**Academy Improvement Committee**

**Autumn 2019**

**Academies: Rose Wood Academy and Easterside Academy**

**Date: Tuesday 12th November 2019 at 4pm**

**Venue: Rose Wood Academy**

**Present:**

Paul Cowley Principal, Rose Wood Academy

Lisa Carney Deputy Principal, Rose Wood Academy

Helen Malbon Governor, Rose Wood Academy

Sarah Slater Governor, Rose Wood Academy

Delyth Linacre Principal, Easterside Academy

Jill Patterson Governor, Rose Wood Academy

David Elliott Governor, Easterside Academy

**In Attendance:**  
Joanne Clarke Clerk, Just a Sec Clerking Service

Jaimie Holbrook Development, ELT Central Team (Chair)

1. **Apologies**

Governors were welcomed to the Meeting. There were no apologies for absence.

1. **Declaration of Business Interests for this Meeting**

There was one declaration of business interest for this Meeting: Jaimie Holbrook declared an interest as he has a business named Infinite Educational which works with the Trust.

1. **Appointment of Chair**

**Governors formally appointed David Elliott as Chair of Governors for the academic year 2019/2020.**

1. **Appoint Governor for Safeguarding/DSL Training**

**Governors formally appointed Sarah Slater as Governor for Safeguarding/DSL Training for the academic year 2019/2020.**

1. **Appoint Governor for Attendance**

**Governors formally appointed Jaimie Holbrook as Governor for Attendance for the academic year 2019/2020.**

1. **Appoint Governor for SEN**

**Governors formally appointed Jill Patterson as Governor for SEN for the academic year 2019/2020.**

1. **Data from Analysis of School Performance**

Governors reviewed an Analysis of School Performance for Rose Wood which was presented to them prior to the Meeting.

Governors noted that:

The School uses ASP for data analysis.

KS2 results are positive in relation to progress across Reading, Writing and Maths. Results are not as positive as last year and this is due to cohort specific issues.

Many pupils had SEN, significant needs such as Dyslexia and visual stress issues.

Attainment is above National.

Writing results are higher than average, as are Maths results.

Combined results are well above National at 78%. Higher standard results are in line with National.

Combined results were slightly brought down by Reading.

The Schools Reading scale score sits at 106 which is above LA and National average.

**Question: What is ‘Cohort specific’?** Three pupils were unable to sit SATS at all. This years Cohort is a much stronger Cohort.

**Question: This is a strong set of data and progress is strong in most subjects and average in Reading. Is attainment high?** Yes. In terms of disadvantaged pupils, a high percentage were Child Protection or SEN pupils. The previous year’s Cohort’s disadvantaged pupils were much stronger and outperformed non-disadvantaged pupils.

In terms of KS1 results, Phonics and GLD were above National from a low starting point.

**Question: Is the School confident that this will be sustained?** Yes. Internal data shows that this year and the two following years will be strong.

**Question: How close last year were results to teacher in-year assessments?** Results were in line with teacher assessments. Looking at internal data we are increasingly secure with our predictions.

**Question: Does the School currently have any Cohorts of concern?** No.

**Question: How full are the upcoming Cohorts in terms of pupil numbers?** Reception is low. We have a one-form intake and this is due to a dip in birth rates in the area. All other year groups are full.

Phonics is strong and is converting to expected Reading outcomes at KS1. Last year the School changed its focus to applying Phonics into Writing.

**Question: Is there a consistency between boys and girls?** Yes. Progress of boys has been strong. Attainment of the girls remains good. The School continues to ensure that the curriculum is appealing to both boys and girls.

Governors thanked the Principal for her Report.

Governors reviewed an Analysis of School Performance for Easterside which was presented to them prior to the Meeting.

Governors noted that:

The Year 6 Cohort from the previous year was a very challenging Cohort with a high percentage of depravation and 20% of pupils being SEN pupils.

Many families were involved with CAHMS and Social Care.

However, progress was excellent with results not as high as previous years.

Reading progress was excellent across the School.

Two pupils were removed from ASP to allow the School to compare data without them included. One had had a high number of fixed-term exclusions and one was placed in an Alternative Provision. There was a huge impact on progress scores having these two pupils included within the data.

In terms of outcomes and attainment, the School continues to find it a challenge to get pupils to Greater Depth and particularly in GPS and Maths where we have done well in previous years. Scores dipped and this was the first year that the School failed to achieve Greater Depth in combined. Some pupils did make added progress in individual subjects.

**Question: There are 14 possible indicators for Greater Depth. Are these included within the AIP?** It is within the wider curriculum, not specifically within the AIP. This is something that the School is focusing on, particularly in relation to the middle prior attainer group. This year the Vice-Principal does not have a class and is therefore working to identify middle prior attainment pupils and she is doing focused work with them.

**Question: What are the results in EYFS?** GLD is at 70 with the base pupils are removed from last year.

**Question: What are base pupils?** These are pupils who have been through an LA Panel to be allocated a place within the School. They are from across the LA. Most come with an EHCP and all leave with one. 100% of these pupils transition to a specialist provision following Year 3.

**Question: Is this the same for KS1 data?** Yes. Year 1 Phonics is at 66% but is 73% without the base pupils included.

Overall, progress is very strong and is positive.

Internal data the from last academic year suggested Reading progress across the School was positive but Writing progress was not. Writing is a focus for this year.

Reading was a focus last year and outcomes improved. The School has undertaken a review of Phonics teaching. Phonics is not in line with National and was a line of enquiry at the last inspection.

EYFS pupils joining the School are significantly low and therefore their journey is more difficult.

**Question: Does the School use FFT?** No. The School has introduced the Sounds Right Programme for Phonics teaching and reviewed early reading books to ensure that these are now in line with individual pupils Phonics stages.

**Question: Based on the nature of pupils attainment which may not be high but progress is strong, do we have any advice on how this will be assessed?** There is less emphasis on data in the new Framework.

The School is undertaking whole staff training, team teach and observations to ensure that the Sounds Right Programme is embedded and that progress is evident and any issues are addressed immediately.

**Question: Is GPS in KS2 strong?** Yes. This is above National for Reading and GPS, at for Writing and has dipped in Maths. Maths is a priority for this year to look at mastery teaching.

**Question: Why has Maths dropped when this has previously been strong?** The Maths Lead was absent for a period of time due to maternity leave.

Governors thanked the Principal for her Report.

1. **Self - Evaluations**

Governors reviewed a copy of the Self Evaluation of Rose Wood which was presented to them prior to the Meeting.

Governors noted that:

The School received an Ofsted inspection in-year and kept the SEF as per their gradings.

The Inspection has provided indicators of what we need to do to achieve next level and this has been forged with the AIP.

The overall quality of education is strong in core subjects and there is a focus on moving the School forwards to improve teaching and learning in those subject areas.

The School is undertaking a review of the wider curriculum to ensure that the quality of education progresses from good to outstanding and is narrowing the gap between the weaker cohorts and stronger cohorts. The School is focusing on the way in which we teach subjects and ensure staff have subject knowledge and the leaders have the knowledge to truly lead those subject areas. There are pockets of strength across the School.

The SLT have undertaken a lot of work in terms of developing curriculum content including key knowledge, nailing down the order of what is taught and has undertaken a lot of work in supporting staff to encourage pupils to revisit their work. Staff are working to design tasks to ensure pupils can retain knowledge.

To achieve that quality of education from good to outstanding the School will need to continue to build and improve that wider curriculum and hold staff to account.

**Question: Has the SLT carried out any monitoring so far?** The Humanities Leads have begun this work including carrying out a Deep Dive and some work on matching work in books to expectations and the expected standard for each year group.

**Question: Is the ‘weaker’ practice good enough?** Yes. Staff are working together to share good practice. We have changed the staffing structure considerably over the last few years and support is in place for all staff.

In relation to cultural awareness, the Ofsted Inspection identified that additional subject knowledge for staff should be made available for British Values and external specialists should be invited to attend to support staff and pupils to learn more about different cultures. The School is linked with Abingdon School who have a community of 32 different languages. Their Year 3 class attended last half-term to take part in activities. This was very powerful and it was excellent to see all pupils working and playing together.

Governors thanked Mr Cowley for his Report.

Governors reviewed a copy of the Self Evaluation of Easterside which was presented to them prior to the Meeting.

Governors noted that:

The quality of education is listed within the SEF as outstanding and this is the School’s vision for the next inspection.

The 2017 Inspection awarded the School outstanding for 3 of the 5 judgements. Since this Inspection the School is striving towards improving the curriculum and what we offer pupils.

The work around the quality of the curriculum is looking at the curriculum design. The SLT are reviewing how the curriculum is mapped out from EYFS to Year 6, the progression of skills, identifying specific knowledge pupils require and the also cultural capital and how we can plug the gaps there.

The School has undertaken a review of vocabulary used across the School including the use of ambitious vocabulary from Reception is a strength of the School for all subjects.

The School has reviewed how it builds on pupils prior knowledge and skill.

The School has reviewed the EYFS curriculum and then designed the KS1 curriculum with the EYFS Lead to identify links. This was repeated with the KS2 curriculum designed with the support of the KS1 Lead.

Once a teacher has completed their NQT year they are placed onto an Emerging Teacher Plan until they reach M4. This provides additional support for staff in relation to planning and targets.

All teams now plan together as it is important to support those emerging teachers.

The SLT has implemented a new monitoring cycle this year. The School is working to upskill the Subject Leads to ensure they know their subject inside out. Subject Leads are supported by the Principal and Vice-Principal.

The new cycle means that this takes place over a two-day period (Thursday and Friday) and will include classroom observations and enquiry style work, looking at pupils work and speaking to pupils. Followed by feedback provided to staff on the Monday.

Data in relation to exclusions since the last Inspection has increased. That does not reflect the work that goes into supporting these pupils. Behaviour for learning across the School is excellent. Detailed Case Studies of all pupils who receive exclusions are in place and include details of all support which is put in place for these pupils and their families.

Pupil well-being and mental health is a focus of the School since last year. A high amount of work in relation to restorative practice and the Thrive Approach is underway to ensure all pupils receive the support they need.

This year the School has undertaken a review of the School Rules and have condensed these to ‘Safe, Ready and Respectful’. This has been launched with pupils and parents this year via workshops and assemblies. The Rules are clear to pupils and enables them to identify which Rule they have not followed which supports our restorative conversations.

To date, this academic year there have been no exclusions.

**Question: How easy is it for the School to access support from external agencies?** It is difficult to access diagnosis and EP assessments to support EHCP applications. Specialist Provisions are massively over-subscribed and therefore enabling pupils to access Specialist Provision is difficult. The School is working to upskill teachers and has held two twilights on attachment disorder this year.

**Question: What steps are taken in terms of educating parents/providing support for parents?** The Pupil Wellbeing Lead and Care Team at Easterside provide support and courses for parents including behaviour courses, mindfulness for parents and their child(ren). CAHMS and Stronger Families also offer parenting courses. In terms of parental engagement, some parents are harder to reach but the School does persevere with them.

**Governor Comment: The Care Team is a great strength and is very proactive and takes a lot of pressure off the classroom.**

Governors thanked the Principal for her Report.

Helen Malbon joined the meeting at 5.10pm.

1. **Academy Improvement Plans**

Governors reviewed a copy of the Academy Improvement Plan for Rose Wood which was provided to them prior to the Meeting.

Governors noted that:

In terms of Reading, the School is working to improve outcomes in Reading including engagement and reading for pleasure. The School uses the Accelerated Reader Programme which is an online package which tests pupils and provides them with a relevant book band. Upon finishing a book, pupils take a quiz. Pupils do not always read at home. The quiz tests their knowledge and understanding of the book and the Programme is having a positive impact.

The Programme provides increased reading opportunities in School and class novels are in place in each area, pupils are read to and have their own reading books and have areas where they can sit and read.

Staff are working to develop skills including the impact on inference and pupils ability to extract information from text and improve their writing.

A Deep Dive into the quality of Reading lessons has taken place including how staff are using whole class books to develop Reading and Writing.

In relation to early Reading in School, pupils use Phonics with the appropriate text for their level. Staff are attending the Sounds Right training and a review of the organisation of Phonics teaching has been undertaken including interventions for pupils who require additional support.

**Question: Do teachers read to pupils on a daily basis?** Yes.

**Governor Comment: It is difficult, as a parent to know what to buy for your children. It may be useful for schools to circulate recommended book lists.**

**Action:** DH to circulate a recommended book list to parents.

Governors reviewed a copy of the Academy Improvement Plan for Easterside which was provided to them prior to the Meeting.

Governors noted that:

The School is working to support pupil well-being and mental health

The SLT have undertaken an exercise whereby they RAG rated all pupils based on the level of emotional support they require from adults. A SLT Pupil Well-Being Meeting takes place every three weeks and the SLT use the RAG rating to discuss pupils who are at red or amber to look at what support should be put in place for them and, specifically to prevent them getting to red.

The School has also reviewed it’s PHSE curriculum and how we can strengthen than even more.

The School has introduced the Thrive Approach into PHSE teaching. All teachers screen pupils using the tool three times over the year and they use that to create a bespoke plan for individual pupils based on their needs.

The School has invited another School from Darlington who have an excellent PHSE curriculum which was recognised by Ofsted. The Principal and SLT attended to meet with their PHSE Lead and reviewed books. The PHSE Lead then attended a staff meeting and brought workbooks for our staff to look at.

A PSHE Deep Dive takes place each term this year to ensure this is embedded.

The Principal and Vice-Principal have taken over the running of the School Council for the year. They have spoken to their class staff about restorative practice and they have spoken to their class. The Behaviour Policy has been amended to bring it in line and has been shared with parents and pupils. Parents are very supportive. Signage has been installed around the School which includes prompts in relation to the restorative language.

**Question: Is the RAG rating done using an evidence-based tool or the Schools own system?** The Schools own system. The Care Team also use this list to target parents for courses and engaging harder to reach parents.

Governors thanked the Principal for his Report.

1. **Academy Profiles**

Governors noted that Academy Profiles have been reviewed and discussed throughout this Meeting.

Governors felt work around exclusions is having a positive effect as the work being carried out is embedded. Everyone is aware of pupils needs, what their individual triggers are and what strategies should be used to support. Consistency is evident.

Attendance

Attendance is currently 95.4% at Easterside and 96.3% at Rose Wood. There is nothing of significance to note at either School.

PA at Rose Wood looks higher this term and this is due to some families taking term- time holidays in September.

**Question: How does the School deal with requests for term-time holidays?** All requests are denied. Fines are issued where necessary. Last year by the Summer term PA was significantly below National.

1. **Trust Update**

Governors received a Trust Update from Mr Holbrook.

Governors noted that:

The Trust reports a successful year last year with 97% of pupils at a School which is judged as good or better. All Ofsted experiences have been positive.

Outcomes have improved and are broadly in line with National.

The DfE have spoken to the Trust about the possibility of expanding and taking on an additional four schools.

In terms of governance the change to AIC has been seen as positive by the DfE.

Governors thanked Mr Holbrook for his report.

1. **Any Other Business**

Governors noted that there was no other business to discuss.

1. **Date and Time of Next Meeting**

10th March 2020 at 4pm at Easterside Academy

Signed………………………………………………Dated………………………………..

The Meeting ended at 5.50pm