

## The Spires Academy Governing Body

Members of the Governing Body attended a meeting held via intranet platform Teams, on 26 MAY 2021 at 15:00 pm for the transaction of the business set out below.

### Minutes of Summer 2021

#### Standard Items

#### 2021/16 Welcome, Introductions and Apologies for Absence

#### QUORUM = 3

Present:	Emma Adams (EA)	Head Teacher
	Ray Starkey (RS) - Chair	Local Community Governor
	Gareth Francoise (GF)	Local Community Governor.
	John Shanahan (JS)	Executive Principle, Catch 22
	Scott Bradley	Staff Governor
	Lynne Scotten	Staff Governor
Vacancies:	2 x	Parent/Parent Representative Governors
In Attendance:	Caroline Ewin (CE)	Clerk to Governing Body
	Rachel Clews (RC)	Assistant Head Teacher

Not in Attendance:

Apologies for Absence received and accepted from Cllr James Hill (JH), Local Community Governor

JS suggested that a conversation could be held with JH about his availability for meetings.  
RS to contact JH.

Suggestion made that Governors should consider someone who could be invited to become a third Local Community Governor.

#### 2021/17 Declarations of Interests - to include Annual Update of Pecuniary Interest Forms

No Declarations of Interest declared, relating to items on this agenda.

Clerk to provide EA, JH, SB and LS with forms to complete, in relation to their Annual Declarations of Interest. These should be completed and returned to the Clerk, as soon as possible.

## **2021/18 Governing Body:**

### **a) Membership**

2 Staff Governors were welcomed to the meeting and introduced to members; Lynne (LS) and Scott (SB). RS proposed that they both be appointed on 2 year terms.

**ALL AGREED.**

RS advised that no responses were received from parent governors to a letter he sent asking for any interest in the vacancies for Parent Governor.

With this in mind and in order to provide an ear for the children's voice to Governors, RS to attend school council meetings.

In the absence of Parent Governors, feedback can be obtained from the termly Stakeholder Surveys.

Covid Comments from last academic year could also be revisited, if those parents still have children at the school.

Comments to be followed up with parents, by GF.

### **b) Committee Membership**

GF to consider membership once he has become familiar with SENCO role.

Governors invited to be members of either committee.

LS requested membership of the Finance Committee. RS to ensure LS is invited.

### **c) Training**

GF confirmed that he will be attending Vice Chair training with West Northants Council on 10 June.

### **d) Monitoring Visits**

RS advised that he joined the Catch 22 team for a half day during a staff meeting.

He found this to be a very open meeting.

### **e) Policies**

Nothing further to report.

### **f) Scheme of Delegation and Governor Review of Skills and Performance**

RS suggested that the main purposes, of the advisory role of the LGB, are as follows:

- i. To be a critical and supportive friend to the Headteacher and, to a lesser extent, the Executive principal responsible for the school,
- ii. To challenge the school regarding standards, outcomes and impact on the children of the policies and practices relating to teaching, learning, social development, Health and Safety and Safeguarding.
- iii. To ensure that the MAT is supporting the school well and that reports from the MAT are reliable and valid.
- iv. To ensure that the MAT is giving good value for money in the services and support it provides.

- v. To engage in activity supportive of the school such as taking Governor leadership for Safeguarding, engaging in learning walks, contributing to MAT policy review, appointment of Headteacher or senior post. Much of this figures in the MAT Scheme of Delegation.

It was acknowledged that minutes of meetings fully evidence the support that the Governing Body provide to the Headteacher.

EA pointed out that GF's role as Community Governor ie, someone not familiar with education, is vital in providing challenge.

Completion of the Skills Audit, by all Governors, will be beneficial to enable identification of any weakness in the Governing Body.

RS requested that the following documents, as circulated, be completed and returned to himself by 14 June, following which RS will collate the responses.

- Skills Audit for Governors based on the DfE Competency framework.
- Action Plan template for Governing Board Self Evaluation by 14 June.
- Questions to ask during the Governing Board Self Evaluation Process (previously emailed to Governors) to be rag rated.

