



ACADEMY COMMITTEE MEETING

Date: Tuesday 25th June 2024
 Time: 6.00pm
 Venue: CHHS – Boardroom

Clerk: N Burgess
 Present: I Castledine, A Ballard, P Benton, B Gannon, M Turnpenney, D Brown, L Brooks, A Jarvis (via Teams) and D Woolley (for part of meeting)

Action	Initials
Inform the Clerk of any changes to the Register of Business interests	All
PP review to be an agenda item for the first meeting of the academic year	DB/LB
To arrange a meeting to review the Risk Register	IC
To update on the working party for workload	DB
To review destination data for students at the first meeting of the academic year	DB
To notify the Clerk of any training completed	All
Calendar of events for the forthcoming academic year to be circulated to Governors	NB

Agenda – Part 1			
Category	Item	Notes	Action
1	Governance Arrangements	<p>D Woolley, Director of Education, attended to present to Governors the role of the Trust Director (TD).</p> <p>TDs are part of the School Improvement team. As the Trust has grown the TDs work together in all school to ensure there is the same quality across the Trust. TDs are mainly in Secondary and Sixth Form, with consultants working within the primary sector.</p> <p>Leadership teams work vertically and TDs work horizontally. Subject Leads are brought together to work collaboratively. To give an example, at the recent Inset Day there were 90 Maths teachers working collaboratively.</p> <p>TDs have a broad remit, and they are a member of the team in all schools. They are also at the forefront of any Ofsted inspection. They are all working towards the same goal.</p>	

			<p>Q – Do they have a teaching commitment? A – Yes they do, although this differs depending on the size of the team, for example in Maths there are 90 teachers trust wide, so the TD teaching hours would be lower.</p> <p>Q – Is the TD for English working at CHHS? A – Yes, their base is here at CHHS. They would typically stay in one place for a couple of years.</p> <p>Q – In terms of curriculum and pedagogy alignment, are the best subjects where both are aligned? A – An example is MFL, where different languages meet together to develop their language curriculum. Collaboration is vital and constant.</p> <p>Q – In terms of priority, is it difficult to envisage a time when number one is not number one? A – Priorities have been the same since the role of TD was established. They also provide support and coaching to middle leaders. TD support is absolutely invaluable and access to them is amazing. They can evoke rapid school improvement.</p> <p>Q – Does the structure ever become unaffordable? A – It does become more expensive as their experience grows but there are always new opportunities arising. We will be increasing their teaching commitments this year to balance finances.</p> <p>Q – Are the School Development Plans all aligned and identical? A – They all stem from the Trust Development Plan but the targets are slightly different in each school due to their individual context. The responsibility is the same in all schools.</p> <p>Q – The structure is certainly very impressive. Are there any areas you are concerned about? And what does success look like? A – Priestnall School, which joined the Trust this academic year, is a good example. We triaged with subject leads and the TDs worked closely with them. They are all able to articulate their curriculum, and why. There has been rapid improvement seen.</p> <p>Governors thanked DW for the presentation which they had found to be impressive and encouraging. It was useful to have knowledge of the role of TD and how they are applied trust wide.</p>	
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	Apologies	Apologies were received and accepted from M Kelly, K Pearson and C Jamison.	
	AOB items	There were no other items of business raised which were not covered by the agenda for this meeting.	
	Register on Business Interests	Governors are asked to check their record on the Register of Business Interests circulated and inform the Clerk of any changes.	All
	Part 1 minutes	<p>The minutes of the meeting held 19th March 2024 were <u>approved</u> as an accurate record of the meeting.</p> <p>Actions</p> <ul style="list-style-type: none"> • Review of PP – there has been some review in the updated SDP and Head of School report. This will be an agenda item for the Autumn term meeting • IC will arrange a meeting in school to review the Risk Register • Workload update – no DfE guidance has been received to date. There will now be some working parties formed within the Trust involving teachers at different stages of their careers. This will be revisited at a future AC meeting. 	DB/LB IC DB
	Membership: Recruitment Update/Succession Planning	The terms of office for I Castledine and P Benton are due for review. Both have expressed an interest in continuing to serve on the Academy Committee and their terms of office will be duly updated for a further period of 4 years.	
	Scheme of Delegation	There were no material changes to note to the SoD.	
	Trust Board update	<p>Governors noted the Trust Board update from the March 2024 meeting and had no further questions. Governor attention was drawn to the fact that from next academic year the number of AC meetings would reduce from 4 to 3.</p> <p>DB commented that at the Trust Board meeting a healthy discussion had taken place around the Sutton Trust report. It is hoped to drill down and track outcomes and destinations for former CHHS students. This would be presented via the normal analysis and presentation of data, and would be alongside the headline data. This would be a detailed agenda item at the Autumn term meeting.</p>	DB

2	School Performance & Accountability	Review Head of School Report	<p><u>Data</u></p> <p>Governors reviewed the Year 11 and 13 data which had been circulated prior to the meeting, and also the headline predictions.</p> <p>It was noted that students had worked really hard towards their exams and leaders were pleased with their progress. The same applies to year 9 in terms of the MFL GCSEs.</p> <p>Q – In terms of the disadvantaged and other students, basics the figures are up and down. Why is this? What lies behind and is the gap closing?</p> <p>A – It is a relatively small but significant number of students. Just 5 or 6 students can make a real difference. Grades do fluctuate as the year progresses. Teacher predictions can vary but they do reflect their good knowledge of our students.</p> <p>The progress gap has always been there. PP students to make less progress is not what we are about. We constantly review what we are doing working to close the gap. Disadvantaged students here at CHHS make more progress than non-disadvantaged across all others (nationally). The amount of intervention delivered to our students is outstanding.</p> <p>Q – Are things you have always done for years still working?</p> <p>A – We are constantly looking at the journey for the students, rather than simply focussing on the outcomes. We review gaps, positions of responsibility held by students, engagement in Electives, has anything happened earlier in their school journey which has meant lack of engagement in later school years.</p> <p>LB commented that student voice activities have been done with PP students. We can see how quickly the student will say they are not good at a particular subject. We can see where the B4L comes in and see how this is linked to their resilience. We can then look at why they disengage. This is unique to each individual.</p> <p>A Governor commented that expectations in primary school are so different so some students come in with varying degrees of self-belief.</p> <p>Q – Is inequality widening in the student population? Is this an impact or more gradual?</p> <p>A – If you look in terms of the cost of living crisis the proportion of PP students at CHHS has decreased. We</p>	
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			<p>are definitely a polarised borough as statistics show.</p> <p>Q – For the current year 11, where were they in the pandemic?</p> <p>A – They were in year 7. They are doing well on the basis of how much time in school they missed. They did struggle when they came back into school but the transformation has been wonderful to see, and the way they have applied themselves to their exams.</p> <p>Q- In reference to the Progress 8 data for 2024 there is showing a predicted increase that reflects males out performing females, this is different to normal?</p> <p>A – We have been working to close the gaps in attainment between male and female over recent years, and to increase boys attainment.</p> <p>Governors were reminded that this would be the last year of Progress 8 figures for 2 years, due to the Covid years.</p> <p><u>Suspensions and Exclusions</u></p> <p>The data presented was broken down term by term. Stockport LA and national average figures are only currently available to Spring 2023 to be able to compare.</p> <p>There have been 4 permanent exclusions this year. The decision to permanently exclude a student is always a last resort and is a very difficult decision for a Head of School to make.</p> <p>Persistent disruption is the reason for the highest number of suspensions, followed by physical assault.</p> <p>This year the focus is year 9 as they move into KS4. There are a small group of students who are working closely with the SEND department and who also have some external support in place.</p> <p>There are a small group of students who have had repeat suspensions, although these numbers are low. Individual bespoke behaviour plans are in place for some students to improve their behaviour.</p> <p>Q – For the exclusions for drug and alcohol related issues is this male or female students?</p> <p>A – It is mixed, is it normally incidents of vaping in school.</p> <p>We are generally pleased with behaviour in school, though it is important not to be complacent. We are</p>	
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			<p>very rigorous and it is good to see the positive impact of the work being done.</p> <p>Governors had no further questions and offered thanks for the way in which the data was presented, which made it clear and precise.</p> <p><u>Attendance</u> H Oberg and G Buck are the Assistant Heads who work on Attendance.</p> <p>We are pleased with attendance, but better is always possible. We are working closely with students and families whose attendance is around 90%. Below 90% is persistent absence. Work is done by the House and Pastoral teams, with some external support in some cases.</p> <p>We are looking at trends and patterns and we address in assemblies and through the House rewards system.</p> <p>In terms of comparison between FSM and non-FSM there is some disparity. Attendance can sometimes be a warning of an unmet additional need that we may need to add support for.</p> <p>Q – Are there more significant lower attendance students or is it a broader issue? A – A small group has a large impact on the figures. We review each student individually and we know the reasons behind their attendance issues and can work with them specifically.</p> <p>Governors had no further questions and offered thanks for the data presented and for the work done with the students.</p>	
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		<p>Review School Development Plan priorities</p>	<p>The SDP is reviewed mid-way through the academic year and again at the end.</p> <p>The review is undertaken and the plan is then revised for the following year. The plan cannot be fully reviewed until the outcomes are known, but the actions are able to be reviewed and RAG rated accordingly. It was noted that the actions were mainly achieved.</p> <p>Governors reviewed the Academic Cornerstones within the report and looked at any actions which were still noted as partially completed and the reasons behind this.</p> <p><u>Academic Aspiration</u> Governors discussed the Transition programme for year 7 which was being implemented for the first time this year. This is a Stockport LA initiative which has been trialled in other schools and proved to be successful. The programme involves a significant amount of liaison with parents and carers.</p> <p>Q – How many schools in Stockport are part of the programme? A – All schools are doing, but it will be done slightly different in each individual school.</p> <p><u>Culture, Creativity and Rhetoric</u> Trips and visits will also be reviewed to ensure all students are able to access. It was commented that PB signs off all school trips and always confirms financial impact has been considered when reviewing the risk assessments. This is work in progress and will be ongoing.</p> <p><u>Leadership and Service</u> Leaders are particularly self-critical on this aspect. Whilst there is a need to offer more opportunities, it is striking a balance of ensuring they offer purpose and add value for the students. Student participation would need to be monitored to ensure as many students as possible were able to engage.</p> <p>Charity links were also discussed, including the strong links with St Anns Hospice, and the need to develop further charity links in the future.</p> <p>Q – There are lots of actions – are you checking what works and re-evaluating? A – Yes we are, targets are fewer and we are looking at the breakdown of how to achieve them. Some are</p>
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			<p>harder to measure as they cover a wide range of items across a lot of different departments. Departments do align with what we are doing to implement in their own plans.</p> <p><u>Competition and Physical Endeavour</u> We are looking to increase interschool competitions in the coming year. Our focus will also be on very specific groups, eg PP and FSM, to ensure they are as engaged as other students. We are getting to the point when we have enough opportunities available, but need to ensure that all students are doing them.</p> <p><u>Professional Learning</u> We have made some good progress towards ensuring there is high quality provision for our support staff. There are numerous courses available through our Learning and Development Team.</p> <p>Q – How do you assess the quality of the provision? A – We obtain feedback at the end of the programme. We will definitely also be adding this to Leadership QA. Also the SEND team have been integrated onto the FPL offer available to teachers.</p> <p>Q – Is the Professional Learning offer taken up by staff. A – Work is done to show the offer available and staff can choose to take up if they wish. We wish to balance the offer made to teachers and support staff. Professional Learning is a real strength of the Trust and is often mentioned by candidates in interviews.</p> <p>From September 2024 the SDP will be a 3-year plan. There will still be lots of actions to achieve, but not necessarily in one year. Some actions take time to embed. Governors were pleased to review the progress and looked forward to seeing the new 3-year plan.</p>	
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		SEND provision	<p>The current SEND staffing structure was shown to Governors for information. This structure is in place for the summer term and will be revised again from September 2024.</p> <p>There are a level of specialists within CHHS, further supported by the Trust specialists. There are also SEND Leads responsible for individual year groups.</p> <p>R Odell is the AHT responsible for SEND and there will also be a Head of Learning Support, appointed from the existing staff.</p> <p>At a meeting in the new academic year members of the SEND team will be invited to speak to Governors about the curriculum and the work of the department.</p>	
3	Governor Monitoring	Finance update including pupil numbers, bench marking and value for money	<p>Governors reviewed the Management Accounts for April 2024.</p> <p>DB informed Governors that schools are in a difficult period of financial pressures. Funding received has not been adequate and using the reserves is not sustainable.</p> <p>The Trust Finance Team are working on being able to set a balanced budget. There have been some changes already made, including no cuts to front line services of pastoral staff and LSAs. Changes to class sizes and curriculum model refined. There is uncertainty as pay award outcomes and their funding are currently unknown.</p> <p>The issue will be increasingly on this committee agenda and will be revisited at all meetings moving forward.</p> <p>Q – Are there controls in place to top slice the budget to the Trust? A – The Trust already applies top slice to all school budgets and this is to allow Central Services to apply our core functions.</p> <p>Q – Is the budget set for next year? A – It is in progress to be set in July. We will refer back at the Autumn term meeting.</p> <p>Q – Supply costs have increased? A – Yes and the supply agencies are highly variable in both cost and quality. We are currently recruiting for 2 of our own Cover Supervisors. We will always need to use supply agencies but will have to keep to a minimum where possible as we need to reduce our spend next year.</p>	

		Policies – undertake school level reviews and note phase/Trust level policies	Governors approved the following policies: Intimate Care policy Attendance policy Cover policy	
		Ensure curriculum policies are in line with statutory guidance	DB confirmed that the curriculum policies are in place in line with statutory guidance.	
		Safeguarding and SEND link Governor updates	PB will arrange a SEND visit to school at the start of the academic year. IC and A Ballard will be completing a Safeguarding Link visit before the end of term. Completed visit proformas will then be sent to the Clerk for retention.	
4	Governor Development	Review Trust Training Plan	Governors were informed that the training offer was currently being updated and will be launched in September 2024. Opportunities to complete training would be available following the reduction of AC meetings from 4 to 3 in the new academic year.	
		Minute any training undertaken by Governors since the last meeting	Governors are asked to notify the Clerk of any training undertaken.	
5	Community Engagement	Stakeholder engagement	There are a lot of events taking place in school towards the end of term. This week sees the Summer Concert and the KS3 Awards evening. The Prom was held in the week prior to this meeting and had been very successful. There have also been Y13 Leavers, Spotlight Drama Production, Y10 and 12 Drama GCSE performances, Art exhibition, Transition event for new Y7, SEND transition event and also Laurus live. A calendar of events for the new academic year will be circulated in September	NB

6	AOB		There were no other items of business raised.	
7	Meeting Dates:	To note	Tuesday 24 th September 2024 at 6.00pm Tuesday 18 th March 2025 at 6.00pm Tuesday 24 th June 2025 at 6.00pm	

Impact of Meeting / Key Outcomes

Governors received a presentation on the role of Trust Director

Head of School report was reviewed, including data, exclusions and suspensions and attendance

Governors reviewed the School Development Plan Cornerstones

SEND provision staffing structure was received

Governors reviewed the Management Accounts for April 2024

Governors approved 3 policies – Attendance, Intimate Care and Cover

SEND and Safeguarding Link Governors gave verbal updates

Governors discussed stakeholder engagement

Meeting closed at 19.45



I Castledine
Chair of Academy Committee
24.09.2024