

**FINAL Minutes Hardingsstone, Stimpson & Castle Academies**  
**21<sup>st</sup> September 2022 17.30hrs**  
**Meeting held at Stimpson Academy**  
**The first meeting of the academic year 2022-2023**

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

Agenda item	Discussion	Action / Information
1. Present.	<p><b>Zoe McIntyre</b> (Executive Headteacher Hardingsstone, Stimpson and Castle Academy)</p> <p><b>Luci Clapton</b> (Stimpson Head of school)</p> <p><b>Julie Stevens</b> (Head of school Hardingsstone)</p> <p><b>Dan Lugg</b> (Head of school Castle)</p> <p><b>Chantelle James</b> (Hardingsstone SENCO)</p> <p><b>Kirsty Craven</b> (Castle SENCO)</p> <p><b>Sue Neighbour</b> (Stimpson SENCO)</p> <p><b>Adrian Lett</b> (Staff Governor Stimpson)</p> <p><b>Claudia Wade</b> (Co-opted Governor)</p> <p><b>David Hood</b> (Co-Opted Governor)</p> <p><b>Hayley Draper</b> (Co-Opted Governor joined at 17.45)</p> <p><b>Michelle Betts</b> (Co-Opted Governor) joined virtually</p> <p><b>Joshua Coleman</b> (CEO: EMAT)</p> <p><b>Monica Juan</b> (EMAT Compliance &amp; Governance)</p> <p><b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions made. PO reminded the board that all items discussed at the meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies.	<p>Apologies received and accepted from <b>Kamal Sandhu</b> (Co-Opted Governor), <b>Bryony Nester</b> (Staff Governor Castle) and <b>Jo Daniels</b> (Co-Opted Governor).</p> <p>PO advised that <b>Paul Wilkinson</b> (Staff Governor Hardingsstone) 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. Appointment of Chair and Vice-Chair.	<p><b>CW</b> was unanimously appointed as Chair</p> <p><b>DH</b> was unanimously appointed as Vice-Chair.</p>	

6. Minutes of the Academy Local Board meeting held on the 5th of July and the 12 <sup>th</sup> of July 2022.	PO advised that due to the LAB and S&P meetings amalgamating in 2022-2023 there are two sets of minutes for this meeting all subsequent meetings will have one set. The minutes of the meetings held on the 5th of July and the 12th of July 2022 were agreed to be an accurate representation and signed by <b>CW</b> .	
7. Action Log from the LAB meeting held on the 5 <sup>th</sup> of July.	<p><u>5<sup>th</sup> of July.</u></p> <p>i. An update on the trust stress management policy. <b>Done. PO supplied an update.</b></p> <p>ii. JS to send PO the Behaviour Hub toolkit. Once received PO to share with the board. <b>Done.</b></p> <p>iii. JS to investigate the benefits of using parents via public relations to help increase pupil numbers. <b>Ongoing JA (EMAT HR team now the owner)</b></p> <p>iv. DL to give an update in meeting two 2022-23 about what Rosenshine is and how the school use it. <b>Done and information shared.</b></p> <p>v. DL to present the schools strategies for reintegrating a pupil onto a full-time timetable in meeting 2 of 2022-23. <b>Ongoing.</b></p> <p>vi. JS to finalise MB visit report and share with PO. <b>MB to finalise.</b></p> <p>vii. PO to obtain headshots for all governors and send to the HoS. <b>Ongoing, PO to chase.</b></p> <p>viii. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. <b>Ongoing.</b></p> <p><u>12<sup>th</sup> of July.</u></p> <p>i. MJ to arrange for governor focussed FFT training to elaborate on how/why FFT used. <b>Ongoing PO new owner.</b></p> <p>ii. All governors to view the areas highlighted in the exception reports and incorporate these into future visits. PO to update the governor visit report. <b>Done.</b></p> <p>iii. DL to report back for GLD pupils to show how many of the summer born pupils are PP. <b>Ongoing update to be given in meeting two.</b></p> <p>iv. DL to present regular updated on the progress of KS2 Writing. <b>Ongoing update to be given in meeting 2.</b></p> <p>v. The requirement for governors to complete KCSiE training to be added to the actions in each schools safeguarding report. <b>Ongoing for Hardingsstone.</b></p>	<p>iii. JA</p> <p>v. DL</p> <p>vi. MB</p> <p>vii. PO</p> <p>viii. All governors</p> <p>i. PO</p> <p>iii. DL</p> <p>iv. DL</p>
8. SEND Annual report 2021/22.	<p><u>Castle Academy.</u></p> <p>KC highlighted the following.</p> <ul style="list-style-type: none"> <li>• Areas of need include.             <ul style="list-style-type: none"> <li>i. Cognition and Learning, percentage of SEN pupils 28.3%.</li> </ul> </li> </ul>	Reports on Teams

	<p>ii. Communication and Interaction, percentage of SEN pupils 43.4%. This has increased from last year.</p> <ul style="list-style-type: none"> <li>• KC completed her NASENCO qualification.</li> <li>• Four pupils on EHCP.</li> <li>• There is a delay in pupils seeing an educational psychologist due to long waiting times. The school continues to support as much as possible.</li> <li>• Target Autism and Mosaic has been used and is proving effective.</li> <li>• Staff support sessions being conducted.</li> <li>• Key priorities include.             <ol style="list-style-type: none"> <li>i. Further develop the parent forum.</li> <li>ii. Adaptation of the curriculum including use of external agencies.</li> <li>iii. Further develop early identification support, the nursery provision is helping with this.</li> <li>iv. Further involve parents in a fully collaborative way with the assess, plan, do, review process. This work also includes the parent SEND forum which will continue with plans for it to grow and encourage more parents to attend.</li> </ol> </li> <li>• Speech and language screening in reception has been completed.</li> <li>• Target Autism – some staff are not taking up the opportunity to seek support from professionals by attending the drop-in sessions. Looking at different ways to engage staff to seek further support.</li> </ul> <p><b>A governor noted that the data indicates that KS2 is performing better than KS1 with TAs differentiate learning and asked how this gap is going to be closed.</b></p> <p>KC advised that the number of pupils joining Castle with SEND is increasing which has meant more staff are required to support these pupils. There will be a focus on training for all relevant staff to help close this gap.</p> <p><b><u>Stimpson.</u></b></p> <p>SN highlighted the following.</p> <ul style="list-style-type: none"> <li>• Education, Health, and Care Plan (EHCP) x 3.</li> <li>• Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? There is one EHCP application currently in process.</li> <li>• Areas of need include.             <ol style="list-style-type: none"> <li>i. Communication and Interaction number of pupils thirteen which has decreased.</li> </ol> </li> </ul>	
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	<p>ii. Cognition and Learning number of pupils 17 which has increased and is probably going to be temporary increase due to improved identification.</p> <p>iii. Social, Emotional and Mental Health below national.</p> <p>iv. Sensory and/or Physical below national.</p> <ul style="list-style-type: none"> <li>• Funding. We received £4000 for a HNF application in May however, it has recently become known that we have only received £12000 for EHCP funding, which should have been £18000. SN is investigating why our funding has a shortfall.</li> <li>• Update given on the staff training completed with evidence on the impact seen within the classrooms recorded.</li> <li>• Key priorities include.             <ul style="list-style-type: none"> <li>i. IEP's to be completed termly not half termly and these are to be used as targets for SEND and become fully working documents.</li> <li>ii. More early identification with the introduction of new SALT assessments (WELCOME).</li> <li>iii. In reception more pupils are coming into school with needs i.e., not toilet trained and language barriers including the requirement to clarify what certain words mean not just that the pupil can say them. The WELCOME assessment will help with some of these needs and will focus on the pupils in reception and year 3.</li> <li>iv. Further develop the parental involvement and increase face-to-face work (parent forum, language specialists, English lessons, mental health sessions, develop skills) to enable parents to help children. Parental coffee meetings are starting soon.</li> </ul> </li> </ul> <p><b>A governor asked if for some pupils the ongoing work clarifying the meaning of certain words a special need or EAL.</b></p> <p>SN noted that various systems/checks are used to ascertain if a pupil has a specific need or requires additional learning. There has been a noticeable increase in pupils struggling with language / socialising post CV-19. This is being worked on in school and having the nursery on site is allowing identification and support to be made earlier.</p> <ul style="list-style-type: none"> <li>• Regular meetings/observations with staff to ascertain where improvements can be made.</li> </ul> <p><b>A governor asked what the plan is for the parents/ carers who may be reluctant to attend due to potential language barriers.</b></p>	
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SN advised that these parents are a primary target and there will be staff in attendance who speak various languages to help, and this will be highlighted in the invites.

**A governor asked how do subject leaders ensure the curriculum is freely accessed and used by SEND pupils.**

SN confirmed that these pupils are asked appropriate/searching questions, which feed into next steps and the use of adaptive learning. SN highlighted that she has regular catch-up meetings and all staff are aware of the needs of each pupil within their class. SN noted that she regularly observes lessons to check on the teaching and the progress being made.

**Hardingstone.**

CJ highlighted the following.

- Education, Health, and Care Plan (EHCP) x one pupil.
- One pupil refused HNF but advised EHC application. EHC application started 16.6.22.
- The main significant changes in the SEND profile since last year is.
  - i. Increase in SEND needs with 25 children on SEND register.
  - ii. SEND Provision to open October/January. This will change the SEND profile as we will have more children with Communication and Interaction needs.
- Areas of need include.
  - i. Communication and Interaction, seven pupils.
  - ii. Cognition and Learning, eleven pupils.
  - iii. Social, Emotional and Mental Health, six pupils.
  - iv. Sensory and/or Physical, one pupil.
  - v. The most significant types of primary need within the school are ADHD, Dyslexia and developing SEMH and SLCN.

**A governor asked why communication and interaction is a focus area for CJ development.**

CJ advised that the evidence seen post CV-19 shows this is an area that requires further support.

**A governor noted that communication and intervention are a focus area and asked if this is across all years.**

CJ noted it is primarily in EYFS/KS1 with a limited amount in KS2.

- Attendance and exclusion of SEND pupils.

	<p>i. An improvement in SEN attendance from Spring term by 1.81% this is a huge improvement, with only a 0.15% improvement from Autumn to Spring.</p> <p>ii. The gap between SEN and non-SEN now shows SEN to have a better attendance than non-SEN by 0.25%. This is a huge improvement from Spring term, where there was a 1.52% difference.</p> <ul style="list-style-type: none"> <li>• Vast amount of training completed in 2021-2022 including target autism.</li> <li>• The identified key priorities and actions for development of the school's SEND provision for the next 12 months include.           <ul style="list-style-type: none"> <li>i. A focus on High quality teaching within classrooms to support SEND learners to make good progress.</li> <li>ii. Recognise the reduced identification of Communication &amp; Language needs; be rigorous in identifying children who may acquire these needs. - 2 new children have been identified with these needs.</li> <li>iii. Continue to make sure Hardingstone is conducive environment for children with ADHD- Further parent workshops, school involvement in Behaviour hub and further initiatives i.e., movement breaks and regulation stations.</li> <li>iv. To introduce a speech and language intervention (Chataway) to support SALT needs in KS1.</li> <li>v. To ensure SMART targets are used, with a focus on them being measurable to show impact.</li> <li>vi. To ensure close monitoring of new interventions to enable ALL children with SEND make good progress.</li> <li>vii. To further develop staff knowledge through effective CPD, particularly speech, language, and communication.</li> </ul> </li> </ul> <p><b>A governor asked for clarity on the expected time-period before any impact is seen regarding Chataway.</b>          CJ advised that review periods will be done every half term and progress is expected to be seen every full term. If the progress is not as expected a review will take place.</p> <p><b>The governors thanked CJ/KC/SN for attending the meeting and the detail in their reports.</b>          SN/KC/CJ left the meeting at 18.27.</p>	
9. SIP (School Improvement Priorities)	<p>i. CW advised that she had met ZM/DL/LC/JS and JL (Head of Education) to discuss the SIPs.</p> <p><u>Castle.</u></p>	

<p>i. SIP priorities to include governor visit windows and school contact details.</p> <p>ii. Academy Improvement Partners (AIP) details, and governors encouraged to attend especially the closing discussion concerning actions and next steps.</p>	<p>DL highlighted the following.</p> <ul style="list-style-type: none"> <li>• Priority 1 which links to last year's data. To raise attainment in writing and mathematics so that outcomes meet or exceed national expectations and progress data is inline or above national averages.</li> <li>• Priority 2. Improve pupils' behaviour, conduct and attitudes so that all pupils are ready to learn, behave safely and show respect for all. DL advised that the school uses 123 magic <a href="http://www.123magic.com">www.123magic.com</a>.</li> <li>• Priority 3 which links to Ofsted feedback. To enhance the wider curriculum to provide enrichment opportunities to develop pupils' cultural capital.</li> <li>• Priority 4. To develop leadership at all levels so that leaders are proactive in driving improvements.</li> <li>• Priority 5. To continue to improve the effectiveness of early years provision, enabling pupils to make at least expected or better progress from their individual starting points</li> </ul> <p><b>A governor asked regarding priority 3 what are you going to do to increase pupil numbers in extracurricular activities.</b></p> <p>DL highlighted that information has been shared with parents regarding the new provider, taster sessions have/will be run. Some staff are also running activities and have/will be given time to speak to pupils who may be interested in participating.</p> <p><b>A governor asked if the school is keeping a record of which DA and PP pupils are accessing clubs.</b></p> <p>DL confirmed they are and is managed by the office team and the external provider which the school has access to.</p> <p><b>The governor followed up and asked if PP pupils have access to clubs free of charge.</b></p> <p>DL advised that the do and the offer is one free club per PP pupil.</p> <p><b>A governor asked if information has gone home to parents regarding 123 magic as it is most effective when it is used at home and at school.</b></p> <p>DL thanked the governor for the suggestion and will investigate. DL added that the initial feedback from the stakeholder's ref 123 magic is very positive.</p> <p>The heads of school discussed the systems they have in place and will share best practice including how best to share 123 magic with parents.</p> <p><b>The governor followed up and ask if communication has gone out to parents regarding the overarching work the school is doing regarding behaviour.</b></p>	<p>DL</p>
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DL advised they are.

### Stimpson.

LC highlighted the following.

- The school priorities are the same as Castle's.
- Priority 1 has milestones in place using last year's data as a guide and extensive staff training/coaching is planned.
- Priority 2. The behaviour is good the next step is to maintain it. The behaviour policy will not need updating as it is robust and fit for purpose. Strategies for parents to use at home have/will be shared. A review has taken place regarding the values which has been shared.

### **A governor asked if pupils receive rewards for demonstrating good behaviour.**

LC advised that all staff and pupils are assigned to a house and points are awarded to these houses when good behaviour is shown.

- Priority 3. There are 15 clubs on offer with more non-sporting clubs in place i.e., languages, drama and newspaper and the uptake has been good.
- Priority 4. Phase leaders are taking on more accountability across their phases.
- Priority 5. To ensure the provision meets the pupils needs and the outcomes improve from last year.

### **A governor asked if the school is using NPQ which are now free.**

LC thanked the governor for the suggestion and noted there are no staff completing a NPQ but will keep it under review.

### **A governor asked if there are oracy milestones or measures of improvements.**

LC/ZM noted that improvements are noted and if the expected improvements in speaking and listening are achieved then writing improvement/confidence should follow.

### Hardingstone.

JS highlighted the following.

- Priority 1. To raise attainment in writing and mathematics so that outcomes meet or exceed national expectations and progress data is inline or above national averages.
- Priority 2. Improve pupils' behaviour, conduct and attitudes so that all pupils are ready to learn, behave safely and show respect for all.
- Priority 3. To enhance the wider curriculum to provide enrichment opportunities to develop pupils' cultural



	<p>capital. There is a wider variety of clubs on offer this year including a knitting club.</p> <ul style="list-style-type: none"> <li>• Priority 4. To develop leadership at all levels so that leaders are proactive in driving improvements.</li> <li>• Priority 5. To improve the effectiveness of early years provision, enabling pupils to make at least expected or better progress from their individual starting points. This includes developing and growing the nursery provision.</li> </ul> <p><b>A governor asked for an update on the behaviour upon return.</b> JS/LC/DL/AL advised that staff have taught the expected behaviours including use of the Rosenshine principles.</p> <p>ii. PO advised that as soon as known AIP visit dates will be shared as soon as possible and the governors who lead area the AIP visit relates to can join them on their visit. PO reminded the governors the expectation is one visit per term.</p>	
<p>10. Constitution of Board: Allocation of Lead roles: SG (safeguarding), to link to SIP priority Behaviour. SEND (Special Educational Needs and Disability) to link to SIP priority Quality of Education. Pupil Premium (PP) to link to SIP priority Personal development. Remaining SIP priorities to be allocated.</p>	<p>Lead governors' area of responsibility to be the same for all schools.</p> <p>SG (safeguarding), to link to SIP priority Behaviour. <b>MB</b></p> <p>SEND (Special Educational Needs and Disability) to link to SIP priority Quality of Education. <b>KS</b></p> <p>Pupil Premium (PP) to link to SIP priority Personal development (PHSE). <b>CW</b></p> <p>Remaining SIP priorities to be allocated. Priority 1. To raise attainment in writing and mathematics so that outcomes meet or exceed national expectations and progress data is inline or above national averages. <b>TBC. PO to manage.</b> Priority 2. Improve pupils' behaviour, conduct and attitudes so that all pupils are ready to learn, behave safely and show respect for all. <b>MB.</b> Priority 3 which links to Ofsted feedback. To enhance the wider curriculum to provide enrichment opportunities to develop pupils' cultural capital. <b>CW.</b> Priority 4. To develop leadership at all levels so that leaders are proactive in driving improvements. <b>HD.</b> Priority 5. To continue to improve the effectiveness of early years provision, enabling pupils to make at least expected or better progress from their individual starting points. <b>DH.</b></p>	<p><b>PO</b></p>

<p>11. Head Of school's reports to include.</p> <p>A.</p> <p>i. School context and behaviour</p> <p>ii. Data headlines (include actions moving forward)</p> <p>iii. Progress barriers in relation to the AIP.</p> <p>iv. Curriculum development and enrichment.</p> <p>v. Safeguarding.</p> <p>vi. Headteacher summary and other comments</p> <p>vii. Governor comments and questions.</p> <p>B. Performance report for information and questions only</p> <p>C. Pupil Premium Report 2021/22/ Action plan for 22/23.</p> <p>Questions only.</p>	<p>A. Head Of school's reports <u>School Context and behaviour.</u> Stimpson.</p> <p>LC highlighted the following.</p> <ul style="list-style-type: none"> <li>• Early help assessment.             <ul style="list-style-type: none"> <li>i. There is a new team member in place who has settled in very well.</li> <li>ii. Five open EHAs.</li> </ul> </li> </ul> <p>Castle.</p> <p>DL highlighted the following.</p> <ul style="list-style-type: none"> <li>• A new behaviour policy has been introduced, which includes a new system for recording and tracking behaviour trends in school.</li> <li>• High expectations in behaviour and work in class were set during the training days and teachers have continued with this in class.</li> <li>• We have committed to having a drive on</li> <li>• school uniform expectations and a letter was sent out to parents prior to the beginning of term detailing a full list of school uniform and PE kit. Staff have dealt sensitively and professionally with parents when they have made queries regarding the school uniform moving forward.</li> <li>• The new Senior Leadership Team have ensured that they have been visible throughout the school and have supported teachers in maintaining high standards in the early weeks of the academic year, particularly with regards to basic skills in English and Maths.</li> </ul> <p><b>A governor asked for an update on the pupils on part-time timetables.</b></p> <p>DL advised that currently there are two pupils one of whom is also on an EHCP. There are also three pupils in EYFS who are not attending full time through parental choice. The goal is to try and get these pupils full time by their fifth birthday.</p> <p><b>A governor asked for the non EYFS pupils is there is a plan for them to go full time.</b></p> <p>DL advised there is which may include one of those moving to a special school for which parents agree.</p> <p>Hardingstone.</p> <p>JS highlighted the following.</p> <ul style="list-style-type: none"> <li>• Early help assessment x two one of who is new to school.</li> <li>• 3 EHAs have closed and 3 New EHAs opening providing parental agreement.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Child Protection Plan x two.</li> <li>• There has been an extremely positive start back for children and for staff.</li> <li>• A potential managed move for year 6 child to Castle.</li> <li>• Links made between year 6 and the new reception child to start to develop the 'Big Friend, Little Friend' initiative.</li> <li>• One potential part time timetable on the horizon for a EYFS pupil and relevant help is being sought to assist.</li> </ul> <p><u>Attendance.</u></p> <p><b>Stimpson.</b> LC highlighted the following.</p> <ul style="list-style-type: none"> <li>• All 95.9% / 2021 93.4%.</li> <li>• PP 100%.</li> </ul> <p><b>Castle.</b> DL highlighted the following.</p> <ul style="list-style-type: none"> <li>• All 93.7% which is similar to 2021. Attendance has been lower at the start of the year as some families have yet to return to the UK from the summer break.</li> <li>• Year 1 and 3 have the lowest attending classes. Year 3 is a particular focus for us as their attendance was a concern last year and staff are challenging parents where appropriate.</li> <li>• SEND 88% primarily due to some of the pupils being on a part-time timetable. DL noted that he will investigate if any of the SEND and PP pupils absent are on holiday.</li> </ul> <p><b>Hardingstone.</b> JS highlighted the following.</p> <ul style="list-style-type: none"> <li>• All 98.7%.</li> <li>• PP 97.8%</li> <li>• One year 6 child – absences linked to revising for the 11+ exams. This has been directly addressed with parents and the child is now back in school.</li> </ul> <p><u>Staffing Overview</u></p> <p><b>Stimpson.</b> LC highlighted the following</p> <ul style="list-style-type: none"> <li>• Currently one member of the staff on extended absence.</li> <li>• Member of staff is on long-term absence due to family bereavement.</li> <li>• Currently recruiting for a replacement SENCO – current SENCO remaining in post until October half term.</li> </ul>	<b>DL</b>
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	<ul style="list-style-type: none"> <li>• A teacher has resigned with effect from December – currently recruiting replacement.</li> </ul> <p><b>A governor asked if there is a robust plan to ensure the new staff member hits the ground running and be supported as they are starting halfway through the year.</b></p> <p>LC confirmed there is and the other teacher in that year group is very strong and will support as much as required.</p> <ul style="list-style-type: none"> <li>• 1:1 support staff recovering from operation and due to return at end of September.</li> </ul> <p><b>Castle.</b></p> <p>DL highlighted the following.</p> <ul style="list-style-type: none"> <li>• Two TAs currently working in school are agency staff- one has a contract until Christmas and the other is on a 12-week ‘temp-to-perm’ programme.</li> <li>• Staff attendance is very strong.</li> <li>• Update given reference a Police a Common Law Police Disclosure which concerns activities outside of school.</li> <li>• Update given reference a report a parent had made a serious allegation against a member of staff.</li> </ul> <p><b>A discussion followed regarding the serious allegation incident and MB asked in future as safeguarding lead can she be made aware of any similar incidents at an earlier stage. All agreed this will be the practice for any future incidents.</b></p> <p>DL confirmed that professional advice had been always followed. JC advised that in the early stages the safeguarding Trustee was involved.</p> <p><b>A governor asked if a risk assessment has been done regarding the incident.</b></p> <p>DL confirmed it has.</p> <ul style="list-style-type: none"> <li>• Vacancies: Reception teacher; Year 1 teacher; HLTA; EYFS TA; SEND HLTA; SEND TAs (x2)</li> </ul> <p><b>Hardingstone.</b></p> <p>JS highlighted the following.</p> <ul style="list-style-type: none"> <li>• CJ &amp; GG job share in Year 4.</li> <li>• Due to vacancies Castle are supporting as required.</li> <li>• Due to HLTA resignation in July, cover for classes is tight. HLTA roles in HA also support a class. Careful planning is needed to ensure interventions continue to be provided.</li> <li>• Current positions, administrative position (full time) /</li> </ul>	
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	<p>Lunch time supervisor / Yr5 Teacher position for January 2023 / Butterfly Meadow – SEND Unit vacancies.</p> <p>ZM highlighted the following.</p> <p><u>Data Headlines all schools.</u></p> <ul style="list-style-type: none"> <li>• Basics English Planning for first two weeks was shared. This was created by the English Lead at HA and a book is the key focus.</li> <li>• Handwriting focus of both staff and children, this is to ensure that teachers model correct letter formation and joins.</li> <li>• Matrix completed for current Year 6. Target children to be identified so that interventions begin immediately.</li> </ul> <p><u>Progress/barriers in relation to SIP priorities.</u></p> <ul style="list-style-type: none"> <li>• Writing did not progress as we would have expected and a focus on development of basic skills was not evident.</li> <li>• Many cohorts did not achieve the 80%+ target in arithmetic, despite being provided with gap analysis to use to inform planning. Utilising some of the Maths talk time to ensure pupils get above 80% by the end of the year. These are non-negotiable and staff are aware.</li> </ul> <p><u>Curriculum developments and enrichment.</u></p> <ul style="list-style-type: none"> <li>• Staff were requested to complete summer reading; this included the Teaching and Learning Framework.</li> <li>• Staff handbook shared and format is standardised, content does differ depending on school context.</li> <li>• Homework policy now standardised; this includes setting homework tasks linked to basic skills. Recall sheets used in mathematics. We have reviewed this for Year 1 as the pupils need to develop their ability to calculate.</li> <li>• Update given regarding the power of positivity with JM including pupil's artwork being displayed locally.</li> </ul> <p>Stimpson.</p> <p>LC highlighted the following.</p> <ul style="list-style-type: none"> <li>• KS2 Phonics timetable in place.</li> <li>• New EAL provision with focused groups.</li> </ul> <p>Castle.</p> <p>DL highlighted the following.</p> <ul style="list-style-type: none"> <li>• SEND teacher has attended 3 days of training so far this term in preparation for the opening of the Caterpillar Pod.</li> <li>• RE trips and visitors calendar established.</li> </ul>	
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	<p><b>Hardingstone.</b> JS highlighted the following.</p> <ul style="list-style-type: none"> <li>Swimming lessons commenced for Year 4. New plan in place to offer swimming in Year 3, 4 and 5.</li> <li>Art CPD being offered (each year group per half term).</li> </ul> <p><u>Safeguarding.</u> <b>Stimpson.</b> LC highlighted the following.</p> <ul style="list-style-type: none"> <li>New guidance shared with parents about no use of mobile phones when on the school site. This has been shared with parents and is reinforced by SLT on duty on the playground daily.</li> </ul> <p><b>Castle.</b> DL highlighted the following.</p> <ul style="list-style-type: none"> <li>Following our return from the summer break, senior leaders were very concerned regarding the lack of cleaning. DB (Operation Manager) filed a number of complaints relating to this with both AMEY and WNC. In response, WNC conducted a whole site cleaning audit and identified 59 issues. WNC have now raised this as a complaint with AMEY and have asked that we submit a supporting statement to their complaint. AMEY Service Review scheduled for Wednesday 28th September.</li> </ul> <p><b>Hardingstone.</b> JS highlighted the following.</p> <ul style="list-style-type: none"> <li>Mobile phone guidance shared with parents. School grounds now a designated 'no phone' zone.</li> <li>Monthly wellbeing newsletter support families.</li> <li>Nurture provision increased.</li> <li>Sleep workshop to support parents with routines and using technology before bedtimes in planning phase.</li> </ul> <p>MJ gave an update regarding a recent stage 3 complaint which was not upheld. B. Performance report. <b>The governors thanked the schools for the information and had no questions to ask.</b></p> <p>C. Pupil Premium Report 2021/22/ Action plan for 22/23. <b>CW agreed to meet with the head of schools to discuss the plans and take questions at meeting two.</b></p>	<p><b>PO/CW</b></p>
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Minutes agreed as a true representation and signed
Signature
Print Name
Date

**Actions from meeting no 1 Hardingstone, Stimpson & Castle academies held on  
21/09/2022**

Action	Owner
1. JA to update the board on PR being done to increase pupil numbers at Hardingstone. Page 2.	JA
2. DL to present the schools strategies for reintegrating a pupil onto a full-time timetable in meeting 2 of 2022-23. Page 2.	DL
3. JS to finalise MB visit report and share with PO Page 2.	MB
4. PO to obtain headshots for all governors and send to the HoS. Page 2.	PO
5. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Page 2.	Governors
6. PO to arrange for governor focused FFT training to elaborate on how/why FFT used. Page 2.	PO
7. DL to report back at meeting two. GLD pupils to show how many of the summer born pupils are PP. Regular updates on the progress of KS2 Writing. On page 2.	DL
8. DL to send information to parents regarding 123magic. Page 7.	DL
9. PO to update the board regarding the governor lead areas still to be allocated. Page 9.	PO



10. DL to investigate if any of the SEND pupils who were absent were on holiday. Page 11.	DL
11. CW to update the board following her meetings with the Head of Schools regarding the PP 2021-2022 report and the Action plan for 22/23. Page 14.	CW
12. PO to ensure all governors have completed the KCSiE training / DOI / CoC / sent PO a headshot and a pen portrait. Page 15.	PO
13. All governors to be aware of and make every effort to attend suitable events at the schools. Page 15.	All governors