

FINAL Minutes Standards & Performance: Hardingstone & Stimpson
1st of July 2021 18.00
Meeting held virtually via Microsoft teams
The third 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 |
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| 1. Present. | <p>Zoe McIntyre (Executive Headteacher Hardingstone and Stimpson)</p> <p>Luci Clapton (Stimpson Head of school)</p> <p>Julie Stevens (Hardingstone Head of school)</p> <p>Paul Wilkinson (Staff Governor Hardingstone)</p> <p>Adrian Lett (Staff Governor Stimpson)</p> <p>Alan Edge (Co-opted Governor) *</p> <p>David Hood (TB appointed)</p> <p>Nicky Wilson-Everett (Elected parent)</p> <p>Claudia Wade (Chair TB appointed member)</p> <p>Jo Daniels (TB appointed)</p> <p>Jeremy Bird (Academy Improvement Partner)</p> <p>Monica Juan (EMAT Compliance / Governance)</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> | <i>AE joined at 18.10</i> |
| 2. Apologies. | Apologies received and accepted from Ruth Cross (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. | |
| 5. Minutes from the last meeting. | The minutes of the meeting held on the 18 th of March 2021 was agreed to be an accurate representation. And signed electronically by CW. | |

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| <p>6. Action Log from the meeting held on the 26th November 2020.</p> | <p>i. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. Done.</p> <p>ii. CW to electronically sign the 26th November minutes. Ongoing.</p> <p>iii. PO to add to a future LAB agenda a workshop item for the new SEF form. Ongoing, PO to add to the first LAB agenda of 2021-22 after consultation with JB.</p> <p>iv. ZM to review the use of the word consistency in the AIP. Done and on GovernorHub.</p> <p>v. JS/ZM to collate the data to show the engagement for SEND, PP and EAL pupils. Done and was shared at the meeting.</p> <p>vi. JS to investigate if the wording in the heat maps can be changed. JS has spoken to relevant stakeholders. Ongoing.</p> <p>vii. LC to investigate if FFT 50 is aspirational enough. A review will be done in September and future targets will be aspirational. Data suggest this year FFT was appropriate.</p> <p>viii. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. PO sent login information today, training packages will be sent to governors over the summer break.</p> | <p>ii. CW</p> <p>iii. PO</p> <p>vi. JS</p> |
| <p>7. Stimpson Ofsted section 8 update</p> | <p>CW/LC/ZM/JC advised the board that Stimpson Academy had received a section 8 Ofsted visit on the 30th of June 2021.</p> <p>The full report will be shared once signed off.</p> <p>The governors thanked all for the update and wanted to have their thanks passed onto the staff.</p> <p>A governor asked if any learnings/feedback from the visit if applicable would be shared with Hardingstone.</p> <p>JS/ZM/LC confirmed they would.</p> | |
| <p>8. Performance Data and Monitoring Reports</p> <p>i. To receive and raise questions on the Attainment and Progress report: Contextual information Whole</p> | <p>i. Hardingstone.</p> <p>JS highlighted the following from the Hardingstone report summer 2020-2021.</p> | |

