

Hardingstone Academy

Minutes of the Standards and Performance committee meeting:

12th of February 2019, 18:00 at Hardingstone Academy

Martins Lane, Northampton, NN4 6DJ

Agenda item	Discussion	Action
1. Present	<p><u>Present:</u> Suzanne Fairey (Chair: Elected Parent) Joan Martin (TB appointed) Jolene King (TB appointed) Nicky Wilson-Everett (Elected parent)</p> <p>Katy Russell (Head of School Development: EMAT) Sue Neighbour (Elected Staff governor) Joshua Coleman (CEO: EMAT)</p> <p>Carole Kirby – minutes – (Head of Governance: EMAT)</p> <p>SF welcomed all to the meeting and reminded everyone that all discussions remain confidential until the minutes are ratified and signed.</p> <p>The meeting was declared quorate with at least three governors present.</p>	
2. Apologies	Apologies had been received and were accepted from Zoe McIntyre (Principal) due to illness.	
3. Declarations of interest	There were no declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests.	
4. Minutes of last meeting held 17/10/18	The minutes of the last S&P meeting held on the 17 th of October 2018 were agreed to be an accurate representation and were duly signed.	

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<p>5. Standards for current year - Progress: latest results from Autumn Term 2 and Spring 1</p>	<p>The EYFS Data sheet had been distributed with this agenda. SN reported that the current cohort has a lower number of pupils on track for GLD compared to last year (at 53%) as this cohort has a lot of social and PSED needs. These matters had to be addressed before learning towards GLD could commence at pace. interventions in place include homework and progress is slowly improving. KR had looked at the baseline figures today compared to last year's cohort. Last year, 24% of pupils came in at under 48 months; this year it is 48% of pupils. There have been four new starts in the last three weeks and three of these pupils have a very low baseline. They are all new to the area.</p> <p>A governor asked if parents are aware of the baseline assessments. Yes.</p> <p>A governor asked where the school expects these pupils to be at the end of the year in terms of achieving GLD. We expect to have a larger cohort than other years of children who do not reach the expected standard. Children need to meet the expectation in all areas of the GLD criteria to be classified as at the expected standard.</p> <p>SN reported that there is also a child in R who has low functioning autism and staff from KS1 and 2 have been utilised to help.</p> <p>A governor asked if this is long-term arrangement. Yes, the school is preparing an Education, Health and Care Plan (EHCP). If the EHCP is approved, then the child will attend</p>	

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	<p>specialist provision as this school may not be the right environment for the pupil.</p> <p>The board looked at the 'Academy Targets Overview 18-19' document which had been distributed with the agenda for this meeting. The percentage of pupils in year 6 who are at expected or higher is: 91% for Maths; 91% for Reading and Writing and 88% for SPaG. Targets are based on FFT20.</p> <p>Year 4 pupils are slightly lower and this may be due to prior attainment levels. A governor asked why there appears to be a gender gap for some subjects and year groups which appears to be quite high e.g. Year 4 Maths. This is probably historical.</p> <p>The board looked at the document 'autumn term pupil achievement review' which had been distributed with the agenda. This document is produced three times a year and creates an 'on track heat map'. Cohort information appears on the first page to set the context. Currently, girls are performing better than boys. There are only one or two SEND pupils who represent a large percentage of the cohort. There is almost no difference in achievement between pupils from an ethnic minority background and those who are white British. Year five pupils are doing particularly well with no red areas. There are four SEND pupils in year five but only one of these is struggling. A governor asked if the current year 6 pupils were performing at a similar level this time last year. No, but this year we have</p>	

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	<p>been very focused on preparing year 5 for year 6.</p> <p>A governor asked how the school will push now towards greater depth. Interventions and strategies are in place from year two. This will provide better results at expected and at greater depth as pupils move through the school.</p> <p>A governor commented that Pupil Premium children appear to be performing in a similar way across all year groups but that PP children are not performing so well in year 3. Year 3 has two classes; is there a difference in performance between the two classes? No, the recently qualified teacher has a HLTA and both classes have an equal spread of abilities. KR has interrogated the data and found a difference of only 1-2% in performance apart from Writing where there is a more significant difference. This is being addressed.</p> <p>A governor asked if the intervention strategies are delivered by the TAs. If it is quality first teaching then no, it will be the Teacher otherwise it will be a HLTA or TA.</p> <p>The document 'Key stage one Spring mocks' was displayed. This information has been put together today. Pupils have not yet covered all of the work needed for the test whereas the Teacher Assessment is based on taught curriculum so far. Interventions have already started in Maths, Reading, Phonics, Writing and Spelling. Last year the mocks showed the number of pupils at expected at 52% but 77% achieved the expected level in the actual test. Because the</p>	

