

**PRIVATE AND CONFIDENTIAL**

**ACADEMY COMMITTEE MEETING**

Date: Tuesday 09.03.2021  
Time: 16.30 Meeting  
Venue: Microsoft Teams

Clerk: M Hill  
Present: P Clements (Chair), D Woolley, J Game, M Kara-Mohamed, S Williamson  
In attendance: K Houghton, C Nevin

Action	Initials	Item
Register of Business Interests to be uploaded to the website	MH	1
Circulate links to information about specific Link Governor roles	PC	1
Governors to review and allocate link governor roles	All	1
Add Trust Director Reports to agenda for next meeting	MH	2
Arrange GDPR Training	MH	4
Undertake Prevent and GDPR Training	All	4
Circulate Schedule of Business	MH	4

Agenda – Part 1				
	Category	Item	Notes	Action
1	Governance Arrangements	Apologies	All members present.  PC welcomed all Governors to the first Didsbury High School Academy Committee meeting and introductions were made.  CN gave an overview of the Trust structure and outlines the roles and responsibilities of the Members, the Trust Board and the Academy Committees.	
		AOB items	Lockdown	
		Register of interests	The Register of Business Interests was collated and circulated prior to the meeting. Governors were reminded that it was important to keep this information up to date and to inform the clerk of any changes. This information is published on the website. The Register will be circulated at the start of each academy committee meeting for Governors to check and update if necessary.  Governors confirmed the information contained in the Register was correct.  The clerk is to arrange for the Register to be uploaded to the website.	MH

Code of Conduct/ Acceptable Use of IT	The policies were circulated prior to the meeting and noted by Governors. These policies must be reviewed annually. All Governors verbally confirmed they had read and agreed to adhere to the codes.	
Part 1 Minutes	As this was the first meeting of the Academy Committee there were no previous minutes to review.	
Membership: Recruitment Update/ Succession Planning	<p>Membership of the committee was discussed, as was the need to recruit additional Governors as the school grows was noted.</p> <p>CN outlined the statutory requirement to appoint link governors to specific roles, namely Safeguarding/Prevent and SEND. It is best practice to also appoint a Vice Chair, Pupil Premium, LAC/PLAC and GDPR and in time, faculty links.</p> <p>JG asked for further information about the roles. DW explained that it is the role of the Link Governor to become familiar with both practice within school and the policies, and to provide challenge.</p> <p>PC to circulate links to further information.</p> <p>Governors to review and contact PC to volunteer for specific roles.</p>	<p>PC</p> <p>All</p>
Scheme of Delegation	<p>The Scheme of Delegation contains the Terms of Reference for the Academy Committees and is reviewed by the Trust Board. The Scheme of Delegation is published on the Trust website.</p> <p>The scope of the scheme and the key priorities of each role were discussed and noted. The main priority of the Academy Committee is to monitor pupil progress and attainment.</p>	
Trust Board Update	<p>The Trust Board Update is a briefing paper which is circulated to Academy Committees as a feedback mechanism. The contents were noted.</p> <p>JG and PC asked how further information could be obtained. CN advised the Academy Committee could feed back questions via the clerk and the minutes are published via the website.</p> <p>MKM asked about Trust Board representation at Academy Committees. CN advised that the ACs are held independently.</p>	

2	<b>School Performance &amp; Accountability</b>	Vision, Strategy and Development Plan, including Strategic Priorities and Critical Success Factors (school level)	<p>DW outlined the School Development Plan and how translates into Departmental Development Plans and ultimately individual appraisals. The plan was written in September, however Covid-19 has impacted on the delivery timescales. The current focus is on Academic Achievement as the recovery curriculum is implemented.</p> <p>JG asked about the feedback mechanism to demonstrate progress. DW explained that teaching staff appraisals are reviewed twice yearly to monitor and support the progress of the Departmental Development Plans (DDPs). The are reviewed in Spring and at the end of the year. This feeds into the quality assurance process. The role of the link governor also supports the feedback mechanism and governors are encouraged to provide feedback.</p> <p>JG asked how governors would know what was going well and which areas needed to be improved upon. DW outlined pupil attainment and tracking measures including the use of value-added charts and monitoring in terms of Progress 8. Under normal circumstances, student KASH reports provide valuable information about individual student progress. The vision is for student attainment to be in the top 3% of the country.</p> <p>It was acknowledged that Covid-19 has impacted on the production of meaningful data and the expectation is that this will be available in Autumn 2021.</p> <p>It is expected that the first cohort will take MFL GCSEs in Summer 2022.</p> <p>PC requested further information about the numerical targets, for example attendance. D Woolley led a discussion about national targets, challenges in the current climate, and the measures being taken to address these. In particular the discussion focussed on the impact of a small number of students who are persistently absent.</p> <p>SWi noted the SDP laid out a clear pathway and asked about the support offered to disadvantaged students to ensure their progress remains on track. KH outlined the catch-up premium strategy, which was developed after the last lockdown. This prioritised closing the gap and ensuring students had the tools during lockdown to enable them to access their education. There has been a very high level of engagement during lockdown and anecdotally the learning during this period has been impressive.</p>	
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	School Curricula and Assessment	<p>DW outlined the lockdown provision which comprised a combination of live lessons (mainly the E-Bacc subjects) and online assignments. Current curriculum areas have been chosen as they lend themselves more readily to remote delivery.</p> <p>PC asked how teachers had been impacted by the current situation.</p> <p>SWa noted that although the climate has been challenging, staff had adapted well. They continue to share best practice and learning from the new delivery model. Staff have been supportive of each other and the positive feedback from parents and students has been encouraging. Those staff in school have been working in bubbles and have developed effective relationships with the students onsite; support staff have been working both in school and remotely with families to support learning and wellbeing.</p>	

Head's Report	<p>DW delivered the Head's report and the contents were noted.</p> <p>There was a discussion around students returning to school and it was fed back that this has been a very positive experience. Staff are currently implementing the lateral flow testing programme with students. The children have been brilliant and overcome their anxieties about this effectively. The current government guidelines will be reviewed at Easter.</p> <p>Professional learning remains a key priority and DHS currently has four members of staff enrolled on the Laurus Trust Masters Programme.</p> <p>There was a discussion about student data profiles. KH provided an attendance breakdown and explained how data is being built over time. Overall attendance has been excellent during lockdown and strategies for managing persistent absence were explained.</p> <p>MKM asked if there was any correlation between attendance rates and specific student groups. KH advised that there are not at this point.</p> <p>KH outlined the behaviour management system and the use of sanctions.</p> <p>JG asked what flags governors should look at to gain a view of behaviour and the effectiveness of the strategies employed. KH noted that changes in the number of codes issued and changes in the types of code could be used as indicators.</p> <p>MKM asked how to interpret the data to recognise where behaviour is an issue. KH gave examples of how behaviour escalation at certain times of day would influence practice. DW noted there was a staged de-escalation process in place.</p> <p>SWi noted it was important to consider context as the school grows ie an increase in volume of behaviour points was not necessarily an indicator of an issue, more that there are additional children in school.</p> <p>SWa advised the Academy Committee of the pastoral work that takes place outside of the figures, for example the Heads of Year work individually with students to resolve issues and reintegrate into classes.</p> <p>PC asked how behaviour systems work in other schools.</p>	
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3	Governor Monitoring		<p>KH explained the C (Consequence) system was quite usual, the B (Behaviour for Learning) system was more unique and aimed at being supportive in managing low level disengagement before behaviour becomes an issue.</p> <p>DW noted there are national benchmarks regarding fixed term and permanent exclusions.</p>	
		External Monitoring Update	<p>The report from the recent QA visit by the Local Authority was noted.</p> <p>JG asked if the visits are annual. DW confirmed that, as a new school, we continue to be monitored by the DfE and there are regular Trust QA visits.</p>	
		Finance Update	The management accounts were reviewed and noted.	
		Risk Register	The Risk Register is updated annually. It was agreed that the Vice Chair would be the governance link.	
		Policy Review	The Safeguarding Policy and Uniform Policy were reviewed and approved.	
		Curriculum policies	Noted.	
		Educational Achievement of LAC/PLAC children	KH provided an update. Attainment is monitored regularly.	
		Pupil Premium, Catch Up and Sport Premium usage to ensure improves attainment of eligible students	<p>Governors were thanked for completing the NGA Pupil Premium training unit.</p> <p>Pupil Premium is a 3-year strategy, it was noted that both this and the Catch-Up strategy are evolving to reflect the changing circumstances presented by Covid-19.</p> <p>It was noted that to measure the impact of the strategies, student outcomes will need to be monitored. The forthcoming assessments should provide some further information.</p> <p>JG asked if there was any data from national strategies as to what works most effectively. KH advised that strategies differ depending on the needs of each cohort, for example there will be differences within the Trust based on the need of students at each school.</p>	
		Governor Self Review of Impact	MH explained the feedback mechanism for reporting the effectiveness of the Academy Committee.	

4	<b>Governor Development</b>	Training Governor Verbal Update	<p>CN provided an overview of the Trust Governor Training Plan and the Governor Competency Framework. It was suggested governors familiarise themselves with the Curriculum and Assessment areas of the website to gain an overview of how the school feels academically.</p> <p>Clerk to arrange GDPR training. Governors to complete Prevent Training. Clerk to circulate the Schedule of Business</p>	MH All MH
5	<b>Community Engagement</b>	Stakeholder engagement	DW outlined his involvement with the local ward community meetings. Traffic control measures are due to start this month. It was noted that as the Academy Committee grows we would encourage involvement with local stakeholders.	
		Complaints	None	
		Media Coverage	None to note.	
	<b>AOB</b>	Lockdown	The governors expressed their thanks to all the staff for their incredible hard work over lockdown.	
	<b>Meeting Dates:</b>	ACM4	15.06.21, 4.30pm	

<b>Impact of Meeting / Key Outcomes</b>	
The Academy Committee was established and Governors introduced	
Roles and responsibilities were explained	
Governors gained an initial view of school management	