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DIDSBURY
HIGH SCHOOL

ACADEMY COMMITTEE MEETING

Date: Tuesday, 7th June 2022
Time: 4.30pm
Venue: Didsbury High School – Sixth Form Centre

Clerk: C Vogt
Present: P Clements (Chair), J Game, A Hurley, M Kara-Mohammad, T Theobold, S Wane,
D Woolley, K Houghton
Apologies: None

Item	Action	Initials
1.1	Governor Visits to be kept on the agenda for ACM1 of the next academic year.	Clerk
1.2	Governor session to be arranged over the Summer to discuss meeting papers.	Clerk
1.3	Ofsted training discussion topics to be kept on the agenda for next year.	Clerk
1.4	The Committee asked for a matrix of key roles that Governors were required to undertake.	Clerk
3.1	There were a number of points arising from the policies which Governors will raise with the Clerk.	ALL
3.2	The Academy Committee Annual Report to the Trust Board will be updated and forwarded to the Head and Chair for review.	Clerk
4.1	Governors will inform the Clerk of any new training undertaken.	ALL
5.1	Clerk to send invitations for all of next year's meetings	Clerk
P2a	Letter from Jennifer Bramhall concerning Young Carers to be circulated to Governors.	Clerk

Agenda – Part 1				
Category	Item	Notes	Action	
Governance Arrangements	1	Apologies	S Williamson was absent from the meeting. The newly co-opted Governor, Anthony Hurley (AH), 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.	
		Code of Conduct	The Clerk advised that the Code of Conduct was included for the new Governor and AH confirmed acceptance of this.	

	Part 1 Minutes	<p>The minutes of the meeting on 8th March 2022 were <u>approved</u> as a true and accurate record.</p> <p><u>Matters Arising</u></p> <p>All actions were confirmed as having been completed with main points arising:</p> <ul style="list-style-type: none"> • No items were raised by Governors for discussion prior to the meeting. • It was clarified that Trustees and Governors across the Trust can attend panel hearings for any school. • Jane Game (JG) confirmed having arranged a visit with the school. AH was invited to attend school anytime and to liaise with Katie Houghton (KH) regarding the visit. AH was directed to The Trustee and Governor Visits Protocol document. • Mohamad Kara-Mohamad (MKM) asked about the procedure for the SEND Governor visit and was advised that it was an opportunity to understand how the school runs, particularly in relation to SEND pupils. The meeting can be arranged via KH. • The Clerk confirmed that policies approved by the Trust Board will now be listed in their report to Academy Committees. • Following the Ofsted training, specific topics for more in-depth analysis should be included in the agenda next year. <p><u>Action 1.1:</u> Governor Visits to be kept on the agenda for ACM1 of the next academic year.</p> <p><u>Action 1.2:</u> Governor session to be arranged over the Summer to discuss meeting papers.</p> <p><u>Action 1.3:</u> Ofsted training discussion topics to be kept on the agenda for next year.</p>	Clerk Clerk Clerk
	Membership: Recruitment Update/ Succession Planning	<p>An additional Staff Governor from the school's support staff will be recruited next year.</p> <p><u>Action 1.4:</u> The Committee asked for a matrix of key roles that Governors were required to undertake.</p>	Clerk
	Trust Board Update	The Trust Board Report to Academy Committees for March 2022 was noted by Governors.	
2	School Development Plan	The School Development Plan (SDP) for 2021-22 Summer Review was noted by Governors and key points discussed were:	

	<p>School Performance & Accountability</p>		<ul style="list-style-type: none"> • At the request of Governors, two new rag-rated columns had been added, showing progress to date and the overall position. • David Woolley (DW) explained that green indicated where the academy expected to be but that more work was required before the end of the year. <p>Q: MKM queried why there were no target dates?</p> <p>A: DW said this was because the deadlines were moveable and improvements ongoing. The final amber column indicated that this was an area for ongoing improvement.</p> <p>Q: The Chair asked how useful the SDP was for planning?</p> <p>A: DW said that the SDP was used in conjunction with departmental plans which had a greater level of detail with target dates. The SDP was the overarching document used by the Leadership Team and acted as a regular review point. This had recently led to a reminder that Tier 2 and Tier 3 vocabulary required further work.</p> <ul style="list-style-type: none"> • The Chair suggested that it would be useful to be provided with figures for quantitative assessment and DW was happy to add these in. • Governors discussed how they could measure the information effectively, suggesting that incorporating milestones and progress along the green trajectory may be beneficial. There was a current lack of data comparison and benchmarks needed to be identified to understand how good the school could be. Tom Theobald (TT) said some points were observations rather than quantifiable evidence. KH said that judgements were made based on in-depth discussions with staff and pupils. TT said that exam results this Summer will provide a point of comparison. 	
	<p>Sixth Form Presentation</p>		<p>TT gave the presentation and main points were:</p> <ul style="list-style-type: none"> • A document on custom and practice for the sixth form was being developed. • Didsbury High School (DHS) was one of 3 new sixth forms opening across the Trust in 2023. • It would be an academic sixth form, offering A Levels with entry requirements of 6 grade 6s. Each student would take 3 A Levels. 	

	<ul style="list-style-type: none"> • The aspiration was to find the best higher education course for each student. • The first cohort would be in 2023 with the eventual year groups of around 100 pupils. • Governors were welcome to attend the open evening on 10th November. • The deadline for applications would be mid-December. A consultation with the pupil would then be arranged where they would bring their most recent school report and predicted grades. A conditional offer would be made, with pupils invited to attend taster and keeping-in-touch days before results day. On results day, an administration desk would be set up to check grades and students would be ranked for available places. <p>Q: JG queried if DHS students would be prioritised and if those that were not right for the sixth form would still feel they had been successful?</p> <p>A: DHS students had priority but those not staying on would be considered just as successful. They would receive support from Trust-wide Careers Advisors on choosing the right option.</p> <p>Q: MKM asked what the criteria had been in choosing the subjects offered?</p> <p>A: The A Levels chosen were those preferred by Russell Group universities. Considering current staff expertise had also been important.</p> <p>Governors were given a tour of the sixth form and were very impressed with the facilities on offer. TT was thanked for the informative presentation.</p>	
Head's Report	<p>DW presented the report and the main points of discussion were:</p> <ul style="list-style-type: none"> • DHS had the best attendance in the Trust. Persistent absence (PA) was higher than the rest of the Trust but lower in comparison to Manchester schools which had PA around 25%. The target for PA was 6% which was set pre-covid. In DW's experience as an Ofsted inspector, a judgement on attendance during the pandemic would not be made. 	

Q: JW enquired if attendance targets were set by the Trust or school?

A: DW advised that there were multiple elements considered when setting targets, with a key driver the Ofsted requirement for the school to be judged Outstanding.

Q: The Chair asked what interventions were in place to address attendance issues.

A: KH said there were several layers. This included the Head of Year (HoY) ringing parents and in some cases students were collected by DHS. Understanding barriers to attendance such as the lack of breakfast at home, clean uniform etc., was important and the school put in place measures to assist with these.

Q: JG asked if there was data available for Y9 MFL to compare with other schools?

A: TT advised that comparison was undertaken internally, with the Trust Director of Languages having overview. In comparison with other schools in the Trust, Spanish results were extremely favourable with DHS one of the better performing schools. French results were slightly lower but more resources and interventions had now been implemented. DW remarked that this correlated with the national situation where Spanish GCSE was found to be easier than French. KH added that it was important to appreciate the different context of DHS to other Trust schools. DHS had a higher number of Pupil Premium and SEND pupils. Manchester schools were a better point of comparison. However, expectations were not lower than for other Trust schools but the gradient to achieve these was steeper for DHS.

- DW advised that KPIs and target percentages were set by the Executive Team.

Q: MKM asked how these targets were observed and monitored across the Trust?

A: DW said that a new management information system was being implemented across the Trust which would simplify and enhance the collation of data across all schools. This new system would also be much easier for parents to use.

Q: The Chair enquired if there was uniformity across the Trust in terms of reporting to Academy Committees (ACs)?

A: DW said all other ACs get the Head's report but

	<p>additional columns had been added for DHS Governors at their request. The Chair said it would be useful to discuss data comparison and monitoring with other Chairs, as well as raising this point at the Chair presentation at the Governance, Oversight and Standards Committee. It was agreed that this item could be discussed by Governors at the Summer meeting on AC papers.</p> <ul style="list-style-type: none"> • 23 new teaching staff had been recruited last term. Additional support staff were now required but this was proving more difficult than previously due to a change in requirement for term-time only to home working. • Professional learning was a key priority as every teacher should be better. • TT said that morale and confidence was high in relation to the upcoming MFL exams. There had been increased engagement and attendance at revision sessions by pupils. <p>Q: The Chair asked how DHS was monitoring the impact of formal examinations on pupil stress levels?</p> <p>A: TT said there were clear communications on how to manage revision and look after self. Pastoral support was available from the HoY and Head of House, and there was a flexed counselling offer with a drop in session from 8-9.00am. DW added that any students requiring additional support were taken out of lessons and given intensive help to allay their fears.</p> <p>Q: The Chair asked if the school's experience of running exams for the first time was informing good practice for next year.</p> <p>A: Yes, there was dissemination of ideas to other staff and the Trust Exams Officer had overseen the process and remarked that it was very good.</p> <ul style="list-style-type: none"> • Governors felt that it would be helpful to have MFL data for comparison and TT will add this in future. • Behaviour issues had increased but this was the case across Manchester where there had been 1,000 exclusions in March. March was typically the peak time for exclusions but Manchester City Council (MCC) was astounded at this number post-pandemic. It was an incredibly challenging time for HTs in managing and 	
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		<p>renormalising behaviour after children were used to being at home.</p> <p>Q: MKM asked what measures were being put in place by DHS to deal with behaviour problems?</p> <p>A: KH said that an external mentor for students with behaviour issues was being used but DHS was looking at recruiting an in-house specialist. There was already an SEMH specialist on site which gave an extra level of support for pupils presenting with disruptive behaviour. Students who did not respond to sanctions were removed from class to ensure that they did not disrupt others. A Trust-wide behaviour and safeguarding meeting had been held and it was clear that other schools were feeling the effects of the pandemic on behaviour.</p> <p>Q: MKM queried whether DHS considered the behaviour profile of individual students for admissions?</p> <p>A: DW said this would be illegal but if there were children with EHCPs where the school was unable to meet their needs, this would be raised.</p> <p>Q: The Chair asked if the increase in physical assaults was due to more children now being in school?</p> <p>A: KH said this was the case, as the cohort had tripled. Some attacks were happening outside the building and pupils were made aware that the school behaviour policy applied whenever students were wearing uniform.</p> <p>Governors noted the hard work of the school and leadership team in dealing with behaviour and attendance issues and were pleased with the progress made, compared to other Manchester schools.</p>		
3	Governor Monitoring	Finance Update	<p>The management accounts for March 2022 were reviewed, as well as the DHS Estates Report for 2021-22.</p> <p>DW advised that permission for the 3G pitch had now come through and there was no need for contingencies. Contractors would be on site for two weeks at the end of term and two weeks at the beginning of next term.</p>	
		Curriculum Policies	DW confirmed that these were being adhered to.	

		Policy Review	<p>The policies noted below were received and <u>approved</u> by Governors:</p> <ul style="list-style-type: none"> • Anti-Bullying Policy • Attendance Policy • Child Protection and Training Policy • First Aid Policy • Gifted and talented Policy • PHSE Policy • SEND Information Report <p>Action 3.1: There were a number of points arising from the policies which Governors will raise with the Clerk.</p>	ALL
		Governor Self Review of Impact	Action 3.2: The Academy Committee Annual Report to the Trust Board will be updated and forwarded to the Head and Chair for review.	Clerk
4	Governor Development	Trust Training Plan	Action 4.1: Governors will inform the Clerk of any new training undertaken.	ALL
5	Community Engagement	Stakeholder engagement	DW advised that the whole school had celebrated the Queen's Diamond Jubilee by suspending the curriculum on the last day of half-term. Scones and sandwiches had been served on the lawns and children had played cricket. It was a joyful occasion bringing all students and staff together.	
	AOB		None.	
	Meeting Dates:	Next Academic Year	<p>ACM1: 04.10.22 ACM2: 06.12.22 ACM3: 14.03.23 ACM4: 13.06.23</p> <p>4.30pm start, all Tuesdays</p> <p>Governors were asked to note the dates arranged for the next academic year.</p> <p>Action 5.1: Clerk to send invitations for all of next year's meetings.</p>	Clerk

Impact of Meeting / Key Outcomes

- A new co-opted Governor, Anthony Hurley, joined the Committee.
- Governors considered ways of benchmarking DHS data for an in-depth understanding of progress

<ul style="list-style-type: none">• Behaviour policy and strategies were discussed in depth
<ul style="list-style-type: none">• The Committee reviewed behaviour and attendance data and were pleased with the progress being made by the school
<ul style="list-style-type: none">• Governors looked in-depth at the new sixth form provision and undertook a tour of the impressive sixth form centre
<ul style="list-style-type: none">• Governors looked at case studies for alternative provision
<ul style="list-style-type: none">• Governors reviewed questions arising from a recent permanent exclusion hearing
<ul style="list-style-type: none">• The Committee reviewed the school's support for Young Carers