

FINAL Minutes Local Advisory Board: Hardingstone & Stimpson
21st January 2021 18.00
Meeting held virtually via Microsoft teams
The second LAB 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) Paul Wilkinson (Staff Governor Hardingstone) Adrian Lett (Staff Governor Stimpson) Alan Edge (Co-opted Governor) Nicky Wilson-Everett (Elected parent) Ruth Cross (TB Appointed) Jolene King (TB Appointed) Claudia Wade (Chair TB appointed member)</p> <p>Katy Russell (Head of School Development EMAT) Monica Juan (EMAT Compliance / Governance) Paul Wheeler (Finance and Operations Director & Chief Financial Officer) 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.	<p>Apologies received and accepted from Julie Stevens (Hardingstone Head of school). Suzanne Fairey (Chair/Co-opted Governor) has temporarily stepped down from the board. CW will be Chair until SF re-joins the board. NW-E Vice-Chair fully backed the appointment of CW as Chair.</p>	
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 24 th September 2020 were agreed to be an accurate representation. CW will electronically sign these on GovernorHub	CW
6. Action Log from the meeting held on the 16th July 2020.	<p>i. PO to send SF a hard copy of the minutes from the 16th July meeting for CK to sign and return. Done.</p> <p>ii. PO to contact SR to see if he wants to lead RSE and take over from NWE. SR left the board late last year. NWE agreed to continue being RSE lead.</p> <p>iii. PO to send the new dates for safer recruitment to all governors and remind those yet to reply of the SEND training. Done.</p> <p>iv. MJ to share the SEND training presentation with the board. Done shared by Chloe Nelson.</p> <p>v. PO to send out guidance on how governors virtually sign to confirm they have read and understood the EMAT Code of conduct 2020, Safeguarding Policy 2020 and Keeping children safe in education (KCSiE) on GovernorHub. Done NW-E to sign C of C. Post meeting note actioned 29/01/2021</p> <p>vi. PO to contact the governors who are still to return their DOI & disqualification forms. Done.</p> <p>vii. ZM to investigate if any permanent addition to a parents, pupil's social media i.e. Facebook posts could be used for the Proud Cloud. Done.</p> <p>viii. ZM to feedback what support she needs from the board in relation to the Governor Monitoring cycle and allocation of governors to priority areas on SDP. On today's agenda.</p>	

<p>7. Head Teachers Report to include:</p> <ul style="list-style-type: none"> i. Staffing update ii. Quality of education – curriculum/teaching and learning/EYFS/SEND/EAL/Disadvantaged iii. Behaviour and attitudes iv. Personal development v. Leadership and management vi. Safeguarding, including update from Safeguarding Governor vii. Governors viii. Safeguarding CV-19 	<p>LC highlighted the following information from the Local Advisory Board presentation for Stimpson and <i>ZM for Hardingstone</i> and when both schools are discussed.</p> <p><u>Staffing and Organisation.</u></p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • BW– completed NQT training December 2020. AC – Spring term – started Senior Leadership Training. LC – Autumn term – started NPQH. TK – expressed desire for HLTA qualification. • Staff absence Teaching Staff 96.9% (Abs 3.34%). • Member of support staff – currently signed off. • HR have provided support to staff with concerns regarding returning to work after Christmas. Weekly meetings taking place with staff to check on their wellbeing. <p>A governor asked if the school is still able to make occupational health referrals.</p> <p>LC advised that they can along with if required use of the employee assistance program.</p> <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • <i>BH - currently completing RQT training. JO - leaving at Easter. SB - Maternity Leave. KP – HLTA training.</i> • <i>Staff absence Teaching staff – 95.81% (Abs 4.19%). The main reasons are CV-19 testing, self-isolating, general illness and compassionate leave.</i> • <i>ZM thanked the EMAT HR team for the support they have given both schools over the last couple of months.</i> 	<p>Full report on GovernorHub</p>
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	<p><i>The Chair asked JC to pass on the feedback regarding EMAT's HR team and thanks from the board.</i></p> <p><u>Quality of Education Curriculum</u> <u>Hardingstone and Stimpson</u></p> <ul style="list-style-type: none"> • All staff are ensuring remote learning links to current curriculum content. • Close monitoring is in place to identify those pupils who are not engaging with remote learning. • Access to IT has been provided to those parents who have contacted us to state that they do not have access to appropriate technologies. • Begin to monitor the curriculum provision offered to SEND pupils. (Potential involvement SEND governor). • Begin to address curriculum actions identified during the recent educational review. • Work with AIP will focus on remote provision and further work with subject leaders. • Phonics continues to be taught during remote lessons and is a live lesson and we will purchase the Read Write inc resources. <p>A governor asked if all pupils who need a laptop have one. ZM advised that some families have asked for additional laptops as they have more than one child, to help with this all lessons are recorded so a pupil can access the lesson at any time. Laptops were provided to the most disadvantaged pupils first.</p> <p>NW-E will investigate if her company has any spare laptops and will report back to ZM. ZM/PW thanked NW-E for the offer.</p>	<p style="text-align: center;">NW-E</p>
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	<p>A governor asked if a parental survey/questionnaire has been completed this term regarding access to the remote learning and collating of any IT equipment issues.</p> <p>ZM advised that Stimpson carried out a survey before Christmas, Hardingstone's will be completed shortly, the feedback she has had show's parents are happy with the provisions provided. Work is ongoing with EMAT specialists to share best practices especially around staff use of IT systems.</p> <p>LC advised that for Stimpson every parent who has requested a laptop has been allocated one including some home visits to support families.</p> <p>A governor asked if SEND is a priority.</p> <p>ZM/LC confirmed it is and advised that Sue Neighbour SENCo lead has joined some of the live lessons and will do more of this in the future.</p> <p>JC advised that EMAT is in the process of sending out a pupil/parent survey specifically for SEND. A recent SEND review highlighted significant improvements in the provision for both schools and SEND is a focus area for EMAT.</p> <p>The governors asked if the SEND provision and the overall support they are receiving to ensure any gaps in learning is not widening can be added to the next LAB agenda.</p> <p><u>Quality of Education Curriculum. Stimpson.</u></p> <ul style="list-style-type: none"> • Art and PE specialist continuing to deliver sessions across the school – opportunities planned for teachers to observe for their own CPD. 	<p>PO</p>
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	<ul style="list-style-type: none"> • One of the next steps is to continue to personalise the curriculum to meet the needs of the pupils. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • <i>Regular PE meetings with Subject Leader to discuss PE spend and how to target less active children.</i> • <i>One of the next steps is to ensure that the SEND provision in all year groups and across all curriculum areas is tailored to individual needs yet remains ambitious.</i> <p><i>A governor asked if the online provision is on the website. ZM advised it is.</i></p> <p><u>Quality of Education Teaching and Learning Hardingstone and Stimpson.</u></p> <ul style="list-style-type: none"> • Learning review completed for SAA and HA. • Training Day (Jan 2021) - Reviewing actions from Learning Review with staff • Catch up strategy vision in place and strategy in progress. • Phonics training delivered to SAA and HA staff –SN. <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Identification work has started to find out which SEND pupils have the most significant needs and where appropriate we have ensured those pupils are in school even if this is part time with assistance from SN. ZM confirmed this has also taken place at Hardingstone 	
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	<p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Use of assessment data to adapt planning to address gaps. • Phonics training delivered by SN. • Subject leader monitoring completed. • Next steps include ensuring SEND pupils have frequent opportunities to consolidate learning. <p>A governor asked if there is any additional update for Hardingstone regarding SEND. <i>ZM advised that one pupil is accessing the remote learning and is being closely monitored.</i></p> <p><u>Quality of Education Early Years Foundation Stage Hardingstone and Stimpson.</u></p> <ul style="list-style-type: none"> • Moderation completed- HA/SAA and NIA. • EYFS leads are in regular communication and shared working, and recently have supported remote learning. • AH has worked with ZM to support the EYFS team at NIA. <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • 22 pupils in school which allows for targeted intervention. • Daily outdoor learning sessions in the garden area investigating and collecting minibeasts, building shelters, planting and observing plants and seasonal changes. 	
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	<p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • 10 pupils in school and maximum engagement with remote learning. • Schemars being used which involves observing, recognising and understanding. This means staff can: Encourage positive behaviours. Support and extend the child's learning and development. Enhance the child's self-esteem. • Training complete on the message centre. <p>A governor asked if the number of EYFS pupils in school during lockdown is likely to change.</p> <p>ZM advised for both schools the numbers are stable. If a key worker parents wants to send their child in a space will be found.</p> <p>LC highlighted the opening of the nursery from the 25th January and expects all of the nursery pupils to be back into school.</p> <p><u>Quality of Education SEND/EAL/ Disadvantaged Stimpson and Hardingstone.</u></p> <ul style="list-style-type: none"> • SN delivered Edukey training at a recent staff meeting to both schools. • In Stimpson work is ongoing to ensure SEND pupils are correctly identified as currently there are only 8% SEND in the whole school. At Hardingstone SN is accessing if all of the speech and language pupils are correctly identified. • SEND review (Jan 2021). 	
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	<p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • PP lead has identified PP pupils and engagement in clubs/extracurricular activities. Nurture Club timetable in place (currently on hold) - teachers will lead. • Ride high programme booked (horse riding). • PP engagement levels for remote learning are above 85% of the 66 eligible pupils. Advice, support is being given to those not fully engaging including EAL parents. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • <i>For disadvantaged pupils 89% in school or online (39% in school / 50% remote learning).</i> • <i>For pupils not accessing as required they have been offered a place in school and checked to ensure they have sufficient IT equipment.</i> <p><u>Behaviour and Attitudes</u> <u>Stimpson and Hardingstone.</u></p> <ul style="list-style-type: none"> • Questionnaires completed- analysis and actions to be addressed. • Remote learning attitudes are positive, strategies are being developed to ensure screen time does not impact on behaviour for learning. <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Parent survey showed that 90% of pupils are happy at school, 91% feel safe at school and 93% of parents say that the pupils are well behaved. 	
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	<ul style="list-style-type: none"> • ZM noted that work is ongoing to promote parent view to obtain more feedback. • Starting to record parent conversations conducted on Edukey (already done at Hardingstone). <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • <i>Pupil led parents evening allowed the pupils to talk about their work. Any parent who couldn't attend, their child's teacher rang them to talk through the work.</i> <p><i>A governor asked if a record is kept of those parents who don't attend parent's evenings to see if they are parents of disadvantaged pupils. ZM confirmed this is done and teachers complete follow up communication.</i></p> <p><u>Personal Development Stimpson and Hardingstone.</u></p> <ul style="list-style-type: none"> • Virtual tour for EYFS parents and pupils 2021. • Virtual events for parents uploaded to the website. • Virtual Parents' evening delivered via Teams. • Nurture groups in place, delivered by class teachers. <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Staff and pupils have adopted the behaviour policy consistently and evidence is proving this is effective. (reduced amount of Immediate 3s). • Safety snippet included within the weekly newsletter, including guidance related to home learning. 	
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	<ul style="list-style-type: none"> • Newsletter used to promote in school, home learning and other achievements. • Next steps include starting nurture groups delayed due to CV-19. <p><u>Stimpson and Hardingstone.</u> <u>Leadership and Management.</u></p> <ul style="list-style-type: none"> • Academy Improvement Plan reviewed. • Whole school SEF reviewed. • HOS development Programme attended/NQT Programme. • Remote learning implemented - agenda item. • Head of School attended the Review Day (Nov 2020). • Remote learning strategy uploaded to website. • Website reviewed and updated, supported by JA (central team)- Further review from governor AE to be completed. <p>The governors asked if the SEF can be added to the next LAB agenda.</p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Nursery Lead will be undertaking DSL training in the Spring Term. • LC to share NPQH Project 1 with Governors. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • <i>Currently working towards achievement of mental health award (St Andrews) led by Sam Longden. ZM asked if JK could work with SL. JK agreed.</i> • <i>Progress being made towards the achievement of the International Award.</i> 	<p>PO</p>
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	<p><u>Safeguarding.</u></p> <p>NW-E highlighted how beneficial she found taking part in the recent review at Stimpson, with the principle actions being;</p> <ul style="list-style-type: none"> • More governor involvement including sharing feedback at governor meetings. • Increase data analysis looking for trends. NW-E advised she will take action once school visits are possible. • Safer recruitment training. Governors will look at completing the online version. <p>MJ advised that an additional safer recruitment training session is planned for February. Dates, times to follow</p> <p>LC highlighted from the review;</p> <ul style="list-style-type: none"> • DSL team is strong, knowledgeable and tenacious when chasing external agencies. • Impact of safeguarding training is very good with all staff spoken to having as good knowledge of the procedures to follow, who to go report any concerns. • Pastoral and nurture work exemplary. • Well-coordinated structure in place when dealing with external agencies. <p>Actions going forward include;</p> <ul style="list-style-type: none"> • Complete the transition to using MyConcern only. • EMAT's safeguarding policy to have an appendix specific to Stimpson. • Increased governor involvement where possible and ensuring minutes are kept of these meetings. 	
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	<ul style="list-style-type: none"> Teachers to be fully aware of the local offer for early years' assessment. <p><u>Governors.</u></p> <ul style="list-style-type: none"> RC to arrange to meet with SN SEND review actions. After these meetings feedback to be given to the board including gaps in identification and the improvements needed. SF to meet with ZM each term to obtain further information of progress HA and SAA. In SF's absence CW/NW-E offered to assist with this. Identify a governor to lead in remote learning. <p>No governor was able to put themselves forward during the meeting. CW offered to lead on this and share with another governor once they've checked their availability.</p> <ul style="list-style-type: none"> JK to meet with SL to discuss mental health quality award. <p><u>Learning Review.</u> ZM thanked JS and LC for leading the review in her absence.</p> <p><u>Stimpson</u> Key areas of strength</p> <ul style="list-style-type: none"> Feedback is most effective where the use of green and pink pen is fully embedded and there is a focus on high expectations for literacy standards. Books do evidence progress and sequencing shows progression through the years which develops pupils' stamina. High expectations and focus on good handwriting evident. Pupils willingness to respond and do well is clear. 	<p>RC</p> <p>CW/NW-E</p> <p>CW</p> <p>JK</p>
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	<ul style="list-style-type: none"> • Some examples, particularly in English of suitable challenge. • Good coverage of topics and tasks in science and humanities and evidence of response by teachers to leaders' suggestions. <p>Recommendations</p> <ul style="list-style-type: none"> • Leaders to ensure that there are plenty of opportunities for pupils to apply their reasoning skills in mathematics, particularly in Year 3 • Leaders to ensure that the best practice and high standards seen in some year groups and classes are consistently implemented across parallel groups and all year groups • Make sure that pupils have further opportunities for revisiting and application of learning in the foundation subjects. <p>A governor asked what was the remit of the review.</p> <p>ZM/JC advised that this review was more developmental than previous examples which were similar to an Ofsted type review. This new version helped us check that Stimpson is on a continuous improvement journey. The AIP regular visit to check books which feed into the SEF.</p> <p>LC advised there is a more detailed report available than the one shared, which is an overview.</p> <p>The Chair thanked ZM/LC/JC for the feedback and asked if the more in depth overview can be added to GovernorHub removing any information that could identify individual classes or teachers. The in depth review will assist governors</p>	<p>ZM/JS/LC</p>
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	<p>understand it more detail along with knowing the format of the review and what questions have been asked.</p> <p><u><i>Hardingstone.</i></u></p> <p><i>Key areas of strength.</i></p> <ul style="list-style-type: none"> • <i>The Head of School has quickly got a secure grasp of what is working well and what needs further improvement. She has rightly focused on establishing a shared understanding of what makes effective teaching and learning with the new Teaching and Learning Rubric. She has set her high expectations and has already put in place actions when she sees that something needs to be revised and is continually looking at ways to further raise standards.</i> • <i>There are some really personalised and thoughtful next step challenges written by teachers for pupils which make pupils think.</i> • <i>There are high expectations and appropriate content in foundation subjects.</i> • <i>Teachers reviewed the new English curriculum after the first half term and then revised the planning for the second half of term with support from the English lead. This seems to be most effective where the planning has been adapted for the class and there is a clear understanding of what needs to be learnt in depth</i> <p><i>Recommendations</i></p> <ul style="list-style-type: none"> • <i>Leaders to ensure that the new Teaching and Learning Rubik is successfully implemented across the school so that high standards and expectations are</i> 	
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	<p><i>consistently seen and enable all pupils to make good progress.</i></p> <ul style="list-style-type: none"> • <i>Ensure that all pupils, including SEND pupils, have an equality of provision in feedback by checking that all teachers and HLTAS give pupils appropriate feedback which challenges and moves their learning on and that pupils are given time to respond to that feedback, particularly in Maths</i> • <i>Consider adopting pink and green pen feedback policy and the signposting of retrieval work in books.</i> • <i>Continue to reduce the reliance on worksheets so that learning isn't capped and there is appropriate challenge for all.</i> • <i>Continue to personalise the EMAT curriculum to take account of the baseline information for the cohort and context of the school.</i> <p><u>Catch up Funding.</u> ZM advised that the format for this funding may change. ZM will share this at the next LAB meeting. ZM highlighted that Sue Green who works with nurture groups at Stimpson has been appointed for two extra days one of these is at Stimpson the other at Hardingstone. CW to arrange a meeting with ZM between meetings to discuss catch up funding.</p> <p><u>Remote Learning.</u> ZM advised that for both schools' teachers across each parallel class liaise with each other to ensure that there is consistency between in school and remote learning. Where needed</p>	<p>CW</p>
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	<p>slight adaptations are made to the remote activities.</p> <p>ZM highlighted that the next steps include;</p> <ul style="list-style-type: none"> Engagement in live lessons is high, now the engagement in completion of assignments needs to be analysed. <p>LC noted that today she went online to view some of the remote learning offered and was very impressed with the lessons observed.</p> <p>The governors thanked all of the staff for the work they have done regarding in school and remote learning since Christmas.</p>	
8. Educational Review Outcome i. Areas of strength ii. Areas to develop	Chair confirmed this will go onto the GovernorHub once checked so it does not identify teachers or classes.	
9. Covid-19 Update inc; i. Remote and in school learning ii. Catch Up funding strategy plan	<p>The board thanked ZM for the reports and feel this item has been discussed in agenda item 6.</p> <p>ZM noted that the catch up funding expenditure is draft and she is going to tighten up the desired impact statements and add costs. The final version will be shared at the next LAB meeting. PO to add to the agenda.</p> <p>The Chair and ZM agreed to discuss outside of the meeting how governors can monitor this expenditure and how the impact will be evidenced.</p>	<p>Reports on GovernorHub</p> <p>PO</p>
10. Management Accounts for information	<p>PW advised that the target is at the end of the year budgets are as close to breakeven as possible.</p> <p>PW highlighted how the CV-19 catch up funding is shown in the accounts and reiterated that this funding is ring fenced.</p>	

	<p>PW highlighted that CV-19 testing area has been prepared for staff testing to commence next week at both schools.</p> <p><u>Stimpson.</u> The budget is showing a small surplus and is well managed. Non pay cost less than expected.</p> <p><u>Hardingstone.</u> <i>The budget is well managed and is showing a small deficit. ZM gave an update regarding the nursery provision advising that marketing the nursery is pivotal to its success.</i></p>	
11. Governors to update the board regarding school visits and their lead areas.	The governors were happy this item has been discussed during agenda item 6.	
12. Governors to feedback regarding the budget / how it's being spent and the impact.	CW/ZM agreed to meet outside of these meetings to discuss the budget and impact seen.	
13. Potential Ofsted visit in 2021	<p>JC advised that Ofsted virtual monitoring visits are now live and these include dialing into remote lessons, holding virtual learning walks, speaking to staff and pupils. These visits are scheduled to last for two days. Stimpson is in the window to receive such a visit and this was one of the reasons why the learning review was completed.</p> <p>It is unclear at the moment if full visit will recommence in the coming months due to lockdown. JC reiterated the importance of governor monitoring visits and encouraged governors to arrange virtual visits as these are one way of showing how governors hold the schools to account.</p>	

14. Training for Governors	MJ highlighted; <ul style="list-style-type: none"> • RSE training to be held on the 3rd February 16.00-18.00hrs. • SEND training 25th January. • Safeguarding training 28th January and the 8th February. 	
15. Virtual Monitoring visits	MJ highlighted to governors the information, guidance she has added to GovernorHub over recent weeks regarding virtual monitoring visits. MJ urged governors to arrange visits with their school counterparts. PO/MJ reminded the governors they must go through their report with the staff member they had the virtual meeting with BEFORE sending the reports back to PO who will then add them to GovernorHub. RC asked if the virtual monitoring visit she completed in November should be recorded onto the generic EMAT governor visit form. CW/MJ advised yes it should.	
16. Safeguarding audit report	MJ advised that a governor monitoring form is being compiled and will link closely to the safeguarding audit.	
14. Any other business	MJ advised that a schedule has been implemented to ensure all of EMAT's school policies are up to date and CV-19 compliant. Safeguarding is a priority. CW asked the governors if they have any suggestions regarding agenda items for future meetings please contact PO or CW. The Chair asked if EMAT complete centrally organised health and safety visits to schools if so could these be shared with the governors.	

	PW advised these visits are conducted from the site supervisors line manager's perspective. PW agreed to speak to Daryl Unitt and report back.	PW
15. Dates of meetings for the year:	18/03/21 18:00 S&P* HA 22/04/21 18:00 Full Board HA 01/07/21 18:00 S&P* SAA 08/07/21 or 22/07/21 at 18:00 Full Board HA. ZM to confirm date. <i>* Due to uncertainty around the dates for next year's data drops the last two S&P dates may be subject to change</i>	Dates have been added to the calendar.

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 21/01/20

Action	Owner
1. CW to electronically sign the minutes from the 24 th September meeting on GovernorHub. Page 2.	CW
2. NW-E to investigate if her company has any spare laptops and will report back to ZM. Page 4.	NW-E
3. PO to add SEND provision and the overall support they are receiving is added to the next LAB agenda. Page 5.	PO
4. PO to add SEF onto the next LAB agenda. Page 11.	PO
5. Governor visits. i. RC to arrange a school visit for SEND. ii. CW and NW-E to meet ZM to discuss PP and Safeguarding. iii. CW to arrange a visit to discuss her role as remote learning lead governor. iv. JK to meet with SL to discuss mental health quality award. All on Page 13.	RC/CW/NW-E/JK
6. JS/LC/ZM to upload onto the GovernorHub the full Safeguarding review (ensuring any information that could identify individual classes or teachers is removed first). Page 14.	JS/LC/ZM
7. CW to arrange a meeting with ZM between meetings to discuss catch up funding. Page 16.	CW
8. PO to add catch up funding to the next LAB agenda. Page 17.	PO
9. PW to investigate if the EMAT school arranged health and safety visits can be shared with governors. Page 20.	PW