

Final Minutes Local Advisory Board: Hardingsstone & Stimpson
24th September 2020 18.00
Meeting held virtually via Microsoft teams
The first LAB meeting of the academic year 2020-2021

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 Hardingsstone and Stimpson) Luci Clapton (Stimpson Head of school) Julie Stevens (Hardingsstone Head of school) Paul Wilkinson (Staff Governor Hardingsstone) Adrian Lett (Staff Governor Stimpson) Alan Edge (Co-opted Governor) Nicky Wilson-Everett (Elected parent)* Ruth Cross (TB Appointed) Jolene King (TB Appointed) Suzanne Fairey (Chair/Co-opted Governor) Katy Russell (Head of School Development EMAT) Monica Juan (EMAT Compliance / Governance) Paul Wheeler (Finance and Operations Director & Chief Financial Officer) Joshua Coleman (CEO: EMAT) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. PO reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	*NWE left at 19.00.
2. Apologies.	<p>Apologies received and accepted from Simon Roberts (Elected parent). SF agreed to contact SR to see if there is any assistance that can be offered with his attendance at meetings.</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.	
5. Appointment of Chair and Vice-Chair	SF was elected unopposed as Chair for the LAB. NWE was elected unopposed as Vice-Chair for the LAB.	
6. Minutes from the last meeting.	The minutes of the meeting held on the 16 th July 2020 were agreed to be an accurate representation. SF to print off and initial the minutes then return to Chloe Nelson.	SF
7. Action Log from the meeting held on the 16th July 2020.	<p>i. PO to add action plan to September's agenda. Done.</p> <p>ii. PO to invite all LAB members to the SEND, safer recruitment training. Done.</p>	
<p>8. Constitution of Board:</p> <p>i. Allocation of Lead roles: SG; SEND; PP; Wellbeing lead; Website, RSE.</p> <p>ii. Allocation of governors to Standards committee & any working parties</p> <p>iii. Request for Governance training inc; Safer Recruitment 28/09/2020 or 05/10/2020 - 9.30am to 4.30pm SEND 21.09.2020 or 25.01.2021 - 4.00pm to 6.00pm</p>	<p>i. Allocation of Lead roles:</p> <ul style="list-style-type: none"> ▪ SG. NWE ▪ SEND. RC ▪ PP. SF ▪ Wellbeing lead. JK ▪ Website. AE ▪ RSE. NWE. PO to contact SR to see if he wants to lead RSE and take over from NWE. <p>ii. No working parties at present. All governors apart from JK agreed to attend S&P meetings with Claudia Wade as Chair.</p> <p>iii. PO advised that the dates/times for safer recruitment training have changed due to COVID-19 restrictions. The new dates are 12th November – 09:30 – 13.00 and Friday 13th November – 09:30 – 13.00 both via Teams. PO noted that attendees need to be present at BOTH sessions to complete the training. PO to send the new dates for safer recruitment to all governors and a reminder of the SEND training to those governors who haven't confirmed attendance.</p>	<p>PO</p> <p>PO</p>

	<p>A governor asked if they've done safer recruitment training in the past do they need to do it again. MJ advised that if the training was completed over two years ago attendance at these sessions will be required.</p> <p>Governors asked if the presentation used for the SEND training could be shared with the board. MJ to action.</p>	MJ
<p>9. Board housekeeping:</p> <p>i. EMAT Code of conduct 2020</p> <p>ii. Safeguarding Policy 2020</p> <p>iii. Keeping children safe in education (KCSiE).</p> <p>iv. Yearly declarations of interest & Governance disqualification form.</p>	<p>i, ii, iii PO noted that due to the use of virtual meetings GovernorHub will be used to obtain signatures electronically. PO to send out more information and guidance.</p> <p>iv, v. PO to contact the governors who are still to return their forms.</p>	<p>PO</p> <p>PO</p>
<p>10. Head of School Report inc: Staffing and Organisation Curriculum Teaching and learning Early Years Foundation Stage SEND/EAL/Disadvantaged Leadership and Management Safeguarding CV19 update Governance</p>	<p>SF advised that to help the information be shared more seamlessly the way the Head of school report is presented has been changed and welcomed feedback</p> <p>ZM noted how proud she was of the way the pupils and staff have returned to school in September.</p> <p>LC/JS highlighted the following from the report for their respective schools. <u>Staffing.</u> <u>Stimpson.</u></p> <ul style="list-style-type: none"> • Currently fully staffed. • New to school staff Agnes Betts, Brian Williams, Danielle Heneghan, Jen Kenny and Abbi Smith. • Teaching staff attendance 98%, 94% TA. LC gave the reasons for these figures which are predominantly Covid-19 related. 	Reports on GovernorHub

	<ul style="list-style-type: none"> No HR concerns staff have responded well to the new systems, policies and amended documentation. <p>A governor asked who is the SENCo. LC advised that Sue Neighbour is the SENCO for both schools.</p> <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> New to school or returning Alison Rose (Back after Maternity), Bethany Harmes (New to the school), Jana O'Brien (Moved from SAA), Appointed new TA for 1:1 for child in year 1. Leadership update Harriet Allen KS1 lead, Amy Hoyer EYFS lead. Additional training organised for Bethany Harmes due to Covid-19 disruption. <p>A governor asked if Bethany Harmes has a mentor at school. JS confirmed she does and is fully supported.</p> <ul style="list-style-type: none"> Teaching staff attendance 97.64%, 94.45% TA. JS gave the reasons for these figures which are predominantly Covid-19 related. JS highlighted the return to work plans in place for a member of staff who is currently off with an injury. No HR concerns. <p><u>Quality of education, curriculum.</u> Teachers are now using the new planning content and template English staff meetings are planned to ensure that all staff are clear on how to compile English plans. We now need to ensure that any constructive feedback is now added to the channel in Teams.</p>	
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	<p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • English Recovery Curriculum used for the initial 2 weeks; this allowed for teachers to timetable flexibly to allow for transition – e.g. additional PSHE opportunities. • PE Curriculum enhanced with a range of new and varied equipment. • Additional laptop trolley will enable us to deliver computing curriculum with more ease. • Art Specialist delivering art lessons across the school. • PE lead returned after paternity – delivering high quality PE lessons. • Next steps involve subject leads to review any feedback on Teams and share with curriculum leads. <p>A governor asked for a summary of the English recovery curriculum and is it similar to the Maths version.</p> <p>LC/JS advised that the English leads have created a two-week unit based around text with the purpose to engage the pupils. Each year group chose a book to complete their work and link in with other subjects. While this work was progressing teachers were looking at other subject areas.</p> <p>AL advised that English was broad / adaptable enough to bring out PHSE and help with other subject learning i.e. Maths.</p> <p>KR advised that the text was specifically chosen to include themes around friendship, loss. The Maths curriculum has been kept comparable to last year due to similarity of what is taught.</p>	
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	<p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • English Recovery Curriculum used for the initial 2 weeks; this allowed for teachers to timetable flexibly to allow for transition – e.g. additional PSHE opportunities. • Subject Leads are starting to attend curriculum meetings via Teams for updates and to feedback to staff. • Unit planners are in place to identify where British Values, SMSC and global dimensions are embedded. • PE lead has currently organised taster sessions for particular year groups. Hot shots started today with good take up. • Next steps involve subject leads to review any feedback on Teams and share with curriculum leads. <p><u>Quality of education teaching and learning.</u></p> <p>Teaching and learning rubric created to inform learning walks and create a consistent approach and has been warmly received. Learning walks completed based on Aspect 10- learning environment.</p> <p><u>Stimpson</u></p> <ul style="list-style-type: none"> • Feedback Policy reviewed and shared with staff on training day. Book monitoring is showing that the policy is being adhered to by new staff. • Learning walks completed week 1 and reviewed week 2 - actions that were identified have been addressed. Staff have approached for further advice and support, which has 	
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	<p>been provided. We already saw the impact of this.</p> <ul style="list-style-type: none"> • Learning walks planned weekly focused on different aspects – immediate feedback will be provided. • Informal meetings with new staff to discuss expectations (e.g. feedback/environment) and already addressed. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Developed a learning walk log to share feedback, support and provide opportunities for teachers to comment. • Learning walk completed using new Teaching and Learning Rubric. Concerns about continuous provision in Year 1. This will be more focused to allow children to self-access resources and develop missed key skills for school closure. Strengths in EYFS, year 4 and year 5A. There is a positive ethos around the school. Actions for the feedback have been met. • Feedback policy amended and discussed with teaching staff on training day. • Book look carried out focusing on presentation expectations - identified strengths and areas for development. <p>A governor asked if there is a schedule for learning walks so they can look at their availability to attend. ZM advised that the learning walks are informal highlighting the rubric but would be happy for governors to join but will need careful planning due to Covid-19.</p>	
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	<p>ZM noted that book look is an area governors are welcome to come into school and discuss.</p> <p>Governors asked for feedback on the rubric from the staff governors. AL highlighted that there is a clear idea of expectations and it helps improve continuity across classrooms. PW agrees and feels the rubric is a big step forward.</p> <p><u>Quality of education EYFS.</u> EYFS Leads from Hardingstone and Stimpson Avenue Academy have met to discuss online profiling. The next major step is to roll this out to reception parents.</p> <p>A governor asked for a time frame for the roll out. ZM advised that for Hardingstone the plan is after half term for Stimpson after Christmas. The delay with Stimpson revolves around the need for staff training.</p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • All children have settled well during the first two weeks of being part time. • W/B 21/09/2020 all children will be attending full time. • Cohort is 72% EAL with 16 different languages spoken • All children have been baselined and the information informs planning. • NELI (Early Literacy programme), assessments are completed and 20 children will be receiving this intervention on a daily basis. • Planning is displayed, providing access for all. • We are starting to implement 'I wonder why ...?' to challenge 	
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	<p>the learning and develop/introduce language.</p> <ul style="list-style-type: none"> • Thursday and Friday the children take ownership of setting up areas, accessing resources etc. • Relationships are very positive across the setting. <p>ZM highlighted the transformation that has taken place in the nursery and invited governors to come in to visit.</p> <p>The governors thanked ZM for the offer and will look at their availability.</p> <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Cohort 39 children at present. • Doorstep home visits completed by the EYFS team in the first few days. • EYFS training day completed, focusing on planning and the environment. • Children have started full time and are settled but tired. • Positive and calm start. • Planning utilised by all EYFS staff. • EXAAT up and running and a training session will be delivered for EYFS staff at SAA. • TAs trained to use EXAAT and are now uploading evidence of learning. • Baselines completed • Children have ownership with the environment. <p><u>SEND/EAL/ Disadvantaged</u></p> <p>Sue Neighbour (SEND lead) delivered a SEND staff meeting to both schools.</p> <p>The Pupil Premium Strategy has been compiled and sent to MK (Chair of PP Forum) for review. This will be shared with the governors once the review is completed.</p>	
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	<p>A governor asked if the PP strategy could be shared. ZM advised it will be shared and there will be more detail regarding spend in this version.</p> <p><u>Stimpson</u></p> <ul style="list-style-type: none"> • Early assessments used to identify gaps and provide information for appropriate intervention/catch up. • Some children with significant SEN concerns are already being supported by SENCO (alternative provision/external support from Jogo). • Additional SLT on the playground enables smooth transition for more vulnerable pupils. • Staff meetings will be used to share PP strategy so staff have understanding of their role in delivering this. • PP lead to identify PP pupils and engagement in clubs/extra-curricular activities. • PP letter sent out to EYFS/KS1 to apply. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Breakfast club will commence 21st September including vulnerable pupils. • Informal 'meet and greet' for specific families on arrival and departure from school. • PP one-page profiles to be reviewed. • Edukey to monitor opportunities and interventions provided • PP lead to identify PP pupils and engagement in clubs/extra-curricular activities. 	
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	<ul style="list-style-type: none"> • SENDCo is beginning to observe those children who have been referred to her by class teachers. <p>A governor asked in reference to the data could a pupil be in both PP, EAL and SEND. JS/LC advised they could.</p> <p><u><i>Behaviour and Attitudes.</i></u> <u>Stimpson</u></p> <ul style="list-style-type: none"> • Behaviour policy re-written by SLT – shared with staff on training day. Received positively and has already been implemented. ZM advised that the policy change has allowed teachers to take full ownership of the behaviour of their class. • Attendance 94.63% (YTD), 2% authorised absence, 3% unauthorised absence with additional information reference Covid-19 in the newsletter. • Whole school systems are in place – Proud Cloud/House Points. The pupils are excited to inform staff when they have been put on the Proud Cloud and all pupils will be on the Proud Cloud. <p>A governor asked how parents find out their child is on the Proud Cloud. ZM advised that the pupils themselves are so excited and proud they tell their parents. ZM will investigate if any permanent addition to social media i.e. Facebook posts can be used.</p> <ul style="list-style-type: none"> • Children have responded well to the new systems/protocols. 	<p style="text-align: center;">ZM</p>
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	<ul style="list-style-type: none"> • No behaviour incidents at lunch/break requiring SLT intervention. • Lunch and break times have started smoothly – the staggered/smaller groups work very well. Feedback from lunchtime staff has been very positive. • JLT representatives nominated and elected. • Head Boy and Girl presented speeches to the school and have been appointed. • The next step is the sports lead to begin training sports leaders at lunch time. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Positive learning behaviour session during training day. Focus on the language used in supporting and challenging • Attendance 95.76 % (YTD), 3% authorised absence, 1% unauthorised absence. <p>A governor asked if the unauthorised absence is expected back.</p> <p>JS advised that holiday was included in this figure due to them self-isolating. ZM noted that a couple of family’s have chosen to home school. ZM highlighted that in the present climate the attendance figures for both schools are good.</p> <ul style="list-style-type: none"> • Proud cloud implemented and having a positive impact. • Yr6 responsibilities discussed and new virtual/socially distanced ideas created including team building exercises in school instead of the annual residential trip. 	
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	<ul style="list-style-type: none"> • The next steps include further developing a plan for adapting Year 6 responsibilities. <p><i>Personal development.</i> Planning a virtual tour for EYFS parents and pupils 2021.</p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • 2-week recovery programme – flexible timetable used. • Information relating to internet safety shared on weekly newsletter • Newsletter including examples of homework projects and excellent work in school. • Mental Health First Aiders on site and CH trained in bereavement counselling. • School Nurse has been contacted regarding immunisations and future needs. • Freestyle clubs are up and running. (some PP pupils already accessing this) • Next steps include, class teachers to identify PP children are they attending any clubs, music lessons, can we promote. To engage parents during Covid restrictions. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Flu immunisations booked. Risk assessment has been completed. • Online homework using Teams • Freestyle club numbers increasing • The next steps include engaging parents during Covid restrictions i.e. parents evening. It's important that as 	
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	<p>much as possible is shared with the parents.</p> <p>A governor asked if there is a need to review the parents section of both websites as it will be used more than normal to upload videos, learning. ZM advised that the plan is for this area of the websites to have a rolling programme of content to make sure it's data light and help manage engagement.</p> <p>A governor noted that some feedback they've received from parents revolves around Microsoft Teams and the issue sometimes in finding the content and downloading it. ZM advised that this is being discussed and some ideas include separate folders for pupils and using Purple Mash. ZM was grateful for the comments and asked if the governors could give feedback to parents that this way of working is still quite new and some improvements are still to be implemented.</p> <p>ZM advised that there where a few occasions were teachers used word documents for homework on the website all teachers have been informed PDF must be used and this is now happening.</p> <p><u>Leadership and management.</u> Academy Improvement Plan compiled and shared with all staff. Teaching and Learning Rubric created and shared with all staff. Appraisal targets compiled in preparation for meetings. Planned meeting for ZM/JS/LC to map out the November training day-related to development of subject leadership.</p>	
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	<p>Dates set for Jeremy Bird's visits. LC/JS meet on a regular basis.</p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Vision and ethos shared on training day with input into adapting the document. • AIP shared with staff and training day - staff highlighting their role within the document. • Environment development. • Library development - SG art skills utilised, new furniture and reorganisation. • SAA Gallery along the main corridor – to showcase work. • EYFS inside/outside area. • Nursery – CG has made a huge improvement in the environment – using natural resources, great use of space. • Next steps include during appraisal, targets related to the new Teaching & Learning rubric model will be set. Garden - will be developed during October half term. LC registered interest in NPQH - to start 2020. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Office staff roles and responsibilities reviewed and reallocated due to appointment of a new member of the admin team. • Time spent developing relationships with all members of the team and creating a positive working environment and ensuring effective lines of communication and consistent messages. • Induction booklets produced for staff and children 	
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	<ul style="list-style-type: none"> • Training day - shared vision and staff shared an area they would want to see improved. 85% of staff highlighted that communication could be improved. • Next steps include during appraisal, targets related to the new Teaching and Learning Rubric model will be set. JC to complete NPQH. <p><u>Safeguarding.</u></p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Number of concerns reported to MASH - one. • Four EHA. • Number of pupils registered as child in need - two. • Number of children missing in education - zero. • CPP - four. • LAC - one. <p>Hardingstone.</p> <ul style="list-style-type: none"> • JS highlighted the work she is doing with Sue Neighbour. • Number of pupils registered as child in need - two. • EHA - four. • Child protection - one. JS highlighted the support that has been offered. <p><u>Governors.</u></p> <p>ZM and SF have met to review applications for potential governors.</p> <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Propose to invite governors in (when possible) to see Stimpson in action – e.g. PP/Safeguarding governors meet SAA leads and governors to be invited to class 'Trails of 	
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	<p>Knowledge' and future celebration events.</p> <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Invite to all virtual events. JS to share a calendar for Autumn term. <p><u>Safeguarding Covid-19</u> Supplementary guidance re edited and shared with all staff. Training day used to update on new guidance and procedures. Log of all potential cases and test outcomes compiled.</p> <p><u>Stimpson</u> What's gone well.</p> <ul style="list-style-type: none"> • All staff have responded positively, raising any issues/concerns appropriately and calmly. • Lunches – will keep to the structure • Children's attitudes and resilience • Attendance – up to 95% • Parents responding well – smooth transition points on the whole. <p>Challenges.</p> <ul style="list-style-type: none"> • Confusion over when children can/cannot be in school (further guidance has been given to office, shared with teachers at staff meetings to assist with this and improvements are being seen). <p><u>Hardingstone.</u> What's gone well.</p> <ul style="list-style-type: none"> • All children have returned with a positive attitude and calm approach to learning • Attendance – back up to 95% 	
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	<ul style="list-style-type: none"> • Parents responding well to the systems in place • Staff understand the new systems in place <p>Challenges.</p> <ul style="list-style-type: none"> • Sensible assessment of children's illness • Site supervisor's workload at times with cleaning responsibilities. <p>ZM noted that at Hardingstone Crazy for Kids are not running their nursery so marketing the school will be a priority. Plans include completing an online virtual tour for potential parents and revamping one of the school's online adverts to advertise this tour.</p> <p>The governors thanked ZM/LC/JS for the work they and their staff have undertaken to prepare for full reopening.</p> <p>The feedback from all present was the new amalgamated presentation worked well.</p>	
11. COVID-19 Risk assessment (RA).	<p>JC advised that there are fortnightly meetings to review the RA ensuring it is up to date and fit for purpose. The RA is a live, dynamic document and thanked governors and school staff for their support.</p> <p>JC advised that the RA may need to be updated to change the risk factor for testing as the current system used is not as consistent as all had hoped and one of the main changes from the previous version concerns BAME staff, pregnant staff and those who were shielding.</p> <p>ZM advised that the RA is working very well and was updated by herself for Hardingstone and LC for Stimpson.</p>	

	ZM highlighted how useful it was that JC, Paul Wheeler and the EMAT estate manager visited the schools in June and pre September opening to check the RA was fit for purpose.	
12. Governor Monitoring cycle and allocation of governors to priority areas on SDP.	The governors asked what support they can they offer and what's required. ZM will investigate and feedback.	ZM
13. Governance action plan / self-evaluation review 2019/2020.	MJ advised that this is an opportunity for the board to look at priorities over the coming year taking into account the potential for new governors. MJ/ZM/SF agreed to meet and discuss outside of the LAB meetings.	
14. Any other business	ZM and the governors thanked KR for the support she has given regarding curriculum planning.	
15. Dates of meetings for the year:	26/11/20 18.00 S&P SAA 21/01/21 18:00 Full Board SAA 18/03/21 18:00 S&P* HA 22/04/21 18:00 Full Board HA 01/07/21 18:00 S&P* SAA 08/07/21 or 22/07/21 at 18:00 Full Board HA. ZM to confirm date. <i>* Due to uncertainty around the dates for next year's data drops the last two S&P dates may be subject to change</i>	

The meeting closed at 20.05

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

Actions from the virtual meeting for Stimpson & Hardingstone held 24/09/20

Action	Owner
1. PO to send SF a hard copy of the minutes from the 16 th July meeting for CK to sign and return. Page 2.	SF
2. PO to contact SR to see if he wants to lead RSE and take over from NWE. Page 2.	PO
3. PO to send the new dates for safer recruitment to all governors and remind those yet to reply of the SEND training. Page 2.	PO
4. MJ to share the SEND training presentation with the board. Page 3.	MJ
5. PO to send out guidance on how governors virtually sign to confirm they have read and understood the EMAT Code of conduct 2020, Safeguarding Policy 2020 and Keeping children safe in education (KCSiE) on GovernorHub. Page 3.	PO
6. PO to contact the governors who are still to return their DOI & disqualification forms. Page 3.	PO
7. ZM to investigate if any permanent addition to a parents, pupil's social media i.e. Facebook posts could be used for the Proud Cloud. Page 12.	ZM
8. ZM to feedback what support she needs from the board in relation to the Governor Monitoring cycle and allocation of governors to priority areas on SDP. Page 19.	ZM