

Hardingstone Academy

Minutes of the Standards and Performance committee meeting:

17th of October 2018, 17:30 at Hardingstone Academy

Martins Lane, Northampton, NN4 6DJ

Agenda item	Discussion	Action
1. Present	<p><u>Present:</u> Zoe McIntyre (Principal) Angie Milne (Chair) Joshua Coleman (CEO: EMAT) Suzanne Fairey (TB appointed governor) Katy Russell (Head of School Development: EMAT) Joan Martin (TB appointed) Jolene King (TB appointed) Nicky Wilson-Everett (TB appointed) Alison Rose (Staff PP Lead) Carole Kirby – minutes – (Head of Governance: EMAT)</p>	
2. Apologies	Apologies had been received and were accepted from Sue Neighbour (Staff governor) as she was away on a school residential.	
3. Quoracy	The meeting was declared quorate with at least three governors present.	
4. 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.	
5. Chair	It was unanimously agreed that SF would chair this committee.	
6. Achievement 2017-18 and 7. Targets	ZM displayed a PowerPoint slideshow which had been distributed earlier with this agenda. The PowerPoint had been constructed using the Trust-wide Performance data sheets.	

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	<p>EYFS: To reach GLD 12 areas of competence are examined. Pupils must be competent in every area to be declared at a 'Good Level of Development'. There was a discussion about GLD targets. ZM explained that last year there were two PP children in EYFS; one achieved GLD and one did not. This year (2018) there are five PP children; four achieved GLD and one did not. The One pupil who did not is also SEND.</p> <p>A governor asked how many PP children the school has in this cohort for 208-19. None. ZM has checked with families of children in EYFS but it appears no other families qualify for the PP funding.</p> <p>The board looked at individual subjects: R, W and M. It was noted that Reading at expected is lower than for the previous year as this year's cohort had a teacher on maternity leave and had some particular learning needs which means that 13% of children are still at emerging.</p> <p>A governor asked if it was usual to have 0% at emerging. ZM explained that in reception Reading is understanding of phonics rather than the ability to read fluently. The Lead teacher for EYFS this year is exceptionally good at teaching phonics.</p> <p>Phonics: The child in year 2 who did not achieve in phonics joined the school part way through the year and has SEND requirements. A governor asked if we screen for phonics in year 3. ZM confirmed that we will screen this</p>	

Agenda item	Discussion	Action
	<p>year. There is a child in year 3 who is supported with phonics to ensure it is completely embedded.</p> <p>Governors asked what the trend looked like over the last three years. Achievement in Year two phonics was 81% in 2015, 94% in 2016, 80% in 2017 and 98% in 2018.</p> <p>Nicky Wilson-Everett arrived at the meeting at this point.</p> <p>ZM noted that the Read, Write, Inc scheme doesn't work for everyone.</p> <p>A governor asked if the same teacher had been in place for year two over the last four years. No, but it has been the same Reading Leader. The school also has a TA who teaches phonics and gets good results. We have decided to review the use of Read, Write, Inc to see if another resource might work better for these children</p> <p>The board looked at Year 1 results in R, W, M and SPaG (slide 4). Green cells indicate that the pupils met the SIMs target and Blue cells indicate they met the FFT20 target. There are three children in Year 1 who are scoring 0 in phonics at present.</p> <p>A governor asked if all pupils have access to phonics teaching in Year 1. ZM replied that the pupils come off of the phonics programme as they progress and are assessed as competent. The majority of pupils come off in Year 2. Some pupils could stay on it a little longer but they do become bored with it.</p> <p>A governor asked how the kinetic letters scheme is connected to phonics. AM gave an explanation of</p>	

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	<p>how development of fine motor skills are required to allow the mind to consider word and letter formation and composition. There is a cost implication for Kinetic Letters delivery. ZM commented that last year the school had a real push on how to hold a pencil and pen for a longer time. There is a planned activity on Reading for the staff CPD day. We currently have one child below expected for Reading but they arrived at school with no English.</p> <p>The board then considered the information on the slide for Year 2.</p> <p>A governor asked if we are looking at the same children for areas where the target has not been met. Yes, and the children all have a mixture of LAC, SEND, EAL.</p> <p>ZM reported that spelling is heavily weighted within SPaG and the school is considering purchasing a new spelling scheme. All children who did not achieve the expected standard in Reading are also below expectations in SPaG. One child is below the expected standard in Maths and will be closely monitored.</p> <p>Year 3: The FFT20 targets were reached in Reading. By Year 3 most children have moved away from the Read, Write, Inc scheme and are starting to use inference and deduction. Writing is slightly lower than Reading, as is SPaG. This is similar to Year 2 and demonstrates a need to focus on spelling. In Reading, two children are not at the expected standard; one of these has</p>	

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	<p>SEN requirements (currently without a diagnosis). In Maths two pupils are not at the expected standard: one is SEN with 1:1 support; the other is the same pupil as for Reading.</p> <p>The Year twos (now year three) have the greatest number of pupils with SEN requirements. The gaps appear large but are based on small numbers of children.</p> <p>Year 4: Lots of intervention support has been put into place for Writing. SPaG results are very positive and we will therefore review the style of teaching here. There are four children working below the expected standard: one has SEND requirements, one has SEND requirements and is PP and two children have no known learning barriers.</p> <p>A governor asked if the school has other staff who are strong in teaching SPaG so that the skill and knowledge can be disseminated; we need to ensure that we are not just delivering the mechanics of writing. This will be reviewed.</p> <p>Year 5: This cohort is the current year 6. The school has looked closely at the children who did not achieve the expected standard and looked at their Year 2 SATs results and scaled scores. Behaviour for learning in this year group is very positive; they have experienced a slight disruption with their year 5 teacher leaving part-way through the year.</p> <p>Nine pupils are below the expected standard based on their KS1 outcomes. Three pupils are at risk of under-</p>	

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	<p>achieving: three of these are PP children and one has SEND requirements (behaviour/emotional issues). Within scaled scores, one pupil scored 97, one scored 95 and one scored 82. The remainder of the cohort are not a concern and can be moved to expected.</p> <p>A governor asked if this cohort were in Reception/Year one as ZM started at the school. Yes, although there were some urgent matters to attend to before ZM could start to analyse the assessments that had been made.</p> <p>ZM stated that there is confidence that Writing is very focused and whilst there were three pupils working towards the expected standard and one pupil working below the expected standard, the expectation is that all pupils will reach the expected level by the end of year 6 apart from those who were a level one at KS1 or are SEN, however we will remain aspirational in our approach.</p> <p>There are four PP children with scaled scores between 85 and 94. These pupils are a concern, especially with SPaG. There are already interventions in place to address this. In Maths there are two pupils with a scaled score of less than 100 (92 and 89). One child has recently joined year 6 who is coming out quite low for Writing; they will need additional support for R, W and M.</p> <p>Year 6: In year 6 we had one SEND pupil and two PP children. The FFT20 targets were very high because of eh cohort's KS1 outcomes. This year group had</p>	

Agenda item	Discussion	Action
	<p>multiple disruptions from year three to year six.</p> <p>The current year 6 has targets based on FFT20. Kr has worked with ZM to create grid to illustrate potential gaps. This grid was explained. A governor asked if the grid covered all areas. Yes. A document related to all year groups was distributed and the FFT20 targets were discussed. ZM has examined the individual prior attainment and personal circumstances of each pupil and will meet with staff to discuss any potential barriers to learning.</p> <p>The last slide in the PowerPoint show provided a visual representation of progress over time. KR reminded governors that each cohort began with different starting points and this must be taken into account when comparing year groups.</p>	
8. Measurement of Standards	<p>ZM reported that there are six pupil progress meetings each year. There is also a calendar schedule of book scrutinies and book looks. Moderation occurs across the MAT and within the local cluster. 'No more marking' has also been introduced. Each year group will upload some writing during the year and this will be moderated with other schools across the country. TAs have also been supplied with suggested question starters for Reading.</p>	
9. Targets for pupils	<p>This had been discussed earlier within item 6. ZM explained how targets are set to be realistic but challenging. The school will consider using FFT5 where it is appropriate to do so.</p>	

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<p>10. PP report: impact of spend and planned actions for new academic year</p>	<p>Alison Rose _ PP Lead joined the meeting at this point. AR has been the staff PP Lead since September 2018. AR explained that the monitoring and evaluation of PP funding looks at the quality of teaching, targeted support and enrichment and the experiences of the PP children. Last year, the planning and monitoring included an individual plan for each child.</p> <p>This year the school has 33 PP children, 11 of which also have SEND needs.</p> <p>A governor asked if that was a 'common profile' and how this was split across the key stages. It can be a common profile and the split is pretty even across both key stages.</p> <p>Quality of teaching includes looking at: Pupil Premium and Pupil Progress meetings; Quality First Teaching; Maths consultations; ICT equipment (software and hardware); Access 4 All; Revision classes; PE sessions and lunchtime activities; trained HTLAs; TA interventions and TA masterclasses.</p> <p>Targeted support includes: focused parent workshops; SATs information evenings; Parent events within classes; Monitoring attendance and patterns of attendance; using Twitter as an information source for parents; Raising the profile of reading, Targeted targeted intervention for R, W and M in years 1, 5 and 6, using the TAs to deliver; KCSiE training; BOXALL training (a resource for assessing SEMH needs); provision of milk for PP children; counselling; Play therapy and educational psychology sessions.</p> <p>Enrichment opportunities include: PSHE provision; breakfast club opened</p>	

Agenda item	Discussion	Action
	<p>up to 5 days per week by invitation; parents' evenings; play buddies; circle of friends; retreat; first day response to absence.</p> <p>A governor asked how SIMs is used to monitor attendance and lateness. It is a 'live' document and reports are good for sharing with staff. We now have three Office Staff and one of them prints a report every month. We do have some PP children who, if absent, we call constantly.</p> <p>This year we are promoting extra-curricular activities for our PP children and will be allocating funding towards this, e.g. school residential trip and dance club. We have looked at the targets for all of our PP children and have identified the individual barriers that exist and then have planned expenditure around those barriers.</p> <p>A governor asked if it was possible to publicise the different areas of support that families can be signposted to in some way. This was discussed and the board agreed that this would be a good idea. ZM and AR will review and see what can be done.</p> <p>AR stated that 'Roots of empathy' has also been implemented across the school. A governor asked if the 'pet therapy' used within school is also on the list of interventions. No, but we can look at this and raise awareness of it.</p>	
11. Quality of Teaching	ZM reported that the school is not grading lessons but is monitoring classrooms through learning Walks and book scrutinies. Lesson observations will be carried out for Maths and staff performance management is linked to	

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	<p>the Academy Development Plan; it is also conducted for all TAs. Pupil Progress meetings are monitored and must include barriers to learning. CPD for all staff is linked to the ADP and impact from CPD is logged</p> <p>A governor asked if any staff are currently on a support plan. No, although one staff member was on a support plan last year and is being monitored to ensure improvements are embedded and consistent.</p> <p>A governor asked what percentage of teaching staff would be considered to be meeting all of the Teacher Standards. All except the one member identified above.</p>	
12. Curriculum provision	<p>The curriculum is a two-year rolling programme across three phases: years 1 and 2; years 3 and 4; years 5 and 6. Progression within each theme is monitored through unit planners which includes teaching beyond the UK; British Values and parent involvement. The school uses a knowledge curriculum and staff meetings have included looking at ways of embedding knowledge and tools for retention e.g. mini-quizzes.</p> <p>Planning for next term is now taking place.</p> <p>A governor asked how parents will be informed about the curriculum model. During the summer term the model will become a one-year programme rather than a two-year rolling one. We will invite parents into school for a presentation from children to demonstrate the learning.</p>	

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13. Safeguarding matters inc: Attendance Exclusions CME Private fostering Behaviour KCSiE for staff	<p>Attendance is at 96.6%. Holidays are always logged as unauthorised absence. A governor asked if this is low compared to other schools?</p> <p>Looks low at the moment because the year has just started; it should increase in the spring term.</p> <p>There have been no exclusions.</p> <p>The SCR will be checked on the 18th of October.</p> <p>We have eight pupils with an Early Help Assessment in place and that number is increasing.</p> <p>There are two pupils classed as CME who did not start in Reception and are out of the country. A governor asked if they are blocking spaces. No we have admitted pupils below PAN this year.</p>	
14. AOB	There was no other business.	
15. Date of next meeting	29/11/18 at 18:00 – Full Board 12/02/19 at 18:00 – Standards 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