

East Midlands Academy Trust - Standards and Performance committee

Pyramus House Roman Way, Grange Park Northampton NN4 5EA

Friday 25th November 2022 @ 10.00am – Hybrid Meeting
Second S&P meeting of academic year 2022/2023. The meeting will be recorded

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

Agenda item	Discussion	Action
1. Welcome	<p>Present: Leigh Jones (Chair: Trustee) 📞 Fiona Wheeler (Trustee) 📞 Martin Conlon (Trustee) 📞</p> <p>Josh Coleman (CEO: EMAT) John Lawson (Head of Education: EMAT) Katy Russell (Head of School Development: EMAT) 📞 Michelle Adams (Executive Support: EMAT) Paul Osborne minutes (Governance Support Office: EMAT) Not present recording used for minutes.</p> <p>Zoe McIntyre (Exec HT SAA/CAS/HAR) <i>left 10.31</i> 📞 Rebecca Thompson (Thompson Team) <i>joined at 10.51/left 12.11</i> 📞</p> <p>LJ 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.</p>	
2. Apologies	Apologies received and accepted from Nick Bell .	
3. Quoracy	The meeting was confirmed as quorate.	
4. Declarations of interest	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.	
5. Minutes of S&P meeting held on 29/09/2022 & matters arising not appearing on the Action Log.	<p>The minutes of the meeting held on 29/09/2022 had been distributed with the agenda for this meeting. A trustee noted a spelling mistake on page 7. PO to correct. Post-meeting note done.</p> <p>LJ confirmed that once the spelling mistake had been corrected, she will physically sign the minutes during the next face to face meeting.</p>	
6. Actions arising from the meeting held on 29/09/2022	<ol style="list-style-type: none"> 1. Update EYFS/KS1/KS2 DATA at the next S&P meeting. On the agenda. 2. Send SAA and ORCH presentations to trustees. Done. 3. Organise meeting for trustees to meet JL/KR. Done. JC noted that the trustees would be offered FFT training. PO to action. 4. Send Safeguarding report to Trustees. Done and the Thompson Team have an agenda item. 5. Send Progress Results paper to trustees. Done. 6. Upload policies to websites. Done. 	3. PO

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<p>7. Castle / Hardingstone HT presentation – parental engagement</p>	<p>ZM highlighted the following.</p> <ul style="list-style-type: none"> • The data shared uses comparisons from 2021-2022 to 2022-2023 comparing the same cohort. The majority of the parental activities were from when parents were invited into the schools. • Dates are shared with parents in September for the entire year to enable them to pre-plan their attendance easier. Follow up information is added to the weekly newsletters, flyers, and the use of text nearer the time to ensure as many parents as possible can attend. • Activities include educational i.e., Phonics workshop and more social activities i.e., Nativity. • Examples of the flyers were shared. <p><u>Hardingstone Academy.</u></p> <ul style="list-style-type: none"> • For the activities that have taken place so far, the majority have seen an attendance increase. • Monitor the attendance of those families who are disadvantaged (DA) and target these families separately. • Ensure that where all families are invited, we know the year groups where attendance is low. • More work is being done and to be done to engage with the parents of EAL pupils. Best practice with Stimpson and Castle is being shared. • The breakfast events (dads' breakfast) are always well attended; moving forward we will pair these events with academic activities. • We have had an increased focus on marketing events after they have taken place, however there is now more to be done prior to the events. • The promotion of Nursery has led to pupil numbers increasing from 7 pupils in September to 19 pupils due to be in attendance in January. • The 'Come and See Us Learn' is a new event that enables families to engage in lessons. This enabled families to learn more about how teaching and learning takes place was well attended and received positive feedback. • The format for the new Reception intake has been changed. There is a presentation delivered and we have highlighted what makes Hardingstone different. • Three parent volunteers have started. • To help market the school and improve intake numbers the HoS will email the parents directly post visit thanking them for visiting, arrange an e Christmas card and invite them and their child to a stay and play session pre-Christmas. <p>The trustees were pleased to see the progress made, and that the school is seeking further improvements and is drilling down into the data to target the parents of DA/EAL pupils.</p> <p>A trustee asked for more information how parents of EAL pupils are being engaged with these events.</p> <p>ZM advised that staff members who are fluent in applicable languages are used, the use of Immersive reader and Google translate. There is though more work to be done to help reach all parents.</p>	

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	<p>JC asked if Hardingstone, Castle and Stimpson have had their EAL reviews yet. ZM advised they have at Hardingstone and Castle with feedback received. Stimpson's is planned in for early December.</p> <p>JC highlighted the positive start the nursery has made and thanked all involved.</p> <p><u>Castle Academy.</u></p> <ul style="list-style-type: none"> • Attendance at Head of School Coffee and Catch Up has increased due to further advertising in the newsletter and text alerts to parents. We now need to have more of a focus- area to be discussed. • Parents are now invited to Celebration Assembly each Friday and attendance continues to grow. • A weekly newsletter was introduced using SWAY in November 2021. • A spotlight on learning for each year group is now included in the weekly newsletter. • Senior leaders have targeted families on arrival to school and requested that they attend the event taking place. • Leaflets are given out on arrival to school to promote events taking place. • A texting system is now in place to use proactively to remind parents when events are taking place. • Additional flyers are to be created prior to events to remind parents of what is upcoming. Where flyers have not been used, attendance is lower. • In order to ensure more parents, read the newsletter, senior leaders, and the office signpost parents to the newsletter when queries are raised as appropriate. • The trail of knowledge workshop is the only event so far that had decreased on last year. Upon investigation there was not enough reminders sent out. Learnings have been put in place for future events. <p><u>Impact Hardingstone and Castle.</u></p> <ul style="list-style-type: none"> • The "Come and See us Learn" sessions have enabled parents to see learning in action and provided a first-hand experience and has increase in the number of families attending events. • Children have been able to share their learning, reinforcing learning. • Parents are more informed in the areas of phonics, mathematics – calculation etc enabling them to support their children at home, this includes when using the virtual classroom. • There has been a decrease in parental complaints linked to learning, parents are more open with class teachers around what and why children are learning aspects of the curriculum. • Through attending school events parents are willing to become involved in governance and the Parent Teacher Association. • There has been an increase in the number of volunteers in school and parents also volunteer to support with school enrichment trips. <p>JL noted the improvements he has seen during his visits and parental engagement is returning post CV-19.</p>	

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<p>8. Strategic Improvement Plan (SIP) – update</p>	<p>JL highlighted the following.</p> <ul style="list-style-type: none"> The SIP was compiled using feedback from various stakeholders. The purpose is to improve the educational outcomes and personal development of all pupils. <p><u>SIP number 1. Leadership: EMAT all central team departments and school leaders.</u></p> <ul style="list-style-type: none"> Objective 1.2 To improve the effectiveness of communications between departments, schools, and stakeholders. Action. School satisfaction surveys have just been completed and the findings are being worked through. <p><u>SIP number 2. Education.</u></p> <ul style="list-style-type: none"> Objective. 2.1 Embed the principles of EMAT’s Teaching and Learning Framework to improve the quality and consistency of teaching. Actions. 1. Schools prioritise in SIP; CT/AIPs work with schools to establish models to improve the quality of teaching. 2. Schools provide staff training to embed the principles of the TLF. School leaders’/CT MER is linked to TLF. 3. CT/AIPs to monitor impact of work: school reviews, visits, and analysis of summative assessments. Curriculum. Planned curriculum in place from early years to KS5 for all curriculum subjects. Objective 2.2 To improve the quality of teaching of agreed ‘fundamentals’ of reading, writing, mathematics, and oracy. Actions. 1. Schools prioritise in SIP; set out and communicate expectations of the ‘fundamentals’ that must be on place in CPD/staff training sessions. 2. Schools prioritise reading in SIP. Schools ensure all pupils are taught to read with fluency and comprehension, effective identification and support to help pupils catch up. Objective 2.3 Ensure staff have the expertise they need to adapt the curriculum to meet the needs of all pupils, including those with SEND or who speak EAL. Actions. 1. Schools prioritise in SIP; schools provide staff training, sharing expertise on what is means to ‘adapt the curriculum’ (linked to 2.2). Objective 2.4 All schools have an effective and embedded PSHE curriculum. Actions. 1. Schools prioritise in SIP; schools ensure contextualised. curriculum in place; PSHE promoted in all subjects as well as well-mapped school enrichment. 2. School reviews are ongoing, forensic and are more focused on curriculum than previously. JL and team will visit the schools to follow up on the actions from the reviews asking what has been done, what is the impact and what has not been done. 	

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	<p><u>SIP number 6 Finance.</u></p> <ul style="list-style-type: none"> Objective 6.2. To ensure that organisations understand EMAT's systems and processes for payment of invoices. <p>JC noted that all performance management appraisals have been completed and all stakeholders are aware of the SIP and their and their team's role in it.</p> <p>A trustee asked if each areas milestones are as per those set out on the SIP. JL confirmed they are. JC added that a survey has just been completed where the HT reported back on the services, they received from EMAT Head Office. This survey will be shared in the December trust board meeting. <i>Post-meeting note actioned.</i></p> <p>A discussion followed if certain areas should have more tangible targets added. JC advised that these will be added once all of the stakeholders' views are known.</p> <p>A trustee asked if JL is confident the 6th form provision is a rigorous as it should be and compares competitively to local schools. JL/JC advised that the stakeholders in the two schools are aware of where they are going, where they need to be and what staff training is required. Resource is an ongoing issue and there is more supply staff being used than desired. EMAT are doing everything possible to keep suitable staff at NIA. The trustee thanked JL/JC for the reply but expressed a concern that in the short term the number of pupils choosing NIA's sixth form may decrease. JC agreed that this may be the case and in part is a symptom of the journey NIA is on.</p> <p>A trustee asked if all stakeholders including staff area aware of the SIP and are kept abreast of the progress being made. JC advised they are for both points. The trustee followed up and asked if any stakeholder who is not meeting their targets in the SIP made aware and supported. JL confirmed they are. JC noted all within EMAT are committed to continue to move forward and the SIP is an integral part of this.</p> <p>The trustees appreciated the work that has gone into the SIP.</p>	Dept leads
<p>9. Update Primary Data EYFS Baseline Assessments Phonics Baseline Assessments Y6 Autumn Assessments</p>	<p>KR highlighted the following. <u>Key Stage 1 Results 2021-22 National Comparisons.</u></p> <ul style="list-style-type: none"> While there are variations in our schools, overall, the attainment of KS1 pupils who have been in EMAT schools for at least 9 months is in line with and often above the published national averages. The longer pupils are in EMAT schools the more impact and progress they make. <p><u>Phonics.</u></p> <ul style="list-style-type: none"> National Year 1. 75%. Castle 78% / Hardingstone 89% / NIA 66% / Shepherdswell 74% / Stimpson 60%. 	

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	<ul style="list-style-type: none"> National Year 2. 87%. Castle 88% / Hardingstone 90% / NIA 81% / Shepherdsweil 89% / Stimpson 73%. <p><u>Key stage 1 writing higher standard.</u></p> <ul style="list-style-type: none"> Pupils in EMAT schools for at least 5 months 9%. National 6%. <p><u>Key stage 1.</u></p> <ul style="list-style-type: none"> Pupils in EMAT schools for at least 9 months are above national in all areas. <p>Pupil Premium.</p> <ul style="list-style-type: none"> The combined attainment of disadvantaged pupils' in EMAT schools is above the National Average for every measure. <p><u>East Midlands Academy Trust 2021-22 Key Stage 2 Results – Progress.</u></p> <ul style="list-style-type: none"> Those pupils who do not have a key stage 1 results to measure progress against are not included for example new to country. Percentage of pupils who count towards the progress data Castle 85% / Hardingstone 93% / Orchard 95% / Stimpson 78%. Orchards results are negative which were anticipated following attainment data. All other schools are in line apart from Castle's writing which was low. <p>JC noted that at a review of the Orchard senior leadership team took place during 2021-2022 and the new Deputy Head who started in September 2022 is making rapid progress. One of the primary focus areas remain pupil and staff attendance. For data there have been Improvements since September 2022 and JL/CB will continue to focus on this.</p> <p>KR advised that Orchard's Mock results from October 2022 show the school is in line with other EMAT schools. For Reading they have more pupils at a scale score of 90 or above than any other school.</p> <p><u>East Midlands Academy Trust 2022-23 EYFS Baseline Assessments (October).</u></p> <p>Milestone 1 (Baseline) Cohort Comparison 2021-22.</p> <ul style="list-style-type: none"> Comparison made against the previous cohort. At the present Hardingstone and Stimpson have lower performing cohorts than last year. The schools are being supported to help improve the data. Hardingstone 2021-2022 cohort made national in regard to GLD Stimpson was below. Castle and NIA cohort baseline is higher than last years. Castle met GLD last year. NIA was 10% below. With higher starting baseline these figures should improve. Focus subjects are Communication and Language and Literacy. Milestone 1 meaning explained and the next steps that come from them. Dr TR from Northampton University is working with early years leaders to help improve the results for this year. <p>The trustees thanked KR for the milestones data.</p> <p><u>Read Write Inc (RWI). Phonics assessments – Autumn 1 November Review 2022.</u></p> <ul style="list-style-type: none"> The data allows us to focus in the right areas. 	

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	<ul style="list-style-type: none"> Phonics is assessed regularly, and two assessments have taken place already. RWI changed the assessment criteria in the autumn which has made collating data challenging. Reception beginning of autumn 2 group B for Stimpson, and Castle data is low and the early years teachers, reading leaders are investigating. There is also training planned which will focus on pupils making a strong start in reception and ensure Phonics is taught as soon as possible as for Castle it started two weeks later than other schools <p>A trustee asked why Castle’s Phonics teaching started later than other schools. JL advised that schools have different pupils starting arrangements in September. Castle started teaching Phonics as soon as they thought it was prudent to do so. It will be reviewed to see if it can start any earlier it is to some extent cohort dependent.</p> <ul style="list-style-type: none"> Year 1 beginning of autumn 2. Target is to get pupils to blue which would typically mean they would pass the Phonics check. <p>A trustee asked if JL is confident this will happen. JL confirmed he is.</p> <ul style="list-style-type: none"> Data Informed Actions include. <ol style="list-style-type: none"> RWI Development Days. These are with our RWI. dedicated consultants. They visit the schools and produce focused action plans to support schools with targeted CPD for teachers. Regular Phonics Reviews. JL and RB-L regularly review phonics provision in schools when they visit, providing leaders with feedback and actions to take where practice needs to improve. Book Matching. There are shared forms on Teams where leaders (school and central team) record the accuracy of book matching and quickly identify any issues that need addressing. Reading Leader Training Sessions. These take place every half term with our MAT RWI consultant, AC. JL added that strong practice in schools is shared around the trust. <p><u>EMAT 2022-23 Key Stage 2 – October Mock Tests.</u></p> <p>Reading.</p> <ul style="list-style-type: none"> Currently 35% of pupils in Year 6 across EMAT are already at end of year expectations. For schools to achieve results in line with the national from 2022, pupils with a current scaled score of between 90 and 94 will need to make progress to a scaled score of 100. Each school analyses their cohort and then targets support accordingly including interventions for Reading / SPAG and Maths. <p>Maths</p> <ul style="list-style-type: none"> Currently 29% of pupils in Year 6 across EMAT are already at end of year expectations. For Castle to achieve results in line with the national from 2022, pupils with a current scaled score of between 94 and 96 will need to make progress to a 	<p style="text-align: right;">PO</p>

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	<p>scaled score of 100, in all other schools this is true for pupils currently with a scaled score between 90 and 94.</p> <p>FW highlighted her recent visit to Stimpson, and the pupil led conversations she observed and how productive they were for staff and pupils.</p> <ul style="list-style-type: none"> The next assessments are planned for January and the data will be shared in the January S&P meeting. PO to add to the agenda. 	PO
<p>10. Secondary – Assessment data Key Stage 4 results</p>	<p>East Midlands Academy Trust KS4 Results 2021-22. KR highlighted the following.</p> <ul style="list-style-type: none"> Progress 8 score. PWS 0.24 which is above national / NIA -0.13 which is on par with national. Attainment 8 score. PWS 50.7 / NIA 39.1 / National 48.7. EBacc at grade 5+ PWS 13% / NIA 12% / National 20% EBacc at grade 4+ PWS 19% / NIA 17% / National 27% <p>The trustees thanked KR for the level of detail in the report.</p>	
<p>11. Performance Reports Overview and individual schools</p>	<p>The Chair asked if there are any questions regarding these reports.</p> <p>The trustees had no questions at this time.</p>	.
<p>12. NIA update</p>	<p>JC highlighted the following.</p> <ul style="list-style-type: none"> The new Executive Headteacher appoint continues with some strong candidates who have been shortlisted with interviews planned for next week. Pupils panel led the tour of the school. Potential interviewing panel members shared. <p>A trustee asked if the candidates are aware of all of the issues at NIA and they know what to expect and the challenges involved. JC confirmed they are.</p> <ul style="list-style-type: none"> School improvement plan's progress is on track. <p>A trustee asked when the new Executive Headteacher would start. JC advised that due to notice periods it would be Easter.</p> <ul style="list-style-type: none"> Potential new Trustee with SEND expertise has been approached and will be invited to the December trust board meeting. <i>Post-meeting note actioned.</i> 	
<p>13. Safeguarding matters - update</p>	<p>RT highlighted the following. <u>MASH referrals.</u></p> <ul style="list-style-type: none"> Across EMAT there have been 33 MASH referrals. Of those 17 met threshold and 16 did not. Physical chastisement appears to be a common reason for referrals across EMAT and some of these could be cultural. RT and schools are working closely together to educate pupils in PHSE. 	

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	<ul style="list-style-type: none"> PWS have one case relating to sexual abuse that they are escalating. <p><u>Child on Child abuse.</u></p> <ul style="list-style-type: none"> The numbers are quite high in certain schools. Bullying incidents – some are being recorded by teachers when they are one off incidents. Training and advice are being given and it will be mentioned on the 6th of December safeguarding forum meeting. Physical abuse is the highest. A number of schools have updated their behaviour policy and completed behaviour training which includes lunchtime supervisors and TAs. <p><u>Part Time Timetables.</u></p> <ul style="list-style-type: none"> Part time timetables are used for a variety of reasons across the trust. 41 students across the trust on PT Timetable. All have been reported appropriately to the authority and are reviewed regularly. Alternative Provision – 34 various reasons. <p>JC asked if some of the alternative provision pupils are from the now closed NIA prospect. RT confirmed 12 are.</p> <p><u>Mental Health Overview</u></p> <ul style="list-style-type: none"> 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder half of all mental health conditions are established before the age of fourteen Most EMAT schools have growing numbers of young people displaying issues relating to poor mental health. In addition, parental mental ill health is having a growing impact on young people. <p><u>Mental Health Primary.</u></p> <p>There are a number of students accessing support for issues relating to mental health:</p> <ul style="list-style-type: none"> Low self esteem Anxiety Childhood trauma SEND Parental mental ill health Bereavement Some instances of self-harm (head banging, hair pulling) <p><u>Mental Health – Secondary.</u></p> <ul style="list-style-type: none"> Suicidal ideation, high level self-harm, eating disorders 63 across the 2 secondary settings (29 NIA, 34 PWS) High profile mental health concerns 75 high profile ongoing concerns (40 NIA, 35 PWS) <p><u>Mental Health Support includes.</u></p> <ul style="list-style-type: none"> Senior Mental Health Leads in all schools. A number of referrals: SEND referrals, Referrals to CYPMHS, counselling, MHST, referrals to others (Brambles for eating disorders). Better tracking and monitoring. Both secondary settings have a mental health hub to support children. 	RT

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	<p>A trustee asked if the data shared is similar to the national picture. RT confirmed it is and there are delays in pupils receiving external support.</p> <p>A trustee asked is there anything else EMAT could do. RT advised that the safeguarding forum is beneficial and a similar forum for mental health leads could be helpful. JC added that EMAT are working closely with St Andrews Healthcare regarding the Lightmark. Two schools also have a mental hub and there is a possibility of advertising for an educational psychologist. JL to speak to St Andrews to ascertain what additional support they can offer. RT added that the schools are doing a work great deal of work in this area and to have this level of data available at this stage is a step-in front of many other trusts.</p> <p>A trustee asked if there are mental health first aiders in the trust. JC stated yes there is.</p> <p>A trustee shared the following link and noted what excellent results they get and thought it may be helpful. https://www.ohana.ie/ JC thanked the trustee.</p>	<p>RT</p> <p>JL</p>
<p>14. Policies (please check revision history table for updates) i. EMAT Intimate Care ii. EMAT ECT Induction (Date change only)</p>	<p>Policies had been distributed with the agenda for the meeting</p> <ul style="list-style-type: none"> EMAT Intimate Care. Policy not ready to be shared, will be added to the next agenda. ii. EMAT ECT Induction (Date change only). PO to add to the website. <p>ECT Induction policy unanimously reviewed and ratified</p>	<p>PO</p> <p>PO</p>
<p>15. Items for next agenda</p>	<ul style="list-style-type: none"> Mock KS 4&5 results with representatives from PWS / NIA to attend the meeting. Covered on page 8 under an action. CB to attend the January meeting to give an overview of Orchard Academy. Thompson Team report to alongside the performance report for future meetings. 	<p>PO/CB</p> <p>PO</p>
<p>16. AOB</p>	<p>The trustees had no AOB at this time.</p>	
<p>17. DONM</p>	<p>Dates for the academic year 2022/2023 have been set.</p> <ul style="list-style-type: none"> Monday 30/01/2023 at 10am Monday 08/05/2023 at 10am Wednesday 19/07/2023 at 10am 	<p>Calendar appointments have been sent</p>

The meeting closed at 12.20pm

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

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

Actions from the EMAT Standards and Performance meeting – 25/11/2022

No.	Action	Owner
1.	PO to organise FFT training for trustees. Page 1.	PO
2.	Strategic Improvement Plan to be shared once all of the stakeholders' views are known which will include certain areas having more tangible targets. Page 5.	JL/JC/Dept leads
3.	PO to add the January mock results including KS4/5 to the January S&P agenda and KR to arrange representatives from NIA and PWS to attend. Page 8.	PO/KR
4.	RT to raise at the 6 th December safeguarding form the need for bullying incidents to be recorded correctly. Page 9.	RT
5.	RT to investigate is setting up a mental health leads forum would be beneficial. Page 10.	RT
6.	JL to speak to St Andrews Healthcare to see if they can offer any more support reference mental health. Page 10.	JL
7.	EMAT Intimate Care policy to be added to the January agenda.	PO
8.	Upload policy to website	PO
9.	CB to present and update on Orchard Academy at the next meeting. Page 10.	PO/CB
10	All future agendas to have the Thompson Teams report alongside the Performance reports. Page 10.	PO