



**MINUTES OF THE ACADEMY EFFECTIVENESS
COMMITTEE MEETING OF THE
HIGHAMS PARK TRUST BOARD
HELD ON 12 NOVEMBER 2020 AT 6.00PM VIA
MICROSOFT TEAMS**

Present: Sophie Boyack (Chair)
Phil Grundy (Principal)
Claudine Crossley
Ginette Hogan
Tracy Penfold
Christina Proffitt
Andy Sikora

Also in attendance: Tom Capewell and Nick Hyde (Deputy Principals)
TIm Morris (Company Secretary/Secretary to the Board)
Sue Gill (Clerk to the Trustees)

Action summary:

3	Sophie Boyack elected as Chair
6.8	Policies to be approved by the Trust Board
8.1.1	Letter to be sent to parents re. isolation of students if displaying Covid 19 symptoms

1. WELCOME AND APOLOGIES

- 1.1 Sophie Boyack welcomed Trustees to the meeting.
- 1.2 There were no apologies for absence as all members were present. Apologies for lateness was received from the Principal.
- 1.3 The Clerk confirmed the meeting was quorate with six Trustees present.

2. DECLARATION OF INTEREST

- 2.1 There was nothing to declare in regard to the agenda items.
- 2.2 The following standing declarations were noted:
Tracy Penfold – governor on Opossum Federated GB
Claudine Crossley – governor on Churchfields Primary GB

3. APPOINTMENT OF OFFICERS

- 3.1 Election of Chair for the academic year 2020-2021
The Company Secretary welcomed nominations for the position of Chair. Claudine Crossley proposed that Sophie Boyack be elected as Chair for the 2020/2021 academic year, this was seconded by Ginette Hogan. With no other nominations and no objections Sophie Boyack was duly elected as Chair.

4. MINUTES

- 4.1 The minutes of the meeting held on 19 May 2020 was agreed at the last Trust Board meeting on 22 October 2020. The minutes were verbally signed off by Tracy Penfold and will be physically signed off at her earliest convenience.

4.2 Matters arising:

4.2.1 The actions were noted:

5.9	Staff survey results to be shared with Trustees
5.10	Draft parent survey to be shared with Sophie Boyack and Tracy Penfold – there were not many responses received from the parents regarding the return of the Year 10 and 12 students in the summer term.

5. SCHOOL'S USE OF COVID CATCH UP FUND

- 5.1 Nick Hyde gave an overview of the catch-up funding. The DfE had given every school £80.00 per student from Year 7 to 11 specifically targeted as catch up education. The funding does not have to be spent evenly across year groups. There was also talk about separate catch up funding for sixth forms, but this had not yet been confirmed by the DfE. Meetings were held with the Heads of Department (HODs) about curriculum spend and their creative ideas on resources to purchase..
- 5.2 The total funding received was just under £95,000. There were 14 creative ideas in total, which were RAG rated. These were seen by the HODs and Heads of Year (HOY). Point 10 was highlighted, it was noted that 1/3rd had been spent before half term. Potential spend should be in proportion to students aged 11 to 16. English and Maths in particular were one of the bigger challenges for the effective use of the funding.
- 5.3 The other curriculum areas that will receive funding were noted including, Art, Business studies, Design and Technology, Geography, Science and Drama. Approximately £1,500 had been spent on GCSE Science revision materials (video clips, flash cards, multiple questions and past papers etc). This will allow students to do independent work.

Q1: Across departments, was the school finding particular subjects with 'holes' and receiving more funding than others, or was it student specific rather than subject?

A: There were gaps inevitably. Funding was student specific. An analysis of Year 11 assessments was carried out at the start of the year. Roughly speaking the students' grades at that point was a quarter lower than the point of their ability. Individual students, the most obvious gaps showed who had done work during the lockdown. Pupil Premium and SEN students had not big gaps than in other years. English literacy suffered more than English language.

Q2: Was the school able to monitor who was accessing Science and note the impact, especially as the funding will just be for this year and who was benefitting from this?

A: It was able to see who had access. There was an element of holding students to account.

The Principal joined the meeting at this point.

Q3: It was not clear in the RAG rating; some points were rated amber and not green. Why?

A: The RAG rating was during the earlier stage of the process. The document was a work in progress. Everything in the blue column were the initial thoughts.

5.4 Point 11 – this was still in discussion. The school had purchased 130 webcams. Staff had undergone relevant training, so that lessons could be delivered via catchup or possible lockdown or isolation. The three main options were live stream - sending work home via recorded video, resources or book work on Firefly. An example was given how a teacher in isolation was able to teach a class virtually from home. Curriculum resources and webcams will become essential.

Q1: Was there a need to provide justification on how the fund was being spent and if so provide more than was in the table?

A: Yes, information would need to be provided. Ofsted would want to see evidence and might visit schools to see the evidence 'in action'. This presentation was ongoing work. A detailed report will be produced showing how much money has been spent and the impact for each curriculum area.

Q2: From a Trustee audit perspective, spending was broken down and the school had evidence of this?

A: As stated in the previous question, the school will have a detailed report.

Q3: Have the cameras/webcam working better for teachers to deliver into the classroom and into a student's home?

A: The functionality was working when in use. Not every lesson has to be taught that way, it would depend on what being covered and how comfortable the teacher felt. Delivering lessons this was not practical across the school. The school was helping to build staff confidence rather than instruct.

5.5 Trustees understood the difficulties faced by both teachers and student. Feedback was received from parents about how timetables were set up when broadcasting lessons. Some year groups had the times of their lessons changed. It was requested that when setting a live lesson that the time and period be stated. It was recognised that it was harder for those students who were isolating at home, because if they are not 'attending' a live stream lesson, separate work would need to be provided. Higher up the school it got easier to deliver live lessons, i.e. Years 11, 12 and 13.

5.6 It was noted that between 30 to 60% of Year 10 students tuned into virtual lessons. the numbers were significantly lower for Years 8 and 9. There could be many reasons for this including the sharing of devices with their siblings. An example was given on how a blended lesson of face to face and recorded virtual lessons were delivered. The way staff and students have coped with different timetables was amazing.

Q1: How useful was it to try and record a lesson?

A: There were challenges to keep trying and provide something and the challenge is to keep improving in this area. Students have become more familiar with the set up, but it was the journey they need to take and staff to become more confident.

Q2: What about those students not engaging, especially those lower down the school. Could they not be aware of the channels of communication?

A: The school will review how to make this clear.

Q3: Was there anything specific with the catch-up document?

A: The school will get an idea how it will work. There was a Saturday morning Maths teaching session, that could possibly be expanded. There was also coordination work to engage with hard to reach families. Training was

available for the newly qualified teachers who were appointed to posts, they need more opportunity for practice.

- 5.7 The Chair was happy with this working document and agreed that it needed to be measurable. The Principal reported that he met with Peter Cox, the new School Improvement Partner, who spent some time looking at the document. He was asked to quality assure the provision.

Q1: Was the school thinking about running extra Saturday or holiday provision and how to engage the least engaged especially outside of school hours? What strategies will be used to get students to attend?

A: This was a real issue. One line was dedicated to support targeting relevant families. A mentor was used to do some 1:1 work with hard to reach families to encourage and engage with the process of getting students to return to school. The school knew which students were hard to reach and underachieving. The school had good links with the families and knew who would benefit from intervention. This did not guarantee that they would be able to engage them all.

Q2: Will the school ensure appropriate transparency for parents and document information on the website?

A: This will happen eventually. A record of resources purchased would be included. Information was currently shared with the Trust Board and around the school.

6. POLICIES

6.1 SEND Policy and SEND provision

Claudine Crossley went through this policy. It was agreed that next year the policy should be more user friendly for parents. Brian Dooley's name will be added as the SENCO. Claudine Crossley will meet with Brian Dooley to go through the policy.

6.2 Careers Policy Statement on Provider Access

6.2.1 The Chair had a conversation with Cally Hawkes about this policy. There was a lot of information about transition. Cally Hawkes led the Year 10 mock interviews. This could be held in a virtual setting this year.

6.2.2 The school was using the support from the Careers Service, some of the provision might need to be modified. This will be formally requested. The policy will have minor amendments to include changes put in place to cover Covid 19 and related risk assessments

6.3 Attendance and Punctuality

The policy was noted.

6.4 Summary of Pupil Premium Strategy and Spending Review

There had been learning walks etc to show the impact on the quality of teaching. There was no need to change the policy, but some observations will not obviously be happening. Some things were happening in a smaller degree.

6.5 Whole School Literacy

This was something that Tracy Penfold had raised with Cally Hawkes, about how this was being monitored. It was acknowledged that under the national trend, boys did not perform as well as girls.

Q: Was there any thought how boys could be encouraged to be more creative and was there an intervention to encourage them to write more?

A: This was a challenge and will be discussed with Cally Hawkes.

6.7 Initial Teacher Training

It was noted that Alison Riches had taken over from Victoria Payne

6.8 Trustees recommended all the policies for approval by the Trust Board. Covid 19 references will be added the policies.

ACTION: Policies to be approved by the Trust Board.

Q: The Sixth Form does not have its own funding stream. Is the school putting anything in place for catch up?

A: There was a significantly smaller pot of money. There was a similar plan of support given to the other year groups, but was limited due to the lack of funding.

7. **CHAIR'S ACTION**

There was nothing to report.

8. **ANY OTHER BUSINESS**

8.1 Self-isolation

8.1.1 **Q1: Have any of the self-isolating students caught Covid 19?**

A: No. There had been very small transmission in the school community. When speaking to Public Health they are trying to ascertain that. There have been isolated cases that have not taken further effect on the school, to the best of our knowledge nothing has occurred to date. Safety measures put in place were working. Every time students who have been sent home (due to close contact) was avoidable if families affected followed the guidance. Another letter will be sent to parents stating that if anyone in the household was displaying symptoms, that students should not come to school. Also if they have taken a test, to stay at home until the results were known.

ACTION: Principal to send a letter to parents.

Q2: The new Year 7 cohort was further behind from the previous cohort. It was usual to get data from the primary schools i.e. KDS2 results. Where are they now?

A: There was no centrally recorded assessments for Year 7. The first data will be collected after Christmas. Not having SATs results was a shame as it was a useful resource. However, information from the CATs (cognitive ability tests carried out in the summer term) and FFT (Fischer Family Trust - national stats) helped to know the students' levels.

Q3: If you do not have KS2 results, what can be used as a baseline?

A: The CATs tests are for every year up to Year 13. Staff have also been in discussions regarding pastoral care across the school. Year 6 students missed out on the test practice in the last academic year.

Q4: An additional INSET day had been planned. Why?

A: The school was looking at how best to support and prepare the Year 11 students for the final GCSE examinations. It would be beneficial to have an additional series of mock examinations. One set would be completed after Christmas and another set after the Easter holiday.

Q5: Why is this beneficial?

A: The first has been done successfully with the Sixth Form in previous years, to get students used to the process of revising, preparing and investing time in their GCSEs. The second point was that Wales and Scotland could potentially remove GCSE and this could happen in England. This was speculative. The Head of Departments thought that the second mocks after Easter would benefit as an extra focus regardless of what was planned. There will be uncertainty about summer examinations. The proposed extra INSET day was Friday 30 April 2021. It was agreed that it was important to have a backup plan when the examinations are cancelled.

8.1.2 Trustees supported the additional INSET day and will recommend to the Trust Board for approval.

The meeting closed at 19.35pm.

Chair: (print)

..... (sign)

Date: