

FINAL Minutes Local Advisory Board: Hardingstone & Stimpson
22nd April 2021 18.00
Meeting held virtually via Microsoft teams
The third 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 Hardingstone and Stimpson) Luci Clapton (Stimpson Head of school) Julie Stevens (Head of school Hardingstone) Paul Wilkinson (Staff Governor Hardingstone) Sue Neighbour (Hardingstone and Stimpson SENCo lead) Adrian Lett (Staff Governor Stimpson) Ruth Cross (TB Appointed) Jolene King (TB Appointed) Claudia Wade (Chair TB appointed member) David Hood (Potential new governor) Jeremy Bird (Academy Improvement Partner) 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. 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>	PW left at 18.22
2. Apologies.	<p> Apologies received and accepted from Alan Edge (Co-opted Governor) Nicky Wilson-Everett (Elected parent) and Jo Daniels (Observer) </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. Minutes from the last meeting.	The minutes of the meeting held on the 21 st January 2021 were agreed to be an accurate representation. CW electronically signed these on GovernorHub	
6. Action Log from the meeting held on the 21 st January.	<p>i. CW to electronically sign the minutes from the 24th September meeting on GovernorHub. Done.</p> <p>ii. NW-E to investigate if her company has any spare laptops and will report back to ZM. Done.</p> <p>iii. PO to add SEND provision and the overall support they are receiving is added to the next LAB agenda. Done.</p> <p>iv. PO to add SEF onto the next LAB agenda. N/A added to the March S&P agenda.</p> <p>v. Governor visits. i. RC to arrange a school visit for SEND. ii. CW and NW-E to meet ZM to discuss PP and Safeguarding. iii. CW to arrange a visit to discuss her role as remote learning lead governor. iv. JK to meet with SL to discuss mental health quality award. Governor visits added to this meeting's agenda.</p> <p>vi. JS/LC/ZM to upload onto the GovernorHub the full Safeguarding review (ensuring any information that could identify individual classes or teachers is removed first). Done.</p> <p>vii. CW to arrange a meeting with ZM between meetings to discuss catch up funding. Ongoing.</p> <p>viii. PO to add catch up funding to the next LAB agenda. Done.</p> <p>ix. PW to investigate if the EMAT school arranged health and safety visits can be shared with governors. Ongoing.</p>	<p>vii. CW/ZM</p> <p>ix. PW</p>

<p>7. Ofsted feedback from the Stimpson visit in March If information is confirmed and public.</p>	<p>Final outcome letter had not been made public. ZM gave a brief update on the initial feedback and mutual thanks were shared between all attendees. <i>Post-meeting note PO shared the report via GovernorHub on the 7th of May and it was already on the school's website.</i></p> <p>CW reminded governors that a section 8 visit will not change the current Ofsted grade, this will be done when a section 5 visit takes place.</p> <p>The governors thanked the staff for the work they have done since the last Ofsted visit.</p>	
<p>8. NPQH presentation</p>	<p>LC advised that her project plan was uploaded onto GovernorHub in March.</p> <p>JK noted that she was unable to view the presentation. LC agreed to send JK a link.</p> <p>LC showed the governors two documents 1. Project Plan and 2. Communication Plan, asking for feedback, input and challenge.</p> <p>LC highlighted the following from the project plan;</p> <ul style="list-style-type: none"> • The plan for this is project is to improve pupil outcomes in Math's across the school by developing fluency and providing sufficient opportunities for revision and rehearsal. Retrieval is for the whole school. • There are three objectives each one broken down into; 	<p>Full report on GovernorHub</p> <p>LC</p>

	<p>1. Success Criteria (Implementation and pupil outcomes). 2. Subgroup(s). 3. Actions (Implementation activities). 4. Timeframe. 5. R/A/G rating.</p> <ul style="list-style-type: none"> • Objective 1. To introduce the 5 stages of deliberate practice into mathematical lessons. (breaking down a complex process into separate, individual skills and then deliberately practising those until they are easy) • Objective 2. To ensure that retrieval practice takes place daily in maths lessons • Objective 3. To develop a whole school approach for arithmetic homework (year 1 – 6). <p>A governor asked if the project plan covers the entire age range and or specific groups of pupils at Stimpson. LC advised that it covers years 1 through to 6 with a focus on vulnerable pupils.</p> <p>A governor asked what was the rationale for choosing Maths. LC advised that the idea is to take Maths to the next level following on from data received post lockdown.</p> <p>LC highlighted the following from the communication plan;</p> <ul style="list-style-type: none"> • This plan will be shared with all stakeholders all of whom have a role to play in the implementation of the plan. • The plan gives a brief outline of why the stakeholders are involved, an analysis of what 	
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	<p>needs to be considered for the action plan, how and when the plan will be communicated.</p> <ul style="list-style-type: none"> • Governors rationale explained and highlighted. <p>A governor asked what level of engagement and support is the plan receiving across the school.</p> <p>LC advised that during a recent observation with a year 5 classroom she noticed the teacher using silent modelling which LC had taught to the staff. The feedback from the teacher was very positive.</p> <p>LC noted that two other strategies have been used in year 1 lessons which shows the strategies are already being implemented.</p> <p>JB asked if LC has built-in any review/impact systems into the communication plan as this will show learnings.</p> <p>LC thanked JB for the suggestion and will take the ideas on board and asked to discuss them outside of the meeting.</p> <p>JC asked what is the percentage of EAL pupils at Stimpson.</p> <p>LC advised it's 74%.</p> <p>JC asked was this a reason why silent modelling was chosen as a strategy.</p> <p>LC advised that she investigated several strategies and the silent modelling version was chosen partially due to the number of EAL pupils at Stimpson.</p> <p>JB advised LC to review the assessment criteria to ensure everyone who contributes to the plan meets the criteria.</p> <p>LC thanked JB for the feedback.</p>	
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	<p>The governors wished LC the best with her NPQH.</p>	
<p>9. Head of schools report to include:</p> <p>i. Staffing and organisation</p> <p>ii Quality of Education EYFS SEND/EAL/Disadvantaged</p> <p>iii. SEND provision and the overall support they are receiving Requested from last LAB</p> <p>iv Behaviour and Attitudes</p> <p>v Personal Development</p> <p>vi Leadership and Management</p> <p>vii. Safeguarding</p> <p>viii Governance</p>	<p><u>i. Staffing and organisation.</u></p> <p><u>Stimpson.</u></p> <p>LC highlighted the following:</p> <ul style="list-style-type: none"> • Update on early years, Deputy Headteacher and year 2 staffing and the plans in place for the Deputy Headteacher vacancy. • Teacher attendance figures are very good. <p><u>Hardingstone.</u></p> <p>JS highlighted the following;</p> <ul style="list-style-type: none"> • Year 4 interviews taking place next week with a strong field on candidates. • 1 to 1 position appointed for a child in Year 3. • HLTA in year 6 with assistance coming from Stimpson to support them. • Staff have returned happy after the post-Christmas lockdown. • HR supporting relevant staff. • Staff attendance. Teaching staff – 96.23% Teaching assistants – 94.56% Other staff – 93.23%. The foremost reason for the slightly lower attendance figures is family bereavement. <p><u>ii. Quality of Education EYFS, SEND, EAL, Disadvantaged.</u></p> <p><u>Curriculum.</u></p> <p>ZM highlighted for both schools;</p> <ul style="list-style-type: none"> • Both academies have purchased Now Press Play, joint training completed. • NTP tuition has started with identified pupils from Year 1 – 6. (2 tutors at SAA and 1 at HA). 	

	<ul style="list-style-type: none"> Teaching and Learning coaching plan in place and shared with staff during a recent training day. The teaching and learning rubric will be added to GovernorHub for governors. <p>JB asked if Now Press Play has been purchased for all pupils. ZM advised it is and has been purchased from the CV-19 catch up funding and early feedback is very positive.</p> <p>A governor asked if Now Press Play is that good could/should it be rolled out to all EMAT schools. JC advised that evaluation work including impact will be done to ascertain if other schools would benefit from it.</p> <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> Week of the return of all pupils had a focus on child- led activities, with opportunities for PSHE and physical activities. Next steps: Subject and phase leaders to take an active role in the monitoring of the curriculum using consistent whole school formats. <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> Regular PE meetings with Subject Leader to discuss PE spend and how to target less active children. Trails of knowledge to share learning with parents planned for Summer Term The next steps include: 1. Raising the profile of subjects with all stakeholders in the 	<p style="text-align: center;">ZM</p>
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	<p>newsletter. 2. Monitoring to be completed by all subject leaders using a consistent approach.</p> <p><u>Teaching and learning.</u> ZM highlighted for both schools;</p> <ul style="list-style-type: none"> • A focused timetable for monitoring has been created and shared with subject leaders – this will inform the monitoring process for the summer term. This includes weekly monitoring with time for teachers to evaluate. • Subject leaders will join learning walks as part of the coaching process. • New formats for book monitoring and collecting pupil voice have been shared with subject leaders to ensure a consistent approach. • Curriculum folders shared on Teams as central store for all subject leadership work completed. • Analyse arithmetic outcomes <p>A governor noted the work going on regarding pupils voice and asked if a stakeholder could report back at the next LAB meeting regarding this. ZM/Lorna Beard will action.</p> <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Next steps include continuing to monitor evidence of retrieval practice within all subject areas <p><u>Early Years Foundation Stage.</u> <u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Five children who are new to country joined the cohort and 	<p>LB/ZM</p>
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	<p>will be baselined at the beginning of this term. Attendance has been inconsistent – 3 further pupils are yet to return from their home countries.</p> <ul style="list-style-type: none"> • We have introduced the ‘Golden Mile’ where every morning, all of the Reception run around a circuit on the playground to improve fitness and plan to do some form of fundraising to develop the pond area in the garden. • Training planned for the new curriculum. <p>A governor asked if the five pupils are safe. LC advised they are and follow up phone calls are conducted along with all relevant supportive measures.</p> <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • High engagement with online learning and work submitted. • Daily live phonics teaching enabled our children to keep up with sound knowledge learning. • The next steps include splitting Maths groups to ensure all children continue to make accelerated progress. • EYFS have joined Celebration Assembly to help them with the transition into the main school. <p><u>iii. SEND / EAL/ Disadvantaged.</u> ZM highlighted for both schools;</p> <ul style="list-style-type: none"> • Tier 2 vocabulary now part of the curriculum for Year 4 – 6. • Both academies have met with Pupil Premium Lead, Daniel 	
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	<p>Sobel (DS). A follow up visit to each academy is arranged for Summer 2 and the first review was incredibly useful.</p> <p>CW asked as she is the PP and Disadvantaged how can she engage with this PP work.</p> <p>ZM offered to invite CW to the next meeting with DS.</p> <p>CW thanked ZM for the invite and will also share the information they have so far.</p> <p>JC advised that DS is the new Chair of the PP forum and CW will meet him there.</p> <p>MJ to check CW has received an invite to the PP forum.</p> <p><u>Hardingstone.</u></p> <p>JS highlighted the following;</p> <ul style="list-style-type: none"> • Sue Green (Nurture Support) employed on a Friday to work with specific children. • Ride High programme organised and starting next week for identified children. • The next steps include PP strategy statement for the website to be reviewed and edited. Closely monitor the impact of nurture groups and enrich. <p><u>SEND update.</u></p> <p>SN highlighted the following for both schools;</p> <ul style="list-style-type: none"> • The actions in the document are all after the safeguarding review. • Early assessments used to identify gaps and provide information for appropriate intervention/catch up. Support staff delivering interventions based on individual needs, as 	<p style="text-align: center;">ZM</p> <p style="text-align: center;">MJ</p>
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	<p>opposed to programmes – bespoke to individuals.</p> <ul style="list-style-type: none"> • SENDCo has completed ‘Send in a Nutshell’ document. • Remote learning monitored, observed and breakout interventions completed. • SENDCo has had a number of meetings with parents either virtually or face-to-face. <p><u>Stimpson.</u></p> <ul style="list-style-type: none"> • Additional 16 pupils will probably go onto the SEN register over the coming weeks. • OFSTED inspector interview. • Some children with significant SEN concerns are already being supported by SENCO (alternative provision/external support from Jogo). • SEN register is increasing, we currently have a further 25 children who are in the process of being observed and assessed if needed. • An EP has assessed one child with huge needs and another 2 children have also been assessed for dyslexia. • Referrals are increasing with 2 High Needs Funding referrals pending, 1 EHCP in process and working with parents on a further EHCP application. • Pupils with disability - now have disabled chairs in school as a commode. Outreach Learning for an Autistic child. • Two autistic children have got places in DSP units, one will go in the Summer Term and the other in September. • Teaching Assistants have been trained on Edukey so they can 	
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	<p>use this to update IEP's and interventions</p> <ul style="list-style-type: none"> • Currently completing a number of Speech and Language Assessments. • Replacement hearing aids for child to keep in school. • Staff trained in hearing aid placement. <p><u>Hardingstone.</u></p> <ul style="list-style-type: none"> • Additional 3 pupils will probably go onto the SEN register over the coming weeks. • Jogo to support with alternative provision over the coming weeks. • Edukey is being used to monitor opportunities and interventions provided. • SENDCo is observing those children who have been referred to her by class teachers. • The SEN register is increasing; we currently have a further 9 pupils who need assessing. • SENDCo has sent a number of referrals to Jogo, CAMHs, Sleep Right and the EP. • Member of staff training organised for Multiple Personality Disorder. <p>JC/ZM pointed out the positive effect SN has had with SEND at Stimpson since starting the role including parental engagement. The governors thanked SN for the work she is doing in this area.</p> <p><u>iv. Behaviour and Attitudes.</u> ZM highlighted for both schools;</p> <ul style="list-style-type: none"> • JB has completed a visit looking at learning behaviours for 	
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	<p>Stimpson and will complete one for Hardingstone next week.</p> <ul style="list-style-type: none"> • Sue Green is now working one additional day at SAA and one day at HA. <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Attendance – 95.73% (YTD), authorised absence (3.16%), unauthorised absence (1.11%). • The attendance cup has been re-introduced. • The weekly newsletter has been used to re-iterate attendance expectations. • The late gate system is used. <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • LT and significant staff continue to monitor the behaviour of specific children in Yr3. • Jogo training planned for lunchtime supervisors to help them have an even more positive impact on lunchtime. <p><u>v. Personal development.</u> ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • Teaching and Learning Conferences planned for Summer Term. Investigations ongoing to ascertain if an option for in-school or remote options would be beneficial. <p>The governors noted the benefit of offering parents as many options as possible.</p> <ul style="list-style-type: none"> • Trails of Knowledge scheduled. • Year 6 are involved in all of the enrichment opportunities. 	
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	<p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Subject leaders actively seeking out/ promoting specific days I.e. NSPCC number day, Earth day, pyjama rama (which promotes Reading). <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • Liaise with the secondary provision regarding transition and looking at in school transition. • Aspirations Day completed. <p><u>vi. Leadership and Management.</u> ZM highlighted the following for both schools;</p> <ul style="list-style-type: none"> • Pupil progress meeting planned for this week. • ZM arranged for LC and JS to work alongside university colleagues to interview candidates for teacher training courses. • Head of School Programme session delivered, this was based on challenge <p><u>Stimpson.</u> LC highlighted the following;</p> <ul style="list-style-type: none"> • Marketing ongoing to increase pupil numbers. <p>A governor asked if there is a plan to announce the Ofsted report once it's been released. LC advised there is along with support from EMAT.</p> <p><u>Hardingstone.</u> JS highlighted the following;</p> <ul style="list-style-type: none"> • Nursery application in progress. • Forest Schools is led by AH. 	
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	<p>JS will upload the Forest school policy onto GovernorHub.</p> <p>The governors asked for this policy to be added to the next LAB agenda.</p> <p><u>vii. Safeguarding.</u> ZM highlighted the following;</p> <ul style="list-style-type: none"> • Safeguarding audit completed at Hardingstone and Stimpson. These were both extremely positive and actions are already being addressed. • NWE to work with ZM and SW to build up her knowledge and expertise in this area. <p>A governor asked if there is a standard report for safeguarding that will be used. ZM advised there is and it will be uploaded onto the GovernorHub.</p> <ul style="list-style-type: none"> • Full support is being given to all relevant pupils and families • The My Concern site is accessed by all teaching staff and leaders Some TAs will receive training in May, up till then they will use paper versions. <p>viii. Please see agenda item 11.</p>	<p>JS</p> <p>PO</p> <p>ZM</p>
<p>10. Covid-19 Catch up fund update</p> <p>i. CW to report back regarding her virtual visits looking at the impact and provision of the CV-19 catch up fund.</p>	<p>CW advised that she has been in to complete a visit and this will be uploaded onto GovernorHub before the end of the month.</p> <p>CW highlighted that during this visit she recommend some changes to the plan.</p>	<p>CW</p>
<p>11. Management Accounts for information</p>	<p>PW highlighted the following; <u>Stimpson.</u></p>	<p>Reports on GovernorHub</p>

	<p>The budget is showing a surplus and is well managed. The plan is to build up a surplus to enable some of the planned investment to be brought forward i.e. re-marking of the playground.</p> <p>JB asked if capital funding can be built up to allow for projects in school to be completed i.e. utilising the front of the school.</p> <p>PW advised that this is possible and Stimpson has received the bulk of the trust funding for upgrading the roof and additional IT equipment. PW noted he is happy to receive ideas on how schools can be improved and these could be built into the capital plans.</p> <p>JB thanked PW for the update.</p> <p>ZM advised that the police have advised there is community funding available to develop the front of the school and communications have started on this.</p> <p>ZM noted that a priority is to improve the perimeter fencing and funding from the community pot may be available for this work.</p> <p>The governors asked if ZM could report back at the next LAB meeting with an update on this work.</p> <p><u>Hardingstone.</u></p> <p>The budget is well managed and is showing a small surplus.</p> <p>A governor asked if the expected pupil numbers for September could impact Hardingstone finances.</p> <p>PW advised that due to EMAT's use of LAG funding the expected pupil numbers will not affect the finances or the need to use any reserve funding.</p> <p>PW noted that he is keeping a close eye on the capacity and additional</p>	<p>ZM</p>
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	<p>capacity funding from the local authority as this is agreed annually.</p> <p>PW left the meeting at 18.22</p>	
<p>12. Governors to update the board regarding school visits and their lead areas.</p> <p>i. Wellbeing (Jolene)</p> <p>ii. Website (Alan)</p> <p>iii. SEND (Ruth)</p> <p>iv. Safeguarding (Nicky)</p> <p>v. RSE (Nicky)</p> <p>vi. Remote learning (Claudia) if applicable.</p> <p>B. Review governor lead areas to ensure they match the school's current priorities. Requested from last S&P</p>	<p>A. CW/PO reminded governors the need to complete a visit per term and pass completed and checked visit forms onto PO for uploading onto GovernorHub</p> <p>B. CW highlighted the need for a governor to lead on each of the current 5 key priorities, the governors agree these take priority over some of the existing governor lead areas. The governors agreed to take ownership of the, following;</p> <p>Priority 1: To address the impact of the lockdown period on children's emotional and physical wellbeing for them to be fully ready to learn. JK and will remain the wellbeing lead.</p> <p>Priority 2: To ensure our provision meets the current academic needs of individual pupils for them to catch up. CW.</p> <p>Priority 3: Ensure consistency and high expectations are implemented with regard to pupils' behaviour, leading to a positive approach to learning which is consistent across the academy. PO to speak to NW-E to ascertain if she wants to lead this priority. Post-meeting note NW-E mailed on the 12th May. On the 26th May confirmed yes.</p> <p>Priority 4: Develop leadership capability so that the leadership team are able to work at a pace to rapidly improve all areas of responsibility. This will then ensure that there are high aspirations and expectations for all staff and pupils, which will lead to the academy remaining a good or better place of learning for all pupils. Vacant</p>	

	<p>will be reviewed at the next LAB meeting.</p> <p>Priority 5. EYFS leadership and all EYFS practitioners have a clear and ambitious vision for providing high quality, inclusive care and education for all. As a team they share strong values, policies and practices. DH</p>	PO
13. Governance Handbook and New Scheme of Delegation.	MJ advised that a new Governance handbook and scheme of delegation will be shared with all governors and would welcome feedback/comments.	
14. Any other business	<p>RC advised that she will be leaving the board after the meeting in July due to relocating.</p> <p>The governors thanked RC for the update.</p> <p>DH thanked the board for their time and confirmed he would like to be a governor at Hardingstone and Stimpson.</p> <p>DH was unanimously voted onto the board.</p>	
15. Dates of meetings for the year:	<p>01/07/21 18:00 S&P SAA</p> <p>08/07/21 at 18:00 Full Board HA.</p>	Dates have been sent.

The meeting closed at 20.15

<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 meeting for Stimpson & Hardingstone held 22/04/21

Action	Owner
1. CW to arrange a meeting with ZM between meetings to discuss catch up funding and report back to the board the impact. Page 2.	CW
2. PW to investigate if the EMAT school arranged health and safety visits can be shared with governors. Page 2.	PW
3. LC to send JK the link to her NPQH presentation. Page 3.	LC
4. ZM to add the learning rubric to GovernorHub for governors. Page 7.	ZM
5. LB to report back at a future meeting an update regarding pupil voice. Page 8.	LB/ZM
6..ZM to invite CW to the next meeting with DS. Page 10.	ZM
7. MJ to check CW has received an invite to the PP forum. Page 10.	MJ
8. JS to upload the Forest school policy onto GovernorHub. Page 15.	JS
9. Forest school's policy to be added to the next LAB agenda. Page 15.	PO
10. ZM to upload the safeguarding report completed by NW-E onto GovernorHub. Page 15.	ZM
11. CW to upload her CV-19 catch up visit form onto GovernorHub before the end of May. Page 15.	CW
12. ZM to give an update on the perimeter fencing at Stimpson. Page 16.	ZM
13. Priority 4 lead governor to be added to the next LAB agenda. Page 18.	PO

