



**MINUTES OF A MEETING OF THE HIGHAMS PARK ACADEMY EFFECTIVENESS  
COMMITTEE HELD ON THURSDAY 30 NOVEMBER 2023 AT 5PM AT THE SCHOOL**

Present: Ginette Hogan (Chair)-Trustee  
Nigel Armsby-Principal  
Tracy Penfold-Trustee and Chair of Board  
Claudine Crossley-Trustee  
Mark Balaam-Trustee

Clerk to the Trustees: Caroline Russell

Also present: Tim Morris, Company Secretary  
Nick Hyde, Deputy Principal  
Cally Hawkes-Temporary Assistant Principal  
Liam McDonnell-Assistant Principal  
Angy Osman-Associate Deputy Principal  
Carl Robinson-Assistant Principal (Special Educational Needs Coordinator)  
Katherine Taylor-Literacy Coordinator

**Summary of agreements and actions:**

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
7	Pupil Premium Funded Students: Review of financial data including Alternative Provision needed.	CH/JA	Ongoing
10	Policies: <b>AGREED</b> per minute.	All note. TM updated school record.	Completed.
11	Date and Time of Next Meeting: Thursday 25 January 2024-5pm-School.	All to note. School/GS to action.	25-01-2024

**1. WELCOME AND APOLOGIES FOR ABSENCE**

1.1. Welcome: All were welcomed to the meeting by the chair.

1.2. Apologies for Absence: There were none.

1.3. Disqualification due to Non-Attendance: Not applicable.

1.4. Quorum: The meeting was quorate with 5 trustees present.

**2. ELECTION OF CHAIR OF COMMITTEE FOR THE CURRENT ACADEMIC**

**YEAR:** Ginette Hogan was elected unanimously. (Proposed by Tracy Penfold)

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and seconded by Claudine Crossley).

3. **DECLARATIONS OF INTEREST:** There were no declarations of interest in relation to the current agenda items. Standing declarations were noted per the School website.
4. **MINUTES OF THE LAST MEETING HELD ON 13 JULY 2023:** These were received and accepted with thanks to the school's music team re the summer concert noted. The minutes were considered e-signed with a copy to be retained by the School and Governor Services.
5. **PRESENTATION-KATHERINE TAYLOR RE READING PRIORITY-REPORT CIRCULATED:**
  - 5.1. All of KS3 have been enrolled on Bedrock, with the majority accessing it at home. School provision for children with reading ages 3 or more years below chronological age was explained. Attendance at after school interventions has been mixed but attendees are enthusiastic. The school is following up with students who haven't accessed Bedrock or who aren't attending after school interventions.
  - 5.2. Overall, a good start has been made and reading ages have increased. Regarding regular non-attenders there will be review to February ½ term after which will consider if provision should be made in school time with an email to parents.
  - 5.3. **Q.** Re. those targeted for interventions, do any not have special educational needs?  
**A.** All do. Some may have had bad days when taking the test and this may have exaggerated the difficulty. The majority just have low reading ages but support needs to be consistent. The reintegration room is also being used to engage with the reading programme, with some laptops available and with reading books and spelling, punctuation and grammar books supplied.
  - 5.4. KT stated that she will source/produce a literacy programme to deliver to Years 7 and 8 using Skills Academy resources. Want to target children who can't access work due to low reading ages.
  - 5.5. **Q.** Re. the online programme, can the school see what is being done online?  
**A.** Lots of different reports. Have downloaded pupil engagement. There are also reports for attainment levels and vocabulary accessed with use of Tier 2 and 3 vocabulary to be incorporated into lessons.  
This was commended as a structured approach.
  - 5.6. **Q.** How do you manage the process of offering after-school interventions? How do you target students without stigmatizing them? **A.** Most students are mature enough to accept support and parents are supportive. There will be possible resistance if it is done in the school day. It's best to be honest and then give opportunities for success.  
**NA:** So students are in the reintegration room due to difficulty accessing the curriculum which is often why they behave as they do. So, use of laptops to make them engage.
  - 5.7. Have not been flooded with emails from parents but some have been received. Reading ages are to be sent out. Parents can access Bedrock themselves and at

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parents' evening, we will remind them.

There are 10 Year 7's who are 3+ years below their chronological reading age, in Year 10, 18 and in Year 11, 25.

Will use the WordWasp phonics book and have prioritised Year 10 for systematic work with sounds. We want to reinforce the phonics good work that the learning support assistant works through with them.

5.8.

**Q.** Re targeting to Key Stages 3 and 4 who is targeted? **A.** Those needing support to access the GCSE curriculum. The Years 10/11 who are 2 years below do Bedrock at home and there is support for all who have a reading age 1 or more years below chronological.

5.9.

**Q.** The software for dyslexia and dyscalculia how is that picked up? **A.** When signs of dyslexia are identified, there is not official assessment as the strategies are the same with or without a formal diagnosis. It's reported to parents and strategies suggested which are added to the pupil passport. For dyscalculia maths groups have been set up. All are screened. For parents their minds can be put at ease as an alternative to private assessment. A higher-level teaching assistant has been appointed to support standards in English, spelling interventions use WordShark software.

5.11.

CR noted that improvements are being made. Text messages are going home to make parents aware. There is a need to work on students' oracy as a foundation for literacy. ('Speak it, Read it, Write it') and an emphasis on the importance of spelling.

**Q.** How often do parents get progress reported? **A.** There is a code to access online. **Q.** Is there literacy support for the 6<sup>th</sup> form? **A.** Yes and it's a recruitment emphasis.

**6. CURRICULUM PRESENTATION BY CARL ROBINSON RE LOOKED AFTER CHILDREN (LAC)-SCREENSHARED RELEVANT SCHOOL DEVELOPMENT PLAN PRIORITY 2023-4:**

6.1.

**Q.** How many looked after children are currently in the school? **A.** 10. All LAC children are on the SEND register as experiencing adverse childhood experiences. The amber sections show allocation of the virtual school to be used for online tuition. All have Personal Education Plans but not all students are receptive to tuition. Some funding is used for instrumental music lessons (shown to have an academic benefit) and more funding can be requested from the virtual school.

6.2.

LAC students have access to a school counsellor, educational psychologist and therapy services. Students have revision guides and there is financial support for additional resources e.g. food ingredients and educational visits. The Personal Education Plans specify what funding is to be used for.

6.3.

Teachers complete PEP feedback questionnaires, are part of any decision to exclude, track attendance with Education Welfare Officer involvement and refer to the social worker if attendance is below 95%. Attendance targets can be a condition of entry to the 6<sup>th</sup> form and social worker assistance can be sought. All LAC students have access to ½ termly meetings to review progress and to be offered careers support.

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- Q.** Are there any post LAC students? **A.** There is 1 in the 6<sup>th</sup> form. They should have Individual Education Plans and pupil premium funding.
- 6.4. **Q.** Re the SDP priority will there be a report at year end re progress? **A.** Yes. Regarding SDP priorities for learners with special educational needs/disability summaries of need have been written by learning support assistants (which can be a challenge for some of them) and guidance is given re teaching strategies.
- 6.5. **Q.** Is the Pupil Passport a physical document? **A.** No – it's a virtual record and students are part of the process to agree targets with parents. **Q.** So how will teachers be made aware? **A.** Via an INSET day with a shared area online to access resources. **Q.** How is it checked? **A.** A quality assurance cycle checks online. There is a need to use of SEND strategies in planning online e.g. use of sentence starters and word banks. It's on track for January roll out. The pupil passports contain SMART (specific, measurable, achievable, relevant, time-bound). The red/amber/green targets are rated termly and parents see them. There is an opportunity to discuss at coffee mornings.
- 6.6. **Q.** How has this been received by teaching staff? **A.** OK. Staff accept that we need to work on SEN provision, get staff used to looking at data and a reminder to consider in classrooms. There is a need to review LSA teacher planning once pupil passports have been completed. Want to see evidence of collaborative planning between teachers and LSAs so LSAs need to know what area of schemes of work is being used.  
Re observation and scrutiny 2 deputy SENCOs will observe and do book looks. There is a cycle to observe and a lesson scrutiny round. Book scrutiny can be used to see if appropriate interventions are being used e.g. re reading, SPAG (spelling, grammar and punctuation).
- 6.7. It is hoped and expected that this will improve Key Stage 4 results in a range of subjects. Regarding PE and students with English as an Additional Language there will be possible use of non-specialists to offer an entry level qualification in PE allowing teachers to focus on students who are academically capable of achieving a GCSE in PE.  
**Q.** In school or out? **A.** Both. **Q.** Is there enough capacity? **A.** Extracurricular staff will be paid for 'above and beyond'. All subjects are to have some LSA support for Education and Health Care plan students. Discrepancies will be addressed.  
**Q.** Is there work with the Local Authority? **A.** Some EHCPs are outdated so liaison with parents is needed. Refunding there will be a meeting with JA in school to review and ensure that students are getting the right number of hours of support.
- 6.8. Increased support is being offered to students with ADHD (attention deficit hyperactivity disorder) including counselling and support. Interventions are starting and there will be educational psychologist training in January re ADHD and autism. Will introduce progress tracker as there are reduced Educational Psychologist hours this year. **Q.** Does a service level agreement not apply? **A.** SLA costs are reduced as there is a shortage of EP's  
**Q.** Is online screening enough? **A.** Yes, automatically tested for exam access arrangements. Provision maps outline the provision e.g. differentiation, pupil premium funding, external support. There are inclusion meetings to track student re interventions and impact. The range of interventions offered was noted. EHCP

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students have timetabled LSA support to be revised early in 2024 following movement to and from AP (Alternative Provision).

- 6.9. **CAT (Cognitive Attainment Tests) 4:** This identifies students who are below average with cross reference for SEND register. Students will be involved and data reviewed to diagnose gaps to support the SEND referral and review process.
- 6.10. Regarding teaching and learning it's not clear that there is sufficient differentiation in schemes of work for SEND learners. Clear evidence will be sought of:
- AFL (Assessment for Learning) in lessons e.g. targeted questioning, use of mini whiteboards;
  - Evidence that teachers know the SEN standards;
  - Update of SEN register.
  - Learning support assistants to receive training weekly or equivalent.
- Q.** Use of 'hover' approach? **A.** LSAs will be encouraged to set SEND students off and then support other students in order to avoid over-reliance on adult support. Learning Support Assistants will have folders and context sheets. Whole school support is planned re use of Tier 2 and 3 vocabulary, educational Psychologist foci, implementation of pupil passports and support for pupils with ADHD and autism.
7. **CURRICULUM PRESENTATION RE PUPIL PREMIUM FUNDED STUDENTS- CALLY HALKES-CIRCULATED ON PORTAL:**
- 7.1. CH noted that the strategy was amended last year to realign with revised School Development Plan priorities. Current year funding is based on last years' recipients. There is £349,000 pupil premium funding and recovery funding of £89,976. The number of recipients has reduced by 35, there has been no confirmation of level of funding for next year.
- Q.** How likely is it that schools will not have this funding? **A.** It is likely that the funding will be relabelled. Pupil premium children include post Looked After Children and special guardianship funding.
- Q.** Is the reduction in funding general across schools? **A.** Not sure. The number of free school meals children has increased and there is no pupil premium funding for 6<sup>th</sup> form. 24.1% of students are pupil premium funded + but may fluctuate. There are no service children.
- 7.2. Statement of Intent: The strategy is to reduce the gap between pupil premium and non pupil premium funded children. The challenges are the same, it's what to do to reduce the gap for disadvantaged children but equalising learning opportunities. The School has limited opportunities to change all this but can use pupil premium funding for all children e.g. group work, resources to improve attainment, reading and employment of support staff.
- 7.3. Metacognition:
- There is work to increase this. Departments can ask for funding for enrichment activities, need to use the prescribed form. There is support for teaching e.g. CPD, recruitment and retention support for extra qualifications, with responsibilities allocated to specific leads.
  - There is funding for targeted academic support e.g. food and tech ingredients,

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Duke of Edinburgh, instrumental lessons for pupil premium funded children.

**Q.** Increased uptake? at Key Stage 3? **A.** Hopefully from January and including educational visits for under-achieving and high performing students.

Also, after school there will be focussed interventions, Key Stage 4 study area, peer mentoring for the identified children to support mentoring

There is support for after school study with refreshments and behaviour and mental health support.

There has been review of last years' outcomes with work to reduce the gap between pupil premium and non-pupil premium children.

- 7.4. Attendance: This is now improving with a focus on the groups of most concern. Care is needed to interpret national data especially pre-COVID. Attendance of LAC children is good.

**ACTION:**

-Financial data review needed

**8. CURRICULUM PRESENTATION RE 6<sup>TH</sup> FORM DISADVANTAGED STUDENTS-LIAM MCDONNELL-SCREENSHARED INCLUDING:**

- 8.1. What has changed?: There has been a comparison of summer and autumn estimates including Ever 6 and SEN students.

The gap between advantaged and disadvantaged students appears to be closing for both academic and BTec subjects.

**Q.** Why? **A.** Teacher prediction based on in-class assessments.

There has been good progress by female and LAC students, investigations are ongoing re BTEC progress.

- 8.2. ALPS (Accelerated Learning Program for Students): This program generates minimum expected grades for students. Summer results 2023 were noted including subjects/departments for focus (e.g. art and 3D design), English literature.

**Q.** Regarding English literature are there any particular results of concern?

**A.** It's a different cohort so working to support improvement. This cohort did sit exams. Nationally, there is a discrepancy between autumn estimates and disadvantage comparison including economics, politics and philosophy. Key target students are identified who are considered to be underachieving.

Intake requirements were noted for 4 'A' levels as 4 GCSEs with grades 9-7 so a tighter requirement to support students to do the best that they can and to deter students from starting courses at which they are unlikely to succeed.

- 8.3. Overall Picture for Year 13: Noted.

- 8.4. Fischer Family Trust Targets March 2023: These were noted as identifying residuals and barriers to attainment. 6 students are considered to be underachieving in 2+ subjects. There is academic review to identify interventions and liaise with parents.

- 8.5. Tutor Triage Template: There is support with study skills and next steps with Year 13. There is a department line management meeting, structure revision timetable for underachieving students., identification of students to meet with the 6<sup>th</sup> form team, tutor triage and 16-19 Tuition Fund interventions. (£11,000 allocated).

- 8.6. UCAS (Universities and Colleges Admissions Service) and Co-Curriculum Update: 95 applications have been sent to date. There have been 11 applications to Oxbridge (7 successful) following mock interviews.

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- 8.7. Apprenticeships: There has been an increase in students getting to the 2<sup>nd</sup> and 3<sup>rd</sup> round of apprenticeship applications.
- 8.8. Co-Curriculum Offer: Funding is used to support extension and enrichment activities e.g. theatre trips.
- 8.9. Year 12 Update: Data is generally positive for 'A' level. BTEC is lower than liked especially BTEC sport. It is hoped for improvement as the year progresses. There are Year 12 in class assessments and there are options for 1 year courses.
- 9. SCHOOL LED TUTORING-NICK HYDE-VERBAL UPDATE:**
- 9.1. This reported that the National Tutoring Programme was not considered to have a significant impact given its cost. School based interventions in period 6 are considered to be more effective in raising attainment so the National Tutoring Programme will not be continued this year.
- 9.2. Period 6 interventions were noted in both core and foundation subjects with a large enough cohort to justify them.
- 9.3. Attendance is as expected with coordination to try to maintain and balance attendance across departments. There have been no assessments as yet but there is use of study facilities after school to create a safe space in school. Will identify pupil premium funded students and others most in need.  
**Q.** Take up? **A.** To start soon. There is a focus on Years 10 and 11 with provision of personal/lap top computers, 3.15-4.15 p.m. twice weekly.
- 9.4. NA noted that there are daily detention sessions but these will be reallocated to be after period 6 study. There has been discussion refunding and timetabling to identify teachers with some slack.
- 10. POLICIES-AGREED:** These were agreed in relation to careers and careers policy Statement on Provider Access, attendance policy and English as an Additional Language policy.
- 11. ANY OTHER BUSINESS:** There was none.
- 12. DATE AND TIME OF NEXT MEETING:** 25 January 2024-5pm-School.

**The meeting closed at 7.15 p.m.**

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