

**MINUTES OF THE EFFECTIVENESS COMMITTEE OF THE HIGHAMS PARK SCHOOL
TRUST BOARD HELD ON 29 JANUARY 2019
AT THE SCHOOL**

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

Also present: Tom Capewell (Deputy Vice-Principal)
Cally Halkes (Vice-Principal)
Tim Morris (Company Secretary)
Sue Gill (Minute taker)

Action summary:

3.2.2	Summaya Aziz to produce a gender breakdown of staff (Autumn 1)
8.2	Careers Policy Statement on Provider Access approved. To be ratified at next board meeting.
9.3.3	Principal to present a report on mixed ability bands to the next meeting
11.2	Next meeting: 20 May 2019 Agenda items: <ul style="list-style-type: none"> • Minute 21-1-2019 • Items from the agreed cycle of business • New Ofsted framework • Mixed ability bands • Curriculum reforms/changes • Actions from Trustees' Day

1. Welcome and Apologies

- 1.1 The Chair welcomed everyone to the meeting.
- 1.2 Apologies for absence were received and accepted from Jon Kemp, Christina Edward and Nick Hyde.
- 1.3 The Clerk confirmed that the meeting was quorate with six Trustees present.

2. Declarations of Interests

- 2.1 Tracy Penfold declared that she was a governor on the Opossum Federation.
- 2.2 Trustees had nothing to declare in regards to the agenda items.

3. Minutes

- 3.1 Trustees received the minutes of the meeting held on 15 October 2018 and agreed these to be an accurate record of the meeting. Tracy Penfold signed a copy of the minutes and these were retained by the school for filing.

3.2 Action Summary:

3.2.1 Minute 5.1.1 – SEND Policy

Cally Halkes stated that the school used the SIMs management system. Information was converted to MINTClass which was an easier system to navigate and included students' data, KS2 results and direct notes on the specific special need of the student. It was unsure whether this was included in the policy. Cally Halkes agreed to check.

ACTION: Cally Halkes.

3.2.2 Minute 5.3.1 – Equality

It was noted that this would be a large piece of work to undertaken by Summaya Aziz. It was agreed to review the request on the gender breakdown of staff in the next academic year if there was capacity. It was agreed to add this item to the agenda at the first meeting of the autumn term.

ACTION: Agenda item – autumn term 1

3.2.3 Minute 8.2 – Proposed schedule of business for the committee 2018-2019

It was agreed that parental questionnaires will be discussed at the summer term Trustee Board meeting. This could feed into the SEF. The questionnaire will be managed via Survey Monkey and hard copies. There were approximately 400 responses to the last questionnaire.

3.2.4 Minute 9.1 – Exclusion and Inclusion update

Information on fixed term exclusions was included in the Principal's report to the last Trustees' meeting. Updates will be ongoing.

4. Policies

4.1 Supporting pupils with medical conditions

- 4.1.1 Cally Halkes informed Trustees that there was no major change to the policy and the school adhered to the current practice and related to the relevant DfE guidance. She stressed that a Healthcare Plan was different from an Education Healthcare Plan (formerly SEN statement). A number of staff had undertaken First Aid training, including the use of Epi pen.

4.1.2 Q1 What was the proportion of staff undertaking training?

A: Whole school training for the use of the Epi pen. It was noted that only 10 members of staff had ever had to administer an epi pen. There were 14 nominated first aiders covering major areas of the school, including after school activities.

Q2: Focus on physical health, what about mental health first aid training?

A: The Education Psychologist had provided training to teaching and non-teaching staff. There were also school counsellors and a Primary Mental Health worker. The threshold was so high that it was built in as part of school staffing structure.

- 4.1.3 Trustees questioned whether this was reflected in the policy and whether staff could cope in an incident and provide support to students. The school's Pastoral Co-ordinator was assisting the local authority with a Mental Health policy.

Q1: Is there a wellness plan for students with diagnosed conditions?

A: This could be included. Staff were made aware on a day to day basis and there were also support staff to assist. Students could contact the Welfare Assistant.

Q2: Were staff confident to deal with a crisis?

A: Staff have had mental health training. Staff pass on information to each other and know to call upon appropriate staff. Students could also go to Student Services for support when required.

The Minute taker informed the meeting that Christina Edward sent an apology for absence.

- 4.1.4 Mental health conditions will be added to the policy.

4.1.5 Q1: If holding medicines, how do you keep a check on expiry dates?

A: Parents had a responsibility to ensure that the medicines were in date. The Medical Welfare office had data on all medicines that were used on the school site, but will be asked to carry out a monthly check.

Q2: Was there insurance in place?

A: Summaya Aziz will be asked to action this.

