

FINAL Minutes Standards & Performance: Hardingstone, Stimpson & Castle Academies
23rd November 2021 18.00
Meeting held virtually via Microsoft teams
The second 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
1. Present.	<p>Zoe McIntyre (Executive Headteacher Hardingstone, Stimpson and Castle Academy) Luci Clapton (Stimpson Head of school) Julie Stevens (Head of school Hardingstone) Dan Lugg (Head of school Castle) David Hood (Co-Opted Governor) Hayley Draper (Co-Opted Governor) Adrian Lett (Staff Governor Stimpson) Claudia Wade (Chair TB appointed member) Michelle Betts (Potential Co-Opted Governor) Suzanne Fairey (Potential Co-Opted Governor) Kamal Sandhu (Potential Co-Opted Governor) John Lawson (Head of Education) Joshua Coleman (CEO: 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>SF left at 19.15</p> <p>JL joined at 18.50</p>
2. Apologies.	<p>Apologies received and accepted from Lauren Saunders (Co-Opted Governor) / Monica Juan (EMAT Compliance & Governance) / Paul Wilkinson (Staff Governor Hardingstone). Jo Daniels (TB Appointed) advised PO that she will be late for the meeting but ultimately didn't join the meeting.</p> <p>PO advised the board that the following governors had resigned from the board; Nicky Wilson-Everett (Parent governor Hardingstone) / Cameron Nixson-Engel (Co-Opted Governor) / Korrin Smith –Whitehouse (TB Appointed) / Catherine Castillo-Soto (Parent Governor Castle) / Adam Chapman (TB Appointed Governor) / Tabassum Beig (Co-opted Governor)</p>	
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.	
<p>5. i. H&S Minutes of the Academy Local Board. meeting held on the 1st of July 2021 matters arising not appearing under actions. 9th of September 2021 matters arising not appearing under actions.</p> <p>ii. Castle Minutes of the Academy Local Board. meeting held on 17th of June 2021 matters arising not appearing under actions. 6th of September 2021 matters arising not appearing under actions.</p>	<p>Hardingstone & Stimpson Academy 1st of July. The minutes of the meeting held on the 1st of July 2021 were agreed to be an accurate representation and will be signed by the Chair once in-person meetings commence.</p> <p>9th of September. The minutes of the meeting held on the 9th of September 2021 were agreed to be an accurate representation and will be signed by the Chair once in-person meetings commence.</p> <p>Castle Academy. 17th of June. The minutes of the meeting held on the 17th of June 2021 were agreed to be an accurate representation and will be signed by the Chair once in-person meetings commence.</p> <p>6th September. The minutes of the meeting held on the 6th of September 2021 were agreed to be an accurate representation and will be signed by the Chair once in-person meetings commence.</p> <p>CW advised that due to pressure on the schools link governors will not plan any school visit before Christmas but will arrange one soon after.</p>	All Governors
<p>6. Action Log from the;</p> <p>A. H&S meeting held on the 9th of September 2021.</p> <p>B. Castle meeting held on the 6th September meeting</p>	<p>A.</p> <p>i. PO to present the 1st of July minutes at the next S&P meeting. Done.</p> <p>ii. JS to update the board on her work regarding the requested wording change in heat maps. Done. JS advised that a new format has been trialed.</p> <p>iii. NW-E and CW to send their visit reports to PO for loading onto Teams. PO to upload NW-E report onto Teams. CW report is ongoing. Done.</p> <p>B.</p> <p>i. PO to present the 17th of June minutes at the next S&P meeting. Done.</p> <p>ii. FW/LB to arrange training sessions with governors to pass on their experience of Ofsted visits. PO to chase up and report back. PO advised that JL (Head of Education) will be running a</p>	

	<p>training/information session and all governors have been sent an invite.</p> <p>iii. PO to contact all HT to ascertain if they have purchased the Key for their governors and feed this information back to MJ. Ongoing. ZM will investigate if the Key subscription can be purchased for all three schools.</p> <p>iv. AIPs to complete an EYFS visit report during the Spring/Summer term and share it with the board. Done.</p> <p>v. ZM to investigate if the use of Immersive Reader software or similar would help parents whose English is not their first language with written communication. Done. ZM advised that a parent questionnaire is going out this week via Microsoft forms to aid parents.</p> <p>vi. 6. ZM to share the EYFS AIP with PO once complete who will then host onto Teams. Done.</p> <p>vii. ZM/DL to share the completed AIP with PO who will host onto Teams. Done.</p>	ZM
<p>7. Head of schools report to include; Year 2 and 6 Attainment and Progress inc vulnerable groups. Governors to read the report prior to the meeting.</p>	<p>Hardingstone Academy. JS highlighted the following; <u>KS1 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • Reading for a sustained period of time introduced daily – including adults asking comprehension type questions. Improvements in this area are already being seen and the next step is for the pupils to do this in a written form. • Currently, the average SS is 92 for reading and 93 for maths this has been used to identify children who are struggling with the application of skills/retrieval practice increased through arithmetic focus and grammar inputs. • Three children are identified PA support and challenge is in place for these families (1PP, 1 SEND). • Next steps include; Reviewing of end of year targets set for individual pupils and Reading provision needs to be investigated (phonics interventions, RWI books, library time). <p>A governor asked if it's possible to offer remote learning. JS advised that remote learning is provided for any pupil absence with any issue relating to CV-19.</p> <p><u>KS1 Attainment – Vulnerable Groups.</u></p> <ul style="list-style-type: none"> • PP children (x7) have underperformed in Maths and Reading compared to non-PP. 6 of these have been added to the tuition group. One pupil is scoring 99 on scale score, another one scoring 96 and 98. Intensive intervention on a daily basis for the remaining five. SENDCo working with 	<i>Reports on Teams</i>

	<p>two of the pupils to see if there are any other provision required.</p> <ul style="list-style-type: none"> • SEN % relates to 2 children and EAL % relates to 1 child. Support in place. • The split of Boys /Girls in Year 2(28 children) is 64% / 36%. Lesson planning is carefully managed to take these figures into account. • Some of the next steps include; Investigation into the scale scores of EAL/SEND/ PP children. <p>A governor asked if there is a good level of books available for both boys and girls.</p> <p>JS noted that on the whole girls are reading more. A review of the books available has been completed and there is a good mixture available. The parents of the pupils who would benefit from reading more have been invited into school to see what support the school can give.</p> <p><u>KS2 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • In 2020 Maths was 23% (now -4%) and Reading was 40% (now -3%). • Currently, the scaled score average is 99 for Reading and 95 for Maths – need to use this data to ensure all children are on track to reach EXP. • There are 6 children currently with a SS of 98 or 99. • The data shows the pupils have the skills the focus now is on reasoning and problem-solving. • Next steps include; Booster session plan in place to start before Christmas and supporting those pupils who were at expected but now at working towards. <p>A governor asked if the booster sessions are taking pupils away from other curricular areas.</p> <p>JS advised that booster sessions run after school.</p> <p>A governor asked if it is the same pupils who are near the scaled score of 100.</p> <p>JS advised that there is a group of pupils on the cusp for both and they are on interventions, and those on the cusp of one subject are being targeted. The data allows us to see where each pupil sits in relation to the scale score and what is the best support required.</p> <p>ZM highlighted that one of the next steps is to work out which pupils are on track for Reading, Writing and Maths.</p> <p><u>KS2 Attainment – Vulnerable Group.</u></p>	
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	<ul style="list-style-type: none"> • PP pupils have underperformed in Maths compared to non and PP and have performed in line in Reading. • Three families on EHA and this is having a positive impact on the pupils learning. • Booster sessions in place for relevant pupils. • Three pupils receiving nurture support. <p>A governor noted that for girls Reading is 47% but only 11% for Maths. Is the reason for this disparity known.</p> <p>JS noted that a lot of girls struggled with reasoning and problem-solving. Upon investigations, it appears some of the girls panicked during the test as outside of the test they can give the correct answer. To support this additional test technique are being shared.</p> <p><u>Reading Attainment.</u></p> <ul style="list-style-type: none"> • The 2021-22 Mock 1 test results are lower than the corresponding results from 2019 (Pre-Pandemic). • If the current progress is maintained the final results will be very similar to 2019 and there are very aspirational targets for these pupils. • For the school to reach the 2019 national percentage those pupils on 96+ would need to convert that into a scale score of 100. <p>A governor asked if Hardingstone is looking to match national or be in the top 20%.</p> <p>JS advised that for this data the target is to match the 2019 national aspirational target.</p> <p>ZM confirmed that FFT 20 has been set.</p> <p>CW asked if PO could send information out to governors to explain more regarding FFT.</p> <p><u>Maths Attainment.</u></p> <ul style="list-style-type: none"> • The latest mock results are 3% lower than last year. The final result from last year were 85% with similar results expected this year. • For the school to reach the last year's 85% those pupils on 92+to reach target. • Year 6 team has worked with KR (Head of Standards and Performance) looking at the curriculum and ensuring the right lessons are taught at the right time and for the correct duration to maximise pupils learning and meet the needs of the cohort. <p>The governors asked if Maths is a priority.</p>	<p>PO</p>
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JS noted that for KS2 it is a focus.

