



ACADEMY COMMITTEE MEETING

Date: Monday 18th March 2024

Time: 4.45pm

Venue: Priestnall School

Clerk: N Burgess

Present: R Howarth, M Farrar, K McKnight, A Morrison, L Burridge, H Eckhardt, E Warrington and T Clarey

Action	Initials
Governors to report any changes to their register of business interests to the Clerk	All
To update on recruitment to Academy Committee following a recent application received	MF/RH
Governors to inform the Clerk if they have completed Safer Recruitment training	All
To arrange a SEND Link Governor visit to school	LB
To arrange a further PP Link Governor visit to school	KM
To discuss university links following this meeting	MF/HE
Governors to send their training certificates to the Clerk for retention	All

Agenda – Part 1 -

Category	Item	Notes	Action
1	Governance Arrangements	<p>L Mills and T Coltman attended to present to Governors the MFL Curriculum at Priestnall.</p> <p>TC detailed the rationale of the curriculum which had originated from CHHS. Curriculum and pedagogy are similar trust wide and there are 4 core concepts: Speak First, Creative and Cultural Contexts, Grammar Progression and Retrieval Practice.</p> <p>LM informed Governors that in year 7 lessons the curriculum is taught speech first and no books are used in the first half term. No English is spoken at all, only the target language, and there is no written word. Students have a language lesson every day. After the first half term every lesson starts in the target language – retrieval practice is vital in languages. Spanish and French are currently taught at Priestnall.</p> <p>Following the trust wide model students will be entered for their MFL GCSE at the end of year 9. Students would then be able to select a second language to study in years 10 & 11. For students who wish to study an A Level in their first language there is a bridging unit offer. This can be in the form of a lesson per fortnight or an elective.</p>	

		<p>Q – How many students go on to study a second language at KS4? A – At CHHS it is 15% and the national average is 2%.</p> <p>Q – Do many students take up the opportunity of the bridging unit? A – At CHHS take up is around 15%, approximately 30 students. The unit is to maintain students language skills during the gap between year 9 and A Level.</p> <p>Q – Here at Priestnall how many students are currently studying a language? A – 50 students in year 10 and only 25 in year 11.</p> <p>In addition to the curriculum taught there is also co-curricular enhancement. Since September 2023 this has included Language Ambassadors, Global week to raise the MFL profile, Spelling Bee and also the addition of MFL trips offered to the country of the language studied. Trips bring the subject to life for the students and provide a chance for them to speak in the target language.</p> <p>Q – Do students reach their potential in year 9? A – Yes, they do better as they only have the one subject to focus on and it also shows the students what they are capable of when they sit their other GCSEs in year 11.</p> <p>Q – How can we support disadvantaged students to attend the trips? A – We can offer some financial assistance. We ask that parents/carers to pay the initial deposit as a commitment to the trip.</p> <p>Q – In terms of the curriculum reform how will this be managed and do you anticipate any complexities? A – Year 7 will take the new GCSE. The only complexity at present in the current KS4 use a different exam board. It will take a couple of years work to move across to the new exam board and work is being done trust wide to prepare for this.</p> <p>Governors had no further questions. TC and LM were thanked for their presentation and left the meeting.</p>	
	Apologies	Apologies were received from C Brown.	
	AOB items	Governors wished to discuss Equality and Diversity at Governor level. This is something which needs to be considered going forward.	

			<p>KM and MF informed Governors that this is something they will be reviewing outside of the meeting to also gain a better understanding of how the Trust handles this in teaching staff recruitment. To also consider what more needs to be done to encourage representation.</p> <p>RH confirmed that M Vevers would be attending the next meeting to present the Anti-Racism Charter.</p>	
		Register on Business Interests	Governors were asked to report any changes in their record to the Clerk.	All
		Minutes of previous meeting	<p>Minutes of the meeting held 15th January 2024 were <u>approved</u> as a correct record of the meeting.</p> <p>Matters arising: D Brown will be delivering PDC training to Governors at the start of the next meeting. Register of business interests has been updated and published on the school website Governors to send their completed Link Visit proformas to the Clerk GDPR training to be completed by the end of the month and certificates sent to the Clerk</p>	
		Membership: Recruitment Update/Succession Planning	<p>An application has been received from a prospective governor. RH and MF will be meeting is due course and will update Governors on the progress of the application at the next meeting.</p> <p>Governor recruitment remains a focus ongoing.</p>	RH/MF
		Scheme of Delegation	There were no material changes to note to the Scheme of Delegation.	
		Trust Board update	Governors received a summary report of the November 2023 Trust Board meeting and had no further questions.	
2	School Performance & Accountability	School Development Plan priorities	<p>The School Development Plan was circulated prior to the meeting.</p> <p>The plan is currently being reviewed and RAG rated by SLT and individual departments are in the process of reviewing theirs.</p>	

		Ensure delivery of school curricula and assessment in line with Trust approach	RH verbally confirmed the delivery of the school curricula and assessment in line with the Trust approach.	
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		<p>Review Head of School report</p>	<p>The report was circulated prior to the meeting and questions were invited.</p> <p>MF commented that on page 6 of the report the assessments looked consistent. It was confirmed that the data for autumn term was Teacher Assessed Grades (TAG) and for spring term was as a result of the mocks.</p> <p>It was noted that English and Maths had recently done a second set of mocks and assessments had been completed in other subjects. Updated data is due in the week following this meeting. A second year 11 parents evening had been held 26th February.</p> <p>Year 11 are very focussed and working hard towards their exams. There are 25 school days left until the first GCSE examinations. There is lots of wraparound and intervention in place for the year group. It was discussed the impact the pandemic had had on their education as they were in year 7 when the lockdowns were in place.</p> <p>SLT are currently looking at the barriers to using Bromcom to analyse Electives uptake.</p> <p>Q – In terms of behaviour, suspensions are much higher this year than in previous years. Why is this?</p> <p>A – Students are learning how to behave and staff are consistently applying the behaviour policy. We are also intervening in the route of the behaviour rather than just the incident.</p> <p>A big focus is behaviour in the community outside of school hours. We are working with parents/carers to address this.</p> <p>Q – In terms of persistent disruptive behaviour is this any particular year group?</p> <p>A – There are higher instances in years 8 and 10. We are looking into possible links. We are also increasing supervision in the community and reviewing our interventions. In some cases, the behaviour can become entrenched and is harder to remove, in the wider context this is why we are working with families and looking at behaviour in the community. This remains work ongoing.</p> <p>Q – Are there any underlying SEND needs?</p> <p>A – Yes SEMH needs have been identified. We are able to identify due to cohesion with our Pastoral and SEND teams. We really pride ourselves in getting to know our students and this also means we can put interventions in place.</p>	
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		<p>Visions and Values – House System</p>	<p>HE presented to Governors the rationale behind the House System in Laurus schools.</p> <p>The Laurus Trust vision is the starting point. “For student, regardless of background or circumstance, to acquire the knowledge and develop the qualities which will open the door to the future of their choice.</p> <p>The four cornerstones are: Academic Aspiration Culture, Creativity and Rhetoric Competition and Physical Endeavour Leadership and Service.</p> <p>All Cornerstones are embedded throughout the schools and the Trust and underpin everything. It is important to be able to look at the description of the Cornerstones to see the link to what is done. Cornerstones are a vital part of a Laurus Education.</p> <p>The House System was detailed to Governors. There are 5 Houses, Citius, Altius, Laurus, Magnus and Fortius. Each name represents a quality. The House System raises attainment and improves progress, improves behaviour and rewards positive behaviour, develops belonging and connectedness to each other and to school, provides student leadership opportunities, encourages healthy competition, and provides opportunities for charity fundraising.</p> <p>All students and staff are allocated a house and there are opportunities for House Sport competitions and also wider house competitions.</p> <p>It is proposed to launch to staff next term, and appoint Heads of House. It will then also be launched to students, including year 6 on their transition day, and will be in place for September 2024.</p> <p>Q – Will forms be students in mixed houses? A – No, students in a form will all be in the same house. Siblings will not necessarily be in the same house.</p> <p>The House System provides an extra layer of support for our students. It raises the bar for behaviour for learning and mean students don’t just comply, they engage. The system also provides an opportunity for individual and collective rewards.</p> <p>At Priestnall the structure will be grown over time and team roles and responsibilities will be available for</p>	
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			<p>students to apply for. The system will be bespoke to the school and will develop a sense of belonging. There are also benefits for staff with staff competitions available.</p> <p>Q – Will there be a mix of childrens representation to apply for the roles? It must be representative of our student body.</p> <p>A – Yes there will be opportunities open to all our students, including House Captains and Sports Captain roles. Heads of House are involved in the recruitment of the students to their teams. The House System will also increase the number of student leadership opportunities.</p> <p>Governors were pleased to hear the plans and looked forward to receiving future updates.</p>	
3	Governor Monitoring	Finance update including pupil numbers, benchmarking and value for money	<p>Management accounts to 31st January 2024 were included in the documents circulated prior to the meeting.</p> <p>RH commented that agency costs should start to reduce following the recruitment to some vacancies in school.</p> <p>There is no profit made on trips and also catering.</p> <p>There is a deficit to report but this is well controlled.</p>	
		Risk Register – review risks and any significant changes in risk levels/mitigating actions	<p>The Risk Register has been reviewed by RH and MF. Risk were identified and mitigations and controls for the risks are in place.</p> <p>The building is a risk due to the amount of work required. Work has already started on the refurbishment of the Recreation Centre.</p> <p>Work will be done over the summer on the Library and there will also be some work completed in the Music and Performing Arts areas.</p>	
		Policies – undertake school level reviews	<p>There were no policies for approval at this meeting.</p>	

	Ensure curriculum policies (eg Religious Education and Relationships, Sex Education) Behaviour and Welfare are in line with statutory guidance	RH confirmed that the school policies are implemented in line with statutory guidance.	
	Safeguarding and SEND Link Governor updates	<p>MF has visited school twice so far and is working through the Link Visit proforma which is proving very useful to give structure to the meetings. Visits are scheduled half termly.</p> <p>MF has recently completed Safer Recruitment training and suggested this as an option to other governors, although not compulsory. Governors are advised to inform the Clerk if they have completed this training.</p> <p>MF suggested it would be good to have a LAC Governor role in place and is awaiting a decision from a governor.</p> <p>LB is due to arrange a SEND Link Governor meeting for next term.</p> <p>KMc, as PP Link Governor, had met with J Windsor and had reviewed the data. A further meeting will be arranged after the Easter break, following the next round of data collection.</p> <p>The meeting had also focussed on how funding is received and allocated, including for university visits for students.</p> <p>MF and HE agreed to discuss university links outside of this meeting.</p>	<p>All</p> <p>LB</p> <p>KM</p> <p>MF/HE</p>

		<p>Review educational achievement of looked after/previously looked after children (Designated teacher update)</p>	<p>Anonymised data was circulated prior to the meeting. There are currently 6 LAC in school.</p> <p>For the students in year 9 the data is taken from tests on entry.</p> <p>Attendance was discussed and there is one particularly complex case which impacts on the attendance of this group of students.</p> <p>Q – Are the children all Stockport LAC? A – Some are and some are from Manchester. We are able to access support from both Stockport and Manchester.</p> <p>Q – To EW – is there any support from the Trust for staff wellbeing as some of these cases can be difficult emotionally? A – Yes, Leaders are very supportive and we are a very close team here at Priestnall, there is also lots of trust wide support. It is vital to remember that although there can be lots of downsides there are also some very rewarding aspects too.</p> <p>For our Pastoral Team there are also opportunities to meet formally fortnightly and also informally on a daily basis.</p> <p>Each LAC is a very individual case and the necessary support is very different for each student, including the support they receive from outside agencies.</p> <p>Q – Has there been any attachment training done in school? A – Heads of Year are receiving training but this has not yet been delivered to all staff. De-escalation training is being delivered in the coming weeks, including how the brain develops and how early life experiences affect students.</p>	
4	Governor Development	Review Trust Training Plan	Governors were asked to complete the GDPR training as soon as possible and to send their completed certificates to the Clerk for retention.	All
		Minute any training undertaken by Governors since the last meeting	MF has completed Safer Recruitment, GDPR and Prevent training. L Burrige has completed GDPR. K McKnight has completed GDPR.	

5	Community Engagement	Stakeholder engagement	We are working to address any issues around student behaviour in the community. SLT will be considering further at their next meeting and working on key areas to be able to work out the best approach.	
6	AOB	KS4 curriculum offer		
7	Meeting Dates:	To note	Monday 24 th June 2024 at 4.45pm	

Impact of Meeting / Key Outcomes

Governors received a presentation on the MFL curriculum at Priestnall

Governors reviewed the School Development Plan

Head of School confirmed delivery of the school curricula and assessment in line with the Trust approach

Governors reviewed the Head of School report

HE presented to Governors the House System which will be effective from September 2024

Risk Register was reviewed by Governors

Head of School confirmed curriculum policies are in place in line with statutory guidance

Governors reviewed the educational achievement of LAC/PLAC

Meeting closed at 6.30pm



M Farrar
Chair of Academy Committee
24.06.2024