

**FINAL Minutes Standards & Performance: Hardingstone, Stimpson & Castle Academies**  
**12<sup>th</sup> July 2022 17.30hrs**  
**Meeting held virtually via Microsoft teams**  
**The fourth S&P meeting 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 |
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| 1. Present.   | <p><b>Zoe McIntyre</b> (Executive Headteacher Hardingstone, Stimpson and Castle Academy)<br/> <b>Luci Clapton</b> (Stimpson Head of school)<br/> <b>Julie Stevens</b> (Head of school Hardingstone)<br/> <b>Dan Lugg</b> (Head of school Castle)<br/> <b>Adrian Lett</b> (Staff Governor Stimpson)<br/> <b>Claudia Wade</b> (Chair / Co-opted Governor)<br/> <b>Jo Daniels</b> (Co-Opted Governor joined at 18.10)<br/> <b>John Lawson</b> (Head of Education)<br/> <b>Joshua Coleman</b> (CEO: EMAT)<br/> <b>Monica Juan</b> (EMAT Compliance &amp; Governance joined at 18.00)<br/> <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions 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 <b>Lauren Saunders</b> (Co-Opted Governor) / <b>Paul Wilkinson</b> (Staff Governor Hardingstone), <b>David Hood</b> (Co-Opted Governor), <b>Hayley Draper</b> (Co-Opted Governor), <b>Michelle Betts</b> (Co-Opted Governor), <b>Kamal Sandhu</b> (Co-Opted Governor).</p>  |                      |
| 3. Quoracy.   | <p>The meeting was not quorate from 17.30-18.10.</p>  |                      |
| 4. Declarations of interest.  | <p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests or governors highlighted verbally.</p>   |                      |
| 5. Minutes of the Academy Local Board meeting held on the 15 <sup>th</sup> of March 2022 matters arising not appearing under actions. | <p>The minutes of the meeting held on the 15<sup>th</sup> of March 2022 were agreed to be an accurate representation and will be signed by the Chair once in-person meetings commence in September.</p>   |                      |

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| <p>6. Action Log from the S&amp;P meeting held on the 15<sup>th</sup> of March.</p>  | <p>i. All governors to arrange a meeting post-Christmas if they have not completed a visit pre-Christmas. <b>Action closed.</b></p> <p>ii. ZM to investigate if the Key subscription could be purchased for all three schools. Done and invites sent to governors. <b>N/A action closed.</b></p> <p>iii. CW/KS to incorporate year 2 SEND during a future visit. <b>CW done. KS not present. Action closed.</b></p> <p>iv. DL/ZM to add as a focus area why in KS1 vulnerable groups for Maths, Spag and Reading the boys are outperforming the girls by an average of 20%. <b>Done. ZM advised that information regarding this will be presented in the meeting.</b></p> <p>v. MJ to arrange for governor focussed FFT training to elaborate on how/why FFT used. <b>Ongoing.</b></p> <p>vi. CW asked all governors to view the Areas of Priority and Actions and incorporate these into their future visits. <b>Done. The SIP will determine the priorities for visits in 2022-2023.</b></p> <p>vii. JS to review the figures for Reading, Maths and SPAG and report back to the governors. <b>Done. JS advised that information regarding this will be presented in the meeting.</b></p> <p>viii. JS to add the FFT 20 targets to Teams. <b>Done.</b></p> <p>ix. JS to share in the Autumn term the GD figures across the school. <b>Done. JS advised that information regarding this will be presented in the meeting.</b></p> <p>x. LC to investigate if there is a need for a record to be kept of what training/support staff have received. <b>Done. LC advised that this is happening.</b></p> <p>xi. LC/ZM to add a new column to SIPs highlighting the impact. <b>Done.</b></p> <p>xii. CW noted she would contact LC to arrange a visit post-Easter. <b>Done.</b></p> <p>xiii. All governors to view the areas highlighted in the exception reports and incorporate these into future visits. <b>Ongoing into 2022-2023. PO to update the visit form to include this action.</b></p> | <p>v. MJ</p> <p>xiii. All governors/PO</p> |
| <p>7. Head of school's reports to include:<br/>Primary / Key stage 2 / Phonics / EYFS / KS1 / Performance outcomes including vulnerable groups</p> | <p><u>Reception GLD Results</u><br/><u>Castle Academy.</u></p> <p>DL highlighted the following.</p> <ul style="list-style-type: none"> <li>• Overall, 73%. Broadly in line with previous years.</li> <li>• Differences in GLD outcomes were significant relating to children's term of birth (Autumn Born 80%, Spring Born, 81%, Summer Born 63%).</li> </ul> <p><b>A governor asked if there is data available to show how many of the summer born pupils are PP.</b></p> <p>DL/ZM to investigate and report back at the next meeting.</p>  | <p><i>Reports on Teams</i></p> <p>DL</p>   |

- 30% of pupil premium achieved GLD compared to 82% non-pupil premium.
- Key development areas are Writing (77%) and Comprehension (78%).

### Stimpson.

LC highlighted the following.

- Overall, 54%. If data for the pupils who have been at Stimpson since the start it would have been 65%. This is still not good enough and plans are in place to improve the figure for 2022-2023 including a focus on letter formation and fine motor skills.
- Of the 59 pupils, 13 pupils started at October or later. One of the pupils has attended Reception for 20% of the year, due to extended holidays to home country. (Referred to EIPT).
- Mobility is very high and increased in 2021-2022 with many new pupils new to country.
- Catch up support will be in place for those who did not achieve the required standard.
- Handwriting will be a focus in 2022-2023.

**A discussion followed regarding how mobility is measured and what impact on learning/impact should be expected depending on the length of time a pupil is in school.**

ZM noted that the provision offered is different in each school depending on the needs of the pupils.

**A governor asked why the physical development figure at Stimpson is 16% and 22% lower is than at Hardingstone and Castle.**

LC advised that there was a delay in the autumn term before the outside area was fully operational. The pupils are catching up.

### Hardingstone.

JS highlighted the following.

- Overall, 76% which is in line with 2019.
- Out of the children 6 children who have not achieved GLD – 4 children have joined recently. JD gave reasons why these pupils did not achieve GLD.

**A governor asked what is the main area that needs to improve to increase the GLD scores.**

JS advised that the areas are handwriting, number patterns and implementing writing books for all three schools.

Year 1 Phonics Results.

Castle Academy.

DL highlighted the following.

- Results in line with 2019.
- Excluding children who were disapplied, outcomes are in line with previous national figures (81%).
- 57% of SEND children passed. The three children who did not pass were the two who were disapplied and the other pupil is receiving support with learning behaviour and some medical issues. Progress was very good.
- Of the thirteen pupils who did not pass five should pass in 2022-2023 and plans in place for the remaining to give them the best chance of passing as possible. All the thirteen have good attendance.

**A governor asked if ZM is confident that phonics is supported to ensure results improve.**

ZM advised that a strong phonics expert is in year 3 to support these pupils.

Stimpson.

LC highlighted the following.

- Overall, 60% based on the entire cohort. 14% of pupils did not access the PSC – new to country with no prior education and 2 pupils who were absent.
- 69% of pupils who accessed the check passed which is still not good enough. A review has already taken place into the leadership of phonics and prioritised phonics in the last two terms
- From September 2022 the teaching and learning of phonics will be as expected ensuring a quick start. From September the phonics lead time will be ring-fenced allowing more time for coaching and subject progress.
- The expectation for 2022-2023 is for the percentage to increase. From the current analysis including rate of progress a pass rate of 85+ expected.
- Data analysis has been conducted for all the pupils who did not pass the screening test some of them made exceptional progress.
- Most of the pupils who did not pass suffer from poor attendance some of whom were out of the country for extended periods.

**A governor asked if the timings of the lessons are consistent.**

LC advised they are, and progress can be seen. However, we need to ensure that the quality of teaching and learning is consistent across all groups.

### Hardingstone.

JS highlighted the following.

- Overall, 89%.
- Four pupils did not pass the screening. Two of these should have. Extensive interventions and support was in place and they are expected to pass in year 2.
- The data includes one child who was disapplied – due not joining in March 2022 with limited English and no prior schooling. It also includes a child who did not sit the test due to eviction from their house in May and living in London (CME completed). Therefore 94% of the children who took the test passed.
- Phonics will a priority on next years SIP including master classes run by the Phonics lead.

### Year 2 Phonics Results

#### Castle Academy.

DL highlighted the following.

- 53/57 (93%) children who joined us before January 2022 passed the PSC. Three children have joined us since the end of January and are new to country.
- There will be a strong Phonics provision in key stage 2 including a strong TA.

#### Stimpson.

LC highlighted the following.

- 29/30 of eligible pupils for the phonics resit passed (97%) - in cohort since September of Reception.
- 20% of the cohort were unable to sit the PSC – new to country/no prior phonics knowledge – 12 pupils joined the school Spring term onwards.
- 100% of PP pupils passed the resit.

#### Hardingstone.

JS highlighted the following.

- 27/30 (90%) children passed the screening test. Reasons given why the three pupils did not pass. They are and will continue to receive support.

**A governor asked if there will be a focus in the SIP for 2022-2023 on Phonics, fluency, and decoding.**

ZM confirmed that this will be included in the quality of education section.

#### Key Stage 1 Results

#### Castle Academy.

DL highlighted the following.

- Reading % decreased by -8% / Writing % decreased by -21% / Maths decreased by -17%.
- There will be work in 2022-2023 including basis skills across the school with a hit the ground running expectations to improve the results.
- For Reading mobility had an impact on overall outcomes. 72% of the cohort who joined us in September of their Reception year achieved Expected.
- Boys outperformed girls in the three assessment areas.
- Out of the 32 girls, 10 have attendance at lower than 90%. 8 out of these 10 did not achieve expected in all three subjects. This will be a focus area in 2022-2023.
- In Reading and Maths 46% of PP children achieved the Expected standard. It is the same pupils who did not pass in both subjects. The data will be analysed and next steps worked out.
- There will be a focus on Writing in the SIP and a look at consistency of teaching including a basic skills boot camp.
- The Letter join scheme will be utilised.

**A governor asked what analysis has been done translating the data from year 6 into year 5 to ensure there is no legacy moving through the school.**

ZM advised that a progress matrix has been used for year 5. The milestones linked to progress will be included in the SIP next academic year. This will measure progress towards achieving national outcomes or above.

#### Stimpson.

LC highlighted the following.

- KS1 teacher assessment Reading overall, 58% with high mobility a factor for the results.
- Mobility has affected overall outcomes – 73% of pupils who have been in cohort since Reception achieved Expected.
- KS1 teacher assessment Writing overall, 47%. If the results for the pupils who have been at Stimpson since reception only were taken it is 63%.

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|  | <ul style="list-style-type: none"> <li>• KS1 teacher assessment Maths overall 56% If the results for the pupils who have been at Stimpson since reception only were taken it is 73%.</li> <li>• 80% of PP achieved expected in Reading, 60% in Writing and 80% in Maths.</li> <li>• Autumn born pupils have performed significantly better than Summer born in all areas.</li> </ul> <p><b><u>Hardingstone.</u></b><br/>JS highlighted the following.</p> <ul style="list-style-type: none"> <li>• KS1 teacher assessment Reading overall 65%</li> <li>• KS1 teacher assessment Writing overall 61%</li> <li>• KS1 teacher assessment Maths overall 71%</li> <li>• The SIP will include plans to improve these figures and the teachers will set aspiration targets.</li> <li>• Autumn born pupils have performed significantly better than Summer born in Reading and Writing.</li> <li>• Support/advice was given to the pupils and parents of the SEND pupils who did not achieve the expected results.</li> </ul> <p><b>A governor asked if the results were inline with the FFT predictions.</b><br/>JS advised they were slightly lower.</p> <p><b><u>Key Stage 2 Results.</u></b><br/><b><u>Castle Academy.</u></b><br/>DL highlighted the following</p> <ul style="list-style-type: none"> <li>• Overall<br/>Reading +14% from 2019<br/>Writing –31% from 2019<br/>Maths –16% from 2019</li> <li>• Reading 45% of SEND children achieved Exp+ (78% non-SEND). Three of the six who did not pass were below in KS1 al achieved working towards.</li> <li>• Writing results were poor. For 2022-2023 there will be more challenge to the teachers to improve the results for next year and the exciting work planned regarding basic skills.</li> </ul> <p><b>A governor asked if staff have performance targets.</b><br/>ZM confirmed there has been a target this academic year linked to pupils' progress, and this will also be the case next academic year.</p> <p><b>A discussion followed regarding the pupils who achieved expected in Reading and SPAG but not in Writing.</b></p> |  |
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|  | <p><b>A governor asked if these pupils were in your outcomes to reach expected.</b><br/>DL confirmed they are.<br/>ZM advised that the current year 5 writing is at 64% and is expecting this to increase.</p> <p><b>The governor followed up and asked how confident you are in the assessments.</b><br/>ZM advised that the current Yr 5 data has recently been inputted and further investigations will take place including moderation.</p> <ul style="list-style-type: none"> <li>• Progress data,<br/>Reading 92% expected, 29% accelerated.<br/>Writing 78% expected, 4% accelerated.<br/>Maths 88% expected, 18% accelerated.</li> </ul> <p><b>The governors observed the progress data but note the work to be done early next year regarding the SIP.</b></p> <p><b>A governor asked if the no more marking outcomes for year 5 will be investigated.</b><br/>ZM confirmed they will and the outcomes from NMM were also shared with the external moderators.</p> <p>The governors asked for regular reports to show the progress on KS2 writing in 2022-2023.</p> <p><b><u>Stimpson.</u></b><br/>LC highlighted the following.</p> <ul style="list-style-type: none"> <li>• Eight pupils did not access SATs, seven are new to country and a few arrived only weeks before the SATs. These pupils are making progress and differentiated Maths and English and receiving quality teaching.</li> <li>• All new to country pupils assessed and the EAL lead work with the pupils. For 2022-2023 the timetable in KS2 is being reviewed to ensure these pupils receive a high-quality program including intervention to help them move quickly through the stages of language development.</li> <li>• Reading 58%. For the pupils who accessed the SATs it is 67%. There are some queries outstanding, and the results could be 71%.</li> <li>• Maths 62%. For the pupils who accessed the SATs it is 73% with 23% achieving greater depth.</li> <li>• Writing 55%. For the pupils who accessed the SATs it is 62%.</li> <li>• 83% of pupils achieved expected progress in Reading with 25% making accelerated. In Maths 90% made expected and 15% achieved accelerated. In SPAG 90% made</li> </ul> | DL/ZM |
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|  | <p>expected and 28% achieved accelerated. In Writing 86% achieved expected and 19% achieved accelerated. The attainment is lower but good progress is being made.</p> <p><b>Hardingstone.</b><br/>JS highlighted the following.</p> <ul style="list-style-type: none"> <li>• Reading 74%, Writing 72% and Maths is 79%.</li> <li>• One pupil was absent from the test with the family home schooling, but the pupil was still on roll.</li> <li>• All the papers sitting at 98-99 reviewed but none warranted a remark.</li> <li>• A couple of marks on certain papers were lost due to poor handwriting or incorrect copying from the text. This will be looked at for next year.</li> <li>• Girls outperformed boys (80% v 48%) in Writing.</li> <li>• There will be a focus on Greater Depth (GD) pupils for 2022-2023 to improve progress.</li> </ul> <p><b>A governor asked if the progress for the GD pupils worse than the pupils who achieved expected.</b><br/>JS confirmed it is.<br/>ZM highlighted that 100% of the pupils on the PK scale achieved progress with most achieving more than expected. In Reading 100% made expected progress. This data suggests that some teachers are not challenging the GD pupils, and this will be a focus in 2022-2023.<br/><b>The governor followed up and asked if this lack of challenge for GD pupils could be happening in other years.</b><br/>JS advised that she is in the process of drilling into the data starting with the current year 5 and will action as required.</p> |  |
| <p>8. AIP visits.</p> <p>Shared prior to the meeting for questions only.</p> | <p><b>A governor asked if PHSE will be included in the new SIP.</b><br/>LC advised that the comments in the report and the feedback received revolved around developing the PSHE subject leader and not the curriculum. A key priority will be included in the SIP 2022.23</p> <p><b>A governor asked why there was no follow up actions in RBL report from Stimpson.</b><br/>ZM was unsure why RBL had left this area blank but highlighted the following that discussion around the expectations in year 5 the planning of English and the basic skills work had taken place.</p> <p><b>A discussion took place regarding the risks of using moderations from an external expert and staff should be using their own professional opinion and expertise.</b></p>  |  |

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| 9. Learning & Teaching Framework.             | <p><b>A governor asked how this framework is being rolled out.</b><br/>ZM advised that staff already had access to the framework, but it will be re-issued next week and discussed in detail in during September's inset day. Also a Summer reading pack will be shared with all staff.</p>   |                                       |
| 10. Annual Safeguarding report.               | <p>ZM advised that MB the safeguarding lead governor visited each school prior to the reports being written.</p> <p><b>A governor asked for an update regarding the training governors will receive in relation to the updated KCSiE requirements.</b><br/>MJ advised that governors will be required to sign to confirm they have read and understood the KCSiE updates over the summer and training will take place in the autumn term for all governors. This training will be mandatory.</p> <p><b>The governor followed up and asked if this could be added to the actions for each school.</b> <i>Post-meeting note DL and LC actioned an updated version added to Teams. JS to action.</i></p> | JS                                    |
| 11. LAB Chair annual report and yearly review | <p>CW asked if the governors had any questions.</p> <p><b>A governor asked for clarification on the number of parent governor vacancies.</b><br/>MJ advised that the composition of the LAB states two parent governors from each school, but this is flexible. Information will be sent to parents in September.</p> <p><b>A discussion took place, it was agreed that the next parent governor election should be conducted simultaneously across the three school with an aim of getting a minimum of three parents onto the board. If these parents are from the one school and no other parents step forward that would be acceptable.</b></p>   |                                       |
| 12. AOB.                                      | <p><b>The governors had no AOB at this time.</b></p>  |                                       |
| 13. Dates of meetings for the year:           | <p><b>Governor meetings 2022-2023.</b><br/>21/09/2022 Castle, Stimpson, Hardingstone 1 In school<br/>17/11/2022 Castle, Stimpson, Hardingstone 2. On Teams<br/>19/01/2023 Castle, Stimpson, Hardingstone 3 In school<br/>09/03/2023 Castle, Stimpson, Hardingstone 4 On Teams<br/>20/04/2023 Castle, Stimpson, Hardingstone 5 In school<br/>15/06/2023 Castle, Stimpson, Hardingstone 6 On Teams<br/>13/07/2023 Castle, Stimpson, Hardingstone 7 in School</p>  | Calendar appointments have been sent. |

The meeting closed at 19.08

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

**Actions from the virtual S&P meeting for Hardingstone, Stimpson & Castle held on  
12/07/2022**

| Action   | Owner            |
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| 1. MJ to arrange for governor focussed FFT training to elaborate on how/why FFT it is used. Page 2.  | MJ               |
| 2. All governors to view the areas highlighted in the exception reports and incorporate these into future visits.<br>PO to update the governor visit report. Page 2. | All governors/PO |
| 3. DL to report back for GLD pupils to show how many of the summer born pupils are PP. Page 2.   | DL               |
| 4. DL to present regular updated on the progress of KS2 Writing. Page 8.   | DL               |
| 5. The requirement for governors to complete KCSiE training to be added to the actions in each schools safeguarding report. Page 10.                                 | JS               |