A governor asked if Maths was an issue for these pupils in KS1.

JS advised that the data suggest it is in KS2. The pupils didn't perform as well as expected in the first set of assessments but with the work going into this area improvement in future assessments are expected.

ZM highlighted that at KS1 6 of these pupils were working at GD for Reading who are now at working towards and 4 in Maths.

A governor asked if there is any data available for the pupils who did or didn't fully participate with the remote lessons in lockdown and the data shared.

JS advised that on the whole the vast majority of pupils and parents fully supported the daily remote lessons during both lockdowns. Some pupils/parents struggled with problem solving and support was provided.

Stimpson Academy.

LC highlighted the following;

KS1 Attainment – Test Attainment.

- Maths 21% stronger than Reading 6%.
- Maths and SPAG results are significantly higher than the Autumn 2020 results (Maths +14%, SPAG +16%).
- High mobility cohort – 6 new starters (including 5 new to country, and one pupil with no prior educational experience).
- Attendance of cohort 92.75 including 12 persistent absentees.
- Next steps include;
 1. Review reading provision:
Timetable – reading for pleasure.
Pupils accessing the library.
Additional reading for identified pupils.
Books matching pupils' ability.
Phonics rapid development plan in place
 2. Discuss with Family and Pastoral Lead and Attendance Officer individual cases of persistent absentees – identify patterns? What support could be provided for these families?

KS1 Attainment – Vulnerable Groups.

- Boys have significantly outperformed girls in Maths and Reading. 2/3rd of this cohort are girls.
- SEN % relates to 1 pupil whose SEN is in language.
- Next steps include;

	<p>1. Look at provision – engagement levels of boy’s vs girls. Pupil voice.</p> <p>2. Look at matching of the girls' books compared to boys.</p> <p><u>KS2 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • Reading 49%, Maths 26%. • Reading attainment is significantly higher compared to Autumn 2020 (18%), with maths comparable. • The cohort includes 9 pupils who were new to country within the last academic year. EAL lead is supporting these pupils. • Attendance of cohort 96% including 7 persistent absentees. • Next steps include; <ol style="list-style-type: none"> 1. Booster interventions for targeted groups including those who were at GD now at working towards and will take place outside of normal school hours. The take-up rate for these sessions has been good in the past. <p>A governor asked noted that in KS1 the girls perform less well than boys in reading but then outperform the boys in KS2. Is there a known reason for this.</p> <p>LC noted that one of the primary reasons is the change in the cohort but further investigations are ongoing.</p> <p><u>KS2 Attainment – Vulnerable Group.</u></p> <ul style="list-style-type: none"> • PP pupils have performed well in Maths compared to non-PP and have performed in line in Reading. • Girls have significantly outperformed boys in Reading. This is a boy heavy cohort. • EAL pupils struggled with problem-solving in Maths and are receiving support via the EAL lead. • The next steps include; <p>Reading for boys to ensure the texts used is appealing. The book corners have a variety of books and are promoted. Check reading records for frequency of reading one to one with adults.</p> <p><u>Three-year trends.</u></p> <p>Reading attainment.</p> <ul style="list-style-type: none"> • Mock 1 data 48% is an improvement on last year 28% which had a final figure of 62% but the pupils are capable of more and will be pushed. <p>Maths attainment.</p> <ul style="list-style-type: none"> • Mock 1 data 26% is an improvement on last year 19% which had final a figure of 61%. With high classroom 	
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standards, booster and correct Interventions the final figure should surpass last year.

Castle Academy.

DL highlighted the following;

KS1 Attainment – Test Attainment

- Expected standard, Maths test 9%, Reading test 14%.
- Reading test results +1% from Autumn 2020 result July 2021 test results 68%.
- Maths test results +2% from Autumn 2020 results; July 2021 test results 75%.
- 26/56 scored N or 85 as a scaled score in Reading. 17 of the 26 have been targeted to pass their Phonics screening. This indicated that comprehension is an area that requires additional support and focus and this is being actioned.
- 15/53 persistent absentees are from Year 2. 93.6% attendance for this cohort (above national) whole school is 95.9%. The attendance welfare officer is carrying out home visits, inviting parents in for parent contracts and offering early help assessments. This is in addition to the parent calendar sent to parents.

KS1 Attainment – Vulnerable Groups.

- PP pupils have performed well in Maths and Reading compared to non-PP.
- Boys have significantly outperformed girls in Maths and reading. This discrepancy is being investigated to see what support can be offered to girls to close the gap.
- Review SEND provision- how is the curriculum being adapted for these pupils.
- 66% of this cohort are EAL. Flash academy and Racing to English programmes are being fully utilised as well as utilising the curriculum.

A governor asked if the 3% of girls in Maths and English highlighted in the expected standard data are the same.

DL advised they are not.

KS2 Attainment – Test Attainment.

- Reading test results +15% from Autumn 2020 results; July 2021 test results 68%. Investigations started to analyse why the pupils who were performing at greater depth in KS1 have not performed to that standard in the recent KS2 assessment.
- Maths test results +10% from Autumn 2020 results; July 2021 test results 54%. Teaching and Learning lead to

	<p>oversee the teaching of mathematics and support class teachers where outcomes were low to raise this figure.</p> <ul style="list-style-type: none"> • The attendance of the Y6 cohort is 96.03% including 5 persistent absentees. • Next steps include. <ol style="list-style-type: none"> 1. Monitor impact of those pupils receiving one-to-one tutoring. 2. Identify those pupils whose scale score are at 92, to ensure interventions are in place so that they achieve a scale score of 100+ in reading. 3. Identify those pupils whose scale score are at 89, to ensure interventions are in place so that they achieve a scale score of 100+ in Maths. <p>A governor asked how will the monitoring of pupils receiving one-to-one tuition being conducted.</p> <p>DL noted that this relates to the CV-19 funding. There are regular meetings with the tutor and the information is analysed during pupil progress meetings. This may evolve into quality first teaching and wave one interventions and the use of booster groups.</p> <p>ZM advised that the class teacher and the catch up tutor meet regularly.</p> <p>A governor asked if the pupils who leave the classroom for intervention work do so at the same time every week.</p> <p>ZM noted that the timetable is rotated and the time out of the classroom is short.</p> <p><u>KS2 Attainment – Vulnerable Group.</u></p> <ul style="list-style-type: none"> • PP pupils have performed particularly well in Reading compared to non-PP, but also in Maths. • IP targets to be reviewed. • SEN group- 11 children. • Next steps include. Identify gaps in learning, in particular girls in Maths. All scaled scores are to be plotted into a matrix to easily ascertain individual progress. <p>A governor asked if any analysis has been done to ascertain those pupils likely to achieve one out of three, two out of three or three out of three in Reading, Writing and Maths.</p> <p>DL noted that the next step is to complete a Venn diagram to compile this information and will be done before Christmas.</p>	
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Expected standard test Results-Reading attainment last three years.

- Reading is showing a positive three-year trend in terms of mock assessments. The current projection shows on track for FFT20 targets.
- Castle is currently at 92+ for scaled score. These pupils will be targeted so they achieve the 'Expected' (100) by the end of the year to match the national percentage from 2019.

Expected standard test Results-Maths attainment last three years.

- The 2021-22 Mock 1 test results for Castle are lower than the corresponding results from 2019 (pre-pandemic). 2021-22 mock 1 at 26% which is below national.
- It will be a challenge for those pupils on 89+ to increase enough to achieve the 'Expected' (100) by the end of the year to match the national percentage from 2019. Maths is a focus area with support from trust experts.

A governor asked if the recent staffing movements in year 6 have been rectified and is this a strong team.

DL highlighted that the current team is a very strong and includes a 2020-21 year 5 teacher who came up with their class into year 6.

A discussion followed regarding what previous years' paper for baseline purposes should be used for the next mock exam.

ZM/DL thanked all for their advice and will discuss further with KR.

A governor asked if any additional information/action plans are needed following the recent two-day review conducted by JL.

DL advised that he will be conducting a whole-school teaching and learning rapid improvement plan although not all teachers would require this but improving consistency is key.

A governor asked if the governors will see a copy of the two-day review report.

DL advised they will.

KS1 - Areas of Priority and Actions.

- Reviewing of end of year targets set for individual pupils has been completed.
- Phonics coaching and bespoke training including Read Write Inc.

DL

	<ul style="list-style-type: none"> • Support from English lead – book matching. • Engaging ‘hard to reach’ families in Year 2, particularly where children are below national expectations. <p><u>KS2 - Areas of Priority and Action.</u></p> <ul style="list-style-type: none"> • Booster sessions to start before Christmas 	
8. School AIP priorities exception report;	<p>The governors thanked the Heads of School for the detail they have included in their report.</p> <p>Hardingstone Academy Exception Report – Phonics. JS highlighted the following; <u>Three-year trend.</u></p> <ul style="list-style-type: none"> • In 2021 the percentage of year 1 dis-advantaged pupils passing phonics screening was 20% (one pupil). The expectation for these pupils in year 2 is 80% will pass. • In 2021 the percentage of year 2 dis-advantaged pupils passing phonics screening was 50% (one pupil). • Year 2 whole school phonics screening pass figure was 97% • There are 5 pupils on Read write inc in year 3 due to their fluency. <p>A governor asked are the KS2 teachers trained to offer the Phonics support required.</p> <p>JS advised that the year 3 teacher has access to all of the required online training materials and the school’s reading lead has moved into this year group to support.</p> <p><u>Explanation of movement from previous discussion.</u></p> <ul style="list-style-type: none"> • Phonics profile has been raised primarily in KS1 and early years. • Discussions as a key stage to be had around phonics lessons, engagement, reading and assessment outcomes. This has ensured teachers are responsible and accountable for the progress of children within their class even if they are not in their teaching group. • Reading lead team teaching to support. <p>A governor noted in the report the following areas for development are mentioned and asked what support/CPD staff have/will receive.</p> <ol style="list-style-type: none"> 1. Active participation and increased engagement. 2. High expectations. 3. Effective pace. 4. Matching of pupils reading books 	

JS advised that the reading lead has been used to support certain staff, the use of Read write Inc online resources which are available for all staff and all staff who required it attended an EMAT wide training course focussing on Read write inc (RWI).

HD advised that she met with the Phonics lead today and asked if the trainer involved in the recent EMAT training could attend a session at school.

JS/ZM thanked HD for the feedback and will investigate.

JL advised that RBL (consultant) could support the school and asked ZM/JS to feedback to him if think that would help outside of the meeting.

HD advised that she has individually met the phonics leads across the three schools and will arrange a meeting in January to have a meeting with all three of them and go through priorities, approaches and next steps.

Evidence collected from the above actions AIP Visit Notes.

- Phonics lead has worked with identified members of staff to work on pace and RWI lesson structure – subsequent learning walks have shown that this has improved.
- Phonics training (RWI) booked for 5 members of staff as a refresher (Nov 2021).

Reading Review Notes.

- Staff to understand CPD includes a range of things.
- Refocus teachers' thoughts about modelling handwriting – Training day session.

Reading with pupils – Part of reading review.

- Phonics Lead, English Lead and SLT to read with children in EYFS and KS1 to monitor books children are on.
- Set up a new RWI book scheme across EYFS and KS1.
- Set clear expectations for staff when choosing the books.
- Set clear expectations for parents when supporting at home.

Links to Academy Improvement Plan.

The governors thanked JS for sharing this and can see how the Phonics work links into the AIP.

Links to SEF.

- Combined information and evidence from whole school SEF, English SEF and EYFS SEF.
- SEF includes. We want to see ... We are currently seeing ... In order to improve further we need to.

RWI data.

- Pupils in yellow are receiving additional 1:1 phonics.
- Pupils in purple are been monitored and additional support as needed to ensure children make the expected progress.
- To manage monitoring there are fortnightly meetings, and regular conversations with JS and the reading lead.

Overall impact on school/ pupils School if the phonics work is not achieved.

- Impact on pupils accessing other areas of the curriculum.
- Lower attainment in other curriculum areas if children do not have secure phonics knowledge.
- Pupils who aren't being challenged or encouraged to participate may become disengaged.

Interdependent issues.

- High expectations to ensure the pupils achieve.

Comparison to benchmarking data.

- The school know the pupils who need targeting to ensure they pass the year 2 screening.

Stimpson Academy Exception Report – Phonics.

LC highlighted the following;

Source of Information/Data

- Recent data outcomes / Education review / Monitoring and evaluation.
- Year 1 Autumn term 26% of pupils at expected. When combined with observations from the quality of education review the outcome wasn't as strong as required. The next steps are to look at all of the pupils in the red and green groups and ensure they have the required interventions outside of their phonics lessons.

Specific issues related to this theme since last the last discussion.

- Whilst the Year 1 phonics screening pass % increased between 2017 and 2019, results in 2021 were -10% from the previous year. The proportion of Year 2 pupils passing has remained similar across the 3 years.
- Three-year trend for year 1 passing phonics screening increased from 63% in 2017 to 72% in 2018 and 76% in 2019. The current data shows 66%. There is a focus on the delivery and programme around phonics to ensure it is sound to increase the percentage.

A governor asked if the school has a large number of pupils leaving year 2 who haven't passed the screening and how are they managing to access the curriculum.

LC advised that last year 89% passed the screening, those that don't have additional phonics interventions.

Explanation of movement from previous discussion Previous areas of development.

- Previous areas of development Review. Make sure that all staff are following the school's agreed approach to teaching phonics, including using the pure sounds when teaching. This has been achieved by the phonics and English lead working closely together to ensure staff are supported and receive CPD.
- Work is ongoing to ensure all pupils are engaged and actively participate in the lessons and all staff have high expectations of the pupils.

Links to SEF

- Key questions have been pulled out of last year's SEF for the English and phonics leads when they are monitoring.

JL noted the importance of the work the schools are doing to ensure books match the sounds the pupils are working on.

RWI Data

- Pupils in the yellow boxes are below where they should have been for the autumn assessment. They would have received additional intervention to help make accelerated progress. Assessments are due in the coming weeks to ascertain if the desired progress is being made.

A governor asked how often are these assessments completed.

LC advised every half term. If a pupil is making good progress or is struggling they won't remain in the group, they will be moved.

Interdependent issues.

- Training and ongoing CPD for staff – this will have implications on timetabling, finances and staffing.
- Resourcing – we need to ensure all staff have the necessary 'tools' to deliver a strong phonics curriculum. This will need to be regularly audited.

A governor asked if the school has the resources to deliver RWI.

LC confirmed it does.

What is the mitigating action? A rapid development plan for phonics is in place.

	<ul style="list-style-type: none"> • On track to complete all of the actions and work will be ongoing to ensure they have a lasting impact. • LC to share with HD the feedback from the educational review completed by JL. <p>Castle Academy Exception Report – Phonics. DL highlighted the following;</p> <p><u>Reception.</u></p> <ul style="list-style-type: none"> • Baseline shows personal, social and emotional development are strong and there is a positive behaviour for learning. • Whole class Phonics started in September with external moderation providing evidence that Phonics is strong. • The goal is to move as many pupils as possible from the A group into the B group by the end of the year. <p><u>Year 1.</u></p> <ul style="list-style-type: none"> • Current priority is on the green, red and ditty group with interventions ongoing with virtual classroom and one-to-one fast track tuition. • Priority two is the B and C groups. If by the end of the year, the pupils in group C achieve expected this will give an overall score of 83% which is in line with national benchmark. <p><u>Year 2.</u> Focus areas are the yellow and pink group which includes fast track tuition and access to the virtual classroom on the Ruth Miskin hub. If all of these pupils convert the overall score will be 87%.</p> <p>A governor asked what is the strategy for those pupils who leave KS1 who haven't passed the Phonics screening. DL advised that these pupils will remain on the Read Write Inc (RWI) programme as an intervention. The next steps include additional year 5 and 6 staff members being trained on RWI. There are TA who are trained. The curriculum is also designed to support them. JL noted that the long term goal is for all staff to have a suitable level of Phonics understanding.</p> <p><u>Specific issues related to this theme since last the last discussion.</u> <u>Three-year trend.</u></p> <ul style="list-style-type: none"> • % year 1 passing Phonics screening. 2019. School 77%, national 82%. Two Phonics sessions were offered to parents one was for all and one was more targeted with 24 invited and 6 attendees. 	LC
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	<ul style="list-style-type: none"> • Attendance will be monitored at the upcoming termly learning conferences where Phonics will be discussed. Other strategies are being investigated to improve the screening pass rate. • All teachers will hear every pupil read at least once a fortnight with the lowest 20% heard read three times a week. <p><u>Explanation of movement from previous discussion.</u></p> <ul style="list-style-type: none"> • Current strengths include a Robust action plan in place. • Areas for development include the Phonics leader to deliver short CPD sessions on progress and importance of phonics to ALL staff- master classes. <p>A governor asked if the Phonics lead have the opportunity to observe Phonics lessons taking place to ascertain what CPD is required. DL noted that the Phonics lead doesn't have a Phonics group allowing more time they do observe lessons, team teach and identify CPD opportunities.</p> <p><u>Links to Academy Improvement Plan.</u></p> <ul style="list-style-type: none"> • Next term this plan will be updated with input from the new English lead. <p><u>Links to SEF.</u></p> <ul style="list-style-type: none"> • Castle SEF has been updated and is in line with those used at Hardingstone and Stimpson. <p><u>RWI Data.</u></p> <ul style="list-style-type: none"> • Year 2 target groups are pink and yellow. <p><u>Overall impact on school/ pupils.</u> School.</p> <ul style="list-style-type: none"> • Staff are sufficiently trained, ensuring the quality of teaching and learning is improved and sustained. This may have an impact on finances. <p>A governor asked how is the impact of staff training measured. DL noted that regarding RWI this will be a session aimed at staff who don't currently full knowledge of the package. The main evidence of impact will come down to pupil outcomes and impact across the whole curriculum with an improvement in pupils reading.</p> <p>A governor asked if teachers share best practices for Phonics. DL confirmed they do.</p>	
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	<p>ZM noted that she will be shortly having discussions with JS, LC and DL to prioritise the next steps including governor monitoring and will feed this back to the board.</p> <p>A discussion followed regarding the subjects to be included in the next exception report. CW/ZM agreed to meet outside of the meeting.</p>	
9. AIP visits. Shared prior to the meeting for questions only.	<p>The governors thanked JL for the reports and had no questions at this time but pointed out they will use the reports where applicable for their monitoring visits.</p> <p>JL highlighted that at the bottom of the reports there is a box clarifying the next steps and encouraged the governors to ask about the progress of these during their visits.</p>	
10. AOB. i. Teams channel and EMAT addresses only will be used from the 1st December onwards. ii. KS / SF and MB new governors	<p>i. PO advised the board that he will only use governors EMAT supplied email for all communication from the 1st of December.</p> <p>ii. KS. SF, MB left the meeting. The governors unanimously voted KS. SF, MB onto the board.</p>	
11. Dates of meetings for the year:	<p>11/01/2022 LAB 17.30 In school Castle TBC 15/03/2022 S&P 17.30 Location On Teams 24/05/2022 LAB 17.30 In school Hardingstone TBC 05/07/2022 LAB 17.30 In school TBC. Stimpson TBC 12/07/2022 S&P 17.30 Location On Teams</p>	Calendar appointments have been sent.

The meeting closed at 19.59

<p>Minutes agreed as a true representation and signed</p> <p>Signature</p> <p>Print Name</p> <p>Date</p>
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Actions from the virtual S&P meeting for Hardingstone, Stimpson & Castle held on 23/11/2021

Action	Owner
1. All governors to arrange a meeting post-Christmas if they have not they have not completed a visit before Christmas. Page 2.	All governors

2. ZM to investigate if the Key subscription can be purchased for all three schools. Page 3.	ZM
3. PO to send out information explaining what FFT is and its purpose. Page 5.	PO
4. DL to share the recent two-day report with the governors. Page 10.	DL
5. LC to share with HD the feedback from the educational review completed by JL. Page 15.	LC