



Present: Sophie Boyack (Chair)
Phil Grundy (Principal)
Claudine Crossley
Christina Proffitt
Tracy Penfold
Andy Sikora

Also in attendance: Alan Benton, Dave Brown and Richard Palmer (Trustees)
Tom Capewell and Nick Hyde (Deputy Principals)
Tim Morris (Company Secretary/Secretary to the Board)
Sue Gill (Clerk to the Trustees)

Action summary:

5.1.4	Six year gap analysis to be shared with Trustees.
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1. WELCOME AND APOLOGIES

- 1.1 Apologies for absence
An apology for absence was received and accepted from Ginnette Hogan.
- 1.2 To consider disqualification for non-attendance
This item was not applicable.
- 1.3 The meeting was confirmed as quorate with five Trustees and the Principal present.

2. APPOINTMENT OF OFFICERS

The Company Secretary took the Chair and sought nominations for the position of Chair. Tracy Penfold proposed that Sophie Boyack be elected as Chair for the 2021/2022 academic year, this was seconded by Claudine Crossley. With no other nominations and no objections Sophie Boyack was duly elected as Chair.

3. DECLARATION OF INTEREST

- 3.1 Trustees declared no interest in the agenda items.
- 3.2 Standing declarations:
- Claudine Crossley – Governor on Churchfields Primary GB
 - Tracy Penfold – Chair of Edinburgh Primary GB and governor of Opossum Federation.

4. MINUTES OF ACADEMY EFFECITIVENESS COMMITTEE

- 4.1 The minutes of the meeting held on 20 May 2021 were agreed at the Trust Board meeting on 15 July 2021.
- 4.2 Matters arising were noted at the meeting.

5. IN DEPTH REPORT ON TEACHER ASSESSMENT GRADES

- 5.1 Results KS4 and 5
The DfE had issued changes to examined subject content for the exam series in May/June 2022. The DfE was keen for examinations to run as usual.

Q: Was there a contingency plan?

A: TAGs would be used as this was thought to be the best alternative.

5.1.1 Highlighting GCSE results and key performance indicators (KPIs), it was noted how students progressed from KS2 to GCSE. Attention was drawn to the FFT Aspire document. Nationally all grades were higher and there was a big jump up from the previous year. The DfE will be working with the examinations boards to peg grade boundaries between those from 2019 and 2021. National results will therefore be higher, but not as high as this year and by 2023, they should be back to normal.

Q: What was the national picture and was the grade increase reflected in Highams Park?

A: Highams Park School had inflated its grades very slightly and lower than most schools nationally. None of the grades were externally adjusted. There was one full appeal to the examination board, who agreed not to change their initial grade. Grades were 1/5th higher.

5.1.2 Attention was drawn to the Progress 8 figures, which had increased by +0.2 (expected value added) and -0.2 as compared to other schools. The dashboard against the progress of the national overall figures looked negative. The headline measures with four-year history were noted, including the KS2 average scaled score, Attainment 8 and Progress 8.

5.1.4 Trustees also noted the FFT Aspire document, highlighting grades of pupils eligible for Pupil Premium and KS4 provisional summary analysis. The report was broken down in detail by the number of students, gender, prior attainment, SEN, and term of birth. These figures were compared against comparative schools across the country. This was not a published document from the DfE, and information was only shared within the school.

Q1: Why were the SEND, free school meals (FSM) and Black Caribbean the three negatives?

A1: Looking at the FFT Attainment and progress document. The gap in FSM was narrowing and was similar to the national gap. It would be difficult to state why that was. Pupil Premium students would struggle more with online learning and this was would have been magnified under the two lockdowns in the same year.

Q2: Were these students now in the Sixth Form?

A2: Many are. It would be good to see what extra funding can be used to support these students. FSM pastoral support could be provided via Covid funding and the students could be tracked. Looking at the end of Year 10 data (current Year 11), the school was able to identify the subjects that were not doing well and will put in intervention.

Q3: What was the reason for the low attainment of SEN and Black African/Caribbean students? Black African students had a three-year negative and Black Caribbean kept changing why?

A3: Nationally Black Caribbean was +0.3. The two groups were very different. The gap analysis on a six-year trend will be shared with Trustees.

ACTION: Nick Hyde to share data with Trustees.

Q4: If this was a general trend, what was the school doing to address it?

A4: The gap had been slightly reducing in terms of gender. The school was looking to target boys and their underachievement.

