

Minutes Hardingstone, Stimpson & Castle Academies
2nd May 2024 17.30hrs
Meeting held at Hardingstone Academy
The fifth meeting of the academic year 2023-2024

These minutes reflect the order of the agenda and not necessarily the order of discussion.

NAME	ROLE/AREA OF INTEREST	TYPE OF GOVERNOR	TERM FROM & TO	PRESENT	NO. OF MEETINGS ATTENDED
Zoe McIntyre	Executive Headteacher	Executive Headteacher		YES	5/5
Dave Hood	Chair	Co-opted	22/04/21 - 21/04/25	YES	4/5
Joseph Eyiaro		Co-opted	09/03/23 08/03/27	YES	4/5
Arrived 18.12					
Mostafa Miah		Co-opted	13/03/23 - 12/03/27	NO	2/5
Sandra Akhigbe		Co-opted	11/01/23 - 10/01/27	APOLOGIES	2/5
Mayowa Orioye	Vice Chair	Co-opted	19/01/23 - 18/01/27	YES	3/5
Gillian Innocent-Labija		Parent	16/03/23 - 15/03/27	YES	5/5
Ornela Mato		Parent	21/09/23 - 20/09/27	YES	3/5
Adrian Lett		Staff - Stimpson	23/01/20 - 22/01/24	YES	4/4
Bethany Harmes		Staff - Hardingstone	28/02/23 - 27/02/27	YES	4/4
Hanna Godden		Staff - Castle	13/11/2023 - 12/11/1024	YES	2/5
VACANCIES 3 Co-opted					

OTHERS PRESENT AT THE MEETING

NAME	ROLE
Joshua Coleman	Chief Executive Officer - EMAT
John Lawson	Head of Education – EMAT
Paul Osborne	Governance Support Office / Minutes
Luci Clapton	Head of School - Stimpson
Dan Lugg	Head of School - Castle
Gill Glenn	Head of School – Hardingstone

Agenda item	Discussion	Action
1. Welcome and Introductions.	Introductions made. The Chair reminded the board that all items discussed at the meeting remain confidential until the minutes are approved and signed off.	
2. Apologies.	Apologies were received and accepted from Sandra Akhigbe no apologies received from Mostafa Miah	
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 or governors highlighted verbally.	
5. Minutes of the LAB meeting from the 7th of March 2024	The Board received and agreed the minutes of the meetings held on 7 th March 2024.	
6. Action Log from the LAB meeting held on the 7th of March 2024.	i. Launch of Phase 2 on GovernorHub to be given by Paul Osborne at most convenient LAB meeting. Ongoing. ii. Phonics Video to be watched by all Governors prior to next meeting. All Governors. Closed. iii. Stimpson Academy Eco-Committee to give presentation on their work at next LAB meeting. Ongoing. Due to this action the last meeting of the year will be at Stimpson. iv. Lead Governor with oversight of Absence and Punctuality to be offered to all Teacher Governors. Done. v. All Governors reminded of the need to challenge, support, and read all papers for a meeting. Done. Governors reminded of the pre-meets before each LAB meeting. Page 12.	i. PO iii. ZM/PO
7. A. Headteacher's report.	<u>A. Headteachers report.</u> <u>School context and behaviour.</u> ZM highlighted the following. <ul style="list-style-type: none"> As per the previous report we highlighted the need to address persistent lateness across all three schools. Admin staff have been trained to provide a weekly report, using the Arbor system. This is then sent to SLT for review. The admin team contacts parents initially to inform them of the number of lates in a week. Where the lateness continues then the SLT contact the parents. Gov: Has feedback gone back to the parents/carers following the recent surveys.	

ZM confirmed it has via the newsletters and all schools have an open-door policy where parents/carers are encouraged to talk to staff. ZM added that there is scope to greater inform parents/carers with a you said we did. LC added that for Stimpson there was one comment concerning the lack of information regarding what pupils will be learning in a given term and noted that this information is included in the newsletters.

Gov: Is there an option to free write questions/comments on the surveys for parents/carers.

ZM confirmed there is and these are followed up accordingly.

A discussion followed regarding bullying and the effect social media has on some children's perception of it.

CASTLE. DL highlighted the following.

- LC has now joined the Castle Academy Team and this transition has been smooth. There now needs to be some consideration moving forward beyond the summer term. Luci will lead the school on Tuesday 's and Wednesday's.
- Immediate 3s have increased slightly, this is due to some pupils who have joined the school in KS2 with SEND and behavioral needs. These pupils have settled well into the Castle Way and the Behaviour. Curriculum continues to be implemented to support these pupils. One pupil in Year 5 received a 0.5-day suspension during the last week of term. However, he has returned with a positive attitude. One child who was at risk of permanent exclusion when attending NIA is no longer dual registered and will remain at Castle Academy. She continues to make positive progress.
- A KS2 teaching assistant was dismissed prior to the Easter holiday. This was for a lack of physical boundaries between himself and a child in Year 5. The incident was reported by a parent who was having a tour of the school. As a result, staff members also came forward. A full investigation was completed, and the member of staff was dismissed. This was not the first incident of this behaviour by this member of staff. Previously he was suspended for a similar incident and an investigation was completed. The staff member was issued with a letter of advice.
- We now have a vacancy for a SEND teacher within the Caterpillar Pod from September. We also need to recruit a teaching assistant within this provision. There is also a vacancy for a teaching assistant to replace the teaching assistant who was dismissed before the Easter holiday.
- The school is now oversubscribed in Reception for September, with 60 families being allocated as a first-place offer.

STIMPSON: LC highlighted the following:

- SEND TA resigned at the end of term – recruitment process underway. This member of staff was at risk of not completing the probationary period.

- Immediate 3s this term = 21. This is an increase from Spring 1. These majority of these relate to 'refusal to follow instructions' with the remaining: verbal abuse towards pupils, threatening or confrontational behaviour, swearing and physical assault against a pupil. 4 of these relate to one Year 6 pupil (family split now on the vulnerable register). Parent have been invited in for a meeting.
- One member of staff has been referred to Occupational Health due to concerns about mental health and wellbeing.

Gov: Do you have a start date for the new SEND TA.

LC advised September 2024.

Gov: Has there been any impact on the pupils regarding the resignation of the SEND TA.

LC noted that the staff members came with positive references and started well but their performance and attendance soon declined. The school has a good SEND and SEND TA who fully support the pupils.

Gov: Is there a pattern to the mental health concerns.

LC noted that the staff member referred to had some mental health concerns before they started at Stimpson. There is no pattern of mental health concerns, and all staff who need support receive it, and each case is handled individually.

Gov: Could any of the cases of immediate 3s warrant a suspension.

LC advised no, and the behaviour policy was followed at all times.

Gov: Were any staff members affected by the behaviour of the pupils who received an immediate 3.

LC noted that it is challenging for staff, and they are always supported.

Gov: What happens to the pupils who witness some of the negative behavior.

LC advised that the school uses PHSE lessons to talk about this including informing the pupils that sanctions are handed out to pupils not following the school rules and the school has a worry box for pupils to use.

HARDINGSTONE – GG highlighted the following:

- There were no staffing changes during the term: the Office Manager left the academy at the end of the term. The Central Team are supporting with tasks as there are plans to review administrative structures across each school.
- Attendance decreased with a YTD of 96.46%. This was affected by two children with complex medical needs. The attendance officer is concerned about her workload recently and has sent several messages to ZM stating that she is concerned about her mental health and wellbeing. ZM arranged a meeting with this staff member alongside a member of the People and Culture Team.

- Immediate 3's reduced to 10 this term. These related to incidents of physical assault and defacement of school property.
- There are 23 reception pupils who have been allocated Hardingstone Academy for September 2024. This is extremely positive, and we would anticipate that this will increase.
- There have been some lower than expected numbers going on school trips. Work is ongoing to ascertain the reasons for this and if there is anything the school can do to increase the uptake.
- The nursery is almost full with many of these pupils accessing the full-time provision when they join in September. We now plan to extend the nursery provision to include 2-year-olds.

Gov: Is there any more information you can update us on regarding the nursery.

GG advised that the 3–4-year-old provision is very successful and is starting to generate some income. The school is starting to see an increase in the parent enquiries for other ages and the staff in the nursery are very good.

Gov: Who pays for any damage caused by graffiti.

GG advised that the cleaners remove the graffiti, which is currently at a low level, but the school will keep it under constant review and the behaviour policy is followed where appropriate.

Gov: How are staff with mental health concerns supported.

GG highlighted the following support.

- The senior leadership team have an open-door policy.
- The staff in the school are open, honest, and supportive with each other.
- Mental health is recognised by the school and the trust as an illness.
- Once a term coffee morning.
- The school has a mental health lead who meets staff regularly and attends Trust-wide forums to share best practice.
- All staff have free access to the Headspace app.
- Confidential employee support through Health Assured.

Gov: Is there a dedicated room staff can go to.

GG no but the school has rooms staff can go to when they need space and somewhere to relax along with the staff room

Gov: Are there any concerns regarding staff workload.

ZM noted that due to some staff leaving, there have been challenges in the school, and the people and culture team have been supporting as required. One staff member is keen to move schools and she is being supported with this.

Gov: Do you have a date when this will be concluded.

ZM advised that it is difficult to give an exact date. They have a meeting with the people and culture team in early May to discuss it in more detail.

JC added that EMAT is keen to support staff as much as possible and the focus on pupil attendance will continue.

Gov: It is crucial that staff are supported.

ZM All agreed and succession planning is one of the keyways to continuing to support staff.

Data headlines and Progress/barriers in relation to SIP (School Improvement Plan) priorities.

CASTLE: DL highlighted the following:

Phonics year 1 RWI bands.

- Children in pink and orange groups (Pink+ = 74%) receive targeted interventions. Strongest TAs are teaching 1:1 session.
- Children in green group (Green+ = 87%) are having additional phonics sessions to close gaps.
- Phonics leader has introduced sound gap analysis to accurately identify gaps in a child's knowledge. This work also supports interventions.
- In Spring 2, children undertook a mock Phonics Screening Check. Children's results have been compared to their RWI band to ensure interventions are sharp and appropriate to child's needs.
- Targeted interventions used.

Gov: Is the expectation that most pupils currently in the green band will move up.

DL yes.

Teachers' assessment years 1-5.

- Year 1: Test data slightly higher than teacher assessment. Teacher assessment broadly in line with KS1 national data. Slight dip in TA and test data compared with Autumn data.
- Year 2: TA data broadly in line with Autumn term. Reading test results have taken a dip (12%) compared with Autumn term. This will be explored at the upcoming pupil progress meeting and targeting pupils for cohort to achieve the Expected standard in line with KS1 national data.
- Year 2. Some pupils struggled with comprehension these pupils are being supported.
- Year 2. Best practice works ongoing with Stimpson regarding vocabulary development.
- Year 3: Reading TA data has decreased by 9% whilst test data has increased by 5%. Writing and Maths data were significantly stronger than Reading data overall. The staff have been focusing on supporting the pupils with individual requirements, which has meant a slight dip in the amount of one-to-one teaching that has taken place.

- Year 3: A TA from year 4 has moved into year 3 to help some pupils on RWI who are struggling with fluency and are progressing well following this support.
- Year 4: Maths test results significantly stronger than teacher assessment (71% vs 55%). Writing results showing 64% on Arbor system. Children not on target in both Reading and Writing targeted in pupil progress meetings to make accelerated progress.
- Year 5: Good progress made compared with Autumn term (TA data). Writing and Maths data are currently above KS2 national data trends. Children underperformed significantly in the Reading test. Following completion of SATs week, Year 6 teachers can return to Year 5 to support with Reading progress.

A discussion followed regarding the multiplication test, how some teachers have been cautious in assessments, the benefits of bringing book samples to pupil progress meetings and making sure pupils reach year 6 ready for the SATs.
ZM added that there is work in place for September to support these areas.

Gov: What is being done to support teachers with moderating.

JL advised that there is a trust wide program in place to support teachers.
ZM added that staff are becoming more confident.

JL asked for an update on reading.

HG advised that she expects the data to be above national and the cohort is strong with ongoing appropriate support.

A discussion followed regarding EAL pupils, some with high levels of mobility and the number of new pupils in year 5.

JC added that some of the safeguarding cases at Castle are very complex and staff are incredibly supportive of the pupils.

Gov: Can you give me an update on the data showing 37% of pupils who do not attend any after school activities.

DL advised that the after-school club offer is being reviewed and data is being gathered to ascertain who is not attending. The office manager and DL then meet to review the offer to keep it fresh and appropriate.

DL added that all Pupil Premium pupils are registered for a club and all avenues are being tried to ensure they attend.

Gov: Do all pupils feel challenged.

DL noted that there is feedback that indicates a few pupils do not feel challenged and work is ongoing to rectify this. Book monitoring and book looks show the challenge level is high in most cases, and the school is always striving for better.

Gov: For pupil voice is it a mixture of ages.

DL confirmed that it is a mixture of ages and included SEND pupils.

STIMPSON: LC highlighted the following:

Phonics year 1 RWI bands.

- Pupils who need to convert from pink and orange have been identified. Teaching staff have been allocated, with the strongest teachers working with these groups.
- Additional interventions for pupils within the purple band, as these pupils also can reach expected by the end of the year. Sound gap analysis is provided to each Phonics Coach to ensure that they can 'plug' the gaps. This will ensure that children are not held back in a group where they will not be exposed to new sounds.
- We remain on target to reach our EOY targets.
- The school uses "little phonics" which is well received by staff and pupils.
- Years 3 and 5 are the focus cohorts.

Teachers' assessment years 1-5.

- Year 1: There was a slight discrepancy in NTS and Reading TA data. This will be explored during upcoming PP meetings. Excellent progress in reading in NTS (34 – 54%). The Phonics outcomes are good, but the school will continue to push the pupils as there is scope of improvement.
- Year 3: In Reading and Maths, the NTS and TA outcomes are broadly in line. The results are low in comparison to other year groups. However, this is a year group with high SEND needs. There have also been several new starters in the Spring Term (most mobile year group), all of whom are NTC and new to English.
- Year 5: This year group have regressed in their NTS outcomes; however, further analysis shows that this is mainly one class. The TA and NTS outcomes are comparable in both subjects. Additional support and monitoring have been identified for this year group, particularly one member of staff. There is work ongoing to help with test techniques and reviewing any improvements with the interventions.

Arithmetic.

- Year 5 are making good progress.

Gov: Do teachers get the option to lead interventions.

LC yes.

JL asked for a year 6 update.

LC highlighted the following targets.

- Reading 76%.
- Maths 78%.
- SPAG 78%.
- The NTS gives a compassion score, and each child's data has been reviewed and interventions used if appropriate.
- Confident for good results in Maths and SPAG, there is a high level of EAL pupils which may lower the overall Reading score. These pupils are being supported with the highly regarded EAL programme used at Stimpson.

- In preparation for SATs every child has and will continue to receive support.
- Writing is looking strong with extensive support in place, constant reviews, and one-to-one teaching for certain pupils.

Gov: Is there any data reviewed to ascertain the benefits of interventions.

LC yes, for example in year 6 there is data analysis that is updated weekly showing the progress made, and reviews will take place if required.

Gov: Regarding the concerns highlighted regarding reading, what is the school doing to support these pupils.

LC advised that pupils are grouped together in their scale scores then GAP analysis's is completed. Teaching is then adapted for each pupil to help close the gap.

Gov: Is LC confident the teachers in year 5 are best suited for this year group.

LC yes.

Gov: 5 new pupils started after Christmas and asked how they have settled.

LC confirmed that they have settled in well and are being supported appropriately. ZM noted that attainment is expected to be affected by these pupils but reminded the governors that the progress they make is key.

HARDINGSTONE: GG highlighted the following.

Teachers' assessment years 1-5.

- Year 1: TA and NTS results close in terms of assessment, with TA and NTS for Reading having a 4% difference and a 5% difference in Maths. Although % of GDS increased since Autumn, the % expected has remained the same. This will be investigated in the Pupil Progress meeting.
- Year 2: TA and NTS results in line, however progress needs investigating during Pupil Progress meetings (Reading % expected decreased from 83% to 76%; Maths % expected remains at 86%).
- Year 3: NTS Reading lower than TA (NTS 68% expected compared to 76% TA). All the individuals who scored lower on NTS within 1-2 marks of expected. NTS Maths largely in line with TA.
- Year 5: NTS and TA broadly in line. Some increase in % expected and % GD in Reading but % expected in Maths needs investigating further during Pupil Progress discussions (67% expected in Autumn and 64% expected in Spring). There is a good intervention program in place.

Phonics.

- Phonics Team meeting on training day to discuss plan of action moving forward.
- All children below yellow identified and targeted on reading sight words at pace as sound knowledge is secure.
- Use of timed repeated reads to help focus on pace in sessions.

- Targeted afternoon lessons to identify pupils and /or groups whilst using Virtual Classroom to reinforce sound knowledge and speedy reading.
- Fast Track Tutoring for individuals to address their barriers.
- Sounds sent home with individual Year 1 children and displayed in class.
- Speedy Green Words sent home with individuals and daily targeting in class.
- 3 Fast Track Tutors being given targeted training 'Practice with an expert'.
- Parent session regarding phonics screening including supportive materials sent home.
- Additional teaching resources are being distributed this term.
- We remain on track for our year-end target.

Gov: Is Reading a school focus.

GG confirmed it is and the data has shown areas of improvement. The school has an adult student who has allowed staff to support pupils.

Year 6 pupils' work is starting to show a consistency in their writing which is encouraging.

GG added the writing results are not always backed up by the no more marking data which investigated when appropriate. The pupils are moving forward, and the data shows that progress is being made.

Gov: Year 5 are lowest across the three schools and asked what is being done to support these pupils.

BH advised that these pupils receive targeted interventions, practice in answering test questions in bite size chunk sessions. Some of the pupils can become anxious when taking tests and are being supported. There is also a mixture of abilities within this year's groups.

GG added that there is a realistic expectation for this cohort in the results they are expected to receive next year, and they are being supported and pushed to ensure they achieve the best results possible. One of the tactics that will be used next year is to front load the information and continue with test practice and expecting the results to improve.

Gov: Are all SEND pupils taught at the same level as their peers.

GG replied no, for some SEND pupils they are taught at an age-appropriate level so for example a year 5 pupil is being taught at a year 2 level.

Gov: How will the year 6 pupils at Hardingstone find the transition to year 7.

GG replied that some will struggle to access the year 7 curriculum and in one case the parents are looking at an alternative provision.

All pupils are supported with the transition and the school supplies quality handover information to the secondary schools.

Gov: There are references to fast track and asked for more information.

ZM advised that some pupils who would benefit from it receive phonics daily which is in addition to their normal phonics learning with a goal to help them achieve rapid progress.

Curriculum development and enrichment and Safeguarding.

The Chair asked for questions.

Gov: For Castle there is a comment in the report which states “LADO judged safeguarding threshold as not being met, leading to no referral being made to the TRA. This means former employee is free to work in other childcare settings, including schools. LADO agreed with school’s decision to dismiss from a suitability to role stance.” The governors asked if we must accept LADO's decision and what happens if his behaviour is repeated in another job could the school trust be liable.

DL/ZM advised that the LADO decision is final, and all schools use safer recruitment which is a rigorous safeguarding system. Any reference requested for this staff member would follow guidelines but reference to this incident would be incorporated if appropriate. The use of safer recruitment is crucial, and pupil safeguarding is always the top priority.

Gov: Is there any update regarding the Head of School role at Castle following AO resignation.

DL advised that he and LC will continue to share the role into the summer term and there are plans in place for the Autumn term and more information will be shared once available.

JC added the current Executive Headteacher structure for three schools works well.

Gov: Can you explain what dual role means.

DL advised that when the pupil in question first came to Castle, they were being educated off site. They are now at Castle and have settled in well.

Gov: Is the local authority aware that the school is oversubscribed.

DL yes and they manage the waiting list.

B. Performance report.

B. Performance Reports.

The Board received and noted the Spring 2 Performance reports on Castle, Stimpson and Hardingstone schools. These reports gave updated information on pupil and staff numbers, pupil and staff attendance, effectiveness of Leadership and Management, Quality of Teaching and Learning, Exclusions, Personal Development, Behaviour and Welfare, Health and Safety, Parental Complaints, Community and Parental engagement.

The governors had no questions at this time.

<p>8. Governor updates.</p> <p>i. Visit reports, visit schedule.</p> <p>ii. 22nd May Termly Trust Governance Meeting.</p> <p>iii. #EMATters Celebration Awards 2024.</p> <p>iv. Term Dates 2025/26.</p> <p>v. Any governor training clerk to be aware of.</p> <p>vi. Governor survey live until 24th May</p>	<p>i. The Board received the following Governor Visit Reports:</p> <ul style="list-style-type: none"> ✓ Safeguarding Report completed by DH on the 28th of March of 2024 at Hardingstone. ✓ Safeguarding Report completed by DH on 26th March of 2024 at Castle. ✓ Phonics Report completed by Sandra Akhigbe on the 6th of March 2024 at Stimpson. PO added that this report is to be confirmed via the school lead. LC to action. ✓ Safeguarding Report completed by DH at the Stimpson Academy on the 21st of March 2024. <p>ii. PO reminded all governors of the termly governance meeting at Orchard Academy on the 22nd of May and they are welcome to attend.</p> <p>iii. PO reminded all governors to vote for this year's #EMATters Celebration Awards.</p> <p>iv. PO shared the proposed term dates 2025/2026. The governors thanked PO and had no questions.</p> <p>v. PO asked if the governors had completed any training outside of that organised by EMAT. The governors confirmed they have not.</p> <p>vi. PO reminded all governors the governor survey is open until the 24th of May, and the results will be shared in the July meeting.</p>	<p>LC</p> <p>PO</p>
<p>9. Internal / External Review Reports.</p> <p>i./ii/iii. Castle / Hardingstone / Stimpson mid-year reviews.</p> <p>iv. Stimpson 6.3.24 SEND Review</p>	<p>The Chair invited questions.</p> <p>Gov: Regarding the following statement included in the Stimpson SEND review "External professional reports from the Educational Psychologist have not been utilised optimally in ILP and EHCP (Education, Health, and Care Plan) outcomes. Leaders should use the report recommendations when writing ILPs and reviewing EHCP outcomes." The governor asked for an update.</p> <p>JL advised that the SENCO (special education needs co ordinator's) at Stimpson is strong, whose targets have been crystalized to allow a focused approach including the information in pupil passports.</p> <p>The trust has its own Educational Psychologist contact who supports the schools and helps schools influence external specialists to achieve the best outcome for the pupils. Unfortunately, some external resources are stretched, and the waiting times can be longer than hoped for.</p>	
<p>10. Policies. Admissions.</p>	<p>The Board noted the EMAT policies on Admissions and had no questions and unanimously approved them for all three schools.</p>	
<p>11. EMAT Teaching and Learning Framework</p>	<p>ZM noted that the teaching and learning framework sets out the key principles and theoretical perspectives that inform curricular thinking at EMAT across all our schools. It describes what we believe are important features of the most effective teaching, learning and assessment practices. This framework is informed by reliable research.</p>	

	<p>Gov: Do teachers learn this at university. JL confirmed they do, and it is further established during their career.</p> <p>Gov: Are all pupils taught the same. JL advised no and each pupil is taught individually and there are no sizes fits all approach.</p> <p>The Chair asked all governors to read the Teaching and Learning Framework before the next meeting when this will be covered in more detail.</p>	Governors
12. Any other business.	No one had any other business to raise.	
13. Dates of meetings for the year.	<p>Dates of meetings for the year: 2023-2024. 11th July 2024 17.30hrs meeting 6 in Stimpson.</p>	

Minutes agreed as a true representation and signed

Signature

Print Name

Date

The meeting closed at 19.40

Actions from meeting no 5 Hardingstone, Stimpson & Castle academies held on the 02/05/2024

Action	Owner
1. Launch of Phase 2 on GovernorHub to be given by PO at most convenient LAB meeting. Page 2.	PO
2. SAA Eco-Committee to give presentation on their work at next LAB meeting Page 2.	ZM/PO
3. Phonics Report completed by SA to be reviewed and signed by GT (Stimpson). Page 12.	LC
4. PO to add the governor survey results to the July agenda. Page 12.	PO
5. All governors to read the Teaching and Learning Framework before the July meeting. Page 13.	All governors

DRAFT