

FINAL Minutes Local Advisory Board: Hardingsstone, Stimpson, Castle Academies
5th July 2022 starting 17.30

Meeting held at Hardingsstone Academy & Virtually

The third 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>Zoe McIntyre (Executive Headteacher Hardingsstone, Stimpson and Castle academies) Luci Clapton (Stimpson Head of school) Dan Lugg (Castle Head of school) Joined virtually. Julie Stevens (Hardingsstone Head of School) Adrian Lett (Stimpson Staff Governor)</p> <p>David Hood (Co-Opted Governor) Lauren Saunders (Co-Opted Governor) Jo Daniels (Co-Opted Governor joined virtually at 18.25) Sandra Akhigbe (Potential Co-Opted Governor) Bryony Nester (Castle Staff Governor) Claudia Wade (Chair / Co-Opted Governor)</p> <p>Josh Coleman (EMAT CEO) John Lawson (EMAT Head of Education) Ken Hance (EMAT Estates Manager) Paul Osborne (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.	<p>Apologies received and accepted from Michelle Betts, Kamal Sandhu, Paul Wilkinson, and Hayley Draper. PO informed the board that Chris Cardona has resigned, and Lauren Saunders will be leaving the board at the end of July.</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. Castle, Stimpson, Hardingsstone minutes from the 28 th of April.	The minutes of the meeting held on the 28 th of April were agreed to be an accurate representation. The minutes will be signed in September 2022.	
6. Action Log from the Castle, Stimpson and	1. Health and Safety clarification. i. Is there a plan for a standardised risk assessment template.	

<p>Hardingstone academy meeting held on the 28th of April.</p>	<p>ii. An update on the comment regarding a training schedule for staff. Done. KH advised the trust currently uses Smartlog which covers risk assessment. There will be a trust wide review of H&S in September with a goal of improving the already high standards. One of the objectives is to have a generic risk assessment when appropriate which could be altered by a school for a specific event/activity.</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. Done. KH advised that the plan is to have a yearly entire site review including Castle.</p> <p>A governor asked if there are issues with H&S will they be presented to the board. PO/KH advised yes but by exception only. The responsibility for overseeing H&S sits with the Trustees.</p> <p>iv. An update on the trust stress management policy. Ongoing.</p> <p>2. During his next visit to Hardingstone DH to look at the disengagement of boys in EYFS. Done.</p> <p>3. H&S update focusing on areas for concern to be on the next LAB agenda. Done.</p> <p>4. ZM to complete regular lockdown practices and rotate the times they take place. ZM highlighted the following. Hardingstone. Lockdown completed at the end of the school day. This went well, however some children in Year 5 did not remain quiet and there was no message sent to parents. ZM to share the message from Stimpson with the Hardingstone admin team for future reference. Stimpson. This was done during KS1 breaktime. A member of staff did not blow the whistle to alert the children, so this needs refreshing. We also invest in door blinds. The PE lead was told to use the store cupboard if the children are completing PE. Consideration will also be needed for the studio window. Castle. A lockdown is scheduled for before the end of term.</p> <p>5. JS to send PO the Behaviour Hub toolkit. Once received PO to share with the board. Ongoing.</p> <p>6. LC/ZM/DL to compare year 1 absence figures with the other EMAT schools. ZM highlighted the following. Attendance at Stimpson and Castle remains the lowest. SAA- 92.19 CA-92.32 NIA attendance for Year 1 pupils is 93.66, lowest attendance is in reception. Shepherdswell attendance for Year 1 pupils is 94.31, lowest attendance is in reception.</p> <p>7. JS to investigate the benefits of using parents with public relations to help increase pupil numbers. Ongoing.</p>	<p>1.iv</p> <p>5. JS</p> <p>7. JS</p>
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	8. PO to add AIP and SEF onto the next LAB agenda. Done.	
7. EMAT update i. Management Accounts for information. ii. Health & Safety update.	<p>JC highlighted the following.</p> <p>i. Stimpson / Hardingstone / Stimpson.</p> <ul style="list-style-type: none"> • Performance for all schools is close to or better than budget and there are currently no concerns. • The schools have been advised to purchase resources, supplies before the end of July due to the projected increase in prices from September onwards. <p>Hardingstone.</p> <ul style="list-style-type: none"> • Pupil number projections remain low and are not as expected and could have an impact on the budget in the future. The nursery and SEND unit are projected to break even. • JS is investigating ways to increase income. <p>Stimpson.</p> <ul style="list-style-type: none"> • The school has had a great deal of investment over the last two years including a new roof. <p>A governor asked if there are any current concerns regarding the rising energy costs. JC advised that the current contract has a year to run so there are no concerns. This will be kept under review including the use of renewable energy.</p> <p>Castle.</p> <ul style="list-style-type: none"> • Year end figure is on track to meet expected. <p>A governor asked if the PFI costs are fixed for a year. JC advised they are reviewed yearly, and the next increase is in line with the cost of living which will cause no concerns.</p> <p>ii. Stimpson / Hardingstone.</p> <p>The governors asked if KH has any concerns regarding H&S at either of the two schools. KH advised he does not.</p> <p>A governor noted that Castle is a PFI school and does not have the same reporting systems as Hardingstone and Stimpson but asked if the reports DL receive could be added to Teams. DL/PO advised that for future meetings H&S updates will be added to the Headteachers report.</p>	

	<p>A governor asked for a progress report on the SEND unit at Hardingstone. KH advised that work is progressing well, and currently no concerns.</p> <p>A governor noted the planed moves for the early years classrooms at Castle and asked if this would this warrant a risk assessment. KH/DL advised that as these moves are bigger than normal the risk assessment will be reviewed.</p> <p>A governor noted the reports shared have the H&S checks as a percentage out of a one hundred. Standing at 92.3% for Hardingstone and 97.3% for Stimpson. The governor asked what is the percentage that would trigger further investigation. KH replied anything less that 85% would trigger more in-depth investigation. KH advised that the percentage figure fluctuate daily.</p>	
<p>8. Headteachers report to include.</p> <p>i. Safeguarding</p> <p>ii. Curriculum provision for SEND & Curriculum leadership</p> <p>iii. Attendance</p> <p>iv. Behaviour</p> <p>v. Staffing</p>	<p><u>i. Headteachers reports.</u></p> <p><u>Hardingstone.</u> JS highlighted the following.</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> • 4 EHAs school led (Year 2, Year 6, Year 5, and R, Yr2 and Year 4). These are related to mental health, emotional support, housing conditions and parental support. • Update given regarding a high-profile case including the support offered by external agencies. • LADO referral - lunch time staff which was investigated with no further action. • Social and Emotional Workshop organised for parents to support at home. <p><u>Curriculum Including SEND</u></p> <ul style="list-style-type: none"> • Support for families includes Autism Workshop run by Target Autism. Zones of Regulation Workshop Year 1 Phonics Screening information session held. • Deep Dive in Maths (calculation strategies and maths talk) <p>Challenges.</p> <ul style="list-style-type: none"> • Clarification will be sent to parents to help them understand the criteria for those pupils who can attend the new SEND provision. On top of this a Q&A will to the SLT in the other two schools so they can pass this information consistently onto parents. • Ensuring staff can attend all CPD sessions. <p>A governor asked if this means staff have not been willing to do CPD in the past or is there another reason for the comment. JS clarified that staff are very willing to do CPD, the comment is to make sure there is cover in place for them to attend CPD.</p>	

Attendance.

- Currently 96.12% which is positive.
- There have been numerous holidays taken in the summer term.
- Persistent absentees made up of thirteen families, primarily due to illnesses, holidays and moving from the area. These families are supported through home visits, home-school contracts, offering EHAs and holding regular meetings.

Behaviour and Attitudes.

- Zones of Regulation including training and sharing of best practice.
- Behaviour Hub work including an open day.
- Ukrainian families supported across the three schools.
- Look at further lunch time supervisors training.

A governor asked if the appointment of a lead lunchtime supervisor has reduced the SLT involvements in some incidents.

JS advised it has and has been successful, the next step is to ensure consistency and empowering them even more.

Staffing and Organisation.

- One HLTA attends appointments with her husband.
- 1:1 TA - long term illness (HR have supported).
- Vacancies for September are one teaching, one admin and one lunchtime supervisor.
- Possible pupil numbers declining parental concerns – movement to other schools.
Class sizes.
Low level behaviour (systems in place).
Class teacher in class.
Change in class dynamics.

Stimpson.

LC highlighted the following.

Safeguarding.

- Number of on-going Early Help Assessments led by Tier 3 Support x 10. Pastoral lead in place from September.

Curriculum Including SEND
Overview.

- Enhancements to the curriculum - trips and visits include. Olympic Festivals, Pupil parliament visit to the Guildhall Knife Angel workshops. for Year 6 Silverstone Museum visits Pizza Express Zoos/Farms.

Challenges.

- Needs of one pupil within EYFS setting are too complex for mainstream schooling - currently seeking alternative provision

with support of the family. The school has a SEND TA who has worked closely with the pupil, which this has been invaluable.

Attendance.

- Year 1 has the largest proportion of persistent absentees - parenting contracts are in place, with fixed penalty fines issued for certain families. Year 1 overall attendance continues to be significantly lower than all other year groups.
- The attendance officer, pastoral team and LC will have weekly meetings with certain families from September offering support to increase pupils' attendance and improve outcomes.
- ZM noted that most of the pupils who had not achieved the Phonics outcomes had poor attendance.

Behaviour

- Pupils' learning behaviours and attitude towards learning remains very positive and this was demonstrated during recent AIP visits. There have also been several comments from members of the public praising pupil behaviours.
- Update given regarding a fixed term exclusion noting there has been no further incidents since and behaviour has improved.
- Continued additional pressure on SLT due to absence of a Pastoral Lead. This position will be filled in September.

Staffing and Organisation.

- Staff attendance has been a challenge including potential long-term absence, staff member affected by family bereavement, with another with a family member with a terminal illness.
- All teachers and TAs in place for September.
- Staffing arrangements for September have now been shared with staff.
- SENCO is leaving, we are currently advertising (3-day position).

A governor asked if this means the school will have to run without a SENCO for the Autumn term and if so, is there any capacity within EMAT to support.

LC advised that this vacancy may exist during the Autumn term.

JC advised that there are other schools are in a similar position but noted the SENCOs across the Trust have a forum and this could assist. The Trust will support LC and her team as much as possible.

AL noted the excellent teamwork at Stimpson, and they will work together to support the school.

Post-meeting note SN from Hardingstone will support at Stimpson until October.

Castle.

DL highlighted the following.

Safeguarding.

- Currently fourteen open EHAs, nine of which are school led involving seventeen children across nine families. EHAs led by Tier 3 support involve five children from five families.
- One child on a CP plan has been stepped down to a CIN plan following an Interim Supervision Order now being in place with the Local Authority.
- One pupil on roll who has never attended school. The school continues work closely with the relevant stakeholders.

Curriculum Including SEND

Overview

- EMAT curriculum recognised as strength in supporting children's development in Reading, Writing and Maths through external LA moderation.
- During this moderation two pupils moderated up, none were moderated down.
- Additional communication shared with parents regarding RSE curriculum following feedback in Head of School coffee morning.

Challenges

- Support the move around of classrooms and transition of Nursery environment into SEND department.
- Ensure SEND department is fully staffed in line with project specification.
- A visit to Aldermans Green Primary school was conducted looking at best practice to incorporate into Castle's SEND department.
- Ensure successful implementation of Rosenshine monitoring documents in Autumn term.

A governor asked for more information regarding Rosenshine to be shared at the next LAB meeting.

DL to action.

Attendance.

- Whole school 95.49 which is above the national average.
- Persistent absentees have decreased since the last term.
- Persistent absentees made up of thirty-five families. Of these, twelve are eligible for pupil premium. In addition, six children are SEND and one child is LAC.
- KS1 have the highest number of persistent absences. Year 1 and 2 have been significantly affected by chicken pox (starting on the 16th of May) and sickness bugs during the Spring term.

A governor asked what the school is doing to improve the attendance of the vulnerable pupil's attendance.

DL advised the Attendance and Welfare Officer support these families through home visits, home-school contracts, use of part time timetables and offering EHAs and regular meetings. We also closely monitor and

DL

	<p>analyse the data of these pupils. DL noted that the national attendance average for vulnerable pupils is 85.5%. The EMAT target is above the national average.</p> <p>A governor asked how many pupils are on a part time timetables. DL advised two and have been since the beginning of the year. There time in school has increased and is kept under constant review. ZM noted that she expects one of the pupils to go full time soon. The other pupil and their family have indicated Castle may not be the right provision and have indicated an alternative provision.</p> <p>The governors asked for DL to present the schools strategies for reintegrating a pupil onto a full-time timetable at a future meeting.</p> <p><u>Behaviour and Attitudes</u> Overview.</p> <ul style="list-style-type: none"> • Fixed term exclusions one and a half day. • SLT and key members of staff know which children need extra support during the day and are ensuring that they are getting this. Behaviour support plans have been written for three targeted pupils to outline expectations and regular meetings are being held with parents with positive results. <p>Challenges.</p> <ul style="list-style-type: none"> • Implement new system for recording behaviour concerns in line with other EMAT schools. • New members of staff to be inducted and expectations to be explicitly discussed and taught to staff and children. All staff members will be offered this package regardless of when they started. <p><u>Staffing and Organisation.</u></p> <ul style="list-style-type: none"> • Update given regarding a redundancy following a restructure. • Update given on the long-term absence. • SLT restructure- AH will be taking up the post of DHT in September 2022. AH will continue in his current role of AHT until August 31st, 2022. TH has successfully interviewed for the role of AHT and will start his new role in September 2022. • We had two teaching vacancies that we have managed to cover internally. • One trainee teacher from Hardingstone joins in September. 	DL
<p>9. SIP/SEF General update to include.</p> <p>i. Any areas not on target.</p>	<p>i & ii. Castle. DL highlighted the following which will remain into 2022-2023. <u>Key priority 1. To ensure the curriculum intent is effectively implemented consistently across the school.</u></p>	

<p>ii. Verbal update regarding the potential priorities for 2022-23</p>	<ul style="list-style-type: none"> • SEND pupils being able to access the curriculum through high-quality teaching. • Providing pupils with high-quality feedback, building on accurate assessment with Writing a high priority for 2022-2023. • Home learning to be tailored and personalised to the needs of all pupils will be reviewed in September. • Learning powers are embedded across the academy so that behaviour for learning is improved across all areas of the curriculum. The next step is to look at the impact to see if the developments is the learning powers. <p>ZM advised she wants to link the learning powers to the school values.</p> <p><u>Key Priority 2. Quality of Education (outcomes) To improve outcomes for pupils in each year and across the curriculum so that pupils make sustained progress from their different starting points.</u></p> <ul style="list-style-type: none"> • Planning and lessons to have a clear focus on spelling, grammar, and punctuation. • Teachers to ensure that high quality modelled writing is a key feature of teaching with more of a focus on modelling. • Pupils taught to peer and self-assess their writing and take responsibility for their own error analysis and goes back to the marking and feedback policy. <p>A governor asked if this policy would include accuracy of staff assessment. DL confirmed it will.</p> <p><u>Key Priority 3. Personal Development To increase involvement and engagement of parent and carers in pupils' learning and in school events.</u></p> <ul style="list-style-type: none"> • Appointment of a parent governor to the board is a priority. <p><u>Key Priority 4. Leadership and Management Develop leadership capability so that the leadership team can work at a pace to rapidly improve all areas of responsibility.</u></p> <ul style="list-style-type: none"> • Through the recruitment and retention of governors, ensure that Governors take an active role in all aspects of school life (invite to SLT and learning walks). <p><u>Key Priority 5. EYFS leadership and all EYFS practitioners have a clear and ambitious vision for providing high quality, inclusive care, and education for all. As a team they share strong values, policies, and practice.</u></p> <ul style="list-style-type: none"> • Two TAs trained to use the Forest school supported by the staff at Hardingstone. <p>A governor asked if the Forest school will be on site.</p>	
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DL confirmed it and will be where the eco garden is currently located.

Hardingstone.

JS highlighted the following which will remain into 2022-2023.

Key Priority 1: Quality of Education To ensure the curriculum intent is effectively implemented consistently across the school.

- Provide children with high-quality feedback, building on accurate assessment.
- Home learning to be tailored and personalised to the needs of all children, particularly the arithmetic homework. To fully use lesson learned from remote learning when setting home learning.

A governor asked if teaching is consistently good throughout the school.

JS advised it is close but not there yet so it will be a priority in 2022-2023.

Key Priority 2: Quality of Education (outcomes) To improve outcomes for children in each year and across the curriculum so that children make sustained progress from their different starting points.

- Planning and lessons to have a clear focus on spelling, grammar, and punctuation,
- Teachers to ensure that high quality modelled writing is a key feature of teaching
- Children taught to peer and self-assess their writing and take responsibility for their own error analysis.

Key Priority 3: Personal Development. To increase involvement and engagement of parent and carers in children' learning and in school events.

- Appoint parent governor to the Local Advisory Board.
- Create innovative ideas and links with the community to promote the school.
- Promote opportunities for parents and families to volunteer within the school.

Key Priority 4: Leadership and Management To increase the number of children numbers on roll.

Key Priority 5: Leadership and Management Develop leadership capability so that the leadership team can work at a pace to rapidly improve all areas of responsibility.

- Through the recruitment and retention of governors, ensure that Governors take an active role in all aspects of school life (invite to SLT and learning walks).

