



Fierté Multi Academy Trust

Glascote Academy

Local Governing Board Meeting held at school on Wednesday 10th May 2017.

Item	Minutes	Action
1.	<p>Apologies and Attendance</p> <p>Present: (MH) Mrs M Hamblin – Headteacher (VaB) Mrs V Buchanan - Chair (PA) Mr P Armitage (MP) Miss M Powell (PA) Mrs P Andrews</p> <p>In attendance (GR) Mrs G Radcliffe (TV) Mrs T Vigus – Clerk</p> <p>Apologies were received and accepted from (CG) Miss C Garey</p>	
2.	<p>Governing Board Matters</p> <p>a) Membership</p> <ul style="list-style-type: none"> • Mrs V Buchanan has been appointed Chair of LGB by Fierté Trust • VB informed governors that three potential new governors had been identified. Subject to Trust approval, they will join the LGB. <p>Action: School to inform Clerk of new governor details when appointment approved.</p> <p>b) Confidentiality All present noted that the contents of this meeting are confidential.</p> <p>c) Register of Business Interests Governors confirmed that the register has been completed. It was noted that potential new governors would be required to register any interests and accept that these will be published on website.</p> <p>d) Declaration of interest – Business and pecuniary No declarations were made regarding any item on the agenda.</p> <p>e) Persons of significant control. MH confirmed that this is managed by the Trust and details will be added to school website.</p> <p>f) Code of conduct Governors confirmed that they have signed and accepted Code of Conduct</p>	<p>Website</p> <p>MH/VaB</p>

	<p>g) Scheme of delegation Governors confirmed that the Scheme of delegation is managed by Trust and has been accepted by LGB.</p>	
3.	<p>Minutes of the Previous Meeting held on 1st February 2017 These minutes were accepted as a true and accurate record.</p>	
4.	<p>Matters arising from minutes of 1st February 2017</p> <ul style="list-style-type: none"> • Website – is now compliant. It is being updated by the Trust and policies will be made available on website. • Safeguarding – Following the audit recommendations, procedures for volunteer induction have been revised to include more safeguarding guidance. • Governor self-evaluation – this has been deferred. <p>All actions and matters arising from the meeting have been addressed.</p>	
5.	<p>Review of committee structure</p> <p>Resolved: Review of committee structure / scheme of delegation will be deferred until membership is complete. Action: PA to join Standards and Curriculum Committee Action: VB to be link governor for SEND/LAC/Safeguarding. Action: TV to send safeguarding governor information to VB and MH</p> <p>Action: Agenda item – Autumn term LGB meeting.</p>	TV
6.	<p>Reports</p> <p>a) Chair's and Vice-Chair's actions The Chair reported that she had taken no actions on behalf of the LGB since the previous meeting.</p> <p>b) Committees The minutes of the Teaching and Learning committee were received. Resolved: Teaching and Learning committee will be renamed "Standards and Curriculum Committee" to bring practice in line with Trust.</p> <p>c) Nominated/Link Governors PA presented a report on his work with the Pupil Leadership team. He noted that pupils have led a pupil voice survey. They regularly undertake monitoring tasks and have booked premises walk with Bill Burdett, Caretaker. He noted that the pupils undertake their roles with great confidence and diligence. PA presented a report on Y3 trip to Wroxeter. PA reported that this had been a very successful trip. The behaviour of pupils was exemplary and had been followed up with an in-school theme day. The children had been fascinated in their learning.</p>	

	<p>VB reported on governor monitoring of school trips. She noted that the level of parental involvement was good and provided excellent opportunities for parents to engage with their children’s learning and to establish links with other parents. She noted that visits provided good value for money and the experiences children received were priceless. The quality of learning was reflected in the hands-on experiences, assemblies and other activities, which supported high levels of pupil enjoyment and engagement.</p> <p><u>? Are we celebrating the involvement of governors through the school website.</u></p> <p>Governors felt that it was important that parents and others could see examples of active governance and how governors engaged with the school community.</p> <p>Action: Governor reports and photos to be added to website.</p>	
<p>7.</p>	<p>Headteacher’s Report</p> <p>The report had been received by governors prior to the meeting. <u>(Governor questions asked to challenge / hold HT to account are in bold, italic font)</u></p> <p>P2 PUPIL MOBILITY</p> <p><u>? What is the impact of high mobility on the organisation and delivery of the curriculum.</u></p> <p>MH reported that the greatest impact was when pupils were admitted with safeguarding/ social / emotional needs. She noted that support from Social Services was varied and therefore school was giving additional support to ensure incoming pupils needs were met.</p> <p>At the same time, existing pupil and staff needs, needed to be managed. She explained that admissions are driven by place availability and she has had to negotiate starting dates to ensure the needs of existing pupils have not been compromised.</p> <p>Senior staff monitor the support needed for all pupils constantly. The volume of midyear admissions has increased and this has created additional demands on staff.</p> <p>P3 ATTENDANCE</p> <p><u>? How have legal changes to holiday leave affected attendance.</u></p> <p>MH reported that there has not been a significant impact yet. She is meeting with other Tamworth Heads on 12.5.17 to attempt to draw up consistent practice between schools.</p>	

