

Minutes Hardingstone, Stimpson & Castle Academies
19th January 2023 17.30hrs
Meeting held at Castle Academy
The third 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) Luci Clapton (Head of school Stimpson) Julie Stevens (Head of school Hardingstone) Dan Lugg (Head of school Castle)</p> <p>Adrian Lett (Staff Governor Stimpson) Left at 19.30 Sandra Akhigbe (Co-opted Governor) David Hood (Co-opted Governor) Michelle Betts (Co-opted Governor) Joined at 17.38 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) John Lawson (EMAT Head Of Education) Juliette Pierson (EMAT Governance & Compliance Manager) Paul Osborne (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 / Governor update / Chair and Vice-Chair review CW / HD update Chair and Vice-Chair review.	<p>Apologies not applicable. PO advised the board that Hayley Draper and Claudia Wade (Chair) had resigned from the board. PO advised that DH who was Vice-Chair had offered to become Chair. PO asked if anyone else would like to be nominated as Chair. No nominations received. The governors unanimously voted DH to the position of Chair. The position of Vice-Chair to be added to the next agenda.</p>	PO
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.	

<p>5. Minutes of the Academy Local Board meeting held on the 17th of November 2023.</p>	<p>The minutes of the meetings held on the 17th of November 2023 were agreed to be an accurate representation and signed by DH.</p>	
<p>6. Action Log from the LAB meeting held on the 17th of November.</p>	<p>i. JS to finalise MB visit report and share with PO. Ongoing. ii. PO to obtain headshots for all governors and send to the HoS. Ongoing SA's headshot to be obtained. iii. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Ongoing. PO to work with the BN and AL. iv. PO to arrange for governor focused FFT training to elaborate on how/why FFT used. Done planned for 1st February. v. PO to ensure all governors have completed the KCSiE training / DOI / CoC / sent PO a headshot and a pen portrait. Ongoing. SA/MO to complete KCSiE and JD to complete CoC. vi. Pupil and parent survey results to be added to meeting three's agenda. On today's agenda. vii. The governors agreed to write a letter to AMEY highlighting their concerns about the service they are offering. JC advised that meetings have taken place with Amey and relevant stakeholders which have seen some slight improvement. It was agreed this action is no longer required. viii. LC to share her thoughts regarding the Welcom programme with BN. Ongoing. LC advised that she has spoken to SN (SESCO Stimpson) and this information will be shared with BN. ix. PO to share Stimpson's and Hardingstone's ICR report once received. Done. A governor asked if the agreed actions on the reports in progress or been completed. LC advised some have and some are ongoing. They have been added to the SIP for monitoring. x. JS to triple badge the Needlestick, Staff Wellbeing, Home Learning and Attendance Policy. Ongoing.</p>	<p>i. PO/MB ii. PO/SA iii. PO/BN/AL v. PO x. JS</p>
<p>7. 1. Headteacher report to include. i. School context and behaviour. ii. Data headlines iii. Progress barriers to the SIP</p>	<p>i. <u>Headteachers report. Castle Academy.</u> DL highlighted the following unless stated. <u>School Context and behaviour.</u></p> <ul style="list-style-type: none"> • Early help assessment x 18. This includes 27 pupils. 15 EHAs are being led by school. 3 are being led by Strengthening Families. 2 new EHAs have been opened since Term 1, as a result of behaviour and parental mental health. 	

<p>iv. Curriculum development.</p> <p>v. Safeguarding.</p> <p>2. Performance reports for questions only.</p>	<p>A governor noted that the early help assessments reported by Stimpson had a breakdown and asked if this could be done for all schools in future reports and how long they have been open for.</p> <p>ZM agreed.</p> <ul style="list-style-type: none"> • Child Protection Plan x 2. CP plans are in place due to Domestic Abuse and Parental Mental Health/Substance Misuse. This figure has declined since Term 1 due to one child that was on a CP Plan moving schools. • Child in Need x 4. Since Term 1, one child has left school. However, there have been two other pupils that have been placed on a CIN Plan, so the total figure is now 4. • There were 35 incidents of child-on-child abuse during Term 2. The breakdown of this is as follows: Physical abuse: 32. This is lower than last year but still too high. Sexual Harassment: 2 / Racist Incident: 1 <p>A governor asked why DL thinks the physical abuse number is falling.</p> <p>DL noted that the reasons are a robust policy, all parties knowing the high expectations which includes zero tolerance and improvements in data gathering.</p> <ul style="list-style-type: none"> • Physical abuse whole school 32. Highest year group Year 5 with x 9. 1 incident involved 3 children (2 girls, 1 boy) hurting each other. One child is being closely monitored by the Behaviour Lead regarding a behaviour plan being put into place. 2 incidents involved new to country children that have both since left the school. Parents are made aware of any incidents and the expectation is that this number will decrease. There are no cases of bullying. <p><u>Attendance.</u></p> <ul style="list-style-type: none"> • SEND attendance for Term 2 was 91.3% with non-SEND attendance coming in at 93.7%. EHCP (7 children) attendance has improved, from 68.8% in Term 1 to 80.7% in Term 2. This is due to one child starting school at a SEND provision in another school. One child's attendance last term was 41%. This is due to the child having a part time timetable in place, as well as illness. This child has now started in the Caterpillar Pad as of the beginning of Term 3 and is building up quickly to full time hours including attendance every single day which is very positive. • Persistent absence is currently at 17% for the year to date. Term 2 persistent absence is made up of 106 children 	<p>ZM</p>
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from 101 families. Of the 106 children, 11 are on our SEND register and 23 are eligible for pupil premium (4 children SEND and PP). In addition, 1 LAC child is a persistent absentee- this is due to having time off school to attend a funeral abroad.

Staffing overview.

- Caterpillar Pod staff in place. The Pod will be opened officially on the 24th February.
- With PS now teaching in the Caterpillar Pod, MH has taken over the teaching of the class on a fulltime basis, starting her first ECT year from the beginning of January 2023.
- The Year 5 TAs are supporting teachers in Year 6. IH supports Palacio class in the mornings, whilst AS is delivering interventions for Palacio class in the afternoons.
- KC, SENCO, is expecting her second child.

A governor asked if there are plans in place to cover the SENCO role while KC is on maternity leave.

DL confirmed there are.

- Stage 2 meeting planned with relevant staff member who has had an ongoing pattern of absence stretching back many years.

A governor noted the duration this absence has been going on for and asked if there is a particular period in the year the absence regularly takes place.

DL confirmed there is no pattern to the absence. All processes and policies have been followed.

The governor followed up and asked if occupational health referrals been done.

DL confirmed they have and added that the union is involved.

Data Headlines.

All three schools data ZM highlighted the following.

- Close monitoring of phonics needs to continue, ZM to arrange for reading leaders to complete this in each school. New reading leader at HA to be supported by other reading leads. JL will be supporting with this work.
- Arithmetic is still a focus in all classes. The next arithmetic assessments have just been completed and shared with the governors. The Head of Schools will be meet with the class teachers to go through the data in detail and agree on approaches to improve results going forward. This will include how and when arithmetic is taught, the timetable

	<p>and focussing on the questions pupils got wrong which will lead into how they were taught and what changes are required to improve future results.</p> <p>A governor asked why ZM thinks the pupils aren't doing as well as expected. ZM advised that the results are due to a new calculation policy, which focusses on pupils receiving a grounding of knowledge before moving onto written methods. An example of this is the column method which is now taught.</p> <p>The governor followed up and asked if ZM is confident the teachers have the required subject knowledge. ZM noted the importance of teachers not rushing through lessons to ensure learning is embedded. For some teachers it is ensuring they understand it is not task and finish. Some teachers have struggled with the new calculation policy for example the use of number lines and multiplication as the methods they had used are no longer current. Support, training has taken place. JL noted they he will work with ZM and her team over this.</p> <p><u>Data headlines Castle.</u> DL highlighted the following. EYFS.</p> <ul style="list-style-type: none"> • Key areas of development- Literacy and Communication and Language. • High level of SEND need impacting adult support. Currently in Reception, we have 3 children with an EHCP, 1 in process of an EHCP, and 1 child in the process of HNF application. • Review to ensure TA are placed where the need is greatest. • Actions in place are in response to the data and pupils at risk of not meeting end of year targets are receiving support. Regular meetings are conducted to ensure targets are achieved and reviewed if required. <p>Phonics Early Years.</p> <ul style="list-style-type: none"> • Autumn term 74% of pupils in group A at the end of the autumn term this had reduced to 20% which is a good result. • At the end autumn term 26% of pupils were at age expected this is now at 50%. This is good but expect this to increase further. <p>Year 1.</p>	
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	<ul style="list-style-type: none"> • Interventions in place for those pupils at risk of not meeting end of year expectations. • If the pupils who make the expected progress the end of year figure will be between 84%-89%. <p>Year 2 who are a focus year.</p> <ul style="list-style-type: none"> • Autumn half term age expected 46% at the end of the autumn term 36%. The primary reasons for the drop were due to fluency and actions have been arranged which include. <ol style="list-style-type: none"> 1. Year 2- Senior leaders to support extra reading to build fluency in Yellow and Blue groups. 2. Organise Year 2 Reading Breakfast, targeting parents of children in Yellow and Blue groups. Parental involvement and support are crucial. 3. English leader to monitor book matching with sharper focus on Yellow and Blue groups (Year 2) 4. Phonics leader to monitor the teaching of fluency during RWI sessions. <p>The current trajectory indicates a significant drop in the proposed number of pupils going into year 3 on the RWI programme.</p> • The final targeted outcome indicates 76%. <p>A governor asked for the eight pupils who started in year 3 on RWI are they still on the programme.</p> <p>DL confirmed they are but are making good progress and the expectation is that they will progress through the whole programme.</p> <p>The governor followed up and asked of the eight how many have SEND needs.</p> <p>DL confirmed it is six. Out of the other two one has EAL, and the other attendance issues. All are being supported.</p> <p>Year 5 No More Marking.</p> <ul style="list-style-type: none"> • Outcomes were lower than expected. Writing age is lower than EMAT and national. 65% of children attained Expected standard or better. Outcomes of SEND and NTC groups (9 children) meant that average Writing Age was significantly lower than the national picture. • Pupils at GD was 4% compared to 6% at EMAT and 13% for national. • 65% of children attained Expected standard or better. Outcomes of SEND and NTC groups (9 children) meant that average Writing Age was significantly lower than the national picture. 	
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	<ul style="list-style-type: none"> • Y5 Autumn Writing Teacher Assessment: 52% Exp+; 11% GD. • Confident the right team is in place to address the gaps and support the pupils. <p>Year 4 Multiplication Tables Check 2022.</p> <ul style="list-style-type: none"> • The percentage of pupils who achieved full marks national 27%, Castle 3.8%. The results were disappointing for the full marks. • Upon deeper analysis 2 children (3.8%) achieved full marks of 25/25; 9 children (17.6%) achieved 24+; 14 children (27.5%) achieved 23+. These figures are in line with national data. • Actions include. <ol style="list-style-type: none"> 1. Maths leader to work closely with Year 4 teachers to ensure planning reflects daily times tables practice. 2. Promote Times Tables Rockstars further throughout school, including daily practice in Year 4 and regular practice in other year groups, including homework setting. 3. Year 4 teachers to track weekly times tables outcomes and share with Maths Leader for monitoring. <p>A governor asked how teachers teach times table. DL advised that there is daily practice and recall. By the end of year 2 the target is that pupils will know there 2,3,5 and 10 times table and by the end of year 3 the addition of 4 and 8 times table.</p> <p>JL asked if there is direct teaching of the times table. DL confirmed there is.</p> <p><u>Progress/barriers in relation to SIP priorities.</u> ZM highlighted the following for all schools.</p> <ul style="list-style-type: none"> • The implementation of fundamentals is still an issue in certain classes. Where this is consistent the impact is being seen. English leads have met to discuss this and will work closely to ensure all staff are addressing the correction of basic skills. <p>DL highlighted the following for Castle.</p> <ul style="list-style-type: none"> • KP2 – Behaviour and Attitudes – training needs to be provided to ensure staff are recording conversations with parents using Edukey. • KP4 – Leadership and Management – promote/encourage the use of National College CPD training – investigate particular courses for key individuals. <p><u>Curriculum developments and enrichment.</u> ZM highlighted the following for all schools.</p>	
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	<ul style="list-style-type: none"> • Subject leadership audit tool compiled and completed by all subject leaders during the training day. Academy Improvement Partner visits will be led by this documentation. (See audit tool). • Inexperienced subject leaders will visit/work closely with more experienced subject leaders within the three schools. • PE leader from SAA is now also leading PE across HA. He has recently completed a pupil voice activity and will meet with the PE coach during the next few weeks. ZM to ensure that this cross-school leadership does not impact on school improvement, close monitoring of this will be needed. <p><u>Curriculum developments and enrichment.</u></p> <p>DL highlighted the following for Castle.</p> <ul style="list-style-type: none"> • Whole school reading workshop organised for parents. The attendance was very poor. Going forward specific year groups will be targeted and conducted at breakfast which will hopefully increase attendance and engagement. • Prospective parents for September 2023 intake open events have been poorly attended including nursery. To help improve engagement for nursery the events will take place at drop off. <p><u>Safeguarding.</u></p> <p>ZM highlighted the following for all schools.</p> <ul style="list-style-type: none"> • Mental health presentation, provided by the Thompson Team was delivered during the training day. <p>DL highlighted the following for Castle.</p> <ul style="list-style-type: none"> • A child went missing from school site at the end of the school day. CCTV footage showed that the child had left the classroom and exited the school building via a corridor door. The school worked with the police and the child was safely found at home where he had walked alone. During the training day, teachers were spoken to regarding end of day procedures and supervision of children. <p>A governor asked how old the pupil was and how long have they been at school.</p> <p>DL advised they are in year 3 and have been at the school for 2 weeks one of those weeks they were off sick. The family have only recently moved to the United Kingdom.</p>	
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DL added that since Christmas the relationship/engagement between the family/pupil and school is very strong.

A governor asked how long was it between the pupil being reported missing and found.

DL advised that he was missing for approximately 10 minutes but due to some miscommunication between the parents and some hesitancy from the parents to engage with the police it was 50 minutes before the school knew his location.

Meetings have taken place subsequently with mum and she explained why she was hesitant to speak to the police. The reason she gave caused no concerns.

A governor asked what has been put into place to mitigate the risk of a similar incident happening again.

DL advised that the pupil is with an adult and is heavily restricted when/why they can leave class. DL added that the incident was caused by attachment issues which are improving.

There is a TA who monitors the door to ensure pupils only leave when appropriate.

The governor followed up and asked if these types of incidents are recorded.

DL advised they are on My concern which includes the learnings. ZM added that the class teacher did everything right.

A discussion followed which included if a set of guidelines should be instigated and then followed for such an incident. All agreed that preventing an incident of this type is critical.

Stimpson.

LC highlighted the following.

School Context and behaviour.

- Child in Need x 2. No current concerns.
- 22 immediate 3 letters issued during Autumn 2: 12 Assault. Some of the 12 are repeat offenders and receiving pastoral support.

A governor asked if parents are informed if a child gets an immediate 3.

LC advised they do via a form and phone call.

The governor followed up and asked how these figures compare to last year.

LC advised that the figures are slightly lower, and the target is to decrease them further.

	<p><u>Attendance.</u></p> <ul style="list-style-type: none"> Year 1 and Year 6 have the lowest YTD attendance, as well as the highest % of persistent absentees. The group with the highest unauthorised attendance is currently our Romanian families – we will be working with a member of staff to translate documents pertaining to importance of pupils attendance into Romanian. For EYFS attendance meetings have been planned with 11 families to explain the expectation of pupils attendance. Those families to whom do not inform us of unauthorised absence have been spoken. <p>A governor asked if it is a particular year/ethnic group who are taking unauthorised absence. LC advised that the majority are Romanians, the school has staff who speak Romanian and are helping communicate the expectations. There will also be an attendance workshop.</p> <p>A governor asked if fines are issued. LC noted that they are when appropriate and support is offered.</p> <p>The governor followed up and asked if any paperwork sent in Romanian. LC advised it is the Romanian speaking staff are used for phone conversations and support Castle and Hardingstone when required.</p> <p>A governor asked if the pupils timetables shared with the parents. LC thanked the governor and thinks this is a good idea and will investigate. This may also show patterns of absence with certain lessons.</p> <p>A governor asked if general winter bugs and Strep A had part of the reasons given for absences. LC confirmed they have especially towards the end of term. The data has improved over the last week for all three schools.</p> <p><u>Staffing overview.</u></p> <ul style="list-style-type: none"> SENCO appointed and is due to join before half term. 3 members of support staff with extended absence (12, 25, and 52 days). This includes a member of staff who works as a 1:1. <p>A discussion followed regarding the staff member with 52 days absence and their previous positions held within the school.</p> <ul style="list-style-type: none"> A new office assistant starts in 2 weeks. 	LC
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Data Headlines.

