



**MINUTES OF A MEETING OF THE HIGHAMS PARK ACADEMY TRUST ACADEMY  
EFFECTIVENESS COMMITTEE HELD ON THURSDAY 25 JANUARY 2024 AT 5PM AT  
THE SCHOOL AND VIRTUALLY**

Present: Ginette Hogan (Chair)  
Tracey Penfold  
Nigel Armsby-Principal  
Mark Balaam  
Claudine Crossley

Clerk to the Committee: Caroline Russell

Also present: Carl Robinson  
Liam McDonnell  
Angy Osman  
Nick Hyde

**Summary of agreements and actions:**

	<b>Formal agreements and/or actions identified</b>	<b>Named person(s) for action(s) identified</b>	<b>Completion date</b>
4.1.	Year 13 Mock Results: Query re further maths	NHE	Ongoing
5.2.	Punctuality Years 12/13: Data to be sent.	School	Ongoing
7.	Whole School Literacy Policy: Recommend policy for approval to FGB.	Agenda item	Ongoing

1. **WELCOME AND APOLOGIES FOR ABSENCE:** All were welcomed to the meeting. Apologies for absence were received and accepted from Maria Eze. The meeting was quorate with 5 governors present.
2. **DECLARATIONS OF INTEREST:** There were no declarations of interest made pertaining to any of the agenda items for this meeting.
3. **MINUTES OF THE ACADEMY EFFECTIVENESS COMMITTEE HELD ON 30 NOVEMBER 2024:** These were received and agreed to be an accurate record of the meeting.
4. **YEAR 13 MOCK RESULTS JANUARY 2024-LML:**
  - 4.1. December 2023 Mocks: This noted that the first set of results for the mocks for the year in December 2023 were lower than the school wanted at this stage were as expected. However, comparing results in the 2022 and 2023 autumn terms ALPS grades were similar when compared, and are not a concern at the moment.  
**Q.** When are the next mocks? **A.** March. A comparison has been made between estimates and mocks. This was noted. Some subjects did better than last year e.g. because the mocks didn't cover all of the course. The accuracy of the estimates will be considered. Some student's revision was not good enough so that behaviour needs to be changed.  
**ACTION:** Query re further maths results.

Chair's Initials:



- 4.2. Overall Raw Data Summary Year 13: This was noted. The average was a C grade but aspirations of the school are higher.
- 4.3. Disadvantaged Students %A-C 40 Disadvantaged Students In Year 13: Higher prior attaining students did better than last year so the focus/intervention is working. In most subjects there was no gap with the non-disadvantaged students. There has been a rise in attainment overall and reduction in the number of U grades in particular (1 in biology, 10 in Business Studies, 1 in Computer Science, 1 in Philosophy and 1 in Sociology).
- 4.4. Interventions from Data: These were noted to include:  
-Head of Departments Action Plans: These will include revision and support meetings with LML.  
-An assembly re the need for change.  
-The results were collected by students to simulate results day.  
**Q.** Uptake re parents evening? **A.** 90% booked.  
-Raising standards leadership meetings with the Head of 6<sup>th</sup> Form for departments with consistently low outcomes throughout the year.  
-Training will be provided on accurate predictions, departmental follow up and strategic use of ALPS as a consistent tool for departmental improvement.  
-Continue tutor triage support and 6<sup>th</sup> form academic reviews for target students led by the pastoral support team.  
-Strategic use of school tour to quality assure post 16 provision.
5. Attendance Monitoring Stages for HPAT 6<sup>th</sup> Form
- 5.1. Attendance is above national averages in Years 12 and 13 and improving. There are clear stages for intervention where attendance and punctuality are of concern with clear escalation from the Head of Year to assistant principal.
- 5.2. Punctuality Stages: Data was noted. The intention is to move the 6<sup>th</sup> form to the whole school punctuality policy. Lunchtime detentions are successful. The intention is to raise attendance and punctuality which are clearly correlated positively with attainment.  
**Q.** Roughly what percentage is below 85%? **A.** Not known, but Years 12 and 13 are above national averages.  
**ACTION:** Data to be sent.
6. **READING STRATEGY-CARL ROBINSON:**
- 6.1. Alternative Provision: Providers were noted including Conel College for low attainers and disengaged students. The offer there includes construction, create arts, music and additional maths, English and science (at GCSE or functional skills level).  
**Q.** Post 16? **A.** For Year 10+.  
There was also the Boxing Academy for social and emotional mental health needs (Education and Health Care Plan needed). Conversations may need to be had about transport.
- 6.2. There are visits every 6 weekly by the School to measure attendance and progress and monitor safeguarding issues. Students are dual rolled so it is HPAT's responsibility to find an alternative if a placement breaks down. Individual anonymised information was noted.  
**Q.** Is there anything different for the younger students? **A.** They are not allowed off-site, don't mix with the older ones and there are smaller class sizes in the 14-16 provision.



- 6.3. Numbers are smaller as the curriculum is more limited which has implications for future career pathways. We can also put students on reduced timetables for a 6 week periods which can possibly be extended if there is documentation e.g. from CAMHS (Child and Adolescent Mental Health Services), therapy or BACME (Behaviour and Children Missing in Education service). There are currently 11 students.
- 6.4. Academy 21 provides online tuition. There have been 3 Year 11 school refusers with further pending where there is an effect on the behaviour of others.
- 6.5. Fair Access Panel Data:
- 6.5.1. There can be referral to the Fair Access Panel if other strategies have been exhausted e.g. for social emotional and mental health needs (SEMH) or emotional and behavioural difficulties (EBD).  
An Individual Education Plan is completed with summary details, referral intervention impact and reason for referral. So far, the School has had 7 placements accepted. 8-12 week referrals are made which are reviewed 3 weekly by the Local Authority and Pupil Referral Unit re the impact on behaviour.
- 6.5.2. There are 20-week placements for SEMH students. Year 11's won't return, others are dual rolled so the School works carefully to make early referrals in Year 9 to avoid reduced timetables in Years 10 and 11 which adversely affect exam choices and outcomes. Referrals are to provisions including Burnside PRU, Belmont Park, Hawkswood, St Raphael and The Oak. It is a small offer but the School has been successful re numbers.
- 6.5.3. **Q.** What is the relationship between Fair Access Panel and students at risk of permanent exclusion-is it an alternative to that? **A.** Yes, for persistent breaches of the School's behaviour policy and before a 'managed move'. However, it needs parental consent or a letter to the parents re FAP referral.  
**Q.** What is the timescale between interventions and FAP referral? **A.** Originally, it was ideally to be 12 weeks but the number of referrals was too high. Now, realistically 6 months to 1 year. It has to be shown that all external referrals and all possible school interventions have been tried first. The provision is high need and low resource.  
**Q.** Is it a rigorous process? **A.** Yes and hope to see impact from referrals. Some places have to see evidence of prior interventions e.g. to CAMHS, educational psychologist, Education and Health Care plans. The Principal sits on the panel on a rota and give feedback re referrals.  
**Q.** The provisions are regulated and inspected by LBWF? **A.** Yes, the school receives safeguarding data regularly and is ready for OFSTED. Any online learners are registered both am and pm.  
**Q.** Funding-the School pays? **A.** If it's a college we lose the AWPU (age weighted pupil unit funding). Re SEMH/behaviour we pay subscriptions to FAP.
- 7. WHOLE SCHOOL LITERACY POLICY-CARL ROBINSON**
- 7.1. Policy: This has been rewritten and amended in school. (Screen shared and noted as read). There is use of the OFSTED strategy and positive school strategies to promote a love of reading across the school.  
**Q.** We're expecting students to read at home but how do we know that they are?  
**A.** We record engagement with Bedrock, there is a library book club, visit to the local library. The literary policy now reflects school practice.

**ACTION:** Recommend policy for approval to FGB.

Chair's Initials:



7.2. Overview re Addressing OFSTED Comments re Reading:

- 7.2.1. OFSTED comments re reading and the actions proposed by the School and the School's vision was noted.

It has been stressed to staff that they have a moral obligation to students re reading and the effect that it has on life chances. There is a plan, it's been fine-tuned and summarised for NA for use when OFSTED return.

- 7.2.2. An OFSTED webinar has been reviewed re the national picture and a case study to formulate future actions re assessment, lack of pupil targeted support and quality of check-up. There is a vision for all that, by the end of Year 9, students will have a reading age of 15 (i.e. that their reading age matches their chronological age). The school want to promote accurate and quick reading without students having to spend time decoding. There is some phonics work including for students with special educational needs and English as an Additional Language, vocabulary, use of Bedrock, share of good practice with other local schools including identification of different pathways and small group work with pupils. An analysis was noted of chronological to reading age to determine the urgency for intervention e.g. after school interventions.

- 7.2.3. Leadership interventions need to be developed e.g. re teaching and learning, Head of Year responsibility, higher level teaching assistant involvement, pupil involvement, training re reading expectations, whole staff literacy assessment and training re allocation to pathways. Classroom practice needs to be reviewed re seating plans, teaching of Tier 3 vocabulary, changes to form time to link foci e.g. assembly foci. Creation of literacy booklet for use in tutor group sessions is planned to include a short activity with a lesson plan, letter to parents and encouragement of students.
- Q.** What about attendance and parental feedback? **A.** There has been no negative Feedback. Positive rewards are proposed e.g. re assemblies and award of book tokens. An audit is needed re access to IT at home.
- Q.** Is there access to library computers? **A.** Yes, in the library or on the phone. Use of Bedrock has been explained e.g. revisiting a passage re key words, grammar, comprehension. The need was noted and agreed to encourage reading as part of the culture of the School.
- Q.** Is there more intervention for Years 10 and 11? **A.** Bespoke for Year 11. It is hoped to increase intervention from 1 hour per week and to monitor impact e.g. by testing.

8. **ESTIMATED DATA-AUTUMN 2023:** This item was postponed from the last Board meeting.

- 8.1. The purpose is to demonstrate the action and rationale taken re data. Data is collected twice yearly re the best estimate of final grades for all subjects graded on the same system.
- 8.2. Head of Department analysis were noted with an actions example screenshared. We consider whether the data is accurate, consider the residuals for different classes and nationally. There is feedback to students and parents once the data has been quality assured.
- 8.3. There is identification of under-performing groups e.g. by gender, EAL, SEN and Individuals with actions to be taken proposed. The Departmental Action Plan is reviewed and a Year 11 exam preparation checklist proposed.
- Q.** Frequency of data drops? **A.** Twice yearly.
- Q.** This is a new initiative re data? **A.** It's more specific and fucused than previously.



**Q.** Is there a template to use? **A.** Yes for Years 10 and 11 and another for Key Stage 3.

**Q.** So it's updated twice per annum but how often are targeted students looked at? **A.** Depends on the issue e.g. attendance and devise strategies to respond.

8.4. Head of Year Analysis Template data was received re average residual grades, Identification of high needs students, underachievers and any parental feedback.

8.5. Teacher Actions: For all classes the 5 lowest achieving students are listed for teacher action.

8.6. Tutor Actions: Examples were noted.

## **9 Policies**

9.1 Literacy Policy agreed (as stated in section 7.1) - agreed

9.2 Supporting Students with Medical Conditions - agreed

**RECORDING ENDED (2:29 IN LENGTH).**

Chair: ..... (print)

..... (sign)

Date: .....

Chair's Initials: