



ACADEMY COMMITTEE MEETING

Date: 14th March 2023
Time: 4.30pm
Venue: Didsbury High School

Clerk: N Burgess
Present: M Abadi, J Game, M Hill, T Theobald, P Dickens, D Woolley, K Houghton and S Wane

Action		Initials
1	Governors are asked to inform the Clerk of any changes to their Register of Business interests	All
1	The Clerk will update the Register of Business Interests and publish on the school website	NB
1	Expressions of interest were invited for the position of Vice Chair of the Academy Committee	All
2	Safeguarding update report will be made to Governors at the June meeting	AC
3	JG to give feedback on the safeguarding visit	JG
3	Governors are invited to send any items for inclusion in the Academy Committee Report to the Trust Board to the Clerk	All
4	Governors are asked to complete the NGA Safeguarding module by the next meeting	All

Agenda – Part 1 - GDC Training – W Searle				
Category	Item	Notes	Action	
1	Governance Arrangements	Apologies	Apologies were received and accepted from M Kara-Mohamed.	
		AOB items	There were no other items of business which were not already included in the agenda for this meeting.	
		Register on Business Interests	Governors were asked to note any changes to their record on the Register of Business interests. The Clerk will update the changes and publish on the school website.	All NB
		Part 1 Minutes	Minutes of the meeting held 6 th December 2022 were <u>approved</u> as a correct record of the meeting and there were no matters arising.	
		Membership: Recruitment Update/Succession Planning	M Kara-Mohamed was approved to the role of Chair of Academy Committee. Expressions of interest were invited for the role of Vice Chair. Appointment of Vice Chair will be confirmed at ACM4.	All

E enquiries@laurustrust.co.uk
T 0161 485 7201

			M Abadi was welcomed to his first meeting as Academy Committee Governor.	
		Scheme of Delegation	There were no changes to note to the Scheme of Delegation	
		Trust Board update	Governors received the Trust Board Report and had no further questions.	
2	School Performance & Accountability	Review School Development Plan Priorities	<p>T Theobald was introduced to Governors as newly appointed Deputy Headteacher and Lead for the School Development Plan (SDP). TT presented the SDP to Governors.</p> <p>How do we assess progress to date? The SDP is a document which details the objectives set by Leaders and which the school aims to meet by the end of the year, and the progress to date. The document feeds into Departmental Development Plans and individual appraisal targets.</p> <p>The plan is RAG rated. Green is completed, amber reflects on track for the end of year and red is for any areas which will not be completed by the end of the year.</p> <p>Reading within the SDP was discussed. The Library in school is a vibrant area of school at social times where students enjoy reading for pleasure. Disciplinary reading is a different aspect of reading which requires a different skillset. Students are taught to obtain different information and wider context from the texts they read.</p> <p>Q – How do you rate the areas of the plan? A – This is done as a Leadership discussion and can also be quantitative. For example external speakers coming in to speak to staff and/or students, observations and data. A member of SLT is responsible for each objective and knows at what stage this is at and what needs to be done.</p> <p>Q – How are you able to measure disciplinary reading? A We need to be able to teach this explicitly. FPL will be completed with staff and this will continue to be embedded as a whole school approach. It is important to teach the skills rather than just measuring numbers. MH commented that as a parent she could see the progress in disciplinary reading coming through.</p> <p>Student Voice activities also feed into the SDP. The plan will be reassessed and revised in the last half term of the year.</p>	

		<p>Review Head of School Report</p>	<p>The data in the report is for the half term October – December 2022.</p> <p><u>Achievement</u> Year 7 French and Spanish GCSE data can now be compared to year 9 results from 2022. Leaders were thrilled with the 2022 results which compared to other schools in the Trust and were higher than national average.</p> <p><u>Professional Learning</u> Professional Learning is a priority to the Trust and there are numerous opportunities available to staff, including Further Professional Learning (FPL), Action Research Communities (ARC), Laurus Trust Research Review and unseen observations.</p> <p><u>Cornerstones</u> The 4 Cornerstones are:</p> <ul style="list-style-type: none"> ● Academic Aspiration ● Competition and Physical Endeavour ● Culture Creativity and Rhetoric ● Leadership and Service <p>The aim for the end of the year is for 100% of students to have taken part in a School, House or Department activity; for 100% of students to have taken part in at least one Culture, Creativity and Rhetoric activity and 100% of students to have taken part in an activity outside of school hours, involving community engagement and/or leadership development, with 25% of students taking up a position of responsibility.</p> <p>There are currently 848 students in school and to date 93% have taken part in Competition and Physical Endeavour, 96% in Culture, Creativity and Rhetoric and 33% Leadership and Service with a Leadership role. Governors were updated on the opportunities available to students.</p> <p>Currently there are 108 year 10 students undertaking their Bronze DofE award, this equates to over half of the year group.</p> <p>Q – What opportunities are there for students to take up a Leadership position? A – There are numerous opportunities available, for example Ambassadors or Student Board. Currently there are 282 students in school with a Leadership role.</p>	
--	--	-------------------------------------	--	--

			<p>Q – How can you plan for all students to have a Leadership role, how do you ensure there will be enough opportunities?</p> <p>A – The same students will not always have the same role for the whole year, with the exception of Student Librarians. No student holds the same role for 2 years. MA suggested that the current number, and previous number of students, be included in the data to reflect the equal opportunities.</p> <p><u>Attendance</u> Governors were pleased to note the attendance figures.</p> <p>Q – What is a driving factor in students attending school?</p> <p>A – School is a safe place for students and the staff who work with our students know them well.</p> <p>It was acknowledged that attendance is currently a national issue in schools.</p> <p>Q – How do you follow up for students not attending school?</p> <p>A – Persistent absence is considered below 90%. There is a lot of work done with these students to identify and understand the barriers preventing their attendance at school. Our school based Social Worker really helps with this aspect and works closely with our students and their families.</p> <p>Q – What is SA?</p> <p>A – This is Severe Absence, which is less than 50% attendance.</p> <p>Governors were informed of the in-year movement of students. 10 students have left DHS and 14 have joined to date across all 4 year groups. Some of the students new to the school have been new to the country and there is a lot of support in place to welcome and settle the students.</p> <p><u>Behaviour</u> Governors discussed Behaviour data to the end of the Autumn term. Suspensions for the second half of the Autumn term decreased by 10% compared to the first half term. Governors noted that the category for persistent disruptive behaviour is a build up of behaviour over time.</p> <p>Q – How does the number of suspensions compare to previous years?</p> <p>A – It is currently difficult to compare whilst the school is growing by a year group each year. Suspensions historically rise in years 9 and 10 and this is not</p>	
--	--	--	---	--

			<p>comparable to years when the school only had students in years 7 and 8. The comparison is something we will be able to review in future years as the school is full.</p> <p>Q – In terms of behaviour is this a challenging cohort at DHS or is this an issue across the Trust or in Manchester?</p> <p>A – As a Trust we are finding behaviour can be an issue in all schools. Students are now seeing education as not optional after 2 years of Covid. Although there are challenges within the cohort this does not change the vision of what we are trying to achieve. The mission and the vision are more important than ever. We find that staff have applied to teach here at DHS so they can make a difference. The cultural value here is tangible. Being part of a Trust ensures that we all work together and do not lose sight of the vision.</p>	
--	--	--	--	--

		<p>External Monitoring update – DfE visits/any other quality assurance</p>	<p>Governors reviewed the Autumn Term QA visit report from Manchester City Council. A one day inspection took place on 25th November 2022. Governors commented that the report was a pleasure to read.</p> <p>Q – How much do you share across the Trust? A – Everything is shared. Trust Director roles are appointed in all subject areas and there are also Trust wide Behaviour and Safeguarding specialists and Data teams. All work together closely to ensure parity across the Trust. In addition the Heads of all secondary schools in the Trust meet weekly.</p> <p><u>Safeguarding report</u> Governors reviewed the Safeguarding Report from Manchester City Council from their January 2023 visit. The scrutiny visit was very thorough and leaders were really pleased with the outcome report.</p> <p>The review involved meeting a large group of staff, speaking to a number of students, reviewing the Single Central Register (SCR) and speaking to the Head of School, DSL and DDSL in school.</p> <p>Leaders were pleased with the outcome of the report and Governors commented they were delighted receive and read the report. A Safeguarding report will be made to Governors at the next meeting of this committee in July 2023.</p>	<p>AC</p>
--	--	--	--	-----------

3	Governor Monitoring	<p>Finance update including pupil numbers, bench marking and value for money</p>	<p>Governors reviewed the Management Accounts to January 2023.</p> <p>An item to note is that the current pay awards are unfunded and are not in the budget. There are 2 further strike days planned as the pay rise for members to be funded is being sought by Trade Unions.</p> <p>Accounts also included planned spending for project works over the Summer holidays.</p> <p>Governors also noted that the opening of the Sixth Form would be an unknown cost for the first couple of years until established.</p> <p>Q – How do you deal with strike days? A – The days do impact attendance and behaviour. It can be unsettling for the students, particularly if they are coming back into school on a Friday after a strike day. Attendance may be impacted but we are confident the majority of students will attend for the one day.</p> <p>Q – In terms of the accounts is there anything which can be done, are any of the figures controllable? A – That is a difficult question to answer. We are currently renting out some space in the Sixth Form, outside of school hours, and this will generate a small amount of income. This may continue in the future if possible and space allows. Club DHS is now also starting to generate some income.</p>	
			<p>Risk Register – agree arrangements for creating/updating school register in agreed Trust format</p>	<p>Governors reviewed the School Risk Register.</p> <p>Energy costs are not a risk at present as the school is on a fixed rate contract.</p> <p>Inspection outcomes were discussed and the link to pupil recruitment numbers.</p> <p>Staffing recruitment and retention was discussed and it was noted that this has been a difficult year for recruitment, but that this is a national issue.</p>

		<p>Policies – undertake school level reviews and note phase/Trust level policies</p>	<p>Governors <u>approved</u> the Mobile Technology Policy and felt that this was a very useful policy to have in place.</p> <p>Q – Are there any plans for blended learning? A – There are platforms available but it is difficult in terms of participation. It can be seen as a challenge but also an opportunity, some of our students communicate better with technology. This was apparent in the lockdown.</p> <p>Some lessons use technology and teach via Teams still. This is in a controlled place and yet uses the benefits of the technology available. Technology is definitely an opportunity not to ignore but there is also the need for our students to also be able to communicate verbally.</p> <p>In the Sixth Form there will be the policy of bring your own device.</p>	
		<p>Safeguarding and SEND Link Governor updates</p>	<p>JG will be attending school to meet A Clayton to complete a Safeguarding visit. Feedback on the visit will be given at the next meeting.</p>	JG
		<p>Governor self-review of impact (update Annual Report to Trust Board)</p>	<p>Governors were asked to send the Clerk any points they would like to include in the Annual Report to the Trust Board.</p>	All
4	Governor Development	<p>Review Trust Training Plan</p>	<p>Governors are asked to ensure they have completed the NGA Safeguarding module prior to the next meeting.</p> <p>The Laurus Trust Governing With Impact Conference will take place on Wednesday 22nd March.</p>	All
		<p>Minute any training undertaken by Governors since the last meeting</p>	<p>MH has completed Safer Recruitment training.</p> <p>MA has completed GDPR and Cyber Security training via University of Manchester.</p>	

5	Community Engagement	Stakeholder Engagement	<p>Governors were informed that the school recently held a Playstation Cup event in conjunction with Sony. The school had been approached by Sony to be a part of the event. This was an opportunity to promote the engagement of women in Sport and FIFA. A guest speaker from the England Ladies Lioness team had attended school to meet with students who had been selected by the PE Dept. Leaders informed Governors that it had been a lovely event and was a pleasure to see the engagement of the students. A consent and waivers form was signed by parents/carers in advance of the event.</p> <p>A parent raised an objection around their child being used for advertising purposes and it was agreed that the student could attend but would remain out of shot. The student was not actually present in school on the day of the event.</p> <p>Leaders wished to discuss the opportunity with Governors to raise the issue of external party marketing and promotion. Governors discussed at length, including the issue raised by parent, and it was agreed that the event was an excellent opportunity and was aspirational for a number of students. Governors acknowledged the perspective of the parent and the actions which the school had taken to mitigate the concerns.</p> <p>Q – Have you thought about what conditions you put in place for the event?</p> <p>A – This was not a common opportunity that has a protocol in place. Staff were present at all times throughout the event and safeguarding was a robust process. Sony had also done everything they possibly could.</p> <p>Following the lengthy discussion Governors concluded that the school were inclusive and responded to parents/carers in a meaningful way. The students were always of paramount importance and on reflection the benefits of the opportunity outweighed any concerns.</p>	
---	----------------------	------------------------	---	--

6	AOB		<p>Q – Is there anything we can do to find funding opportunities?</p> <p>A – There are Performing Arts opportunities at present which we are considering closely. The School Librarian is also good at accessing funding opportunities, for example every student in year 8 recently receiving a book.</p> <p>There are also some opportunities which the school are able to access free of charge, such as Careers events, which are of great benefit to the school and students.</p> <p>Governors were invited to attend to watch the school performance on Beauty and the Beast.</p>	
7	Meeting Dates:	To note	Tuesday 13 th June 2023 at 4.30pm	

Impact of Meeting / Key Outcomes	
M Kara-Mohamed	was appointed to Chair of the Academy Committee
M Abadi	was welcomed to his first meeting as a newly appointed Academy Committee Governor
T Theobald	presented to Governors the School Development Plan
Governors	reviewed the Head of School report, including Achievement, Cornerstones, Behaviour and Attendance
The Autumn Term QA visit	by Manchester City Council was reviewed by Governors
Governors	reviewed the Safeguarding report from Manchester City Council following their visit in January 2023
Governors	reviewed the Management Accounts to January 2023
The School Risk Register	was considered
Mobile Technology Policy	was approved

Meeting closed at 6.15pm