

ACADEMY COMMITTEE MEETING

Date: 15th March 2022
 Time: 4.30pm
 Venue: Cheadle Hulme Primary School

Clerk: N Burgess
 Present: Z Tatton, N Samuels, J Thornley, L Woolley, E Drake, R Thompson, N Samuels and I Ince

	Action	Initials
2	JT asked, as a new Governor, for a list of acronyms used in schools be to sent	Clerk
2	SEND Audit report to be shared with Governors at the July meeting	ED
3	To signpost parents/carers to the PTA second hand uniform sale via the weekly newsletter and a statement to be added to the website by September 2022	ED/RT
4	Governors to email LW or MD if they wish to attend the training session 17.05.2022	All

Agenda – Part 1				
Category	Item	Notes	Action	
1	Governance Arrangements	Apologies	Apologies were recorded from M Dyer.	
		AOB items	There were no other items of business to raise.	
		Register of interests	There were no changes to the Register of Business Interests recorded.	
		Part 1 Minutes	<p>The minutes of the meeting held 7th December 2021 were <u>approved</u> as a correct record of the meeting.</p> <p><u>Actions from previous minutes:</u></p> <ul style="list-style-type: none"> • Work is currently taking place to recruit more members to the PTA from other year groups in school • ZT had questioned how many visits to school would take place and was awaiting a reply from SENCO • Currently there were no further additions to the Annual Report • All Governors confirmed they were able to 	

			access Laurus Institute SharePoint	
		Membership: Recruitment Update/Succession Planning	<p>Adverts have been run on Inspiring Governance and Academy Ambassadors recently. There have been a few expressions of interest and LW will contact to have initial conversations in the coming weeks.</p> <p>The next Parent Governor election will be at the end of the academic year and there is a need to co-opt additional Governors in the meantime.</p>	
		Scheme of Delegation	There were no changes to note to this document.	
		Trust Board Meeting Summary	Governors received updates from the previous two Trust Board meetings. There were no questions relating to the content of the reports.	
2	School Performance and Accountability	Pupil Outcomes (Progress towards KPIs)	<p>Assessment week at CHPS was the week prior to this meeting.</p> <p>Early Years are on track for 85% GLD and Year 2 phonics are currently 89%, both of which are very positive outcomes. Staff are mindful of the need to continue some small group teaching.</p> <p>Year 1 are currently on track for 82%. A meeting has already taken place with the Year 1 team to plan the timetable and intent for the coming term.</p> <p>The final assessments will take place in June and following analysis data will be presented at the next meeting of this committee.</p> <p>Q- NS asked do you see a gap? A – Yes, there has not been the strongest start to the school year due to Covid. It is vital to address to prevent implications further down the line.</p> <p>There is an option to re-sit in the Autumn term of year 2 for a small number of individual pupils.</p> <p>RT presented to Governors the Inspection Data Summary Report (IDSR). This is a web-based platform for a snapshot of curriculum data. Areas of the report marked as grey are nothing to note and text in bold is significant data. Governors were informed there are gaps in some of the data in the report as the school is not currently full in all years. The report also details the make-up of the Trust as a whole.</p> <p>RT commented that the school were proud of the achievements within the report but they could be built</p>	

			<p>on for the future. Governors commented they were very impressed with the data shown albeit limited due to the eligibility of pupils for statutory assessments on roll at this time (EYFS to Y3).</p> <p>Q – Do you count Covid absence within the absence figures? <i>A – There is a paragraph within the report to cover the absence and there has been a significant amount of government direction on absence codes to use.</i></p> <p>There are no exclusions/suspensions to report.</p> <p>JT asked as a new Governor it would be helpful to have a list of acronyms used within schools.</p> <p>Q – JT asked when the school would be expecting an Ofsted inspection? <i>A – normally a school would be inspected in the first 3 to 4 years of opening, but this has been delayed due to Covid.</i></p> <p>Deprivation indicators within the report are low.</p> <p>In terms of ethnicity there are two larger groups and this is carefully considered when curriculum planning.</p> <p>The data within the report is used to inform the inspection judgement of a school and is backed up by the actual inspection.</p> <p>Q – Is the data input manually? <i>A – the data is taken from the Census data which is input by the school admin team.</i></p>	Clerk
		School Development Priorities	<p>The School Development Plan (SDP) is in four sections. The focus for this meeting is section 1 – Ambitious curriculum.</p> <p>The SDP is separated into key areas of vision, reality, barriers and strategies. The vision is that all children are:</p> <ul style="list-style-type: none"> • Secure in their essential knowledge • Provided with a rich and relevant curriculum which prepares them for a world they know and a world yet to be discovered • All pupils make progress and attain highly • There is purposeful collaboration with other schools within and beyond the Trust <p>The SDP clarifies where we are as a school, what the</p>	

			<p>barriers are and where we want to be.</p> <p>Essential knowledge – what does essential/powerful knowledge look like and how to we capture it? Knowledge organisers are used by teachers as a planning and monitoring tool.</p> <p>Interventions – Pupil Progress Reviews (PPR) take place and planning is revisited accordingly. Lots of work takes place around the impact and monitoring the impact.</p> <p>Visits - school can now take place again and children remember and enjoy the visits which take place and visits enhance their learning. Forest School is now an area of focus for CHPS.</p> <p>Vocabulary – is linked to knowledge organisers and allows the children to understand a wider vocabulary. Cross curricular vocabulary is vital for pupils.</p> <p>Inclusion – is vital to ensure that all pupils needs are met. Marking and feedback is used to aid planning.</p> <p>Opportunities for collaboration – There are already opportunities for collaboration with Laurus Cheadle Hulme – including Science week, Sports and a future Festival. There will be more opportunities for collaboration as the schools reopen to external visitors.</p> <p>Q – NS asked are there any opportunities with other local schools? <i>A – Obviously as LCH share the same building the opportunities are readily available. CHPS has opportunities for links with Gatley Primary School and has obvious strong links with Gorsey Bank Primary School. Further links will be made ongoing. There will be links within the Bramhall cluster and other Stockport schools through the Sports Partnership.</i></p> <p>Q – ZT asked if there are any sports competitions against other schools or are these opportunities only for years 5 and 6? <i>A – There will be festivals where schools can meet together and there will be opportunities for KS1 and KS2. The competitive elements tend to be for the older year groups in KS2.</i></p> <p>Q – ZT asked is there a cross country club at CHPS? <i>A – There is no club at present, cross country is part of PE lessons.</i></p>	
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		CHPS will be part of the cluster of 20 schools and therefore will be future opportunities to expand these links.	
	School Self Evaluation – SEND Audit	<p>The SEND audit is an internal form of Quality Assurance (QA). The audit was completed by the 2 Trust Directors of SEND who visited classrooms and spoke to both children and staff.</p> <p>The report had been received by school leaders in the day prior to this meeting and will be ready to share at the next meeting. It was commented that it was a glowing and positive report which leaders will be proud to share. ED commented she was very proud of the team.</p> <p>A strength identified in the report was the quality of SFPs and the parent and student information included within them.</p> <p>Differentiation in lessons is vital to allow all pupils to access and where necessary with support.</p> <p>An action from the report in terms of thresholds was to flag any concerns, monitor the process and define the timescales and ensure that all diagnostic tools are in place to allow early identification.</p> <p>ZT commented that the SEND Audit would be a useful focus for the next visit to the school as SEND Governor.</p>	ED
	Behaviour and Safeguarding Update including attendance	<p>The Behaviour and Safeguarding March 2022 update was circulated prior to the meeting.</p> <p>ED agreed to share the template for the identification of Vulnerable Pupils at the next meeting.</p> <p>Governors were informed that all staff have completed Prevent Training.</p> <p>A Stockport Safeguarding Audit has been booked for 27th April 2022.</p> <p><u>Attendance</u> Figures were affected by Covid in January 2022 following the Christmas break. Covid has a separate absence code but does count to overall attendance figures and the figures are shown in red within the report. The school took the decision to cancel school assemblies in the Spring 1 term.</p> <p>It is hoped that by the next meeting the attendance figures will show an improvement.</p>	

			<p><u>Punctuality</u></p> <p>There are currently 5 families who have been sent a letter of concern with regards to attendance and punctuality. One face to face meeting had taken place prior to half term and there have been significant improvements to the punctuality of this family. Breakfast club is offered as an option to some families who may struggle with punctuality.</p> <p>Q – Who pays for breakfast club for these families? <i>A – On this occasion the parents are paying for the provision but there could be a need in the future for financial assistance for some families. This will be reviewed on a case by case basis.</i></p> <p>It was noted that of the 5 families the issue was punctuality and not attendance. Governors were informed that no families were being monitored by the Education Welfare Service.</p>	
3	Governor monitoring	<p>Policies (Undertake school level reviews and note phase/Trust level policies)</p> <p>Ensure curriculum policies (eg Religious Education and Relationships, Sex Education) Behaviour and Welfare policies are in line with statutory guidance</p>	<p>From September 2022 new guidance comes into place to advise schools to look at their policy/guidance to review to keep branded items to a minimum in order to keep costs as low as possible for parents/carers.</p> <p>Schools should also ensure that parents have access to be able to purchase second hand uniform items if required.</p> <p>Currently CHPS only has 4 branded items – Blazer, PE Kit, water bottle and book bags.</p> <p>Q – ZT asked if the school have considered coats as part of the uniform requirements? <i>A – Coats with the school logo are not part of the uniform but a navy blue, all weather coat is specified.</i></p> <p>Governors discussed the School Uniform Guidance and it was concluded that the revisions to the policy are appropriate. Governors and staff discussed the financial implications of uniform and the importance of supporting the PTA with the second-hand uniform sale. Governors suggested that this may be signposted through the Weekly Newsletter in addition to the website.</p> <p>Action: ED/RT to include in weekly newsletter and ensure a statement is added to the school website by September 2022.</p>	ED/RT
		Finance	ED confirmed that there was nothing significant to	

	Update	<p>report at this time but was happy to take any questions.</p> <p>Q - Any update on Trim Trail? <i>A - Pentagon are due to install the next phase of the Trim Trail during the Easter holiday.</i></p>	
	Health and Safety	<p>Kitchen units have been added to school hall for use by the Kids Club team.</p> <p>Signage around school – main entrance and outside in the school playground.</p> <p>LCH have 16 weeks of planned works due to commence this half term. The contractors involved have shared specific plans on site safety.</p>	
	Check website compliance (publication of)	<p>Website compliance: all okay, been checked recently by Trust Compliance Director and a report was submitted to trustees at the last Trust Board Meeting.</p> <p>All required details on governance and SEND report/Pupil Premium Strategy/Sport Premium Report all published on school website.</p>	
	Risk Register Management	<p>The Covid Risk Assessment has been updated based on the recent amendments to the national guidance.</p> <p>Q. – Are there any staff with concerns? <i>A - Nothing significant, especially with recent adjustments to the national guidance. Staff have the option of wearing a face covering in communal spaces should they choose to.</i></p> <p>Class Assemblies and Parents Evenings will increase the number of parents/carers on site, staff are reassured that they have been asked to follow current guidance and not to attend school if they are showing signs of being unwell.</p> <p>Q - Has there been any notable impact on pupils? <i>A - Increase in pupils showing pastoral needs, as is similar in the national picture. Our PSHE curriculum and monitoring of these individuals is a key priority.</i></p>	
	Governor Self Review of Impact	<p>LW shared the context around the Annual Report to the Trust Board and emphasised the importance of sharing the impact of the local Academy Committee with trustees.</p> <p>The report format includes key information to tune the audience into our school context.</p> <p>We need to be really clear in this report to capture what</p>	

			<p>our main focus has been in terms of our delegated functions, this has in the past included our work on the Maths Curriculum and our Remote Education provision.</p> <p>Governors discussed suggestions to capture the impact of the Academy Committee and how this may be built upon in future meetings as a result of training on the IDSR and feedback on the recent SEND Audit.</p> <p>Governors were happy with the second opportunity to look at the school risk register and did not raise any further questions.</p> <p>It was agreed to adjust the date for AC3 in future to ensure that Governors can hold school to account on the most up to date information and pupil performance data.</p> <p>Everyone present agreed to adding the reporting of attendance and punctuality in the report following the discussion that was had as part of the Behaviour and Safeguarding update.</p> <p>Changes to the CHHS Admissions Policy as a result of the consultation process. This has had a positive impact on the relationships with the wider school community and it was agreed should be added to the stakeholder consultation section of the report.</p>	
4	Governor development	Trust Training Plan	<p>The link to the Laurus Institute page has previously been shared. This is where Governors can refer back to recent training sessions, such as the Governance and Inspection. The next planned training session is on 17th May at the Laurus Trust Offices. LW noted that she will provide a summary of the training for Governors who are unable to attend at the next Academy Committee meeting. Lisa showed Governors how to access the Laurus Institute page and the training hosted on that site.</p> <p>Action: Governors to email LW or MD (Clerk) if they would like to attend the training.</p>	ALL
5	Community Engagement	Stakeholder Engagement	<p>Positive feedback from the recent consultation. Governors reported that parents/carers were satisfied with the school response that they felt listened to about their views on proposed changes to the CHHS Admissions Policy from 2023.</p> <p>LW explained the context for the consultation to an</p>	

			observing future Woodford Primary School Governor (JT).	
	AOB		Governors asked about recruitment plans for the next academic year. Aspects of this will be discussed at the next meeting of this committee.	
		Meeting dates:	ACM4 will take place 05.07.2022	



Mrs N Samuels
Chair