## **2021/19 Minutes of the Previous Meeting held 04 February 2021**

**ALL AGREED** that the **minutes of the meeting held on 04 February 2021**, as previously circulated, were a **True and Correct record**. RS to sign and date the minutes and pass them to the Head Teacher for retention within school.

## **2021/20 Matters Arising**

None.

## **2021/06 Chair's Action**

RS reported that he visited to check the Single Central Record on 04 May.

This was found to be almost 100% complete, with only a few minor items outstanding, which have now been fully completed.

Governors were advised that the Single Central Record holds the details of everyone who either works or has a substantive role at Spires.

This must be completed as part of Safeguarding requirements.

## **DATA AND SEF UPDATE - Targets and Reports.**

### **2021/22 Data**

SEF (Self-Evaluation Form) - Spring Term 2.

EA advised that the data within the SEF is now 8 weeks old.

Data is produced half termly to evaluate where the school is, broken down into Ofsted categories.

The impact of Lockdown can be seen on pages 6&7: Data took a dip in most areas, due to children returning after Lockdown and only having been back in school approximately 9 days. EA pleased to report that data has since improved and has gone back up above Spring 1. This has been checked out by RC although not moderated across schools.

Targets were amended based on this lockdown.

Initial targets were for 80% of children to make good or better academic progress. Targets were amended to the following, to be more realistic given the circumstances;

60% reading - this target has been met

40% writing - results are just below this target,

50% maths - results are slightly below this target.

There is a focus on writing, encouraging children to write independently.

SB is taking control of maths and numeracy.

Reading will also remain a focus to ensure it doesn't dip as a result of the focus on writing and maths.

**Question raised** as to whether there is a focus on critical life maths skills?

SB advised that, from September, White Rose will be used to journey through maths objectives.

Other maths skills, that can be incorporated throughout other subjects, will be mapped through those subjects.

Attendance was 87.4%, this has now increased to 88.3%. While the target was 92% some have struggled with reintegration following lockdown. This is particularly the case in Year 6.

Attendance exception/outreach children are those with specific attendance issues and have case studies on Edukey.

eg. The family of a child with speech and language issues was concerned that Spires is not the correct setting and therefore did not send him.

A provision map is being looked at for attendance, in relation to any required interventions.

JS pointed out that he is pleased to hear that Spires attendance is 20% higher than national PRU (Pupil Referral Unit) settings.

**Exclusions**

EA advised that 10 days have been lost in exclusions, in total, throughout the school.

The school continues to try to manage issues within the school as it is appreciated that exclusion does not work for children at Spires.

JS reiterated that exclusion should only be used to make a point and enable the provision to be reviewed. Referral made to CAMHS (Child and Adolescent Mental Health Services) for a Year 6 child and the parents were asked to take him to the GP.

EA suggested that the school would benefit from having CAMHS working within the school and that they could be offered space within the building to provide their support.

It was suggested that rather than having one integrated therapist, the following should be increased for next year; SALT (Speech and Language Therapy) and also continuing with Play Therapy and Occupational Therapy.

JS advised that the advantage of having 1x integrated therapist for 5 days per week is that the person would have an overview of children and their therapy however the children would not benefit from the specific specialist interventions.

It was reported that the school does not currently have a full complement of staff which is impacting the school in different ways eg. Staff wellbeing, staff consistency for children. A recruitment open evening will be held on Thursday 10 June.

JS reported that a firmer agreement of funding has been achieved with the LA (Local Authority) who will now fully fund 56 places.

This means we can recruit staff for 56 children whether or not the children arrive.

EA pointed out that 30 children will be leaving the school at the end of the academic year, which means there may only be 25 children initially. A package is being looked at to look at

Providing outreach work to schools in order to prevent exclusions.

RS suggested that this could be run as a pilot programme, for a year, to develop relationships/partnerships. JS confirmed that the programme will initially be run for a year.

**Question raised** as to whether there would be any benefit in approaching the schools from where the most children come from?

EA confirmed that this is being done as it will also be beneficial to go into these schools to identify how these children are being dealt with.

EA reported that she would like to develop the space on the third floor, if the budget will allow, to provide a more appropriate area for Penguin children.

EA understands that a SEMH (Social Emotional and Mental Health) unit is due to open at a local primary school, for children with EHC (Education, Health and Care) plans.