5.1.5 Re. the KS5 ALPS Report, attention was drawn to the ALPS A Level strategic overview. The school performed in the top 25% over the last two years. Progress

measures needed to be unpicked. The school had consistently high ALPS A levels, in the top 25%.

5.1.6 The special value-added scores for individual subjects were noted. It was noted that the subjects in Black 5s were in the 50th percentile. Out of 150 students, 8 did not get their first or second university places. The picture with BTEC was similar.

5.2 Appeals process

The school had anticipated a lot of appeals. 70 appeals were lodged last year (19/20). It was noted that in 20/21 22 students had lodged 42 centre reviews. Of these 40 were unchanged and two (maths) had their grades increased. The 22 students were entitled to appeal to the examination board. One student did appeal to the examination board, but the judgement was found in the school's favour.

5.3 Retake numbers

Retakes will take place this October and November 2021 for the usual GCSE bridging core students or those who need to do a resit. There will be 14 resits of 13 GCSEs and one Maths A level.

Q: How was the normal bridging group?

A: It was smaller than last year. Last year was 20, this year was 12.

6. KEY CONCERNS RELATING TO ASSESSMENTS 8,9,10,11 AND 13 FOLLOWING LAST YEAR'S ASSESSMENTS

6.1 The school's average Progress 8 Score was estimated to be slightly above where it should be at the end of Year 11. There were 71 Pupil Premium in the cohort and 41 SEND students. Alongside boys' achievements, these plus FSM are the targeted groups this year.

Q1: Why was ethnicity looking red?

A1: This would need to be looked at again. There were a mixture of black backgrounds and not all identified as Black African or Black Caribbean so needed more unpicking.

Q2: What about other prior attainers and their Progress 8?

A2: There will always be more of these students (?) as they have less distance to travel with progress.

Q3: Were the upper prior attainers more able?

A3: Not necessarily. Every student has a CAT score. There are a small number of these students, 34 in the year group. Upper prior attainers were in the top 1/3rd of year group (90).

6.2 The focus will be on Pupil Premium boys and SEND students. Historically, that was where the greatest gap had been. Numbers had dropped in 2019 and the last two years had been TAGS and CAGS. Compared with the borough generally, Pupil Premium and SEND had not shown improvement.

Q: Looking at the FFT document, Black African/Caribbean was red and was red the year before, why was that not focused?

A: The categorisation had to be made right first. The disadvantaged group were correct. The reason why there was a focus on boys and not girls was due to the way the targets were set. There was a need to look beyond the data.

6.3 There was a bigger issue in English literature than English language. Combined science showed a marked gap of cohort and disadvantaged students. Work will be done with the Head of Department to look at what those students were doing in the

lessons and how the teacher was approaching the delivery of the lessons and knit together the strategies. The same approach will be undertaken for SEND students. There could be some cross over with the concerns in other subjects.

6.4 Trustees' attention was drawn to Years 7, 8 and 9. Figures for these year groups were based on internal assessments. No assessments were undertaken during lockdown. Trustees noted details of the gaps in disadvantaged and SEND students and subject areas i.e. Maths and History.

7. INITIAL FEEDBACK ON NEW YEAR 7 STUDENTS

7.1 The transition from primary to secondary had gone well as it possibly could. The overview of CAT score (CAT 4) had nothing to do with what they had learnt at primary school. The majority of students performed at the national average, somewhere between 90 and 110.

Q: Is the group analysis by SEND known?

A: The specific special needs of students was not entered into CATs. How the primary schools sent information will have to be checked.

8. ANY OTHER BUSINESS

8.1 Arbor parent portal

It was noted that there was an average of 1000 log ins per week. Approximately 40% of parents had logged in. They could see their children's timetables and reports etc

8.2 School trips

Trustees noted that Geography field trips were taking place for Years 10 and 11 students. Theatre trips were also taking place for Drama. In reference to overseas trips, the school was looking at alternatives. No schools in the local authority were undertaking overseas trips.

8.3 Head Boy and Girl

8.3.1 In answer to a question, it was noted that the title of Head Boy and Girl had recently changed to Senior Prefects. The rationale was to address the potential for people applying not to call themselves by gender i.e. gender neutral.

8.3.2 It was asked if a gender-neutral approach was to be applied elsewhere, for example in regard to uniform and more generally in the school's ethos and approach. The Principal explained that if other gender related issues were brought to his attention then they would be considered on a case-by-case basis. The Principal reflected that he was duty bound to consider his response over time. The school's ethos was to be respectful to students and staff in the school.

The meeting closed at 8.07pm

Chair: (print)

..... (sign)

Date:

Chair's Initials:
