



**MINUTES OF A MEETING OF THE HIGHAMS PARK ACADEMY TRUST ACADEMY
EFFECTIVENESS COMMITTEE HELD ON WEDNESDAY 11 JANUARY 2023 AT 5PM AT
THE SCHOOL**

Present: Ms Ginette Hogan (Chair)-Trustee
Ms Claudine Crossley, Nigel Armsby (Principal), Tracy Penfold (Chair of Trust),
Andy Sikora

Also in Attendance:

Mr Tom Capewell, Mr Nick Hyde and Ms Angy Osman (Deputy Principals)

Dr Tim Morris-Company Secretary

Ms Katherine Taylor-Literacy/English as an Additional Language Coordinator

Clerk to the Governors: Ms Caroline Russell

Trainee Clerk Observing: Ms Charlotte Herbert

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
3	Reading Support: NA to consider financial implications of additional support and report back to next committee.	NA	Next meeting
4	Attendance Data: NA/EA to discuss for report to next meeting.	NA/EA	Ongoing
11	Date and Time of Next Meeting: 27 April 2023-5pm.	All to note. School/GS to action.	Ongoing

1. WELCOME AND APOLOGIES FOR ABSENCE

1.1 Welcome

All were welcomed to the meeting. Apologies for absence were received from Christina Proffitt

1.2. Quorum

The meeting was quorate with 5 governors present.

2. DECLARATIONS OF INTEREST

2.1 Declarations of Interest in the Current Agenda Items

There were no declarations of interest in the current agenda items.

2.2. Standing Declarations of Interest

These were declared by Claudine Crossley in relation to governorship at Churchfields Infants' School and directorship of Woodford Rugby Club.

3. CURRICULUM PRESENTATION-READING IN HIGHAMS PARK-KATHERINE TAYLOR: Prior e-circulation of a curriculum presentation was received.

3.1. Context of Concern



The meeting noted that the report had been issued following concerns raised about falling reading ages on entry to the School post COVID with consequent difficulties accessing the curriculum.

3.2. Questions/Comments

- 3.2.1. **Q.** How are children supported in Year 7 if that is necessary and what interventions and monitoring is there to support access to the curriculum so as to raise attainment where that is needed? **A.** There is difficulty staffing the provision but children are tested on entry to the School in Year 7 with end of Key Stage 2 test scores, CATS tests (Cognitive Abilities Tests) and reading test scores used to assess reading ability. 6th formers mentor students with reading ages of concern.

This year 67 children have a reading age of less than 11 years. Support is offered via weekly support sessions with the SEND department and literacy/EAL coordinator.

There is no reading recovery at present due to staffing constraints. Comprehension groups are needed. Some schools test in Year 9 and teachers are asked if access arrangements are needed for GCSE.

- 3.2.2. **Q.** So you support. Is there testing at the end of Year 7 to see if they've caught up? **A.** Yes, but the follow up is administered and marked manually. It is possible to purchase the whole package so that the tests administered at the beginning of the year are repeated later in the year and they are then marked electronically in the same way as the initial tests. **C.** Would be good to see the impact on reading scores.

NA: Commended the set up and principle of peer support.

Discussion followed re the costs of testing and retesting. **Q.** Computer generated?

A. Yes and marked. So could identify children still in need of support.

Q. You're a learning support assistant down in the SEND department? **A.** In process of recruitment or re-advertisement. There is no librarian at present which is affecting maintenance of the library for borrowing, usage, recommendations, promotions and use as a whole school resource.

Q. What was the outcome of the library survey? **A.** There's been some misunderstanding about the use of the library re study/borrowing. Parents want reading recommendations. **Q.** Progress is tracked from Year 7? **A.** Our records show reading and CATS scores on entry but there is no tracking of reading ages in year groups.

Q. Do students in Year 7 continue to receive support re reading? **A.** There's usually a rolling system of comprehension and reading recovery. However, support is limited by the availability of staffing.

- 3.2.3. **Q.** Is there overlap between students identified for reading support and children in receipt of pupil premium funding? **A.** There will be overlap. The strategy document shows this as an initiative. We are buying additional resources for EAL students, there is also a literacy platform offered and 2 learning support assistants are being recruited.

- 3.2.4. Discussion followed re the cost of purchasing additional resources e.g. further resources from Flash Academy (currently £900 per annum for 12 English as an Additional Language users) to support additional students, with a further proposal made for employment of a library assistant to support literacy whole school.

ACTION: NA to consider financial implications and report back to next committee meeting.

- 3.2.5. **Q.** Regarding reading recovery not offered to Year 7 what support are they getting? **A.** Weekly speech and language therapy with social and emotional support if needed.



Q. Does this Year 7 have more than the usual number of below chronological age readers? **A.** Possibly yes, including skills re focus, timing and understanding.

Q. Are the issues literacy or COVID related? **A.** Combination of the 2.

KT was thanked for her presentation and left the meeting.

4. ATTENDANCE DATA AUTUMN TERM 2022-COMPARING AUTUMN TERM 2021

4.1. In the absence of Enuma Afulukwe the report was received and questions considered for further consideration.

Q. What actions have been taken in response to the concerns about persistent absence identified?

Q. Re the use of the snow closure code in the last week of term was attendance monitored through virtual teaching?

Q. How does School data compare to national averages/expectations and Fischer Family Trust data? What is the trigger for Education Welfare Officer involvement?

Q. Are students disadvantaged by reason of pupil premium, free school meals, English as an Additional Language being monitored? Is there 1st day calling re absence?

Q. Is there subscription to the EWO service and active involvement by them?

A. There is a correlation between pupil premium status and persistent absence.

ACTION: NA to discuss with EA.

5. MINUTES OF THE LAST MEETING HELD ON 01/12/2022

These were received and accepted with no matters arising not considered elsewhere on the agenda. The minutes were considered signed, e-copies to be retained by the School and Governor Services.

6. YEAR 11 AUTUMN DATA-NH-DOCUMENT SCREENSHARED

6.1. Year 11 2022/23 Autumn Term Estimated Grades

Comparison was noted to Fischer Family Trust data for students of similar prior attainment in schools in similar circumstances. It was noted that the School makes significant efforts to support underperforming students.

6.2. Attainment Summary

Attainment at the School is similar to FFT predictions for the Progress 8 measure. In depth analysis of results is conducted by departments based on the particular needs and challenges of different subjects. A small positive progress indicator is shown but with less progress made by prior higher attainers. There is significant support for prior disadvantage which has reduced compared to last year. SEN student's progress is lower than that of other groups.

Q. You are targeting disadvantaged students as shown in red? **A.** 67/232 with over ½ doing the National Tutoring Programme. Many are pupil premium funded with attendance problems and a home culture which is less supportive of education. The summary calculations show overall grades with grades currently around 0 re progress so marginal improvements can be significant.

Q. There is reference to 230 and 235 pupils-which is it? **A.** 5 pupils are missing. Maybe Joseph Clarke dual registrations and there were 3 permanent exclusions from year 11.

Q. Do the estimated grades include mocks? **A.** After mocks and showing end of course predictions.

Q. The National Tutoring Programme shows 50% pupil premium funding statement or is there an allocation with a pupil premium funded statement? **A.** Use of NTP funding needs to be prioritised to avoid claw back but use of pupil premium funding allocation is more flexible.



6.3. Interventions

- 6.3.1. **Q.** What if an intervention were to be set up for non-attenders? **A.** With NTP groups of 3 we chase non-attenders and then replace them.
Q. The programme is run before school so could incentivise with Breakfast Club? Could we see data after the summer to see if the interventions boosted attainment?
A. Yes, we want to know whether the intervention has been effective. There is an average improvement of about a grade by intervention and this could be conveyed to students. The focus of review is on students making the least progress with consideration of pastoral, attendance, attainment and behavioural issues. There are 1:1 meeting with parents with realistic target grades set for under attaining subjects.
- 6.3.2. Proformas are completed to summarise this (reason for underperformance, teacher and student action) as part of a whole school improvement strategy. This alerts individual teachers to underperformance in their subjects.
Period 6 interventions have been running since September and will continue subject to cost.
- 6.3.3. Period 6 interventions have been running since September and will continue subject to cost. Senior leadership team meetings have identified strategies for use of pupil premium funding, attendance, National Tutoring Programme, attainment in English language and literacy and mock 'deep dives'. A curriculum meeting has been held re sequencing, end points, lesson observations against OFSTED criteria, an intent document has been drafted and work scrutinies and pupil voice surveys conducted. A report has been drafted to identify changes and likely OFSTED inspection priorities.
- 6.3.4. There is concern about a prior higher attaining group of 50 students with possible SLT pairing to encourage and support. A proforma will be developed with the intention that every student receive support.
The systematic approach adopted by the School was commended.

7. BEHAVIOUR DATA

- 7.1. Suspension Data: Screenshared. An increase in the number of suspensions between autumn term 2022 compared to autumn term 2021 was noted.
Q. What was the reason for that? Increased behaviour expectations or a deterioration in behaviour? **A.** A combination. There is a clearer link re unacceptable behaviour including verbal abuse and disrespect, increased fire alarm activations and vaping.
- 7.2. Review
This noted that of the students concerned 29 had previous suspensions (2% of the school population) but with potentially high impact. 20 students were suspended for the first time in Year 7, 19 others are not expected to repeat. There have been meetings with trustees re repeat suspensions. Males, black ethnicity students and SEND backgrounds are over-represented. Day 6 provision was sourced for 4 students and reciprocal arrangements made with other schools. Use of the reintegration room was noted.
- 7.3. **Q.** What has been the effect on behaviour at Highams Park School? **A.** Generally positive with no issues where the provision made is accepted. **Q.** Are the implications of repeated suspensions possibly culminating in permanent exclusion discussed i.e. being sent to another school? **A.** Yes. Day 6 provision elsewhere is more inconvenient and awkward for the child but is better from a safeguarding perspective. The effect is too soon to tell but there is some entrenched behaviour.



- 7.4. There have been 71 separate incidents leading to 78 suspensions with multiple suspensions mostly in Years 9 and 10. There has been an increase in the number of girls which is a borough-wide trend.
Regarding ethnicity students from a black background are over-represented and that is discussed in School re possible bias. There are also proportionately more pupil premium and low attaining students some with social, emotional and mental health difficulties. Use of comparative year data was commended.
- 7.5. **Q.** Re suspension and SEN how do staff manage particular needs? **A.** Staff are encouraged to use de-escalation techniques. There is also a need to support staff morale, energy and confidence levels and this is a focus for staff training. Will devise profiles for students with difficulties who do not have Education and Health Care plans with strategies to address.
Q. Is it appropriate to exclude for truancy? **A.** There are multiple reasons but will avoid where possible. Some is a hangover from COVID when online working meant that students could log in but then leave and turn off the camera.
- 7.6. Data is not held re short removals by SMT using the yellow card to minimise admin. Emergency alerts can be sent to SMT including safety notices with automatic logging reports made.
- 7.7. Re permanent exclusions last term there were 3 + a managed move. This exceeds the school and national averages. The meeting noted details of these constituting serious breaches of the behaviour/discipline policy with movements between schools noted. Exclusions are generally very unusual given that the students know the likely consequences.
ACTION: Termly updates requested.
- 8. 16-19 TUITION FUND-DATA SCREENSHARED**
It was noted that 50% of the funding has been allocated with the remainder to be spent asap to avoid claw-back/roll-forward provision.
- 9. SCHOOL DEVELOPMENT PLAN UPDATE**
- 9.1. There has been a focus on whole school approaches to SEND pupils. A staff survey has gone out with SLT to read the relevant legislation and consider how it relates to their subject areas. The survey will be analysed to develop provision.
Q. Target date? **A.** 16/01 for survey responses to be followed by a parental survey this term.
- 9.2. Impact of Period 6 Interventions: These will continue. A register is taken, progress tracked and impact evaluated at the year end. The provision is part of the existing staffing budget.
- 9.3. There is a focus on raising attainment in English language and literature working with both pupil premium and higher attaining students re progress and attainment. Actions noted were completed. There is work to reduce 'in-school variation' in attainment between the best and worst subjects with the same model to be used for Key Stages 3 and 4 as for Key Stage 5.
- 9.4. Personal Development Priorities: These include that academic interventions are better targeted e.g. setting of Maths Watch activities, use of GCSE pods e.g. for history, staff development and enrichment activities e.g. educational visits, speakers and 6th form provision.
The meeting noted the report and would welcome updates on future actions.



10. ANY OTHER BUSINESS

There was none.

11. DATE AND TIME OF NEXT MEETING

-27 April 2023 at 5pm.

The meeting closed at 7.15 p.m.

Chair: (print)

..... (sign)

Date: