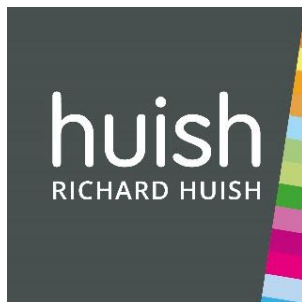




**RICHARD HUISH TRUST
ACADEMIC PERFORMANCE & QUALITY COMMITTEE**

22nd May 2025 at 9.20am

Room C2, RHC and MS Teams

Present: Clare Greenslade (Chair)
Tim Duffen

In attendance: John Abbott – Chief Executive Officer (CEO)
Steve Chattell - Chief People Officer (CPO)
Rachel Higginson – External Adviser
Roz Abbott – MIS Manager

For sections as indicated:

Nerrols Primary School:

Matt Kerton – Headteacher
Wendy Devereux – Chair of Governors
Stephanie Marriott – Deputy Headteacher
Leah Challis – QIP Lead
Sian Rapsey – QIP Lead

West Buckland Primary School (via Teams)

Cameron Mann – Headteacher
Kerry Palmer-Roberts – Chair of Governors

North Town Primary School

Mark Braund – Headteacher
Kayleigh Newstead – QIP Lead
Jess Fairfax – QIP Lead and Staff Governor

Clerk: Helen Wells – Governance Specialist (via Teams)

MINUTES

APQ 24/177	1. MEETING FORMALITIES	Action
	1.1 Welcome and apologies The chair welcomed attendees to the meeting and made introductions. There were no apologies.	
APQ 24/178	1.2 Declarations of interest There were no declarations of interest.	
APQ 24/179	1.3 Previous minutes The minutes from 17 th March 2025 were agreed as being correct with some minor amendments. The incorrect minutes had accidentally been circulated prior to the meeting. The clerk updated the folder with the correct minutes and directors agreed they would review these ahead of the next meeting for approval of them at that time. ACTION: Ensure the minutes from April 2025 are included for approval at the next meeting.	Clerk
APQ 24/180	1.4 Matters arising The matters arising from the meeting on 17 th October 2024 (where the academies presenting at this meeting were last met with) were reviewed and updated during the meeting.	

Signed:.....*Tim Duffen*..... Date:..06/11/2025.....

2. ACADEMIC PERFORMANCE AND QUALITY

APQ 24/181 The committee reflected on the Quality Improvement Plan (QIP) cycle and where the academies are within the cycle.

The CEO provided context for attendees about the meeting and schools being met with.

APQ 24/182 **2.1 Nerrols Primary School**
The chair welcomed attendees from the school to the meeting. Presentations about the priorities were given by the attendees.

APQ 24/183 **Priority 1 – To improve the quality of children’s play and outdoor learning**
Key points from the presentation included:

- the progress being made with the area of work and the positive impact upon the children;
- the opportunities pupils have to engage in a variety of meaningful options for self-managed play.

APQ 24/183 **What is the evidence of impact in the classroom by giving pupils greater opportunities to resolve risk themselves at break times?**
Children have a better understanding of the risk associated with play. This has been measured through the children’s voice, with a baseline survey at the start of the year and a later follow up that demonstrates the distance travelled. It has positively impacted upon the communication skills and abilities of the children to resolve situations themselves; anecdotally this has reduced the draw on teacher’s time in resolving conflicts.

APQ 24/184 **How do you shape the definition of play as a school? Is there a plan of how this permeates into the next year and how it positively shapes the pedagogy in the classroom?**
There are plans to take forward how play is embedded in the approach of the school through curriculum planning. RH encouraged them to look at the positive behaviours demonstrated through play and how that can translate into teaching and learning, for example, risk taking and how that translates. She encouraged them to make time to ask some deep questions about what they’ve learnt. This should help teaching and learning to be richer and more robust.

APQ 24/185 **Priority 2 – All Children benefit from unwaveringly high-quality teaching that meets all their needs**

Highlights of the presentation included:

- the progress being made with collecting and utilising data more effectively in relation to the support at an earlier stage;
- improvements are being made to support children with high level needs;
- synchronicity between this and priority 1 was noted.

APQ 24/186 **What is the Partnership for Inclusion of Neurodiversity in School (PINS) project?**
This has been a method to access a significant range of resources in relation to SEND which has been well received but not utilised as intended due to the amount of time needed. There are many aspects of this to take advantage of that the school are keen to engage with over the next 12 months.

APQ 24/187 The committee discussed how behaviour data can be used to help identify areas for improvement; schools are being encouraged to do this within the context of their individual behaviour policies so the reporting may look different across the schools as a result.

APQ 24/188 The committee discussed the high-level separation of how relationships and behaviour are driven to be positive and negative respectively. They discussed the importance of separating routine and rituals which need to be robust and tight for everyone, this must be a standard and should be embedded so the focus can then be on relationships and letting children know that they are valued and important.

Signed:.....*Tim Duffen*..... Date:..06/11/2025.....

APQ 24/189 RH offered that the curriculum should have a trauma informed approach and other drivers as central to it rather than as a bolt on to the curriculum. This then makes it accessible as an offer to everybody.

APQ 24/190 The committee discussed the use of data. Data needs to be impactful in its use. The school should be cautious about what data is saying and what is being communicated based on anecdotal evidence. There is opportunity to improve how the school is capturing and using data effectively to inform how they support children.

Priority 3 – Improve every child’s writing skills in order to achieve accelerated progress

APQ 24/191 There is progress being made that is evident with the improvement of skills being seen in the children’s writing.

APQ 24/192 RH observed that writing is deeply related to reading. Children need the motivation and love of writing to be able to do it well, if they have the basic tools to build on. They are encouraged to understand that it is a way of communicating their ideas and thoughts. It is linked to the approach to reading at the school and building on supporting children to have a passion with reading and writing. RH encouraged them to use this as a basis for the scrutiny of what the pedagogy looks like, and to allow for opportunities to reduce the targeted approach to improvement and allow opportunities for more creativity. This also links to the feedback policy which has been given some thought in terms of the marking load and needs of the class/teacher.

Nerrols staff representatives left the meeting.

APQ 24/193 The committee discussed the QIP with the Chair of Governors. The Chair of Governors agreed she feels well informed about the QIP. They discussed the approach for priorities next year.

APQ 24/194 CoG reflected on how the school is growing and the opportunities and challenges this may present.

The Chair of Governors left the meeting.

2.2 West Buckland Primary School

The chair welcomed attendees from the school.

APQ 24/195 The headteacher noted the impact of the QIP on the children and school and took the committee through key points.

Priority 1 – Teaching and learning of foundation subjects is highly effective

APQ 24/196 RH observed the progress that has been made with this priority and the adaptations of the priority across the school.

What is the evidence of this priority being a success?

APQ 24/197 Admission applications have increased; there is evidence from other professionals confirming this and parents are recommending the school because of our approach.

APQ 24/198 RH highlighted that to duplicate this approach successfully to another stage of the school it will be important to undertake a detailed analysis of what has worked and not worked. RH offered that the approach is working because the curriculum is holding pupils and is working to support them.

Signed:.....*Tim Duffen*..... Date:...06/11/2025.....

Priority 2 – Assessment of foundation subjects is meaningful and informs teaching and learning.

APQ 24/199 RH noted the developments in this area sound positive. RH observed that the research has moved away from designated learning styles to focus on learning needs and approaches to support them.

Priority 3 – Marking and feedback of English work has an immediate impact on progress

APQ 24/200 **Have you considered the logistics and possible impact of the use of live marking, as it cannot ensure that every child receives in depth feedback?**
The headteacher provided assurance that this has been considered and they are conscious of robustly marking final pieces to ensure consistency across the school. RH advised that there is a balance between creativity and robust parameters and to consider what is to be marked and when.

The headteacher left the meeting.

APQ 24/201 The Chair of Governors commented that it is evident at governor meetings the passion of the headteacher about the priorities; governors have seen this progressing through the link visits they have made and the positive impact on the school. As a result governors have become passionate about the priorities. She noted that there has been an increased feeling of positivity around the school. She observed that there is an increase in how children are able to recall their learning much better and have embraced the use of their topic books and how they are using them. She added that the Facebook page is a great source of seeing what is happening at the school.

John Abbott and the Chair of Governors left the meeting.

2.3 North Town Primary School

APQ 24/202 The chair welcomed representatives from the school and made introductions. Each of the priority leads led a presentation about their section of the QIP.

Priority 1 – To improve writing across the school

APQ 24/203 **What analysis or decision-making was there ahead of discontinuing with the Write Stuff?**
The school found the Write Stuff did not address the fundamentals of enabling children to write effectively.

APQ 24/204 **This is now a bigger priority than first thought; how did previous analysis not tell you the size of the challenge?**
Last year in Y6 the assessment demonstrated that the children were not where they needed to be and, following an external moderation, the scale of the challenge became much clearer across the whole of the school.

APQ 24/205 The committee discussed the pros and cons of moving to another writing package to replace the Write Stuff.

APQ 24/206 **Are there particular identifiable groups of children that are struggling within KS2?**
Boys are struggling more than other groups, but there are others as well.

APQ 24/207 The committee discussed that there are children who are working at below their expected level in their year group for writing, but not for other subjects. RH identified that this is unusual, the data was checked in the meeting and the committee concurred.

Signed:.....*Tim Duffen*..... Date:..06/11/2025.....

APQ 24/208 The committee discussed what the next steps might be with how to develop writing at the school.

Priority 2 – To equip children with skills in emotional growth to enable them to regulate their own emotions

APQ 24/209 A key output from this priority is how the school are recording behaviour incidents on BromCom. RH advised they need to be careful with the narrative around suspensions and SEND needs; to focus on what the core needs are with the curriculum and pedagogy to ensure it is more successful for all pupils. The committee considered that with the recording of behaviour data this should include the positive as well as the negative aspects of behaviour and how this is articulated within the school.

Priority 3 - Appraise current arrangements and provision of educational support for all children

APQ 24/210 **If the £150k extra needs funding (received very late) had been available at the beginning of the year, what would have been different?**
The school could have recruited more Teaching Assistants (TAs) to allow for increased capacity for interventions and it would help to address other priorities at the school.

APQ 24/211 The committee noted that, over time new staff come on board, Learning Support Assistant (LSA) contracts are including them working INSET days.

APQ 24/212 **As a trust is it better to move all LSA contracts to work on INSET days?**
This would be easier, but there would be a significant cost implication.

APQ 24/213 The committee discussed and reflected on how deeply embedded the approach is to supporting those children with the highest needs within the school's curriculum and how TAs are being utilised by the school to support children with EHCPs. They discussed how all children can benefit from approaches being embedded in the core of the curriculum and being teacher, rather than TA, led.

APQ 24/214 The committee noted that research is showing that the more risks children take the more risks they'll take in their learning and this will develop increased confidence as a result, particularly for dysregulated learners who need more time being physically active.

The representatives from the school left the meeting.

3. OTHER MATTERS

APQ 24/215 **3.1 Committee debrief**
The committee agreed that any business needing to be discussed ahead of the board could be done so by correspondence or carried forward to the next meeting if it involved decisions needing to be made.

APQ 24/216 **3.2 Any other business**
There was no other business.

The meeting concluded at 12.45pm

Signed:.....*Tim Duffen*..... Date:..06/11/2025.....