



Date: Tuesday, 8th March 2022
Time: 5.00pm
Venue: Didsbury High School – Conference room

Clerk: C Vogt
Present: P Clements (Chair), J Game, M Kara-Mohammad, S Wane, D Woolley, K Houghton

Apologies: S Williamson

Item	Action	Initials
1.1	Governors to advise the Clerk in advance of meetings of any items for discussion and addition to the agenda	All
1.2	Minutes of the meeting on 7 th December 2021 to be corrected as outlined in Matters Arising	JG/Clerk/Chair
1.3	Quoracy clarification to be given at ACM4	Clerk
1.4	Governors to arrange visits to school with KH before ACM4	Governors/KH
1.5	Tom Theobald to be invited to present at ACM4 and the meeting arranged in the sixth form area	DW/Clerk
1.6	Request details of the policies approved by the Trust Board in their reports	Clerk
2.1	An additional column will be added to the Actions charts in the SDP showing tracking progress	DW
2.2	Anonymised pupil performance data to be obtained from LR or Cheadle Hulme High School for ACM4	DW
2.3	Case study of student offered alternative provision to be included in ACM4 papers	KH
2.4	Arrange an online session after ACM4 with Governors to discuss meeting papers	Chair
3.1	AC Annual Report to the Trust Board to be updated and sent to DW and the Chair for review	Clerk

Agenda – Part 1			
Category	Item	Notes	Action
1 Governance Arrangements	Apologies	Apologies were received and <u>approved</u> from S Williamson (SWi). The new Clerk was welcomed to the Committee and round-table introductions were made.	
	AOB items	None.	
	Register of Interests	There were no amendments to the Register of Interests.	

	Part 1 Minutes	<p>The minutes of the meeting on 7th December 2021 were <u>approved</u> as a true and accurate record, subject to the amendments noted below by J Game (JG).</p> <p><u>Matters Arising</u></p> <ul style="list-style-type: none"> • Discussion had taken place concerning the length of prescribed items on the agenda which was precluding discussion of specific items of interest for Didsbury High School (DHS). • Following the Ofsted inspection training, the issue of Governors being able to respond effectively to questions was raised, with the proposal that each meeting would include a number of priorities to consider. Reading was a particular area of concern. <p>Governors discussed the need to streamline the agenda to focus on Didsbury High School (DHS) priorities. The Clerk advised that many of the items on the agenda were for information only and did not require extensive time for discussion.</p> <p>K Houghton (KH) advised that Governors were welcome to attend the school anytime to speak to the Trust Lead concerning Literacy.</p> <p><u>Action 1.1:</u> Governors to advise the Clerk in advance of meetings of any items which require discussion and addition to the agenda with D Woolley (DW) and the Chair’s approval.</p> <p><u>Action 1.2:</u> JG will liaise with the Clerk regarding suggested amendments to the previous minutes which will be forwarded to the Chair for approval.</p>	<p>All</p> <p>JG/Clerk/ Chair</p>
	Membership: Recruitment Update/ Succession Planning	<p>DW said that the school had advertised for new Governors for the Academy Committee (AC) but the response had been limited to Parent Governors. It was felt that there were sufficient Parent Governors already on the AC and that the applicants’ skills could be used elsewhere in the Trust. A reciprocal arrangement has been made to share any surplus Parent Governor applicants throughout the Trust, with a view to co-opting onto ACs where required.</p> <p>Q: M Kara-Mohammad (MKM) asked how many Governors are required for DHS?</p> <p>A: DW suggested two more would strengthen the AC but there was not a desperate rush to fill these positions. It was more important to find the right individuals.</p> <p>Q: JG enquired if the local community was being approached, such as Siemens?</p>	

		<p>A: DW said Siemens had been very interested pre-Covid but nothing more had been heard recently. The Chair asked for clarification on quoracy and whether DW counted.</p> <p>Action 1.3: Quoracy clarification will be given at the next meeting.</p> <p>DW advised that there was also the potential for another Staff Governor next year, possibly from non-teaching staff to provide balance on the AC.</p> <p>Q: MKM wondered how many non-teaching staff there are?</p> <p>A: KH said there are about 30, with student support having the largest contingent.</p>	Clerk
	Governor Visits	<p>The Committee noted the Governors Visits Protocol.</p> <p>The Chair remarked that Governors were being encouraged to come into school now to carry out their responsibilities, as Covid restrictions had eased.</p> <p>DW added that walkabouts could be arranged and Governors could attend lessons, although there were sensibilities around observation of teachers to be considered. Curriculum area visits could also be arranged.</p> <p>Action 1.4: Governors to book visits with KH before the next meeting: katie.houghton@didsburyhighschool.org.uk</p>	Govs/KH
	Academic Links	<p>The Trustee Academic Links document was noted by Governors.</p> <p>Q: The Chair asked if Governors had a query regarding an area of the curriculum whether they could approach a Trust Director?</p> <p>A: DW said they could.</p>	
	Staff Governor Role	<p>Governors noted the Staff Governor Role Description.</p>	
	Trust Board Update	<p>The Trust Board Reports to Academy Committees for December 2021 and February 2022 were received by Governors.</p> <p>Q: JG wondered if any of the outcomes from the Ofsted inspection at Hazel Grove High School (HGHS) would affect DHS?</p> <p>A: DW said that leadership and management was judged as outstanding. As such there would be no issues impacting DHS.</p>	

		<p>DW advised that the Trust had been successful in the bidding for the new school at Woodford which would be operational from September 2022.</p> <p>Q: The Chair asked for more details about the closure of the sixth form at HGHS.</p> <p>A: DW said the sixth form had been set up in 2012, prior to merger with the Trust, but had not been successful. The building was deemed not fit for purpose and Trustees had closed down the operation. A one-year hiatus was agreed before reopening as a Laurus sixth form with full curriculum, in conjunction with DHS and Laurus Ryecroft (LR).</p> <p>Governors felt it would be beneficial to have greater understanding of DHS's sixth form offering prior to opening next year.</p> <p>Action 1.5: Tom Theobald to be invited to present at ACM4 and the meeting to be arranged in the sixth form area.</p> <p>Q: The Chair asked if Russian A Level would be offered as this was a potential growth area?</p> <p>A: DW said not and that Russian teachers were very hard to recruit.</p> <p>Action 1.6: A request to be made for names of policies approved by the Trust Board to be provided in their reports.</p> <p>Q: JG asked if Governors had any assessment criteria similar to the 21 questions a MAT should ask itself?</p> <p>A: DW said the NGA skills audit accomplished this.</p>	<p>DW/Clerk</p> <p>Clerk</p>
2	<p>School Performance & Accountability</p>	<p>The School Development Plan (SDP) for 2021-22 was reviewed and key points discussed were:</p> <ul style="list-style-type: none"> • This was an ongoing working document which had now been reviewed and rag-rated. • It was regularly checked to ensure delivery. • The school was comfortable with those rated red which had not yet been achieved due to timing. • Those shown as amber were ongoing. Green were complete and could be closed off. • JG raised concerns about Governors not being able to assess progress without clear understanding of the schedule i.e. whether items were on track, behind schedule or overdue. 	

			<ul style="list-style-type: none"> • Lengthy discussion ensued about how the action ratings were used. KH advised that this was an overview for the whole school collated from Departments who each had their own actions. Teachers also had individuals actions to complete. • For red items, conversations would take place with Department Heads to check the reasons for lack of progression. SW said that the ratings were effective from a Department Head perspective. • Governors agreed that they should be asking what areas were of particular concern. DW said that the KS4 curriculum required attention. The previous focus had been on steadying for Covid but teachers now needed to prepare their curricula by the Summer Term. The school would also be recruiting this term for the sixth form. • Governors felt these were actions without the granularity and descriptive information required for the AC to assess progress adequately. <p>Action 2.1 DW will add an additional column to the Actions charts in the SDP showing tracking progress.</p> <p>Q: J asked when was it possible to measure if targets had been met?</p> <p>A: DW said it differed. For academic aspirations, this was at the end of key stages. For options, it would be when the process of choosing these had finished.</p>	DW
		School Curricula and Assessment	<p>The DHS Admission Policy Consultation was noted by Governors.</p> <p>DW explained that the document was prepared as part of statutory engagement for new provision. All local stakeholders were consulted for their views. Whilst Trustees made final decisions following the consultation, the information was useful for Governors to see. Overall, the consultation results were favourable.</p>	

		<p>Head's Report</p>	<p>DW presented the report. Key points were:</p> <ul style="list-style-type: none"> • Y9 have undertaken full scale mocks. • The Languages curriculum has been changed nationally with speaking now included. • Different universities were attending the school to provide students with further details of their offer. Imperial were due next week, and a presentation on global universities was also scheduled. • A symphony orchestra had been in residence for a week to broaden students' experience of arts. • There were 14 new appointments required for September 2022. The majority had been filled and there were now only four vacancies. These had arisen from natural growth. • The Chair said the extra-curricular offer was impressive, as well as professional learning opportunities, and enquired whether these adversely impacted teachers' workloads. SW said most could be accommodated within the working day. • The professional development opportunities were attractive for new teachers. LPDs were offered for ECTs. There were also in-house Masters and PHD programmes. <p>Q: JG asked if attendance figures had gone down due to Covid?</p> <p>A: KH said the rules around reporting Covid absence had changed which had affected the figures and made comparison difficult. Attendance was better than the national average and Manchester figures but was still not as high as the school wished. The Attendance Team for Manchester City Council was encouraging schools to use the service more. Parents were being provided with further information to enhance their understanding of the school's Attendance Policy. DHS was also working with families who were reluctant to send their children to school. In addition, a School Day Social Worker had been appointed and was working well with hard to reach families. This was also freeing up the time of Heads of Year to work with other families who had absence issues.</p>	
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			<p>Q: JG asked when the lower Y7 cohort scores discussed in the previous minutes would be re-assessed?</p> <p>A: DW explained that these were Autumn baseline scores for Reading and Maths which were at a lower starting point than previous years due to Covid disruption. It would be Y11 before progress on these could be evaluated and GCSE national comparisons made. The school was working across the national framework for assessments. Effective measurements could only be undertaken once KS4 and KS5 data was available.</p> <p>Governors felt it would be useful to have full data from other schools to assist in measuring performance.</p> <p>Action 2.2: Anonymised pupil performance data to be obtained from LR or Cheadle Hulme High School for ACM4.</p> <ul style="list-style-type: none"> • The increase in exclusions was partly due to a long half-term and the majority of the 23 concerned two students who had now been found alternative placements. The APEX process was followed to avoid permanent exclusions and the school worked well with the Manchester PRU. <p>Q: JG asked if those students in alternative provision were still on roll?</p> <p>A: KH said they were dual registered and the school paid for the alternative provision. There had been great success with this. The dual registration ensured that the relationship was maintained and continuing support provided with the possibility of return to DHS.</p> <p>Q: MKM wondered if the strategy to fix behaviour included making other students aware of these referrals and also whether the school needed to adjust its policy due increased incidents?</p> <p>A: KH said it was not the policy of the school to target other students with threats. The alternative provision was not framed as punishment. Students would be aware that others were missing but there was no formal announcement. The school worked with children to help them learn from their actions and it was not solely a disciplinary process. If there were no improvements after considerable support, DHS was not the right setting for that student. The team at APEX referrals acknowledged that the school does everything possible to support students. Most students' behaviour was very good</p>	<p>DW</p>
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			<p>and the fixed-term exclusions were used as a message to improve behaviour.</p> <p>The Chair suggested it would be helpful to understand the process of the alternative provision route from a case study.</p> <p>Action 2.3: An anonymised case study of a student offered alternative provision will be included in the papers for ACM4.</p> <p>MKM expressed concern about the burden on the school having to pay for the alternative provision. KH said this kept the school invested and the Chair said it was an investment in the rest of the student body.</p> <p>KH added that there was also a managed move process, providing a six-week fresh start elsewhere in a mainstream school. If targets were met, the move became permanent.</p> <p>Q: MKM asked if an anonymised system of online reporting could be provided for students? A: KH said a new system was being launched on SharePoint.</p> <p>JG said it would be helpful to go through papers with Governors prior to the meeting to gain a better understanding to raise pertinent questions. It was agreed that this should be arranged after ACM4.</p> <p>Action 2.4: Arrange an online session with Governors to discuss meeting papers.</p>	<p>KH</p> <p>PC</p>
		External Monitoring Update	<p>Governors noted the Manchester City Quality Assurance document and were advised that the review would be undertaken annually. Governors congratulated DW and team on the excellent report.</p> <p>DW advised that an arrangement had been brokered with the Wade Deacon Trust to undertake reciprocal visits to each other's Trusts for QA by qualified inspectors.</p>	
3	Governor Monitoring	Finance Update	<p>The management accounts for December 2021 were reviewed.</p> <p>DW advised that spend will increase significantly. The 3G pitch application was submitted yesterday. The creation of additional social space was in progress and new automatic entrance doors to ease congestion were being fitted. Staffing costs will inevitably increase. Three Assistant Heads have been appointed for additional capacity.</p>	

		Risk Register	The School Risk Register and Covid-19 Response V4 documents were reviewed by the Committee. DW said the only change was to reflect increased concerns nationally for schools regarding cyber security. The Trust IT Department was putting extra safety measures in place.	
		Curriculum Policies	DW confirmed that these were in line with statutory guidance. The Manchester City QA had said that Sex Education provision exceeded expectations.	
		Policy Review	The School Uniform and Behaviour Policies were received and <u>approved</u> by Governors.	
		Safeguarding and SEND Link Governor Update	KH said there was increased provision in school as reported earlier. The DfE had advised that the comparatively high number of SEND pupils was not evident in lessons.	
		Review Educational Achievement of Looked After/Previously Looked After Children	KH advised that there were no changes since the last update. The highest number of these students was in Y7.	
		Monitor Pupil Premium and Catch Up Spending	Governors heard there were no update since the last report.	
		Governor Self Review of Impact	The Clerk advised that the Framework for AC Discussions had arisen from the Governance, Oversight and Standards Committee (GO&S) who oversaw the AC's Annual Report to the Trust Board. The aim was for all AC Chairs to be invited to GO&S meetings to advise progress on the report and AC activities. This would also enhance interaction between Trustees and ACs. The Clerk said that it would be helpful at future meetings for Governors to advise on points to be added to the Annual Report. Updates for ACM2 and 3 would be done in the meantime. Action 3.1: AC Annual Report to the Trust Board will be updated and sent to DW and the Chair for review.	Clerk

4	Governor Development	Trust Training Plan	<p>The Equality & Diversity Module on the Laurus Institute site was recommended as training to be completed by Governors prior to ACM4. All training completed to date should be notified to the Clerk for inclusion on the training log.</p> <p>Action 4.1: All recommended modules for secondary schools on the Laurus Institute site to be completed by ACM4 and the Clerk to be notified for the training log.</p> <p>https://laurustrust.sharepoint.com/sites/LT-LaurusInstitute/SitePages/Trustee-Governor-Training-Plan.aspx</p>	
5	Community Engagement	Stakeholder engagement	<p>DW advised that the school was supporting Southway Housing in its application for planning permission to build on spare land nearby as a shared use facility. This would include a GP surgery and shared ownership/rented accommodation for key workers.</p> <p>SW extended an invitation to Governors to attend the upcoming production of the Lion King.</p>	
	AOB		None.	
	Meeting Dates:	07.06.2022	<p>4.30pm start</p> <p>Governors were asked to note the re-arranged date.</p>	

Impact of Meeting / Key Outcomes
<ul style="list-style-type: none"> • Governors visits to school to be arranged before the next meeting
<ul style="list-style-type: none"> • Governors congratulated the school on the excellent findings of the Manchester City Council QA visit
<ul style="list-style-type: none"> • Behaviour management strategies in school were reviewed and an anonymised case study for referral to alternative provision requested for the next meeting
<ul style="list-style-type: none"> • Arrangements were made to review the Sixth Form offering at the next meeting



Signed by the Chair:

Date:

7th June 2022