Year 4 multiplications.

- Average score out of 25. % full marks National 27%, Stimpson 21.4%. All pupils national 19.8%, Stimpson 18.2 %.
- Boys significantly outperformed girls (22avg. compared to 15.4avg.)
- Actions include.
 1. Ensure times table practice is embedded daily.
 2. Utilise the tablets during early morning work for a group per day.
- Scores will increase this year.

A governor noted update regarding the number of Romanian pupils in school and asked if culturally arithmetic is taught differently at home.

LC advised that to help all three schools conducted a Maths workshop and all parents were invited. The policy is simply written with lots of visuals to aid with its understanding.

A governor asked what strategies are being used to close the boy girl gap.

LC advised that the data is being evaluated and strategies to close the gap will follow. The gap is not historically.

EYFS Milestone 2 2022-2023.

- The data is not where we want to be.
- There are 12 pupils within Reception whose attendance is a cause for concern (ranging from 29% to 76%). 4 pupils have taken extended holidays to home countries, impacting on their achievement and attainment.
- Key areas for development – Literacy and Mathematics – literacy 51% @ red, mathematics – 38% @ red.
- 6 new pupils have joined EYFS since October half term: all new to country and all with NO school experience.
- Actions include.
 - A. Additional staff training for nursery and reception staff which will improve future results.
 - B. Pupil progress meetings will start in nursery.
 - C. Additional interventions in place for the relevant pupils.

Phonics autumn term 2.

- Age expected 40%.
- Baseline 98% group A, 2% group B.

- End of autumn 2 group A 46% and these pupils are being supported to improve their results including the positioning of teachers.
- If the green and purple pupils get to expected that would give an end of year Phonics end of year screening test result of 72% (60% last year) the target is 82%.
- Daily reader pupil lists have been reviewed.
- Interventions for group A include an additional member of staff, additional coaching for staff and afternoon interventions. (Reception).
- All new to country pupils are assessed with days of them starting school.
- Regarding parent workshops conducted regularly and resources sent home where appropriate.
- Delivery of Phonics sessions have improved supported by staff training.

Phonics autumn term 2 year 1.

- Criteria changed so comparisons are difficult.
- Five new pupils joined all new to country and 6 left 5 of whom were at expected. The mobility has impacted on the data.
- Year 1 interventions – all new pupils have been provided by RWI cards to support at home.
- Data for children attending SAA since start of Year 1 indicates progress at 65%.
- Little phonics interventions plus use of virtual classroom for interventions in place for target groups. (Year 1)

Phonics autumn term 2 year 2.

- One of the focus areas is interventions – focus on Blue – Grey progression.
- Interventions in place for all children that did not pass PSC in Year 1. (Year 2).

AL noted the hard work that has gone into this, and the pupils have a greater understanding of where they are and what they need to do to improve their results. The staff have a greater understanding of what each pupils need and how to implement the data.

AL added the training staff have received has given them greater confidence.

JL added that from his visits he has observed good quality book matching, teaching appears strong, there is oversight from the reading leader and extensive training. The next step is for all of this work to come through to the data.

ZM added that all pupils who are being targeted have a predictive end of year grade and have the correct staff teaching them.

No More Marking

EMAT Year 5 Results 2022 – all Pupils.

- Above national and 12% at greater depth.
- High quality text is used to engage pupils and books show clear progression.
- Actions include.
 - A. Ensure there are sufficient opportunities for extended writing.
 - B. Maintain high focus on basic skills/fundamentals.
 - C. Regular monitoring of books and moderation, both in-school and cross-school.

JL added that there is a culture of reading in all three schools with passionate teachers.

Progress/barriers in relation to SIP priorities.

- KP2 – Behaviour and Attitudes – training needs to be provided to ensure staff are recording conversations with parents using Edukey.
- KP4 – Leadership and Management – promote/encourage the use of National College CPD training – investigate particular courses for key individuals.

Curriculum developments and enrichment.

- Visits have taken place to local churches and a mosque as part of the RE curriculum.
- Head of School coffee and catch up have taken place and **DH** offered to attend all three schools next similar events to try and encourage parents to find out more about the role of parent governor.

Safeguarding.

- One pupil identified as at risk all agencies are aware.

MB offered to help/advise LC as much as possible.

LC thanked MB for the offer and will be in touch if required.

Hardingstone.

JS highlighted the following.

School Context and behaviour.

- Early help assessment x 2.
- New family to school – historic DV concerns related to previous partner.

Housing conditions and parental support.

DH

	<p>3 EHAs have closed. 1 new EHAs opening providing parental agreement.</p> <ul style="list-style-type: none"> • Child Protection Plan x 2. New family to school. Concerns around Dad – no concerns related to Mum. Child has no contact with Dad. Concerns regarding the safety of the children due to Dad’s previous connections with gangs. <p>A governor asked for the Child protection are risk assessments in place where required. JS confirmed they are.</p> <ul style="list-style-type: none"> • Child in need x 2. Risk posed by relatives (sexual abuse). Mum’s mental health and housing. Joined SEND provision in Jan 2022 – stepped down from CP on 04.01.2023 • 24 immediate 3 letters issued during Autumn 2: This increase was expected and follows staff training. • In all cases Immediate 3s were issued, with parents being informed and letters being sent home. SLT monitoring patterns. • 1 child on a part time timetable in Reception – LA has been informed. This part time timetable has carried over from last half term. The little girl has severe medical and SEND needs and needs specialist provision we are currently working with the family. Epilepsy charity are coming into school this half term to support. <p>The governors noted the good progress regarding the part timetable.</p> <p><u>Attendance.</u></p> <ul style="list-style-type: none"> • Whole school 93.21% which is too low. A contributing factor was parents keeping their child off school over worries about them catching Strep A and several parents took their child out of school to go on holiday. • Absence letters and parenting contracts started for persistence absentees. • One family member moved but the child has not yet been allocated a new school so is currently on Hardingstone attendance data. • Permanent exclusion of a child in Year 6. Panel meeting upheld, suspension upheld. Pupil is now in specialist provision. 	
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A governor asked if the pupil who was excluded had SEND.

JS confirmed no.

The governor followed up and asked if the PCSO was informed.

JS advised yes and subsequently they visited the school in the meantime assemblies were conducted.

A governor asked for an update on the pupil who was involved in the incident but not excluded.

JS advised the behavior they exhibited on that day was out of character and they are doing well at school.

Staffing overview.

- PW (Year 5) left in December – SF already in post at HA for a smooth transition. CO will be the PE lead across both schools.
- Butterfly Meadow staff in place.
- HLTA vacancy has been filled.
- SENCO position vacant from Easter and is advertised.

A governor asked what the reasons are why teachers are leaving the profession.

JS advised the reasons were various and include, moving out of county, moving to a similar role in the county council, or for family reasons.

- One TA has been absent from school since October half term due to injuring their back after falling from a ladder at home. HR supporting and referral to occupational health has been made.

A governor asked if a risk assessment has been done prior to them returning.

JS confirmed it has and they are expected back next week part time.

Data Headlines.

EYFS.

- All milestones lower than last year, 2021 combined 77% 2022 74%.
- Pupil progress meeting – used to identify key children that require to support make accelerated progress.
- Within this cohort there is a higher number of children that are being monitored with potential SEND needs. Two children are non-verbal. High level of SEND needs is currently impacting on adult support.

	<ul style="list-style-type: none"> The EYFS lead and SLT have met and are aware on what the focus areas are, and the actions required. <p>Phonics Reception / Foundation.</p> <ul style="list-style-type: none"> Group A baseline 95% / Autumn half term 42% / end of autumn half term 16%. One level progress made which is not aspirational the expectation is 2 level progress. <p>Year 1.</p> <ul style="list-style-type: none"> Actions include. <ol style="list-style-type: none"> Coaching for new teacher in Year 1. Reception cohort to work in ability groups alongside Key Stage 1 children. Mock Phonics Screening Check planned for completion week beginning 23/01/23 (Year 1). Monitor the teaching of fluency (whole class and interventions) – what are the strategies being used? What is the impact? JS to update on the new strategies in meeting 4. <p>Year 2.</p> <ul style="list-style-type: none"> Year 2 progress has slowed down Children in Yellow and Blue groups are not currently reading at a rate of 70 words per minute. Attainment is good but progress is not as good as expected. Strong cohort. <p>No more marking year 5.</p> <ul style="list-style-type: none"> GD is too low and will be a focus in Year 5 moving forward. New teacher in Year 5 from January (T+L Lead). Average age above EMAT average but lower than National by 8 months. Cohort has changed considerably. Actions include. More opportunities for extended writing. <p>Year 4 Multiplication Tables Check 2022.</p> <ul style="list-style-type: none"> 5 pupils scored 24 out of 25 were expecting these pupils to get 25 out of 25. The data suggested technique of answering the question was a reason for the loss grade and will be worked upon. Actions include. <ol style="list-style-type: none"> Ensure multiplication is embedded daily in Year 4. 	JS
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2. Ensure children use laptops regularly to become familiar with the format.
3. Increase pace of recall and accuracy through games.
4. Maths leader to work closely with Year 4 to ensure planning reflects daily times tables practice
5. Promote Times Tables Rockstars further including homework.

Progress/barriers in relation to SIP priorities.

- KP4 – Leadership and Management – promote/encourage the use of National College CPD training – investigate particular courses for key individuals.

Curriculum developments and enrichment.

- Maths Calculation Sessions – working with their child to develop an understanding of strategies used.
- Reading event following parental feedback was held straight after school and 18.00hrs and the take up was poor with only 6 families attending. Approaches will be changed to try and increase the take up including tagging these events onto other events i.e. dads' breakfast/social events.

A governor asked if parents evenings are utilised for a reading event.

JS advised that presentations are often on display but with timings it is difficult to expand on the information shared but is kept under constant review.

JS added that the last parents evening was well attended and received good feedback. Take up was at nearly 100% which was a very positive.

Safeguarding.

- Concerns around the change of social worker for a CP case. School was not informed and when school enquired about the social worker, they were informed that the previous social worker was still allocated to the case.

2. Performance reports for questions only.

The governors were happy this had been covered in the Headteachers report and had no questions.

**Actions from meeting no 3 Hardingstone, Stimpson & Castle academies held on
19/01/2023**

Action	Owner
1. The position of Vice-Chair to be added to the next agenda. Page 1.	PO
2. JS to finalise MB visit report and share with PO Page 2.	MB
3. PO to obtain headshots for all governors and send to the HoS. Page 2.	PO/SA
4. The governors to add an article into certain newsletters helping stakeholders understand their role and who they are. Page 2.	PO/BN/AL
5. PO to ensure all governors have completed the KCSiE training / DOI / CoC. Ongoing. Page 2.	PO
6. JS to triple badge the Needlestick, Staff Wellbeing, Home Learning and Attendance Policy. Page 2.	JS/PO
7. ZM to ensure all schools early help assessments have a detailed breakdown and how long they have been open for. Page 3.	ZM
8. LC to investigate the benefit of sharing pupils' timetables with parents. Page 10.	LC
9. DH to attend all three schools to encourage parents to find out more about the role of parent governor. Page 13.	DH
10. JS to update at meeting 4 reference the new teaching of fluency strategies. Page 16.	JS
11. PO to send MO and SA a list of the lead areas left to cover post meeting so they can agree who will cover what. Page 18.	PO
12. PO to explain his ideas regarding staff governor lead areas with BN and AL. Page 18.	PO