MH was confident that the rigorous and robust systems of identifying absence concerns were effective. Current attendance is just below 96% which is above national average. She noted that some pupils have medical needs which impact on attendance data, but these are monitored individually.

MH noted that parental support was good at informing school of reasons for absence, but she also noted that parents who did not inform school knew that absence would be followed up and they would be asked to account for why their child was not in school.

P4 LAC/ SEND PUPILS

? How is the school responding to the requirements to provide support for mental health.

MH reported that school placed a very high regard on the mental health and social and emotional development of all pupils.

“My Concern” had been introduced to extend the recording of concerns and teacher observations. Issues like anxiety, eating disorders and social needs have been identified.

MH stated that the ethos of school and the culture of care and support permeated all areas of provision for pupils, including the farm, forest school, trips, learning behaviours etc. School is in the process of developing a reflection garden to provide quiet space for pupils. A member of the staff had undertaken training to provide one to one support in areas of emotional need. (eg: bereavement, separation, domestic abuse, etc.)

The breakfast club provides a calm and welcoming start to the day for many pupils, providing a buffer time between home and learning for children, in addition to providing breakfast.

All aspects of safeguarding and mental health are addressed within staff meetings. The use of tiered recording and observations ensure that all staff have an awareness of pupil needs and these are followed up effectively.

P5 PUPIL PREMIUM

? How and when is the impact of pupil premium reviewed and evaluated.

MH reported that pupil data is reviewed termly and provides one source of evidence on the impact of PP funding on progress and attainment.

At the end of the year, summary data is analysed in greater depth.

Records of PP/ Ever 6 pupils are collated to ensure that their access to different forms of support is identified and referenced against progress and attainment data. Impact reports by senior leaders, provide a means of self-evaluation of how the funding has positively supported pupils and then provides the information needed to set goals/ targets for the next academic year.

The cycle of review involves all members of the staff team and alongside tracking of data (all staff) provides reliable triangulation of information. Staff meetings are used for specific focus development identified through pupil progress meetings.

The PP statement and report will be revised at the end of the year and made available on the website. The plan for use of funding for the next year will be based on the review process.

P6+ 7 PUPIL ACHIEVEMENT

? Governors identified dips in KS1 attainment between 2015 and 2016 data and asked what were the reasons for decline and what actions had been taken as a result.

MH and MP explained that 2016 data had been a new experience for all schools due to changes in assessment methods.

MP explained that greater depth was not compatible with previous L3 measures as the threshold for greater depth was higher than that for L3.

MH reported that school had looked closely at data and identified that the dip was due to a very small number of pupils not achieving greater depth thresholds.

School had implemented STAR approach across the curriculum. (Show, try, apply, reasoning). This was raising standards and pushing more able children to higher attainment. Embedded practice in all areas was now established and this was supporting acceleration of progress and achievement. Maths has been an area of development.

GR explained how all staff are now involved in moderation and how this has impacted on their knowledge and understanding of “greater depth”. Through staff meetings, staff have increased their knowledge of assessment in all curriculum areas and across all age groups.

? Why does writing at KS2 keep coming up as an area for development.

MH explained that writing encompasses many different skills and permeates all areas of the curriculum. She has always been focussed on developing a love of writing in its many forms with the pupils. GPS skills had been weaker in 2016 assessments and school has responded by developing systematic and consistent practice in all classes. This has included home learning and has been well supported by parents. School has also responded by developing the use of appropriate and varied texts to meet pupil needs and interests. The positive impact of drama has encouraged pupils to talk before they write and this has been successful.

GR said that having one book for all writing had ensured consistent practice and standards across different subjects. MH said that pupils took great pride in their books and she was not prepared to compromise on the system school had developed – it’s working well.

MH also pointed out that children have a much better knowledge of assessment criteria which they use well to refine and develop their writing.

The weekly Big Write demonstrates the passion children have developed for writing.

She noted that staff at GH have been asked to support writing development in other schools and were benefitting from sharing practice and affirming the strengths of GH.

CG is also supporting schools across the county.

Regarding Y1 Phonics data, 2016 results showed a slight dip, however this was due to one or two pupils experiencing family difficulties at the time.

Consistent teaching has been implemented.

MH said that data had been compared within the Trust, using EYFS benchmarking. She explained that although attainment is in line with other Trust schools, the valued added factors indicate better progress. Many of GH pupils start at a much lower entry point but she was very proud that they were achieving as well as other schools and a challenging target of 85% reaching the required standard had been set for 2017.

P9

? The involvement of staff in supporting other schools is admirable but is there an impact for the staff and for GH.

MH noted that the quality of subject leadership was consistently high.

The science leader had enabled school to achieve Quality Mark Gold in Science and was currently leading Trust moderation and science development.

The Triad review had judged Subject Leadership highly and this could be attributed to the opportunities staff have to lead and support others. GR reported that subject leaders felt confident and supported and there was an open culture of feedback and development within school.

The involvement in other schools strengthen skills in subject leadership – confidence, coaching, mentoring. Within school, team work and a supportive ethos encouraged staff to take on new ventures without compromising their work at GH.

The mentoring/ coaching role of senior staff encouraged all staff to take on opportunities to support development and this empowered them to be more effective at GH.

MP reported that her secondment opportunities had provided first-hand experience of leading another school and she had gained greatly from this form of in service training and development.

At school level, the demands on staff are always high, but all staff reported that collaboration, team work and growth are enabled by the opportunities they had to work in different settings.

? Are opportunities available for all staff.

MH confirmed that all staff were encouraged to take on responsibilities for outreach work and this enabled them to grow in responsibility and to bring back best practice ideas to GH. This included support staff. Networking was an important aspect of school.

	<p><u>? Is there a danger that staff could be overstretched?</u></p> <p>MH acknowledged that this was always a danger, however the collaborative spirit and ethos of school promoted building different opportunities to affirm staff development and to build on the very high standards at GH. The open culture within school enabled staff to share concerns and this was monitored by senior team.</p> <p><u>? How do staff validate their judgements and the accuracy of their self-evaluation.</u></p> <p>MH said that external work and support confirmed the high standards at GH. External triad review and evaluation provided validation from other Trust leaders with the support of an external consultant. Within school moderation is consistent and involves all members of the staff team. WAGOLL examples are used extensively.</p> <p>Staff reported that assessment is honest and reliable. They are confident that professional discussions highlighted areas of uncertainty and secure judgements are then reached with colleagues</p> <p><u>Governors were assured that the judgements made by teachers had been validated and were secure and reliable.</u></p> <p>MH asked governors if her report provided sufficient information to enable them to fulfil their core functions.</p> <p>Governors found the report easy to read and understand. They asked if a RAG system could be introduced to help them to focus on areas of strength and those needing development.</p> <p>MH said she would try to use green for positive and pink for other areas – in line with pupil marking system.</p> <p>RESOLVED: Governors expressed their thanks for the informative report that enabled them to ask questions.</p>	
8.	<p>Finance aspects</p> <p>It was noted that financial matters are covered at Finance forum meetings.</p>	
9.	<p>Safeguarding updates</p> <p>a) Trust Safeguarding audit report</p> <p>MH reported that following the Trust audit report the following actions have been taken.</p> <ul style="list-style-type: none"> • Revised induction procedures for volunteers to increase awareness of safeguarding policy and practice. • Safeguarding posters now up in school 	

	<ul style="list-style-type: none"> • CEOP button on website. MH noted that all ICT lessons include on line safety reminders • Staff meetings regularly include safeguarding information • Termly “Multi agency “audit” includes all aspects of Safeguarding provision and practice • MY Concern software is being introduced alongside existing recording systems. <p><u>What is being done to ensure on line safety is practiced at home.</u></p> <p>MH said that school had provided opportunities for parents to receive training from Street wardens, PCSO’s and through assemblies. Parents were reminded about on line safety regularly through newsletters.</p> <p>b) GIP items Governors noted the information about:</p> <ul style="list-style-type: none"> • Children missing from school • Changes to first aid requirements • Changes to data protection requirements 	
10.	<p>Governor self-evaluation and governor development plan</p> <p>Governors noted that they were planning to defer this item until membership was complete. Discussions however identified an opportunity to start this process at the governor development day on 19th May.</p> <p>Action: 9.00am – start self-evaluation (TV to support)</p> <p>TV signposted the governors to the Governor competency framework.</p> <p>Action: Agenda item – autumn term</p> <p>Governors noted information in GIP relating to Link role.</p> <p>Governor training on Monitoring and Evaluation is taking place at VW academy on 22nd May 2017.</p>	<p>LGB</p> <p>LGB</p> <p>LGB</p>
11.	<p>GIP policies and procedures</p> <p>a) RE syllabus. MP confirmed that she had received training. She had checked coverage for KS1 with Emma Jardine.</p> <p>The difficulty for GH was establishing and embedding cultural links. Staff acknowledged that they sought cultural links within the community to support RE whenever possible, but first-hand experience was difficult.</p> <p>British Values were a strength of school and there was good evidence of pupils being encouraged and empowered to take on roles within the school community.</p> <p>b) The GIP contents were noted.</p>	
12.	<p>School celebrations</p> <p>MH reported that:</p> <p>a) Science GOLD quality mark had been achieved under leadership of Sean Madeley.</p>	

	<p>Governors asked for their congratulations to be passed on.</p> <p>b) The staff culture of smiling and supporting was a strength of school</p> <p>c) The growth in the capacity of GH to support other schools in outreach work should be celebrated by all.</p> <p>d) The quality of the curriculum and the opportunities available to all pupils was a great strength of the school.</p> <p>e) Governor involvement and increasing knowledge of the school reflected continuous improvement, despite depleted numbers.</p> <p>Special visitors to school had included:</p> <p>a) Mayor of Tamworth – award for project with Staffordshire regiment</p> <p>b) The CEO of Stephen Sutton Trust – who had heard about the quality of provision at GH</p>	MH								
13.	<p>Confidentiality</p> <p>No items were identified as requiring confidential minutes</p>									
14.	<p>Date and times of meetings (2017/18 – Provisional)</p> <table border="0"> <tr> <td>LGB</td> <td>Curriculum and standards</td> </tr> <tr> <td>Wednesday 4th October - LGB – 4.30pm</td> <td>Wednesday 8th November 2017 - 4.30pm</td> </tr> <tr> <td>Wednesday 21st March - LGB – 4.30pm</td> <td>Wednesday 17th January - 4.30pm</td> </tr> <tr> <td>Wednesday 27th June - LGB – 4.30pm</td> <td>Wednesday 25th April - 4.30pm</td> </tr> </table>	LGB	Curriculum and standards	Wednesday 4 th October - LGB – 4.30pm	Wednesday 8 th November 2017 - 4.30pm	Wednesday 21 st March - LGB – 4.30pm	Wednesday 17 th January - 4.30pm	Wednesday 27 th June - LGB – 4.30pm	Wednesday 25 th April - 4.30pm	
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Post meeting

Arising from this meeting as evidence that governors are actively fulfilling their roles in driving school improvement by challenging, supporting and holding school leaders to account, it was noted that:

- VB provided clear and focused leadership of this meeting, ensuring the agenda was followed, time was allowed for discussions and meeting finished early!
- All governors contributed to discussions
- Governors had sought triangulation evidence regarding school judgements through their questions.
- Governors used sharp question to hold HT to account and to ensure impact
- Governors identified self-development points.
- Governors reported clearly on first hand monitoring experiences.
- Governors have regularly engaged with other stakeholders.

The Chair thanked the Headteacher, senior leaders, staff, parents, pupils and governors for their continued contribution and support of Glascote Academy.

Page	Item	Action	Who?	Feedback
1	2a	New governor appointments subject to Trust approval <ul style="list-style-type: none"> • Details needed for data base • School website – governor page to be updated 		
2	4	Website update	Trust	
2	5	Update gov roles on website	Trust	

			VB	
		Send safeguarding info to MH and VB	TV	
3	6	Governor visit reports and photos to go on website	VB	
8	10	Gov Competency framework – Autumn agenda	MH/TV/VB	Agenda - autumn
	10	Training at VW on 22 nd May	LGB	
		Start self evaluation on Friday 19 th May	LGB + TV	