

East Midlands Academy Trust

Minutes of the Standards and Performance committee meeting held on the 3rd of October 2019, 10:00 at Northampton International Academy, NN1 1AA

These minutes reflect the order of the agenda, not necessarily the order of discussion

Agenda item	Discussion	Action
1. Welcome	<p>Present: Leigh Jones (Trustee: Acting Chair) Fiona Wheeler (Trustee) Stephen Morales (Trustee) Jon Harris (Trustee)</p> <p>Josh Coleman (CEO: EMAT) Katy Russell (Head of School Development: EMAT) Lorna Beard (Lead Academy Improvement Partner: EMAT) Giles Osborne (Lead Academy Improvement Partner: EMAT)</p> <p>Liz Dormor (Principal: PWS. Item 7 only)</p> <p>Carole Kirby – minutes – (Head of Governance: EMAT)</p> <p>LJ welcomed everyone to the meeting and reminded all that the matters discussed in this meeting should remain confidential until such time as the minutes are ratified and signed off.</p>	
2. Apologies	No apologies had been received.	
3. Quoracy	The meeting was confirmed as quorate.	
4. Declarations of interest	LJ asked if there were any declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests. None were declared.	
5. Minutes of S&P meeting held on the 30/07/19 & matters arising not appearing on the Action Log	The minutes, including the confidential set of minutes, of the meeting held on the 30 th of July 2019 had been distributed with the agenda for this meeting and were agreed to be an accurate representation of the meeting. JH thought that he had sent his apologies and LJ added this to	

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	<p>the minutes before signature. The minutes were duly signed by LJ.</p> <p>There were no matters arising not already on the agenda for this meeting.</p>	
<p>6. Actions arising from the meeting held 30.07.19</p>	<ol style="list-style-type: none"> 1. Facilitate creation of PP Report to summarise spend and impact across all schools for year 208-19: JC. JC explained that the PP strategy reports would be presented to the PP forum later this term and the collated information will be presented to the next S&P committee of the TB. Trustees can, in addition, access the PP Strategies on each of the school websites. 2. Work with HT at Castle to promote Parent View: KR. KR reported that Parent View has been refreshed under the new Ofsted framework and the matter has been discussed with the HT who is promoting it to parents. 3. Review knowledge of RIDDOR accidents with school staff: KR/JC. KR stated that this had been reviewed and schools had been over-reporting. A document has been sent to all HTs to clarify. 	<p>JC: present report to next TB S&P committee meeting on impact of PP spending across all schools</p>
<p>7. KS4 and KS5 results from PWS</p>	<p>ED attended for this item to report to Trustees. The document 'PWS performance Report on Results' had been distributed with the agenda for this meeting.</p> <p>KS4: context was set out in the document. This cohort had had a more stable year in general although there had been some staffing issues.</p> <p>Attainment 8 for all students came out at 48.8% which is above National figures (the National figure for 2018 was provided as the figure for 2019 is not yet known).</p>	

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	<p>There is an achievement gap between boys and girls with boys not performing as well as their female peers. The difference in attainment between disadvantaged and non-disadvantaged students has reduced. The SEN gap remains the same as last year. The number of students achieving grade 4 or 5 in both English and maths has increased to 72% which is 9% above the national.</p> <p>Attainment in the English Baccalaureate English and Maths (Bucket 2) remains high and is above national.</p> <p>The attainment figure has fallen in the Open Element (Bucket 3). This partly can be explained by the change in points for legacy GCSEs (Business Studies and Technology) but does represent an area for further investigation and development.</p> <p>The number of students entered for, and achieving, the EBACC has improved considerably this year although there are not enough students taking a modern foreign language to increase this.</p> <p>A Trustee asked if the school will try to introduce more MFL teaching. Yes, although it has been difficult to staff. The school now has a good bank of staff which will enable the school to offer more languages at KS3 and KS4. There are not many students taking a MFL in the current years 9 and 10.</p> <p>A Trustee commented that the school needs to ensure pupils are making choices that are right for them and if that doesn't include MFL then that's okay. GO commented that it was also good practice to offer MFL for those pupils who would like to take a language but the focus must be on what the pupils require and offering a broad and balanced curriculum.</p> <p>A Trustee noted that although there is a general improvement in outcomes there is also a dip in the 2017 results and asked if</p>	

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	<p>there is a reason for this. ED explained that this relates to a prior attainment issue. Progress 8 for 17/18 was at 0.3 and he estimate for this year is 0.2 (at least). The DfE data check puts us at 0.3 and we think this will be amended; the dip relates to cohort profiling. Overall, the school is making strong progress year on year, especially considering he starting points of some of the pupils. GO confirmed that if progress equates to 0 or better, then the students have done well.</p> <p>ED further explained that the progress 8 figure for disadvantaged students is 0.13 excluding the BTEC figures. Students on FSM or within the Ever6 category have a progress 8 figure of 0.04. This shows that the disadvantaged students at PWS are doing better than all students nationally.</p> <p>A Trustee asked how these students were doing two years ago. In 2017 the figure was -0.9 so this group have increased their score by a grade.</p> <p>KS5: ED reported that the number of students achieving A* to B had increased to 56% and the number of students achieving A* to C had increased to 79%. The average grade had increased to B-.</p> <p>Progress had been -0.2 in 2017; 0 in 2018 and was 0.05 in 2019. This demonstrates that the students are now making the expected progress. The GCSE score for the 2019 year 13 cohort was 0.32 so overall they have made significant progress at KS5. This means that the ALPs score has moved up a grade. ED explained the ALPs scoring system and noted that the score for Chemistry should be coloured red (good).</p> <p>A Trustee asked what is happening in English Lit as these results are not so good. ED replied that advice had been sought from the exam board regarding a poem chosen as an exam text but that this advice</p>	

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	<p>had then conflicted with a later announcement from the board. The school has complained but they have only offered an apology. A Trustee asked if we have challenged this. Yes, there is nothing that can be done. The school will be changing the exam board next year.</p> <p>ED further clarified that the school has moved away from English Language as a qualification and has switched to English Language and Literature; the school has retained English Literature as it benefits those students who wish to read English at university.</p> <p>Improvements have been actioned around Art and the school has switched from PE A level to a BTEC qualification.</p> <p>The committee looked at the GCSE results on a subject by subject basis. ED explained that it had been impossible to recruit a catering teacher once the substantive post holder was away and the cohort of students taking GCSE Dance had been particularly problematic, refusing to work with each other. Design Technology had had staffing issues and had supply cover for a large part of the year. The teacher has now been replaced.</p> <p>A Trustee asked if students have an option to switch courses at any point. In year 10 they can move to a different course if it is before the autumn half term point; beyond that time, it is too difficult to catch up.</p> <p>A Trustee asked if a Catering teacher had now been appointed. No, the school thought a solution had been found but this has fallen through. We are now advertising again and have approached local colleges and hotels/pubs to see if we can source a chef that might like to teach. JC suggested ED talk with NS (Head of IT and Estates) to see if anyone at Aspens might be able to step in.</p>	<p>ED speak with NS</p>

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	<p>A Trustee asked if there were any teachers at NIA who might be utilised at PWS. It was thought the schools were too far away to enable teachers to be redeployed in this way.</p> <p>A Trustee asked if it possible to bring the students to the NIA instead. Too much curriculum time would be lost in the travel.</p> <p>Could we use remote learning between the two sites with video technology? That might be possible –ED will investigate.</p> <p>A Trustee asked if here is any correlation between pupil demographic and subject choices. The vocational subjects have all performed less favourably than the academic ones; does this relate to pupil aspirations? ED confirmed that the cohort is broadening. The problem has been with staffing rather than pupils. Also, there was no Head of Department last year for the vocational subjects – this has now been resolved.</p> <p>A Trustee asked if the success seen this year is now sustainable. ED replied that the quality of teaching is much improved and there is now a reliable cohort of staff in place and very few supply teachers. JC confirmed that with the restructuring, there is now a more sustainable trajectory for improvement.</p> <p>A Trustee asked about pupil numbers in the sixth form and asked about the performance of PE BTEC. There are currently 89 pupils in year 12 but the current year 11 is very small.</p> <p>76% of pupils taking the PE BTEC level 2 achieved grade 4 or above.</p> <p>ED further explained that all of the RE exam cohort had taken the exam a year early and this had not proved successful. The previous leader of the school had promised the students they could take the subject early using a slot of an hour a week after</p>	<p>ED investigate the use of remote technologies to deliver catering classes</p>

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	<p>school to teach it; this was not adequate and would not be repeated.</p> <p>ED stated that the gap between boys and girls is major focus for next year. There is a staff member at school currently taking a NPQSL who will lead on a project to raise boys' achievement. This will include a review of mindsets and interventions to support positive growth and progress and new pedagogical approaches to encourage boys. Revision classes will also be taught in gender specific groups. SM offered to deliver a growth mind-set assembly. ED will arrange this.</p> <p>ED reported that the Academic review conducted yesterday was very useful and a SEND expert will now be engaged to assist with intervention planning and teacher engagement. The Academy Improvement Partner is visiting school to conduct a 'deep dive' into subject areas which is welcomed.</p> <p>Trustees thanked ED for her work and congratulated her on a great set of results. Trustees advised ED that they are happy to support her with whatever she needs. ED expressed her thanks to the new Head of Science at the school who has raised the ALPs score in one year to a level three whilst managing the department with lots of staff absence. Trustees acknowledged this contribution.</p> <p>SM and ED left the meeting at 11:25</p>	
8. KS2 update with progress measures	A document setting out the KS2 updated results with progress measures had been distributed with the agenda for this meeting. LJ asked the committee if they had any questions pertaining to the document and asked KR to articulate the highlights.	

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	<p>KR reported that Hardingstone are the only school within the Trust who are above national for combined.</p> <p>The percentage of pupils in EMAT schools achieving the combined higher standard for Reading, Writing and Maths in 2018-19 was 9.3%. This is below the national average of 10.5% by 1.2%; it is up by 2.3% over the previous three years.</p> <p>A Trustee noted that SAA seems to be struggling. Are the reasons for this known? The school has had 11 Head Teachers in 6 years. An action plan and Rapid Improvement Team are now in place to address this and the Trust has secured Executive Leadership from a strong Head Teacher within the Trust. The starting points of pupils at SAA is also lower than for other pupils in the Trust.</p> <p>KR reported on Average Scaled Scores. Hardingstone is higher than national in Reading and Maths and Castle has performed well in Maths. All schools are just below national in SPaG.</p> <p>A Trustee commented that some schools appear to have moved below last year's results. KR stated the progress data is not yet validated. Across the whole Trust Reading sits at -1.86 compared to a national of 0; Castle and Hardingstone are just within the positive domain; Orchard and SAA are significantly below national and appear to be on a downward trend; Castle and Hardingstone have been variable over the last three years.</p> <p>LB stated that progress scores fluctuated due to cohort specific issues. These cohorts had a level of deprivation, sat within a 'bulge year' with a high birth rate and had very mobile pupils; only 33% of these pupils achieved GLD in Reception. Additionally, at SAA there have been some staff recruitment issues and there have been leadership difficulties.</p>	

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	<p>JC assured the committee that the Trust is now in a more stable place with good curriculum planning; expectations have been reset with regard to Reading scheme implementation. Orchard had a particularly difficult year last year as two year 6 teachers left the school and could not be replaced. In addition, two years ago at Orchard the Head Teacher left and 9 teachers followed him.</p> <p>KR further stated that previous years' results had been achieved by piling all resources into year 6. The Trust has directed a better approach which focuses on all year groups.</p> <p>A Trustee asked if there is confidence that the Trust is doing everything possible to improve progress and attainment for these children. A discussion followed with regard to performance management of staff and the importance of following through with capability when this is appropriate. The committee also discussed support measures for staff and the provision of support to increase capacity of good leaders so that they can support others.</p> <p>KR reported that year two and six pupils are currently being assessed to inform their progression journey.</p>	
<p>9. Academy Improvement Partners update</p>	<p>A document outlining new Academy Improvement Partners and key lines of enquiry for each school had been distributed with the agenda for this meeting. GO reported that when the new School Improvement and Effectiveness Team had been formed last year, the AIPs for each school had already been allocated. This year has seen the recruitment of new AIPs who have Ofsted experience, are current Head Teachers or NLEs and have current educational experience. All have been matched to schools.</p>	

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	<p>A Trustee asked if the new AIPs have been interviewed. Yes. GO went through the background of each new AIP and either met them personally or spoke with them on the phone. Skillsets were matched to school requirements; every school has a named AIP and some of the AIPs will be used in a Trust-wide capacity.</p> <p>Trustees noted that it will important to be able to demonstrate value for money. JC confirmed that a standard rate of pay and expectations around the role were set out clearly. The composition of the team will be reviewed on an annual basis to ensure it retains relevancy to the lines of enquiry each year.</p> <p>Trustees were reassured that this was the correct approach to achieve a good rate of school improvement.</p> <p>A discussion followed with regard to the key lines of enquiry. All schools share at least two lines of enquiry: Leadership and the effective use of additional funding and the curriculum offered.</p> <p>A discussion about the plans in place at Shepherdswell took place. JC outlined some Trust-wide initiatives.</p> <p>GO left the meeting at 12:05</p>	
10. Performance Reports: Summer 2	<p>The Performance Reports for all schools for Summer 2 had been sent out with the agenda for this meeting. It was felt that much discussion had taken place about the schools in points 7, 8 and 9 above. LJ invited questions.</p> <p>A Trustee asked if pupil attendance is a concern. KR confirmed that although it appears quite 'red' this only represents one term; the YTD is below or in line with national figures.</p>	

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	<p>A Trustee asked if persistent absence is reported to the EIPT team. Yes, and fines are issued for unauthorised absence. KR noted that it would be a good exercise to calculate pupil absence when holidays are removed; this is a particular problem at Hardingstone.</p> <p>A Trustee queried why there are no teaching staff members on capability within the reports considering some of the schools' performance. JC and KR assured the committee that this picture may change with the renewed focus of the School Effectiveness Team. In addition, the Trust Capability Policy and Procedure is under review.</p>	
11. CEO verbal report	<p>JC reported that the PP spend and impact will be reviewed at the next PP forum. The Two independent chairs have been appointed to the PP and SEND Forums. Governance is now transparent and School Improvement is working well; now need to triangulate perceptions and scrutiny around the forums.</p> <p>A discussion followed about how individual schools are being supported through the key lines of enquiry identified.</p> <p>JC stated that there is currently an advert out for an Independent Chair for the Standards and performance committee of the Trust Board. Claudia Wade has been engaged to chair the S&P committees at PWS and Hardingstone/SAA and her reports will be fed through to the relevant LABs and the Trust Board.</p>	
12. Chairs of forums: for information and discussion	<p>JC gave an overview of the background of Mike Kendall who is chairing the PP forum, Natalie Packer who is chairing the SEND forum and Claudia Wade who is chairing the S&P committees at Hardingstone/SAA and</p>	

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	PWS. NP will also conduct a MAT SEND review. Biographies for each will follow.	JC/CN send biographies to this committee
13. Safeguarding matters	Safeguarding matters had been discussed at earlier points in this meeting. There were no further safeguarding matters.	
14. Any other business	There was no other business.	
15. DONM	<p>Dates for the academic year 2019-20 have been set.</p> <p>Friday 31st January 2020 at 10:00 at NIA</p> <p>Wednesday 6th of May 2020 at 14:00 at Hardingstone</p> <p>Monday 13th of July 2020 at 13:00 at Shepherdswell</p>	Calendar appointments have been sent

The meeting closed at 12:25

Actions from the EMAT Standards and Performance meeting
3rd of October 2019

Action	Owner
1. Present report to next TB S&P committee meeting on impact of PP spending across all schools	JC
2. Speak with NS to see if anyone at Aspens can help with catering tuition	ED
3. Investigate the use of remote technologies to deliver catering classes	ED
4. Send biographies of MK, NP and CW to this committee	JC/CN