

## ACADEMY COMMITTEE MEETING

Date: Tuesday 30<sup>th</sup> November 2021  
 Time: 18:00  
 Venue: Hazel Grove New Library

Clerk: Pippa Wilkinson  
 Present: MS, SB, AB, GV, SW, BV, RK

### Agenda – Part 1

Category	Item	Notes	Action	
<b>1</b>	<b>Governance Arrangements</b>	Apologies	SK, AP and CF send their apologies	
		AOB items	N/A	
		Register of interests	No updates	
		Code of Conduct	Noted	
		Part 1 Minutes	Approved	
		Membership: Recruitment Update/Succession Planning	PW explained that there are enough governors at the moment and that we currently have a safeguarding and SEND governor lead which is the requirement. However, she explained that we can still recruit for more governors if the Head of School or other governors think this is appropriate. It was discussed that there could perhaps be a skills audit to determine if further governors are needed. It was also discussed that a member of the governing body has hinted they may not want to carry on.	
		Scheme of Delegation	Noted.	
		Trust Board Update	Noted.	

2	School Performance & Accountability	School Development Plan Priorities	<p>MS explained that there are a few changes to the SDP since the last AC meeting. He has focused on KPIs to make the discussion more targeted and useful for governors. MS discussed the cornerstones, the first being academic aspirations such as outcomes and the curriculum. This cannot yet be measured due to only being a short way into the new academic year however there will be indicators soon with the upcoming mock exams. MS explained that there has been a focus on Year 11s, who have been doing power hours and focused intervention sessions. The Head of School report will indicate what the data looks like.</p> <p>BV went on to explain what the first data grabs of the year look like. Overall, they are pleasing and if the children perform as expected from this data, it will be a successful year. Maths and English are looking particularly good at grades 4, 5 and above. BV also explained that departments have been cautious with these predictions. There is potential for another mock exam period between January and March and the school is hoping that exams will be able to go ahead as normal this year.</p> <p>Q. RK: If you are targeting grades at an aspiration of 4s and 5s, are you tracking those currently at grade 1-5?</p> <p>BV: Yes, usually students grades improve from the first forecasted grades. Those who are currently underperforming attend structured, tailored revision sessions.</p> <p>SW: Are the sessions done in small groups?</p> <p>MS: Yes as we want to target certain areas and groups of students</p> <p>SW: So most students are already hitting projected targets at this stage?</p> <p>MS: Yes</p> <p>GV: There must be an impact on staff doing these sessions and power hours?</p> <p>MS: Yes, all staff are involved. It is around this time when staff begin to get concerned about certain students so they like to be more hands on with support</p>	
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			<p>MS explained that the KPIs are all driven by outcomes. The final KPI in the document discusses the curriculum and getting these in line with Trust curriculums. Trust Directors are pivotal in this. Each department has progression maps and they are able to discuss curriculums with other school's departments across the Trust. MS explained that they always ensure the national curriculum is hit but also go above and beyond. Even the CEO is involved in the curriculum of core subject. MS explained there are also videos for open evenings which include subject leaders talking about their subject and demonstrating their passion for this</p> <p>SW: Which subjects do not have Trust Directors?</p> <p>MS: There are still some subjects such as Art, Media and Technology which don't have Trust Directors however we will build them in over time. For those subjects that do not have a Trust Director, the support is still there. Subject Leaders know the content of the curriculum in such detail, this is then implemented into classes.</p>	
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		<p>Head of School Report</p>	<p>MS discussed the Head of School report and attendance. He explained that nationally, attendance has been very low. The struggle has been with Year 11 students however HGHS is above national levels in all subjects. It is looking positive.</p> <p>RK: It is always that last 10%</p> <p>MS: Yes. Covid is also still playing a role, people are airing on the side of caution. Our attendance compared to other schools is on the higher side. Last year, Covid absence/attendance didn't count whereas this year it does.</p> <p>Q. GV: How does HGHS attendance compare to the other schools in the Trust?</p> <p>A. MS: It is similar. CHHS is slightly higher but it is close. SEN children also make a difference to figures.</p> <p>A. BV: The national average is around 90%</p> <p>Q. RK: It is important to be watching the persistent absentees. What are the typical reasons for persistent absence?</p> <p>A. MS: It varies. Can be poor structure at home, some parents refuse to send their children to school during Covid, could be a fallout in a friendship group.</p> <p>Q. RK: 5-6% is a significant number of students. Is it the same cohort each time?</p> <p>A. MS: No. Those who are often absent in YR7 might be the same in YR11 but there isn't really a pattern</p> <p>Q. RK: Do you talk to the parents?</p> <p>A. MS: Yes, automatic messages go to parents if their child is absent. We would also call and sometimes do home visits.</p> <p>RK explained that the Trust Board are trying to focus on attendance and finding patterns with this.</p> <p>MS: Next meeting I will bring some more granulated data on absence and attendance</p>	
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			<p>MS moved on to explain behaviour and the tracking of potential issues. The pastoral team are heavily involved and create action plans for poor behaviour. Form tutors also have conversations with students. The has shown data that the majority of incidents are from a core group in YR11. MS explained that a lot of time is going into these students to try and keep them on task. He also explained that exclusions in Stockport are the highest they have ever seen.</p> <p>Q. RK: What are the specific behaviour concerns?</p> <p>A. MS: Some students are not concerned about what grades they get. Defiant behaviour to learning. Had a few Pupil Discipline Committees recently.</p> <p>Q. SW: Could these students have reduced timetables?</p> <p>A. MS: In some cases, yes, however we do not want to make this standard practice. The LA also wouldn't allow this. We are looking into temporary days in a college for some students.</p> <p>BV noted that the culture in the lower school is different and behaviour is better. They want to protect this. Also noted that each year group is different and a 'one size fits all' approach will not work. MS also mentioned that the Behaviour Policy has been tweaked to ensure it is fit for purpose.</p> <p>SB: The Behaviour Policy is very clear. It is the foundation document for a PDC panel so is very helpful. It is natural that children will start to challenge the older they get however I am hopeful that the zero-tolerance policy will filter through year groups.</p>	
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		Sixth Form Proposals	<p>MS showed governors the plans for the new 6<sup>th</sup> form centre and explained there has been a positive response so far from students. The 6<sup>th</sup> form will sit on the centre of the HGHS site which will be beneficial as YR7-11 students will be able to see the 6<sup>th</sup> formers and hopefully want to join when they finish YR11. The 6<sup>th</sup> form will mainly be made up of HGHS students however hopefully with time, external applicants will apply. BV explained the competitor for the 6<sup>th</sup> form is Aquinas college.</p> <p>Q. SW: What subjects will be available?</p> <p>A. BV: We will offer all academic A-Level subjects. BTEC will not be offered.</p> <p>Q. AB: Will you look at T-Levels?</p> <p>A. BV: The specialism will be around A-Level subjects. We don't have the size to specialise in certain areas.</p> <p>Q. SB: What are the timeframes?</p> <p>A. MS: Current YR10s will be able to join as the first cohort.</p> <p>Q. AB: In terms of the building, how environmentally friendly will it be? Have you thought about carbon footprint?</p> <p>A. BV: Good question, this is something we can discuss with the architect.</p> <p>Q. AB: Perhaps heating/lighting could be considered. Have you thought about the building's history? It has a music history to it, there were gigs held in the building.</p> <p>A. MS: Great idea, I could have a look at some artwork</p> <p>MS explained construction will start at Easter but that the site will be blocked off and made safe for students and staff. MS also explained that they are being mindful of the current 6<sup>th</sup> formers. Current 6<sup>th</sup> formers are in the process of applying for universities. Manchester University are coming into school to discuss options with the students. Some are also considering apprenticeships and degree apprenticeships.</p>	
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		<p>Consultation on new school day</p>	<p>Head of School presented plans for the new school day. HGHS is currently the only school which runs on a different school day. With the new plans, there will be 6 shorter lessons which provides more flexibility and allows the curriculum to be balanced. It has been positive at CHHS. Form time will also be extended which is ideal as the cornerstones can be worked on during this time. MS explained that being on the same timetable as other Trust schools will help with uniformity and consistency.</p> <p>Q. GV: Is this timetable working well in other schools?</p> <p>A. MS: It is successful in other schools. Big gain for curriculums as they are currently out of balance. Subjects such as art, tech and computing do not get the same time whereas the new timetable makes this more balanced.</p> <p>MS explained that the timeline for the new school day starts with governors agreeing to consult, then there will be talks with union reps in school, then staff, parents and carers will be made aware in the new year. The Academy Committee will then make a final decision.</p> <p>Q. MS: What do you think the parent response might be?</p> <p>A. AB: I think it will be positive</p> <p>A. GV: Logistics might be an issue rather than teaching element e.g. pickups and drop offs.</p> <p>A. SW: Staff from CHHS could come over to advocate</p> <p>Q. MS: Yes definitely, we really want to get it right and will find it easier to predict issues. Is everyone happy to consult on this?</p> <p>A. All: Yes.</p>	
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3	Governor Monitoring	Finance Update	<p>MS asked governors to have a look through the latest finance update.</p> <p>Q. MS: Any comments or questions?</p> <p>A. AB: Pleasing that there is a surplus</p> <p>Q. SB: How much will 6<sup>th</sup> Form cost?</p> <p>A. MS: £2 million</p> <p>Q. AB: How is the Sports Centre doing?</p> <p>A. MS: It is back open and fully booked. We are building membership back up. Children also use the gym after school.</p>	
		Policies	<p>Q. RK: Is the Act of Worship policy new?</p> <p>A. SB: This is an existing policy but has just had amendments.</p> <p>MS asked if governors could read the Anti-Bullying policy and asked governors to approve all changes to policies.</p> <p>Governors approved.</p>	
		Safeguarding and SEND Link Updates	<p>AB gave thanks to C Franklin for arranging the meeting with the SEND Leads. Resource Centre staff numbers are being reduced due to a new specialist provision which has opened. Numbers of neuro-diverse students is going up. There were some concerns from Teaching Assistants about retention however they have recently been moved up a salary scale to ensure consistency across the Trust. AB explained he will meet with staff each term; next meeting will be in March.</p> <p>SW explained she had her first meeting which was more of a briefing about current safeguarding processes and the staff involved. They reviewed the Safeguarding policy and looked at Trips and Visits. Also spoke about getting all staff Safer Recruitment trained.</p>	
4	Governor Developme	Governor training plan	All governors have signed up to PDC training. Most governors are also signed up to the Ofsted training which will discuss the role of governors during Ofsted.	

5	Community Engagement	Stakeholder Engagement	<p>Q. RK: How often are parents evenings happening?</p> <p>MS explained there is a schedule of virtual events – parents evening and also focused meetings for different subjects. Stockport have said no large events can happen in person but there is hope this will change soon. BV also explained there is a Duke of Edinburgh meeting virtually and a staff panto and musical in Feb, governors are more than welcome to come and see it.</p> <p>Q. GV: What kinds of social media does the school use and is it moderated well?</p> <p>A. MS: There is an official twitter group and Instagram page. There is also a Facebook group for parents however school are not involved in this.</p>	
	AOB		N/A	
	Meeting Dates:	2021-22	Autumn 1 Autumn 2 Spring Summer	21/09/2021 30/11/2021 01/03/2022 28/06/2022