



Present: Sophie Boyack (Chair) - Trustee
 Phil Grundy - Principal
 Claudine Crossley - Trustee
 Tracy Penfold - Trustee
 Christina Proffitt - Trustee
 Ginette Hogan - Trustee
 Richard Palmer - Trustee (Observer)
 Alan Benton - Trustee (Observer)

Also in attendance: Tom Capewell and Nick Hyde (Deputy Principals)
 Tim Morris (Company Secretary/Secretary to the Board)
 Sue Gill (Clerk to the Trustees)

Action summary:

4.1.2	Information on the categories underperforming Year 13 students to be made available at the next meeting.
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1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 An apology for absence was received and accepted from Andy Sikora.
- 1.2 The Clerk confirmed that the meeting was quorate with six Trustees present.

2. DECLARATION OF INTEREST

- 2.1 Trustees had nothing to declare in any of the agenda items.
- 2.2 Standing declarations:
 Tracy Penfold - Chair of Governors – Edinburgh Primary School and governor on Opossum Federation
 Claudine Crossley - Churchfields Primary School

3. MINUTES OF ACADEMY EFFECTIVENESS COMMITTEE – 30 September 21

- 3.1 Members received the minutes of the meeting held on 30 September 2021 and agreed these for content and accuracy. The Chair signed a copy of the minutes and these will be retained by the school for filing.

3.2 Matter arising

5.1.4	The six year gap analysis was shared with Trustees.
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4. KS4 AND 5 AUTUMN DATA

- 4.1 KS5
 This item was presented by Nick Hyde. He gave a snapshot of where the school was at this stage.
- 4.1.1 The Y13 estimated grades were a positive picture at this stage. Across all entries it is predicted that overall the school will achieve a 2 or 3. Any progress measure based on how well students are doing is not compared to external GCSEs, but to CAGS. The ALPS thermometer was discussed. Our Alps scores would give a solid 3 or 2, which, given what they had students had been through, was very good.

Chair's Initials:

4.1.2 In conclusion, Year 13 was in a strong position. Trustees noted the actions taken by the school that lead to Year 13's current position including impact reports, 1:1 meetings, mock exams and unpicking underperforming students.

Q1: What was the number of underperforming students?

A: It was a small number for each subject (165 students in the cohort).

Q2: What were the categories of those students?

A: Information will be given at the next meeting. Pupil Premium did not exist for Sixth Formers.

ACTION: Information on the categories of Year 13 students to be made available at the next meeting.

Q3: What was the information re. split between gender?

A: That information could also be provided.

4.1.3 Caution was expressed re. the Year 12 tracking data. The broad brush strokes were flagged up. Akin to Year 13, the same support had been given to Year 12 students. Observations will be carried out next term.

Q1: The syllabus had not changed. During the lockdown, there was not much teacher contact. How did it impact on how students' progress in Year 12?

A1: There was some impact, but not huge. Grades in GCSE were high, but not as inflated as other schools. It was about having the right students on the courses. Highams Park had got the balance right and positive.

Q2: In terms of content not covered in GCSE?

A: It would depend on the subject. There was more impact on subjects like Art and not having creative experience. Some parts might be shaky, but there was not a huge catch up for creative manual subjects.

Q3: What was the impact on the fact that the cohort had not sat formal external examinations or had revision skills?

A3: They had less experience of doing examinations and revision practice. The pressure was different. They did not have the same examination experience as their peers.

Q4: You ensured that there were the right students for the right courses (who had been at the school since Year 7). What about external students coming into the school?

A4: A response would be given later once analysis had been carried out.

4.2 KS4

This item was presented by Tom Capewell.

4.2.1 Attention was drawn to the Year 11 analysis tool. Students were in a good position at the end of Year 11 compared to Progress 8 scores. The school was in the average category when they obviously wanted to be above average.

4.2.2 Looking at subjects, there were concerns about English and Combined Science. English was the whole cohort of year 11 and Science had a significant number of the year 11 cohort. A study was carried out of English literature and language learning skills- The students knew how to write but were not so good with analysis and missed out on higher grades in their mocks. Looking at text in the classroom was not the same as students doing it at home during the lockdown.

- 4.2.3 Eight Year 11 lessons were watched across literature (6) and language (2). It gave an opportunity to see how the lessons were delivered and the revision techniques. The school was targeting underperformance and had drop in sessions to support students.
- 4.2.4 Science was content heavy and if students missed several lessons, it was difficult to catch up. It was Pupil Premium heavy-. Some students struggled to engage with online learning. Colleagues will tutor a small group of students from January 2022.
- 4.2.5 Overall 92 learning observations were undertaken, 48 were Year 11. There was a need to target those classes so that there was an understanding and evaluation of what was going on.
- 4.2.6 There were two new pots of money coming to the school (recovery premium and school led tutoring). Recovery premium funding provided all students eligible for Pupil Premium with a set of revision guides. School led tutoring, funds had to be spent paying qualified teachers or a training programme provided by the DfE to tutor small groups of disadvantaged students including Pupil Premium and SEND (3 or 4 per group). This will be supported by teachers in the school, starting with Year 11 students. Trustees felt that it was important to know that that these funding streams existed and how they were helping students.

Q1: Those members of staff taking on this role will be paid?

A1: They will, that was what the money was to be used for.

Q2: When observations were carried out, was it the same or eight different lessons?

A2: Every member of staff was observed, at least once a term.

Q3: Outstanding lessons/underperforming, why were students not engaged?

A3: Can only answer for English. Overall, students engaged with learning and making progress and lessons were well delivered.

- 4.2.7 Trustees were advised that rich discussion was observed in English lessons and students were motivated. . Those students who were not motivated needed to be held accountable. In Maths, the Principal stated that the focus was to sharpen and refine. There was maximum impact with a lot of good verbal feedback in lessons. There was also signposting and staff ensured that students took note of it.

- 4.2.8 It was acknowledged that some students were not up to speed with learning in a classroom environment and revision learning due to the lockdown and that teachers had been teaching to a blank screen during online learning. However, not everything could be attributed to the lockdown. Students could only learn what they could learn. When they returned to school in March 2021, they were happy to be back in the classroom.

- 4.2.9 Attention was drawn to two option subjects (DT Systems and Food Nutrition). Teachers knew the students well and why the numbers were low. This was being addressed.

Q1: What was the system in the summer?

A1: Mocks were taking place now and in the Easter break. They would need to be kept as evidence in case they were used as TAGS. Geography and

English literature had reduced curriculum units as directed by ofqual. On 7 February 2022, all examination boards will release what the main topics will be looked at in the summer.

Q2: How were Years 7, 8 and 9 doing?

A: Data was not available until the next meeting.

5. ANY OTHER BUSINESS

There were no other items for discussion.

The meeting closed at 18.55pm

Chair: (print)

..... (sign)

Date:

Chair's Initials:
