

FINAL Minutes Hardingstone, Stimpson & Castle Academies
17th November 2022 17.30hrs
Meeting held at Hardingstone Academy
The second 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>Zoe McIntyre (Executive Headteacher Hardingstone, Stimpson and Castle Academy joined virtually) Luci Clapton (Stimpson Head of school) Julie Stevens (Head of school Hardingstone) Dan Lugg (Head of school Castle)</p> <p>Adrian Lett (Staff Governor Stimpson) Claudia Wade (Co-opted Governor) David Hood (Co-Opted Governor) Michelle Betts (Co-Opted Governor joined at 17.40) Jo Daniels (Co-Opted Governor joined at 17.56) Bryony Nester (Staff Governor Castle) Mayowa Orioye (Observer / Potential Governor)</p> <p>Joshua Coleman (CEO: EMAT joined virtually) Paul Osborne (Clerk – Minutes)</p> <p>Introductions made. CW 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 Hayley Draper (Co-Opted Governor). PO advised the board that Kamal Sandhu had resigned from the board.</p>	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	
5. Minutes of the Academy Local Board meeting held on the 21 st of September 2022.	The minutes of the meetings held on the 21 st of September 2022 were agreed to be an accurate representation and signed by CW .	

<p>6. Action Log from the LAB meeting held on the 21st of September.</p>	<p>i. JA to update the board on PR being done to increase pupil numbers at Hardingstone. PO shared the following information from JA. A marketing campaign is underway to support Hardingstone's efforts to increase pupil application numbers for September 2023. The activity includes a Royal Mail door- to-door leaflet drop, reaching almost 10,000 homes, and a social media campaign to promote the school's forthcoming open mornings. We have also commissioned a new school folder which will be filled with inserts promoting the school and be handed out to parents who attend open mornings to take home. In addition, there is a focus on promoting good news stories to raise Hardingstone's profile in the local area.</p> <p>JS added that five children have joined the nursery following the Royal Mail door drop and from January the nursery will have 19 children on roll.</p> <p>A governor asked what the capacity for nursery is. JS advised it is 24 with a hope that the majority will go into EYFS.</p> <p>A governor asked if the reasons are known for the low number of pupils starting at Hardingstone. JS advised that low birth rate locally is the primary reason.</p> <p>ii. DL to present the schools strategies for reintegrating a pupil onto a full-time timetable in meeting 2 of 2022-23. DL advised this is in his report (agenda item 6).</p> <p>iii. JS to finalise MB visit report and share with PO. Ongoing.</p> <p>iv. PO to obtain headshots for all governors and send to the HoS. Ongoing JD's headshot to be obtained.</p> <p>v. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Ongoing the governors discussed the draft version and asked for the Word version to be sent so it can be tweaked.</p> <p>vi. PO to arrange for governor focused FFT training to elaborate on how/why FFT used. Ongoing, PO to arrange training early in the new year.</p> <p>vii. DL to report back at meeting two on. GLD pupils to show how many of the summer born pupils are PP. Done and shared with the board. Regular updates on the progress of KS2 Writing. DL advised this is in his report (agenda item 6).</p> <p>viii. DL to send information to parents regarding 123magic. Done. ZM noted that there are plans to deliver the training completed at Stimpson to Castle parents.</p>	<p>iii. PO/MB</p> <p>iv. PO/JD</p> <p>v. PO/CW</p> <p>vi. PO</p>
---	---	--

	<p>ix. PO to update the board regarding the governor lead areas still to be allocated. On the agenda.</p> <p>x. DL to investigate if any of the SEND pupils who were absent were on holiday. DL advised this is in his report (agenda item 6).</p> <p>xi. 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. Ongoing.</p> <p>xii. PO to ensure all governors have completed the KCSiE training / DOI / CoC / sent PO a headshot and a pen portrait. Ongoing.</p> <p>xiii. All governors to be aware of and make every effort to attend suitable events at the schools. Done. PO advised that this information is shared in the weekly parental newsletters</p>	<p>xii. PO</p>
<p>7.</p> <p>1. Headteachers report to include.</p> <p>i. School context, behaviour, and safeguarding</p> <p>ii. Attendance and staffing overview</p> <p>iii. EYFS data</p> <p>iv. Phonics data</p> <p>v. Year 6 mocks</p> <p>vi. Arithmetic</p> <p>vii. Progress barriers to the SIP</p> <p>viii. Curriculum development.</p> <p>2. SIP for reference only.</p> <p>3. Performance reports for questions only.</p> <p>4. FFT reports for questions only</p>	<p><u>Castle Academy.</u></p> <p>DL highlighted the following.</p> <p><u>School Context and behaviour.</u></p> <ul style="list-style-type: none"> • 3 more EHAs have been opened since the beginning of the academic year. • New behaviour policy was introduced for September 2022 in line with HA and SAA. The principles of the policy follow 123 Magic, whereby children receive a first warning, second warning and for a third warning are given a consequence. Children can earn an 'Immediate 3' for the following categories: defiance/swearing; verbal or physical aggression; damage to property; bullying; racism. Should a child be issued an 'Immediate 3' a letter is sent home for parents to acknowledge and sign. With regards to instances of child-on-child abuse, there were 43 incidents (not all special need pupils are included) in Term 1 where 'Immediate 3s' were issued. 41 of these were due to incidents of physical abuse. As a result of this, our theme for Anti-Bullying Week 2022 (week beginning 14/11/22) will seek to address this issue of physical abuse with the children. • Pupil behaviour training this week for teaching assistant. • The DFE guidance regarding bullying was shared. https://www.gov.uk/bullying-at-school/bullying-a-definition <p>A governor asked if there were any repeat offenders in the 43 incidents in term 1.</p> <p>DL advised that there were some repeat offenders.</p> <p>A governor asked if DL thinks the work around behaviour will be seen in future surveys for questions about how safe pupils say they feel.</p>	

	<p>DL noted that as of 17.11.2022 75%-80% of pupils feel safe in school. Full survey results will be shared at the next meeting. ZM added that all of the pupils who receive an immediate 3 are collated weekly including names so detail data is available and is used. The data shows that staff are engaging in the policy and data is available to ascertain which staff member gives them out. The pupils understand 123 magic.</p> <p>A discussion followed regarding the need for staff consistency when handing out immediate 3 sanctions.</p> <p>DL added that last year's focus was on verbal abuse and the incidents for this have dropped dramatically.</p> <ul style="list-style-type: none"> • Part-time timetables x 2 EYFS x 1 Year 1 x 1 Year 2. Support in place for all of these pupils. <p>A governor asked if there is a chance any of these pupils could leave Castle.</p> <p>DL advised that one of the pupils' parents would like a specialist provision. We have agreed that the pupil can begin attending our SEND unit from January 2023. With the child being in Year 2, we are working with Hardington (HA) with a view that the child would be able to transition to their SEND unit in September 2023. Castle's SEND unit takes pupils up to year 2, HA is from year 3. We are currently awaiting a visit from the HA SENCO to observe the child in their current setting.</p> <p>A governor asked if the school is confident there are no safeguarding concerns for the pupils on a part-time timetable.</p> <p>DL confirmed that weekly home visits are completed, and work is sent home. There are no safeguarding concerns for the majority of these pupils. Where there are concerns safeguarding appropriate procedures are in place and all stakeholders are aware.</p> <p>A governor asked if the decision to put a pupil on a part-time timetable is done with consultation with the parents and completed on an individual basis.</p> <p>DL confirmed yes to both points.</p> <p><u>Attendance.</u></p> <ul style="list-style-type: none"> • Attendance 95.22% / SEND 90.8%. • Persistent absence is currently at 12.5%. This is made up of 58 children from 58 families. Of the 58 children, 9 are 	PO
--	---	----

on our SEND register and 10 are eligible for pupil premium (1 child SEND and PP). There have been some penalty notices issued.

- EHCP (6 children) attendance is 68.8%. This is mainly affected by one child who has never attended Castle Academy. The child is due to start this term in a SEND unit at another school, at which point he will be taken off our roll. Without this child in the figures EHCP attendance is 85.04%. This figure is affected by one child (40.5%) on a part time timetable. We are working with the family and WNC to admit the child a place into our SEND unit in January 2023.
- National data absence last week for Primary was 94.9%.

Staffing overview.

- MH joined at the end of October as an Unqualified Teacher teaching in Year 1 alongside PS, who will take up her role as our SEND teacher in January 2023, at which point MH will begin her first ECT year and take on the full running of the class.
- LB joined in October. She will be taking up her role in the SEND unit as a TA when it opens in January 2023. In the meantime, she is supporting SEND children across Key Stage 1 and supporting the setting up and organisation of the SEND unit.
- JM resigned in his roles as Breakfast Club Supervisor and Lunchtime Leader in October to join NIA. His replacement, FR, started at the beginning of Term 2. In addition to taking over leading the Breakfast Club and lunchtimes, FR is supporting across the school every morning in a TA capacity.
- VB has been working in our Nursery as a supply TA since September on a 'temp to perm' contract. We are pleased that she will be joining us full time on the 02/12/2022.
- After successfully securing a HLTA to start at the beginning of Term 2, the candidate withdrew from the position for medical reasons.
- A supply TA working in Year 6 is leaving this term.

Data Headlines.

EYFS baseline.

- Baselines slightly higher than last year.
- Work ongoing around the standardisation of the interpretation of certain statements.

- NELI programme being used will review the impact of the Welcom language programme at Stimpson to ascertain if this is a suitable replacement.
- Provision is carefully adapted weekly to ensure appropriate, and sufficient, opportunities for speaking and listening, as well as writing, including fine motor activities.
- Engagement of parents has been high at weekly share a story – encouraging parents to take an active role.
- Of the 'red' pupils – only 4 pupils out of the 22 had prior Nursery/schooling experience. (95% speak EAL). Extensive work has been done in the outdoor area to help with a free flow from Nursery to EYFS.

A discussion followed regarding the number of pupils in the green category and DL advised that pupils are assessed four times a year to ascertain if the pupil has met the green, amber, or red criteria. This ties in with the standardisation of the interpretation of certain statements comment.

Phonics.

- All three schools use RWI.
- RWI assessment process was changed after baselines had been completed so the data shared is NOT a direct comparison.
- Staff training requirements has been done and any staff who have not had RWI training recently has/will receive it.
- Phonics lead is teaching weekly masterclasses to support ongoing CPD of staff.

Year 6 Mock SATs.

- Progress matrices have been completed. Year 6 teachers and senior leaders have used matrices to design intervention timetable.

Writing progress matrix (End of Year 5 TA).

- Teaching assessment data due w.c. 21st November
- Currently 63% for expected, the target is 88%.
- 5/14 children in key target group (WT to E) are PP.

A governor asked how often impact is reviewed regarding interventions.

DL advised that the SLT complete daily walk arounds and interventions are individually targeted for each pupil.

Arithmetic.

- Year 2 performed lower than other year groups.

	<ul style="list-style-type: none"> • Following the ongoing work results are improving with one class increasing by 23% and another by 16%. • Actions include. Where there is disparity between the classes' leaders understand the context around this. <p>A governor asked if these results are similar to last year. DL and LC advised they are better. DL added that at Castle the introduction of a target of 80% has created a focus and is helping drive results forward.</p> <p><u>Review of School Improvement Plan 2022-2023.</u></p> <ul style="list-style-type: none"> • KP2- Behaviour and Attitudes- SENCO has delivered further Edukey training to ensure consistency for recording information. This needs to be monitored. • KP3- Personal Development- Whole school badge system has been introduced to embed values system. Impact needs to be measured by the Assistant Headteacher. • KP4- Leadership and Management- EAL audit must lead to the devising of an action plan that seeks to ensure strong outcomes for EAL pupils • KP5- Early Years- EYFS leader has been booked onto Level 3 Forest School training. <p><u>Curriculum developments and enrichment.</u></p> <ul style="list-style-type: none"> • As part of our RE calendar, Year 5 have visited a local mosque and Year 3 have visited a local synagogue. Year 6 have also been visited by a Hindu speaker in school. • Our phonics information event was poorly attended, with only 8 out of 58 (14%) of Year 1 families attending. In response, we held a Year 1 Story Breakfast which included the phonics information parents had missed previously; this event was much better attended with 31 out of 58 (53%) families in attendance. • Rocksteady have begun music lessons in school to add to our enrichment offer. • Three members of staff are awaiting Forest School training in the Spring term. <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> • Update given regarding a serious allegations made against a member of staff: police took no further action due to a lack of evidence. The outcome from EMAT's internal investigation aligned with the view of the police. The family have since left the school. • A Year 1 child broke their arm in an after-school dance club run by our sports provider Freestyle. The accident 	
--	--	--

	<p>was reported to RIDDOR. Freestyle management investigated the incident and acted accordingly in line with their policies to the satisfaction of the school and parents. The child is back in school.</p> <ul style="list-style-type: none"> • We have ongoing issues with the service provided by AMEY. High turnover and the lack of staff on their side is affecting their ability to fulfil their duties. <p>A discussion followed regarding what support the governors can do around this issue.</p> <p>DL advised that there was a recent high-level meeting attended by Castle's SLT, EMAT estates team, Northampton schools limited, West Northampton Council and AMEY. At this meeting AMEY confirmed the service they have offered has not been up to the required standard. DL pointed out that they have said this before, but action is now required.</p> <p>A governor asked where this contract sits.</p> <p>DL advised that Northampton Council have the PFI contract, and they contract AMEY to fulfill this. AMEY's lack of training and staff turnover has been poor.</p> <p>A governor asked if AMEY are doing the basic safeguarding checks.</p> <p>DL highlighted that all AMEY staff are DBS checked.</p> <p>A governor asked if the school had completed any DBS checks of AMEY staff.</p> <p>JC advised that the responsibility to do this as per the contract sits with AMEY as per recruitment and staff training. AMEY have been requested to confirm in writing their vetting processes are robust and this was one of the reasons the high-level meeting took place.</p> <p>The governors agreed to write a letter to AMEY highlighting their concerns.</p> <p>A governor asked if Castle is the only PFI school in EMAT.</p> <p>DL confirmed they are.</p> <p><u>Stimpson.</u></p> <p>LC highlighted the following.</p> <p><u>School Context and behaviour.</u></p> <ul style="list-style-type: none"> • 9 open EHA. • Local authority has visited the school to check on process' and the feedback was positive. 	<p>CW/EMAT/DL</p>
--	---	-------------------

- New parenting programme delivered weekly (1,2,3 Magic).
- Behaviour training provided for teaching assistants and midday supervisors (informed by Tom Bennett training).

Attendance.

- Attendance currently 95.2%.
- Persistent absence is currently 14.5%. This relates to 31 pupils. Parenting contracts are in place for identified pupils. 2 of the pupils have an attendance target as part of their current EHA. This figure also includes one parttime pupil, who has since left Stimpson, in addition to several pupils who took term time holidays abroad.
- The year groups showing concern are Year 1 and 3 – weekly average of 92.4/93.3%. These are the year groups where several pupils have taken term time holidays and include lots of our persistent absentees.

Staffing overview.

- A HLTA has resigned. JM, current TA will now begin the training for the HLTA course. We are currently advertising for a TA.
- Year 6 teacher has been appointed to start in January.
- New SENCO will be starting 21st November and will be completing handover process alongside current SENCO until Christmas.

A governor asked how the PA figures compare to previous years.

LC advised they are very similar, and the school has worked hard to explain to parents when it is appropriate to send a child to school and when they should not. PA targets are on the SIP.

A governor asked if any of these PA pupils have moved into children missing in education.

LC advised they did and have been closed off.

A governor asked if fines have been issued.

LC advised they have.

Data Headlines.

EYFS baseline.

- Focus areas are Literacy and Communication & Language.
- Chatterways has been in place, but this will now be replaced by Welcom Language programme. One member of staff has been trained and will deliver this.
- Provision is carefully adapted weekly to ensure appropriate, and sufficient, opportunities for speaking and listening, as well as writing, including

	<p>fine motor activities.</p> <ul style="list-style-type: none"> • Engagement of parents has been high at weekly share a story – encouraging parents to take an active role. • Of the ‘red’ pupils – only 4 pupils out of the 22 had prior Nursery/schooling experience. (95% speak EAL). <p>A governor asked how the baseline data compares to last year. LC advised it is very similar.</p> <p>A discussion followed regarding the Welcom programme and LC agreed to share her learnings with BN.</p> <p><u>Phonics.</u></p> <ul style="list-style-type: none"> • 24% at expected in EYFS / 56% at expected in year 1, 25% at this time last year. Year 2 is also in a stronger position than last year. • Phonics/reading workshop had a high attendance – RWI leaflets provided to parents in different languages. Follow up reading workshop took place on the 8th November. • Newsletter contains weekly phonics updates, including links to the videos to show parents how phonics is taught. • Phonics Lead continues to provide ongoing coaching to staff – the impact of this has been seen and was highlighted during a recent review. <p>A governor asked for the national figure from July 2022. LC advised it was 78%.</p> <p>The governor followed up and ask if regular gap analysis is done which focusses on missing sounds. LC advised this has been done and relevant information shared with the parents. AL confirmed there is extensive support offered and teaching directed around this.</p> <p><u>Year 6 Mock SATs.</u></p> <ul style="list-style-type: none"> • Several new pupils in this cohort all of whom are new to country. • Interventions have started which is earlier than last year. • Data is similar to last year and progress as good if not better than last year is expected. <p>A governor noted that last years combined results were negatively impacted by Writing and asked if incidents of three are being tracked.</p>	<p>LC/BN</p>
--	--	--------------

LC advised that a new assessment data dashboard is being released soon which will include the functionality to obtain this information.

Some data is available from recent test and all three schools have completed moderation.

Arithmetic.

- Overall % in Year 3 are lower than other year groups.
- Key objectives to prioritise have been identified within the arithmetic analysis document.
- Staff aware of the focus areas.
- Maths workshop held with parents on 20th October – sharing the calculation policy, homework expectations.

A governor asked how the parents who didn't attend this workshop informed of its content.

LC advised that there is weekly homework, letters sent home if not completed.

Review of School Improvement Plan 2022-2023.

All schools.

- The School Improvement Plans have been RAG rated.
- Subject leaders have also updated their Self Evaluation Forms.
- The EAL leads have met to create an induction pack to share with staff during the January training day. They will have further meetings to finalise the resources. This has now been extended to include all Trust schools.

Stimpson specific.

- Quality of Education – change to RWI assessment process indicates misleading results, with % decreasing. This is not accurate.
- Leadership and management – one middle leader need additional support in their role, in order to demonstrate impact. SLT meeting with member of staff weekly.

Curriculum developments and enrichment.

- DT and Foreign Languages are focus areas.
- Music Mark Award in recognition of work alongside NMPAT.
- New timetable in place to support EAL pupils across the school.
- Phonics provision for KS2 is proving successful.

Safeguarding.

- New Pastoral Lead in post, working closely with families and pupils (1,2,3 Magic parenting support).

	<ul style="list-style-type: none"> Action. Arrange for safeguarding governor to visit prior to end of Autumn Term 2 (this is for all schools). <p><u>Hardingstone.</u> JS highlighted the following. <u>School Context and behaviour.</u></p> <ul style="list-style-type: none"> 1 EHA Closed. 1 EHA to open w/b 07.11.22. 1 child on part-time timetable (Reception). Local authority has been informed and the pupil may move to a new provision. Immediate 3s relate to negative language used in unstructured times and is boy heavy. This will be a focus in the next half term. For 123 magic there is a parental focus training / information session planned. Behaviour training planned for teaching assistants and midday supervisors (informed by Tom Bennett training). <p><u>Attendance.</u></p> <ul style="list-style-type: none"> Attendance 96.8% / SEND 95.95% / PP 93.76%. Three children have affected PP attendance. One child has been on lots of antibiotics due to medication, one child's attendance and punctuality has become an issue we are working with the family to resolve this and to support them as this is a recent change. There have been some Christmas holiday requests come through. <p>A governor noted the comment in the performance report stating, "Clear monitoring and tracking of children" and asked for more clarification. JS advised that a detailed weekly report is produced and allows comprehensive tracking and data analysis to closely monitor absence including the impact of the support work conducted.</p> <p><u>Staffing overview.</u></p> <ul style="list-style-type: none"> SF started at the end of October – she has a Teaching and Learning role across the school. CJ has resigned from her two days teaching responsibility due to family circumstances. No applications received. SC has resigned. New teacher appointed. Admin team is now fully staffed. DL will move to part-time, new full-time admin appointed to start 28th November. Admin Lead appointed awaiting on start date. 	
--	---	--

Data Headlines.

EYFS baseline.

- This baseline for this cohort is lower than 2021 in all aspects apart from Literacy.
- There is a clear focus on vocabulary, particularly in continuous provision. Including using sentence stems to support the use of full sentences.
- Drawing Club introduced.
- Provision is carefully adapted to ensure appropriate opportunities for writing.
- Adult prompts within the provision to develop purposeful interactions, support, and challenge.
- Actions: To develop children's peer on peer communication. Working on ways to develop ways for children to express their wants and needs.

Phonics.

- Parents invited into school during a lesson (see us learn) to see how Phonics is taught and the feedback was positive.
- Phonics Review - Apart from pupils at the pre-blending stage, books are matched to pupils' knowledge. This was discussed at length and necessary actions agreed.
- Reading Lead has identified and knows specific aspects and support needed - training, coaching and support should be provided to further improve the consistency of teaching of phonics.

A governor asked if see us learn will be used at Castle and Stimpson.

DL/LC advised it is planned to take place next term.

Year 6 Mock SATs.

- Tests - Maths 26%, Reading 61% and SPAG 58% Writing 55%.
- Maths is a key focus – interventions and identifying gaps and strategies.
- Pace of times table recall needs increasing – weekly focus.
- Combined (RWM) focus and children highlighted to ensure the achieve expected outcomes or more.
- 1:1 progress meeting with each child – to share starting points and outcomes so far.
- SF (T+L Lead) to support in Maths.

A governor asked if a gap analysis has been done for Maths.

JS confirmed it has.

DL confirmed this week there were the NTS assessments which allow gap analysis for each pupil.

Arithmetic

- Key focus is Year 3.
- Maths staff meeting held 12th October – reviewed the process for arithmetic teaching.
- Maths workshop to be held with parents on calculation policy and homework expectations in November.
- Focus on basic skills and learning behaviours towards an assessment.

A governor asked if best practices are shared between the schools.

JS/LC/DL confirmed they are, and Maths leadership is strong across all three schools.

ZM added that arithmetic is a focus this year.

Review of School Improvement Plan 2022-2023.

- There is an increased number of EAL pupils in attendance. The advice and support from the auditors will help to support all staff.
- KP4: National College CPD is fully embedded and staff engage with the training.

Curriculum developments and enrichment.

- Following a review Computing is a key focus.
- Work is being done to boost teachers' confidence when required.
- Spanish and History are strengths.

A governor asked who is responsible for mapping the curriculum.

JS advised it is SLT and Subject leaders that map the curriculum with support of KR.

Safeguarding.

- SCR checked by ZM and PD (Central Team)
- Safeguarding completed on training day, including KCSiE update.
- Nurture provision increased.

A governor asked for an update regarding the new SEND unit.

JS advised the unit is complete and no contractors are on site.

2. SIP for reference only.

	<p>The governors were happy this item had been covered in the Headteachers report and asked for it to be on the next agenda. Hardingstone SIP to include the RAG rating.</p> <p><u>3. Performance reports for questions only.</u> The governors were happy this had been covered in the Headteachers report and had no questions.</p> <p><u>4. FFT reports for questions only.</u> The governors noted the reports and had no questions at this time.</p>	
<p>8. Governor updates & AIP visits</p> <p>i. No governor visits received to date. per term</p> <p>ii. AIP visit dates</p> <p>iii. SEND and SIP priority 1 lead governor required.</p> <p>iv. Castles ICR report as an example for questions only.</p> <p>v. LAB newsletter</p>	<p>i. PO advised that governors should complete at least one visit per term.</p> <p>ii. PO shared the AIP visit dates and advised governors to contact their school lead if they can attend during a visit.</p> <p>iii. CW agreed to be the SEND and priority one lead governor until more governors join the board.</p> <p>iv. PO shared Castle's ICR report and to share Stimpson's and Hardingstone's report once received.</p> <p>v. All agreed this has been discussed in agenda item</p>	<p>PO/JL</p>
<p>9. Policies for governors to view and vote to adopt.</p> <p>Castle.</p> <p>i. Needlestick Policy.</p> <p>Stimpson.</p> <p>ii. Staff Wellbeing Policy</p> <p>iii. Inclusion Policy</p> <p>iv. Home Learning Policy.</p> <p>v. Anti-bullying policy</p> <p>vi. Attendance Policy.</p> <p>Hardingstone.</p> <p>vii. Home learning policy (name change only)</p>	<p>Castle.</p> <p>i. Needlestick Policy.</p> <p>Stimpson.</p> <p>ii. Staff Wellbeing Policy</p> <p>iii. Inclusion Policy. Trust wide policy no vote required.</p> <p>iv. Home Learning Policy.</p> <p>v. Anti-bullying policy. Trust wide policy no vote required.</p> <p>vi. Attendance Policy.</p> <p>Hardingstone.</p> <p>vii. Home learning policy</p> <p>A discussion followed regarding the possibility of using a school specific policy in all three schools.</p> <p>The governors asked for the remaining policies to be triple badged, so they are applicable for all schools. JS agreed to do this.</p> <p>Needlestick Policy.</p>	<p>JS</p>

	<p>Staff Wellbeing Policy Home Learning Policy Castle and Hardingstone. Attendance Policy.</p> <p>The governors unanimously voted to ratify these policies and once triple badged, they can be added to all schools' websites</p>	
<p>10. EMAT Updates (for information only) to include.</p> <p>i. Financial overview</p> <p>ii. H&S overview.</p> <p>iii. HSC annual report</p>	<p>i. JC highlighted the following.</p> <ul style="list-style-type: none"> • Trustees have full accountability for the finances. • All three schools are showing a small deficit. • The primary reasons for this are. The units not opening when budgeted for. Hardingstone nursery being under projected numbers. Paying for unfunded teachers and support staff pay increase. • There are no budget concerns for the schools. <p>ii. JC highlighted the following.</p> <ul style="list-style-type: none"> • Compliance is strong no concerns. • Radios have been purchased for the staff at Castle to help with lockdowns/lockouts. In the medium term the plan is to have a different sounding alarm for lockout/lockdowns. • Estates manager has completed visits to all three schools this term. Feedback from these visits have been shared. <p>A governor asked if all schools have completed a lockdown this term. JS/LC/DL confirmed they have.</p> <p>iii. The governors thanked all for the report and had no questions.</p>	
11. AOB.	The governors had no questions at this time.	
12. Dates of meetings for the year:	<p>Governor meetings 2022-2023.</p> <p>19/01/2023 17.30hrs Castle, Stimpson, Hardingstone 3 In Castle 09/03/2023 17.30hrs Castle, Stimpson, Hardingstone 4 Castle TBC 20/04/2023 17.30hrs Castle, Stimpson, Hardingstone 5 In school 15/06/2023 17.30hrs Castle, Stimpson, Hardingstone 6 On Teams 13/07/2023 17.30hrs Castle, Stimpson, Hardingstone 7 in School</p>	Calendar appointments have been sent.

The meeting closed at 20.02

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

**Actions from meeting no 2 Hardingstone, Stimpson & Castle academies held on
17/11/2022**

Action	Owner
1. JS to finalise MB visit report and share with PO Page 2.	MB
2. PO to obtain headshots for all governors and send to the HoS. Page 2.	PO/JD
3. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Page 2.	Governors
4. PO to arrange for governor focused FFT training to elaborate on how/why FFT used. Page 2.	PO
5. PO to ensure all governors have completed the KCSiE training / DOI / CoC. Ongoing. Page 3.	PO
6. Pupil and parent survey results to be added to meeting three's agenda. Page 4.	PO
7. The governors agreed to write a letter to AMEY highlighting their concerns about the service they are offering. Page 8.	Governors
8. LC to share her thoughts regarding the Welcom programme with BN. Page 10.	LC/BN
9. PO to share Stimpson's and Hardingstone's ICR report once received. Page 15.	PO/JL
10. JS to triple badge the Needlestick, Staff Wellbeing, Home Learning and Attendance Policy. Page 16.	JS