

ACADEMY COMMITTEE MEETING

Date: 12th October 2021
 Time: 5.45pm
 Venue: Classroom 4PF, Gorseley Bank Primary School

 Clerk: Clare Vogt
 Present: S Mellor (Acting Chair), C Ellender, S Hatfield, J Maguire, A Metcalfe, N Mitchell, D Oberai, R Thompson, L Woolley

Item	Action	Initials
1.1	Remove entry for Catherine Barber-Brown on Register of Interests and publish updated copy	Clerk
1.2	SM and NM to draft end of year communication to parents from the AC. Details of the last one issued will be provided for reference.	SM/NM/JM
1.3	LW and JM will check JL's future plans for continuing as Chair and will consider succession planning as required.	LW/JM
3.1	Defer Safeguarding and SEND Link Governor Updates until the next meeting	Clerk
3.2	Suggested updates by Governors from today's meeting to be incorporated into the Annual AC Report to the Trust Board.	Clerk
4.1	GDPR e-module email to be re-sent to DO.	Clerk

Agenda – Part 1			
Category	Item	Notes	Action
1 Governance Arrangements	Apologies	Apologies were noted from J Lawson (JL). In JL's absence, it was agreed that S Mellor (SM) as Vice Chair would conduct the meeting until leaving at 6.45pm, when L Woolley (LW) would take over. Round table introductions were made as, due to lockdown, this was the first in-person meeting for several attendees.	
	AOB items	None.	
	Register of interests	Governors reviewed the register and confirmed no changes to their details were required. Action 1.1: The entry for Catherine Barber-Brown on the Register of Interests needs to be removed and an updated copy published.	Clerk

		Code of Conduct	<p>SM advised that there were no substantial changes to the Code of Conduct, only minor amendments to the Executive Team and to the organogram.</p> <p>Resolved: Governors confirmed their acceptance of the Code of Conduct.</p>	
		Part 1 Minutes	<p>The Part 1 minutes of the meeting on 13th July 2021 were <u>approved</u> as a true and accurate record.</p> <p><u>Matters arising</u></p> <p>It was confirmed that no communication had been issued to parents at the end of term. Governors discussed whether this should still be done and felt that it was a good platform to summarise the work of the Academy Committee (AC), as well as the achievements of the school. It would provide visibility for the AC and would be timely now all the final results had been received.</p> <p>Action 1.2: SM and N Mitchell (NM) to draft end of year communication to parents from the AC. Details of the last one issued will be provided for reference.</p> <p>It was noted that 121s with the Chair had not taken place, nor had a link governor visit been arranged for SEND and PHSE. Governors heard that JL was currently having difficulty with capacity in managing the AC, due to work commitments. Governors discussed the need to ensure that core items were covered, particularly with the school being in the OFSTED window.</p> <p>Succession planning for the Chair role was raised, as well as for other AC members. Governors heard that A Metcalfe's (AM) term was ending in February 2022 and an extension would not be requested due to other commitments. It was noted that JL, as an external appointment, had been very effective in the role of Chair but an internal succession may also work very well. As JL had indicated the appointment may not be long-term, Governors were invited to consider taking on the role, which was not an onerous one, when required.</p> <p>Action 1.3: LW and J Maguire (JM) will check JL's future plans for continuing as Chair and will consider succession planning as required.</p>	<p>SM/NM /JM</p> <p>LW/JM</p>

			<p>Q: SM asked if the right plans were in place should OFSTED turn up at the school this week?</p> <p>A: LW said that if the Chair was not available, then SM could step in as Vice Chair. The Trust had a good strategy in place, particularly as the CEO and Head of DHS had undertaken OFSTED inspector training. OFSTED would wish to meet with Trustees for the most part but as Teaching and Learning had been delegated locally, AC governors would be involved with queries on this.</p>	
		Trust Board Update	1.4 The Trust Board report from July 2021 was noted by Governors.	
		Link Governor Roles & Responsibilities	<p>Governors reviewed the Governor Links 2021-22 document. NM queried whether Languages should not have been moved from STEM to Humanities and JM confirmed that this should be the case. NM agreed to take on Languages, as well as the other link roles in Humanities.</p> <p>Arrangements will be made for S Hatfield (SH) and D Oberai (DO) to go into school as soon as possible to complete their reviews.</p> <p>Priority areas for review as soon as possible were agreed as:</p> <ul style="list-style-type: none"> • Reading • Phonics • RSE • PE <p>The next priorities would be:</p> <ul style="list-style-type: none"> • Computing • Languages • DT 	

School Performance & Accountability		Analysis of Pupil Outcomes by Group	<p>Pupil Groups Data</p> <p>RT presented the Pupil Outcomes Assessment Summary, advising that top line information had been provided together with a breakdown of the gender split.</p> <p>Q: Governors asked can you explain the two percentages given e.g., for Early Years where there is a figure of 88% and another under Summer Term of 83%?</p> <p>A: 88% is the KPI set and 83% the end of year outcome.</p> <p>Q: SM wondered if the school was happy with the phonics results against KPIs?</p> <p>A: Yes, they are close to the KPIs. The Phonics Lead is currently doing half a day additional intervention. Three pupils are likely to be disapplied due to significant cognition and learning needs.</p> <p>Q: Governors queried whether any special interventions had been put in place for Y1 children following the disruption caused by Covid?</p> <p>A: RT said that a comprehensive plan is always put in place for Y1 pupils but the transition plan has been enhanced this year. These children are still adjusting to school life, for example they had never been in an assembly before. The team is focused on settling in the children.</p> <p>CE added that it was noticeable with Reception children that their phonics acquisition and writing skills are not as strong as in previous years. Some children are not able to write their name. Communication and language have suffered due to lockdown, and the fact that children have not been able to spend time with grandparents or be in a pre-school setting has had a significant impact.</p> <p>Q: SH asked if the behaviour of these children was worse than previous years?</p> <p>A: No, they have settled very well despite everything.</p> <p>Q: SM wondered if the school need to change anything else to help these children?</p> <p>A: LW said that the school was increasing speech and language provision.</p> <p>Q: AM asked can the school give the reason for the lower percentage of females than males achieving Greater Depth in Writing</p>	

			<p>and Maths at KS1?</p> <p>A: There are several children with SEND needs who have a significant impact on overall %. The school was working to provide additional support to the Y3 team as this group had suffered the most through school closures. Development of writing skills had been particularly affected. However, Y3 have two very experienced teachers who have a solid understanding of where the children should be. More information on progress would be provided at the next meeting.</p> <p>Governors stated they were pleased to see the excellent results achieved at KS2. JM advised that within Cheshire East there was voluntary submission of data for comparison purposes. This showed the school was substantially ahead of other schools in the area. On average locally, writing and maths results were lower than previous years. Governors heard that the school was addressing issues with the gender gap, ensuring that data was continually monitored.</p> <p>RT advised that whole school attendance for last year had been 97.73%.</p> <p>Q: SM asked what is attendance like this year?</p> <p>A: JM said that attendance for Y1 and Y5 was slightly lower due to Covid outbreaks but attendance overall was 96.06% currently. This compared well to nationally.</p> <p>Governors were advised that the school was identifying gaps in all year groups. Particular attention was being focused on Y5/6 who have the least time left before leaving for secondary. Teachers were sharing and discussing data in Pupil Progress Meetings to plan for next term.</p> <p>Q: NM wondered if the data in the report could be represented in graph form which would be easier to assimilate?</p> <p>A: JM advised that this would be done in future.</p> <p>Governors were informed that the school was working on refining assessment systems for optimum precision on child attainment, with the aim of making sure all children made at least good or exceptional progress.</p>	
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	School Self-Evaluation	Governors reviewed the Gorseley Evaluation Document and noted there was a good focus on enrichment.	

	Set and Ensure Delivery of School Curricula (incl. Religious Education & Relationships, Sex Education)	Governors noted JM's confirmation that the school was teaching the curriculum.	
	School Development Plan	<p>JM reported that the school had devised an ambitious curriculum. The main points in the School Development Plan (SDP) were:</p> <ul style="list-style-type: none"> • In preparing the SDP, the approach was to consider the school's vision, against reality and any barriers? • The first part of the vision was to ensure the strength of every subject; to be an outstanding school there had to be no weaknesses. • A significant focus was being placed on Reading. This would definitely be a deep dive area for OFSTED. • The mission statement reflected the challenges and opportunities presented by the outside world. • Pupils had been encouraged to contribute to the SDP. • Professional development included setting up four ARC groups which were Action Research Communities focused on an aspect of educational provision. Their work was aligned with other groups across the Trust and they shared learning. Class teachers could choose which group they would like to join. The groups focused on: 1) Art and Science of Teaching 2) Teaching Reading 3) Curriculum, particularly social justice and 4) Inclusion under the lens of anti-racism. • Work was continuing on closing the gap with vocabulary and there was a heavy focus on interventions for Covid Catch-up • Drivers for curriculum enrichment included the pupil parliament and extra-curricular clubs. <p>Governors said they were impressed with the content of the SDP and the work undertaken in preparing it.</p>	
	Behaviour & Safeguarding	Governors noted the Behaviour and Safeguarding Update Autumn 2021.	

3	Governor Monitoring	Records of Visit	<p>AM presented the RoVs:</p> <p><u>Maths RoV</u> The visit took place in July and AM was happy with the progress being made. White Rose was the main topic and AM was provided with an understanding of how this was rolled out and the impact to date. One particular action arising from the RoV was to arrange a maths workshop to help parents know what current methods were used.</p> <p><u>Science RoV</u> This took place in June. A main point arising for the AC to note was that it was difficult at times to ensure as much curriculum time as teachers would like could be allocated when providing an ambitious curriculum for all other subjects.</p>	
		Policy Reviews	None at school level.	
		Safeguarding and SEND Link Governor Updates	<p>JL was not available to give a verbal update.</p> <p>Action 3.1: Defer Safeguarding and SEND Link Governor Updates until the next meeting</p>	Clerk
		Finance Update	<p>Governors reviewed the latest published Management Accounts from July 2021.</p> <p>Q: Governors asked if the Kids Club income was lower than usual? A: Yes, it had been compromised by the pandemic but there was not a huge downturn. LW advised that there was a high demand for the club. The amount of space and staff available will determine the cap on numbers. There were around 70-90 children attending after school. The school was optimistic that income was currently heading in the right direction as long as staffing capacity could be increased.</p> <p>Q: NM wondered how many staff vacancies there were for the Club? A: LW said it was more about the number of hours required, which was around 30, rather than headcount. The school was trying a different approach in recruiting a teaching assistant who could fill those hours before and after school. This would provide a more seamless approach and enhanced quality of provision.</p>	

		Health & Safety	Governors noted the Health & Safety Update for October 2021. AM advised that the fence at the bottom of the playground was going rotten and required attention.	
		Check Website Compliance (publication of all statutory reports)	Two statutory reports had been published on the school website per requirements and links provided for Governors.	
		Risk Register Risk Management	The Risk Register, latest Covid Risk Register, Contingency & Outbreak Management Framework and RA Larger Events documents were noted by Governors. LW advised that the latter should help protect employees from Covid transmission at large events such as the Christmas Fair and Nativity.	
		Governor Self-Review of Impact	LW advised that a decision had been made to continue the Annual AC Report to the Board into this year. The Chair of each AC will be invited to the Governance, Oversight and Standards Committee to speak about their current iteration of the report. Action 4:1 Suggested updates by Governors from today's meeting to be incorporated into the AC Annual Report to the Trust Board.	Clerk
4	Governor Development	Training	LW advised that training will take place on 01.12.21 for Trustees, AC Chairs and Vice Chairs (or another Governor) to be trained in curriculum expectations for OFSTED discussions. The time scheduled was 10.30am-1.30pm, with venue to be confirmed. Invites will be sent by the end of the week. All Governors were expected to complete the GDPR e-module annually and should have received an email concerning this. Action 4.1: GDPR e-module email to be re-sent to D Oberai (DO). LW advised that Trustees wished ACs to decide what training was best for their own requirements. Governors were invited to suggest any training they may like which could be incorporated into future meetings. Q: SH asked are there any specific requirements from the Trust for training Governors need to undertake? A: LW said there were no minimum requirements, other than completing the requisite modules for compliance.	Clerk

		Governor Roles & Responsibilities	Governors noted the links to the Governor Competency Framework and Effective Governance Handbook. LW advised that the executive summaries were particularly useful as a reference point.	
5	Community Engagement	Stakeholder Engagement (Staff/Parents/Pupils/Governors)	<p>The Pupil Parliament Assembly Slides were shared on screen. Governors heard that FW, as Assistant Head for Inclusion had brought together different groups which previously existed into the parliament and these had been named after government departments. These include Treasury for fund raising and Digital Culture for e-cadets.</p> <p>Termly Gorse Commons sessions were held with one Pupil Parliament Group taking the lead. Class discussion took place prior to this with each class providing ideas for the parliament. This helped in training the pupil voice and linked with oracy and debating. There had been many applications to join the parliament this year.</p> <p>Going forward, the school would focus more on the impact of the group and ensure that those not involved still had a voice.</p> <p>Governors suggested that they could be involved in a potential future House of Lords.</p>	
	AOB		There being no other business to discuss, the meeting closed at 7:31pm.	
	Meeting Dates:	ACM2: Monday 06.12.21 ACM3: Tuesday 29.03.22 ACM4: Tuesday 12.07.22	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	Notes	Action
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Impact of Meeting / Key Outcomes	
•	Governors confirmed annual acceptance of the Code of Conduct
•	An end-of year communication from the Academy Committee to parents will be issued
•	Succession planning for the Chair position and the end of AM's term of office will be addressed
•	Priority areas for Link Governor reviews were agreed as Reading, Phonics, RSE and PE
•	The Maths and Science RoVs were reported to Governors
•	Governors asked to be notified of upcoming school events which they can attend and support

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| <ul style="list-style-type: none">• Governors will assist with Y6 statutory assessments |
| <ul style="list-style-type: none">• Governors suggested that they could be involved in a future House of Lords linked to the Pupil Parliament |

Signed by the Chair:



Date:

06.12.21