- 4.1.6 The policy was recommended for adoption subject to the deletion of the Primary Care Trust and insertion of the appropriate health trust.

4.2 Behaviour

- 4.2.1 Tom Capewell informed Trustees that there was not much change from the previous policy. An addition included information about the Inclusion Room (section 5.4 -page 9) and support systems and the process on what happened once a student returned to school following a fixed term exclusion.

4.2.2 Q: Students are either placed in the Inclusion Room or given a fixed term exclusion. Were they informed what they had breached and understand the consequences?

A: Students were informed as to why they are there on both counts and this was communicated to parents via a phone call and letter. The Principal was the only staff member who had the power to exclude students.

- 4.2.3 Borough wide there was growing opposition to inclusion rooms from the parent body. The length of time spent in the Inclusion Room depended on the severity of the incident. It was rare to be in there for more than two days. There had been no negative feedback from Highams Park parents.

Q1: How were they supervised?

A: By the Pastoral Support Coordinator, Senior Leadership Team, teaching staff or cover supervisor over the course of day including lunch and break times. They do not come into contact with the wider school community.

Q2: How many students were in there on daily basis?

A: No more than two to three, though on occasions, it had risen to four.

Q3 Did the students have set work to do based on their timetable?

A: It was based as close as possible to their timetable.

- 4.2.4 Trustees recommended the policy for ratification to the Trust Board, subject to the inclusion of the use of Firefly for data information.

5. Review Term 1 attendance figures

- 5.1 Trustees noted receipt of the document. The national data attendance was two years behind. The target minimum was 95.3% (2016-2017) and the national figure in 2015-2016 was 95.4%.

- 5.2 Trustees noted attendance by year group, noting comparisons from this half term to this time last year. Overall attendance had improved and either equalled or exceeded the national target. There were attendance issues in Year 9, this related to specific students, one in particular with authorised sickness absence.

5.3 Q: What was persistence absence?

A: The national figure was 9.5%. The local authority's average was 15.5%, which needed some work to improve. Re. Year 7 some students had high levels of one off absences.

- 5.4 Trustees felt that it would be useful to have information on the number of students per year group. The BACME and Welfare Officers had a list of those students whose attendance were below 90%. Cally Halkes informed Trustees that the school ran a persistence absence course for parents for those students over the threshold. Out of 96 who were invited 15 attended and seven completed the course. There was a need to review how to attract hard to reach parents, as these were the same parents who did not attend parents' evenings etc.

- 5.5 Lateness was still a big focus with the school trying different ways of improving this. However, this was often condoned by the same group of parents. Claudine Crossley witnessed first-hand how Cally Halkes managed this on a recent visit to the school.

5.6 Q: What was the punishment for persistent lateness?

A: Students were given a 15 minute detention with Cally Halkes at the end of the school day. The majority of students attended, but if not then it was escalated to detentions with the Head of Year, then a member of the senior leadership team. If the school register had closed (close half an hour after start of school day), the student would be marked as unauthorised absence for the session. However, this increased the absence rate.

- 5.7 There were contributing factors to students' attendance, i.e. last year there was an outbreak of norovirus and heavy snow. It was suggested that Activities Week be held later in the last week of the academic year, this should increase attendance.

6. Pupil Premium – impact on spending plans

- 6.1 Cally Halkes informed Trustees that this was based on the same format and discussed at the last Ofsted inspection. The conditions of the grant were to list expenditure and report on the impact of the funding.

- 6.2 Trustees were reminded that the core aim of Pupil Premium (PP) was to raise the attainment and progress of PP students and narrow the gap between PP and non PP students. It was noted in detail the support provided to the students and the costs. Tracking pupil progress and interventions this pays towards staff salaries.

Q1: Were the students specifically invited to the Enrichment clubs?

A: The Heads of Year would encourage them to engage.

Q2: Were the students aware of PP?

A: It was not apparent in the school, but most were aware. The greatest issue was that students came from families who were on the borderline and not claiming free school meals.

- 6.3 There were more PP students referred to the Inclusion Room or receiving fixed term exclusions than their non PP peers. Progress 8 and Attainment 8 validated data 2018-2019 was highlighted. This was data on all the students were noted.

7. Link Trustee Report

- 7.1 Trustees noted receipt of the report from Claudine Crossley. The focus of the visit was to look at the area of the SDP of 'being present and on time to school and lessons and to discuss Pupil Premium and SEN'. As noted earlier in the meeting Claudine Crossley was present at the start of the school day and witnessed how late arrivals of students was managed. She also had an overview of pupil premium and SEN and discussed attendance and punctuality.

- 7.2 An action point was to ensure that the arrangements for SEN students continued to be fulfilled.

8. Update on Careers

- 8.1 Trustees noted the NCW Guide to Careers in schools for Governors'. It explained the responsibility of the governing body to ensure that arrangements were in place to allow a range of education and training providers to access all pupils in Years 8 to 13.

- 8.2 From September 2018, schools had a legal requirement to publish their careers programme on their websites. The Careers Policy Statement on Provider Access was presented and approved for ratification at the next board meeting. The policy statement would be published on the school's website in draft format. Tracy Penfold thanked Cally Halkes and Julie Adolphus for all their hard work.

ACTION: Careers Policy Statement on Provider Access was approved for ratification

Cally Halkes left the meeting at this point.

9. Update on results and SEF

- 9.1 Validated School Performance Data – KS4

It was noted that this had not changed from when reported at the last meeting.

- 9.2 Validated School Performance Data – Post 16

- 9.2.1 The headline measures for A level, Academic and Applied General were noted, including the value added score for those three groups. Attention was drawn to the ALPS score for each subject. This was presented in an easier to read format.

- 9.2.2 The A level provision was very strong. Value added was high. The overall data was pleasing. Highams Park was second in the local authority's performance tables for average A level and progress. This was an improvement on previous years and reinforced the work that had been carried out.

- 9.3 Update on SEF judgements

- 9.3.1 An update will be an annual process. Parts of this (KS4 and 5 results) had been shared with Trustees at previous meetings. Trustees noted the comments on the current actions undertaken by the school. Trustees will receive termly updates.

- 9.3.2 Trustees noted that Years 7 and 8 were now taught in three mixed ability bands for most subjects except Maths and Citizenship.

Q1: What had changed?

A: Years 7, 8 and 9 did have 10 teaching groups all taught at same time for core subjects or split year groups or two lots of five groups. The school could not continue to have 10 groups, so this was reduced to nine. This would give a net saving, but could potentially create a drawback in regards to setting.

Q2: How would this work in maths and no other subject?

A: Due to the timetable, it was more beneficial to try teaching maths at the same time. English and Science could be spread out.

Q3: What was the emphasis on more able students; can they be pushed in a mixed ability class?

A: A huge part of the challenge when teaching a mixed ability class was to teach to the middle, but teachers will need to encourage and push the top end

Q4: What was the measure across the years?

A: The end results would not yet be known. This was a good challenge to look at and see how it would work in the new structure and how the school organised learning. This was also the focus of the new Ofsted framework.

- 9.3.3 It was agreed that banding be discussed at the next meeting, in particular how it was presented to parents. The Principal will bring a report to the next meeting. Trustees were encouraged to read through the new Ofsted Framework.

**ACTION: Principal
Agenda item – Mixed ability bands**

9.4 SIP focus which Trustees would like to see the SIP to look at in term 2 and 3

- 9.4.1 Arising from the Trustees' Day, Trustees were asked what they would like the focus to be for the next SIP visit. Trustees agreed that it would be good to have external validation on the information received from the school.

- 9.4.2 The Principal agreed to extend the SIP's next visit to Trustees. It was already agreed that there should be more visits during the academic year (once a term). At each visit, the SIP will look at different aspects of the school i.e. the quality of teaching and learning in the classroom. The SIP will be able to validate the judgements made by the senior leadership team. It was noted that under the new Ofsted framework, inspectors will be more class based.

- 9.4.2 The SIP will visit classrooms from both ends of the spectrum as regards to the best and weak teaching and also undertake a learning walk of a particular lesson. Trustees will have sight of proposed plans for future visits. The committee will also receive the feedback.

10. Curriculum reforms/changes

Trustees noted the summary of the new Ofsted framework and were encouraged to add comments. The Principal will be attending a conference in March 2019 and provide feedback to the next meeting.

ACTION: Agenda item.

Date of next meeting

11.1 The next meeting will be held on 20 May 2019 at 7.00pm at the school.

11.2 Agenda items:

- Minute 21-1-2019
- Items from the agreed cycle of business
- New Ofsted framework
- Mixed ability bands
- Curriculum reforms/changes
- Actions from Trustees' Day

11. **Chair's Actions**

There were no actions taken since the last meeting.

12. **Any Other Business**

13.1 Trustee training day

Arising from the Trustee Day on 12 January 2019, Sophie Boyack will submit a report to the next meeting, detailing actions to be undertaken. The report will be uploaded onto the portal.

ACTION: Agenda item.

13.2 Admissions Statement

The Principal reported the admissions criteria had not changed. However even though it had not changed after eight years, the school had to consult with the local community. This took place two years ago, when the second criteria (children of staff) was introduced. There were currently five staff members' children in the school.

The meeting closed at 9.30pm.

Chair: (print)

..... (sign)

Date: