 | 56% | 48% | ● +8% | ● +0.61 |
| Mathematics GCSE | 273 | 100% | 100% | ● +0% | ● +0.52 |
| Physics GCSE | 120 | 44% | 28% | ● +16% | ● +0.65 |
| Science: Double Award GCSE | 152 | 56% | 71% | ● -15% | ● +0.55 |
| Spanish GCSE | 57 | 21% | 17% | ● +4% | ● +0.75 |

| Pupil | Attainment | | | | Attendance | | School moves |
|---|------------|---------|---------|-------|------------|------------------|--------------|
| | HML | Reading | Writing | Maths | All | Latest key stage | |
| <div>PP EAL SEN</div> <div>ALERTS <div></div></div> | M | 105 | 107 | 106 | 95% | | 0 |
| <div>PP EAL SEN</div> <div>ALERTS <div></div></div> | M | 105 | 97 | 96 | 92% | | 0 |
| <div>PP EAL SEN</div> <div>ALERTS <div></div></div> | M | 114 | 109 | 108 | 93% | | 1 |
| <div>PP EAL SEN</div> <div>ALERTS <div></div></div> | M | 118 | 115 | 113 | 98% | | 0 |



Teaching Staff

Timing : 9:30am – 2:30pm including 30 mins for Lunch

Suggested Agenda Items :

- Guest Speaker
- Exam Board input
- Moderation activity
- CPD on a specific identified need from GL Assessment / Exams
- Subject Knowledge enrichment

Venues: Have considered these very carefully, chosen central venues using schools no more than hour from **all** other CMAT schools on A14-A1 corridor

| EPs / Heads | Location | Subject | Subject | Subject | Subject | Subject |
|---------------------|----------|-----------|------------|----------------|---------------|---------|
| MCA – JST,RGO, DBI | NPA | Geography | MFL | RE | Socio / Psych | |
| SWI – VLO, ASM, SPA | SVA | Maths | Media | Mental Health | PE | |
| RSP – SWA, AHE, CRA | SVC | English | Business | IT / Computing | Hist | HSC |
| ADA – RHO, CMO, SFO | NSC | Science | Perf. Arts | Vis. Arts | DT | |



“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but **who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause;** who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his **place shall never be with those cold and timid souls who neither know victory nor defeat.**”

Theodore Roosevelt : ‘Citizenship in a Republic’, Paris 1910

