

FINAL Minutes Standards & Performance: Hardingstone & Stimpson
9th September 2021 18.00
Meeting held virtually via Microsoft teams
The first S&P meeting of the academic year 2021-2022

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p>Zoe McIntyre (Executive Headteacher H&S and Castle Academy)</p> <p>Luci Clapton (Stimpson Head of school)</p> <p>Julie Stevens (Head of school Hardingstone)</p> <p>Jo Daniels (TB Appointed)</p> <p>Paul Wilkinson (Staff Governor Hardingstone)</p> <p>Nicky Wilson-Everett (Elected parent)</p> <p>Adrian Lett (Staff Governor Stimpson)</p> <p>Claudia Wade (Chair TB appointed member)</p> <p>Jeremy Bird (Academy Improvement Partner)</p> <p>Joshua Coleman (CEO: EMAT)</p> <p>Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies.	Apologies received and accepted from Monica Juan (EMAT Compliance / Governance) David Hood (TB Appointed)	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	
5. Minutes from the last meeting.	<p>The minutes of the meeting held on the 1st of July 2021 are still to be finalised.</p> <p>PO to present the 1st of July minutes at the next S&P meeting.</p>	PO

	The actions from the 1 st of July meeting were presented.	
6. Action Log from the meeting held on the 1 st of July 2021.	<p>i. CW to electronically sign the 26th November minutes. Done.</p> <p>ii. PO to add to the first LAB agenda of 2021-22 JB to go through the new SEF form. Done.</p> <p>iii. JS to update the board on her work regarding the requested wording change in heat maps. JS advised that the wording is being looked into by AG to see if it can contain the number of children as well as percentages. Ongoing.</p> <p>iv. NW-E and CW to send their visit reports onto PO for uploading onto Teams. NW-E confirmed with PO that she is aware of a couple of spelling errors to rectify with her report once done she will send it back to PO. CW advised here action is ongoing. Post-meeting note NW-E left the board on the 30th of September</p>	<p>JS</p> <p>PO/CW</p>
<p>7. Performance data to include;</p> <ul style="list-style-type: none"> • EYFS • Phonics • Key Stage 1 • Key Stage 2 	<p>Stimpson Academy.</p> <p>LC highlighted the following;</p> <p><u>EYFS data.</u></p> <ul style="list-style-type: none"> • The percentage achieving a good level of development was 53%. EMAT average 50%. • Percentage achieving the expected level in the early learning goals was above EMAT average in all areas with pupils performing particularly well in Personal, Social and Emotional, and Physical Development. Literacy achieved 53% compared to an EMAT average of 52% and this is a focus area with teachers offering pupils opportunities for writing and ensuring the reading areas are inviting and stimulating. • Reading workshop planned for the 22nd of September. • Begin 'share a story' weekly sessions to engage parents with reading. <p>Areas of development/actions.</p> <ul style="list-style-type: none"> • Girls and boys have performed equally with regard to GLD, with very similar performance in Literacy and Maths. however, there were some key differences in some areas. These are: 	<p><i>Reports on Teams</i></p>

	<ul style="list-style-type: none"> • Girls have performed better in the area of Personal, Social and Emotional development. They also outperformed the boys in regard to Technology and Understanding. • PP pupils have performed broadly in line with their non-PP peers. Where they have performed less well than their peers have been in the areas of Reading and Speaking. <p>A governor asked if these pupils who are now in year 1 will have a curriculum that supports their literacy/early reading.</p> <p>LC, there is and this is already in place with an adaption of the English curriculum and this area is a priority. The attainment data at the end of year 1 will show us if they are back on track along with the data available throughout the year.</p> <p>Catch up provision is also being used where applicable and staff have already identified where this is needed.</p> <p><u>Phonics data.</u></p> <ul style="list-style-type: none"> • Autumn phonics results showed 40% of pupils were as expected. Summer data shows an increase to 66%. <p>The governors noted how good these results were and congratulated the team with the 26% increase especially as some of this was achieved during lockdown.</p> <ul style="list-style-type: none"> • By the time pupils went into year 2, 90% had passed the phonics screening • PP pupils have performed significantly better than their non-PP peers. • SEN pupils – this refers to 3 pupils – 1 of whom has been on a part-time timetable and has EWO support with regard to attendance. The other was newly identified as having SEND. • Early interventions are in place with daily phonics support with close monitoring in place. <p><u>KS1 National Curriculum Test.</u></p> <ul style="list-style-type: none"> • Teacher Assessment and Test attainment are broadly in line in all areas. 	
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	<p>The governors noted how positive the data was and congratulated the team at Stimpson but asked why the test results for Maths was 61% but the TA was 50%.</p> <p>ZM advised that it is important the TA are compiled on how the pupils are performing on a day to day basis to gather a wide range of evidence and not to base the TA on one test. The TA figure could be down to some staff not being confident enough to give a higher figure. The TA figures were accurate.</p> <ul style="list-style-type: none"> • Test results 2019 compared to 2021, Maths 68% now 75% / Reading 52% now 68% / Writing 54% now 71%. <p>A governor noted that the current year 2's has spent a large percentage of their school time at home with remote lessons and asked what is in place to support them.</p> <p>The current year 2 teacher is very strong and one of last year's year 1 teachers moved up into year 2 to provide consistency. On top of this, there is SENCO support and CV-19 catch up tutors in place.</p> <p><u>KS1 Attainment - Progress from EYFS</u></p> <p>Reading.</p> <ul style="list-style-type: none"> • All EXP and EM pupils from EYFS performed in line with expectations, with 9 pupils (20%) in total performing better than expected. <p>Maths.</p> <ul style="list-style-type: none"> • All EM pupils achieved in line with expectations. • Of the 24 pupils who left EYFS at EXP, 22 pupils achieved either EXP or at greater depth. (10 – 23% pupils achieved GD). <p>SPAG.</p> <ul style="list-style-type: none"> • 23 out of 24 pupils (96%) of EXP pupils achieved in line with expectations, with 3 pupils surpassing this to achieve greater depth. <p><u>KS2 National Curriculum Test</u></p> <ul style="list-style-type: none"> • 2021 Combined TA 48%. • Reading 63% 2019 60% / Writing 63% 2019 65% / Maths 61% 2019 45%. 	
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	<ul style="list-style-type: none"> • Targeted teaching was a primary reason for the increase in Maths results. • TA and test results are broadly in line. <p><u>KS2 Attainment – Teacher Assessment.</u></p> <ul style="list-style-type: none"> • SEN pupils performed significantly lower than their non-SEND peers, achieving best in Reading. *(7 pupils – 5 of whom have more than one vulnerability factor). This area is covered in the AIP. • PP pupils performed better in Reading and SPAG than their non-PP peers. However, they did not perform as well as non-PP in Writing and Maths. Investigations have started to ascertain why the data for Writing and Maths is as it is. <p><u>Hardingstone Academy.</u> JS highlighted the following; <u>EYFS data – On Track for GLD</u></p> <ul style="list-style-type: none"> • In all areas, Hardingstone Academy has performed higher than the EMAT average. • Literacy is an area of concern to be addressed for new EYFS intake and Year 1 (Reading 86% / Writing 69%). • Writing was a challenging area for children to be supported at home during lockdown – parents often wrote for children to copy. Additional support has been offered to parents. • Ensure reading areas are engaging and stimulating – in line with whole school English action. <p><u>Areas of development/actions.</u></p> <ul style="list-style-type: none"> • EAL data is for one pupil. • Female outcomes are above male outcomes. • Reading and writing are areas where pupils have performed less well (47%). • Raise the profile of phonic assessments and ensure all groups make at least good progress. • Numbers is an area to continue to work on next year (88%). • EYFS/KS1 leader to hold weekly meetings with the SENCO to discuss the ongoing transition of SEND children into Year 1. 	
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	<ul style="list-style-type: none"> • Develop TA ownership and accountability through areas of responsibility / key focus children (Year 1). <p><u>Phonics Data 2020-2021.</u></p> <ul style="list-style-type: none"> • Autumn phonics results showed 65% of pupils at expected. Summer data remained at 65% which is not satisfactory. The data is being integrated and for the nine pupils who didn't make the progress, five of them should have and are receiving intense interventions to ensure they make the required progress. A clear plan is in place for this year which includes clear moderation, fortnightly meetings and SENCO support including ideas around phonics interventions and the selective use of Read Write Inc. <p>A governor noted that there was no phonics gain between autumn and summer and asked why this was.</p> <p>JS advised that some of the teacher delivery was a reason. Support is in place for these teachers including online training within Read Write Inc and tracking this to ensure it is done in the required time frame and implemented correctly. Refresher training has also been planned for specific staff and the reading leader has observed phonics and is drafting an action plan.</p> <p>ZM highlighted that the phonics data was presented to the staff during the September training day advising them it is one of the areas that is putting the school at risk.</p> <p>The governors thanked JS/ZM for the feedback and noted the need for this area to remain a high priority and for the governors to receive regular feedback on this subject during future meetings,</p> <p><u>KS1 National Curriculum Test.</u></p> <ul style="list-style-type: none"> • All Teacher Assessments are stronger than test outcomes and are accurate. <p>A governor asked when will the next data drop occur so progress can be ascertained and TA comparisons</p>	
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	<p>analysed to ensure they are not inflated and are accurate.</p> <p>JS advised for Years 2 and 6 they will take place within the next couple of weeks and year 1 is due soon. ZM noted she is confident that the TA figures are accurate and cross-school moderation takes place.</p> <p><u>KS1 Attainment - Progress from EYFS (Teacher assessment).</u></p> <ul style="list-style-type: none"> • Higher attaining pupils who completed stage one was positive. • A matrix has been completed showing the pupils who haven't made the expected progress, any vulnerable pupils, and shared with the relevant teachers so they can be targeted. With clear, concise interventions to meet the pupils' needs. <p><u>RWM Combined.</u></p> <ul style="list-style-type: none"> • Of 31 pupils 19 achieved the Reading, Writing, Maths pass mark. The remaining pupils' reasons are known as to why they weren't in the combined figure and what support is required with this information shared with the current teacher. <p>A governor asked if these pupils will be the sample group to check how they are getting back on track with the curriculum.</p> <p>JS advised they are and their books will be used for book looks and they will be involved in pupil interviews.</p> <p><u>Areas of development/action.</u></p> <ul style="list-style-type: none"> • Ensure planning is focused on discrepancies between TA and Test data e.g. children teacher assessed as Expected in Reading who didn't reach Expected test standard. <p><u>KS2 National Curriculum Test.</u></p> <ul style="list-style-type: none"> • GD in Maths was 19% in Reading it was 38%. The arithmetic score was strong with problem-solving and reasoning the focus areas in years 5 and 6. • Maths TA 88%. 	
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	<p>The governors noted how reassuring it is to see how close the test and TA figures are in all subjects.</p> <p><u>KS2 Attainment - Progress from KS1 (Teacher assessment).</u></p> <p>Reading, Maths, SPAG.</p> <ul style="list-style-type: none"> • A focus area is to increase the percentage of GD from the pupils who made expected/accelerated progress. <p>Reading.</p> <ul style="list-style-type: none"> • Emerging- 0% made less than expected progress; 33% made accelerated progress. <p>Maths.</p> <ul style="list-style-type: none"> • Emerging- 0% made less than expected progress; 57% made accelerated progress. <p>SPAG.</p> <ul style="list-style-type: none"> • Emerging- 0% made less than expected progress; 57% made accelerated progress. <p><u>KS2 Attainment-Teacher Assessment.</u></p> <ul style="list-style-type: none"> • Significant gains in all areas. • Teacher assessments were harsh in Autumn Term and support was put in place to work alongside the teacher to make accurate judgements. • PP group have performed less well compared to the non-PP group (2 children). • SEND attainment (2 children) remains significantly lower than non-SEND pupils in Reading and Maths and above in Writing and SPAG. • The number of SEND pupils in the current year 6 is eight. Provisions have been put into place to ensure they make the progress they are capable of. <p><u>RWM Combined.</u></p> <ul style="list-style-type: none"> • 9 pupils achieved the Reading, Writing, Maths pass mark. Key stage 1 data was integrated to ascertain which pupils should have made the pass mark and of those who didn't. Similar data analysis has been completed for the current years 5 and 6. <p>ZM noted that some work has been done with teachers to ensure they don't separate the</p>	
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	<p>subjects without being aware of the number of pupils achieving across all three. In the current year 6, 8 pupils who are on track to achieve the Reading, Writing, Maths pass mark. There has been a staff change in year 6 and ZM was confident this will have a positive impact and improve the combined figure through the year.</p> <p><u>Areas of development/actions.</u></p> <ul style="list-style-type: none"> • Consistency is key and where actions include the word ensure this is for all teachers with high expectations for every pupil and staff member. • Ensure all teachers use their class data accurately to change planning and intervention groups – consistency across the whole school. 	
<p>8. School priorities.</p> <p>i. AIP priorities. School to present latest SIP highlighting current priorities.</p> <p>ii. Confirm areas from the AIP to receive exception reporting status.</p>	<p>i. ZM highlighted the following from the Academy Improvement Plan 2021-2022.</p> <p><u>Key Priority 1.</u> -Quality of Education (<i>common priority for both schools</i>). To ensure the curriculum intent is effectively implemented consistently across the school. How it looks in each school will be different. To provide inclusive and fully integrated curricular provision to enable children to fulfil their potential. JB will support the schools</p> <p><u>Key Priority 2</u>– Quality of Education (Outcomes) <i>Hardingstone</i>. To improve outcomes for pupils in each year and across the curriculum so that pupils make sustained progress from their different starting points.</p> <ul style="list-style-type: none"> • To improve the attainment and progress of SEND pupils. • To raise the attainment and progress for KS1 pupils in SPAG, reading and mathematics. To raise progress and attainment in KS2 of writing and SPAG. To ensure that pupils on track for GD are challenged sufficiently. • To increase GLD outcomes in literacy. To develop sufficient expertise in the teaching of phonics and reading. To significantly improve phonic check outcomes. 	

	<p><u>Key Priority 2.</u> –Quality of Education (Outcomes). <i>Stimpson.</i> To improve outcomes for pupils in each year and across the curriculum so that pupils make sustained progress from their different starting points.</p> <ul style="list-style-type: none"> • To improve the attainment and progress of SEND pupils. • To raise the attainment and progress for KS1 pupils in reading and writing. To raise attainment and progress in writing and SPAG across KS2. • To increase GLD outcomes in literacy. To develop sufficient expertise in the teaching of phonics and reading. <p><u>Key Priority 3.</u> – Personal development (<i>common priority for both schools</i>). To increase the involvement and engagement of parents and carers in pupils’ learning and in school events.</p> <ul style="list-style-type: none"> • To engage parents so that they contribute to the work of the school and feel valued. • Promote opportunities for parents to volunteer in the school. • Share parental calendar of events for the whole of the academic year. • Provide curriculum workshops. <p>A governor asked if the parental calendar will include information regarding a parent questionnaire. ZM advised it will.</p> <p><u>Key Priority 4.</u> – Leadership and management (<i>common priority for both schools</i>). Develop the leadership capability so that the leadership team are able to work at a pace to drive continuous improvement in all areas of responsibility.</p> <ul style="list-style-type: none"> • To provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the academy. • Executive Headteacher to support the Head of School in all aspects of school improvement and leadership. 	
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	<ul style="list-style-type: none"> • Head of School to support the new Deputy Headteacher, Assistant Headteacher and phase leaders. <p>A governor asked if phase leaders could present information on their lead areas at future meetings ZM/LC/JS agreed.</p> <p><u>Key Priority 4.</u> – Leadership and management <i>Hardingstone.</i> To increase pupil numbers so that the school is on track to increase to two form entry across all year groups.</p> <ul style="list-style-type: none"> • To effectively marketing the school to increase pupil numbers to 2- form entry. • To expand the school context to include a Nursery provision. • Open mornings planned for potential parents including weekends with a taste of the Forest school included during these sessions. <p>A governor asked if the knowledge of Forest school is high. ZM confirmed it is amongst the parents and the wider community and the EMAT PR team have designed a leaflet to be shared if required.</p> <p>A governor asked for an update on the current wrap-around care at Hardingstone. ZM advised that the before and after school provisions is currently run by an external agency. This will be under review if the nursery provision goes ahead as it will come in house.</p> <p>ii. The AIP priorities were discussed and the following were agreed upon; Stimpson SEND Hardingstone Phonics. <i>Post-meeting note these areas have been added to the lead governor roles for allocation in the 30th September LAB meeting.</i></p>	
<p>9. Any other business</p> <p>i. Chair and Vice-Chair nomination update.</p>	<p>i. PO advised that this item had been added to the agenda in error and was not applicable.</p>	

<p>ii. July Ofsted training attendees' clarification.</p> <p>iii. Governor visits from 2020-2021 all outstanding reports to be sent to clerk.</p> <p>iv. SEND training 15th September via Teams. As per my email on the 27th of August.</p>	<p>ii. PO asked the governors if any of them attended the Ofsted information/training session on the 7th of July 2021. No governor present attended the training.</p> <p>iii. PO reminded all governors who completed a monitoring visit in 2020-21 to send him their completed visit forms as soon as possible.</p> <p>iv. PO advised the governors of the planned SEND training on the 15th of September and to contact him if they would like to attend. <i>Post-meeting note training was subsequently cancelled.</i></p>	
<p>10. Dates of meetings for the year:</p>	<p>30/09/2021 LAB 18.00 Location at Hardingstone 24/11/2021 S&P 18.00 Via Teams 19/01/2022 LAB 18.00 Location TBC 16/03/2022 S&P 18.00 Via Teams 25/05/2022 LAB 18.00 Location TBC 06/07/2022 LAB 18.00 Location TBC 20/07/2022 S&P 18.00 Via Teams</p>	<p>Calendar appointments have been sent.</p>

The meeting closed at 19.00

<p>Minutes agreed as a true representation and signed</p> <p>Signature</p> <p>Print Name</p> <p>Date</p>
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Actions from the virtual S&P meeting for Hardingstone & Stimpson held on 09/09/21

Action	Owner
<p>1. PO to present the 1st of July minutes at the next S&P meeting. Page 1.</p>	<p>PO</p>
<p>2. JS to update the board on her work regarding the requested wording change in heat maps. Page 2.</p>	<p>JS</p>
<p>3. NW-E and CW to send their visit reports to PO for loading onto Teams. PO to upload NW-E report onto Teams. CW report is ongoing. Page 2.</p>	<p>PO/CW</p>