



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

Also in Attendance: Tom Capewell and Nick Hyde (Assistant Principals)
 Tim Morris Company Secretary/Secretary to the Board
 Jacob Adeshina (School Business Manager)
 Richard Palmer (Trustee)
 Alan Benton (Trustee)
 Sue Gill (Clerk to the Trustees)

Action summary:

8.4	Trustees to let the Principal know what subject, they would like to be linked with.
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1. WELCOME AND APOLOGIES FOR ABSENSE

- 1.1 Trustees were welcomed to the meeting.
- 1.2 An apology for absence was received and accepted from Ginette Hogan.
- 1.3 No Trustee was eligible for disqualification due to non-attendance.
- 1.4 The meeting was quorate with four Trustees and the Principal present.

2. DECLARATION OF INTEREST

- 2.1 Trustees to declare any interests they have in any of the following agenda items
Trustees had nothing to declare in relation to the agenda items.
- 2.2 Standing declarations
Tracy Penfold - Chair of Governors Edinburgh Primary School and Governor of the Opossum Federation.
Claudine Crossley – Governor a Churchfields Infants School

3. MINUTES OF ACADEMY EFFECTIVENESS COMMITTEE

- 3.1 Trustees received the minutes of the meeting held on 9 December 2021 and agreed these to be an accurate record of the meeting. The Committee Chair signed a copy of the minutes and these will be retained by the school for filing.

3.2 Matters arising:

4.1.2	Information on the categories of underperforming Year 13 students will be provided at the next meeting.
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4. KS3 AND KS4 SPRING DATA

- 4.1 It was noted that Year 13 (KS5) had done their mock examinations. The estimated grades will be collected after half term.

Chair's Initials:

4.2 Key Stage 3 (Years 7, 8 and 9)

- 4.2.1 Trustees were reminded that there were no national tests to compare to. An internal assessment from the Heads of Year (HOY) using the school's own internal grading system was used. Individual targets for each student taken from the KS2 prior attainment or CATs as SATs were cancelled. The Heads of Department (HOD) had set suitable grade boundaries. Examples of some the conversations colleagues had been having around Year 7 music was highlighted. The scoring was +0.4 and half of the students were almost a grade higher compared to the national average (based on prior attainment).
- 4.2.2 Year 8 music scoring was 0 and Year 9 -0.6. A discussion was had with the HOD, it all came down to how the grade was generated. The remote lessons element of Year 9 and some Year 8 were not positive. Some students were not participating in lessons and some did not undertake homework. Their grades had reduced to U, as homework was part of the assessment. Homework will be pulled out of the data assessment.
- 4.2.3 Nick Hyde read out a statement from the KS3 Co-ordinator, which highlighted the underachievement in Years 8 and 9. Strategies were in place to cover the content of the curriculum over three years from Years 7 to 9. It was important that students were able to acquire skills in KS2 to have the requisite knowledge to move on and access the curriculum.
- 4.2.4 There had been significant challenge and partly due to the pandemic. Across departments the school intends to introduce department KS4 GCSE key concepts and material to Year 9. All Year 7 and 8 students were undertaking a transition bridge to deal with GCSE content. Not all subjects had suffered across the board, but there were issues with music, geography and in particular maths. These departments have identified the reasons why.

Q1: When a lesson observation took place for maths, were students engaged, were there gaps and did the students seem to be engaged?

A1: There had been detailed lesson observations aimed towards examination classes plus work scrutiny. The lesson observations were focussed on Years 11, 12 and 13. Senior Leadership Team members observed most lessons throughout the year. Year 9 caused the greatest challenges. In terms of engagement in lessons, that was the year group the school was aware of and strategies were in place. There did not seem to be less engagement post pandemic in other year groups. The Principal stated that it had to be addressed how students were engaged in the maths lessons. One of the school's actions was to encourage learning questioning, peer observations and engagement with the teacher in responding to input.

Q2: Was Year 9 challenging due the pandemic or did they join the school in Year 7 displaying challenging behaviour?

A2: Some students had behavioural challenges in Year 7, which was exacerbated due to the pandemic. Some joined the school with significant challenges, but generally not proportionally greater than other years. There was a massive disadvantage to that year group due to not completing a full year in secondary school and this was evident in their social interactions with their peers and adults at the school. There were spikes in issues with Year 9 in the second half of any term. An external provider will be coming into school after the half term break to work with them over two days as part of the recovery Pupil Premium plan. Year 9 was the largest year group receiving counselling.

Q3: Year 9 have been identified as a year requiring additional input whether due to the pandemic or other factors. How was the school thinking of managing this going forward until the end of Year 11 and beyond?

A3: It will improve, the students were not at the same maturity level in Year 9 as in Year 11. As stated, they were receiving the highest access to counselling and received support from the Behaviour Mentor. Year 9 also had the most students on report and issues with punctuality. There were a lot of internal systems and structures in place to support them.

