

**FINAL Minutes Local Advisory Board: Hardingsstone, Stimpson, Castle Academies**  
**28<sup>th</sup> April 2022 17.30**

**Meeting held virtually via Microsoft teams**

**The second LAB meeting for the federated board 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><b>Zoe McIntyre</b> (Executive Headteacher Hardingsstone, Stimpson and Castle academies)  <b>Luci Clapton</b> (Stimpson Head of school)  <b>Dan Lugg</b> (Castle Head of school) Joined virtually.  <b>Julie Stevens</b> (Hardingsstone Head of School)  <b>Adrian Lett</b> (Stimpson Staff Governor)  <b>David Hood</b> (Co-Opted governor)  <b>Lauren Saunders</b> (Co-Opted governor)  <b>Claudia Wade</b> (Chair / Co-Opted Governor)  <b>Paul Wilkinson</b> (Hardingsstone Staff Governor)  <b>Michelle Betts</b> (Co-Opted governor) Joined virtually at 18.15  <b>Josh Coleman</b> (EMAT CEO)  <b>John Lawson</b> (EMAT Head of Education) Joined at 18.34  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions made. CW reminded the board that all items discussed at this meeting remain confidential until the minutes are approved and signed off.</p>	
2. Apologies.	Apologies received and accepted from <b>Kamal Sandhu, Jo Daniels, Bryony Nester, Chris Cardona and Hayley Draper.</b>	
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.	
5. Castle, Stimpson, Hardingsstone minutes from the 27 <sup>th</sup> of January LAB meeting.	The minutes of the meeting held on the 27 <sup>th</sup> of January were agreed to be an accurate representation.	
6. Action Log from the Castle, Stimpson and Hardingsstone academy meeting	1. Health and Safety clarification. i. Is there a plan for a standardised risk assessment template. ii. An update on the comment regarding a training schedule for staff.	

<p>held on the 27<sup>th</sup> of January</p>	<p>iii. An update regarding the recommendation for audits to be completed every 1 to 3 years, depending on the level of risk identified.</p> <p>iv. An update on the trust stress management policy. All on page 4.</p> <p><b>All ongoing. PO noted that KH (Estate manager) had no H&amp;S concerns regarding the three schools.</b></p> <p>2. During his next visit to Hardingstone DH to look at the disengagement of boys in EYFS. <b>Ongoing.</b></p> <p>3. ZM to investigate the wording for the “I don’t know” response from the parent survey so it is less ambiguous. <b>Done.</b></p> <p>4. ZM to investigate if a follow-up option could be added to, the survey so if a negative response is inputted i.e., no, to I feel safe at school a follow-up question is asked requesting more information. <b>Done.</b></p> <p>5. LC to update at the next LAB regarding the comment “Ensure the depth and ambition of the curriculum in the foundation subjects is high enough and goes beyond the national curriculum, especially the humanities.” <b>LC advised that all subject leaders are adapting the curriculum to ensure it meets all pupils’ requirements focusing on SEND and extending the more able learners.</b></p> <p><b>LC noted that year 5 recently completed a field which is as an example of going beyond the classroom.</b></p> <p>6. PO to confirm the date for the next LAB meeting. <b>Done.</b></p>	<p>PO/KH</p> <p>DH</p>
<p>7. EMAT update</p> <p>i. Management Accounts for information.</p> <p>ii. Health &amp; Safety update.</p>	<p>JC highlighted the following;</p> <p>i. Stimpson / Hardingstone / Stimpson.</p> <ul style="list-style-type: none"> <li>• Performance for all schools is close to or better than budget and there are currently no concerns.</li> </ul> <p><b>A governor asked if there are plans to increase self-generated income.</b></p> <p>JC noted there is always a desire to increase this by means of offering appropriate after school clubs, lettings, and for some schools the addition of a nursery facility. There are plans to have a fundraiser team at EMAT with a target of each school generating 6% self-generated income per annum rising to 10%.</p> <p><b>The governor followed up by asking if this would include sponsorship.</b></p> <p>JC confirmed it could.</p> <p><b>Two governors who were absent sent through the following questions prior to the meeting.</b></p> <p><b>Can there be some additional information for Castle, as the TA staff per pupil is higher when compared to the other schools.</b></p> <p>ND (Finance Business Partner) advised that Castle employ additional support staff that work with certain groups and are not classed as TAs. They are speech and language, DSL &amp; family support workers to support the children as this is a need identified.</p>	

**For Hardingstone, the report shows 1 SLT at Hardingstone and 2 at each of the other academies. If this data is correct it would make the SLT cost per pupil double at Hardingstone than it is elsewhere.**

ND advised that;

Castle approximately £72k per SLT. The current structure has 0.4 FTE Executive Head, 1 Head of School, we have an Assistant Head who joined in Easter and we would only see 4/12 of cost for him in this year, hence the lower costs in this year.

Stimpson approximately £90k per SLT Costs our current structure has 0.4 FTE Executive Head, 1 FTE Head of School, 1 FTE Deputy Head.

Hardingstone approximately £151K per SLT, it has a 0.2 FTE for an Executive Head, 1 FTE for a Head of School but it takes the full cost of the Deputy Head who has teaching responsibilities this would need to be adjusted for and would lower cost attributed to SLT.

**Are the schools prepared for the increased cost of utilities.**

JC advised that the current utility contract has one more year to run and will be reviewed nearer the time.

**How close is each school to being at capacity.**

ZM advised that Castle on role 448 capacity 472 / Hardingstone on role 238 capacity 420 / Stimpson on role 416 capacity 468.

**A governor asked what the Hardingstone intake numbers are for September.**

JS advised that the latest figures are 18 pupils we wanted to be in the high 20s. The addition of the nursery and behaviour hub will help in future years to increase pupil numbers.

JC noted that all EMAT schools are down and this is a trend across Northampton as a whole.

**A governor asked if there are any children from Ukraine starting at any of the schools.**

JC advised as yet no, but this may change and if so the schools will be ready.

**For SEND/EAL learnings walks do the SENDCOs from each school have the opportunity to meet and share best practices.**

ZM advised they do and the SENCOs work collaboratively across the trust and more frequently across the three schools and are having a positive impact.

ii. Stimpson / Hardingstone / Stimpson.

JC advised that KH complete regular visits to the schools focussing on H&S. The responsibility for H&S sit with the Trust.

	<p>There are no current major H&amp;S risks but KH and his team are always looking at improvements.</p> <p><b>The governors thanked JC for the update and asked for an update on any areas of concern at the next LAB meeting.</b></p>	<b>PO</b>
<p>8. i. Headteachers report to include; Safeguarding</p> <p>Curriculum update inc SEND Attendance / Behaviour Staffing</p> <p>Castle academy only. Curriculum review</p> <p>ii. Exception reports. SAA -- KS2 Spelling, punctuation and grammar CA-- The effective use of teaching assistants HA-- Effective marketing and pupil numbers</p>	<p><u>i. Headteachers report.</u> <u>Hardingstone.</u> JS highlighted the following. <u>Safeguarding.</u></p> <ul style="list-style-type: none"> <li>• One MASH referral from the last term has gone back to a CIN plan.</li> </ul> <p><b>The governors noted the encouraging data shared.</b></p> <p><b>A discussion followed around the importance of practising lockdown procedures on a regular basis.</b> ZM agreed and will increase their frequency and rotate when there conducted.</p> <p><u>Curriculum Including SEND</u> Overview.</p> <ul style="list-style-type: none"> <li>• Extra-curricular trips and visits have been held (sporting events, trips to the church, river study).</li> <li>• CA learning walks across both schools are carried out - to support and challenge the SENDCos.</li> <li>• SEND Review completed.</li> <li>• Parents' evenings were conducted with positive feedback</li> </ul> <p>Challenges.</p> <ul style="list-style-type: none"> <li>• Continuing to provide a broad range of experiences, beyond the classroom which includes reducing the costs when able to try and get as many pupils as possible engaged.</li> <li>• The absence of an SEN TA has resulted in additional pressures on existing staff. EMAT HR fully supporting and currently, there is a supply TA employed.</li> </ul> <p><u>Attendance.</u></p> <ul style="list-style-type: none"> <li>• Currently 96.55%.</li> <li>• SEND attendance affected by Yr6 child PA. Full support has been offered. Ten pupils are classed as PA which equates to nine families.</li> <li>• Several holiday requests have been submitted so future attendance figures may dip.</li> </ul>	<b>ZM</b>

	<p><u>Behaviour and Attitudes.</u></p> <ul style="list-style-type: none"> <li>• Successful Behaviour Hub Application - Training Attended and the Hub has been an immediate success.</li> <li>• Behaviour Hub toolkit completed, JS to send to PO for sharing with the governors.</li> <li>• Reduced timetable - one Yr5 pupil. Now back to full time - EP has visited and we are waiting on the report.</li> <li>• Some homophobic language was used especially in the older years. ZM has spoken to the pupils concerned.</li> </ul> <p><b>A governor asked for an update regarding the rapid improvement plan.</b> JS advised that the staff member leading this has completed all of the actions it is too early to ascertain the impact. ZM added that an additional pupil questionnaire has been completed and will be done at home and not in school as per previous examples.</p> <p><u>Staffing and Organisation.</u></p> <ul style="list-style-type: none"> <li>• One to one TA – long-term illness currently accessing occupational health. Support provided by HR.</li> <li>• Nursery - Level 6 position currently from an agency - plan is to interview for SEND position.</li> <li>• TA interviews on Friday 22.04 for EYFS TA were successful and an appointment was made.</li> </ul> <p><u>Stimpson.</u> LC highlighted the following;</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> <li>• One pupil has moved to an alternative placement and is being monitored closely - ongoing pastoral support is in place, and the placement so far has been positive.</li> <li>• One concern was raised to MASH.</li> </ul> <p><b>A governor asked if the school has good communication with the relevant social workers for the LAC.</b> LC confirmed they do.</p> <p><u>Curriculum Including SEND</u> Overview.</p> <ul style="list-style-type: none"> <li>• MHST workshops for Year 3 and Year 5 – managing emotions and developing self-esteem. This work has received positive feedback.</li> <li>• Phonics learning review completed and highlighted the consistent approach used, the high expectations and the improvement in teaching including pace although consistency is a focus. This review has been shared with the governors.</li> </ul>	<p>JS</p>
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	<p>Challenges.</p> <ul style="list-style-type: none"> <li>• Continue to monitor the provision of phonics to ensure the improved practice is maintained and refined including parental engagement.</li> </ul> <p><u>Attendance.</u></p> <ul style="list-style-type: none"> <li>• Target is 96% and this is communicated to the pupils and parents. The latest figure was 95.35%.</li> <li>• Year 1 attendance – significant periods of absence – chickenpox, sickness. The school will continue to raise attendance profile – particularly in Year 1 with information going out to parents.</li> <li>• Persistent absence is 14.02% this figure has decreased from 14.79% during Spring Term 1. Work is ongoing to reduce this further.</li> </ul> <p><b>A discussion followed if the Year 1 absence figures at Castle and Stimpson are similar to other EMAT schools.</b> ZM/LC/DL to investigate.</p> <p><b>A governor asked if any work has been done regarding health anxiety.</b> LC advised it has and targeted.</p> <p><u>Behaviour and Attitudes</u></p> <ul style="list-style-type: none"> <li>• Engagement of Year 6 pupils during booster interventions (previously a challenge).</li> <li>• Reduction in immediate 3s (Autumn Term = 26, Spring Term = 14). This reduction has been primarily by the lunchtime supervisors taking ownership.</li> </ul> <p><b>A governor asked if this work had been noted in pupil survey results.</b> LC advised it has.</p> <p><b>A governor noted it could be pupils learning to play together post lockdown.</b> ZM/LC agreed and highlighted they are able to have a lighter touch regarding behaviour during break times.</p> <p><u>Staffing and Organisation.</u></p> <ul style="list-style-type: none"> <li>• Difficulty in recruiting for Pastoral Lead, in the meantime the SLT are managing this area. Interviews are planned for mid-May.</li> <li>• Interviews were held for a Year 6 teaching position, the role has been offered to an experienced teacher.</li> <li>• An update was given regarding an ECT teacher and the support they received/receiving and the progress they are making.</li> </ul>	ZM/LC/DL
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**A governor asked in the year group the ECT is in if there is a significant difference in pupil performance between the two classes.**  
LC advised there isn't.

### Castle.

DL highlighted the following;

#### Safeguarding.

- The number of concerns reported to MASH x 4.
- The number of ongoing Early Help Assessments led by Tier 3 support x 4.
- The number of pupils registered as Child in Need x 5.
- The number of children registered on Child Protection Plans x 5.
- One child was placed on a CP plan following concerns raised by an older sibling. Since the last report, one CP child has moved to a new school. A safeguarding transition was completed.

**A governor asked if there are any difficulties making referrals to MASH and if referrals meetings met the threshold.**

DL advised that he has had no major issues since the last meeting.

**A governor followed up by asking if DL has been getting appropriate and timely responses from MASH.**

DL confirmed he is.

### Curriculum Including SEND

#### Overview

- Inclusion Coffee Mornings – Term 3: Target Autism – invite-only. Group support and 1:1 parent sessions. Term 4: Meet the Inclusion Team. Prior to this CAMS attended. Improving attendance is the next step.
- Term 4, 21st of March - SEND review carried out by Natalie Packer and Lorna Beard. Feedback received and actions are ongoing. SEND governor attended the whole review.
- Rainbow Room is set up and running to support identified children – SENCO in 2/3 afternoons each week and planning for all 3 sessions.
- Natalie Packer used Castle's SEND in a Nutshell document to share at one of her conferences as a good example.

#### Challenges

- Target Autism – staff not taking up the opportunity to seek support from professionals by attending the drop-in sessions. Looking at different ways to engage staff to seek further support.
- The needs of some identified children in EYFS and KS1 are considered as too complex for mainstream education.

- Taken from SEND review - SLT to ensure pupils with SEND in KS1 are receiving quality teaching time and support from the class teacher, as well as TAs (mirroring the good practice in KS2) and that teachers are not over-relying on TAs to differentiate learning for pupils with SEND.
- Taken from SEND review - Leaders to continue supporting teachers to implement High-Quality Teaching in the classroom: Support teachers to differentiate more effectively in English and foundation subjects.

**A governor asked for more clarification regarding the comment “Leaders to continue supporting teachers to implement High-Quality Teaching in the classroom”.**

DI advised that there is a robust monitoring system to ensure any staff member who requires additional training/support receives it. The SENCO supports these, completes regular learning walks and works closely with the teachers including planning.

Attendance.

Challenges.

- Rates of persistent absence (PA) in Key Stage 1.
- Communication around positive attendance rates including impact on Teaching and Learning.
- 49 PA pupils in school, 7 being SEND who are receiving specific support to help them improve their attendance.
- Information has been shared with parents highlighting the importance of pupils attending school.
- Teachers use a RAG system and highlight to pupils/visitors/parents that classes attendance from the previous week. This information is also in the newsletter.
- One MASH referral was completed for a family whose children have a poor attendance record.

**A governor asked if the reason is known why the attendance in years 1 and 2 is particularly poor.**

ZM noted that it could be post CV-19 related. The school is focussing on raising the expectations of attendance using best practices instigated at Stimpson, which includes visual guides and information for pupils and parents.

National attendance is in the 80s Castle is benchmarking at 95%.

**A governor noted the national attendance figure for w.c 7<sup>th</sup> of April was 89.1%. All of the schools has attendance figures higher than this.**

Behaviour and Attitudes

Overview.



- A focus on breaks and lunchtimes to increase engagement has been positive. Children are accessing play equipment and this is encouraging interaction for all. Lunchtime sittings are ensuring children are eating enough and interacting with their peers and members of staff during lunchtime.
- Staff are focusing on primary behaviour versus secondary behaviours. Weekly meetings around playtime and lunchtimes have taken place with TAs to discuss what is going well and what we can do to move forwards. The next step is to measure the impact.

**A governor asked how is the impact going to be measured.**

DL advised that it would be done through pupil voice/survey, the number of incidents recorded and SLT observations whilst on the playground.

**A governor asked if the behaviour of pupils after lunch could be an indicator.**

DL agreed and noted initial findings are positive.

- Fixed-term exclusions: 1 half-day, the pupil has since been fully integrated back into school.

Staffing and Organisation.

- Plans are underway for the restructuring of sports provision at the school.
- Update provided regarding a long-term sickness case.
- AH (Assistant Headteacher) started on April 19th.
- PG, the former Teaching and Learning leader, left Castle Academy with effect from April 18th. AH is now the teaching and learning lead.

ii. Exception report.

Castle. The effective use of teaching assistants

DL highlighted the following;

- Following the quality of education review in November a rapid improvement plan was implemented.
- Current challenges include;
  1. TAs understanding expectations linked to their roles. To help a meeting was held where the standards were shared, TAs discussed what they are good at including what skills they can offer and highlighted their development areas.
  2. Develop a bespoke CPD programme for TAs. A TA audit was used to design a TA programme of support, including a focus on curriculum, behaviour, cognitive science and teaching and learning

3. TAs to understand the importance of underperformance being addressed. Underperformance has been challenged, resulting in further a small number of meetings alongside union representatives.

4. Certain TAs to be open to monitoring and ongoing development. This has been aided by learning walks being completed and feedback provided to assist further development.

5. A lack of TA performance profile evidence and sharing of best practices. To help monitoring is building a picture of TA performance; those who need support and can support others.

ZM noted the importance of consistency and the initial feedback is showing that all of the work ongoing in this area is having a positive effect.

**A governor asked if the TA induction programme is part of this work.**

DL confirmed it is.

**A governor asked if TAs mentor with other.**

DL noted this is being investigated.

**A governor asked if there is consistency regarding performance management.**

DL advised that the SLT complete appraisals and meet prior to ensure consistency.

**A governor noted there are 5 TAs receiving additional support and asked if there are any concerns regarding the quality of teaching.**

DL noted that these TAs are working with high qualities teachers and are all supported by the SLT where required.

**A governor asked if the EEF guidance (low-cost high impact) regarding TAs is being explored.**

ZM confirmed it is.

Stimpson. To raise the attainment and progress for KS2 pupils in SPAG

LC highlighted the following;

Current challenges.

- Phonics and Early Reading have been a key priority.
- Coaching for individual year groups has only taken place in Year 4.
- How is SPAG being assessed - does this process need reviewing and is this consistent?
- Identify issues in Year 3 - assessments lower than in the autumn term and the rationale?

Mitigating Actions for Governors to Consider.

- Ensure that priority year groups have coaching during the summer term - Year 5, considering the transition to Year 6.
- Review year group planning for all Key Stage classes - SLT to support English lead with this.
- SLT to complete weekly book scrutiny to monitor evidence of SPAG and consistency.
- Regular monitoring of the environment - are displays current and reflects SPAG needs appropriate for year group (consistency of this was highlighted by RBL).
- The school is also introducing in the summer term a new spelling scheme which will support class teachers.

**A governor asked if LC is confident SPAG marking was consistent.**

LC noted that in the autumn term it was observed that teachers were marking the learning objective and not always noticing the basic skills. This was acted upon and has improved greatly.

LC noted that a keen theme of the recent training day was developing pupils' comprehension, fluency and stamina.

Hardingstone. To effectively market, the school to increase pupils' numbers to a two-form entry.

JS highlighted the following;

- Open days conducted during the week and at weekends. Take-up was limited.
- A new flyer has gone out into the local community.
- Nursery numbers now increased to 8 children and this will remain at 8 in September as new children join.
- Advertising – newsletter, HP magazine, banner for outside, further leaflet drop. Additional open events arranged.
- Being part of the local community – Jubilee celebrations, Carnival, knife angel competition.
- Wider celebration of events – local newspaper, social media updates.
- Challenges – class size, impact on budget, increase of staff workload and impact on staff wellbeing.
- Open sessions for Nursery.
- Community links – increased parental activities.
- Reception numbers for September are 18.
- JS welcomed any thoughts/suggestions the governors have to increase pupil numbers.

**A governor suggested a video testimonial from a parent.**

JS to investigate.

JS

9. Review of the academy improvement plan and SEF.	ZM noted for future meetings an impact column would be added. <b>The governors to review the AIP/SEF at the next meeting.</b>	PO
10. AIP visits. Shared before the meeting for questions only.	<b>The governors noted the importance of using these reports during their visits.</b> <b>The governors had no questions regarding the reports.</b>	
11. Governors to report back from their recent visits.	<b>CW advised that the items in her report to bring to the LAB meeting have been covered in the meeting already.</b> <b>CW reminded the governors of the importance of completing governor visits.</b>	
12. Any other business.	i. MJ asked if any feedback had been actioned to the stakeholders following the pupil and parent surveys. ZM advised this was done in December. MJ asked if going forward the three school surveys could align with the other EMAT schools. ZM/MJ agreed to align from September.  <b>A governor noted how useful and informative the recent EMAT strategy day was and encouraged all to attend next year.</b>	
15. Dates of meetings for the year:	05/07/2022 LAB 18.00 In school TBC. Stimpson TBC 12/07/2022 S&P 18.00 Location On Teams	Calendar appointment to be sent

The meeting closed at 19.45

Minutes agreed as a true representation and signed
Signature
Print Name
Date

#### Actions from the virtual meeting for Stimpson & Hardingstone held 26/05/22

Action	Owner
1. Health and Safety clarification. i. Is there a plan for a standardised risk assessment template. ii. An update on the comment regarding a training schedule for staff.	PO/KH

<p>iii. An update regarding the recommendation for audits to be completed every 1 to 3 years, depending on the level of risk identified.</p> <p>iv. An update on the trust stress management policy. All on page 2.</p>	
2. During his next visit to Hardingstone DH to look at the disengagement of boys in EYFS. Page 2.	DH
3. H&S update focussing on areas for concern to be on the next LAB agenda. Page 4.	PO
4. ZM to complete regular lockdown practices and rotate the times they take place. Page 4.	ZM
5. JS to send PO the Behaviour Hub toolkit. Once received PO to share with the board. Page 5.	PO
6. LC/ZM/DL to compare year 1 absence figures with the other EMAT schools. Page 6.	LC/ZM/LC
7. JS to investigate the benefits of using a parent to help increase pupil numbers. Page 11.	JS
8. PO to add AIP and SEF onto the next LAB agenda. Page 12.	PO