

**PRIVATE AND CONFIDENTIAL**

**ACADEMY COMMITTEE MEETING**

Date: Tuesday 15.06.2021  
Time: 16.30 Meeting  
Venue: Microsoft Teams

Clerk: M Hill  
Present: P Clements (Chair), D Woolley, J Game, M Kara-Mohamed, S Williamson, S Wane (part of), K Houghton  
In attendance: A Clayton (part of)

| Action  | Initials | Item |
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| Review Single Central Record                                | JG/MH    | 1    |
| Circulate Safeguarding powerpoint                           | AC       | 1    |
| Circulate Prevent and GDPR links                            | MH       | 1    |
| Check retention period for CPOMS records                    | AC       | 1    |
| Embed national data comparisons in SEF                      | DW       | 2    |
| Provide an executive summary of Heads Report – 5 key points | DW       | 2    |
| Attend exclusion panel training                             | All      | 2    |
| Review policies and confirm outcome with clerk              | All      | 3    |
| Present comments re: New School Day to the Trust Board      | DW       | 4    |

| Agenda – Part 1 |                         |           |  |                 |
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|                 | Category                | Item      | Notes  | Action          |
| 1               | Governance Arrangements | Apologies | SWa offered apologies for leaving for a short time during the meeting.<br><br>All other members were in attendance throughout.<br><br>PC welcomed all to the meeting and introductions were made.  |                 |
|                 |                         | Training  | The floor was offered to AC who delivered a comprehensive safeguarding training session which included information regarding the role of the governing body in keeping children safe.<br><br>PC asked how the CPOMS system worked in terms of information sharing with other agencies. DW advised this system is the de facto standard in schools and record can be transferred when a child changes school. KH advised that the records remain in the school system however can be used to guide discussion with other agencies such as the LA.<br><br>JG and MH to review the single central record.<br><br>AC to share powerpoint with governors. | JG/MH<br><br>AC |

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|   | MH to circulate Prevent Training link   | MH |
|   | AC to check the data retention period on CPOMS  | AC |
| AOB items   | Sixth Form plans (JG)<br>GCSE plans (JG)  |    |
| Register of interests                               | Governors confirmed the information contained in the Register was correct.  |    |
| Code of Conduct                                     | Standing item – no action required.   |    |
| Part 1 Minutes                                      | The previous minutes were approved.   |    |
| Membership: Recruitment Update/ Succession Planning | PC advised that all mandatory and most best practice governance roles have been allocated. The members confirmed they were in agreement with the allocated roles.<br><br>The only roles yet to be allocated are the faculty links. It was agreed that these roles will be reviewed at the next meeting when Covid restrictions have been lifted.                                    |    |
| Scheme of Delegation                                | The Scheme of Delegation and Schedule of Business were noted.   |    |
| Trust Board Update                                  | The Trust Board Update is a briefing paper which is circulated to Academy Committees as a feedback mechanism. The contents were noted.<br><br>JG asked how items relating to DHS would be cascaded to the Academy Committee. DW advised that any items coming from the Trust Board would be shared the governance structure with the Chair, or via the CEO with the Head of School. |    |

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| 2 | <b>School Performance &amp; Accountability</b> | Vision, Strategy and Development Plan, including Strategic Priorities and Critical Success Factors (school level) | <p>DW explained the Self Evaluation Form (SEF) and shared the current draft. He advised that Ofsted would review this document and look for evidence that what is stated in the SEF is a true reflection of the school.</p> <p>JG asked for the statistics to be put into context to allow the governors to effectively benchmark.</p> <p>DW to embed national data to provide a comparison.</p> <p>The Gatsby benchmark was discussed.</p> <p>MKM questioned if there was a conflict of interests for the school to state it is outstanding. DW advised that any claims need to be evidenced during an inspection and the inspector will make a judgement if what is on paper matches their observations.</p> <p>MKM asked why the only measure relating to behaviour is attendance. KH explained that statistical evidence is difficult to provide and an inspector would look towards observational evidence of policies and procedures being implemented. DW noted that the qualitative data cannot be analysed.</p> <p>JG asked why there was no mention of Covid in the SEF. DW advised that the Ofsted schedule does not make reference to Covid as yet. This will change in September and the element will be added then.</p> <p>SWi asked if the Covid element will address any anomalies. DW advised that context needs to be considered, for example the urban location of school.</p> <p>PC asked when DHS can expect it's first Ofsted assessment. DW advised this could be any time from Summer 2022.</p> <p>PC asked about the internal moderation process for the SEF. DW confirmed that it is reviewed by the Executive Committee to ensure quality and equity throughout the Trust and there is also cross-trust moderation.</p> | DW |
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| <p>School<br/>Curricula and<br/>Assessment</p> | <p>The contents of the Trust Director Reports were noted.</p> <p>JG asked what, as governors, the AC should be looking for in this information. DW explained the report were to give a flavour of what is being considered in terms of curriculum whilst working in a climate of both remote and in-school provision.</p> <p>PC noted it would be useful to have some examples to give context. KH gave an example relating to the history scheme of work where learning lost from one unit has been interweaved into different areas of the curriculum and noted that in maths, the order units have been delivered has been changed to accommodate the blended learning model. Senior Leaders and Trust Directors have focussed on about how to deliver core knowledge without leaving gaps that cannot be filled in different ways.</p> <p>PC asked about DfE guidance relating to the curriculum. KH advised there isn't any yet; we are still trying to deliver all elements but this will look different in each subject.</p> <p>SWa asked if there was an intention to sacrifice any of the curriculum. KH advised there was not. DW advised that the electives programme will support backfilling knowledge, especially in relation to the non E-Bacc subjects. He confirmed there is every intention to bring back a full programme from September.</p> <p>JG noted there are two gaps; knowledge the children have not got and will never have, and attainment. She asked if there is an overview of what is missing. DW explained that in most subjects, for example maths, topics get revisited over and over building on previous knowledge. Where there are gaps, these will be picked up when the topic is revisited. He acknowledged there will be more ground to cover. The North West has been particularly hard hit.</p> <p>JG asked how this is measured, tracked and reported. DW confirmed this is done through assessment. DHS has been in the fortunate position of being able to concentrate on just the KS3 curriculum where other schools have focussed on the KS4 recovery. When meaningful data is available it will be reported back to the AC.</p> |  |
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| Head's Report | <p>DW delivered the Head's report and the contents were noted.</p> <p>DW noted that it is a very worrying time in Manchester as the school workforce has been hit hard by isolation periods. Where teachers have had to isolate, they have taught remotely with another member of staff present in the classroom.</p> <p>DW outlined the plans for robust assessment over the summer term to provide meaningful data in terms of progress and achievement. In addition to classroom tests, students will sit formal languages examinations.</p> <p>PC offered his congratulations to KH who has been appointed to the role of Deputy Head of School, and advised that three Assistant Heads have now been confirmed.</p> <p>DW noted that attendance has been a challenge, there are a number of students who are fearful of the return to school and they are being supported by a multi-agency team. PC questioned the nature of the fear. DW advised this could be due to a number of reasons. A fear of Covid, especially in multi-generational houses, social anxiety and academic anxiety have been identified.</p> <p>PC asked how DHS data compares to Manchester or other Trust schools. DW advised our attendance is 95% compared to a Manchester average of 78%, however putting this in context, DHS has more space per student and the older year groups have been greater hit than the younger ones.</p> <p>JG asked if more data for benchmarking could be included. DW advised the national attendance and attainment data is 18 months out of date so is not reflective of the current climate.</p> <p>SWi noted that in light of the lack of reliable comparative data, it would be useful to have an executive summary of the the Head's Report in order to focus on the key 5 points. DW to action this for the next report.</p> <p>PC questioned if there is any notable difference in behaviour since returning to school. KH acknowledged it had been a challenge to re-establish routines after the winter lockdown, in particular there has been an increase in silly behaviour outside of the classroom.</p> | DW |
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|  |          |                                | <p>MKM asked what was being done to address this. KH outlined that there is a greater staff presence in all communal areas at specific duty points and a new sanction for out of class behaviour has been introduced. This has enabled school to monitor individual and collective behaviour patterns and take remedial action. Students have been strongly reminded of the expectations and in lessons they are largely getting it right. Assemblies have been held focussing on behaviour both in school and in the community. Where a sanction has been issued students are now asked to properly reflect on why they got it wrong and record this on a reflection card. The number of incidents is now dropping.</p> <p>SWa noted he feels behaviour has greatly improved and the use of the reflection cards is a useful tool to open up a discussion about the incident. He has found they can be used in a positive way to talk about how the student can improve their behaviour.</p> <p>PC enquired if there were any students who were giving cause for concern. KH advised there were a couple of students. In school they are being supported by the school's behaviour specialist. They have both made progress recently.</p> <p>DW asked that governors attend the exclusion panel training with the Chair of the Governance and Standards committee.</p> | All |
|  |          | External Monitoring Update     | None to note.   |     |
|  | <b>3</b> | Finance Update                 | The management accounted were noted.  |     |
|  |          | Risk Register                  | Noted.  |     |
|  |          | Policy Review                  | <p>Governors agreed to review and approve the policies due for review outside of the meeting.</p> <p>All governors to submit challenge or approval to the clerk via email.</p>  | All |
|  |          | Governor Self Review of Impact | To be reviewed at the next meeting  |     |

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| 4 | <b>Governor Development</b> | Training Governor Verbal Update                      | To be reviewed at the next meeting.  |    |
| 5 | <b>Community Engagement</b> | Stakeholder engagement                               | <p>DW presented the consultation report from the recent proposal to introduce a new school day.</p> <p>There were 183 responses, of these 82% were in favour of the proposal, 16% were not.</p> <p>Governors supported the presentation of the report to the Trust Board and asked that DW passed on their thoughts.</p> <p>DW to ensure the AC considerations are represented.</p> <p>MKM queried if this was an adequate response. PC noted that this is a reasonable response rate for a public sector consultation.</p> <p>JG noted that 82% in favour was compelling. She questioned how school proposed to address attainment gaps for students who need it within the shorter day. DW advised that there is a targeted programme in which students participate on an invite only basis. The library and other school spaces will be available for those who need it after school.</p> <p>SWi noted that the timing of the consultation was not ideal and questioned if it was a term too early for parents to understand their new norm. DW advised the consultation had been planned for spring but was delayed due to lockdown.</p> | DW |
|   | <b>AOB</b>                  |  | To be discussed at the next meeting.   |    |
|   | <b>Meeting Dates:</b>       | 21.09.2021<br>07.12.2021<br>08.03.2022<br>14.06.2022 |  |    |

| Impact of Meeting / Key Outcomes |  |
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