EA advised that she has suggested to the LA that Spires could offer a 10 space SEMH unit to assess the children and move them on appropriately.

JS confirmed that the offer of a SEMH unit has been kept on the table with the LA.

**Question raised** as to whether the lower results of pupils, returning after lockdown, was seen across the MAT (Multi Academy Trust)?

JS reported that this has broadly been the case and he is hopeful that there will also be a similar position with improvements.

EA advised that attendance has recently dipped at mainstream schools.

## **2021/23 Catch Up Plan**

Covered above.

## **2021/24 SEF Update - Targets and Reports**

Covered above.

Rachel Clews, Assistant Head Teacher - Gave a presentation on the curriculum:

Following documents circulated and attached;

- *'A world of Learning and Growth'*
- *Personal Development, Behaviour and Attitudes, 3P's and 5R's*
- *'Commotion in the Ocean' Teaching and Learning Cycle A Year 2*
- *Long Term Curriculum Map Cycle A Year 2*

- *Term Curriculum Map Cycle A Year 1*
- *Feedback to Support Pupil Progress*

RC explained the the foundation has to make the children ready for learning with 5 x R's; Relationships, Resilience, Reflective, Risk Taker, Resourceful.

The school uses an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people, called 'Motional'.

Personal Development, Behaviour and Attitudes 3P's explained as; Place, Purpose, People.

Academic elements are supported through the curriculum.

The purchase of more books has enabled children to become more comfortable with books.

Extra Curriculum activities/Enrichments are also a key element of the curriculum to support academic elements and SEMH for children.

A 4 year, long term map has been created on 2 x cycles, A & B:

Each term there is a theme (This term Changing World).

2 year curriculum with key area focus of national curriculum then following 2 years, there are different themes under the same heading with children coming back to secondary learning.

With the Integrated Curriculum provided, all themes are cross curriculum.

**Question raised** as to how Edukey supports with this?

Edukey helps to identify barriers that children have to learning and then the knowledge can be used to make learning more accessible for individual children.

There are elements of flexibility for children's learning as long as core elements are covered.

AP's and PRU's have greater flexibility with the curriculum, than with the legal requirement to meet EHCP's.

The Provision map goes further and houses outcomes expected from EHCP's.

Teachers are required to plan the journey to reach the evidence and enable children to learn:

Crucial factor is the work in books which evidences progression.

**Question raised** as to whether there is any reluctance from children to read a physical book rather than read a book on screen?

RC confirmed that all options are given and exposure to physical books helps (Pre recorded books are used and tablets will be used with earphones).

Very beautiful picture books are available to enable children to tell their own story.

EA reminded Governors that every child was bought a book in lockdown, that was sent home.

Spires continues to use Cornerstones as a resource but this is not a standalone.

Writing is not just about the physical aspect of doing it but also teaching the skills of writing eg instructive writing, persuasive writing.

RC advised that she has developed Rainbow Ladders for children's steps to success in order to understand themselves as learners and take ownership of their learning.

5R's and 3P's - EA suggested that staff should mirror these with what the children are doing. Consideration given to what 'Resilience', Risk Taker etc could look like in Spires teachers. EA suggested she would like to see immersion in lessons ie lights off, music, awe and wonder.

RC confirmed that all resources/documentation are available for staff electronically.

**Question raised** as to what staff awareness is of the availability of these documents?

SB confirmed that he is aware of the availability of the staff training documents/resources/planning files and where to find the information. He confirmed that this is a useable system that Staff are able to use for planning.

It was pointed out that it is reassuring to see SB's positive engagement with RC's presentation.

**Question raised** as to whether staff discuss with other members what they are doing?

RC advised that the Coaching Plan was to have planning meetings for staff to work together with their curriculum 'journey'.

Staffing has caused difficulty with this proposal.

**Question raised** as to whether SB encourages everyone to share discreet maths learning?

SB confirmed that White Rose is the maths 'go to' system for resources for everyone.

Resources are available on White Rose which staff can access themselves.

It is hoped that Maths topics will be put into folders, although this has not been done at the moment.

Key objectives will be mapped out for all year groups by September.

