

FINAL Minutes Standards & Performance: Hardingstone, Stimpson & Castle Academies
15th March 2022 17.30hrs
Meeting held virtually via Microsoft teams
The third 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)</p> <p>Luci Clapton (Stimpson Head of school)</p> <p>Julie Stevens (Head of school Hardingstone)</p> <p>Dan Lugg (Head of school Castle)</p> <p>Chris Cardona (Parent Governor Hardingstone)</p> <p>David Hood (Co-Opted Governor)</p> <p>Hayley Draper (Co-Opted Governor)</p> <p>Adrian Lett (Staff Governor Stimpson)</p> <p>Claudia Wade (Chair / Co-opted Governor)</p> <p>Michelle Betts (Co-Opted Governor)</p> <p>Kamal Sandhu (Co-Opted Governor)</p> <p>Jo Daniels (Co-Opted Governor) joined at 17.55</p> <p>Fiona Wheeler</p> <p>John Lawson (Head of Education)</p> <p>Joshua Coleman (CEO: EMAT)</p> <p>Monica Juan (EMAT Compliance & Governance)</p> <p>Paul Osborne (Clerk – Minutes)</p> <p>Introductions 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>	
2. Apologies.	<p>Apologies received and accepted from Lauren Saunders (Co-Opted Governor) / Paul Wilkinson (Staff Governor Hardingstone).</p> <p>PO advised that Suzanne Fairey (Co-Opted Governor) had resigned.</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.	

5. Minutes of the Academy Local Board meeting held on the 23rd of November 2021 matters arising not appearing under actions.	The minutes of the meeting held on the 23rd of November 2021 were agreed to be an accurate representation and will be signed by the Chair once in-person meetings commence.	
6. Action Log from the S&P meeting held on the 23 rd of November.	<p>i. All governors to arrange a meeting post-Christmas if they have not completed a visit pre-Christmas. PO to contact the governors who still need to complete a visit.</p> <p>ii. ZM to investigate if the Key subscription could be purchased for all three schools. Done and invites sent to governors. ZM to check if CM has received an activation account mail.</p> <p>iii. PO to send out information explaining what FFT is and its purpose. Done and PO will send the link to CM. Post-meeting note actioned.</p> <p>iv. DL to share the recent two-day report with the governors. Done.</p> <p>v. LC to share with HD the feedback from the educational review completed by JL. Ongoing, LC to send to PO. Post-meeting actioned.</p>	<p>i. PO</p> <p>ii. ZM</p>
7. Head of school reports.	<p><u>Castle Academy.</u> DL highlighted the following; KS1 National Curriculum Test Report <u>EYFS/Foundation.</u></p> <ul style="list-style-type: none"> • 69% of children are at or above age-related expectations; this is more than twice the percentage at this stage last year. • Parental engagement has been strong. • The next steps include; The phonics leader to investigate why the RWI programme has been successful up to this point with a proportion of the Reception children. <p><u>Year 1.</u></p> <ul style="list-style-type: none"> • 69% of children are at or above age-related expectations. • All pupils at less than expected are receiving targeted support including. • Link to Virtual Classroom is set as homework each week-speed sound lesson and spelling. Measuring the impact of Virtual Classroom support will be done through the RWI assessment. • The next steps include; Further focus on pseudo-words following RWI assessment data. <p><u>Year 2.</u></p> <ul style="list-style-type: none"> • 57% of children are at or above age-related expectations. 	<p><i>Reports on Teams</i></p>

	<ul style="list-style-type: none"> • Not all of the pupils are been read to at home regularly and overall parental engagement is limited. • The next steps include; Hold Year 2 Reading meeting to address concerns led by Phonics and English leader. <p><u>KS1 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • Assessment outcomes are low, particularly in reading. • Maths test results have increased by 22% since Autumn 2021; Reading results have increased by 10%. • Maths attainment has overtaken Reading attainment. The attainment gap has increased compared with the Autumn term. • From gap analysis, teachers are aware of the gaps in pupils learning which are being addressed through interventions and lesson time. • Teachers planning opportunities for pupils to be exposed to SATs style questions. Year 6 and 2 teachers have shared best practices over this work. <p>A governor asked if the data was a surprise. DL noted he was expecting a rise in the data from the Autumn term. The impact on comprehension was a surprise. Previously the baseline assessment was for the whole year and when conducted in the Autumn term data was low. The Autumn term data showed a discrepancy between the data and TA.</p> <p><u>KS1 Attainment – Vulnerable Groups.</u></p> <ul style="list-style-type: none"> • Boys have made significant improvement in Maths but not Reading since Autumn 2021. • PP children have performed better than the cohort as a whole in SPAG, Reading and Maths. • The next steps include; Review the SEND provision- how is the curriculum being adapted to help children achieve? Consider provision for SEND in KS1 Rainbow Room. Guidance has been sought from Target Autism. <p>CW/KS noted they would incorporate year 2 SEND during a future visit.</p> <p>A governor asked why the boys are outperforming the girls by an average of 20% in Maths, Spag and Reading. DL noted the deeper analysis conducted using RWI which has highlighted a lack of engagement at home, and the discrepancy</p>	<p style="text-align: center;">CW/KS</p>
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	<p>this data highlighted has been similar during this cohort's time at school.</p> <p>During pupil progress meetings, all of the data is used for the in-depth discussions and the next best steps for each pupil.</p> <p>ZM noted that a review would be done to ensure the genre offered is suitable and engaging.</p> <p>ZM/DL to add this as an area of focus.</p> <p>A governor asked if reasons are known why the PP pupils are doing well.</p> <p>DL advised that historically the PP pupils in this cohort have done well supported by the CV-19 catch up with some at greater depth.</p> <p><u>KS2 National Curriculum Test Report</u></p> <ul style="list-style-type: none"> • 34% increase in Maths test results compared with Autumn 2021; Reading results have improved by 20%. • Year 6 teachers hold regular meetings with senior leaders to ensure interventions are reviewed. • Themes from gap analysis have been drawn out to determine the next steps including the introduction of a matrix to track each pupil from year 2 to year 6 scaled scores. • CGP revision guides and question books are disseminated to pupils with targeted chapters set each week as part of the revision programme. • Booster sessions have been in place for a while and the data used to ensure these sessions target the correct pupils. <p>A governor noted the scale scores of 98 for Reading and 97 for Maths and asked for more detail including if the school is confident they will increase sufficiently so the scores are at least 100.</p> <p>DL advised that these scores are the average. The year 6 team and the SLT are working hard to close the gap and closely analyse the data to ensure interventions are targeted.</p> <p>ZM noted the data shared is from the January assessment.</p> <p><u>KS2 Attainment – Vulnerable Groups.</u></p> <ul style="list-style-type: none"> • Boys attainment has improved since Autumn 2021, with a 20% increase in Maths and a 10% increase in Reading; Girls attainment has significantly improved in both areas. • Girls, PP and EAL groups improved significantly in Maths compared to the Autumn term. • The next steps include; 	<p>ZM/DL</p>
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	<p>Investigating PP Reading due to a very small increase in attainment from the Autumn term.</p> <p><u>Hardingstone Academy.</u> JS highlighted the following; <u>Reception Phonics Data (RWI).</u></p> <ul style="list-style-type: none"> • 73% of children are currently working at age-related expectations. • Phonics development day highlighted the linear approach, especially in reception and work is being done to improve this. • Phonics in Reception is now split into three groups using the teacher from Nursery, • Book matching is regularly reviewed along with moderation. • Phonics lead noted that during a recent lesson visit the consistent pace teachers are achieving and the engagement with the pupils. <p><u>Year 1 Phonic Data (RWI).</u></p> <ul style="list-style-type: none"> • 83% of children are working at age-related expectations. • All pupils have the potential to reach the Phonics screening at the end of year 1. <p><u>Year 2 Phonic Data (RWI).</u></p> <ul style="list-style-type: none"> • Some pupils have struggled since coming off read write inc and this is due to fluency and speed of reading. To support interventions focussing on speed-reading have been introduced. • Increase in expectation for parental support including liaising with parents of identified pupils to support with at home. <p>A governor noted the positive data for Phonics and asked if Hardingstone is sharing best practices with Stimpson and Castle. JS advised they do including inter-school visits. HD agreed that the cross-school working is productive and was apparent during her visits.</p> <p><u>KS1 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • Scores have improved not as good as expected. TAs are completing targeted interventions, one to one reading, and help with Maths problem solving and arithmetic. • One pupil who is identified PA support and challenge is in place for these families (EHA). • SATs parents meeting planned. 	
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	<ul style="list-style-type: none"> • Maths consultant work is having a positive impact. <p>A governor asked how the data compares to last year. JS noted it's broadly in line but improvements are expected.</p> <p><u>KS1 Attainment – Vulnerable Groups.</u></p> <ul style="list-style-type: none"> • Girls have outperformed boys in Reading. • SEND children had underperformed in both Reading and Maths. • Four children have joined since the last assessment (2 EAL new to the country). • Clear intervention plans are in place including the use of SATs style questions. • SENDCo to provide support for SEND children to ensure there are high expectations. <p><u>KS2 Attainment – Test Attainment data from January.</u></p> <ul style="list-style-type: none"> • All results have increased but not to the level expected. New TA has been added this week. • Extensive gap analysis has been completed allowing targeted interventions. • One pupil PA also SEND - attendance is 65.6% EHA in place. • Nine SEND pupils eight have academic needs. • Booster session content is reviewed after analysis so it helps close the gaps even more effectively. • The one-to-one tutor is working with those pupils who are close to achieving expected. However, there is a long way to go before the aspirational targets are met. <p><u>KS2 Attainment – Vulnerable Groups.</u></p> <ul style="list-style-type: none"> • PP pupils have achieved better in Reading & Maths compared to non-PP. • SEN pupils have underperformed in Reading, SPAG and Maths (9 pupils). • Girls have significantly outperformed boys in Reading. • Teachers are using recommended a book and the importance of reading at home and reading a selection of books has been highlighted. • PP pupils are fully engaged in lessons. • Investigation into the attitude of PP pupils in Maths to seek improvements. <p>A governor asked if PP pupils are getting a full range of enrichment opportunities. JS advised they are including access to the breakfast club, freestyle activities and music lessons.</p>	
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The governors congratulated the school on the data.

KS1 - Areas of Priority and Actions.

- CPD provided by external consultants.
- Ongoing support and monitoring from the English lead to ensure books are well matched to children's reading ability.
- Lessons include retrieval activities.

KS2 - Areas of Priority and Actions

- Further analysis of results using progress matrix grids to identify the progress made by pupils since KS1, this will identify which pupils are not making progress toward targets.

Stimpson.

LC highlighted the following:

KS1 National Curriculum Test Report.

Reception/Foundation.

- 3 pupils are currently joining Key Stage 1 for phonics sessions including one from the nursery.
- 10-minute 'booster' delivered to pupils each day, in addition to the phonics session.
- The next steps include reinstating the weekly share a story – this will now incorporate a phonics session.

Year 1.

- 47% of pupils are working at age-related expectations and progress is being made.

Year 2.

- 59% of pupils are working at age-related expectations.
- The only pupils working below the grey band are EAL, new to country or those with significant attendance issues. Support is ongoing with these pupils including interventions.

KS1 Attainment – Test Attainment.

- 41% of pupils achieving Expected in Maths has increased from 21% in the Autumn term, Reading has increased from 6% at the same data point.
- The attainment gap between Maths and Reading has decreased significantly since the first mock tests.
- The scaled score for Reading was 91% and 94% for Maths. The priority is reading to improve the score and new strategies were in place as soon as this data was analysed.

	<p>A governor asked what is the date for the scale scores. LC noted that the data is from January and is confident the latest scores would be nearer 100.</p> <p>A governor asked when the next assessment is due to take place. LC noted it is due before Easter.</p> <ul style="list-style-type: none"> • SATs meeting for parents took place on the 8th of March with 25 parents in attendance which was positive. . • Next steps include. Complete the Year 2 interventions – in order of priority – based on reading (inference and comprehension), Maths – tackling four operations and reasoning and problem solving (SATS questions) and SPAG – particularly spelling. <p><u>KS1 Attainment – Vulnerable Groups.</u></p> <ul style="list-style-type: none"> • PP and SEN pupils are performing well compared to non-PP and non-SEN. • 16 pupils have joined since September and 14 of these are EAL and new to country. • Use of Flash across the key stage has been promoted, including in the weekly newsletter <p>A governor asked how the data compare to last year. LC advised that year 2 pupils didn't sit their Mocks in January 2021 due to CV-19. When data is compared to the last, time pupils completed mocks in the Autumn the current data shows an upward trajectory although further improvements are required. ZM noted the quality of teaching and book reviews show an improving picture.</p> <p>A governor asked if FFT 50 or FFT 20 are used. LC advised that FFT20 are used. The school sets aspirational targets.</p> <p>The governors asked if additional training could be offered regarding how schools use FFT.</p> <p><u>KS2 National Curriculum Test Report.</u> <u>KS2 Attainment – Test Attainment.</u></p> <ul style="list-style-type: none"> • Increase from Autumn Maths up 24%. • A smaller increase in Reading of 5% – this has been an area of focus since – daily readers, library visits, and teacher logs. 	MJ
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	<ul style="list-style-type: none"> • Maths -6 pupils currently WT – all in boosters. 5/6 likely to achieve Expected. 7 currently E, targeted for GD. Of those, 5/7 are likely to achieve. • Reading – 5 pupils currently WT – of those 4/5 likely to achieve. • SPAG – 3 pupils currently not on track for E and unlikely to achieve. • CTG revision books shared with the pupils and review work will take place after Easter to ascertain their effectiveness. • The next steps include. <ol style="list-style-type: none"> i. Booster groups have been reviewed and refined and are in place. ii. Year 6 SATS revision and planning meeting booked for teachers – Thursday 10th March. iii. Ensure the following are in place and consistent - daily readers, library visits, teacher reading logs. <p><u>KS2 Attainment – Vulnerable Group.</u></p> <ul style="list-style-type: none"> • Girls have significantly outperformed boys in SPAG. This gap is being investigated to ascertain what support is required to close the gap. • SEN pupils have performed well overall. • The outcomes for KS2 are currently higher than in 2018/19. • The next steps include: <ol style="list-style-type: none"> i. Ensure EAL pupils have a weekly session with the EAL lead. ii. Phonics sessions to continue for EAL pupils. <p><u>KS1 - Areas of Priority and Actions.</u></p> <ul style="list-style-type: none"> • SATs meeting with parents – share resource packs and signpost to additional resources. <p>A governor asked if parental engagement is monitored including PP parents. LC confirmed it is.</p> <p><u>KS2 - Areas of Priority and Actions.</u></p> <ul style="list-style-type: none"> • EMAT Year 6 SATS revision session booked- 10th March – ensure actions are implemented following this session and review these. <p>CW asked all governors to view the Areas of Priority and Actions and incorporate these into their future visits.</p>	<p>All governors.</p>
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<p>8. SIP Priorities and risks.</p> <p>A. Exception report;</p> <p>i. Hardingstone. Outcomes in Year 6 (Secondary Ready)</p> <p>ii. Stimpson. Phonics.</p> <p>iii. Castle. Outcomes in Year 2</p> <p>iv. Identifying risk for next S&P agenda and SIP monitoring calendar.</p> <p>B. SIP/SEF Update to include any changes identify risk against key priorities.</p> <p>i. Hardingstone Key Priority 2: Quality of Education (outcomes).</p> <p>ii. Castle. Key Priority 2: Quality of Education (outcomes)</p> <p>iii. Stimpson. To develop sufficient expertise in the teaching of phonics and reading.</p>	<p>A. Castle Academy Exception report-Outcomes in Year 2.</p> <p>DL highlighted the following;</p> <ul style="list-style-type: none"> Teacher Assessment vs Test Assessment is closer in the Autumn term to the end of year target. <p>A governor asked why the TA PP figure in Autumn for progress to target is so high.</p> <p>DL advised that this is an example where the targets need reviewing which is being done on the 16th of March.</p> <ul style="list-style-type: none"> Class comparison (Test Assessment) still shows a discrepancy and the school is committed to increasing the test scores. Maths is broadly in line and Reading shows a discrepancy between the two classes. Upon investigation, the discrepancy is due to the pupils in one of the classes struggling to blend and with general fluency. DL and the year 2 team have met to discuss the gaps and interventions in place. <p>A governor noted the 12% discrepancy in SPAG between the two classes and asked if there was a correlation with the Reading data.</p> <p>DL advised that spelling is the major focus area for this class and is linked to reading fluency.</p> <p>A governor asked if there is a quality of teaching factor with these figures.</p> <p>DL advised that monitoring doesn't indicate this.</p> <ul style="list-style-type: none"> Discussions were had with the year 2 teachers to ascertain what evidence they have gathered. On the 16th of March, the year 2 teachers are reassessing their assessments and DL is attending. <p>A governor asked if the initial assessments where were the pupils were in the Autumn term or a prediction of where they will be at the end of the year.</p> <p>DL noted the school's expectation is TA are where a pupil is at a particular time of the year.</p> <p>Using the DL noted the original data was obtained using a year's 2 SATs paper which the pupils took in the Autumn term which doesn't give a true reflection as they had only started in year 2.</p> <p>From 2022, the school will use NTS assessments, which are in the style of a SATs paper but focus on the content of the Autumn term only.</p>	
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A governor asked if all teachers assess in the same way and are these assessments reviewed.

DL noted that there are guidelines for the teachers to follow; the assessments are cross-checked against the data by the SLT. Follow up work done throughout the year in pupil progress meetings.

- January SATS test results are not where the school wants the results to be. The pupils are being exposed to more SATs style questions and are being supported with their test techniques to improve the results

A governor noted that 46 pupils don't have a combined Reading and Maths score as highlighted in the Spring data and asked how many are close to achieving expected.

DL advised that this information is recorded but he doesn't have the figures to hand. DL noted that there are a significant number of pupils being targeted with additional support.

A governor asked how his data compares with last year.

DL noted the data shows a slight improvement.

- There is a discrepancy in 2CH's data for Spring 1. The data that went off to EMAT reported a score of 71% whereas the information we hold in school shows a score of 63%. This has been addressed and won't happen again. ZM noted for no more marking the English lead visits every class to administer the assessment, which achieves consistency. A similar process is planned for Maths and the environment the pupils are in when they are accessing an assessment is being reviewed to ensure its suitability.

Mitigating actions for governors to consider.

- Teachers to plan time into lessons where children are exposed to SATS style questions.
- Teachers and senior leaders target 'hard to reach' parents in order to ensure high attendance.
- RBL (external expert) to deliver comprehension training on the training day after the Easter holidays.
- 22 families attended the SATs meeting with another meeting planned.

Hardingstone Academy Exception Report – Outcomes in Year 6 (Secondary Ready).

JS highlighted the following;

	<ul style="list-style-type: none"> • Greater Depth (Jan 2022). Reading 11%, Maths 5%, SPAG 7% and these figures are not good enough. • Investigations are ongoing into pupils test techniques, how they manage their time to allow them to get to the more complex questions and the ability to be on a task for a sustained period. • RWM combined test. Autumn 14% 6 pupils. Spring 30% 13 pupils and is not near to the expected figure. The staff know the pupils who require the relevant interventions and additional support for each subject. • The latest teacher assessments are. Reading 73% on track at expected and 18% at greater depth. Maths 70% on track at expected and 7% greater depth. SPAG 7% at greater depth. JS will be reviewing these figures and the progress made since the last review over the coming days and will report to governors. • A RAG system is being used for each pupil, which easily identifies those pupils on track and those who need additional support. Regular communication has gone out to parents with hints and tips. <p><u>Calculation Audit (Feb 2022).</u></p> <ul style="list-style-type: none"> • Classes 6A and 6B working closely sharing best practices following the Maths data. • 8 out of the 9 SEN pupils are in 6A. <p><u>Current challenges.</u></p> <ul style="list-style-type: none"> • Reaching aspirational FFT targets- targets set to FFT 20. • Ensuring all support staff are aware of the pupils who are underperforming well below their target in order to plan interventions to address issues. • Timetable – is the current time the most appropriate and effective time – engagement/stamina. • Attendance of some pupils – persistent absentees impacting on progress. <p>A governor asked if there is an update regarding the previously highlighted inconsistencies of some of the support staff. JS noted that due to sickness supply, HLTAs were used and some were not to the required standard. These issues no longer exist.</p> <p>A governor asked if JS could add the FFT 20 targets to Teams. JS to action.</p>	<p>JS</p> <p>JS</p>
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	<p>Mitigating Actions for governors to consider.</p> <ul style="list-style-type: none"> • The one-to-one tutor is working with those pupils who are close to achieving expected. However, there is a long way to go for aspirational targets to be met. • Use of matrix grids to show children on track, not on track or making accelerated progress. <p>A governor asked for data to be shared in the Autumn term showing the GD figures across the school.</p> <p><u>Stimpson Exception Report Priority: Phonics</u> LC highlighted the following:</p> <ul style="list-style-type: none"> • The exception report links to SIP priority 1. <p>A governor noted the statement “All staff have access to refresher training online” and asked if the uptake is monitored. LC noted that the Phonics lead has reminded staff of the importance of accessing the training and going forward specific staff will be directed to specific training.</p> <p>A governor asked if staff had individual training plans. LC advised they have appraisal targets along with coaching from experts.</p> <p>The governor followed up and asked if a record was kept of the training/support they have received. LC thanked the governor for the suggestion and will investigate.</p> <p>A discussion followed regarding the benefit of adding an additional column highlighting the impact and not actions. LC/ZM to investigate.</p> <ul style="list-style-type: none"> • Priority group 1: Engage parents – provide resources including links to the online portal. Additional intervention – 1:1 reading daily, phonic boosters provided by Phonics Lead. • Priority group 2: Engage parents – provide resources including links online. Additional intervention – reading, phonic boosters. <p>A governor asked if the Phonics lead is having an impact across the school or focused on specific groups. LC highlighted the priority for the Phonics lead is year 1.</p> <p><u>Current challenges.</u></p>	<p>JS</p> <p>LC</p> <p>LC/ZM</p>
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	<ul style="list-style-type: none"> • All year groups have had new starters, the majority NTC and those joining later in Year 1 or 2, with no prior schooling. • Staffing during Spring Term 1 – Reception and year 1 were affected in particular this is improving. • Trying to engage families – a new approach being trialled and is having a positive impact. • Phonics has been moved to the morning instead of straight after lunch and initial feedback indicates this is proving successful. <p><u>Mitigating actions for governors to consider.</u></p> <ul style="list-style-type: none"> • 10-minute ‘booster’ delivered to pupils each day, in addition to the phonics session. • Phonics Lead providing ongoing coaching and team teaching for staff – specific to individual teachers’ requests and development needs. This is proving successful. • Progress is being made but not where it should be. <p>A governor asked if the Phonics lead has some non-contact time. LC advised that the majority of the time the Phonics lead is non-teaching allowing bespoke support/training. The Phonics lead is going to visit phonics sessions and report back with ideas on how these can be improved with coaching support from ZM and LC.</p> <p>A governor asked if the recommendations regarding phonics in the latest Ofsted report have all been actioned. LC advised they have.</p> <p>CW noted she would contact LC to arrange a visit post-Easter.</p> <p>CW asked all governors to view the areas highlighted in the exception report and incorporate these into their future visits.</p> <p>B. CW offered to meet ZM outside of the meeting to discuss the exception report items for the next S&P meeting and the latest SIP/SEF. Post-meeting note actioned.</p>	<p style="text-align: center;">CW</p> <p style="text-align: center;">All governors</p>
<p>9. AIP visits. Shared prior to the meeting for questions only.</p>	<p>The governors thanked JL for the reports and had no questions at this time.</p>	

10. AOB. i. EMAT strategy day 28th March.	i. PO advised the board that there is an EMAT strategy day on the 28th of March and encouraged as many governors as possible to attend.	
11. Dates of meetings for the year:	15/03/2022 S&P 17.30 Location On Teams 28/04/2022 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	Calendar appointments have been sent.

The meeting closed at 20.08

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

**Actions from the virtual S&P meeting for Hardingstone, Stimpson & Castle held on
15/03/2022**

Action	Owner
1. All governors to arrange a meeting post-Christmas if they have not completed one pre-Christmas. Page 2.	PO to collate a list of governors who have not completed a visit.
2. ZM to investigate if the Key subscription link has been sent to CC. Page 2.	ZM
3. CW/KS to incorporate year 2 SEND during a future visit. Page 3.	CW/KS
4. DL/ZM to add as a focus area why in KS1 vulnerable groups for Maths, Spag and Reading the boys are outperforming the girls by an average of 20%. Page 4.	DL/ZM
5. MJ to arrange for governor-focussed FFT training to elaborate on how/why FFT is used. Page 8.	MJ
6. CW asked all governors to view the Areas of Priority and Actions and incorporate these into their future visits. Page 9.	All governors with lead areas

7. JS to review the figures for Reading, Maths and SPAG and report back to the governors. Page 12.	JS
8. JS to add the FFT 20 targets to Teams. Page 12.	JS
9. JS to share in the Autumn term the GD figures across the school. Page 13.	JS
10. LC to investigate if there is a need for a record to be kept of what training/support staff have received. Page 13.	LC
11. LC/ZM to add a new column to SIPs highlighting the impact. Page 13.	LC/ZM
12. CW noted she would contact LC to arrange a visit post-Easter. Page 14.	CW
13. All governors to view the areas highlighted in the exception reports and incorporate these into future visits. Page 14.	All governors