

ACADEMY COMMITTEE MEETING

Date: 30th March 2021
 Time: 17.45
 Venue: TEAMS
 Clerk: Clare Vogt
 Present: J Lawson (Chair), C Barber-Brown, C Ellender, S Hatfield J Maguire, A Metcalfe, S Mellor, N Mitchell, R Thompson, L Woolley

| Item | Action | Initials |
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| 1 | JL to provide further details of interest as Chair of Emmaus Trust Board and Register of Interests to be updated for publication | JL/Clerk |
| 1 | SH to review the Code of Conduct and confirm acceptance to the Clerk | SH/Clerk |
| 1 | Clerk to ensure that membership for Gorseley Bank AC is updated with new Governors SM, DO and SH | Clerk |
| 1 | Report on 1-2-1 meetings with Governors to be circulated on completion | JL |
| 2 | Assessment report to be circulated to all | RT |
| 2 | Governors to be provided with details of the Y6 assessment week and invited to attend | JM |
| 2 | PHSE link Governor report to be circulated and added to next agenda for discussion | CBB/Clerk |
| 3 | Link Governors to arrange visits during the Summer Term in relation to English, Early Reading and Phonics, Science, PE and Rights Respecting | Governors |
| 3 | JL to arrange a link visit for SEND | JL |
| 3 | AC Annual Report to the Trust Board to be updated | Clerk |
| 3 | Consideration to be given from the Trust as to whether there are areas where the AC can be more effective, and details provided at the next meeting | LW |

| Agenda – Part 1 | | | |
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| Category | Item | Documents on Teams | Action |
| 1 | Governance Arrangements | Apologies | There were no apologies received for absence. D Oberai did not attend. |
| | | | The Chair welcomed S Hatfield (SH) to the Academy Committee (AC) as a newly appointed Governor. Governors heard that SH had spent 20 plus years in the corporate sector. SH lived locally and was interested in supporting Gorseley Bank by becoming a Governor. |

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| | | | Governors confirmed that the upload of the meeting papers to the governance channel in Teams had worked well. | |
| | | AOB items | There were no items scheduled for discussion. | |
| | | Register of interests | <p>The register was reviewed. The Clerk advised that N Mitchell's form had been received earlier that day and further amendments were required to the register.</p> <p>J Lawson (JL) declared an additional interest as a newly-appointed Chair of Emmaus Multi-Academy Trust Board in Salford and will pass full details to the Clerk. The register will be amended with NM and JL's information before being published on the website.</p> | JL/Clerk |
| | | Code of Conduct | The Code of Conduct was noted. JL asked SH to review the Code of Conduct and indicate acceptance to CV via email. | SH/Clerk |
| | | Part 1 Minutes | <p>The minutes from the meeting on <u>7th December 2020</u> were approved as a correct record of the meeting.</p> <p><u>Matters arising</u></p> <p>It was confirmed that staff had been made aware of Governors' approval and thanks for their hard work and achievements following the pandemic.</p> <p>Governors heard that A Metcalfe (AM) had contacted the Council and the ginnel had now been cleared.</p> <p>JL highlighted the fact that AC membership on the website was out of date. LW explained that because the Trust was currently onboarding for 7 ACs it was not practical to update the membership each time. It had been agreed that the website will be updated 4 times a year after each cycle of meetings. JL requested that Simeon Mellor (SM), DO and SH should be added to the membership when the changes are made.</p> | Clerk |
| | | Membership: Recruitment Update/ Succession Planning | Governors discussed whether SM should stay on the AC as a parent governor or be co-opted. It was confirmed that C Barber-Brown (CBB) was no longer a parent governor but had been co-opted. As AM and N Mitchell (NM) were parent governors and this met the requirement for at least 2 parent governors, Governors <u>agreed</u> that SM should move from Parent Governor to co-opted Governor. Governors further <u>approved</u> the appointment of SM as Vice-Chair, offering thanks to SM for taking on this role. | |

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| | | | <p>AM agreed to take on the role of Training and Development Governor following CBB's departure from the AC.</p> <p>JL confirmed having started 1-2-1 meetings with Governors and, to date, these had taken place with CBB, SM and CE. On completion, a report will be circulated to Governors.</p> <p>Governors heard that discussions are taking place with a former Gorsey Bank pupil, who has significant skills and is a passionate supporter of the school, about joining the AC as Governor.</p> | |
| | | Scheme of Delegation | <p>LW outlined the key changes to the Scheme of Delegation (SoD) which had been updated following guidance from the Federation of School Trusts:</p> <ul style="list-style-type: none"> • P.2: SoD will be reviewed biannually • P.5: Executive Team structure has been included for clarity • PP.23-24: The Scheme of Financial Authorities has been updated and approved by the Audit Committee <p>Q: JL asked if the new financial information impacted the AC?</p> <p>A: LW confirmed there was no impact on the AC.</p> <p>Governors were directed to review in detail PP. 5-7 which outline the roles and responsibility of the AC.</p> <p>Governors noted and <u>approved</u> the amendments to the SoD.</p> | |
| | | Trust Board Update | The Trust Board update from December's meeting was reviewed and noted. | |
| 2 | School Performance & Accountability | Pupil Outcomes (progress towards KPIs) | <p>R Thompson (RT) shared the Assessment Summary on screen which will be circulated after the meeting to Governors.</p> <p>Key points were:</p> <ul style="list-style-type: none"> • Pupils had been back in school for 2 weeks during which time the initial focus had been on pastoral issues and wellbeing. • Assessments took place last week to check the response to the remote education provision and identify gaps. JM and RT had not yet completed in-depth conversation with all year groups following the assessments. • The Early Years (EY) was on track and there had been positive feedback from the EY team. There had been 20/25 pupils in school during lockdown. Feedback had been positive from those receiving home schooling; parents had | |

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| | | | <p>been supportive and children were able to access the materials.</p> <ul style="list-style-type: none"> • Fine motor skills needed developing and the reception literacy intervention programme was being prioritised with daily delivery. • Speech and language interventions were also taking place in relation to 2 pupils to ensure they remain on track. • The school was reviewing the male/female divide. JL reminded Governors that a gap had previously been identified with boys. RT advised that progress was being made and the gap was being closed. <p>Q: JL asked if there was targeted intervention specifically for boys?</p> <p>A: RT confirmed that there was targeted intervention, with baseline data being used to identify individual needs.</p> <p>Q: C Ellender (CE) asked if there was any significant difference in progress between those who had been in school and those at home during lockdown?</p> <p>A: RT said there was a difference in the area of phonics. Pupils would normally have a daily session in school but phonics teaching was difficult to deliver as successfully remotely. Children needed to hear the sounds clearly, see the teacher's face and practise. One benefit of the remote provision was that parents were able to appreciate the importance of phonics. Parent workshops will be delivered online to support phonics work. The team administered phonics screening during the second half of the Autumn Term as suggested by the DfE. There had been 2 children who had been disapplied, and provision would continue into next year.</p> <p>Q: CE asked if there was a difference in writing outcomes between children educated at school and those at home?</p> <p>A: RT confirmed there was a difference. Again, it was hard to deliver writer practice online and it was clear that pupils educated at home had an over-reliance on parents to correct their punctuation. Now the children were school, the team was prioritising punctuation in lessons.</p> <p>Q: CBB asked how EY were progressing with social skills following lockdown?</p> <p>A: RT said this had been made a priority on return and the Parent Council feedback on reintegration</p> | |
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| | | | <p>had been positive across all year groups. EY parents were regularly checking how their children were faring socially and this will form part of the next parent evening discussions, as well as academic development. RT advised that the younger children had adapted quickly and were thriving. They were ready to access assessments and teachers had been mindful of ensuring this was the case before proceeding. Children would be unaware assessment was taking place. The increase in pastoral needs had been addressed by the school, led by the Pastoral Manager, ensuring that all staff were equipped to be alert and respond to needs.</p> <p>RT resumed the summary:</p> <ul style="list-style-type: none"> • There had been a 96% pass rate for EY phonics. There was a small number who did not meet the threshold but they had made progress since returning to school. Continual provision was in place to ensure progress. The team were pleased with the phonics results. • Internal assessments will take place for Y1 to check gaps, after the DfE cancelled formal assessments. <p>Q: JL asked if the data would only be used internally and reported to parents?</p> <p>JM confirmed the results would be for internal use only for checking against KPIs. Parents would be appraised of the results. For KS2 students, the team was keen to continue internal assessments following the DfE cancellation of SATs. This would support their transition to KS3 and be good experience for the team. Governors would be asked to come in for the assessment week which would take place in June.</p> <ul style="list-style-type: none"> • JM and RT had met with the Y2 team to discuss data and they were optimistic on working towards targets which were currently just falling short. Action was being taken on enhancing comprehension resources and ensuring individuals were in the correct book bands. The school had purchased many new books, making EY and KS1 a priority. • NFER papers were given in the Autumn Term to track progress. Targeted guided reading sessions were taking place. SM expressed some concern about the results, suggesting that the greater depth percentages could be stronger. JM said that some borderline children will have been affected by lockdown, and there were some children who could not access reading at | |
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| | | | <p>home. These factors affected the figures but improving attainment was a priority.</p> <p>Q: SM asked if Governors can be confident about the success of interventions and investment of catch-up premium or was the situation irrecoverable?</p> <p>A: RT said there were concerns about Y2 and Y3 but catch up was a priority and JM said the school was not overly disturbed by the results as it was expected that final results would come very close to the targets. CBB said that the results were incredible given the fact that children had missed 79 days of teaching time. To come close to the KPIs was a huge achievement.</p> <p>Q: SM asked how the ethos of not leaving any child behind could be achieved given the impact of lockdown?</p> <p>A: RT said children should catch up by KS2. Interventions would remain in place next year and progress continually tracked. Ambitious targets had been set for greater depth in writing and the team was optimistic about meeting these.</p> <ul style="list-style-type: none"> • A positive meeting had taken place with the Y6 team which included 3 very experienced teachers. Remote education had been very successful, as children were more independent and able to access material more easily. The school was pleased with the data which was in line with previous years. CBB stated that the Y6 online provision was excellent and NM echoed this. <p>Q: CBB asked if typing assignments at home had impacted children's willingness to handwrite?</p> <p>A: RT said there appeared to be no detrimental effects.</p> <p>Q: NM asked if anything had been learned from how lessons had been delivered remotely?</p> <p>A: RT said a great deal of research had been done to ensure remote provision was as good as possible and there had been high levels of engagement.</p> <ul style="list-style-type: none"> • There had been some later data from the Administration Team which will now be added to the results. • Y5 assessments will take place this week, as assessments were not possible in the Autumn Term due to students having to self-isolate. The data will be available after Easter. | |
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| | | | <ul style="list-style-type: none"> • Y3 was a priority, as they had felt the impact of school closure particularly in relation to reading and phonics. Another experienced teacher had been placed with the Y3 team to bolster provision and catch-up funding was being utilised. SFT tuition was in place. • A catch-up strategy has been devised for SEND, disadvantaged and EAL pupils. <p>Q: JL asked if the numbers of SEND children had increased since lockdown?</p> <p>A: RT said that EHCP and vulnerable children were mostly on site during the school closure and, as such, there was no interruption to plans. Class teachers had raised some additional first concerns but these would not necessarily lead to an expansion of the SEND register. JL said that external discussions had suggested there were a lot of issues nationally which might present at a later stage. RT agreed that family circumstances, such as redundancy, could have an impact.</p> <p>Q: JL wondered if there was sufficient capacity within the school for SEND support?</p> <p>A: RT confirmed there was an excellent team in place with a superb SENDCo, A Turrell (AT) and LSAs. Expertise and best practice were shared. JM confirmed there would be a SEND audit before May half-term with which JL as the SEND Governor would be involved. The results would be given focus at the next AC meeting in July. AT would be invited to this meeting to lead the discussion.</p> <p>Q: CBB asked if dyslexia could be covered to understand how it presents and what skill sets are required to support this?</p> <p>A: JM said this could be included in the information at the next meeting.</p> <p>JL remarked that these were a very good set of results and it was testimony to all staff, parents and Governors that they had been achieved. On behalf of the AC, JL asked for staff to be commended and be advised that Governors were surprised and delighted with the results given the circumstances.</p> | |
| | | School Development Plan | <p>Governors noted the School Development Plan (SDP).</p> <p>Q: NM asked when will the SDP be refreshed?</p> <p>A: JM said meetings were scheduled to look at a new SDP. This would cover a 2-year period from 2021-23. Headline priorities would be shared in the July meeting.</p> | |

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| | | <p>Q: SM queried if the monetary surplus could be used to help with SDP activities?</p> <p>A: LW said a lot of ideas were being discussed and the AC would be updated in July. These included retention of valuable staff, infrastructure, AV in the hall etc.</p> <p>JM said Covid catch-up monies had been very useful. Whilst the coverage of the curriculum had not been as extensive during lockdown as in person, the school was continuing to work with subject leads and the Executive Head in reviewing this.</p> <p>Q: JL wondered how involved subject leads were in discussions about children falling behind?</p> <p>A: JM advised this was happening with core subjects.</p> <p>Q: JL asked what benefits were being seen from the collaboration with Cheadle Hulme Primary School?</p> <p>A: JM said discussions were very beneficial. Ideas and experience were shared across the schools to ensure parity and promote development.</p> | |
| | Ensure Delivery of School Curricula and Assessment | JM confirmed that the school was ensuring delivery of the curricula and assessment in line with the Trust's approach. | |
| | School Self-Evaluation | <p>Governors noted the Remote Education Review and Remote Learning Survey Summary, with JL complimenting JM on the comprehensive data.</p> <p>Q: JL asked if any particular changes were made to reflect the pupil/parent voice?</p> <p>A: JM said the results of the survey were reassuring around provision; whilst some digital barriers had emerged families had been supported with these. JL commented that the survey results were good and SM felt that school's scoring on remote provision was fair when comparing with other schools.</p> | |

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| | | Behaviour and Safeguarding Update (including attendance) | <p>Governors noted the Behaviour and Safety Update - Spring 2021.</p> <p>Q: JL asked if the school was including activities around high profile issues such as Black Lives Matter, Right to Protest etc?</p> <p>A: JM there was Trust-wide focus on anti-racism, with Cheadle Hulme High leading on this. Work had been done within school on diversity, including purchasing relevant books. The PHSE curriculum was being broadened and details would be shared at the next meeting. There was a session planned for the Summer Term, reviewing the curriculum and involving subject leads, where unconscious bias would be explored. Results would form part of the development plan, with Governors updated in July.</p> <p>Q: JL asked if there was anything particular Governors could do to support the school with their activities?</p> <p>JM thanked JL for this offer and would advise if there were any specific requirements. The link Governor visits would be beneficial. Overall, staff were happy with progress particularly in terms of reintegrating children and this had been borne out by Parent Council feedback.</p> <p>Q: JL enquired what steps the school had taken regarding online safety and how much current involvement there was from e-cadets?</p> <p>A: JM said that relevant safety information had been sent to parents and an online safety evening had recently taken place which was relatively well-attended. An extra session from the PCSO was being arranged for Y5 and Y6. It had been logistically difficult to involve the e-cadets as much as would have been liked during lockdown but they would provide at least one session to their own year group by the end of the year. Pupil Parliament activities have been continuing despite lockdown.</p> | |
| 3 | Governor Monitoring | Records of Visits (including policy implementation reviews) | <p>Governors <u>agreed</u> that the following visits should take place during the Summer Term towards the end of May onwards and before the next meeting:</p> <ul style="list-style-type: none"> • English, Early Reading and Phonics • Science • PE • Rights Respecting – JM said the aim was to go for gold sometime this calendar year. A decision would be made on the best time to ensure the greatest PR impact. | Governors |

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| | | | <p>The aim would be to arrange site visits where possible, depending on current safety guidelines.</p> <p>CBB confirmed that a PHSE link review had been undertaken. A report will be circulated to Governors and this will be added to the next agenda for discussion.</p> | CBB/Clerk |
| | | Policy Reviews | The Clerk confirmed there was none to discuss. | |
| | | Ensure Curriculum Policies, Behaviour and Welfare Policies are in line with statutory guidance | JM confirmed that the school was ensuring its Curriculum, Behaviour and Welfare Policies were in line with statutory guidance. | |
| | | SEND Update | <p>Governors noted that this had been included in discussion of the Assessment Report. JL confirmed that a link visit for SEND will be arranged. A number of conversations had already taken place with JM concerning vulnerable pupils. JM wished to reassure Governors that, following these discussions, it was clear that the school was supporting and accommodating any children and families who were struggling with return.</p> <p>JM said the school had ensured that vulnerable children had been invited into school and the pastoral lead, Alison Holah, had been in daily contact with parents.</p> | |
| | | Review Educational Achievement of Looked After/ Previously Looked After Children | JM confirmed there was only one looked after child who was included in the SEND data. | |

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| | | <p>Monitor Use of Additional Funding (to ensure it improves the attainment of eligible pupils)</p> | <p><u>Pupil premium</u></p> <p>JL noted that there had been an increase from 8 to 12 disadvantaged pupils. JM confirmed there were more families needing support. Targeted assistance was being given using Covid recovery funding. Elaine Thompson was doing extra sessions, meeting with class teachers and monitoring progress.</p> <p><u>Catch-Up Premium</u></p> <p>JM confirmed the school was looking carefully at spend to ensure greatest impact. Some staff were doing extra hours and additional resources, such as books, had been purchased.</p> <p>NM had to leave the meeting at this juncture at a time of 19.31.</p> <p>Q: JL asked how the school would quantify the impact of catch-up money spent?</p> <p>A: JM advised that a review would take place towards the end of the year. The impact of intervention would be tracked against baseline assessments. The school was working with the National Tutoring Programme and had engaged a specialist teacher for 6 weeks. The teacher attended daily and worked with small groups, supporting 40 children in total. Early reading was being prioritised. The teacher had fitted into the school very well and was doing a very good job. The school was considering exploring the option of extending the contract for an additional 6 weeks. CE said the children have looked forward to working with the teacher who has a very positive impact.</p> <p>Governors noted and approved the Pupil Premium and Catch-Up Premium Strategies which will be published on the school website.</p> | |
| | | <p>Finance Update (including pupil numbers, bench marking and value for money)</p> | <p>Governors reviewed the management accounts for January which had been circulated prior to the meeting. JL noted there was a surplus of £17k and Governors <u>agreed</u> that discussion would take place at the next meeting about how this could be spent.</p> <p>JM reported that the school was looking to spend around £25-30k on developing the hall as a performance base over the Summer break. The spend would include specialist lighting, rigging and PA/IT equipment. This would facilitate a broader curriculum where children could engage more in performance arts.</p> <p>Q: CE asked what amount of surplus had to be kept as a reserve?</p> | |

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| | | | <p>A: JM said the reserve should be 5% of total budget whereas the surplus currently stood at 10%.</p> <p>Q: CBB queried whether the school required additional cash for projects due to the PTA's difficulty in raising money during lockdown?</p> <p>A: JM advised that an outdoor theatre and garden had been planned but this had been put on hold. The garden project may still go ahead and be linked to the Forest School but currently there were no specific funding requirements. PTA funds had suffered from lockdown, for example not being able to hold the Summer Ball meant there was a shortfall of £8/9k.</p> <p>S Hatfield had to leave the meeting at this point at a time of 19:43.</p> | |
| | | Health and Safety Update | Governors reviewed and noted the Health and Safety Updated. | |
| | | Risk Register/ Management | Governors received and noted the Risk Register. LW confirmed that Trustees had approved the Risk Register and there had been engagement with unions. All staff had been given sight of the document. | |
| | | Governor Self Review of Impact | <p>The Annual Report to the Trust Board was reviewed and Governors advised the Clerk on the areas to be updated.</p> <p>Q: SM asked if the Trust felt there were areas where the AC could be more effective?</p> <p>A: LW said consideration will be given to this and details provided at the next meeting.</p> | <p>Clerk</p> <p>LW</p> |
| 4 | Governor Development | Training | <p>Training details were provided as follows:</p> <ul style="list-style-type: none"> • SM has completed the GDPR training. • NM has completed the Pupil Premium module. • JL is undertaking the Confederation of Trusts Chairs Programme • CBB has completed modules on cyber risk and bribery and corruption. <p>LW confirmed that joint training for Trust Governors was planned when possible, with the aim of this being face-to-face.</p> | |
| 5 | Community Engagement | Stakeholder Engagement – (staff/ parents/ pupils/ governors) | Governors noted that the parent survey was positive, as were the Parent Council minutes. JM stated that, whilst the Parent Council minutes viewed by Governors were from the Autumn Term, a further meeting had taken place last night where feedback again was positive. The minutes will be included in the papers for the next meeting. | |

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| | | | <p>Q: JL asked if the Parent Council minutes were shared with staff?</p> <p>A: JL confirmed that they were.</p> | |
| | AOB | | <p>Q: JL asked how staff wellbeing was being monitored?</p> <p>A: JM said staff had been surveyed and the results were mostly positive. Suggestions for the future were being considered. Staff were being given an afternoon off either to engage in optional team building exercises such as art and exercise classes, or choose to use the time for personal reasons.</p> | |
| | Meeting Dates: | Summer ACM4 | <p>Tuesday, 13.07.21 – 5.45pm start.</p> <p>A view will be taken nearer the time as to whether this will be virtual or in person.</p> <p>The meeting closed at 19:57.</p> | |

Impact of Meeting / Key Outcomes

- It was noted that the Register of Interests requires amending to reflect NM and JL's updated interests
- Governors agreed that, following his extension of term of office, SM should move from Parent Governor to co-opted Governor
- Governors approved the appointment of SM as Vice-Chair
- AM agreed to take on the role of Training and Development Governor following CBB's departure from the Committee
- Governors noted the changes to the Scheme of Delegation
- Link visits for English, Early Reading and Phonics Science, PE, Rights Respecting and SEND will be arranged for the Summer Term
- Governors will be invited to attend the Y6 assessment

Signed by Chair of Academy Committee:

