



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

Thursday 17th October 2024 8.30am-6.00pm

Rowan House Committee Room, RHC

Committee members present: Clare Greenslade (Chair)
Tim Duffen

In attendance: John Abbott (CEO)
Steve Chattell (CPO)
Paul Lonsdale (CFO)
Rachel Higginson (External Consultant)
Roz Abbott (Director of MIS)
Headteachers/senior leaders/governors as noted in each relevant item

Clerk: Helen Wells

MINUTES

1. ROUTINE AND STANDING ITEMS

Action

- APQ 24/38** **1.1 Welcome and Apologies for absence**
The chair welcomed attendees. There were no apologies. The meeting was quorate. An introduction to the context, approach and format of the meeting was given.
- APQ 24/39** **1.2 Declaration of interests**
None of the committee members present had declarations to make in relation to items on the agenda.
- APQ 24/40** **1.3 Minutes of the previous meeting**
The minutes of the meeting held on were approved as a true and accurate record. The Chair consented for her electronic signature to be used to formally sign off the minutes.
- APQ 24/41** **1.4 Matters arising**
The matters arising were agreed to be completed as noted on the accompanying paper.

2. ACADEMIC PERFORMANCE

- APQ 24/42** **2.1 North Curry Primary School**
The Headteacher, Helen Morley, Governor Sharon Colwell and Abbie Bown Senior Teacher and Staff Governor, were in attendance for this item.
- APQ 24/43** **An overview of the school's QIP for 2024/25 was given with a presentation about the improvements to the outside play provision.**
- APQ 24/44** **To what extent did last year's priorities influence this year's?**
There is some cross over from last year and some have continued to influence the approach this year including the spirituality links and having a specific curriculum focus as a key priority. Priorities from last year are still being monitored.

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APQ 24/45	Attendance figures for last year are outstanding, why is this? Attendance is monitored and tracked closely, the headteacher meets with the administrator responsible for monitoring the data and intervention strategies are implemented quickly. There are currently no instances of children refusing to attend school. The relationship between the headteacher and families is strong and helps underpin confidence with parents in discussing where support is needed. There is a full time Emotional Literacy Support Assistant (ELSA) which helps to strengthen communications and the support network.
APQ 24/46	The committee discussed the challenges in coordinating teaching staff which remains a risk for the school to ensure consistency of quality. The risk relating to the deployment of LSAs was discussed. Directors noted the use of new schemes to support staff development.
APQ 24/47	What is the quality of provision within the school in relation to priority 1? How aware are staff with how important using the space available? The quality of provision is underpinned by the quality of the physical environment. It is a work in progress but there are new members of staff learning the processes at the school; staff are growing in confidence. Directors discussed that the importance leadership time being dedicated to evolving this priority in a very specific and targeted way. Maintaining opportunities for having fresh input for staff to experience how others approach the same provision will help staff to build their vision for the school.
APQ 24/48	Priority 3 was considered by the committee as being more about monitoring than actions to achieve quality first teaching and advised considering the challenges or areas for development within the priority. They also observed that the impact of Write Stuff has is not yet evident in the data, although it was implemented last year and there was a positive impact at the time. KS1 to KS2 are now being monitored to see if there is an impact. At the time the impact was that more pupils were age related or above and had confidence in being able to write. AB left the meeting.
APQ 24/49	Is the support needed available to achieve the priorities? The headteacher confirmed that support both within in the school and the executive team is in place.
APQ 24/50	The personnel responsible/available for and the format of curriculum delivery was explored for Year 6, including how key subjects are spaced through the week in relation to cognitive embedding of subject material. HM left the meeting.
APQ 24/51	The committee discussed key points raised in the earlier discussions with the governor and the following actions were agreed.
	ACTION: Arrange for the Director of Nurseries to feed back to the committee about the North Curry nursery priority and linked work.
	ACTION: Consider whether all priorities are strategic enough in their content and work to push beyond monitoring to achieve meaningful improvement.
	ACTION: Draft the plans for the next academic year for the class structure and staffing – pass on by February half term 2025 to the committee.
APQ 24/52	2.2 Pyrland School The Headteacher, Lisa Webber, Deputy Headteacher (DHT) Jo James, DHT Adrian Reynolds and the Chair of Governors Stuart Todd, were in attendance for this item. The committee

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noted that Stuart Todd will be stepping down as chair and as a governor in December and thanked him for his service.

An overview of the QIP was given to the committee. Directors discussed the impact so far of strategies to improve reading, pending quantitative measures being available.

APQ 24/53 The committee discussed the impact of reading for long stretches daily for lower progress readers with a skilled reader who is able to deliver key messages through intonation rather than reviewing the text through discussion.

ACTION: Send a link to the headteacher about faster reading research.

RH

APQ 24/54 **How do you know who needs phonics support and who needs other support such as more reading?**
Y6 data is used to inform the support package. The school have just employed an experienced primary school teacher to help move those transitioning to Y7 that is age and interest appropriate. All pupils need a phonics assessment, experience shows that many will have a sound knowledge but lack the skills to apply it effectively.

APQ 24/55 **How do the school's aspirations grow through the whole curriculum?**
The committee discussed how pupils experience the journey of being at Pyrland and how to make it relevant and impactful on an individual basis. The approach should help subject leaders and teachers to reconnect with their love of their subject and further grow the positivity of the learning environment and value of the lessons.

APQ 24/56 The committee discussed how individual success is defined by the school. They agreed that this is defined by who you are, it is very important for pupils to be aspirational as typical life milestones do not define a person.

APQ 24/52 **The metrics demonstrating the impact of behaviour strategies have been challenging to understand, how can impact be demonstrated to stakeholders?**
The use of Bromcom to report on key monitoring activities is being used to support and communicate strategies to improve behaviour. The profile of permanent exclusions at the school was explored by the committee.

APQ 24/53 The committee discussed the importance of actively consulting with pupils to understand how they experience learning.

ACTION: Constructing opportunities for a rich discussion about how pupils experience learning, to use as a springboard to inform the core curriculum offer.

LW

APQ 24/54 The committee noted that the focus of the improvement priorities is much clearer than those presented the previous year.

AR and JJ left the meeting.

APQ 24/54 The committee discussed the focus and wording of the priorities.

ACTION: Work with the behaviour lead at the school to support with examining the data to enable further strategic approaches to addressing behaviour.

CEO

APQ 24/55 The committee thanked the headteacher, noting her dedication and commitment.
The headteacher left the meeting.

APQ 24/56 The committee discussed the position of the governing body and level of understanding of the approach and context of the school. The scrutinising of permanent exclusions was discussed.

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ACTION: Call an extraordinary meeting to focus just on the data around the permanent exclusions. This committee to scrutinise the resulting minutes.

**LGB
Chair**

ACTION: Arrange introductory and update meeting(s) with new incoming chair and key members of the Trust Board/Exec Team.

CEO

**APQ
24/57**

2.3 Richard Huish College

The Principal, Emma Fielding and Barbara Barratt Chair of Governors, were in attendance for this item.

**APQ
24/58**

An overview of the college's QIP was given, including an update on the priorities from last year. The results from the summer were noted by directors as being exceptional.

**APQ
24/58**

The priorities from last year were reflected on and how they link into the priority areas for this year, including the assessment priority as it stems from the Huish 30 priority from the previous year. Assessment is to become a critical part of the curriculum map; the student executive requested that assessment is clearly mapped alongside their learning plans.

**APQ
24/59**

The approach to oracy will be more focused to enable effective measurement of the impact of the priority.

**APQ
24/60**

How does the college help students develop into their own person?

The approach is holistic and supports individuals to grow into their own person, beyond the curriculum delivery.

**APQ
24/61**

The committee discussed the potential benefits of sharing the college's expertise through wider external networking and visibility by the principal and leadership team.

**APQ
24/62**

The committee observed that the focus on oracy nationally is gathering momentum. The college have led the way with this with the focus on developing people, and not with the intention to improve results through the approach, but that this seems to be an impact of the approach.

**APQ
24/63**

The committee noted that the development of 'design thinking' in young people with links to solving issues around sustainability links into the other priorities.

**APQ
24/64**

The college's approach to artificial intelligence (AI) was discussed. Developing a clear strategy around AI is the goal for next year and is being worked towards with the intention to develop skills for students to navigate AI effectively and how to use it to enhance learning/teaching.

EF left the meeting.

**APQ
24/65**

The committee discussed with the chair of governors the approaches governors take to ensuring they are achieving the desired level of scrutiny, challenge and support.

ACTION: Consider the outward looking approach for the college and how this can be consolidated.

**Chair
of CGB**

**APQ
24/66**

2.4 North Town Primary School

The Headteacher, Mark Braund, Chair of Governors, Katie Roper, Vice Chair of Governors Ellie Green, Kaye Newstead KS2 lead and Kate Hays, KS1 lead, were in attendance for this item.

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An overview of the school's QIP was given by the headteacher.

**APQ
24/67**

What are the areas holding back the results improving?

The national curriculum has a focus on independent, creative writing which is a shift change from the school's ability to produce technically proficient writers. A writing scheme has been a relatively recent addition to the school's approach to writing, which is embedded in the Write Stuff programme. The committee discussed the complexities of introducing new schemes and the potential unintended wider impact, and the importance of a longer ranging strategic journey of individual children as they progress through the school.

**APQ
24/68**

The committee explored the potential benefits of using Outdoor Play And Learning improvement scheme for reducing behaviour incidents for outdoor play and agreed this would be a good approach for the school to implement immediately.

ACTION: Consider the implementation of the OPAL scheme as soon as possible at North Town.

HT

**APQ
24/69**

How does the school ensure that the curriculum is still met whilst making time for the emotion coaching and giving teacher's autonomy to decide how to navigate teaching with their classes?

It is about striking a balance and keeping communication up about what is happening, plus having oversight for accountability in the classroom. A mid-way approach of incorporating both approaches may be a way forward. RH flagged that reading *The Effective Teaching Assistant* by Abigail Gray may be useful to help approaches in this area.

**APQ
24/70**

The committee explored that it may be useful for the school to garner a better understanding about the experience of interventions from the pupils. There are considerations more broadly to be explored about the effectiveness of the interventions at the potential cost of children missing out on other teaching and learning that may be more beneficial.

**APQ
24/71**

The committee considered how much time SEND children get with an LSA compared with time spent with a teacher and how this impacts on them. RH suggested the benefits of visiting an academy where they offer a different approach that is proving effective for them.

ACTION: Arrange a visit to Dixons Academy Trust to focus on how they manage SEND provision, RH to make the introduction.

**HT/
RH**

KN and KH left the meeting.

**APQ
24/72**

The committee discussed the capacity of the leadership team to deliver the priorities.

MB left the meeting.

Directors discussed with the governors the process of agreeing the priorities and the potential for how the school could develop, particularly around priority 3.

ACTION: Update the committee in relation to research findings around priority 3

HT

ACTION: Share staff survey results with governors.

HT

ACTION: Set up meeting with the Chair and Vice Chair of governors with the Trust Board Chair and Vice Chair with the CEO.

CEO

**APQ
24/73**

2.5 Lyngford Park Primary School

The Headteacher, Nick Arnold, the Chair of Governors, Faye Forsyth, Lauren Noone KS1 and QIP 1 lead and Lucas Upham Deputy Headteacher, were in attendance for this item.

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An overview of the QIP was given.

APQ
24/74

Directors discussed the importance of having a deep understanding of the school's community.

ACTION: Take steps to better understand the core of the community and translate that into how to improvement engagement with them. HT

APQ
24/75

The committee discussed ways in which reading can be supported at school by increasing the amount of books children have sight of and access to across all subject matter.

ACTION: Send information to the school about The Just Reading Project to understand how this can help improve comprehension. RH

ACTION: Put in place a baseline to measure oracy against; to specify what the school wants to measure now and measure again later to take to governors to demonstrate impact. HT

APQ
24/76

The approach to reading at the school was discussed including being cautious about relying on parental support for reading as part of the targeted work to achieve improvement.

APQ
24/77

Attendance is a priority for the school, although much improved last year, there is still work to be done in understanding what else can be addressed to improve this further. Part of this includes understanding the approaches that similar schools are taking in the area and sharing information across them to help benchmark and learn.

LN and LU left the meeting.

APQ
24/78

The committee discussed with the headteacher and governor ways in which the school could further engage with the local community and support middle leaders to develop.

NA left the meeting.

APQ
24/79

The committee discussed how the governors support the school and link into the local community through the headteacher.

2.6 West Buckland Primary School

APQ
24/80

The headteacher, Cameron Mann and the Chair of Governors, Kerry Palmer-Roberts, were in attendance for this item.

An overview of the school's QIP was given by the headteacher, he reflected on acting on feedback from the committee last year and how impactful this has been.

APQ
24/81

The committee discussed about the importance of the wording within the plan so that staff using the plan are very clear about the objectives and how they translate into the actions they take day to day.

ACTION: Refine the wording used to communicate each action in priority 1 and ensure it underpins working towards achieving the priority strategically. HT

APQ
24/82

The committee discussed the school's approach to no marking at home being expected by teachers and how a balance can be struck with ensuring there is still direct teaching within lessons. How whole class marking and feedback are achieved is an important cultural approach for the school. The need for an oracy strand to the assessment of learning was discussed.

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ACTION: Consider how oracy can be used as an assessment tool. HT

ACTION: Consider the intended impact of aligning subject teaching times on teaching and learning. HT

ACTION: Revisit the development of the feedback policy/marking. HT

CM left the meeting.

APQ 24/83 Governors noted that they feel well informed about the priorities and in a good position to support the leadership journey at the school.

2.7 Nerrols Primary School

APQ 24/82 The Headteacher, Matt Kerton, the Chair of Governors, Wendy Devereux, the SENCO Leah Challis, Senior Teacher Steph Marriott, Sian Rapsey– Teacher, and the Vice Chair of Governors, Oliver Foster-Burnell were in attendance for this item.

An overview of the school's QIP was given.

APQ 24/83 The priority around play is using OPAL as a framework to improve play opportunities, the school undertook a baseline activity to understand what children want to do/like etc at play times.

Priority 2 represents the start of a project working towards achieving trauma informed status for the school.

ACTION: Revise the title of priority 2 to ensure it reflects more broadly within the culture and curriculum of the school; an acknowledgement of how profound the priority is. HT

APQ 24/84 The committee discussed the potential benefits of identifying where there are core themes that will help build towards the school's identity for teaching and learning and how to work on combining these to form principles or a vision for teaching and learning at the school. This should identify what the core principles are and be followed sequentially through lessons, but also within subject teaching.

ACTION: Work on a core piece for teaching and learning. Consider lifting the T&L Policy as a visual representation so it can be easily identified and translated into everyday use. Work with RH to refine the plan further. HT with RH

ACTION: Defining the meaning of play within the QIP. HT

The teaching staff left the meeting.

APQ 24/85 The plans for recruiting a deputy headteacher were discussed with the headteacher.

The committee discussed the action around rephrasing the second priority.

MK left the meeting.

The committee discussed the profile of the actions and progress so far.

2.8 Committee debrief

APQ 24/86 The committee reviewed and agreed the actions discussed during the course of the day and thanked the external consultant for her input.

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Directors agreed that it would be helpful to split future meetings up to take place over two days.

ACTION: Split the QIP meetings with schools/college over two days for the next/future meetings. Clerk

3. OTHER MATTERS

APQ
24/87

3.1 Any other business

Directors noted the draft agenda for the next meeting, date pending for the spring term.

APQ
24/88

A confidential minute was recorded here.

There being no further business the meeting ended at 5.40pm

Signed:.....*Clare Greenslade*..... Date:.....25/02/2025.....