

**East Midlands Academy Trust - Standards and Performance committee**  
 Hardingstone Academy, Martins Lane, Hardingstone, Northampton NN4 6DJ  
**Thursday 29<sup>th</sup> September 2022 @ 10.00am – Hybrid Meeting**  
**First S&P meeting of academic year 2022/2023**

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

Agenda item	Discussion	Action
1.Welcome	<p><b>Present:</b>  <b>Leigh Jones</b> (Chair: Trustee) 📞 <i>joined at 11.00am</i>  <b>Fiona Wheeler</b> (Trustee) 📞  <b>Nick Bell</b> (Trustee) 📞  <b>Martin Conlon</b> (Trustee) 📞</p> <p><b>Josh Coleman</b> (CEO: EMAT)  <b>John Lawson</b> (Head of Education: EMAT)  <b>Katy Russell</b> (Head of School Development: EMAT)  <b>Monica Juan</b> – minutes – (Head of Governance &amp; Compliance: EMAT)</p> <p><b>Zoe McIntyre</b> (Exec HT SAA/CAS/HAR) <i>joined at 10.10am/left 10.45am</i>  <b>Callum Brown</b> (ORCH HT) <i>joined at 10.37am/left 11.20am</i>  <b>Simon Woodhouse</b> (PWS AHT) <i>joined at 11.30am/left 11.50am</i></p> <p>The clerk welcomed everyone to the meeting and reminded all that the matters discussed during the meeting should remain confidential until such time as the minutes were ratified and signed off. The clerk chaired the meeting until the LJ joined the meeting.</p> <p>JC apologised for the upheaval caused by technical difficulties in central office that morning. The meeting had been moved to Hardingstone Academy. The NIA update had been removed from the agenda and added to the TB meeting agenda, taking place the following day.</p>	
2.Apologies	There were no apologies	
3.Quoracy	The meeting was confirmed as quorate.	
4.Declarations of interest	The clerk asked if there were any declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests.	
5. Election of Chair and Vice-Chair	As committee membership had yet to be decided, LJ agreed to be appointed Chair of the S&P committee during the next TB on 30.09.2022	
6.Minutes of S&P meeting held on 18/07/2022 & matters arising not appearing on the Action Log.	<p>The minutes of the meeting held on <b>18/07/2022</b> had been distributed with the agenda for this meeting and were agreed to be an accurate representation of the meeting. LJ agreed to physically sign the minutes during the next face to face meeting.</p> <p>There were no matters arising not already on the agenda for this meeting.</p>	

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7.Actions arising from the meeting held on 18/07/2022	<p>1) Update EYFS/KS1/KS2 DATA for September meeting – <b>Deferred to next S&amp;P meeting.</b></p> <p>2) EMAT SDP to September meeting - <b>DONE</b></p>	
8. EMAT strategy Plan - Update	<p><i>Papers had been distributed with the agenda for the meeting.</i></p> <p>JL presented the SDP priorities to trustees and explained the methodology followed by all departments when developing their objectives.</p> <p>Trustees noted the plan and requested that timelines in outcomes and actions were clearly inputted in the document. Trustees agreed to monitor the plan during the S&amp;P meetings, and standard agenda item will be added to the agenda.</p> <p>Trustees thanked JL his report and agreed to further discuss the plan during the TB meeting the following day.</p> <p>There were no questions from trustees.</p>	<p><b>Add SDP item to future agendas</b></p>
9. Performance Reports (incl. HT report template)	<p><i>Performance Reports had been distributed with the agenda for the meeting.</i></p> <p>Trustee thanked KR for the reports and noted the introduction of the new HT report template which would be used by LABs to scrutinise the Performance Reports more effectively at school level.</p>	
10. ORCH/SAA HT presentation - Plan Forward	<p><i>ZM and CB presented to trustees. The documents were shared in the screen.</i></p> <p>ZM presented the SAA outcomes and focus for the year.</p> <p><b>EYFS and Phonics:</b> ZM explained that the previous reception year mobility had been very high affecting the 2022 results considerably. This year, to boost GLD outcomes, a smoother transition for new pupils had taken place, with particular focus around boosting the engagement with new parents. This included the Share a Story strategy and the printing of RWInc booklets in a variety of languages for parents to access. Leaders would monitor the impact through regular learning walks to review the provision and ensure QoT was consistently good.</p> <p>ZM reported that the Phonics outcomes had been disappointing, partly due to the late identification of the phonics leader’s weakness. This September, the new phonics leader had conducted a baseline assessment on the first day of term and weekly monitoring was in place to assess the QoT. All staff were RWInc trained and there was a more robust coaching system in place with positive results already evident. Parental engagement had also increased with the introduction of a Phonics party activity.</p> <p><b>In response to a question from a trustee regarding when improvements could be presented to trustees</b> ZM explained that the next set of DATA should already provide better outcomes.</p>	<p><b>Email PP to trustees.</b></p>

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	<p><b>In response to a question from a trustee regarding whether the techniques implemented in SAA could work across another schools</b> ZM explained that this was already taken place across the other two schools under her executive headship, with HoS working closely together. The SAA leader had also observed practice at HAR where results had been higher.</p> <p>Trustees noted the importance of parental engagement to enable students to success academically and able to achieve at the end of Y1.</p> <p><b>In response to a question from a trustee regarding whether it would be possible to measure the impact of parental engagement in the next set of results</b> ZM clarified that DATA would be available, but it would need to be benchmarked across the other schools.</p> <p><b>KS1 &amp; KS2 Outcomes and Progress:</b> ZM reiterated that the school was deeply disappointed with the final results. The cohort had welcomed 12 children during the year which had impacted the final results. The following actions were already in place to ensure outcomes were higher this year:</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Relentless approach to expectations of fundamentals of English, Maths, and basic skills.</li> <li>• Spelling scheme introduced to improve accuracy in writing</li> <li>• Working closely with EAL children to ensure they are not left behind</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• 30 minutes reading activities introduced to develop comprehension</li> <li>• 1:1 children’s intervention rapidly identified, including those in Y3/4</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• New calculation policy implemented monitored by SLT</li> <li>• Arithmetic results analysed termly and shared with HoS and Leaders</li> <li>• New guidance regarding homework shared with staff</li> </ul> <p>Trustees noted that, although progress had been significant, previous KS2 attainment results had meant that almost 50% of pupils had left SAA not ready for secondary school.</p> <p>ZM explained that a progress matrix had been completed in the summer term for the Y5 pupils now in Y6. That had allowed earlier identification of those students not on track and intervention were in place to support them. Progress was monitored regularly during progress pupil meetings, where teachers discussed children individually. ZM was keen to fully engage with KR activities during the year to share expertise across all 3 schools. ZM explained that expectations were higher with teachers, but they were all keen to embrace change. JL confirmed that SAA had fully engaged with the new T&amp;L framework, and this should have a tangible impact moving forward.</p> <p>Trustees thanked ZM for her presentation and report.</p>	

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	<p>CB presented the ORCH outcomes and acknowledged that the drops in writing and maths were a cause for real concern, particularly maths, where low results had not been expected. The school had not effectively identified the extent of the decline after the pandemic. To rapidly address these inconsistencies key changes had been put in place:</p> <ul style="list-style-type: none"> <li>• New leadership restructure had taken place in summer 2022</li> <li>• New T&amp;L Policy issued to accompany the EMAT T&amp;L Framework</li> <li>• New maths Calculation Policy implemented across the school</li> <li>• Six new class teachers (50%), 3 of them ECT.</li> </ul> <p>The school had worked extensively to increase parent engagement and the feedback had been very positive so far. The appointment of HA as DHT had been instrumental in helping settled the new staff. HA had moved to ORCH from the NIA.</p> <p>Trustees noted how positive it was to have ECT adequately supported during their induction. CB indicated that the process was beneficial both ways as mentors were able to develop their own practice at the same time.</p> <p>CB presented the ORCH SIP priorities and explained that a decline in behaviour standards had been an issue during the previous year, particularly with Y6. Tom Bennett was working with the trust and had visited the school and his report had been very encouraging. Extensive behaviour management training had been delivered across the school to ensure consistency, and although there were still areas for improvement, everybody understood that behaviour was a fundamental to learning. CB also introduced the 'Orchard Core 5' which offered a purposeful approach to T&amp;L. Staff had rapidly seen the benefit of this scheme and monitoring visits were already showing greater levels of consistency in the QoT. Next steps were:</p> <ul style="list-style-type: none"> <li>• Ensuring consistency of teaching and behaviour across the school</li> <li>• Closely monitor pupils' progress</li> <li>• Coaching in place to drive QoT</li> <li>• Continue improving parental engagement</li> </ul> <p>JL explained that it was be difficult to ascertain the extent of the drop without national data. However, having the last year's targets would allow the school the benchmark correctly moving forward. The central team had developed work that needed to be implemented.</p> <p>Trustees requested to meet JL and KR to get a more holistic understanding of the new pedagogical approach in order to better understand what was happening in schools. JL and KR also agreed to compile a DATA report for the next S&amp;P meeting.</p>	<p><b>Email PP to trustees</b></p> <p><b>Trustees to meet JL/KR</b></p> <p><b>DATA for next S&amp;P meeting</b></p>

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	<p>Trustees discussed the current situation at length and noted the solid action plans that were in place to improve results. They agreed that it would be disappointing to see the same results repeated again.</p> <p><b>In response to a question from a trustee regarding whether there were any systems in place that could alert the board when results were in a trajectory of decline</b> KR explained that the DATA collated at the main assessment points during the year would be fed back to schools for scrutiny. After the Christmas break children would be regularly assessed to timely address any areas of weakness.</p> <p><b>In response to a question from a trustee regarding whether there was a correlation between the disappointing results and the quality of support provided by some of the external advisors/AIPs in schools and whether this represented good value for money</b> KR explained that some of the support in place was specifically aimed to long term projects which would seek to develop and embed the right culture before seeing improvements in results. JC clarified that all AIPs were regularly moderated and held to account as well as linked to SIPs in their schools to ensure that any support provided was the right one.</p> <p>Trustees noted that there would need to be a point where the trust would have to acknowledged whether the resources provided were making an impact or needed to change.</p> <p>Trustees thanked CB for his presentation and report.</p>	
<p><b>11. PWS &amp; NIA results update</b></p>	<p><i>SW (PWS) and KR (on behalf of NIA) presented to trustees. The documents were shared in the screen.</i></p> <p>SW presented the Headline DATA for Y11&amp;13.</p> <p><b>PWS Year 11 Context:</b></p> <ul style="list-style-type: none"> <li>• First year of examinations since 2019</li> <li>• Year 10 disrupted due to lockdown</li> <li>• Prior ability slightly above national average</li> <li>• 20 GCSE subjects, 4 Vocational courses and 1 AS course.</li> <li>• Advanced information from examination boards</li> <li>• Attendance at exams: 98%</li> </ul> <p>Attainment had been slightly higher than predicted, with better grade outcomes than 2019 and 2021 (TAG). Disadvantaged students' attainment had been lower than previous years. Boys' attainment was lower than girls, but progress estimate higher. SEN students' attainment had been slightly lower than 2019 but there was a larger gap than in the previous three years. Middle and Higher prior ability students had performed better than lower prior ability. Progress 8 data had been very difficult to estimate as it was based on new KS2 estimates. National data was expected later in the year.</p>	<p><b>Email PPs to trustees.</b></p>

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	<p>During the final term, 37 key students had been identified for staff mentoring. The progress of these students from second set of mocks to results had been remarkable, 0.58 compared to 0.31 for all students. Approximately 100 students (90%) had moved into Sixth Form at PWS.</p> <p><b>In response to a question from a trustee regarding disadvantaged students and what was the school doing to close the gap</b> SW explained that the identification of students that would benefit for mentoring was being conducted earlier, alongside a more effective engagement with parents. The national tutoring programme would be launched again. SW clarified that the PWS disadvantaged output in 2019 that outperformed the national data and PWS was determined to achieve this again.</p> <p>SW explained that results were a reflection of the hard work from students and teachers and validated the rigorous TAG process followed the previous year. SLT had analysed every subject during a post result meeting and identified some areas of concern, particularly around option subjects. Some subject leaders were difficult to recruit, particularly around MFL and this was an ongoing piece of work.</p> <p>Trustees noted that the 2022 outcomes were higher from 2019 which was to be applauded, due to the difficult circumstances students and staff had endured through the pandemic.</p> <p><b>PWS Year 13 Context:</b></p> <ul style="list-style-type: none"> <li>• First year of post 16 examinations since 2019</li> <li>• No GCSE examinations – grades awarded by CAG and algorithm</li> <li>• Year 12 disrupted due to lockdown</li> <li>• Average GCSE grade for this cohort = 6</li> <li>• Similar ability to 2019 cohort, but much larger numbers in cohort</li> <li>• 23 A level subjects, 2 AS subjects and 4 National Extended BTECs</li> <li>• Advanced information from examination boards</li> <li>• Many subjects examining new specifications for the first time</li> <li>• Attendance at exams: 99.8%</li> </ul> <p>Outcomes for this cohort had been slightly above the predicted grades. Grade outcomes had been higher than 2019. There was limited national statistics available, but attainment had been in line with % achieving C+ but lower than A+. The value-added data was an estimate and based on CAGs, therefore it wasn't comparable. Boys' attainment had been slightly lower than girls, but the progress had been very similar. There had been higher levels of anxiety within the cohort which had caused some concern at the beginning of the year. A new Head of Sixth form had been appointed, providing extra support to the students. 87% of students had accepted university offers.</p> <p>Trustees noted the Y13 results and congratulated students and staff for their achievements. Trustees thanked SW for his presentation.</p>	

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	<p>KR (on behalf of NIA) presented the Headline DATA for Y11&amp;13</p> <p><b>NIA Y11 context:</b></p> <ul style="list-style-type: none"> <li>• First year of examinations (previous year TAG awarded)</li> <li>• Year 10 disrupted due to lockdown</li> <li>• Cohort = 209 (male= 126, female = 83)</li> <li>• 39 pupils without KS2 data</li> <li>• 19 GCSE subjects and 5 BTEC courses offered</li> <li>• Low prior attainers higher than national average</li> <li>• High prior attainer lower than the national average</li> <li>• Attendance at exams: 97%</li> </ul> <p>Results had been disappointing, with Progress 8 scores lower than originally predicted. Disadvantaged students' attainment and progress was lower than non-PP. Overall girls had performed better than boys, with higher prior attainment boys performing better than higher prior attainment girls. The lower and middle prior attaining girls had performed better than lower and middle prior attaining boys. The attainment of SEND students had been lower than the non-SEND. EAL pupils had performed better than non-EAL.</p> <p><b>In response to a question from a trustee regarding why the Progress 8 had not been predicted correctly</b> KR explained that the member of staff dealing previously with this task had now left the NIA. Although Progress 8 data had been difficult to estimate (it was based on new KS2 estimates plus 39 pupils in the cohort didn't have prior KS2 data) the school was struggling to find a pattern to explain the discrepancy.</p> <p><b>Trustees noted that only ¼ of students had decided to continue in NIA to study sixth form and asked whether this was due to curriculum design or personal choice</b> KR acknowledged that this had been a very tumultuous cohort affected heavily by the pandemic and current situation of the school.</p> <p>Trustees discussed the need to recalibrate the curriculum offer within the sixth form, including support with careers and applications, to make it more attractive to current and prospective students as well as effectively engaging with students and parents to obtain their views.</p> <p><b>NIA Year 13 context:</b></p> <ul style="list-style-type: none"> <li>• First year of post 16 examinations – previous cohort TAGs</li> <li>• Not taken GCSE examinations – grades awarded by CAG and algorithm</li> <li>• Year 12 disrupted due to lockdown</li> <li>• 44% smaller cohort than previous year</li> <li>• Average GCSE grade for this cohort = 5.1</li> <li>• Slightly lower prior attainment to 2019 cohort</li> <li>• 12 A level subjects, and 3 National Extended BTECs</li> <li>• Advance information from examination boards</li> <li>• Many subjects examining new specifications for the first time</li> <li>• Attendance at exams: 100%</li> </ul>	

