

**Minutes Hardingstone, Stimpson & Castle Academies**  
**18<sup>th</sup> January 2024 17.30hrs**  
**Meeting held at Castle Academy**  
**The third meeting of the academic year 2023-2024**

These minutes reflect the order of the agenda and not necessarily the order of discussion.

NAME	ROLE/AREA OF INTEREST	TYPE OF GOVERNOR	TERM FROM & TO	PRESENT	NO.OF MEETINGS ATTENDED
Zoe McIntyre	Executive Headteacher	Executive Headteacher		YES	3/3
Dave Hood	Chair	Co-opted	22/04/21 - 21/04/25	YES	2/3
Joseph Eyiaro		Co-opted	09/03/23 - 08/03/27	YES	2/3
Mostafa Miah		Co-opted	13/03/23 - 12/03/27	YES	2/3
Sandra Akhigbe		Co-opted	11/01/23 - 210/01/27	YES	2/3
Mayowa Orioye	Vice Chair	Co-opted	19/01/23 - 18/01/27	APOLOGIES	1/3
Gillian Innocent-Labija		Parent	16/03/23 - 15/03/27	YES	3/3
Ornela Mato		Parent	21/09/23 - 20/09/27	APOLOGIES	1/3
Adrian Lett		Staff - Stimpson	23/01/20 - 22/01/24	YES	3/3
Bethany Harnes		Staff - Hardingstone	28/02/23 - 27/02/27	YES	3/3
Hanna Godden		Staff - Castle	13/11/2023 - 12/11/1024	YES	1/2
VACANCIES 3 Co-opted					

**OTHERS PRESENT AT THE MEETING**

NAME	ROLE
Joshua Coleman	Chief Executive Officer - EMAT
John Lawson	Head of Education – EMAT
Paul Osborne	Governance Support Office - Clerk - EMAT
Luci Clapton	Head of School - Stimpson
Dan Lugg	Head of School - Castle
Alex Holdsworth	Acting Head of School – Castle
Gill Glenn	Head of School – Hardingstone
Fiona Wheeler	EMAT Trustee

Agenda item	Discussion	Action / Information
1. Welcome and Introductions	<p>Introductions made. The Chair reminded the board that all items discussed at the meeting remain confidential until such time as the minutes are approved and signed off.</p> <p>The Chair welcomed HG to their first meeting.</p>	
2. Apologies	<p>Apologies received and accepted from <b>Ornela Mato</b> and <b>Mayowa Oriyoe</b>.</p>	
3. Quoracy.	<p>The meeting was quorate.</p>	
4. Declarations of interest.	<p>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. Minutes of the board meeting held on the 16/11/23	<p>The Board received and <b>agreed</b> the minutes of the meetings held on 16<sup>th</sup> November 2023.</p>	
6. Action Log from the LAB meeting held on the 16th of November.	<p>i. Further investigation will take place into Pupil Late arrivals – including procedure and timing of closing of school gates in morning and consideration of streamlining signing in arrangements for late arrivals. <b>Ongoing</b>. ZM advised that the administration teams had received additional training in Arbor to allow deeper dives into the data. The latest data is as follows.            Castle 75 in the first week of the school year now 48.            Hardingstone 44 in the first week of the school year now 32.            Stimpson 38 in the first week of the school year now 29.            This shows an improvement but there is still work to do.</p> <p>LC added that she has been in conversation with certain parents highlighting their son/daughters lateness and since these conversations lateness has improved.  <b>The board thanked ZM and LC for the update and asked for a further update in meeting 4.</b></p> <p>ii. Add Statutory definition of ‘Lateness’ in relation to prosecution to Attendance Policy. <b>Ongoing</b>. PO advised the policy will be ready to be shared at the next meeting.</p> <p>iii. Governors to arrange visits and timings with Executive Headteacher – every Governors is expected to make one visit per term. <b>Done</b>. ZM to share more information during the meeting.</p>	<p><b>i. ZM / Heads of schools.</b></p> <p><b>ii. PO</b></p>

	<p>iv. Pupil and Parent Surveys – more thought to be given to improving understanding of the surveys, use of widgets by children and utilizing times when Parents are in the school for consultation evenings or other activities and production of EAL versions. <b>Done.</b> PO advised that all ideas received had been viewed and if appropriate will be incorporated into the next round of surveys.</p> <p>v. Parental/Child/Staff Surveys – future reports to include data to allow comparison with previous surveys. <b>Done.</b></p>	
<p>7. FW to go through the role of a trustee.</p>	<p>FW thanked the board for the invite to go through her role as a trustee and highlighted the following.</p> <ul style="list-style-type: none"> <li>• Strategic direction.</li> <li>• Performance of the trust including holding leaders to account, financial performance, pupil data analysis.</li> <li>• Compliance.</li> <li>• Prudent management of resources.</li> <li>• Good governance.</li> <li>• In addition to the Trust board meetings there are also two sub committees.             <ol style="list-style-type: none"> <li>i. Audit and Risk.</li> <li>ii. Finance, Human Resources, Estates.</li> </ol> </li> </ul> <p><b>The board thanked FW for the information and welcomed the continuing close collaboration between LAB's and trustees.</b></p>	
<p>8. A. Headteacher's report.</p> <p>B. Performance report.</p>	<p><b>School context and behaviour.</b></p> <p><u>Hardingstone.</u> GG highlighted the following.</p> <ul style="list-style-type: none"> <li>• No new staff in attendance this term.</li> <li>• A child in Year 4 has been suspended on several occasions for violent and verbally aggressive behaviours towards adults and children. Meetings have taken place between the parents and outside agencies and an alternative provision was offered.</li> </ul> <p><b>A governor asked if further information can be shared regarding this case.</b></p> <p>PO noted that the update from the school is an overview only as the case may go to a formal complaint on which board members sit on the review panel.</p> <ul style="list-style-type: none"> <li>• This term we have had several issues relating to the behaviour of parents. There have been three separate cases of inappropriate behaviour by parents towards staff. Two of these have been verbal and one threatening incident.</li> </ul> <p><b>A governor asked if the police had been involved in any of the cases.</b></p> <p>GG confirmed they had as one of the parents who witnessed the events was an off duty police officer.</p> <p>JC added that EMAT will not hesitate to escalate any such incidents to the police if required and appropriate.</p>	

Stimpson. LC highlighted the following.

- New SEND Teaching assistant (LF) has started – she will be supporting two pupils with EHCPs within LKS2.
- 27 immediate 3s were issued this term, which is higher than during Autumn 1. This includes one incident of damage to school property which included a large group (7) Year 6 pupils.

**A governor asked what happened to the year 6 pupils.**

LC advised they with full parental agreement tidied up the mess they made and were very remorseful of their actions. The support from the parents was greatly appreciated.

Castle. AH highlighted the following.

- We have had two members of staff start their maternity leave (SN & LW), which brings the current number to 4 members of staff. Recruitment is ongoing with some success.
- We plan to have two new teaching assistants in EYFS, one to cover maternity and one to support a 1:1 child, however, there are currently some complications regarding references.
- SS (supply) has joined us in Year 2, teaching 3 days per week, covering a maternity leave.
- DR has started as a HLTA, having previously been a teaching assistant. She will be teaching in Year 2 for 2 days per week, partner teaching with SS (see above).
- CH is still teaching in Year 4 (long term supply)- we are yet to receive any interest in the Year 4 teacher vacancy.
- SW is not in work due to formal disciplinary proceedings. HG, Year 5 teacher, has stepped into Year 6 to cover his absence and one of our HLTAs (JF) is teaching full time in Year 5.
- Immediate 3s reduced from 44 in Autumn 1 to 26 in Autumn 2.

JL asked if AH is happy with the arrangements in year 6.

AH confirmed he is and there are high expectations for the pupils.

JC asked for more information regarding the immediate 3s data.

AH advised that the majority were issued during unstructured time i.e., lunchtime. The goal is to reduce this number further, but they will be issued if needed and behavior plans are used if appropriate.

DL added that the school has very good relationships with parents and in school incidents are often followed up by the parents at home.

JL noted behaviour management is very strong and is a strength of the school.

JC noted that today's attendance in year 6 was 100%.

## Data headlines and Progress/barriers in relation to SIP

### priorities.

Hardingstone. GG highlighted the following.

#### SIP.

- Key Priority 1: Quality of Education – Continue to improve the expertise of teaching staff so that teaching is at least securely strong. Further develop coaching model and ethos to help staff develop exceptional practice. (1.1) (Identify expertise so that a peer-to-peer support approach is established. (National College usage and impact).
- To improve the level of challenge in lessons so that pupils make good or better progress from their starting points. (1.7) (Interventions are in place for more able pupils). Leaders support teachers to improve further systems for the identification, support and ensure strong outcomes for pupils with SEND or who speak EAL. (1.8) (EAL induction pack to be implemented and EAL lead to visit SAA provision).
- Key Priority 2: Strengthen the behaviour curriculum to further improve standards of behaviour and behaviour for learning. Establish clear and concise behaviour expectations for pupils and teachers, to create a positive and consistent learning environment. (2.1) (Establish peer mentoring or support systems to empower students to take an active role in maintaining a positive and inclusive school environment).

#### **A governor asked if there are any areas GG does not think will be met.**

GG advised that she is confident all will, there are some that are currently not showing as started which is due to them be diaried to start later in the year.

JC asked for an update for the work regarding respect.

GG advised that the work had been well received.

#### **A governor asked for an update regarding pupil numbers.**

GG advised it is currently 241 and increasing, the nursery numbers are very encouraging and should help the main school numbers increase in the coming years.

JL noted the importance of getting more pupils to greater depth and asked for an update regarding the initial support EAL pupils receive.

GG noted that the team from Hardingstone had visited their counterparts in Stimpson and will use their highly regarded EAL packs.

JL asked if the school plan to use more interventions if required.

GG advised these are already happening.

#### Data.

Phonics year 1 RWI bands.

- By Autumn 2 most pupils should be in the pink group or better.
- There are 9 pupils who have remained in the same group this term. Six children are receiving interventions linked to phonics. One of these

children is SEN. One is mute and EAL: although he has been making progress, he has suffered with illness and has been absent from school. We have one pupil where parental engagement is an issue and we will work to engage these parents further. The remaining 3 pupils are making good progress during English lessons and their writing outcomes are positive. We will continue to monitor their progress during sessions. The pupils who require it are receiving extensive support.

JL asked for an update on why the data compares less favourable with the other schools.

GG advised the reasons are a high level of SEND, several new to country pupils, EAL, one pupil who is mute, illness and one pupil moving to a special school.

JL noted the 35% of pupils in the green band and asked for an update.

GG noted that improvements in fluency is key and is being targeted.

ZM added that teaching observations had taken place and there had been meetings with the Reading lead and the school will continue to use interventions and master class.

#### Year 1 Reading.

- The percentage of pupils achieving expected in the assessment was 61%, with 17% achieving an outcome of greater depth. There are potentially 4 additional pupils who could achieve greater depth by the end of the academic year. There are 4 pupils who will be targeted to achieve expected and an additional one who scored below 84 scale score. Actions to ensure that identified pupils make accelerated progress have already been completed including a question level analysis to identify gaps.

**A governor asked if recent pupil intake have a greater number of SEND pupils.**

ZM yes.

#### Year 5 Maths.

- In mathematics, there are currently 68% of pupils who achieved the expected standard and 27% who achieved a greater depth outcome. Targeting the child who achieved a scale score of 90 would enable us to achieve an outcome of 70%. This would be below national expectations so those pupils who achieved a scale score of 85+ will also need to be targeted. Of the 11 children with a scaled score below 85, 3 are SEN children in Butterfly Meadow, 4 additional children are SEN, two of which have mathematics as a focus within their IEPs. There is one child who joined the school in Year 4 and was new to country. She has made excellent progress and achieved a score of 81. We will also target pupils in the green area who could achieve a greater depth outcome. Actions to address pupils who need to make accelerated progress include:
  - i. A question level analysis has been completed to inform future planning.

- ii. Pre and post teaching will continue to take place for these targeted pupils.
- iii. Targeting for live marking.
- iv. Use of worked examples.
- v. Targeting of homework.
- vi. Morning work.
- vii. Retrieval practice.
- viii. Arithmetic focus within lessons.

Stimpson. LC highlighted the following.

SIP.

- Quality of Education – Continue to improve the expertise of teaching staff so that teaching is at least securely strong. (1.5) Ensure that there is a focus on the use of choral reading across the school. Interventions are in place for more able pupils (1.7).
- EYFS – develop and maintain parental engagement – EYFS to have a high profile within the newsletter. (5.4).

Data.

Year 1 RWI bands.

- The data is from one test and not teacher assessment.
- Whilst there has been clear progress between groups, there is a decline in the % of pupils at expected. This is mainly due to a group of pupils who have remained within the purple group (5 pupils) and a group within the orange group (4 pupils). These pupils have all been identified for an intervention group with the reading leader, 3 days a week.
- Phonics teaching staffing has been reviewed in light of new adults – this has allowed us to ensure that during staff absence, we do not need to ‘double up’ groups, therefore impacting less on the day-to-day efficiency of the groups. (HLTAs taught purple and orange). Staffing changes have allowed more interventions and use of team teach.

NTS Graphs Maths.

- Of those pupils scoring below the 86, there are a further 8 pupils who can be targeted for expected, taking the targeted potential to 80%.
- Early indications are that the arithmetic is stronger with an average score of 19 out of 30 for arithmetic, with 8 and 9 being the average for the reasoning papers (total marks available = 25).
- Maths Lead will be monitoring planning and books to ensure there is sufficient coverage of reasoning and problem-solving activities, with follow up support being put into place where appropriate.
- Year 4 a focus group following the latest results. This year group has good quality staff in place and there are regular reviews of books and extensive support.

Reading.

- Although NTS data shows only 34% of pupils achieving expected on the NTS assessments, Autumn 2 phonics data indicates 56% are working at the expected standard. It was identified that pupils need more opportunities to respond to texts and further comprehension activities have been planned within the curriculum. There is a tighter focus on guided reading, and this started on 8th January.
- A further 9 children were between 2 and 3 marks away from expected (47%).
- When pupils are completing daily reading, there will be an expectation that there is an element of comprehension completed each day.
- English Lead will monitor provision for reading/comprehension and support the Year 1 team.

Castle. AH highlighted the following.

SIP.

- Progress made in all areas.
- Quality of Education: Continue to improve the expertise of teaching staff so that teaching is at least securely strong. This includes trust wide training. (1.3 & 1.4)
- Behaviour and Attitudes: Strengthen the behaviour curriculum to further improve standards of behaviour and behaviour for learning. (2.2)
- Personal Development: Develop pupil leadership roles so that they gain confidence, are responsible and their voice has an impact in school. Includes developing knowledge on British Values. (3.2 & 3.3)
- Leadership and Management: Further develop the expertise of school leaders so they effectively drive school improvements including leadership training. The tracking of DA engagement is improving. (4.2)

Data.

Phonics Year 1 RWI bands.

- There are 28 pupils who have remained in the same group this term.
- There are 23 pupils who have moved up one group.
- There are 4 pupils who have moved up two groups.
- There is one child who has moved up three groups.
- No children have gone down a group.
- 14 children who have remained in the same group are EAL and 3 are SEND. Although children have not moved up a group, they have still made good progress with their phonics. These children are receiving extra phonics in the form of the virtual classroom to support their progress.
- A focus area is moving pupils from the purple group into the pink group.
- The strongest teachers are used where the pupils needs are greatest.
- RBL (English specialist) is supporting the school.

**A discussion followed about virtual classrooms and how they are a part of a suite of support available to pupils.**



	<p><b>A governor asked if virtual classroom is available to all.</b> DL yes and will send out more information.</p> <p><u>NTA Graphs Year 3 Reading.</u></p> <ul style="list-style-type: none"> <li>• Although only 41% of children in Y3 reading achieved the expected score in the NTS reading paper, teacher assessment was higher at 62.1% which will consider reading lessons, daily reading etc. Senior leaders have met with teachers who believe that one contributing factor to low test outcomes for some children was a lack of ‘test technique.’</li> <li>• Interventions have been planned to bridge the gap for the children in the yellow group. In addition, the English leader has adapted the approach to reading following support from Ruth Baker-Leask – this should help improve outcomes.</li> <li>• Most pupils have made expected progress.</li> </ul> <p><u>Maths year 2.</u></p> <ul style="list-style-type: none"> <li>• Maths is the stronger area in the school currently when looking at NTS data alone. Our lowest percentage is 62% (Y2) who are working at the expected standard. 6 children have been identified to push to the expected standard and would take us to 72%, however, there are a further 3 children we could also push for expected standard. There are interventions in place to reflect this.</li> <li>• Support in place for specific pupils.</li> <li>• The current projection is to beat last year’s national figure of 70%.</li> </ul> <p><u>Curriculum development and enrichment.</u> <u>ZM highlighted the following for all schools.</u></p> <ul style="list-style-type: none"> <li>• During the training day we introduced a move to live marking. Live marking will be implemented for all subjects; however, distance marking will still need to be used for longer pieces of extended writing. Staff were provided with the rationale and purpose of live marking and the challenges they may face. Strategies were also shared. The 20-minute daily book looks, introduced last term, will enable us to closely monitor the impact of live marking and support staff where needed.</li> <li>• Live marking encourages pupils to edit their own work and the initial feedback from all parties is encouraging.</li> </ul> <p>JL asked how are staff receiving updates regarding live marking. ZM advised that initially it was via email but following a review it is now done verbally and engagement is strong.</p> <p><b>A governor who has seen the information regarding live marking noted how well the scheme is working.</b></p> <p>LC added that the scheme allows pupil engagement and staff can adapt quickly to each pupils requirements.</p>	DL/AH
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GG highlighted the following.

- There may be weeks where the 20-min book look are reduced due to capacity. However, ZM and GG are working this between them. There is a plan that we further involve subject leaders in with this process alongside GG or ZM as a coaching process. This is an idea implemented in an outstanding school and should work well at Hardingstone.

LC highlighted the following.

- New sensory room has now been installed – this will be accessed by any pupils who may need to use this space. There is still some minor decorating and resourcing to be purchased but this is a usable space.

AH/DL highlighted the following.

- Due to low attendance at the latest Head of School Coffee and Catch Up, AH asked parents for feedback on our parental engagement events. Some parents felt that there were too many coffee mornings as we were also offering a half termly inclusion coffee morning and had recently held the Macmillan Coffee Morning. Senior leaders have reviewed the parental engagement calendar as a result.

**A discussion followed regarding the amount of coffee mornings/events and a governor asked if a review could be undertaken to ascertain if there was any benefit in combining some of the events to encourage greater participation.**

DL / AH to investigate.

AH/DL

Safeguarding.

LC highlighted the following.

- Year 6 pupil on a CP plan will not be returning. School contacted social care prior to the holiday regarding concerns the family were going away. Social care have confirmed that they have been unable to contact family and believe they have moved overseas. She will be reported as CAE pupil.
- Safeguarding update for midday supervisors has been planned for 17th January.

**A governor asked why the midday supervisors update had been done separately.**

LC advised that midday supervisors did not attend the training day hence the training being completed at a later date.

AH/DL highlighted the following.

- We have had one family who have been split up following the actions of Mum at the back end of last academic year. One of the brothers is with his grandmother and the other is in foster care. The foster care is due to stop and one of our teachers, who is very experienced with fostering has offered to foster the child. The other brother, with his grandmother, has left the school as the distance is too far.

- We are providing off-site provision for an NIA child who is at risk of permanent exclusion. Original two-week agreement before Christmas has extended to a further three weeks in January.

**A governor asked if the pupil may apply for a full time place at Castle.**

DL advised this is possible and the pupil had settled in very well and is thriving at Castle.

- Court order in place for an adult who is banned from site.

**A governor asked if the police would arrest the adult if they entered the school grounds.**

AH yes.

## ii. Performance Report.

**The Chair invited questions.**

**A governor noted the capacity at Hardingstone is 420 and according to the PR there is currently 232 on roll and asked what are the plans to increase this number.**

GG advised that the pre-school is proving incredibly useful in increasing numbers and EMAT's public relations manager had collaborated with the school to help increase pupil numbers.

**A governor asked if staff absence was due to general sickness or an increase in CV-19 cases.**

GG noted that absence is predominantly due to general illness.

**A governor asked if there were any concerns regarding the 7 child on child physical abuse incidents.**

LC advised there were no concerns, all guidelines were followed, and the school has a zero tolerance to child on child physical abuse.

**A governor asked what the capacity of the nurse is.**

AH 52 and the nursery has 52 on roll.

**A governor asked if all vacancies are being advertised.**

AH advised not all are as there is uncertainty on when certain staff will return and the school currently has a strong group of supply teachers.

9. Governor updates.  
i. Visit reports, expectation of visit and draft visit schedule.

i. PO reminded the governors that the expectation is a minimum of one visit per term and some governors had not completed a visit before Christmas. PO/ZM added that if there are any obstacles to stop governors completing a visit to the schools please advise and they will do their best to support board members.

<p>ii. GovernorHub training.</p>	<p>ZM shared the updated Governor overview visit document which lists each governors lead area and school contact details.</p> <p><b>The governors thanked ZM for the update and all assured ZM they would complete at least one visit this term and asked for this to be added to the next agenda.</b></p> <p>DH safeguarding visit report to Castle from the 12<sup>th</sup> December was shared.</p> <p><b>A governor noted the three bespoke visit reports for.</b></p> <ul style="list-style-type: none"> <li>• SEND.</li> <li>• Pupil Premium.</li> <li>• Safeguarding.</li> </ul> <p><b>The governor asked if more bespoke visit report can be instigated for example Phonics.</b></p> <p>PO/JL thanked the governor for the feedback and will manage.</p> <p>ii. PO went through phase 1 of the GovernorHub launch highlighting.</p> <ul style="list-style-type: none"> <li>• The noticeboard and that are governors can post information/questions onto the noticeboard.</li> <li>• Calendar.</li> <li>• Documents.</li> </ul> <p>PO advised that phase 2 will launch in early spring and include training opportunities via the Key. PO to go through phase 2 at the most suitable governor meeting.</p>	<p>PO</p> <p>PO/JL</p> <p>PO</p>
<p>10. Review reports.</p> <p>i. Castle data review.</p> <p>ii. Inclusion reports.</p>	<p><b>i. The board noted the Castle data review document, but all agreed the data had been superseded by that included in the Headteacher's report.</b></p> <p><b>ii. A governor asked how the recommendations from the reports are incorporated.</b></p> <p>ZM noted that they are picked up at the next review and if appropriate are incorporated into the SIP.</p>	
<p>11. Policies. Safeguarding &amp; Child Protection.</p>	<p>PO advised that the bulk of the policy had been approved by trustees and the board are to focus on the schools specific information.</p> <p><b>The policies were unanimously approved.</b></p>	
<p>12. Any other business.</p>	<p><b>The Chair noted it was AL last meeting before his term of office expired. All thanked AL for his commitment.</b></p>	
<p>13. Dates of meetings for the year:</p>	<p><b>Dates of meetings for the year: 2023-2024.</b></p> <p>7th March 2024 17.30hrs meeting 4 in Stimpson</p> <p>2<sup>nd</sup> May 2024 17.30hrs meeting 5 in Hardingstone</p> <p>11th July 2024 17.30hrs meeting 6 in Castle</p>	

The meeting closed at 19.40

Minutes agreed as a true representation and signed

Signature

Print Name

Date

**Actions from meeting no 3 Hardingstone, Stimpson & Castle academies held on the  
18/01/2024**

Action	Owner
1. Update to be given at meeting 4 regarding the latest data for Pupils Late arrivals – including procedure and timing of closing of school gates in morning and consideration of streamlining signing in arrangements for late arrivals. Page 2.	EHT, and Heads of schools
2. Add Statutory definition of ‘Lateness’ in relation to prosecution to Attendance Policy. Page 2.	PO
3. DL/AH to send out information regarding Virtual classrooms to all parents. Page 9.	DL/AH
4. DL/AH to review the amount of coffee morning/parent events and ascertain if there is a benefit in combining some. Page 10.	DL/AH
5. PO to add governor visit updates to the next agenda. Page 11.	PO
6. PO to work with JL to develop more bespoke governor visit reports i.e., Phonics. Page 11.	PO
7. PO to share information regarding the launch of phase 2 on GovernorHub at the most convenient LAB meeting. Page 11.	PO