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	<p>pupils are very young, not all respond well on test day; the test is a very small part of the assessment and can be adjusted through evidence demonstrating progress and achievement from teacher assessment. Staff are aware of the common mistakes made by pupils and are assured that the pupils will perform well in the actual tests.</p> <p>Year 6 mocks data was examined. SPaG is lower than the school would expect. Pupils have a lower baseline than last year. Progress was compared to 2018: Writing is at -1.1 compared to -1.4 last year Reading is at -2.5 compared to -0.8 last year Maths is at -4.7 compared to -1.3 last year</p> <p>Venn diagrams have been created to show pupil placements for GD and expected to support staff to identify specific pupils for differentiation purposes. Pupil specific interventions have been put into place for year 6. Some families have not fully engaged with pupil attendance at interventions outside of school core hours and these pupils will be given extra homework to help their progress scores.</p> <p>A governor asked if the interventions impede the wider curriculum. No – all take place outside of normal core hours; some are before school in twenty minute slots; some take place during assemblies and others are after school hours.</p> <p>A governor asked if children stay in the same groups. They are assessed</p>	

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	<p>every four weeks and move as required when sufficient progress is made.</p>	
<p>6. Monitoring</p>	<p>Peer observations have been conducted with a focus on PHSE and pupil discussion. This has been very positive. Development foci were identified and teachers observed others who had demonstrated a high level of skill in the areas for development. Observations have also included year 2 to year 3 transition and higher level questioning skills. The English observations carried out have also been very positive. There are no teachers on a support plan or capability. Zones of regulation has recently been introduced to school and we will evaluate it shortly to see if it has been beneficial. ZM has been updated on a recently attended Ofsted conference through the AIP and this has been disseminated to staff. SN will be visiting a school in Luton to observe any good practice that might be useful in Hardingstone.</p> <p>SF came into school to conduct a governor monitoring visit focused on attendance. ZM will email the report to CK who will then circulate it.</p> <p>There have been 25 responses to the staff survey. This was analysed and there was only one response that disagreed with a statement (school policies are applied consistently). A governor asked if any free text was added. No.</p>	<p>Send SF monitoring report to CK for distribution</p>

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	<p>The board looked at the Ofsted Parent view. Parents had responded 'don't know' to the question about bullying. This could be because they do not have any experience of bullying but should be investigated to check.</p> <p>It was suggested that engagement with Parent View could be promoted at parents' evenings with iPads available for parents to participate.</p> <p>SN reported that there had been a very high number of attendees at a recent 'mum's breakfast' with 176 people turning up. All left very positive comments and feedback.</p>	
7. Curriculum updates	<p>SN reported that the school employs a knowledge based curriculum and showed the board the documents that are given out to parents to explain what is being covered each term. It has been decided to adapt this from September from a rolling programme to separate topics for each year group.</p> <p>Governors asked if the information sheets can be uploaded onto the school website. Yes.</p>	SN – upload info' sheets onto school website
8. PP report: review of autumn term	<p>SN did not have the PP strategy document to hand. SF reported that she has attended the governor PP training and also the Trust PP forum and will visit the school's PP champion to go through a review of the strategy.</p>	SF meet with PP champion to review PP strategy
9. Safeguarding matters	<p>Pupil attendance is currently at 96% (on target).</p> <p>There are no CME and there have been no pupil exclusions. There are no known cases of private fostering.</p>	

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	A CIN has been referred through the CP process.	
10. Any Other Business	JC thanked SN for stepping up to report to the board in ZM's absence.	
11. Date of next meeting	JK gave advance apologies for he meeting on the 26 th of February as she will be out of the country then. 26/02/19 at 18:00 – Full Board 23/04/19 at 17:30 – Standards 21/05/19 at 18:00 – Full Board 15/07/19 at 18:00 – EOY full Board	All note dates Calendar appointments have been sent

The meeting closed at 19:30

Actions from the meeting held 12/02/19

Action	Owner
1. Send SF monitoring report to CK for distribution	ZM
2. Upload curriculum info' sheets onto school website	SN/ZM
3. Meet with PP champion to review PP strategy	SF
4. Note apologies for Feb meeting	CK