	<p><u>Key Priority 6: EYFS. EYFS leadership and all EYFS practitioners have a clear and ambitious vision for providing high quality, inclusive care, and education for all. As a team they share strong values, policies, and practice.</u></p> <ul style="list-style-type: none"> • Focus on cultural capital – providing high quality experiences in school and within the local area will remain. <p>Stimpson. LC highlighted the following which will remain into 2022-2023.</p> <p><u>Key Priority 1: Quality of Education To ensure the curriculum intent is effectively implemented consistently across the school.</u></p> <ul style="list-style-type: none"> • Home learning to be tailored and personalised to the needs of all pupils, particularly the arithmetic homework. <p><u>Key Priority 2: Quality of Education (outcomes) To improve outcomes for pupils in each year and across the curriculum so that pupils make sustained progress from their different starting points.</u></p> <ul style="list-style-type: none"> • Feedback is consistent and is building on the initial assessment. • Planning and lessons to have a clear focus on spelling, grammar and punctuation. <p><u>Key Priority 3: Personal Development To increase involvement and engagement of parent and carers in pupils’ learning and in school events.</u></p> <ul style="list-style-type: none"> • Set up a school ‘Friends of Stimpson’ group including non-staff members. • Share and promote parental involvement at school events to be built upon to include more academic activities. • Appoint parent governor to the Local Advisory Board. <p><u>Key Priority 4: Leadership and Management Develop leadership capability so that the leadership team can work at a pace to rapidly improve all areas of responsibility.</u></p> <ul style="list-style-type: none"> • Through the recruitment and retention of governors, ensure that Governors take an active role in all aspects of school life (invite to SLT and learning walks). 	
<p>10. Governors to feedback regarding the most recent visit with items for the board’s attention.</p>	<p>JS noted that the report completed by MB is still to be finalised. Once done she will share it with PO.</p>	<p>JS</p>
<p>11. Housekeeping items for the Summer including:</p>	<p>i. PO advised the board that over the summer invites will be sent to governors for them to nominate themselves or a colleague (after discussing it with them first) for the role of Chair or Vice-Chair. Voting for these positions will be held in the first meeting back in September.</p>	

i. Chair and Vice-Chair nominations ii. Declaration of Interest and Code of Conduct forms iii. Keeping Children Safe in Education iv. Skills audit v. Governor survey	ii / iii. PO advised the board that he will be sending out information regarding the 2022-2023 DoI and CoC and these are to be completed ready for the first meeting in September. iv. PO advised the board that any governor still to complete their skills audit to do so as soon as possible as the results will be used to partly determine the training offered to governors in 2022-2023. v. PO reminded any governors still to complete their survey to do so as soon as possible.	
12. Feedback from AIP visits Questions only	The governors had no questions at this time.	
13. Governors to view and vote to adopt the following policies.	The governors voted unanimously to adopt all the policies. <u>Castle</u> i. Inclusion ii. Physical Intervention iii. Teaching and Learning iv. Marking and Feedback v. PSHE vi. Attendance <u>Stimpson</u> vii. Feedback & Marking <u>Hardingstone</u> viii. International Policy	
14. Any other business.	A discussion followed on how to help parents and visitors to the schools know who the governors are and what their role is. PO to obtain headshots for all governors and forward these onto the schools who would complete an information board. With a plan for this to be installed in the main reception area. The governors agreed to add information to the schools' newsletters.	<p style="text-align: center;">PO</p> <p style="text-align: center;">All governors</p>
15. Dates of meetings for the year:	Dates of meetings for the year: 12/07/22 18.00 S&P Virtual on Teams Proposed meeting dates for 2022-2023 21/09/2022 17.30 Castle, Stimpson, Hardingstone 1 Location in school 17/11/2022 17.30 Castle, Stimpson, Hardingstone 2 On Teams 19/01/2023 17.30 Castle, Stimpson, Hardingstone 3 Location in school 09/03/2023 17.30 Castle, Stimpson, Hardingstone 4 On Teams 20/04/2023 17.30 Castle, Stimpson, Hardingstone 5 Location in school	Calendar appointment to be sent

15/06/2023 17.30 Castle, Stimpson, Hardingstone 6 On Teams	
13/07/2023 17.30 Castle, Stimpson, Hardingstone 7 Location in school	

The meeting closed at 19.48

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

Actions from the virtual meeting for Stimpson, Castle & Hardingstone held 05/07/22

Action	Owner
1. An update on the trust stress management policy. Page 2.	KH
2. JS to send PO the Behaviour Hub toolkit. Once received PO to share with the board. Page 2.	JS/PO
3. JS to investigate the benefits of using parents via public relations to help increase pupil numbers. Page 2.	JS
4. DL to give an update in meeting two 2022-23 about what Rosenshine is and how the school use it. Page 7.	PO/DL
5. DL to present the schools strategies for reintegrating a pupil onto a full-time timetable in meeting 2 of 2022-23. Page 8.	PO/DL
6. JS to finalise MB visit report and share with PO. Page 11.	JS/PO
7. PO to obtain headshots for all governors and send to the HoS. Page 12.	PO
8. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Page 12.	All governors