

ACADEMY COMMITTEE MEETING

Date: 13th July 2021
 Time: 17.45
 Venue: TEAMS
 Clerk: Clare Vogt
 Present: J Lawson (Chair), C Barber-Brown, C Ellender, S Hatfield J Maguire, S Mellor, N Mitchell, R Thompson, L Woolley

Item	Action	Initials
1.1	Updated Code of Conduct to be circulated with the papers for the next meeting.	Clerk
1.2	Maths ROV to be included in agenda for next meeting	Clerk
2.1	Governors asked that staff be congratulated and thanked for their hard work in achieving an excellent set of end-of-year results	JM
2.2	Governors requested that thanks be conveyed to all members of staff who had worked on creating the SDP for 2021-23	JM
3.1	SH to arrange a handover for the PHSE role with CBB	SH/CBB
5.0	JM and JL to draft communication to parents from Governors	JL/JM

Agenda – Part 1			
Category	Item	Documents on Teams	Action
1 Governance Arrangements	Apologies	Apologies were received from A Metcalfe and D Oberai.	
	AOB items	There were no items scheduled for discussion.	
	Register of interests	The Clerk confirmed having updated the register to include S Hatfield (SH).	
	Code of Conduct	The Code of Conduct was noted. LW confirmed that this has been updated recently with some minor changes and a new version will be circulated with the papers for the next meeting.	Clerk
	Part 1 Minutes	The minutes from the meeting on <u>30th March 2021</u> were approved as a correct record of the meeting. <u>Matters arising</u> <ul style="list-style-type: none"> The Clerk confirmed having received acceptance from SH for the Code of Conduct, and having updated the Academy Committee (AC) membership to include the new Governors. 	

			<ul style="list-style-type: none"> • 1-2-1 meetings were still required with A Metcalfe (AM) and Neil Mitchell (NM). These will take place before the next meeting. • J Lawson (JL) will arrange a link visit for SEND and the PHSE report will be tracked down and circulated to all. • S Mellor (SM) confirmed having carried out the English Link Governor review, and it was noted that AM had done a similar review for Maths. Details of the latter Record of Visit (ROV) will be included in the agenda for the next meeting. <p>It was JL's opinion that the minutes being produced for the AC were captured well and were comprehensive. However, Governors were asked if they were happy with the level of detail or whether they should be more brief. Governors confirmed they liked what was being recorded and thought the minutes were thorough. They preferred the level of detail being provided, and the question and answer format which provided evidence of the impact of Governors.</p>	
		Membership: Recruitment Update/ Succession Planning	<p><u>Governor Questions</u></p> <p>It was noted that some responses had been uploaded to Teams and JL asked for the remaining ones to be completed as soon as possible. LW confirmed that these would be used by the marketing team for promotion of the AC governance role on social media. Whilst the Gorse Bank (GB) AC had good capacity, others ACs required new members. A headshot of Governors would be appreciated to use with the completed questionnaires.</p> <p><u>Membership Recruitment</u></p> <p>JL confirmed that there was a potential new Governor for GB who was the Head Teacher (HT) of a special school. This person was a former pupil of GB and passionate about supporting the school and the AC. With their skillset and experience, they would be a real asset to the AC. An application form had been sent.</p>	
		Trust Board Update	The Trust Board updates from the February, March and May meetings were reviewed and noted.	
2	School Performance & Accountability	Pupil Outcomes (progress towards KPIs)	<p><u>Assessment summary</u></p> <p>R Thompson (RT) shared the report on screen, outlining 2020-21 KPIs v Actual. Key points were:</p> <ul style="list-style-type: none"> • There were a number of pupils self-isolating and their papers were being awaited. Teacher assessments were informed by the NFER and 	

			<p>judgements reflected day-to-day performance not just the assessment results.</p> <ul style="list-style-type: none"> • The results demonstrated a strong data set from Early Years (EY) to Y6. • The percentage of EY reaching a good level of development was 83% against an 88% KPI. This was not as high as previously but had been affected by Covid. Staff noticed a shift in attainment at the start of the year. Some children missed pre-school due to closures. Three children did not meet the objectives. • Phonics screening for Y2 pupils was 91% against a KPI of 92%. Four children have received intervention. Two have now passed with good results. There were contextual reasons for the other two who have not passed and intervention will continue next year. <p>Q: JL asked are you happy with the progress made given the interventions?</p> <p>A: Yes, the two who did not pass had exceptional circumstances and home issues.</p> <ul style="list-style-type: none"> • Y1 will sit phonics again in the autumn term. The figure of 78% was lower than expected but should be higher in the autumn. However, there were a lot of pupils scoring high marks. Those achieving lower were receiving intervention and future results should be on track. Three pupils are unlikely to sit the assessments based on current levels of attainment due to contextual SEND reasons. • For KS1, the team were very proud of the results. There were reading challenges due to Covid; no books were issued last year, making it more difficult to develop a higher level of reading. Sight reading was not as strong as usual which was affecting fluency. For writing, stamina and independence were an issue. This would have developed in Y1 but was missed due to Covid disruption. However, pupils are motivated and proud of their writing. Spelling and punctuation were also barriers and catch-up on Y1 key words was required. • For Maths, there have been issues with taught methods of calculation and times tables. There has been a great level of engagement from parents. Extra resources have been sent home and summer packs will be issued as an optional exercise. 	
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			<ul style="list-style-type: none"> • For the greater depth results overall, 11 out of the 15 were male which was a great success following focus on the gender split. <p>Q: SH queried what period do the 20/21 KPIs cover, how were they set and were comparisons made from year to year?</p> <p>A: RT said the KPIs were set at the start of the year for what the school wanted to achieve by the end of the year. LW added that the KPIs were set for a year group and were tracked. Results might be affected by a particular cohort who have a high level of need and prior attainment can be tracked to check those type of trends.</p> <p>CBB remarked that the results for the greater depth boys were excellent. JM said the school had worked hard to close the gender gap from when the pupils joined reception.</p> <p>Q: JL asked will there be significant changes in plans for Y1 and Y2 based on the results?</p> <p>A: RT said the right transition plans were in place, including interventions where required. One change was the structure of writing sessions where there would be more scaffolding, as the pupils were not as independent as usual at that stage.</p> <ul style="list-style-type: none"> • There had been really pleasing levels of attainment for the Y6 cohort. They had an internal SATS week assessment as close to normal as possible, as the formal assessment had been scrapped this year due to Covid. Pupils sat the 2016 paper and the results demonstrated incredible progress from some individuals. The 45% greater depth for Maths was a great result, particularly as some areas were missed in Y5 and the curriculum adapted accordingly. • Writing achievements, including 24% greater depth, were also very good. <p>CBB said, with such a good set of results, some might question whether the school was an ‘exam factory’ but as a parent CBB could answer that it was not. The school worked hard to engage children.</p> <p>Q: CBB asked if there were details of how the results will be moderated and assessed against national data?</p> <p>A: It had been agreed that Cheshire East and Stockport could submit optional end-of-year data for local analysis. There should be more information on this at the next meeting. There was no external</p>	
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			<p>moderation but the school had carried out internal moderation utilising JM and RT's experience. Writing moderation was planned for all teachers as part of the professional learning schedule. Moderation could also be undertaken with Cheadle Hulme Primary School (CHPS) going forward.</p> <p>Governors were delighted with the results. They asked for thanks and congratulations to be passed to all staff on their hard work and achievements.</p> <p>Q: JL asked if parents had received reports?</p> <p>A: Yes, they were issued last week. Parents of Y6 will receive scores on Reading, Writing and Maths later this week.</p> <p>Q: JL asked what is being done about children not achieving sufficient progress?</p> <p>A: Y6 staff have provided transition information on how best to support those pupils.</p>	
	School Self-Evaluation		<p><u>Gorsey Evaluation Document, School Development Plan 19-20, SEND audit and Executive Head Reports.</u></p> <p>Governors were asked to review these documents together to provide greater insight into the School Development Plan (SDP) for 2021-23. LW advised that the Gorsey Evaluation Document (GED) covered the last 12 months. The parent survey, which was overwhelmingly positive, would be added, and the feedback on the remote offer included for 2021-22.</p> <p>The SDP for 19-20 had been rag rated, allowing tracking through to 2021-22.</p> <p>The annual SEND audit had taken place and the results shared with Trust directors. The report was affirmative and included some good next steps to move forward.</p> <p>JM confirming having loaded the latest Executive Head Report (EHP) to Teams. The focus had been History, PE, Music and Languages. This ensured that all subjects were discussed with subject leaders, rather than just the core ones.</p> <p>Q: SM asked if there were plans for the independent ex-Ofsted individual previously used to undertake benchmarking, and had other Trusts been looked at to see how they do evaluations?</p> <p>A: JM advised that the EHP reports were an equivalent challenge. The ex-Ofsted person's reviews initially were rigorous but the level of challenge was not there at the end. The great benefit of having an EHP overview was that LW knew the school and it was easier to share ideas for feedback. Staff prepared for the visits in the same way as they would have done</p>	

			<p>for the ex-Ofsted assessor. LW added that part of the EHP exercise was to refine the huge amount of guidance into relevant bitesize chunks for the schools to follow. Research was undertaken, looking at Ofsted, the DfE, and high-performing schools which was fed back to GB. An effort was made to ensure GB was not too inward looking; there was cross fertilisation of talents with CHPS and there was mentoring from United Learning.</p> <p>Q: SM queried if the collaboration with the Primary Trust in Stockport was still planned?</p> <p>A: Yes, it was hoped this could be achieved.</p>	
	School Development Plan 2021-23		<p>JM presented the report and the key points were:</p> <ul style="list-style-type: none"> • The draft SDP had been prepared after lots of consultation and drawing on audits. The final version will be shared in the autumn term. • The report outlined the key focus areas over the next two years: 1. Ambitious curriculum (build back better) with opportunities for enrichment; 2. Catch-up with an inclusive approach for SEND, anti-racism etc; 3. Personal development and wellbeing of pupils; 4. Prof development of staff. • Subject lead discussions had taken place and there would be focus on the development of oracy and vocabulary. • Progression of themes, such as hope, belonging, identity and creativity would be included in the curriculum. • Personal development and wellbeing would include focus on the wider experience missed, such as performance. The pupil voice, particularly on playground experience, would also be a significant feature. Professional development was important to ensure staff felt valued and that the Trust was investing in them. <p>Q: JL asked how will the school approach inclusivity in relation to SEND and developing empathy?</p> <p>A: JM said this would be done under the PHSE framework. The school had a number of high profile novels for KS2 co-authored by young people with autism. There would also be an anti-racism drive and the school would be considering unconscious bias amongst staff and whether the skillset was there to support on racism. It was important that SEND was not just a separate bubble but at the front and centre of the curriculum.</p>	

			<p>Q: CBB queried are there still plans to have a partnership with a school which is more diverse?</p> <p>A: JW said there were several ideas in the pipeline for partnering and a shortlist had been drawn up. This included schools in different countries. CBB wondered if liaising with a school closer to home would be a better way of closing the gap? JM said a mixture of the two would be ideal. Governors agreed that lack of experience of other cultures and religions can disadvantage pupils.</p> <p>Q: JL asked if GB's low percentage of SEND pupils, compared to the national average, needed to be considered?</p> <p>A: JM said the school needed time to make this a priority.</p> <p>Q: SM wondered how far the school would take the diversity focus, for example would it be built into the recruitment process?</p> <p>A: LW said diversity underpinned the recruitment process for staff and governors. There was a drive to recruit governors who reflected the communities they served.</p> <p>Q: CBB asked if the school could follow particular programmes, for example those run by recruitment agencies?</p> <p>A: LW confirmed that appropriate programmes were being considered.</p> <p>Q: JL enquired if the Assistant Head for Inclusion was an existing or new member of staff.</p> <p>A: JM confirmed an existing member of staff had been appointed.</p> <p>SM observed that making the four tenets of the SDP memorable for focus was key. JM said they would be made evident throughout the school and via communications on the website and newsletters.</p> <p>CBB remarked that ensuring an equal emphasis on wellbeing and financial considerations was essential for Governors to consider. Evidence of this could be captured in ROVs.</p> <p>JL asked that, on behalf of Governors, thanks be given to everyone involved in compiling the comprehensive SDP.</p>	JB
		Ensure Delivery of School Curricula and Assessment	JM confirmed that the School Curricula and Assessment was being delivered.	

		Behaviour and Safeguarding Update (including attendance)	Governors received and noted the Behaviour and Safety Update Summer 2021. Governors were pleased to see that the school was addressing the findings of Ofsted into peer sexual abuse in schools. Training for Governors to help support this would be valuable, and it was noted that the HT of CHPS was drafting a safeguarding action plan for both CHPS and GB which would be shared in the autumn term.	
3	Governor Monitoring	Records of Visits (including policy implementation reviews)	LW shared on screen proposed Link Governor Roles and School Contacts for next year which would be added to the papers on Teams. Key considerations were: <ul style="list-style-type: none"> • A replacement for CBB's PHSE Link Governor role was required. SH was happy to take this on and will make arrangements with CBB for a handover. • The priority was to make visits in person and schedule these as soon as possible next year. Governors should contact the link member of staff via email to arrange these. • The potential new Governor would be an excellent fit for the SEND role. SM reported on the recent English ROV: <ul style="list-style-type: none"> • There had been an excellent discussion with Heleyna Thompson (HET). It was clear that the department was investing in a 7-year plan to track progress from Reception to Y6, and ensure a consistent approach. Reading and writing was being driven through library resources. • The ROV was undertaken before the data points were available but the clear success of the strategy was reflected in those. • English was being linked to other subjects such as PHSE and History. • For 2021/22 there would be a diversity of books which linked into the inclusions plans contained in the SDP. • It had not been possible to go into school but SM would arrange to observe a lesson next year, with particular focus on how books are used. 	SH/ CBB
		Policy Reviews	The Clerk confirmed there was none to discuss.	
		Finance Update	Governors received and noted the latest management accounts. Q: SH asked what plans were in place for expenditure of the surplus? A: JM said the monies would be used for refurbishment, including new hall equipment to	

		<p>support the emphasis on oracy and performance. Technology will be replaced, with chipped screen replacement.</p> <p>Q: SH wondered if tenders would be obtained for the work?</p> <p>A: LW said only if the spend was over a certain amount. SH was referred to the financial scheme of delegation on the school website for further information.</p> <p>Q: JL asked if there would be grants for PE?</p> <p>A: JM said the Sports Premium was continuing and the school was allowed to roll over the pot from this year. There would also be more money for Covid catch-up.</p>	
	Health and Safety Update	Governors received and noted the update.	
	Check Website Compliance (publication of all statutory reports)	Governors received and noted the links provided on the agenda.	
	Risk Register/ Management	<p>The Covid Risk Register was reviewed and noted. LW said changes will need to be made in September for the easing of restrictions, with the shift from compliance to personal responsibility.</p> <p>The Local Outbreak Management Plan was also noted.</p> <p>LW said a cautious approach was being taken by the Trust. Some preliminary information would be provided to guide parents before the end of term but final details would be issued just before the start of term to accommodate any last-minute changes of policy. An inset day was planned for staff before the start of term to provide guidance.</p> <p>Q: CBB asked what consideration was being given to cyber risks which were becoming an increasing problem for schools?</p> <p>A: LW said this had been discussed at the Trust Board meeting. Penetration testing was being undertaken to assess the security of the Trust's systems.</p>	
	Governor Self Review of Impact	<p>The Annual Report to the Trust Board was reviewed.</p> <p>LW advised that all of the Chairs of ACs would be invited to the Governance, Oversight and Standards (GO&S) Committee to discuss their annual report. This would provide a framework for conversation and enable ACs to feel more connected to the Trust. The GO&S had said the current document should be used for a 2-year period to reflect the difficulties</p>	Clerk

			<p>encountered this year. It would therefore be retitled as covering 2020-22. LW commented that the feedback on the report from the Committee was very positive.</p> <p>Governors were asked to advise JL or CV if they wished anything to be added.</p>	
4	Governor Development	Training	<p>The Clerk advised that the Training Log for GB had been included for Governors to review and advise of any changes or omissions.</p> <p>Governors received and noted the Training Plan and Log.</p>	
5	Community Engagement	Stakeholder Engagement – (staff/ parents/ pupils/ governors)	The Parent Council minutes were received and noted.	
		Media Coverage	<p>JM said the school was liaising with the marketing team for next year’s plans and will look at promoting the Rights Respecting Gold award.</p> <p>Q: SM asked if an annual report was being circulated to Parents from Governors as in previous years?</p> <p>A: Although this is not a requirement, a communication to parents from Governors after such a difficult year was a good idea. JL and JM will meet to discuss.</p>	
	AOB		<p>Q: JL asked what transition arrangements had taken place and what had happened with the new joiners to GB in the light of Covid?</p> <p>A: JM advised that Y6 pupils had still visited high schools and the usual handover procedures were in place.</p> <p>There had been an online induction evening for new parents. Children had been brought into school in small groups. Phone calls had been made to parents to obtain background information on each child. CE said it had been a very positive experience to talk to parents about their child in detail and parents had been impressed with the initiative. SM agreed, having been made aware from parents with children joining that they thought the efforts made by the school were exceptional.</p>	
	Meeting Dates:	<p>2021-22</p> <p>Tuesday 12.10.21</p> <p>Monday 06.12.21</p> <p>Tuesday 29.03.22</p> <p>Tuesday 12.07.22</p>	All meetings will start at 5.45pm	

Agenda – Part 2

The press and members of the public to be excluded from the meeting at this point under 2003 (school governance procedures) (education) regulations because of the confidential nature of the business to be transacted.

Category	Item	Documents on Teams	Action
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Impact of Meeting / Key Outcomes

- KPIs for 2020-21 were reviewed, with Governors delighted with actual progress made. Greater depth results were particularly pleasing.
- Governors reviewed the School Self-Evaluation and were satisfied with the procedures used for assessment.
- SH was appointed as Link Governor for PHSE to replace CBB.
- The English Link Governor Review had taken place and details provided of a 7-year plan to track and promote progress from Reception through to Y6.
- Governors discussed the importance of ensuring diversity in staff and on ACs, linking with the school's focus on inclusion.
- Cyber risks were raised by Governors and it was noted that there was a Trust-wide response to this, with a specialist adviser appointed.
- Governors asked about partnerships with other Trusts and schools to enhance knowledge and pupils' experience and were advised that plans were in hand.

Signed by Chair of Academy Committee:



Date: 12th October 2021