**Question raised** as to whether, if Ofsted were to come in, towards the end of term, how much of the new curriculum they would see and how much would still be being promised?

RC confirmed that Spires is now in the second year of the curriculum.

They will see 5R's, 3P's, books, displays etc.

Ofsted would be looking at the learning environment, books, resources etc. all of which are much more visible.

Next step is now for children to be more confident/able to talk about their learning.

It was pointed out that when Ofsted come, they are going to pick out any book and see what is going on. Monitoring visits should check the journey to a full inspection but these have not been happening over the last year, so the journey is not clear.

Work to make this evidence more secure, is around consistency for planning which is evidenced in book and how EHCP's have been met. Progress is being made on this.

If there were to be an inspection now, progress would still be an issue although this may not be a limiting factor.

**Question raised** as to how much data contributes to inspection results?

It was reported that Ofsted is not interested in data, they want to see evidence of work, planning and progress.

## **2021/25 Safeguarding - To include Training.**

Nothing further to report.

## **MAT UPDATE**

### **2021/26 Feedback from MAT Representative;**

JS reported that he has been working alongside RC and the team around evidence of quality teaching and learning and has also been spending time in classrooms looking at books.

He has seen much evidence of the hard work of RC.

Impressive work has been seen on the restructuring of feedback to students, with live feedback.

Development of a live feedback strategy enables teachers to provide feedback at the appropriate point of time.

JS would like this to be a model for Catch22.

JS confirmed that he has met with groups of TA's/teachers and discussed mental health and wellbeing and issues encountered on a day to day basis.

Catch22 has reached out to Leeds Beckett University to provide support to staff that supports and acknowledges the complexities of their work.

Diversity and Inclusion was also discussed; understanding ethnicity and how the needs of pupils can be addressed to support communities.

The use of language and the fact that it can be different even within the same family, was discussed along with gender identity and how young people can be supported.

It was confirmed that the Brook Traffic Light system is used to support young people who use sexualised language.

Staff requested support around race and ethnicity and gender orientation.

JS advised that he has had a phone call with the Regional Commissioners Office:

A positive conversation took place about where Catch22 is as an Academy and monitoring visits. As there has been no monitoring visit during the last year it was suggested that it would be lovely to have an Inspection monitoring visit during the summer term, prior to an inspection visit in the Autumn term.

### **2021/27 Notice of Visit Report**

JS reported that a very good 2 day visit took place, with the Academy leading the focus.

It was acknowledged that everyone has worked really hard over the last couple of years. Progress going forward was looked at with more strategic structure.

Attend, regulate, educate system used.

Once in the 'Educate' phase, the way that the curriculum is structured can be looked at, as staff are skilled to remove barriers to learning.

JS pointed out that there are not many AP's (Alternative Provisions) who have a Good / Outstanding Ofsted rating but it is possible for Spire to achieve this.

### **2021/28 Dates for 2020/21 Meetings**

All meetings will commence at **3.30pm** on the following dates;



Thursday 08 July 2021

Data meeting 22 June

Finance meeting 08 June

RS requested MAT meeting dates for 2021/22 from JS

**Meetings will follow the schedule below:**

First half term	SEN Report/Update
Second half term	Data SEF Update, Targets and Reports.
Third half term	Finance Safeguarding
Fourth half term	Data SEF Update, Targets and Reports
Fifth half term	Finance Quality of Education
Sixth half term	Data SEF Update, Review and Reports

**2021/29 Any Other urgent Business**

**Question raised** as to whether the requirement to have secondary students has gone?  
JS confirmed that it has. There will be no secondary students for at least 12 months.

RS advised that he is dealing with a complaint that has been received.

The results of the LADO (Local Authority Designated Officer) investigation will be reported to Governors.

**SCHOOL'S CONFIDENTIAL SECTION**

**2021/30 Reports from any Committee established to consider Parental Complaints, Pupil Exclusions, Staff Dismissals, Performance Management Appeals or any other confidential matter.**

Nothing to report.

**2021/31 Headteachers' Report on Complaints and Exclusions**

Nothing to report.

**2021/32 Any Other Confidential Business**

Nothing to report.

With there being no further business to discuss, the meeting closed at 17.40.

Signed .....

Dated .....

