



ACADEMY COMMITTEE MEETING

Date: Tuesday 15th July 2025

Time: 17:45

Venue: Gorse Bank Primary School

Clerk: N Burgess

Present: F Bell, N Mitchell, H Thompson, F Booth, J Maguire, G Lavelle, Z Shah, T Allaby, C Liu, L Woolley, S Illingworth, S Mellor (via Teams), F Booth (Observer for CSPA) and A Turrell for part of the meeting.

Action	Initials
To inform the Clerk of any changes to their record of business interests	All
Parent Governor election to be held in the Autumn term	FB
To send out individual training reminders	Clerk
To complete mandatory training modules by December 2025	All
Round up of training to be an agenda item on ACM2	Clerk
Governors to send their training certificates to the Clerk for retention	All

Agenda – Part 1			
Category	Item	Notes	Action
1	Governance Arrangements	A Turrell attended to present to Governors on inclusivity at GBPS. There are 2 key priorities to diversify the curriculum to ensure “windows and mirrors” of all our pupils: 1 – Ensure high quality Professional Learning supports inclusive attitudes amongst all staff and equips them to support pupils 2 – High quality SEND provision results in ambitious tailored provision for all pupils <u>Professional Learning</u> Professional learning is delivered via: LSA Professional Learning meetings Teacher training of Special Educational Needs SEND specific training for wider staff Support for Subject Leaders This year the thematic goal has been on writing, and in the coming academic year it will be SEMH and Behaviour. Q – How many LSAs are there?	

			A – There are 18, working part time patterns. SEND training is a high priority and is for all staff, including wraparound and midday assistants. Support for Subject Leaders is to be able to support class teachers with SEND to remove any barriers. <u>SEND provision</u> To monitor closely to be able to ensure the high-quality provision is in place as soon as is possible, and to monitor the interventions to ensure the desired impact is achieved. It is vital that the SEND Focus Plan (SFP) is shared with the next class teacher to ensure the continued provision. SEND paperwork is being reviewed. There are some documents which are statutory but work is being done to streamline the documentation, so that it becomes a workable, embedded live document. Quality Assurance is done on all School Focus Plan paperwork. Work is being done to evaluate the books in schools to see how children are taught about SEND and to aid empathy for others. The school are looking to develop the role of SEMH specialist and further training has been identified. Q – What is SEMH? A – Social, emotional and mental health, there is some overlap with SEND. Q – It is clear you are very passionate about SEND, in priority 1, how were each of the items received by LSAs and what is the impact on their role? A – General meetings are incorporated into the school day, and they have also attended INSET training. They have a good understanding of whole school SEND and feel more confident following the specific training. It is also good for them to align with the teachers to work more collaboratively. It helps to all move forward together. Q – For priority 2 you discussed streamlining of paperwork; how does this translate to how you communicate with parents? A – It will not be much different to parents. We always consider the voice of the child and the parent. It will be key information made clearer to staff if they have not regularly taught a child.	
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			HT commented that the new paperwork had been used at CSPA and that parents found it to be very clear.	
	Apologies		There were no apologies received for this meeting. F Booth, Governor of CSPA, was welcomed to the meeting as an observer.	
	AOB		There were no other items of business to raise.	
	Declarations of interest in any of the agenda items		There were no declarations in any of the agenda items.	
	Register of business interests		The Clerk circulated the Register of Business interests. Governors are asked to record any changes and the Clerk will update the register and publish.	All
	Minutes of last meeting		Minutes of the meeting held 11 th March 2025 were <u>approved</u> as a correct record of the meeting and there were no matters arising.	
	Membership and terms of office		S Mellor will be stepping down after this meeting. Thanks were recorded to SM for his commitment and many years' service to the school and Academy Committee. SM will remain with the Trust as a Trustee. N Mitchell will be stepping down after the Autumn term meeting. S Illingworth will be taking on the role of Chair of the Academy Committee from ACM2. Expressions of interest are sought for the position of Vice Chair. Governors are asked to contact LW or the Clerk for further information. A Parent Governor election will be held in the Autumn term.	FB
	Scheme of Delegation		There were no material changes to the Scheme of Delegation to note.	
	Trust Board updates		Governors reviewed the Trust Board reports from the February 2025 and May 2025 meetings and had no further questions.	

2	School Performance & Accountability	Pupil outcomes	Governors reviewed the pupil outcomes for the end of the academic year. <u>GBPS</u> In EYFS 90% of pupils had achieved GLD, this was an increase on 85% in 2024. Following a pupil performance review there will be a focus on achievement of boys. In the Phonics Screening Check 89% of pupils had achieved a pass. It was noted this was a cohort with a high level of needs and also EAL. Multiplication Tables Check results were reviewed. The average score was 24 which was improved from 22.3 in the previous 2 years. Leaders will now be looking at how to engage girls more with the tests. For KS2 SATs the school had met or exceeded the KPIs in all areas. Governors were pleased to see the individual outcomes for Reading 92%, Writing 90% and Maths 92%, and the combined outcomes of 88%. FB noted that there was now further analysis to be done on the performance of groups, to be able to inform the work ongoing. Q – Can you pinpoint a specific change which has had an impact on the results? A – We had study groups, and intervention based on analysis of past papers. We also had the 3 teacher model in place. We had individual projections for every child, and a very experienced teaching team. The Maths curriculum had been taught by Easter, and following this it was consolidation. We plan to replicate this again, and also in our other Trust primary schools. Q – What are the KPIs for next year? A – We have a meeting to look at these later in the week. The KPIs will be realistic as they are cohort specific, but will still be aspirational. Q- Well done on the excellent results, I am curious to note the difference in outcomes at Greater Depth in Maths for boys and girls? A – We had split groups in year 6 for Greater Depth, it was noticeable the competitive nature of the boys as opposed to the girls. This is an area of review for us. Governors were very pleased to receive the excellent results and offered congratulations to the school.
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			<u>Crown Street</u> HT commented that she was very proud of the pupil's achievement in the opening year. 65% of pupils had achieved GLD. The results should be taken in context due to the small cohort and HT is very proud of all staff. The results have been reviewed by each individual child. It was noted that 6 pupils had joined the school since January, and that 3 were new to the UK. It was also noted that this was a high need cohort, with some children with complex needs. It was also discussed that this had been a transient cohort. The difference between a September and a January intake was also discussed.	
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		School Development Plan Governors reviewed the SDP for GBPS and also CSPS, both of which had recently been RAG rated. Governors also looked at the new draft plan which will move to a 2-year plan. The new SDP will have some targets carried forward from the current plan. <u>GBPS</u> There has been lots of work taken place around writing and the schools are now looking at identifying the thematic goals for the forthcoming academic year. Writing has moved forward but there is still work to be done, to build on what has already been done and to develop and embed what has been put in place. Writing outcomes are different to those of reading and Maths. GL will be leading on English at GBPS for the next academic year. In this current academic year there has been lots of time dedicated to phase implementation meetings, time will now be spent looking at the focus and outcomes of the meetings. A Governor made an observation that what GBPS does give the children is real word engagement and confidence to deliver, through extra-curricular, and that this is not specified strongly enough on the SDP. It was discussed that when writing an SDP the plan is written as to what is wished to improve on, rather than what is already there, and that separate curriculum area plans sit behind, and feed into the whole school SDP. <u>CSPS</u> HT informed Governors that the SDP was a 2-year plan to allow a more realistic review. It was different setting a thematic goal when the school was initially opening and setting up. The thematic goal is linked to SEMH and Behaviour. If the children are not able to sit and regulate then they will find it difficult to access their learning. The focus is on PSED and linked to PSHE in the National Curriculum. As the school moves into the second year of opening the SDP has been added to, to reflect the next stages, for example to establish an Academy Committee. The rest of the SDP has a focus on implementing and embedding. Q – When will the plan move from draft form? A – This will be done by ACM1, it will then be reviewed 3 times during the academic year, and will be RAG rated. We will share the plan with staff during Inset and PLM, it is a live document which will be evolving ongoing.	
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			Q – Do you use the same EYFS character traits? A – Yes, the children can tell you the 6 traits. We have to say one and how it is displayed, for example being brave for singing in class at 4 years old. ZS commented that as a parent she could see the character traits being embedded. Sign posting is second nature and is very powerful. The language used in school is used at home. Q – When teaching the children to listen, how is this done, do you involve parents too? A – We do some through staff training, and there are activities for the children too, for example we need to be quiet to be able to listen. They learn how to use their voice in a productive way once they have learnt to listen. We do share with parents, we have stay and play sessions. Q – Previously was it a trust wide thematic goal? A – Yes it has been in the past, but now it is at individual school level. We do collaborate as schools. Governors had no further questions of the SDPs.	
		Quality Assurance	Governors noted the Gorsey Bank SEF document. The document was circulated for information only, and will be reviewed in the autumn term following the publication of the new Ofsted Framework. Governors noted the Director of Primary notes of visits and had no further questions.	

3	Governor Monitoring	Finance update	Governors reviewed the Management Accounts to 31st May 2025. <u>GBPS</u> FB commented that there had been some staff adjustments to note. It had been essential to recruit additional staff mid-year to support pupil needs. It was also discussed the increased employee contribution rates for the support staff pension scheme. Wraparound care was discussed and that not all places were taken at the start of the year, but that staff still had to be employed to meet ratio numbers. This does mean the Kids Club is in a good position ready for September. <u>CSPS</u> It was noted that biggest cost is currently energy. This is due to there being the same costs, despite the school only having 57 pupils. This will even out over time as the school increases in size. There are plans to increase the ground floor day space at the school to allow for an increase in Kids Club numbers, this in turn will generate an increase in income.	
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		Pupil numbers <u>GBPS</u> Governors discussed the school being recognised in an article in the Knutsford Guardian as being the most oversubscribed school in Wilmslow. Current pupil numbers are 420 and this is expected to be 426 by September. There is also a waiting list for Reception places. Open Mornings for Reception places for September 2026 are taking place. Q – In terms of the numbers of pupils leaving, there is a shift since previous years when they leave in year 5. A – There are some pupils who leave to go to grammar schools or independent schools, but often they leave due to relocation. Pupils do tend to leave in year 5 to be ready to move to independent secondary schools. Governors agreed the Outstanding Ofsted outcome had definitely helped with recruitment, but that Gorsey had always performed highly in terms of parental choice. <u>CSPS</u> The school had ended the year with more pupils than in September 2024. There had been some children who had left due to leaving the UK, whilst there had been some children join mid-year. Q – Is this due to the geographic location of the school? A – Yes potentially, the city centre may not be a permanent option for families, and they may relocate due to jobs. It is a very transient cohort. There were some cases where pupils did not take up a place as they had siblings in other schools which we were unable to accommodate. We have received 69 first choice applications for 30 places in Reception. We are very pleased that word of mouth is getting out there and this can only be positive.	
		Policies There are no policies for approval at this meeting.	

		Safeguarding and SEND Link Governor updates	There were no further updates for this meeting.	
		Link Governor ROVs	Governors noted the PSHE Link Visit which had been carried out by S Illingworth in March 2025.	

		Behaviour, Safeguarding and Attendance update, including Attendance	<u>Behaviour and Safeguarding</u> <u>GBPS</u> Governors reviewed the safeguarding training completed by staff as part of the report. Governors discussed the referrals to the DSL which had been made. Q – It is useful to see the data of the number of referrals, are these numbers inline with the size of our school and the location? A – Yes. We are reactive of the referrals, for example we can do some online safety, or include information in Gorsey Weekly. We also complete a Section 175 audit where we can refer to the list and revisit if necessary. We will also review any changes to the KCSiE guidance in September. There has been an increase, but some are due to the higher need of some of our pupils. GL has completed DDSL training and TA has undertaken refresher training so there are several key staff in school who can review referrals. In addition, the school also now has a SEMH Intervention Teacher who is working with some families. <u>CSPS</u> In this first year of opening there has been lots of training undertaken to frame safeguarding and behaviour in the school and to set up habits moving forward. Changes have been made to the way CPOMs is used to record. A staff concern category has been added. There have been a number of concerns raised but not all are safeguarding related. Teaching staff and LSAs can also add behaviour related contact with parents/carers, which is reviewed by the Head of School and flagged as a safeguarding concern if necessary. There had been a number of safeguarding concerns raised, which were dealt with in school, and did not require external involvement. Reporting allows for a chronological timeline and also to be able to build a picture. Attendance can also be a safeguarding report concern. The whole school team are very good at reporting concerns. It is vital that all staff can access CPOMS and know how and when to report.	
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		<u>Attendance</u> <u>GBPS</u> GL detailed Attendance to Governors. It was noted the impact of the parental contact and letters was improved. Intervention takes place when a pupil's attendance falls below 95%. It was noted that attendance in all year groups is improved on previous years. There are some individual cases, which the school are aware of. There are also cases of persistent absence across the school. GL will focus on specific key groups for attendance in the next academic year. <u>CSPS</u> Attendance at CSPS is generally positive. Pre-school attendance is not formally recorded as this is not compulsory school age. The school do still monitor internally and send absence messages. Reception attendance was noted to have dipped in the Spring term and the school were aware of the reason for this. Governors noted the small cohort meant that issues were easily identifiable. Attendance is also referenced in the induction information issued to parents and carers.	
	Health and Safety update	Governors reviewed the Health and Safety reports for both Gorsey Bank and Crown Street, which were circulated prior to the meeting. Governors had no further questions.	
	School Risk Register	Governors noted there were no changes to the risk profiles on the School Risk Registers, and had no further questions.	

4	Governor Development	Review Trust Training plan	Governors were signposted to the Trust Governance area on Sharepoint for the mandatory training modules. It was noted that Cyber Security, GDPR and Safeguarding are annual, and Prevent is bi-annual. As requested by Trustees the Clerks will be issuing individual training reminders to Governors. Governors are requested to complete the training by December 2025. There will be a round-up of training as an agenda item for the AC2 meeting.	Clerk All Clerk
		Clerk to minute any training undertaken since the last meeting	Governors are asked to send their certificates of completion of training to the Clerk for retention.	All

5	Community Engagement	Stakeholder Engagement	<u>GBPS</u> Governors reviewed the Parental Engagement Strategy, which had been updated to reflect what was already in place, and what the school were working on. Priorities for the next academic year are looking at the home learning structure, the support given to parents/carers, and to ensure consistency across the school. There is also a need to look at supporting parents/carers to support the children. A discussion took place around parental engagement at workshops offered by the school, for example the E-Safety workshop the school had held. It was discussed that it would be useful to change the time of the meetings to see if parental engagement increased. Q – In terms of the recent parent/carer survey, have you had a lot of responses? A – The survey closes on Friday, so we will know the number of responses received after that. HT noted that at Crown Street the School Nurse team had issued leaflets around Online Safety, which were age appropriate. It was suggested this may be a useful approach, with a drop-in session at parents evening also suggested. It was discussed that parents may not think the workshops are relevant to them, and that the content should be made more specific. For example, Digital Wellbeing instead of E-Safety. Parents may assume it is not relevant to them if their child does not currently have a mobile phone. Another suggestion made was to record the workshops or put the slides on the school website for parents to access later. <u>CSPS</u> The agenda for the meeting contained a link to the Crown Street newsletter. The newsletter reflects the school community and is reported as if it was a full school. Weekly character awards are included. There is good engagement with parents at Crown Street via the newsletter and the MCAS messaging system. The school has now established a PTA and the first School Fair will be held later in the week of this meeting.
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	AOB		The annual Governor and Trustee Conference will be held on Wednesday 10th December from 9.00 to 10.00am. HT wished to offer thanks to Governors for their support and for having the opportunity for Crown Street to attend and present at their meetings, prior to setting up their own Academy Committee.	
	Meeting Dates:		Wednesday 15th October 2025 at 5.45pm Tuesday 10th March 2026 at 5.45pm Wednesday 15th July 2026 at 5.45pm	

Impact of Meeting / Key Outcomes
Governors received a presentation on Inclusive Attitudes at GBPS
Membership of the Academy Committee was reviewed and updated
Governors reviewed the pupil outcomes
School Development Plan was reviewed, including the new 2-year draft plan
Governors reviewed the Management Accounts to 31 st May 2025
Behaviour and Safeguarding update, including attendance, was reviewed
Stakeholder Engagement was reviewed and discussed

Meeting closed at: 7.40pm

N Mitchell
Chair of Academy Committee
15.10.2025