**ENQUIRE LEARNING TRUST**

Company Number: 08056907

**The Academy Improvement Committee of Rose Wood Academy and Easterside Academy**

Minutes of a Meeting of the Academy Improvement Committee

held at Easterside Academy on 10th March 2020 at 4.00pm

**Present:**

Paul Cowley Principal, Rose Wood Academy

Sarah Grayson Governor Easterside Academy

Helen Malbon Governor, Rose Wood Academy

Delyth Linacre Principal, Easterside Academy

Jill Patterson Governor, Easterside Academy

David Elliott Governor, Easterside Academy (Chair)

**Apologies:**

Sarah Slater Governor, Easterside Academy

**In Attendance:**

Joanne Clarke Clerk

Jaimie Holbrook Development, ELT Central Team (Chair)

**Text in bold red represents Governor Questions, Challenge and/or Clerk’s support.**

**Text in bold black represents decisions and actions.**

1. **Welcome and Apologies for Absence**

Governors were welcomed to the Meeting.

Apologies were received and accepted from Sarah Slater.

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

There were no declarations of business interests.

1. **Approval of Minutes of Previous Meeting (12.11.19) and Matters Arising**  
   The Minutes of the Last Meeting (12th November 2019) were formally approved as a true and accurate record of the Meeting.
2. **Data Profile**

Easterside Academy

Governors received a presentation in relation to Easterside Academy Data from the end of the Autumn term.

Governors noted that:

* The Academy has moved from Target Tracker to the Trust SIMS Assessment programme.
* Alison (?) is working to support both the Principal and staff with the transition and will attend again prior to the next Data drop.
* Staff are using the new SIMS Assessment programme as a formative assessment and therefore are able to access assessments whilst activities are in progress to identify how to target support towards particular pupils.
* It will take time to embed the new system.

**Question: What are the main differences between Target Tracker and SIMS?** Areas are ‘banded’ between 1-4 and ranges from ‘1’ where a teacher has taught a specific objective to ‘4’ which is a pupil carrying out tasks independently and the objective being embedded.

**Question: What is the point of ‘1’?** This evidences that the objective has been taught and allows staff to keep a track of objectives across a class of pupils. This method provides a suggested standard for each pupil.

**Question: Does the 1-4 relate to core subjects or all subjects?** This relates to core subjects at the present time. The Trust is currently reviewing and discussing how foundation subjects are assessed.

**Question: Is the EYFS department using a different assessment tool?** Yes. However, EYFS will move to SIMS eventually.

* Autumn term Data shows good progress from EYFS and KS1. Reception pupils are on target to achieve GLD at 70% with high needs pupils removed from the Data.
* Gaps in KS1 between girls and boys and Pupil Premium pupils and non-Pupil Premium pupils are minimal and this is due to a huge focus on closing the gap in EYFS.
* Year 2 are on target for their end of year targets this year. Year 2 have four high needs pupils which will impact on KS1 results as they are not working at National level.
* The Academy is hoping for improvements in all areas of KS1.
* Year 2 is the second highest SEND cohort at 22% and 49% of pupils are Pupil Premium pupils.
* The Academy has held Year 2 booster sessions after school and also Year 1 and Year 2 Phonics Club during this term.
* Progress in KS2 continues.
* Data is lower in Year 5 and Year 6. These cohorts are a focus going forwards. Because of the make-up of pupils in these two cohorts the Academy has Year 5 and Year 6 pupils over three classes. This had initially caused some difficulties for teachers in their planning and delivery. Trust representatives have attended to work with the Year 5 and Year 6 teams to look at the sequence of planning and learning and task design. Through our own monitoring and book scrutinies we have seen an increase in progress across all subjects.
* The Year 6 cohort has 65% Pupil Premium pupils and Year 5 has over 70% Pupil Premium pupils. The Year 6 cohort includes 41% of SEND pupils.
* An Action Plan has been devised s that Year 5 and Year 6 pupils will be taught separately from next week using all available staff to prepare for SATS. This will include Year 6 booster sessions after school.
* On Fridays Year 6 split into small groups and do verbal feedback with staff member on homework.

**Question: In EYFS the baseline was 61% and was projected at 67%. Does this show just above average progress?** Yes, this includes high needs pupils and with their Data removed this equates to 70%.

**Question: Is the Academy confident that the baseline is accurate?** Yes. This is pupils coming into Reception. At least half of pupils joining Nursery are 12-18 months below where they should be.

**Question: What is the quality of teaching assessed as in both Nursery and Reception?** Outstanding.

**Question: In relation to Writing for KS2 this is currently at 64% which will be a three-year declining trend. What steps is the Academy taking to rectify this?** These figures are cohort specific. Writing is a priority within the Academy Improvement Plan. Whole staff training has been undertaken and all staff have taken part in an Inset Day at the beginning of the academic year which focused on inspiring writing. In Year 5 and Year 6 previously the power of reading and the text to drive Writing was not evident and therefore this has been amended to encourage pupils to become more engaged in Reading and Writing.

**Question: The Data suggests that half of the boys in Year 5 and Year 6 are at expected Writing. What steps is the Academy taken to improve this?** The Academy is working to drive the curriculum more towards boys interests and targeting them through booster sessions also.

**Question: What additional support is in place for Year 5 pupils currently?** It has been difficult due to the class make-up but, as discuss previously, plans are in place to amend the class set up. Following SATS the Year 5 class will be reviewed and ways to provide additional support will be implemented.

**Question: Will Year 5 and Year 6 be mixed again next year?** There will be one Year 5 class, one Year 6 class and one mixed class next year.

* All pupils other than SEND pupils are achieving expected progress.
* Case studies for individual pupils are in place to evidence the steps taken by the Academy to support high needs pupils to progress.
* The Progress Score will be strong despite Data dipping slightly.
* It is hoped that the end of year Progress Score will improve.

Rose Wood Academy

Governors received a presentation in relation to Rose Wood Academy Data from the end of the Autumn term.

Governors noted that:

* Overall, the Academy is expected to maintain high outcomes which it has seen consistently had over last three-years and there is internal Data to support this.
* A total of 78% of pupils are currently at expected in Reading. The predicted figure is 85% with 30% at GD.
* In relation to disadvantaged pupils, Data is strong across the whole Academy with predictions at a confident 80% in Reading.
* Historically GD for disadvantaged pupils hasn’t been quite as high in terms of combined and that is looking better this year.
* Disadvantaged pupils’ attainment at higher standard separately has been good.
* Year 5 is a similar picture. Data is strong in terms of Reading with a similar picture in Writing. Data is less strong in relation to Maths but this is a focus going forwards.
* Year 2 data is sustaining with predicted outcomes across the board at 80% and 39% for GD.
* Year 4 has the largest dip in progress which is less than other cohorts. This is not a massive concern however as individual pupils causing the dip are just outside the cusp and the Academy is confident that these will improve by the end of Year 4.
* In EYFS data is currently at 75% and 70% for disadvantaged pupils.
* Phonics data is at 92% and, in the Year 2 retakes all but one pupil will achieve.

**Question: The GD percentage for disadvantaged pupils is excellent. Is that a mixture of effective strategies or due to the make-up of the disadvantaged cohort?** This is a combination of the two. The nature of that cohort shows that there are some more abled disadvantaged pupils. There is a targeted focus at every Pupil Progress meeting to review where the pupils are not achieving and focusing on getting that consistency in place.

**Question: What measures are in place?** Interventions, in-class targeted support, secure teacher assessments, a HLTA deployed effectively in each phase to support in focus interventions.

**Governor Comment: It is clear that disadvantaged pupils have been identified by all staff and the support that the Academy has in place for these pupils is excellent.**

**Question: Are staff confident in their assessments?** Yes. Pupils are ranked in Reading, Writing and Maths from the highest attaining to the lowest. Pupil Premium and SEN pupils are identified using different colours. The focus each year is that if we can get more pupils to move up the rankings then data will improve.

**Governor Comment: AIC Meetings should be aligned with the data drops.**

**Action:** JH will speak to the Trust and revert.

1. **Academy Profile**

Rose Wood Academy

The Principal informed Governors that:

* The Academy Profile is focusing on cultural awareness and increasing leadership skills to enable them to hold staff to account
* A focus on History and Geography is underway to ensure that robust processes are in place.
* The History and Geography leads are extremely keen and are focused on ensuring that they have completely defined all knowledge, content and skills progression.
* The History and Geography leads carry out work scrutinies and observations with staff and are fully aware of how teaching should be pitched. The History and Geography leads have developed Matrices which include solid examples of what working towards, working at and exceeding look like so that all staff know what is required and the leads use these to assess whether pupils working at the expected standard.
* In relation to Music, Art and DT, these subjects are not as defined and there is still work to be done in these areas, ideally by the end of this year so that by September all other leads will have the same processes in place.

**Question: What improvements are evident in pupils workbooks?** Staff are secure in planning and that knowledge is being delivered. Pupils having the opportunity to revisit their work is evident which enables them to draw on prior knowledge and revisit areas where necessary.

**Question: Do Middle Leaders speak to pupils when carrying out monitoring?** Yes. Pupils have their workbooks with them during this time and we feel that if pupils can talk confidently then that work is embedded.

* A meeting has taken place with the Head of Geography at Stokesley High School to discuss what areas they want pupils to join Year 7 securely with and this will be core knowledge going forwards.

Easterside Academy

The Principal informed Governors that:

* The Academy has undertaken a piece of work in relation to curriculum design and part of this piece of work included the development of Subject Leads.
* The Academy has some well-established Subject Leads as well as some staff who are fairly new in their teaching career. At the start of academic year all staff were allocated a subject and placed in subject teams to enable them to work alone and also as part of a team.
* A lot of work has taken place around curriculum intent for the whole Academy and also for each subject.
* An Inset Day for all teaching staff has taken place to review the curriculum.
* A Subject Intent Statement is in place for all subjects and these have been shared with staff. These include end points for pupils and where we want them to move to during their time with us.
* The Academy website includes a separate page for each subject with the Subject Intent Statement displayed.
* A review of skills progression across the Academy has taken place including work on key concepts.
* The Academy has identified its signature pedagogies.

**Question: What are those?** Assessment for learning, enquiry based and a collaborative curriculum.

* The next steps will be to look at subject specific pedagogies which began during the Spring Term Enquiry Walks.
* It was evident from EYFS onwards that pupils are building a timeline through History and other subjects.
* The Academy will facilitate more opportunities for teachers to get together and share task designs. This will help us identify subject pedagogies.

**Question: Are there some subjects which staff are not as confident with?** Yes. Core subjects and Science are strong. The English Lead is new to the post but is working with the Vice-Principal who was the previous English Lead. PHSE is a key strength of the Academy. The Humanities Lead is a new member of staff. He attended the Trust Development Day for Humanities and is working with the SENCO who was previously the Humanities Lead. The Principal and Vice-Principal have been involved in deep dives to ensure all staff have an understanding of the curriculum.

* A Humanities Enquiry will take place across all Trust Academies. This will include visits to all Academies and the development of an Action Plan to support leads.
* The IT Leads are due to meet with representatives from an external Agency on the 27th March to develop the ICT curriculum.
* Teams planning together has had a positive impact and also helps the newer teachers.

Easterside Academy

**Question: In relation to the Easterside Academy SEF, what is the biggest barrier to achieving outstanding on inspection?** Being secure in personal development, EYFS and behaviour and attitudes. This will be around the quality of education judgement.

**Question: Is there a weakness in curriculum planning, delivery and consistency?** No. These areas are very consistent with all staff having a shared understanding of the curriculum. The Academy is working to develop Subject Leads to be able to articulate and be aware of what the gaps are.

**Question: When is the next inspection due to take place?** Next Spring.

**Question: Is bullying an issue and should the incident noted within the Report be classified as bullying?** Bullying is not generally an issue at the Academy. The incident noted is classified as bullying as this took place over a few occasions and seemed targeted.

**Question: Would pupils say that they see bullying as a problem?** No. Interviews have taken place with pupils this year and they have stated that they do not see this as a problem. They did say that they were aware of which members of staff to go to if they had an issue they were concerned about. Pupils are very aware of how to identify bullying. The Academy carries out an annual parent questionnaire at the end of the academic year and a high number of responses are received. All questions around bullying have responses in the 90’s for strongly agree and so there is strong internal data to support this. Parents feel they have plenty of opportunities to come in and speak to staff should they have any issues. Any issues which do arise are logged on CPOMS and the Principal personally checks in with pupils regularly and this is logged on CPOMS as a follow-up.

**Question: What is the current attendance figure?** This is at 95% with 14% PA. The PA percentage is quite significantly affected by pupils with Childrens Services involvement. The Attendance Team consists of the Principal, EWO, the Office Manager and members of the Pastoral Team who meet regularly to look at the barriers for attendance and decide who is best placed to tackle the issue and what the best steps forward are. The Pastoral Team carry out home visits.

**Question: Is any portion of Pupil Premium funding allocated to the Pastoral Team?** Yes.

* Each class teacher has responsibility to be aware of which pupils in their class as PA pupils. A record of which pupils were PA last year is also kept. Rewards for attendance are handed out where improvements are evident.
* Case studies for individual pupils are in place which show the steps taken and how attendance has improved based on the work done.

Rosewood Academy

**Question: In relation to the Rosewood Academy SEF, what is the biggest barrier to achieving outstanding on inspection?** The quality of education in the wider curriculum areas. There is a strong model and robust set of documents in Humanities and Science but this must be as secure in all other subjects. The Academy must be clear what outstanding in Art, Music and DT looks like and wants to be delivering that from September.

* In relation to behaviour and attitudes, the attitude to learning is exemplary. This area has been assessed as good as some non-structured time such as lunchtime could be better and a structured process is in place for Lunchtime Organisers to support pupils at this time.

**Question: Is there a reason why Safeguarding is unusually quiet at this time of year?** The Academy is carrying out a lot of early intervention work to support families.

* Attendance is lower than last year due to high levels of illness and PA is higher than National. Work is underway with families of PA pupils and the Pastoral Team.

**Question: Why is this?** Some pupils have taken holidays during term time as well as having some absence due to sickness and their attendance will improve by the end of the year.

1. **Trust Update**

JH informed Governors that:

* A Trust Dashboard is currently under development and will be accessed by all Academies and Governors. Dashboards will include Academy Profiles, Data, attendance, context, outcomes and location.
* The Trust has been approached by the DfE in relation to taking on new schools in the Scarborough and Hull area. This is an ongoing situation and Governors will continue to be updated.
* The Trust attended the Bett Show in London and showed the Immersive Spaces programme which is immersive technology developed on-site. This was incredibly successful with one hundred being sold to an Indian business which will create revenue for the Trust. The Trust have approached Principals for ideas of what items should be purchased and this revenue will be used to continue to improve areas for Trust Academies.
* A Consultation is due to take place on Friday and relates to GAG funding/GAG pooling. The Trust Finance Team will put forward three areas to Principals and Business Managers and then will take feedback to Trustees.
* A Trust Training Day for all AIC members will take place on the 2nd July.

Governors thanked JH for his Report.

1. **What difference has our business today made to the children of our schools?**

Governors confirmed that they felt that the following areas had made a difference to the children of the Trust Academies:

Discussions around the curriculum, links with families, connecting IT, helping pupils with attendance problems and listening to the Principals strategies to deal with these areas;

Being aware of the issues which our families face and being confident that these are dealt with effectively at both Academies;

Feeling confident that both Academies have ambition for their pupils.

1. **Any Other Business**

The Principal of Easterside Academy informed Governors that the Academy has been nominated for the Literacy School of the Year Award. Governors offered their congratulations to all involved.

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

Monday 6th July at 4pm at Rosewood Academy.

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

Chair of AIC

Meeting closed at 5.45pm