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| <p>school attendance Arithmetic Phonics No More Marking</p> <p>ii. To consider the format and subject area for the Exception Report for the next S&P (Autumn Term). See draft template for discussion.</p> | <ul style="list-style-type: none"> Since the last report total numbers reduced from 237 to 231. Many families have moved houses during the lockdown period. <p>A governor asked if the number of PP pupils is correct or could there be any under identification of PP pupils.</p> <p>JS noted that the number is accurate.</p> <p><u>Overview of Arithmetic Results in 2020-21.</u></p> <ul style="list-style-type: none"> Results are lower in Summer 1 compared to the Autumn term because pupils are now answering questions on the current year group objectives. Due to time missed in school during the previous academic year, the questions in Autumn were focused on the objectives from that year group. Year 4 are the exception to this and have remained at 72% There is a difference between the two year 2 classes. 2A has a higher percentage of SEND. The curriculum prioritisation documents focus initially on numbers and calculation – it is more important to provide a solid foundation by focussing on improving these skills by the end of the year, rather than covering every objective from the later prioritised units of Geometry, Measures and Statistics for example. Summer 2 data which has just been published shows years 3,4,5,6 have had a percentage increase compared to summer 1. Year 2 are in line with summer 1 Year 6 objective was 55% in summer 1 in summer 2 it has increased to 67%. <p><u>Phonics Data RWI Assessments</u></p> <p>Reception.</p> <ul style="list-style-type: none"> End of the spring term 26% working within the red section. End of the spring term Group C received a lot of focus to assist with rapid progress. This work has meant there is only one pupil who remains in Group C. Summer half term 23% in the red section. There has been a conversation with the class | |
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| | <p>teacher who is confident this figure will improve.</p> <ul style="list-style-type: none"> • Reading GLD is currently predicted to be 85%. <p>Year 1.</p> <ul style="list-style-type: none"> • Fortnightly meeting with the staff has raised the profile of Phonics teaching and their confidence. • Speed of reading is holding some year 1 and 2 pupils back and is a focus area to improve. • Work is ongoing to move as many pupils from the pink and orange sections into the blue section. Certain pupils are receiving 1 to 1 teaching and interventions. <p>A governor asked if JS is confident of the teaching of RWI across the school. JS advised she is now. Staff have been moved around to ensure the pupils with the highest need have the most qualified teacher. ZM advised that at the end of spring term Phonics teaching had fallen back a little. A review was quickly instigated and standards have moved back up to where they should be.</p> <p>A governor asked if any training for RWI is planned for next year. JS advised there is.</p> <p>A governor noted that one pupil is SEN and asked if the SENCO or other SLT members know if the pupil needs affect their learning of Phonics. JS advised that with the SEN pupil we know if the need revolves around emotional, Maths, English or other areas. Additional information can be added to future presentations if required.</p> <p>Year 2.</p> <ul style="list-style-type: none"> • Although 42% of pupils are below expected, 36% are in the blue and grey groups. These pupils know their phonic sounds, now they need to increase fluency and words per minute. <p>Development and actions.</p> <ul style="list-style-type: none"> • Clear monitoring timetable. | |
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| | <ul style="list-style-type: none"> • Clear questioning so, staff know their class. <p>Impact to date (if time has passed from assessment).</p> <ul style="list-style-type: none"> • Fortnightly meetings have raised the profile of phonics knowledge and enabled all staff to confidently know the next steps for all children. • Tutors are using phonics knowledge shared in group sessions where appropriate • Grouping within year groups has ensured consistency and transference of skills taught into the classroom. • Less teacher talk in phonics sessions allowing quick movement between activities and therefore more phonics work is covered daily. <p><u>No More Marking Writing Assessments.</u></p> <p>Year 2 overview.</p> <ul style="list-style-type: none"> • The average scaled score of our pupils (472) is in line with the national average scaled score (479). <p>Year 2 Gender data.</p> <ul style="list-style-type: none"> • The average scaled score of our boys (463) is just above the national average scaled score for boys (460). • The average scaled score for our girls (492) is above the national average scaled score for girls (485). • 7% of our boys are working at the greater depth standard compared to 10% of boys nationally. <p>Year 2 PP pupils.</p> <ul style="list-style-type: none"> • Only two pupils in this category. <p>Year 2 No More Marking Writing Progress</p> <ul style="list-style-type: none"> • Between Year 1 and Year 2, our pupils maintained the gap to be 12 above the national average scaled score. • These pupils will be monitored when they go into year 3 to ensure there is no dip in the data. <p>Year 6 No More Marking Writing Overview.</p> | |
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| | <ul style="list-style-type: none"> • The average scaled score of our pupils (543) is just above the national average scaled score (541) Writing Age. • The average writing age of our pupils (10 years 3 months) is just above the national average writing age (10 years 1 month). • 86% of pupils are working at the expected standard compared to 78% nationally. • 17% of pupils are working at the greater depth standard compared to 21% nationally. Investigations are ongoing to ascertain if the lower GD figures are a blip or a long term trend. <p>Year 6 Gender data.</p> <ul style="list-style-type: none"> • The average scaled score of our boys (529) is just below the national average scaled score for boys (532). • The average scaled score for our girls (558) is above the national average scaled score for girls (550). • 73% of our boys are working at the expected standard compared to 70% of boys nationally. • 100% of our girls are working at the expected standard compared to 86% of girls nationally. <p>A governor asked if the writing data is as expected taking into account the issues caused by CV-19. JS advised to some extent yes, although the data is compared with other schools. ZM advised that an important factor is the progress against national.</p> <p>Year 6 PP pupils.</p> <ul style="list-style-type: none"> • Only two pupils in this category. One working slightly below the expected level. <p>Year 6 No More Marking Writing Progress.</p> <ul style="list-style-type: none"> • In Year 4, the scaled score was 4 above. This dipped in Year 5 to 5 below. The gap has decreased again in Year 6 to 1 above all schools. <p>Areas of development/action.</p> <ul style="list-style-type: none"> • Ensure quality teaching and learning during the RWI sessions, putting clear plans in place, | |
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| | <p>monitoring the provision and progress, and offering support and challenge to the staff to make improvements</p> <ul style="list-style-type: none"> • Daily reading for pleasure sessions – supporting a love of writing as well as reading. • Ensure that writing across the curriculum is in line with English work. Reduce the number of worksheets in the wider curriculum. • Utilise working wall to share modelled writing and provide support for pupils. • Planning focus on greater depth PP children. Are teacher expectations for PP children aspirational? <p>A governor asked if national averages are available and if so are they being used this year. JS advised that the figures are based on all of the pupils who completed No More Marking this year.</p> <p>A governor noted that No More Marking can bring a consistency score and wondered if the data had raised any issues/concerns regarding the consistency of the marking. ZM advised that she takes part in the moderation and along with other SLT there were no concerns noted.</p> <p>The governors noted the data for PP GD is mentioned and wondered if this is a focus area. JS advised it is with investigations across no more marking data to ascertain if it needs work across the whole school or just specific teachers.</p> <p>Stimpson.</p> <p>LC highlighted the following from the Stimpson report summer 2020-2021.</p> <p><u>Contextual Information.</u></p> <ul style="list-style-type: none"> • PP - an increase of 2 pupils since Spring Term. • SEN – an increase of 2 pupils since Spring Term. • SENCO has completed a lot of work to ensure pupil identification is correct and that is the reason for the increase above. | |
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| | <p>A governor asked if there is a possibility of the number of PP and SEN pupils increasing even further.</p> <p>LC advised that the Autumn term may see an increase as they are already on the SENCO radar. ZM the SENCO next step is to see how those pupils are accessing the curriculum.</p> <p><u>Overview of Arithmetic Results.</u></p> <ul style="list-style-type: none"> • Results are lower in Summer 1 compared to the Autumn term because pupils are now answering questions on the current year group objectives. Due to time missed in school during the previous academic year, the questions in Autumn were focused on the objectives from that year group. This is more evident for Years 5 and 6. • Results in Year 2 and Year 4 are higher than in other year groups for the Summer assessments. All classes have made good progress from the baseline assessment in September (Autumn 1). • There is a discrepancy between the 2 classes in Year 3 as there has been a marked difference between the results of the pupils during Autumn 2 and Summer 1. These results were checked for accuracy and Maths Lead has followed up with class teachers regarding the discrepancy. <p>A governor asked how many pupils does this represent.</p> <p>LC advised it is 15 pupils.</p> <ul style="list-style-type: none"> • Maths leader has shared, issue, initiative, impact and monitoring documentation to be completed. • Ensure teachers are appropriately using NCETM Prioritisation materials to prepare children for next year. • Maths planning sessions planned with maths consultant –plan sequences of learning that address arithmetic gaps logically <p>A governor asked how does this data compare with last year.</p> | |
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| | <p>LC highlighted that the focus this year has been pushing arithmetic and the current situation indicates this can be maintained if not improved.</p> <p>A governor asked for some clarification around the arrows used on the grid. LC explained that the arrows indicate if the data is above or below the EMAT average.</p> <p>The governors thanked LC for the update and asked if the drop seen in year 5 is a focus area to improve going forward. LC advised that she and the Maths lead are looking at the provision to ensure it is happening consistently and improve if required. ZM/AL noted the KR has created a gap analysis document which will be shared with the new class teacher in September which will help ensure the pupils and staff hit the ground running.</p> <p>The governors noted that arithmetic is just one aspect of mathematics.</p> <p><u>No More Marking Writing Assessments.</u></p> <p><u>Year 2 overview.</u></p> <ul style="list-style-type: none"> • The average scaled score of our pupils (441) is below the national average scaled score (472). Writing Age. • The average writing age of our pupils (6y 6m) is below the National average writing age (7y 7m) Grade Frequencies. • 45% of pupils were writing at an expected standard. <p>Year 2 gender data.</p> <ul style="list-style-type: none"> • The average scaled score of our boys (424) is below the national average scaled score for boys (460). • The average scaled score for our girls (455) is just below the national average scaled score for girls (485). • A review of the text used will be reviewed especially for boys to help engage more. A review will also take place to ascertain which | |
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| | <p>area of writing they are particularly struggling with.</p> <p>Year 2 PP.</p> <ul style="list-style-type: none"> • 20% of our pupil premium pupils are working at the expected standard compared to 55% nationally. A review was completed and two pupils are new to country since March, and a lot of the PP pupils have multiple vulnerabilities. When the class teachers met at the transition meeting this cohort was a focus area. <p>A governor asked for some examples of the strategies for closing this gap. LC advised that there are interventions in place via the PP and CV-19 catch up strategies.</p> <p>Year 2 No More Marking Writing Progress.</p> <ul style="list-style-type: none"> • The gap has closed between Year 1 and 2, with an increase in pupils achieving Expected (from 42% - 58%). • The gap to national has decreased from 26 to 12. <p>Year 6 No More Marking Writing Overview.</p> <ul style="list-style-type: none"> • The average scaled score of our pupils (514) is below the national average scaled score (541) Writing Age. • The average writing age of our pupils (9y 0m) is below the national average writing age (10y 1m). <p>Year 6 gender data.</p> <ul style="list-style-type: none"> • The average scaled score of our boys (513) is below the national average scaled score for boys (532). • The average scaled score for our girls (514) is below the national average scaled score for girls (550). <p>Year 6 PP.</p> <ul style="list-style-type: none"> • The average scaled score of our pupil premium pupils (519) is just below the national average scaled score for pupil premium (530). <p>Year 6 No More Marking Writing Progress.</p> | |
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| | <ul style="list-style-type: none"> • In 2019, the gap to national had widened between Years 4 and 5. (from 5 to 24). • Between Years 5 and Year 6 our pupils closed the gap to the national average scaled score – from 24 to 18. <p><u>Areas of development/action.</u></p> <p>Year 2 writing.</p> <ul style="list-style-type: none"> • 1:1 reading for disadvantaged pupils at least 3 times a week, and those pupils who need to develop early reading skills, including lowest performing 20%. SLT will also be part of this process. • Utilise working wall to share modelled writing and provide support for pupils. <p>Year 6 writing (in addition to the year 2 actions).</p> <ul style="list-style-type: none"> • Pupils to have regular opportunities for self and peer assessment – using standardised writing examples to support. • Ensure lessons are planned to reinforce prior basic skills – pupils to be accountable. <p>A governor asked if LC is confident of the teaching of NMM across the school and were there any issues seen this year.</p> <p>LC advised that the English and Maths leads judgements are accurate and there are no issues.</p> <p>ii. CW advised that for future S&P meetings she would like an additional report which would focus on a small number of priority areas enabling the board to scrutinise these in more detail. The reports would only need to be short giving a brief update. The report is from the DFE who have encouraged its use.</p> <p>ZM asked if the focus areas could be agreed upon when more data is available and be added to the agenda for further discussion and agreement at the first S&P meeting of 2021-22. <i>Post meeting note PO actioned on the 21st Of July</i></p> <p>The governors were happy with this.</p> | |
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| <p>9. i. To Update the LAB on the impact of Catch up funding</p> <p>ii. To Update/ report external PP review (Feedback from PP review)</p> | <p>i. ZM highlighted that the impact information will be added by the end of July once more detail is known and highlighted the following;</p> <ul style="list-style-type: none"> • The budget has been closely monitored and all funds for one to one and academic tuition will be spent. • There is some soft data available for behaviour and attitude of certain pupils are showing a positive step forward compared to March return which will hopefully be seen in their academic progress. • There is some budget left for teacher led after school activities, pupil nurture and class teachers have been provided with a wellbeing day. • For Stimpson some of the budget has been reallocated to revamping the library books with a focus on RSE including LGBT. • Class teachers and tutors work closely together to ensure the best for the pupils. <p>ii. CW highlighted the importance of the governors being part of the triangulation process regarding the impact of PP spending. CW noted that during the Autumn term the AIPs are planning to complete a deep dive into the PP outcomes/impact, this will provide external evidence for the governors.</p> <p>ZM highlighted that work is still ongoing with the allocation of funds with EMAT support to ensure the best outcome for pupils. Books will be a focus area for Hardingstone and a summer club for Stimpson will be run to help pupils stay fit and active with all DA pupils targeted and will be fully funded.</p> | |
| <p>10. To receive feedback from AIP visits</p> | <p>CW gave an update on the role of AIPs and advised that future reports will be shared with the board and these reports are another example of the triangulation of data.</p> <p>CW advised that any information which identifies a particular staff member or pupil will be extrapolated from the reports before being shared.</p> <p>CW advised that AIPs roles include offering a second opinion on the performance of the school, whilst</p> | |

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| | <p>supporting the Headteacher with school improvement.</p> <p>MJ advised that once the transition to Teams is complete all AIP visits reports will be added to Teams and governors will receive a notification. The expectation is for governors to read these report</p> | |
| <p>11. i. Governor to supply an update regarding their lead areas inc any visits; Wellbeing update- JK Catch up funding- CW. Safeguarding. NW-E</p> <p>ii. Priority governor job description</p> | <p>Governor updates received from;</p> <p>Safeguarding. NW-E advised that she met with LC today and JS last week and had another visit with AD and GG at Hardingstone on the 28th of July. NW-E reported that her visit included looking at CP plans, SIMS and the outcomes were very good. A focus area for additional investigations revolves for Peer on Peer abuse. NW-E advised the information is recorded and relevant staff members could give a verbal update on trends but NW-E couldn't integrate the data and noted that LC/JS/ZM are aware of this. LC advised that the information NW-E asked for has started to be inputted onto the relevant system and will be available termly for NW-E to scrutinise. ZM advised that in the future information from SIMS will be pulled off to a create a dashboard to give a greater understanding of trends. NW-E thanked LC/ZM for the feedback.</p> <p>CV-19 catch up funding. CW advised that she has a meeting with ZM where the CV-19 catch up plan was discussed in detail and changed where required to allow easier monitoring of the impact but it is to earlier to analyse the impact of the funding as discussed earlier. CW advised she will complete a writing report once she has completed her last monitoring visit.</p> <p>PO asked for NW-E and CW to send their reports to him for uploading onto Teams.</p> <p>ii. MJ advised that from September governors will be allocated to link governor roles that align to the schools AIP. These will be in addition to the priority lead areas i.e. safeguarding which will continue.</p> | <p>PO/NW-E/CW</p> |

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| | There will be an induction training session for link governor roles in the new academic year. | |
| 12. Any other business. i. Teams Migration | <p>i. MJ advised that EMAT is moving from GovernorHub to Microsoft Teams over the Summer break with one of the primary reasons concerns GDPR compliance. Governors will be sent EMAT emails and passwords over the coming weeks. <i>Post meeting note PO sent the governors their EMAT email and passwords on the 2nd of July 2021.</i></p> <p>PO pointed out for the last LAB meeting of the year all of the documents will be hosted on Teams and NOT on GovernorHub</p> <p><i>ii. PO pointed out that this was AE last meeting. The governors thanked AE for his support while in office and wished him all of the best for the future.</i></p> | |
| 13. Dates of meetings for the year: | 08/07/21 LAB 18:00 | Calendar appointments have been sent. |

The meeting closed at 19.35

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

Actions from the virtual meeting for Stimpson & Hardingstone held 01/07/21

| Action | Owner |
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| 1. CW to electronically sign the 26 th November minutes Page 2. | CW |
| 2. PO to add to the first LAB agenda of 2021-22 JB to go through the new SEF form. Page 2. | PO |
| 3. JS to update the board on her work regarding the requested wording change in heat maps. Page 2. | JS |
| 4. NW-E and CW to send their visit reports onto PO for uploading onto Teams. | PO/NW-E/CW |