



**MINUTES OF THE MEETING OF THE
ACADEMY EFFECTIVENESS COMMITTEE
OF
HIGHAMS PARK ACADEMY TRUST BOARD
HELD ON 15 OCTOBER 2018
AT 7.00PM AT THE SCHOOL**

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

Also in attendance: Tim Morris (Company Secretary)
Cally Halkes, Tom Capewell and Nick Hyde (Vice-Principals)
Sue Gill (Minute taker)

Action summary

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| 5.3 | Principal to ask Summaya Aziz to provide information on gender breakdown of staff |
| 5 | Committee recommended the SEND, Attendance and Persistent Absence Plan, Equality, Curriculum and Literacy Policies for ratification by the Trust Board. |
| 12 | Next meeting to be held on Tuesday 29 January 2019 at 7.00pm |

1. Welcome and Apologies for Absence

- 1.1 Trustees were welcomed to the meeting.
- 1.2 Apologies for absence were received and accepted from Jon Kemp and Christina Edward.
- 1.3 The Clerk confirmed that the meeting was quorate with five Trustees and the Principal in attendance.

2. Declarations of Interest

- 2.1 Trustees had nothing to declare in regards to the agenda items.
- 2.2 Claudine Crossley had yet to complete the pecuniary interest form.

3. Appointment of Officer

The Clerk welcomed nominations for the position of Chair.
Tracy Penfold was unanimously voted as Chair.

Proposed: Ginette Hogan

Seconded: Sophie Boyack.

4. Minutes of the Curriculum Committee meeting held on 14 May 2018

- 4.1 Trustees received the minutes of the meeting held on 14 May 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.

4.2 Action summary:

4.2.1 Minute 5.1 – Governance matters

Metrics behind the School Development Priorities was an agenda item for this meeting.

4.2.2 Minute 6 – Staffing Update

It was noted that the school was fully staffed. A number of teachers taught outside of their specialisms. An audit was taken of the second subjects taught outside of teachers' specialisms.

5. Policies

5.1 SEND

5.1.1 The policy was updated in line with the 0-25 SEND code. SEND school offer was an additional document for Trustees to note and was included in the information report summary and will be uploaded onto the website. The target audience was parents.

Q: Was there a commitment that SEN information will go with the student each year?

A: Transfer of information will be added to the policy.

5.2 Attendance and Persistent Absence Plan

5.2.1 The school's target was to exceed 95% in each year group. The current target was 95.4%. Trustees noted the action taken by the school regarding persistent absence. A reward system was introduced, which included certificates for 100% attendance, entry to a monthly lottery to win Amazon vouchers.

5.2.2 Cally Halkes had delegated responsibility to granting leave during term time. Leave was usually taken to return to the country of origin for family events. This was granted in exceptional cases and was not automatic. It had to be backed up with letters of evidence from parents' employers/medical practitioners etc.

5.2.4 The school had adopted a zero tolerance for Unauthorised leave during term time and will now be requesting the local authority to issue penalty notices.

5.2.5 Trustees recommended the policy for ratification. The document will be shared with parents via the website and parent consultation evenings.

5.3 Equality

5.3.1 There were no major amendments to this policy. HR will be asked to clarify the definition of disability.

Q: Was there any information regarding the gender equality pay gap?

A: This was on the checklist, as the workforce was under 250, it did not need to be included.

ACTION: Summaya Aziz to be asked to provide information on gender breakdown of staff, dependent on how long the task will take.

Cally Halkes left the meeting at this point and was thanked for her attendance. .

5.4 Curriculum

5.4.1 Amendments were highlighted by Nick Hyde, which included the vision statement, aims, roles and responsibilities for staff and students. The unites for KS3 and KS4 were noted, highlighting the examination board for each subject.

- 5.4.2 The schemes of work were reviewed on an annual basis. The statutory targets will be personalised.

5.5 Literacy

- 5.5.1 This policy was fit for purpose with some significant changes.

Q: How was the school looking to develop literacy?

A: There were schemes of work with specific objectives. Lesson observations were carried out and looking at how language was used in the classroom including how students were questioned. The school had shifted the culture of literacy to be the responsibility of teachers in all lessons across the school.

ACTION: Trustees recommended the policies for ratification by the Trust Board.

6. Update on results and SEF

6.1 KS4 (Nick Hyde)

- 6.1.1 The outcomes were based on the Ofsted framework, which would help judge where the school should be. Attention was drawn to the descriptors and the members of the SLT who were leading on them. It was reminded that the KS4 SEF was discussed at the last Trust Board meeting.
- 6.1.2 The key change of the SEF were the headlines. The public measure judgement of the school was Progress8 score which was compared to national scores. The unvalidated data score was -0.07, will change in January 2019.
- 6.1.3 It was noted that RE no longer counts as a Humanities GCSE subject in Performance Measures but still counts towards whole school progress in the open element of Progress 8.
- 6.2 KS5 (Tom Capewell)
The areas of improvement to date were noted. Trustees were encouraged to contact the link Trustees if they had any questions about the document.

ACTION: Trustees.

7. Metrics behind School Development Plan

Trustees noted receipt of the document which highlighted the development priorities for the academic year.

8. Proposed Schedule of Business for Academy Effectiveness Committee 2018-2019

- 8.1 Trustees noted the schedule of business for each committee meeting during the academic year. The agendas for future meetings will be based on this document. Items highlighted in red could be discussed by the Trust Board. The schedule also highlighted when the statutory policies should be reviewed. The school had an agreed policy review cycle.
- 8.2 An additional item for the committee will be the feedback from the parental questionnaire. The committee will decide what term this item should be discussed.

ACTION: Feedback from parental questionnaire to be added to the Schedule of Business.

9. Exclusion and Inclusion Update

9.1 Trustees noted the two documents on fixed term exclusions and inclusion. The following points were highlighted:

- There were 148 fixed term exclusions in the last academic year, with a significant dip in 2016-2017 which was 81.
- Incidents of verbal abuse against an adult was the highest reason for exclusions in the last academic year. Some students were not willing to follow instructions and wanted to challenge teachers' authority. The school will continue to hold a tight line challenging pupil behaviour. Staff have received relevant training.

Q1: Were the incidents classroom based?

A: Incidents took place in and out of the classroom.

Q2: Was there a dividing line to being sent to the Inclusion room or a fixed term exclusion?

A: Some judgements were easier to make than others, it depended on the scenario. Only the Principal could issue an exclusion and based on the guiding principles, this would determine the length of the fixed term exclusion.

Q3: Why were there more incidents of verbal abuse?

A: It could be due to core values, students need to be reminded to respect authority and the school's standards. This was a national wide issue. Verbal abuse did not necessarily mean that a student swore, it also included the inappropriate language used towards staff, which was damaging to their morale and wellbeing.

- There was a range of internal and external support when fixed term exclusions were not working.
- It was noted that there were 40 students from Years 8 to 11 in the school who had received fixed term exclusions in the last year. Some have not been involved in any further incidents and others have had more than one fixed term exclusion.

Q4: What needs to happen with over represented groups, were they reflective of national figures?

A: They could probably show similar trends. The majority of students were SEND. Other groups included black students and Pupil Premium. Boys were given more fixed term exclusions than girls.

- Most students were sent to the Inclusion room upon investigation. It has resulted in fixed term exclusions in some cases. It was a place for students to be sanctioned on site. For some students it was a more effective 'punishment'. Staff were briefed on a daily basis who would be in the Inclusion room.

ACTION: Tom Capewell to provide a breakdown of fixed term exclusions by year group

Q5: What was the parental involvement?

A: Parents were informed when students were placed in the Inclusion room. No meetings were required. However there had been occasions when parents had asked for a meeting due to the number of times their children had been in the Inclusion room or for other concerns.

10. Chair's Action

Tracy Penfold informed Trustees that she took Chair's action to close the school at the beginning of the lunch time on 2 November 2018 for Open Evening.

11. Date of next meeting

The next meeting will be held on Tuesday 29 January 2019 at 7.00pm at the school.

12. Any Other Business

There were no other items for discussion.

The meeting closed at 9.15pm.

Chair: (print)

..... (sign)

Date: