



PRIVATE AND CONFIDENTIAL

ACADEMY COMMITTEE MEETING

Date: Tuesday 22nd June 2021
 Time: 6pm
 Venue: HG Sixth Form

Clerk: P Wilkinson (Assisted by A Robertson)
 Present: M Stewart, C Franklin, B Vickers, S Blades, A Bentley, R Kumar, A Phillips, S Keyworth, G Vout, S Warner

Action	Initials
Clerk to send list of training courses to be completed by Governors	PW
Clerk to liaise with IT to sort WIFI access for G Vout	PW

Agenda – Part 1			
Category	Item	Notes	Action
1 Governance Arrangements	Apologies	M Vevers and V Horsfield sent their apologies for not being able to attend	
	AOB items	Leaving card for VH. Suggested that the committee club together to get a leaving present. Liaise with PW to arrange this.	SB/PW
	Register of interests	GV explained he is also a governor at another school. Check website and let PW know if not correct.	GV/PW
	Code of Conduct	SW and GV have now signed. Code of Conduct will need to be signed by governors again in September.	
	Part 1 Minutes	The minutes from HGHS ACM3 were approved by the governors.	
	Membership: Recruitment Update/Succession Planning	Trips and Visits – PW explained that a governor is needed who is willing to approve Group 3 and 4 visits. This includes UK residential trips or any trips with dangerous elements. Potentially sign off Group 3 visits electronically and come into school to sign off Group 4 visits. SK and SB both volunteered. Agreed that PW will email both when a trip needs to be signed off and then will decide between them who will sign it off. RK asked if the trips would include Duke of Edinburgh. AR confirmed it would. RK asked if there is a Trust wide policy – AR believes there is. PW to circulate the policy.	PW PW

			<p>MS also explained that a governor is needed as a designated Safeguarding lead and another designated to SEND. AB will be SEND and SW will be safeguarding.</p> <p>Vote for new Chair to replace VH. SB volunteered to take over Chair role. SB left room while other governors voted. Resounding yes, congratulations to SB. AR advised that the Vice Chair position can be decided during the September meeting.</p>	
		Scheme of Delegation	No notable changes	
		Trust Board Update	<p>Q. MS – any comments? A. GV – seemed really good, a glowing report for the teachers. A. SK – cannot see any issues</p>	

2	School Performance & Accountability	Scenario Planning	<p>The Head of School explained that the Scenario Planning documents are the Trust Directors’ responses to recover and plan the school curriculum as a result of the gaps left by covid. Since HGHS joined the trust, they have been trying to merge curriculums to ensure consistency and make sure there is uniformity across the trust. MS discussed the School Development Plan and the disruption due to Covid 19. Introduction of the House system has been positive but looking to really push this next year. Will also now have a specialist Careers Advisor to help YR9 and YR10 students. The Sixth Form has been approved and we plan to have a cohort ready and keen to join the new Sixth Form. Next steps are to push the co-curricular offer such as Trips, House system etc. Need all members of staff to recognise where the gaps are for students. The first meeting in September will showcase the new/refreshed School Development Plan.</p> <p>Q. MS – Any questions?</p> <p>Q. RK – Is everyone aware of the Trust Directors and their role?</p> <p>A. MS – Yes, it’s about all Trust staff collaborating and sharing expertise e.g. Trust Inset Day. This is the benefit of being in a Trust as we can communicate with other specialists/departments across the trust. We started with Trust Directors for Ebacc subjects but we have now branched out to Music and PE as well. With regards to this, MS Teams has been good as its allowed easier communication across the schools, guest speakers to join and stimulated discussion.</p> <p>Q. AB – As we get better at using MS Teams, it would be great to start using more features such as breakout rooms. Have you heard of Creative Minds?</p> <p>A. MS – No I don’t think so.</p> <p>A. AB – Its an Arts and Heritage organisation who come into schools. Cross-curricular.</p> <p>Q. MS – Would this be a cost or is it a charitable organisation?</p> <p>A. AB – Not too sure.</p> <p>MS will look into.</p> <p>Q. SW – When are you planning to start running visits</p>
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			<p>and residential again?</p> <p>MS – We are talking about launching these straight away. Students only have a finite amount of time at school and need something to look forward to after cancelled trips. Need to make sure any plans are affordable.</p> <p>Q. AB – Are headsets provided for students? Those who are working from home may struggle to concentrate due to their circumstances.</p> <p>MS – Can look into this</p> <p>Q. GV – Scenario planning is a great exercise. They all seemed to follow the same structure. Are they all online?</p> <p>A. MS – Yes they are. Some curriculums are similar and some have significant changes. The delivery and content of each subject also varies depending on the Trust Director.</p> <p>Q. GV – Are the targets regulated? How do you make sure they are benchmarked and how do you ensure they are challenging?</p> <p>A. MS – There have been lots of changes to target setting particularly as the last two years of data are not comparable with previous years. We benchmark internally and also look at other schools across the Trust. There are also differences with the primary schools. We make sure to conduct observations, make comparisons with the other schools and always set challenging targets. We set targets that we don't expect to meet but we always aim to.</p> <p>RK commented that every school and every student is different.</p> <p>GV – The targets seem to underpin the mission statement of the school.</p> <p>A. MS – Absolutely – targets have improved massively. We want to ensure that all staff understand the target culture. We try and make sure that staff feel reassured that they won't be scolded if they don't meet targets.</p> <p>School culture is aspirational from when students start in YR7 right up to YR11.</p>	
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		<p>BV Teacher Assessed Grades Training</p>	<p>BV explained the teacher assessed grade awarding process and discuss the size of the task given it needed to be standardised. Training was provided to staff to ensure there was no bias and that the guidance provided by the exam board was understood and what exam material could be included. The assessments provided flexibility to use materials that were appropriate to the school and based on what had been taught. The process differed from last year in that there was no algorithm and the results would be shared earlier.</p> <p>BV discussed the evidence that must be provided in the event of an appeal. Also, the exam boards spot check sample results and ask for evidence to prove grade awarded.</p> <p>The TAGs were signed off by at least two members of staff and SEN and pastoral links were engaged to take into account extenuating circumstances.</p> <p>Q. SB – What happens if the exam board find an issue?</p> <p>A. BV - They may come back and ask for more samples but it is very difficult for an exam board to assess so many moveable elements to hold a school to account e.g. correct time allowed for the exam, open book etc.</p> <p>BV shared key dates in the assessment and reviewing process and advised the board that an appeal guide had been shared with parents.</p> <p>SB commented on how robust and thorough the process was and the amount of hard work that had gone into it.</p> <p>Q. RV – How did you handle students who had isolated more than others?</p> <p>A. BV – This was taken into account along with prior evidence of assessments that had been completed. Any missed assessments were followed up with the students. Covering work while a student is logged on as opposed to face to face is so difficult as you can't assume that a piece of work has been fully covered and understood. There has been a lot of pressure on staff with TAGs especially with the media attention.</p> <p>Q. SK – Have there been any discrepancies in the grades?</p> <p>A. MS - We are confident they are correct.</p>	
		<p>Head's Report</p>		

			<p>Q. SK - Are the students confident with the process? A. BV & MS – They have bought into it and found it less stressful with no exam hall and being able to sit the assessments in the classroom with their teacher.</p> <p>Q. MS - Any Q's regarding the rest of the Head's Report? Attendance, behaviour, exclusions? We have talked before about cornerstones, when we meet again in September, there will be a section in the Head's Report about academics and behaviour with a cornerstones view. This will be beneficial when talking about culture. Each meeting will cover one cornerstone.</p> <p>Q. AP – There seems to be quite a difference between boys and girls with regards to exclusions. Is this something the school is thinking about?</p> <p>MS – Yes, it's something we take very seriously, particularly with regards to physical altercations. Boys tend to be more involved with fights. We try to use extra support when we can and work with students when we can. We do recognise the issue.</p> <p>Q. AB – Do you have anything to say about the sexual assault report?</p> <p>A. MS – Yes, it's a national issue and Ofsted have completed a report which is on the website. It includes testimonies around this topic. It doesn't just happen in certain schools, but happens everywhere. CF sees this first hand as our safeguarding lead. We have now appointed a Trust Director of Pastoral Care who will work across the trust and can implement any changes we need to. We particularly want to start open conversations with some of the boys, tackling low level, 'throw away' comments early on. Some do not realise that this is damaging. We also want to ensure that the right people are having these conversations, for example, a male role model in school.</p> <p>A. AB – There is definitely a national culture around sexual assault. It has to be tackled early in schools as small things can lead to big issues. It needs to be part of the culture.</p> <p>Q. AP – It is important to discuss with students their perceptions around this topic. Needs to be more than just a policy.</p> <p>A. MS – Yes definitely, we are already starting to have these conversations. Access to the internet is also an issue, it is impossible to limit. We can't shelter them</p>	
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			<p>from this but we can educate and can start open discussions. We recognise that harmful language has become normalised around this topic and we want to make sure our staff are challenging this.</p> <p>RK – It is definitely a complex subject</p> <p>A. MS – Yes it is. Influence of peers is huge. We are aware of the issue and are starting to have conversations around this topic.</p>	
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3	Governor Monitoring	Finance Update	<p>Q. GV – Will we get money back from exam boards? Will there be any charges?</p> <p>A. MS – This is being discussed but nothing has been confirmed yet. We really shouldn't be charged as we haven't had any exams.</p> <p>Q. RK – The funding of the Sixth Form seems to be the main cost.</p> <p>A. MS – Yes, I'm hoping that next time we meet, we will have some plans for the Sixth Form. Work is starting and we really want to start getting students on board.</p>	
		Risk Register	No updates on this.	
		Policies	<p>Q. SB – Any questions about the policies? All changes seemed fairly minor.</p> <p>Q. GV – Has the uniform policy been reviewed? Branding of the PE kits etc?</p> <p>A. MS – Yes, the uniform is very new. We have tried to do minimal branding. The second hand aspect is important too. We have tried to make everything cost effective and still have some students in old uniform. We will continue to review the uniform. We are aware of families in need and pastoral staff are there to help.</p> <p>Q. GV – Could the PE kit be unbranded?</p> <p>A. MS – I'll double check which parts are branded, I think most are unbranded.</p> <p>Q. AB – The part which says benchmark for short haircuts, what does that mean?</p> <p>A. MS – This was actually taken from the CHHS policy. The benchmark is no shorter than a number 2. The majority of our students have short, smart hair so it isn't usually an issue, we're just trying to avoid very short hair or showing skin.</p> <p>Q. AB – I can understand but is it worth having it in the policy?</p> <p>A. MS – Yes I can see what you're saying. We just don't want anything extreme.</p>	

		Annual Report	<p>Q. MS – Any other questions?</p> <p>Q. AB – Is neurodiversity covered in the Accessibility Plan?</p> <p>A. MS – I think neurodiversity is covered in another of our policies. I will speak to the SEND Director and ask which policy this is in.</p> <p>Q. AR – Is everyone happy to approve the policies?</p> <p>A. All – Yes.</p> <p>AR – I have completed this. This report includes the basics of what we have discussed in each meeting throughout the year. Essentially, it is the highlights from each meeting.</p> <p>Q. RK – Is it rolling throughout the year?</p> <p>A. AR – Yes, it’s completed over the course of the year and will be sent to the board. Please feel free to send over any feedback separately.</p> <p>RK – I always feel that any questions raised are answered and that prep materials are available. We can see progress during each meeting.</p>	
4	Governor Development	Training Governor Verbal Update	<p>Q. AR – Has everyone completed the online training courses? If yes, please could you send confirmation to PW.</p> <p>AR – PW will send out the 4 courses that need to be completed. The deadline is the end of the year.</p>	PW
5	Community Engagement	Link Governor Verbal Update	<p>It was felt this item was not relevant at this time.</p>	
	AOB		<p>No other business was raised.</p>	

	Meeting Dates:	2021/22 Meeting Dates	Next years meeting dates were noted. Autumn 1 – 21/09/2021 Autumn 2 – 30/11/2021 Spring – 01/03/2022 Summer – 28/06/2022	
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