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	<p>Outcomes for this cohort had been significantly below the predicted grades with grade outcomes lower than in 2021. Although a slight drop had been expected, many subject areas had significantly under-performed. The attainment was below national for A+ and fewer students had converted from E to D, and D to C grades. The value-added data was an estimate and based on CAGs so it wasn't comparable. Boys' attainment had been lower than girls. 96% students had had accepted university offers.</p> <p>KR explained that the school was acutely aware that considerable work had to be done to effectively market the sixth form for the existing Y11.</p> <p>Trustees noted the results and discussed the internal and external factors that had heavily influenced the education of these particular cohort. Trustees agreed to discuss the matter further during NIA HT presentation at the TB meeting next day.</p> <p>Trustees thanked KR for her report.</p>	
12. Safeguarding update	This item was deferred to the next meeting. TT agreed to provide a written report to be sent to trustees.	<b>Email TT report to trustees</b>
13. Policies	<p><i>Policies had been distributed with the agenda for the meeting</i></p> <ul style="list-style-type: none"> <li>• EMAT Behaviour policy</li> <li>• EMAT Pupil Suspension &amp; Exclusion policy</li> </ul> <p><b>All policies were unanimously reviewed and ratified</b></p>	
14. Items for next agenda	<ul style="list-style-type: none"> <li>• SDP update</li> <li>• DATA update</li> <li>• Brief NIA update</li> <li>• CAS/HAR HT update</li> <li>• Safeguarding update</li> </ul>	
15. AOB	KR informed trustees that the progress results would be emailed after the meeting.	<b>Email Progress results to trustees</b>
16. DONM	<p>Dates for the academic year 2022/2023 have been set.</p> <ul style="list-style-type: none"> <li>• Friday 25/11/2022 at 10am</li> <li>• Monday 30/01/2023 at 10am</li> <li>• Monday 08/05/2023 at 10am</li> <li>• Wednesday 19/07/2023 at 10am</li> </ul>	Calendar appointments have been sent



The meeting closed at 12.36pm

Signed by Chair of Standards & Performance.....

Name.....Date.....

**Actions from the EMAT Standards and Performance meeting – 29/09/2022**

No.	Action	Owner
<b>Deferred</b>	Update EYFS/KS1/KS2 DATA at next S&P meeting	<b>KR/JL</b>
<b>1.</b>	Send SAA and ORCH presentations to trustees.	<b>MJ</b>
<b>2.</b>	Organise meeting for trustees to meet JL/KR	<b>MJ/JL/KR</b>
<b>3.</b>	Send PWS and NIA presentation to trustees	<b>MJ</b>
<b>4.</b>	Send Safeguarding report to Trustees	<b>TT/MJ</b>
<b>5.</b>	Send Progress Results paper to trustees	<b>MJ</b>
<b>6.</b>	Upload policies to websites	<b>MJ</b>