

FINAL Minutes Standards & Performance: Hardingstone & Stimpson
18th March 2021 18.00
Meeting held virtually via Microsoft teams
The second S&P meeting of the academic year 2020-2021

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 Hardingstone and Stimpson) Luci Clapton (Stimpson Head of school) Julie Stevens (Hardingstone Head of school) Paul Wilkinson (Staff Governor Hardingstone) Adrian Lett (Staff Governor Stimpson) Alan Edge (Co-opted Governor) Nicky Wilson-Everett (Elected parent) Ruth Cross (TB Appointed) Claudia Wade (Chair TB appointed member) Jeremy Bird (Academy Improvement Partner)</p> <p>Monica Juan (EMAT Compliance / Governance) Joshua Coleman (CEO: EMAT) 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.	Not applicable.	
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. Stimpson Ofsted visit.	<p>ZM advised the board that Stimpson received a section 8 remote monitoring visit on the 16th of March. Full information will be shared with the board as soon as possible.</p> <p>Mutual thank you were shared with all.</p>	
6. Agenda update	CW advised that the agenda is different from previous versions and will evolve to match the needs of the	CW

	<p>S&P board. The goal will be to demonstrate that the board understands all of the strategic tools it has to ensure it holds the school to account.</p> <p>CW highlighted that she will meet with Headteachers and Chairs of the LAB over the coming weeks to gather feedback regarding the agenda.</p>	
7. Minutes from the last meeting.	The minutes of the meeting held on the 26 th of November 2020 was agreed to be an accurate representation. CW to electronically sign the minutes.	CW
8. Action Log from the meeting held on the 26 th November 2020.	<p>i. 1. LC to show the latest data alongside that shared at the 26th November meeting. Done.</p> <p>ii. Venn diagrams to be used showing PP / SEN / EAL to demonstrate any overlaps to ascertain any combined barriers. Done.</p> <p>iii. PO to add to the next LAB agenda an item where governors can supply feedback regarding the catch up budget / how it's being spent and the impact. Done.</p> <p>iv. ZM to share with the governors her document using research from the endowment fund which includes a catch up action plan. Done.</p> <p>v. PO to contact governors to ascertain if they would like to attend FFT training. Due to CV-19, the use of FFT has dropped off so training is not appropriate at this time.</p> <p>vi. PO to communicate to all governors regarding training and housekeeping. Done.</p> <p>vii. ZM to consult with the governors regarding the Hardingstone pre-school proposal before proceeding. ZM advised that the fast-track application has been completed and is awaiting approval from the Trust. The consultation for the nursery has been shared with the local community and the local authority are in support of the proposition and will write a supporting letter.</p>	
9. SEF - Ofsted will request 'a summary of any self-evaluation or equivalent' from your school on the first morning of an inspection. HT and Trust explain SEF S&P Committee members to question / challenge	<p>CW advised that the SEF (self-evaluation form) is used to review each school's thoughts on their strengths, training requirements and areas for improvement as one of their areas for evaluation during inspections. SEF in schools allows the primary leaders to effectively plan key areas of improvement and how to achieve their performance goals. The SEF is a living document and is updated regularly.</p>	

	<p>ZM advised that the Ofsted framework was used when the SEF was being drawn up. The areas of the SEF are;</p> <ul style="list-style-type: none"> • Quality of Education • Behaviour and Attitudes • Personal Development • Leadership and Management • Early Years <p>ZM highlighted that the SEF has evolved to include self-evaluation from subject leaders along with an audit tool devised by JB. The gradings are;</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree. 3. Neither agree or disagree 4. Disagree. 5. Strongly disagree. <p>ZM explained that the precise working for number 3 is still to be confirmed and advised that these grades do NOT represent Ofsted grades</p> <p>ZM highlighted that along with the introduction of the audit tool a RAG rating has been introduced and that the audit tool is still being piloted and welcomed feedback.</p> <p>JB highlighted that the audit tool grade indicates how well the schools align with ambitious statements and the subject leaders have been empowered to rigorously evaluate it. This will assist governors to challenge and assess the information to focus on the areas of greatest need.</p> <p>ZM highlighted the following from the SEF's.</p> <p>Quality of Education.</p> <ul style="list-style-type: none"> • <u>We want to see ... All pupils equipped with the skills and knowledge required at each stage of education.</u> Stimpson grade 4 but for all pupils with SEND making sufficient progress the score is 3. This is an example where further investigations will be conducted to ensure consistency including the use of the teaching and learning rubric aspect number 4. 	
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- Some of the statements are interlinked and these are being looked at to give a true score for the round. How future audits will be completed will change to help with this.
- We want to see ... Staff possessing and using secure subject knowledge. This has been helped at Stimpson by LC via her NPQH. At Hardingstone this is not the case but work is ongoing to empower subject leaders to complete in-depth research in their areas and then share with the staff.
- We want to see ... pupils developing fluency and unconsciously applying it. This is a 3 at Hardingstone primarily due to a lack of consistency.
- We want to see ... Pupils acquiring cultural capital. This is a 3 for both schools and is primarily due to the disruption in learning caused by CV-19.

Behaviour and Attitudes

- We want to see ... Pupils attending as well as they can. For Hardingstone this is a 5. On reflection and further investigation, this score is incorrect when taking SEND pupils into account.
- We want to see ... If any pupil is educated off-site that they are safe, attend well and learn well. This is 3 for Hardingstone due to no pupils falling into this category.

Personal Development.

- We want to see ...The whole school promoting equality of opportunity. This is a 5 for Hardingstone but after lesson observations this week the scores should be a little lower.
- We want to see ...Pupils benefitting from effective RSE provision. This is a 3 for both schools due to not being taught yet.

Leadership and Management.

- We want to see ...Leaders working with classroom staff to ensure consistently effective teaching. This is a 3 for both schools and is not just the SLT but includes subject leaders.

	<ul style="list-style-type: none"> • <u>We want to see ...Governors ensuring that their statutory duties are met.</u> This is a 2 for both schools primarily due to governors not being able to visit schools. • <u>We want to see ...Leaders ensuring that gaming does not occur.</u> This is currently a 3 for both but will change to a 5 as this never happens at either school. <p>Early Years.</p> <ul style="list-style-type: none"> • This is a strength at both schools. • We want to see ...Effective provision for 2-year olds (if applicable) is not applicable at either school. <p>ZM advised that going forward future audits will not be done in isolation but was keen to present a version of the audit to governors so they can see the development in this area.</p> <p>The governors thanked ZM and her teams for completing the audit and asked if a workshop activity can be set aside in a future LAB meeting to investigate the SEF in more detail.</p>	PO
<p>10. Academy Improvement Plan:</p> <p>Priorities for 2020/21 Focus on Curriculum Development</p> <p>Governors visits linked to AIP priorities.</p>	<p>CW advised the board that they need to understand how the priorities from the SEF feed into the AIP and how the board will monitor them and explore what impact they have had.</p> <p>ZM highlighted the following;</p> <ul style="list-style-type: none"> • Where possible impact statements have been added. <p><u>Priority 1: Personal Development:</u></p> <ul style="list-style-type: none"> • All actions have been completed apart from PSHE and PE lessons to cover: kindness, being ourselves, being brave, physical and mental health, resilience and coping strategies. This remains an action as it's too early to ascertain if there is a need for this after the post-Christmas lockdown. • In September 2020 pupils settled back quickly. All pupils who were disengaged are now 	On GovernorHub

	<p>engaging with their learning. Positive relationships with parents have enabled attendance of the most vulnerable pupils to remain almost in line with national. HA 94.4% SAA 94%.</p> <p>A governor asked regarding the pupils who were disengaging but are now engaging was it the same core pupils as in lock lockdown 1 and what do you think the cumulative effect of this will be on the pupils.</p> <p>ZM advised that in lockdown 1 paper packs were issued. From June-September we revisited remote learning to improve it for pupils and staff with more face to face contact. This was ready to roll out for the post-Christmas lockdown and resulted in higher levels of engagement. The use of Teams allowed the school to quickly follow up on any engagement issues.</p> <p>A governor asked if the schools have continued with the zones of regulation in both schools and has this helped with PD.</p> <p>ZM advised that for Hardingstone there are zones of regulation. Both schools use GoNoodle (engages and inspires children to channel their boundless energy—getting them up, moving and becoming more mindful and is created by child development experts). Nurture groups are also used for specific pupils.</p> <p><u>Priority 2: Quality of Education:</u></p> <ul style="list-style-type: none"> • Subject-specific assessments to be used to identify areas where pupils have forgotten or misunderstood key concepts. (mini-quizzes/assessments. Frequency of these to be reviewed). • Pupil progress to identify targeted pupils for interventions. • Detailed analysis of interventions which are then reviewed and amended, as necessary. NTS assessment are due in a couple of weeks. • Catch up sessions tailored to individual pupils' gaps. • Home learning to be tailored and personalised to the needs of all pupils. • More personalised interventions which are empowering support staff to be aware of the 	
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	<p>impact they are having on learning. Pupils are more prepared for the next step learning. Feedback is moving pupils learning forward. This was identified in the learning review as a strength.</p> <p><u>Priority 3 Behaviour and Attitudes:</u></p> <ul style="list-style-type: none"> • Monitor and review new behaviour policy and practice, making adaptations where needed and measuring impact. • Staff, parent and pupil questionnaires completed at both schools with positive feedback. • Ensure that there is consistency in following the behaviour policy by all staff. • Develop a learning community through teachers having high expectations and reinforcing these consistently. • Stimpson. In the Autumn term 2019: number of behaviour incidents: 66 incidents. Autumn 2020: number of behaviour incidents: 13 incidents. Investigations ongoing to ascertain if the recording of incidents is correct. <p>A discussion followed regarding the use of the word consistency and the possibility of it being open to interpretation. ZM agreed to review this ensuring the wording is clear and concise.</p> <ul style="list-style-type: none"> • Hardingstone. In the autumn term 2019: number of behaviour incidents: 10 incidents. Autumn 2020: number of behaviour incidents: 24 incidents. JS advised that an incident may involve 3 pupils in one incidents. <p>A governor asked if the pupils involved in these incidents are PP, SEND, shown disengagement. ZM gave more details on the pupils involved and the support they are receiving including Jogo.</p> <p><u>Priority 4: Leadership and Management.</u></p> <ul style="list-style-type: none"> • Ensure that Governors take an active role in all aspects of school life (invite to SLT and learning walks). • Teaching and Learning Rubric to be shared with all staff to have a shared understanding 	ZM
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	<p>of the academy aims, combined with a consistent approach.</p> <p><u>Priority 5: EYFS Hardingstone.</u></p> <ul style="list-style-type: none"> • All staff trained in carrying out observations and identifying next steps to learning. Staff keep a range of records detailing observation, teaching and outcome/ next steps. All staff collect a range of evidence through online learning journeys and paper-based learning. All staff involved in baseline and half termly assessments. <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • All staff to engage in the planning process. Identifying the key skills and language. • Support and train staff to ensure they have a clear understanding of the curriculum and their role with the provision. • To develop relationships with parents through monthly events, stay and play, and a variety of information-sharing activities, phonics, early Reading and Maths. CV-19 has had a major impact on this project. <p><u>Next steps.</u></p> <ul style="list-style-type: none"> • Leadership SEFs. They now need to ensure they have an impact on the quality of teaching and learning. NPQH sessions have enabled LC to raise the profile of mathematics, in particular problem solving and reasoning. The desired impact is that pupil attainment will increase. Julie is also completing NPQH this was undertaken prior to her joining HA. The impact outcomes relate to her previous school and a partner school. However, learning from the project will be transferred. <p>The governors noted the importance of allocating a governor to lead a priority area from the five listed in the AIP and to complete virtual then face to face visits. The governors asked for the allocation of governors to be added to the next LAB agenda. Post, meeting note actioned.</p>	
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<p>11. Exception reporting: Progress and achievement towards targets</p> <p>i. Groups not currently on target</p> <p>ii. Strategies to accelerate progress</p>	<p>CW asked if only the areas not on target can be highlighted.</p> <p><u>Hardingstone.</u> JS highlighted the following from the Contextual Information and Attendance Spring 2020-2021;</p> <ul style="list-style-type: none"> • From January four pupils have left, but 11 have joined. • Attendance 97.14% which is above national. A focus area is SEND pupils. • Online engagement was assisted by the following. 1. Regular support provided for families with IT access and IT support. 2. Teachers completed check-in phone calls with families as necessary. <p>The governors asked if data can be collated showing the engagement for SEND, PP and EAL pupils. ZM/JS will action.</p> <ul style="list-style-type: none"> • Quality assurance scores were either a 4 or 5 demonstrating the systems and practices in place work with only minor tweaks required. There was a lot of collaborative work with Stimpson. <p>A governor asked if remote learning is still being used for certain pupils who for whatever reason can't come into school. JS advised that if any pupil is isolating for whatever reasons they can watch the lesson via Teams.</p> <ul style="list-style-type: none"> • Safeguarding for remote learning a strength. <p>The governors thanked JS for the level of scrutiny in the report concerning remote learning.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> • Well-being has increased from 94% to 100% and involvement has increased from 89% to 94%. The children at medium are majority EAL who are still at the stage of observing others, working alongside and developing relationships and the ability to focus for extended periods without adult support. 	<p>ZM/JS</p>
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	<p>A governor asked in regards to the EYFS data – On Track for GLD what are the main areas for concern. JS advised that it's shape, space and measures which is a broad statement to achieve and covers a lot over the year. This will have caught up by the Summer term. Writing is another focus area. GLD prediction for this year is 74% up from 57% last year this is a positive but we would still like to aim higher than 74%.</p> <p><u>Year 2 phonics.</u></p> <ul style="list-style-type: none"> • 84% (27 pupils) reached the Phonics pass mark. Performance of girls (100%) is greater than boys (62%). • An update was given on the vulnerable groups' phonics data overview. • During remote learning children had 'live' phonics lessons and links to online videos to ensure that they continued to develop these important skills. Phonics has started from the first week back (during our theme week) to see how confident they are back in their groups. During this time, group leaders are assessing where they think the children in their group are. All RWI staff to follow the daily plans given to them. • Next actions include phonics information on the website for parents and develop this area (including filmed phonics sessions) so that parents are better equipped to support their children at home. <p><u>Year 1 heat maps</u></p> <ul style="list-style-type: none"> • Year 1 is a focus area and is being supported along with ensuring pupil's expectations are high. <p>A governor asked if the heat maps are completed centrally or by the school and can the table be modified so for example pupil numbers are included instead of using the word all. JS advised that then Information is inputted onto SIMs and data is pulled from there. JS will investigate if the wording in the tables can be altered.</p>	<p style="text-align: right;">JS</p>
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	<p>A governor asked why is there some discrepancy between teacher assessments and the NTS. JS/ZM advised that this was picked up early and support/training is being given to the teachers to rectify this.</p> <p><u>Year 2 heat maps.</u></p> <ul style="list-style-type: none"> • EAL children are on track towards targets in all areas above non-EAL. • Pupils with attendance issues and their families are being fully supported <p>A governor asked if FFT 20 is used. JS/ZM confirmed it is although this is being reviewed along with ensuring the curriculum is aspirational.</p> <p>A governor asked if planning is suitable for all pupils. JS noted that this is a focus area as observations indicate it isn't always the case.</p> <p><u>Year 3 heat maps.</u></p> <ul style="list-style-type: none"> • Teacher assessments of PP children are lower than non-PP. This is reflected in their NTS test outcomes. Within Yr3 there are 6 PP children. This will be reviewed. <p><u>Year 4 heat maps.</u></p> <ul style="list-style-type: none"> • SEN child (1 child) is not on track across all areas-SENDCO is aware and is completing assessments. • SPAG has been a focus and teachers have worked extensively with pupils writing. Improvement in this area is expected in the next round of data. <p><u>Year 5 heat maps.</u></p> <ul style="list-style-type: none"> • SEND pupils performing better than any other year. All best practices is being shared across the school. • PP children are performing the same in Maths and Reading on NTS and 1% below Non-PP children. 	
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	<p><u>Year 6 heat maps.</u></p> <p>A governor asked for clarification on the age of the data and is the school expecting it to change drastically before July as currently there is a lot of red and transition to secondary school could be a concern</p> <p>JS advised that the data is from the Autumn term. The teacher assessment for this year has been under-assessed. Looking at the latest data and completing book reviews the data is more encouraging and is expecting future data drops to show an improvement.</p> <p>The governors noted that for a couple of year groups it has been highlighted that teacher assessment is not as accurate as it should be and what training is being given to rectify this.</p> <p>JS went through the training that is ongoing and that the SLT will support were required to improve future accuracy.</p> <p>A governor asked why are pupils with EAL outperforming non EAL children in Reading, Writing and Maths based on teacher assessments.</p> <p>ZM advised that the EAL pupils are fluent in English and few in number.</p> <p><u>Stimpson.</u></p> <p>LC highlighted the following.</p> <ul style="list-style-type: none"> • Highest pupil increase in Reception - +9 pupils. In other year groups, mobility more stable. The reception is now full. • Persistent absence: 49 absent sessions This relates to 20 families. • Remote learning quality assurance shows that the practices and systems in place are secure and is a credit to the staff. Positive feedback received from parents and the safeguarding systems is robust. <p>EYFS wellbeing and involvement.</p> <ul style="list-style-type: none"> • We have 7 new to country children who have no pre-school experience and who have EAL. • Outdoor area and garden extensively used. 	
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	<p>EYFS data – On Track for GLD</p> <ul style="list-style-type: none"> • The top areas are children’s self-confidence and awareness and managing feelings and behaviours. • In the Spring focus area will be shapes, space and measure/people and communities/technology. <p>Year 2 Phonics.</p> <ul style="list-style-type: none"> • 69% (35 pupils) reached the Phonics pass mark. • Performance of boys and girls was broadly in line with one another. • PP pupils did not perform as well as their non-PP peers. Support is being given to the PP pupils. • Year 1 phonics data shows over 80% on track. <p>A discussion followed about the performance of PP pupils who were in school and those who accessed the remote learning and the use of the catch-up fund to assist these pupils.</p> <p><u>Year 1 heat maps.</u></p> <ul style="list-style-type: none"> • Teacher judgements are secure. <p><u>Year 2 heat maps.</u></p> <ul style="list-style-type: none"> • Mock SATs completed earlier in the year with another assessment planned post-Easter. <p><u>Year 3 heat maps.</u></p> <ul style="list-style-type: none"> • White-British pupils do not perform as well as their peers in relation to teacher assessment or progress to target, although this is not reinforced by the test results. • Although teacher assessments of pupil premium pupils are lower than non-pp in reading, this is not reinforced by the test results. <p><u>Year 4 heat maps.</u></p> <ul style="list-style-type: none"> • Performing well in all subjects. <p>A governor asked what FFT target is being used. LC advised it’s FFT 50.</p>	
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	<p>The governors queried if FFT 50 was aspirational enough. LC will investigate and report back at the next S&P meeting.</p> <p><u>Year 5 and 6 heat maps.</u></p> <ul style="list-style-type: none"> • These year groups have been closely monitored to ensure pupils have been identified for the catch-up provision. • These year groups have strong, secure teachers. • Year 6 data collated early in the year. On assessing scale scores and those close to getting 100 along with the pupils' work ethic and close monitoring progress is expected. 	LC
<p>12. i. School reopening to all pupils ii. Update on the planned strategy for the CV-19 catch-up funding. iii. LAB to report on how they will monitor the impact of this spending.</p>	<p>ZM highlighted the following;</p> <ul style="list-style-type: none"> • One to one Small Group Tuition started on the 8th March and is going very well and will last for 15 weeks. This is being monitored closely. • Selected pupils are provided with the opportunity to attend a variety of wellbeing sessions. These include yoga, mindful colouring, follow me drawing, origami, construction, card games, drama and mini sporting activities. The impact of this will be measured. • Resources purchased include WInc Online, Oxford Reading Owl, Rock Steady and Now Press Play. • Investment of the funding has gone into Reading and the funding has been spread across all years. <p>CW agreed to meet with ZM/JS/LC to discuss this area in more detail and will report back at the next LAB meeting. <i>Post-meeting note item added to agenda.</i></p>	On GovernorHub
13. NPQH presentation	All agreed to have this item added to the next LAB agenda. <i>Post-meeting note PO actioned.</i>	
14. Report from Safeguarding Governor/ Lead DSL LAB Training – Smart Log Basic GDPR E -Safety	CW advised that all governors will shortly be sent information on how to access the site, which courses are a priority and when the training needs to be completed.	MJ

Equality and Diversity Awareness Health and Safety at work Safeguarding and Prevent	NW-E advised that there is no safeguarding report to present but will have one ready for the April LAB meeting. Post-meeting note added to the April LAB agenda.	
15. Any other business	The governors thanked DL/LB for the quality of the reports.	
16. Dates of meetings for the year:	15/04/21 LAB 18:00 29/06/21 S&P 18:00* 15/07/21 LAB 18:00 * Due to uncertainty around the dates for this year's data drops the last S&P date may be subject to change.	Calendar appointments have been sent.

The meeting closed at 19.38

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

Actions from the virtual meeting for Stimpson & Hardingstone held 18/03/21

Action	Owner
1. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. Page 1.	CW
2. CW to electronically sign the 26 th November minutes Page 2.	CW
3. PO to add to a future LAB agenda a workshop item for the new SEF form. Page 5.	PO
4. ZM to review the use of the word consistency in the AIP. Page 7.	ZM

5. JS/ZM to collate the data to show the engagement for SEND, PP and EAL pupils. Page 9.	JS/ZM
6. JS to investigate if the wording in the heat maps can be changed. Page 10.	JS
7. LC to investigate if FFT 50 is aspirational enough, Page 14.	LC
8. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. Page 14.	MJ