4.3 Key Stage 4

4.3.1 There had been some improvements. Due to the pandemic with all the CAGs and TAGs, there was a lot of quality assurance on data. Teachers checked the quality of the data before estimated grades were shared with the students and their families. Amendments were made if they were higher or lower than expected. With estimated grades, the school was conscious that departments had mock examinations that had taken place or are due to take place which will contribute to these grades.

4.3.2 All the HODs explained the rationale between the mock and estimated grades i.e. maths was almost a whole grade higher than the mocks. It was most helpful to give details on what tall subjects thought the final examination grade would be. Most of the students were studying 9 or 10 subjects.

4.3.3 In order to address areas of underachievement, there were three steps to the process. All classroom teachers were asked to engage with their data and look at the under achievers, combining with the knowledge of the students from the class and via homework. They put in their strategies for tackling underachievement with a maximum of three to four classes.

4.3.4 The strategies could look at where the students were seated, targeted questions, set amount of practice on a certain question, motivation, or ability to understand the question if it was a literacy issue. All interventions were written down and student and class teacher actions noted. Class teachers would send their notes to the HODs or Key Stage co-ordinators. The final part of the process would be administered by both Tom Capewell and Nick Hyde who would oversee the process via lesson observations, learning walks and judging the effectiveness of the strategies.

4.3.5 It was appreciated that some groups had smaller number of students, which would have greater impact on the numbers achieved. An example given was Spanish, which increased by two grades, as one of the students who was already a Spanish speaker could write the language accurately. As the cohort was 12, this increased the overall number. Music had gone down, as by doing the mock examination, it was realised in the autumn term that estimates were exaggerated as two students had significantly underachieved. Strategies were put in place to boost these students progress.

4.3.6 Trustees were reassured that for most students if they were significantly underachieving in one subject, it would not cause a drop in the Progress8 calculations, but it was reminded that most students were studying 9 to 10 subjects, so it should not affect the numbers. For those underachieving across 9 subjects, there was a back story that the school was aware of.

5. CURRICULUM CHANGES

- 5.1 Trustees were previously made aware of the BTEC changes. There were potential changes with the introduction of T levels, which the DfE kept pushing back. It had now been pushed back for a further year.
- 5.2 Attention was drawn to the document 'Educators: The Future of Level 3' produced by Pearson who also do BTEC. There was useful information on page 6 of the document on what was coming and going. The idea is that A levels are for an academic route and T levels for a technical route. There will also be alternatives to both levels that will still be valid and will continue to run. There were over 3000 vocational level 3 qualifications that needed to be streamlined. Undertaking successful courses will lead students through to university.
- 5.3 The first round of changes will not take place until 2026 as it will take at least four years to happen. It was noted that funding could be lost from 2024.

Q: From what you are saying, there is not a need to worry about this yet and it will not have much impact on what the school was offering?

A: The nature of T levels was generally so hard for sixth form to deliver and time was needed to prepare work placements, risk assessments etc. Trustees were asked to be aware of this in the background.

- 5.4 The curriculum structure 2022-2023 was shared with trustees a year ago. Areas of change were highlighted for September 2022:
- Core Subject support to be offered – replacing one option subject for students that are predicted (based on current year 9 tracking) to achieve grades 2 or 3 in English, maths and science in year 11. These students will finish with 8 GCSE's instead of the more common 9.
 - Language - Spanish was growing in popularity and many students would have chosen this language if they were doing it from Year 7 as opposed from Year 9. A survey was carried out and a proportion of students who learnt Spanish and French whilst at primary school shared the same views. Spanish will be delivered from Year 7 as an alternative option to French. Three Spanish classes and six French classes can be timetabled.
 - For those group of students who were not the weakest academically but struggled to get grade 4 in core subjects and were on a bridging course in sixth form, they will have an extra year to resit English, maths and BTEC Business Studies to get number grade 4. Core subject support will be introduced in Year 12. Students will have additional lessons every fortnight.
 - 3D Design – this was a new A level course that will run from September 2022. At least 50 students had expressed an interest. It was noted that the school had received approximately 300 sixth form applications.

Q1: In terms of Year 9, how many students were being offered core subject support?

A1: Current tracking data was looked at and work was carried out with relevant staff to rank assessment. The average assessment was taken from the bottom 50 students most suited for the course. There were approximately 12 students who would take additional core subject lessons.

Q2: How many of those selected students were Pupil Premium and SEND?

A2: This would need to be looked at.

6. PUPIL PREMIUM – IMPACT ON SPENDING PLANS

- 6.1 It was noted that the title of the item was slightly different to what was going to be presented at the meeting. Tom Capewell had met with Cally Halkes. A report was

produced on the success, impact and strategy used in 2021 instead of spending plans for Pupil Premium. Trustees were reminded that Pupil Premium spending had to be published on the school's website. Last year's national data had been skewed. Pupil Premium students still lagged significantly behind their non Pupil Premium peers.

- 6.2 There was a slightly more positive picture in Year 10 (current Year 11). The low attaining and mid prior attaining pupil premium students were making the same progress as their peers. The school will be focussing on the high prior attaining students.
- 6.3 Last year's KS3 cohort was slightly larger. It was pleasing to see that disadvantaged students were breaking even on progress. Pupil Premium students were hard to reach during the lockdown and were encouraged to come into school and attend the online lessons. Laptops were provided where needed. It was still hard to engage with some students and their families.
- 6.4 Attendance was lower than proceeding years and on return, specific students did not reengage as the school wanted them to. Students continued to be monitored and maximum attendance encouraged. The school was not able to say that all strategies worked, but they were taking a slightly different route this year.

Q1: What intervention was in place for those upper attainers who were not making progress?

A1: The school used Recovery Premium and top up Premium Funding to essentially target the Year 11 students. Students were given a free set of revision guides, prioritised for in class intervention and participated in an examination preparation focus group. The students were feeling the pressure to perform and those who felt anxiety to perform in examinations tended more often to come from disadvantaged backgrounds.

Q2: Had everyone been supplied with a laptop?

A2: Most students, not all. During lockdown, students were supplied with a laptop if they had access to Wi-Fi and/or requested one. Disadvantaged students could still acquire a laptop upon request.

Q3: Of students who have left school, have they returned the laptops?

A3: Cally Halkes would know the answer to that, but it was assumed that she would have chased this up with the students.

Q4: Any idea whether the students used the laptops?

A4: The school would know if they were used the laptops via the registers and participation at remote learning. There was no way of measuring whether they used the laptops solely for school work. The school had to take on trust that they were using the laptops to enhance their school work.

Q5: Was there any feedback from students confirming whether using the laptops helped?

A5: This was something that the school would not be able to confirm. There was no case study to know if it had helped.

7. RECOVERY PREMIUM FUNDING AND SCHOOL LED TUTORING FUNDING

- 7.1 Support for students was highlighted in previous items above e.g. revision guides and access to the examination preparation group for Year 11. There was input with Year 9 students to help develop ambition. Years 7 and 8 will be targeted via the Recovery Premium, something that had not been possible in the past. That was due

mainly to a staff capacity issue, particularly during the pandemic and high levels of covid and subsequent staff absence. It would be easier to judge the impact via the Year 11 examination results and in Year 9, after a whole year of data and feedback

Q1: When will the impact of the funding be known, next year or six months?

A1: Once the results were published in August 2022 for the examination year group. The school could question the strategies/impact from the use of the revision guides (cost approximately £4,000 for the year group) for the disadvantaged students. The impact for the Year 9 should be known before the end of the academic year.

Q2: When the Year 11 students collect their examination results, could they return their revision guides so that they could be used for another year group?

A2: It was a good idea, though some might have been written in.

7.2 Re. the school led tutoring; Trustees noted that not much of this money had been spent. Some was already spent on providing the small group tuition for Year 11 students. It was very difficult to provide this support in school due to staff capacity. External providers could be used, but the school was very keen to use their own staff. Teachers would be offered payment to run the targeted groups of three to four students. Jacob Adeshina was aware that this funding could not be allocated elsewhere and would be clawed back if not spent.

Q1: Was there a deadline for spending the funds?

A1: There was no deadline.

8. CURRICULUM PLANNING AND DEEP DIVE

8.1 Trustees received background context to the agenda item. Attention was drawn to the 2019 DfE document 'Developing an inspection method to assess quality of education'. An Ofsted inspection team would come in and look at some subjects, interrogating depth in the classrooms. It was suggested that schools could use an external provider to carry out a deep dive.

8.2 Ofsted had stated that deep dives helped them to check the effectiveness of the quality of education. If schools wanted to drill down the quality of the curriculum themselves, there were probably better ways of doing this than undertaking internal deep dives.

8.3 The Principal met with all the HOYs to give a sense of overview direction. The best way of doing the deep dive was through lesson observations, work scrutiny and interaction.

8.4 In response to points previously raised by Trustees, the Principal suggested that subjects be split between them. Trustees were asked to let the Principal know what GCSE and EBacc subjects they would like to link with. Trustees at the meeting informed the Principal of their subjects.

ACTION: Trustees.

9. IDSR (INSPECTION DATA SUMMARY REPORT)

9.1 Trustees noted that this time each year, the IDSR had to be looked at. The value added figure was the same as 2019 as there was no external data. It was noted that information from 2021 was not included due to the impact of the pandemic. The school's performance would vary from year to year due to the uneven impact of the pandemic on pupils and the school's 2019 data may no longer reflect the school's current performance. The IDSR displayed both 2019 and 2021 census data to allow

users to view the latest contextual data and data of those students who took KS4 examinations or KS2 tests in 2019.

9.2 Going through the document, the numbers of students on roll in 2019/2020 to 2020/2021 were noted. Each year numbers were increasing and Highams Park was in the top 20% of big schools compared to similar schools in the country. The document also provided information on numbers of EAL and FSM students. It was noted that this would be one of the first documents to be looked at by an inspection team.

Q: Will the ALPS information be used for KS4?

A: The school will use FFT as ALPS was not as thorough.

10. ANY OTHER BUSINESS

There were no other items for discussion.

The meeting closed at 8.24pm.

Chair: (print)

..... (sign)

Date:

Chair's Initials:
