



**MINUTES OF A MEETING OF THE HIGHAMS PARK ACADEMY TRUST BOARD HELD  
ON THURSDAY 23 MARCH 2023 AT THE SCHOOL**

Present: Tracy Penfold (TP) (Chair)

Claudine Crossley (CC), Nigel Armsby (NA) (Principal), Ginette Hogan (GH),  
Andy Sikora (AS), Alan Benton (AB), Erik Mesel (EM), Richard Palmer (RP), Dave  
Brown (DB)

Also in Attendance: Mr Tom Capewell, Deputy Principal (TC)

Mr Nick Hyde, Deputy Principal (NH)

Ms Angy Osman, Deputy Principal (AO)

Mr Jacob Adeshina, School Business Manager (JA)

Dr Tim Morris, Company Secretary/Secretary to the Board (TM)

Clerk to the Board: Ms Caroline Russell (Minutes from Recording)

**Summary of agreements and actions:**

<b>Minute reference</b>	<b>Formal agreements and/or actions identified</b>	<b>Named person(s) for action(s) identified</b>	<b>Completion date</b>
3.2.	Trust Board Membership: Company Secretary to amend/update.	TM	As soon as possible
4.2.1.	1 page Behaviour Summary: TP to send	TP	Ongoing
6.5	Longer Term Strategy: Governor group + staff input to review existing documentation and make recommendations for implementation as soon as possible.	TP	Ongoing
7	Committee Reports: -Actions per minute.	JA	Ongoing

**1. WELCOME AND APOLOGIES FOR ABSENCE**

1.1 Welcome

All were welcomed to the meeting.

1.2. Apologies for Absence

These were received and accepted from Maria Eze.

1.3. Quorum

The meeting was quorate with 8 trustees present plus the Principal

**2. DECLARATIONS OF INTEREST**

2.1 Declarations of Interest in the Current Agenda Items

There were none.

2.2. Standing Declarations of Interest

These were noted per the school website.

**3. MEMBERSHIP**

3.1. Resignation of Trustee CP

This was noted with details removed from the website.

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- 3.2. Expiry of Trustee Terms of Office  
These were noted re RP, AB and AS  
**ACTION:** TM.

#### 4. **MINUTES**

- 4.1. Minutes of Meetings Held on 08/12/2022 and 02/02/2023  
These were received and accepted. The minutes were considered signed, e-copies to be retained by the School and Governor Services.

4.2. Matters Arising

- 4.2.1. 1 Page Behaviour Summary

**ACTION:** TP to send.

4.2.2. Research on Effectiveness of External Practitioners

To be actioned. (EM)

4.2.3. Attendance Profile

Parents can now download at any point.

#### 5. **PRINCIPAL'S REPORT- NA**

- 5.1. Re-Evaluation of Roles and Responsibilities of Senior Leadership/Management Team Since January 2023

These were reported by NA re responsibilities reallocated or confirmed including re TM, DS, TJ, AP, Head of 6<sup>th</sup> Form, Assistant Principal-Special Educational Needs and Disability and Inclusion, Assistant Principal Key Stage 3, Designated Safeguarding Lead, Academy Business Manager. Efforts have been made to equalise workload and use funding for behaviour support effectively. Non teaching staff members of senior leadership team were noted including responsibility for student conduct.

- 5.2. Purpose and Use of 'Highams Park Daily' Bulletin/Update

This was noted re students on report etc.  
NA was thanked for the update/explanations.

5.3. Questions/ Discussion

- 5.3.1. **Q.** So re changes to SEND (special educational needs and disability) provision there is a need for 'hands on' time'? Will there be enough time/support? **A.** There will be input/support from the deputy SENCO, literacy coordinator and administrator. So a sizeable team. Under the new framework SEND is a crucial area. The post holder designate seems to be very experienced. The majority of teaching is small group teaching so that should significantly improve that area.

- 5.3.2. **Q.** Who has responsibility for overall student well-being? **A.** The designated safeguarding lead has responsibility re mental health (noted here that a proactive and holistic approach is requested).

- 5.3.3. **Q.** Can acronyms be explained and a structure/line management chart be provided? **A.** Yes, will circulate and explain educational acronyms used.

#### 6. **SCHOOL DEVELOPMENT PLAN-BEHAVIOUR ELEMENT**

- 6.1. NA noted that this has been a significant focus this term and is a longer term priority also. Next term (summer 2023) will be significant in relation to implementation of OFSTED inspection report recommendations. Based on OFSTED feedback the behaviour system will be simplified because OFSTED said that this was not applied

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consistently. There will be weekly foci including re uniform and punctuality to include the recording of 'lates' on the attendance system.

- 6.2. There was a focus on behaviour in the staff INSET and student assemblies. Also, a focus on consistency and care as school staff are the most stable adults in the lives of many of our children. The language to be used when challenging behaviour has been discussed with a different behaviour structure to be implemented. Training re 'zones of regulation' has taken place. Students out of lesson will be challenged with all staff to issue notes explaining the reasons why.
- 6.3. Use of a 'reflection zone' was noted as an immediate sanction re behaviour. **Q.** What are they doing in there? **A.** Work they should have done in the lesson they've left. **Q.** So all teachers have put work online? **A.** The behaviour support officers can get that work. **Q.** How long has the reflection zone been in operation? **A.** 3-4 weeks. **Q.** Repeat offenders? **A.** Yes. **Q.** So is it effective for students with learning needs e.g. ADHD (attention deficit hyperactivity disorder)? **A.** Any pupils with Education and Health Care plans would go to the Learning Support Centre. It's for persistent disruption not linked to special educational need. **Q.** So no one in the reflection zone has special educational needs? **A.** No, not unless we are confident that the behaviour is not linked to that need. **Q.** Is an opportunity given to reflect? **A.** Yes and to understand their choices including a restorative element. **Q.** If a pupil misbehaves who goes and gets them? **A.** Historically senior management team (SMT) now behaviour support officers. SMT now focus on observing and monitoring progress and good practice. Students returning from exclusion continue to spend a day in the reintegration room. Return from fixed term exclusions/suspensions hasn't been done as too labour intensive but there is a reflection element in the contact with the behaviour support officer. **Q.** What's the maximum number in the reflection zone and staff ratio? **A.** 6 students with 1-2 staff. **Q.** Staff have sufficient time? **A.** The team is being expanded. If there are more students there will be more staff but the immediacy of sanctions is key to success.
- 6.4. NA referred to inclusion meetings with students potentially at risk of exclusion. They are referred to a panel with information about the support to be given e.g. mentoring, referral to LBWF Social Care, police involvement. There may be discussions re parental engagement, LBWF Early Help referral or counselling if there is capacity for that. OFSTED expressed concern re alternative provision. There may be therapeutic placement or elective home education (2-3 per year). Students may have Individual Education Plans which need to accurately reflect the support to be given. There may be referral the Fair Access Panel if necessary but the focus is on proactive prevention. For pupils with Education and Health Care plans who are considered to be 'at risk' strategies are proposed to manage behaviour successfully with all the teachers affected given information. **Q.** Is that accessible by supply teachers? **A.** Students of concern don't go to cover lessons, there are different plans in place. Staff have shared good practice re pupils of concern at a whole staff INSET day. This is more useful than sharing Education and Health Care plans but the information shared could be written into those. **Q.** Is there an equivalent for students with identified special educational needs which is not demonstrated in their behaviour as possibly future disruptive students and at risk of falling through the net? **A.** Yes, in an ideal world. There is a work on a class context sheet which covers all pupils learning styles. However, there is a need to balance workability and responding to individual need. There is a need to target the children who really need it but also to support the children who are quiet but struggling. OFSTED acknowledged that new strategies are in place. Next term a

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number of initiatives will come into effect with a clearer approach by September 2023 by all staff including re mobile phone usage. **Q.** Are staff on board? **A.** Staff are seeing the impact of these changes e.g. re Highams Park Daily and respite placements in other schools. It's work in progress. There are improvements but it all needs to work together. The Behaviour Code is simple. No excuses not to follow e.g. coats off and phones away.

6.5. Longer Term School Strategy-TP

- 6.5.1. TP referred to the need for clarity of vision and ethos set by the Board in collaboration with SLT with pupil progress and achievement at its heart. A vision statement needs to be ambitious and achievable in collaboration with staff, pupils and parents and a focus on behaviour. Do we need to review a statement and put together a strategy to achieve that?

NA noted personal priorities re behaviour and progress. Discussion identified the need for use of a selection of key words e.g, respect, caring, happy, safe. There is a need for a statement that staff and students can identify with. Also well-being, balance and tolerance i.e. core values of educating the whole person to meet their current needs so that Highams' Park students are cheerful, honest, hardworking, honest, well behaved, healthy young adults. The suggestion was made that teaching staff be consulted with a high priority on safety.

**ACTION:** Governor group and staff input to review existing documentation and make recommendations for implementation as soon as possible.

7. **FEEDBACK FROM COMMITTEES**

7.1. Resources 09-03-2023

TP summarised.

- 7.1.1. **Catering Report:** This is due re contract extension, needing to approve meal tariff increases proposed from Easter and September. TP noted that the contract is on a profit share basis so prices need to be increased to retain that. Proceeds from this will support the school hospitality budget and catering equipment replacement. There is also a risk re price increases exceeding government allocations for free school meal students with a potential consequent risk to the school budget.

**Q.** Has there been any change to meal uptake? **A.** No impact on demand at all following price increases. Prices charged by the School are consistent with schools in the borough but it is planned to increase prices again in September reflecting general inflation and an increase in the national minimum wage. The School wants to maintain the quality and quantity of meals provided.

Discussion noted that there is scope for developing a detailed understanding of what is being purchased by students including items purchased at break.

It is currently cheaper for students to buy in school than externally. Parents can pay for meals directly which helps both parents and the school.

**ACTIONS:**

- JA to consider the financial implications of a 5% and a 10% price increases from September accepting the need for the catering company to make a profit.
- Parents to be advised in July of price increases to apply with effect from September 2023 – if approved by trustees
- JA to advise of use of the school profit share including spend on hospitality.

- 7.1.2. **Estates Group Meeting:** This met and agreed an advert for the caretaker role(1 application received) + tender of school cleaning contract as in house management is difficult. Regarding rebuild of the school a recent public consultation exercise was noted with feedback being considered.

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7.2. January Monthly Finance Report

This was circulated. TP noted that the February accounts have been reviewed with questions re staffing costs.

7.3. Feedback from Audit and Risk Committee 02/03/2023

This meeting noted the Buzzacotts appointment. Work re agreement of closing and opening balances to return in June. Governor reps will attend to support the school business manager.

**Risk Register:** Nothing significant, reviewed by JA and DB together.

7.4. Internal Control Audit – Report 2

Financial controls have been reviewed by Juniper with 2 low priority areas identified which are being actioned by the School. This represents an improvement on earlier years when more areas were identified.

8. **TEACHING AND LEARNING REPORT-AO**

8.1. OFSTED Inspection Preparation ‘Deep Dive’ Feedback

Data has been reviewed with a focus on English, maths, science and history. The objective was to try to mimic OFSTED inspection ‘deep dives’ as far as possible using OFSTED style questions and learning walks across departments. Pupil voice consultation exercises were held including ‘book looks’ to review learning. This was shared with senior leadership team and then curriculum leaders re what the school does well and areas for development.

**Q.** Which year groups were reviewed? **A.** Mainly Years 7 and 10. The curriculum is ambitious and relates to entitlement for all pupils. Progression from the Key Stage 2 curriculum was checked. Where subjects are setted, it has been checked that the entire curriculum is taught with more lessons observed than by OFSTED. There are common themes re special educational needs and disability and lack of challenge which is consistent with a Progress 8 score of 0. Teaching reflected a fear of risk taking re behaviour and post COVID impact. Next steps are to extend the range of subjects observed and extend work on the Highams Park teaching and learning principles which will be seen in all lessons. The observations need to be collaborative with consultation re the principle of quality assurance. As behaviour improves this will be reflected in an improved quality of teaching and learning. OFSTED inspection confirmed school perceptions.

**Q.** Will areas of development be integrated into School Development Plans? **A.** Yes, per feedback to departments and as new staff are appointed. Phonics teaching is being developed to include withdrawal if necessary.

8.2. Whole School ‘Next Steps’

These are evolving reflecting the appointment of NA as principal and work with curriculum leaders and Heads of Department. It was reassuring that the departments identified were spoken to by OFSTED. The process will continue across the whole school for completion this academic year.

**Q.** You mentioned talking to students with special needs and pupil premium students. Did you talk to other students also? **A.** Yes, dependent on the size of the department with a cross section of prior attainment.

**Q.** Is there a copy of the OFSTED report that governors can see? **A.** Still confidential.

8.3. Fischer Family Trust (FFT) Aspire Report Key Stage 5

8.3.1. It was reported that data generated by FFT has been reviewed by the School in depth but does not include national comparisons so it is difficult to know value added scores. ALPS (A Level performance system) reports are considered but reflect non-adjusted grade boundaries. There have been no changes to the strongest/weakest subjects and the school will continue to FFT data.

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- 8.3.2. Highlights were noted re key attainment figures with an explanation of average points scores and the averages achieved by the school compared to national averages. The average grade is exactly the same as the national average but progress is better than expected because the range of students entering 6<sup>th</sup> form is broader than average so progress indicators are positive. The average 'A' level grade is slightly positive.
- 8.3.3. Attainment and progress data was noted with grades higher in 2022 than pre pandemic. School progress is slightly positive but historically has been slightly higher.  
**Q.** Do you find out individual scores? **A.** Don't know what they would have been if the boundaries had been higher. Some students were borderline noting that some had had a troubled 2 years so the figures should not be compared to national data.
- 8.4. Pupil Group Data  
This was reviewed and gives insight beyond the national data. Children of Indian and Pakistani heritage have the highest residual but there are no negative residuals by ethnicity. No particular group is significantly underperforming. Trends have been reviewed for Key Stage 4.
- 8.5. Subject Breakdown  
2 subjects are of concern (English Language and computing). The highest residuals are for psychology, economics and business studies.
- 8.6. Scatterplot-Key Stage 5 Progress to Key Stage 4 Prior Attainment  
The scattergram diagram was noted and explained.  
**Q.** Are there no other benchmarks except national averages? **A.** Every subject has its own. **Q.** What about the LBWF average? **A.** For Key Stage 4 there is more information nationally than for LBWF averages but senior leaders do receive Waltham Forest data. It was noted that the School attains at the national average of C+ with progress measures historically in the top 25% and with positive value added in the 6<sup>th</sup> form.
- 9. SAFEGUARDING LINK VISIT**  
TP noted that this is scheduled.
- 10. OTHER LINK VISITS**  
TP noted visiting re attendance and careers education.
- 11. TRAINING COURSES UNDERTAKEN/TRAINING NEEDS IDENTIFIED**  
Governors are asked to advise Ginette.
- 12. SURVEY RE PUPIL SAFETY**  
This will be reviewed with feedback to be given to the next meeting.
- 13. POLICIES**  
These were **AGREED** re:  
-Charging and remissions policy.  
-Whistleblowing policy (trustees and staff member nominated).  
-Bullying and Harassment policy.  
-Relationships Sex and Health Education policy (needs updating from September).  
-Discipline/Conduct: **AGREED** unchanged.  
-Early Careers Teacher policy: **AGREED** unchanged.

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**14. ANY OTHER BUSINESS**

14.1. School Production of Grease

A vote of thanks was **AGREED** to all involved in this.

**15. CONFIDENTIAL ITEM RE OFSTED DRAFT REPORT**

It was noted that a draft report has now been circulated.

(Recording closed. Duration of recording 2 hours 17 minutes).

Chair: ..... (print)

..... (sign)

Date: .....

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