

Hardingstone & Stimpson Academies

FINAL Minutes of the 1st S&P meeting 2019/20 held on the 24th October 2019 at 18:00

Martins Lane, Hardingstone, Northampton, NN4 6DJ

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

Agenda item	Discussion	Action / Information
1. Present	<p>Present: Zoe McIntyre (Executive Headteacher) Luci Clapton (Stimpson Academy Assistant Headteacher) Sue Neighbour (Elected Staff governor Hardingstone) Claudia Wade (Chair) Karen Glasse (TB Appointed) Ruth Cross (TB Appointed) Alan Edge (Co-opted Governor) Suzanne Fairey (Co-opted Governor) Jolene King (TB Appointed) Joshua Coleman (CEO: EMAT) Katy Russell (Head of School Development 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>	<p><i>LC left at 19.10</i></p> <p><i>KG joined the meeting at 18.13</i></p> <p><i>JK was at the school in time for the meeting but was unable to gain access until 18.13</i></p>
2. Apologies	Apologies received and accepted from Simon Roberts .	
3. Quoracy.	The meeting was quorate.	
4. i. Declarations of interest. ii. Clerk to ensure all Governors have signed this years Declaration of Interest form.	<p>i. There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p> <p>ii. PO obtained signatures for all present. Any signatures still outstanding will be collected at the next meeting.</p>	PO

<p>5. Action log from the Hardingstone S&P meeting 23rd April the Stimpson Academy S&P meeting 25th March 2019 and Stimpson Academy LAB meeting 17th July matters arising not on this agenda.</p>	<p>All action points for these three meetings have been completed and marked as done.</p>	
<p>6. Minutes from the last meetings.</p>	<p>The minutes of the meetings held for Hardingstone on the 23rd April 2019 and at Stimpson Academy on the 25th March 2019 and the 17th July 2019 were agreed to be an accurate representation and were signed by the Chair.</p>	
<p>7. Achievement: Current Data (2019-20) i Year 6 Mock SATs Outcomes Year 6 Fisher Family trust Targets Year 2 Mock SATs Outcomes Year 1 Phonic Baseline Outcomes EYFS Baseline Outcomes</p>	<p><u>Stimpson Academy</u> <i>LC gave an update using the <u>academy KS2 mock national curriculum tests Autumn 2019-20</u>.</i></p> <p><i>A discussion followed regarding the information LC presented which included the progress students are making and the teacher assessment figures. LC advised that analysis work is ongoing to clarify where the gaps are and the next steps.</i></p> <p><i>LC advised that the booster groups are starting slightly earlier this year (after October half term).</i></p> <p><i>LC advised there are no significant gender gaps but PP pupils are not performing as expected. PP funding is being reviewed shortly to see if it's making an impact if not alternative options will be investigated. This work will also ensure all intervention needs are known and the interventions are all targeted.</i></p> <p><i>KR highlighted one of the next steps is to review what targets have been set for this year group.</i></p>	<p><i>Full reports on GovernorHub</i></p>

	<p><i>LC gave an update using the <u>KS2 (year 6) assessment and progress review document</u> and highlighted the following.</i></p> <p><i>KS2 SATs Test Scale Score.</i> <i><u>Mathematics.</u></i></p> <ul style="list-style-type: none"> ▪ <i>There are 10 pupils who left KS1 at Expected who are scoring between 89-94 (these pupils will need targeted intervention and support).</i> <p><i><u>Reading</u></i></p> <ul style="list-style-type: none"> ▪ <i>There is a core group of children who scaled score scores between 91-95- these will be pupils identified and targeted for additional support and intervention.</i> <p><i><u>SPAG</u></i></p> <ul style="list-style-type: none"> ▪ <i>19% are currently at ARE or above.</i> ▪ <i>22 pupils left EYFS at Expected who are currently scoring below 100. Pupils will be targeted for specific support based on their current scaled scores (group 1-85-88, group 2-89-93 etc.) LC noted for SPAG meetings have taken place with the teachers to ensure the content being taught is correct.</i> <p><i>A governor asked if Phonics goes into KS2 and are you confident with the teaching of Phonics.</i> <i>LC confirmed it does.</i> <i>LC noted she is happy with the quality of teaching and is confident the groups set are correct. There is though some additional training to take place after a recent class visit from ZM which will improve this area even further.</i></p>	
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	<p>A governor noted the TA assessment figures seem low. <i>ZM gave background information as to why this is. In the future she wants to see a rise in the expectation's teachers have for the pupils and a focus on consistency of teaching. Moderations of books with other schools will be one of the main tools to ensure this happens. ZM also wants to see the pupils raising their own standards for learning.</i></p> <p>A governor asked what work is taking place to increase the GD figures for Writing. <i>LC advised that a lot of work has taken place focussing on book monitoring. This has shown an opportunity for a stretch in the teaching in Writing.</i></p> <p>A governor asked for Writing how are we when compared against the overall assessment/target. <i>ZM advised the key area is to seek out every opportunity for the pupils to write in and out of school so it becomes a daily occurrence. Movement has been seen and with the SLT focussing on this via class visit and book scrutiny we should see and improvement.</i></p> <p><i>ZM gave some background from her initial visits to Stimpson including the work she has done with the year 6 teachers to ensure a sharing of best practice. This includes work on the pace of the lessons ensuring this year group along with all of the pupils are constantly moving forward.</i></p>	
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	<p>A governor asked what work is taking place with the staff for pupils in years 3 / 4 and 5 who are not achieving the required standard. ZM advised that regular appraisals, meetings, are the key ways to ensure these teachers, pupils are supported.</p> <p>A governor asked with these changes already in place and planned for future are the staff on board with these. ZM/LC feels they are and the staff are confident for the future.</p> <p>LC gave an update using the <u>KS1 (Year 2) assessment and progress review document</u> highlighting the following;</p> <ul style="list-style-type: none"> ▪ In reading, writing and SPAG, a lower proportion of EAL pupils are at the expected standard than others. ▪ In mathematics and SPAG, none of the Pupil Premium pupils have reached the expected standard on the test. <p>LC went through the latest test and teacher assessment figures for each subject. LC advised that one focus area is for PP and SPAG pupils in Maths.</p> <p>A discussion followed regarding what figures should be seen for the latest test and teacher assessment figures and ZM explained why there is sometimes a perceived discrepancy between them.</p> <p>LC highlighted that if there is a concern between the figures there are several tools, we can use including targeted interventions and booster classes to close the gap. For the whole school we are ensuring best practice is shared.</p>	
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	<p>A governor asked if the good practice seen in Maths is being shared with nursery. <i>ZM confirmed it will after the October half term.</i></p> <p><i>Key Stage 1 SATs Test Scale Score.</i> <u>Reading test.</u></p> <ul style="list-style-type: none"> ▪ <i>There are 34 pupils who scored below 90. Out of these pupils, 9 were Expected at the end of EYFS, 50% of these are EAL and 1 is a Pupil Premium child.</i> <p><u>Writing Teacher Assessment (TA)</u></p> <ul style="list-style-type: none"> ▪ <i>39% of pupils are currently assessed at Expected.</i> ▪ <i>The pupil premium pupils are performing equally as well as the non-Pupil Premium children.</i> <p><u>SPAG Teacher Assessment (TA)</u></p> <ul style="list-style-type: none"> ▪ <i>39% of pupils are currently assessed at Expected.</i> ▪ <i>The pupil premium pupils are performing equally as well as the non-Pupil Premium children.</i> <p>A governor asked what is being done to communicate the work taking place regarding Reading and Phonics to parents. <i>LC advised there are plans in place to instigate parent workshops for Reading. For Maths we are looking at using a parent friendly overview highlighting the methods taught.</i></p> <p><i>LC gave an update using the <u>Baseline Phonics Review</u> highlighting the following;</i> <i>Phonics check score.</i></p> <ul style="list-style-type: none"> ▪ <i>At the end of EYFS, 31% of pupils were Emerging in Reading.</i> 	
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	<ul style="list-style-type: none"> ▪ <i>22 pupils did not score on the Phonics baseline – all of these pupils were assessed as Emerging or below and 18 of these pupils are new to country.</i> <p><i>EYFS Reading to Phonics score band.</i></p> <ul style="list-style-type: none"> ▪ <i>Currently 18% of pupils are on track to pass the Phonics Check (considering to be scoring at least 11 at baseline).</i> ▪ <i>Although current baselines show a high percentage of pupils not on track, 75% of these pupils have English as an Additional language. 18 of these pupils have been at Stimpson for less than 12 months. Therefore, we will assess English proficiency in order to target groups of pupils that should be able to make progress to passing the Phonics check at the end of the year.</i> <p><i>A governor asked why did 22 pupils receive a zero mark.</i> <i>LC highlighted that one of the main actions to come out of this report is to identify these 22 pupils and then working closely with the class teacher use targeted support including when required one two one.</i></p> <p><i>A governor asked how do you ensure the required standards are met when pupils resit Phonics in year 2.</i> <i>LC advised that the groups they are working in are correct along with regular monitoring. We will also use a past test paper to ascertain their level.</i> <i>ZM advised that if any pupil is not achieving the required standard, we</i></p>	
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	<p><i>look at using different teaching techniques to help them progress. If it's not working change it.</i></p> <p>A governor asked if LC/ZM thinks the Phonics target is achievable. ZM/LC noted that last years the target was 76% this year it's 78% this is an achievable target.</p> <p><i>KR/ZM gave an update on why FFT 50 has where applicable being chosen.</i></p> <p><i>ZM gave an update regarding the work taking place in EYFS to ensure progress is ongoing.</i></p> <p><u>Hardingstone Academy.</u> ZM gave an update using the <u>academy KS2 mock national curriculum tests Autumn 2019-20.</u></p> <p>ZM gave an update using the <u>academy KS 2 (year 6) assessment and progress review</u> highlighting the following;</p> <ul style="list-style-type: none"> ▪ The difference in SPAG between Test 19% and teacher assessment 84% is larger than expected and will be investigated. ▪ Females performing better than males in SPAG, writing and reading test. Males performing better on maths test. ▪ Non pupil premium performing better than pupil premium pupils ▪ Non-SEN performing better than SEN pupils. ▪ Investigate why Ethnic Minorities are outperforming White British in TA SPAG and writing but not in reading. 	
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	<p>Key Stage 2 SATs Test Scale Score. Mathematics Test</p> <ul style="list-style-type: none"> ▪ Currently 53% of pupils are at a scaled score of 100 or above. ▪ There are 3 pupils with a scaled score below 90. Out of these pupils, 2 are SEN and 1 is a Pupil Premium child. ▪ There are 9 pupils who were Expected at KS1 who are already Expected for KS2. ▪ All pupils who were Greater Depth at KS1 are currently Expected. <p>Key Stage 2 SATs Test Scale Score. Reading Test</p> <ul style="list-style-type: none"> ▪ Currently 47% of pupils are at a scaled score of 100 or above. ▪ No pupils scored below 90. The lowest score of 90 was achieved by an SEN pupil with one-to-one support. ▪ There are 10 pupils who at a scaled score of 97, 98 or 99 and very close to expected standard already. <p>ZM advised there is a lot of work taking place transferring the best practice used at Hardingstone for interventions across to Stimpson.</p> <p>A governor asked if ZM feels this cohort is moving in the right direction. ZM explained that she is confident this cohort will end the year with strong results.</p> <p>A discussion followed regarding teaching of higher level Maths and the sharing of best practice. ZM advised she is looking to work closely with NIA in this area with the possibility of using A level maths students and NIA staff. ZM highlighted how keen she is to</p>	
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	<p>explore new teaching techniques in this area.</p> <p>ZM gave an update using the <u>KS1 (year 2) assessment and progress review document</u> highlighting the following;</p> <ul style="list-style-type: none"> ▪ ZM went through in detail the Test and teacher assessment percentages. ▪ Females performing better than boys in test and TA in all areas. ▪ Non Pupil Premium performing better than Pupil Premium in all areas apart from Maths test. ▪ Non SEN performing better than the 2 SEN pupils <p>Key Stage 1 SATs Test Scale Score. Mathematics Test</p> <ul style="list-style-type: none"> ▪ There are 9 pupils with a scaled score below 90. Out of these pupils, 6 were Expected at the end of EYFS and 3 are Pupil Premium. One child, who was expected, has recently been diagnosed with dyslexia. Higher Needs Funding has recently been acquired for one of the pupils. <p>Key Stage 1 SATs Test Scale Score. Reading Test</p> <ul style="list-style-type: none"> ▪ There are 11 pupils who scored below 90. Out of these pupils, 7 were Expected at the end of EYFS, 3 pupils are Pupil Premium and 2 are SEN. Higher Needs Funding has recently been acquired for one of these pupils. <p><u>Writing Teacher Assessment (TA)</u></p> <ul style="list-style-type: none"> ▪ There are currently 10 children Working towards or 	
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	<p>Below. Out of these pupils, 8 were Expected at the end of EYFS, 3 are Pupil Premium and 2 are SEN. Higher Needs Funding has recently been acquired for one of the pupils</p> <p><u>SPAG Teacher Assessment (TA)</u></p> <ul style="list-style-type: none"> There is a similar picture in SPAG to writing with the exception of one pupil who is WT in writing and expected in SPAG. <p>A governor asked how close are we to identifying why some pupils didn't meet expected.</p> <p>ZM advised she is looking at their year 1 information/ work to see if any gaps exist along with parental support. ZM highlighted the work going on to ensure there are joint staff meetings to make sure the transition of expected figures are a focus.</p> <p>SN gave an update using the <u>Baseline Phonics Review</u> highlighting the following;</p> <ul style="list-style-type: none"> At the end of Early Years, 21% of pupils were Emerging in Reading. There are 4 pupils who did not score anything on the baseline phonics check, all of these were considered Emerging in Reading at the end of Early Years. <p>Hardingstone EYFS Reading to Phonics score band.</p> <ul style="list-style-type: none"> Currently 6% of pupils have already reached the score required to pass the phonics check at the end of the year. There are 70% of pupils 'On Track' to pass the phonics check (considered to be scoring at least 11 at baseline) 	
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	<ul style="list-style-type: none"> ▪ There are 10 pupils who are currently not 'on Track'. Of these, 7 were Emerging at the end of EYFS and 2 were Expected. If none of the 8 reach the expected standard by the end of the year then the phonics outcome would be 76%. Through targeted intervention with 3 of these 8 pupils reaching the expected standard by the end of the year then the phonics outcome would be 85%. ▪ Of the 10 pupils currently not 'on Track', 3 pupils are EAL and 5 were not at Hardingstone at the start of the Reception year. Also, 2 of the pupils are Pupil Premium (one of these is new Pupil Premium funding). <p>A discussion followed regarding the 10 pupils currently not on track. ZM gave a detailed update about the work taking place to support these pupils. SN commented that she is confident they will meet their targets.</p>	
<p>8. Measurement of Standards:</p> <ul style="list-style-type: none"> i. How is benchmarking and moderation conducted or what are plans for this to occur? ii. Have past systems been reliable? How will the school learn from others? iii. Moderation arrangements. iv. Next AIP visit? Governor involvement with AIP team meeting to agree AIP 	<p>ZM gave an update explaining that staff meetings have taking place at both schools to discuss benchmarking and moderation along with EMAT moderation.</p> <p>ZM advised that books are checked weekly at Hardingstone. ZM is investigating if/when a similar system could start at Stimpson.</p> <p>A governor asked for Stimpson are there any staff members who are moderators.</p> <p>ZM explained there is currently one.</p>	

<p>9. Targets for pupils: are they realistic, SMART and aspirational?</p>	<p>Stimpson. LC using the Stimpson Avenue Academy 2019-20 Target Setting gave an update on Target Setting. LC advised that the FFT target have been set at a realistic level.</p> <p>Hardingstone. ZM using the Hardingstone Academy 2019-20 Target Setting gave an update on Target Setting highlighting that SPAG is a focus area. ZM confirmed FFT 20 will be used.</p> <p>A discussion followed regarding both school's target setting documents.</p> <p>The governors thanked ZM/LC/SN for the detail provided.</p>	<p>Full reports on GovernorHub</p>
<p>10. PP report: impact of spend and planned actions for the new academic year. i. Sports premium funding update.</p>	<p>ZM confirmed the PP report has been sent to EMAT and added to the website. Collaborative work will take place after Christmas between the new and old sports lead. i. LC / ZM gave an update which was appreciated by the governors.</p>	
<p>11. Quality of Teaching: Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.</p>	<p>Stimpson Academy. ZM gave an update on the training teachers have recently received which included Phonics and EAL training. ZM went through the SEF feedback which overall was encouraging. Focus area is year 5.</p> <p>Hardingstone. ZM advised the quality of teaching is classed as good with rigorous monitoring.</p> <p>A governor asked if standards aren't being met how quickly will this be picked up and managed.</p>	

	<p>ZM advised the main tools used to manage this are;</p> <ul style="list-style-type: none"> ▪ Performance management. ▪ Regular one two one meetings. ▪ Staff appraisal targets. <p>ZM highlighted the importance of the support given to teachers who may not be meeting their targets and as every teacher will use the training/ support given at different speeds it is impossible to give a standard time frame.</p> <p>ZM advised that the Academy Improvement Partner has visit Stimpson Academy to support in this area.</p>	
<p>12. Curriculum provision: How do we know that what is in place is effective? Why was it chosen? What are the expected outcomes for pupils? How are parents informed and assisted with helping pupils at home?</p>	<p><u>Stimpson Academy.</u> ZM gave an update on the curriculum provision and the reasons why it has been chosen. ZM advised that the provision will be very similar to that used at Hardingstone.</p> <p><u>Hardingstone.</u> ZM confirmed the curriculum has been updated in line with Ofsted framework.</p>	
<p>13. Rapid improvement meeting update for Stimpson Academy</p>	<p>ZM gave an update advising there are rapid improvement meetings every 3 weeks.</p>	
<p>14. Safeguarding matters inc: i. Pupil attendance ii. Exclusions iii. Children missing education iv. Private fostering v. Behaviour vi. All staff signed KCSiE part one?</p>	<p><u>Stimpson / Hardingstone academies.</u> LC / ZM advised this information had been shared at the recent LAB meeting. ZM/LC confirmed they have no safeguarding concerns.</p>	<p>LC left at 19.10</p>
<p>14. Any other business.</p>	<p>i. PO obtained signatures for all present. Any signatures still</p>	<p>PO</p>

<p>i. Signatures for code of conduct / KCSiE</p>	<p>outstanding will be collected at the next meeting. ii. PO gave an update regarding the amalgamation of Stimpson and Hardingstone academies on GovernorHub and where to find any information.</p>	
<p>15. Date of next meeting.</p>	<p>23/01/20 at 18:00 - Full Board Stimpson. 13/02/20 at 18:00 - S&P. Hardingstone 19/03/20 at 18:00 - Full Board. Stimpson. 21/05/20 at 18.00 - S&P. Hardingstone. 16/07/20 at 18:00 - Full Board (EOY) Stimpson.</p>	<p>All note dates calendar appointment has been sent</p>

The meeting closed at 20.08

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

Actions from the meeting for Hardingstone & Stimpson Academies held on the 24/10/19

Action	Owner
1. PO to ensure at the next meeting all governors have completed their declarations of interest and signed the to say they have read and understood the KCSiE and code of conduct. Page 1 and 14.	PO