

**Minutes of the Local Academy Meeting
held on Tuesday 6th March 2019
at Thrumpton Primary Academy**

Membership	Initials	Governor category	Absence
Mrs Claire Staley	CS	Appointed Governor	
Mr Alastair Murray	AM	Appointed Governor - Chair	
Mrs Nicola Grayson - Footitt	NGF	Parent Governor	
Mrs Katie Merrills	KM	Parent Governor	A
Mrs Amanda Palfreyman	AP	Staff Governor	
Mrs Elizabeth Williams	EW	Appointed Governor	
Mrs Jane Gawthorpe	JG	Appointed Governor	
1 x Appointed Governor vacancy			

In Attendance	Initials	Position	Absence
Mrs Catherine Thornton	CT	Senior Executive Leader	
Mrs Rebecca Hurley	RH	Academy Principal	
Mrs Sharon Bailey	SB	Clerk and Advisor	

Item No	Item	Action/by who/when
LAB/019/1819	Apologies for absence Apologies for absence were received and agreed from Mrs Merrills (family commitment). The Chair welcomed those present to the meeting.	
LAB/020/1819	Declaration of interest and any changes to declarations made at the start of the year. There were no declarations of interest, or any changes from the start of the year, either direct or indirect, for any items of business on the agenda.	
LAB/021/1819	Minutes of the previous LAB meeting held on 20th November 2018 The minutes of the meeting, having previously been received, were agreed and signed by the chair.	
LAB/022/1819	Matters arising from the previous minutes: LAB/007/1819: It was noted that the governor vacancy will be discussed under agenda item LAB/025/1819. LAB/015/1819: It was noted that the date of the Chairs of Local Academy Boards (CLAB) meeting on the 7 th March and the remainder of the CLAB meetings have been cancelled. The Clerk advised the Governors that an invitation has been sent to the Trustees, Chairs of Governors, Vice-Chairs of Governors, Senior Executive Leads, Principals and Clerks to a meeting to be held at Diverse Education Centre, Retford on Wednesday 24 th April	

	<p>between 5pm and 7pm. The meeting will be to discuss the updated Scheme of Delegation, Terms of Reference for Local Academy Committees and the governance procedures for September 2019 onwards.</p> <p>LAB/016/1819: It was noted that the enquiry regarding the Adult Agreement Policy within the Trust was mentioned at the Personal Development Behaviour and Welfare (PDBW) Strategic Development Groups (SDG) in December. The Executive Assistant Principal for PDBW is investigating whether there is a code of conduct for parents within the Trust.</p> <p><u>The Chair enquired</u> if the Executive Assistant Principal will examine whether other academies within the trust have similar policies in place. The Senior Executive Lead responded that the PDBW Lead at Wainwright Primary is drafting an action plan for all aspects of parental engagement and the code of conduct/adult agreement policy can be added to the action plan.</p> <p>The Senior Executive Leader commented that there is an expectation that every academy has a parent forum and suggested that Thrumpton Primary and the parent forum engage to produce a parent code of conduct.</p> <p><u>The Governors enquired</u> if the parent forum meetings are currently well attended. The Principal responded that at this present time the parent forum is not well attended and needs to be re-established.</p> <p><u>The Governors questioned</u> the regularity of the parent forum. The Principal responded that the meetings have been held at specific times for example to discuss the end of year reports. The Principal stated that the homework policy can be added to the parent forum agenda.</p> <p>The Senior Executive Lead stated that there is an expectation that that the parent forum meetings are held regularly.</p> <p><u>The Governors suggested</u> that there is a structure to the parent forum and that the model is used across the Trust. The Senior Executive Lead responded that there should be a Trust model approach that is then used individually to each academy.</p> <p><u>The Governors agreed</u> there should be rational with the parent forum. The Senior Executive Lead agreed that a parent forum structure will enable parents to understand priorities within their academy assisting with providing a parent voice.</p>	
LAB/023/1819	Safeguarding Update	

	<p>The Principal advise the Governors that there are 2 Child Protection cases, 1 Child in Need case, 3 Family Service North cases; 2 recently closed. 3 Sure Start cases; 1 recently closed, 2 CAMHS cases; 1 recently closed.</p> <p><u>The Chair questioned</u> what CAMHS indicates. The Principal responded that CAMHS is the Child and Adolescent Mental Health Services.</p> <p>There has been 1 Young Carers referral and the family support worker has submitted 6 General Development Assessments (GDA).</p> <p>There are 3 Public Health Practitioners cases, 6 Early Help Assessment Form (EHAF) cases 1 of which is being reviewed, 4 Bassetlaw Primary Behaviour Partnership (BPBP) cases and 2 Women’s Aid cases.</p> <p><u>The Governors enquired</u> if the 18 cases are 18 families or individual children. The Principal responded that it is individual cases however some could be siblings that are seen by the family support worker individually. The impact of the work provided by the family support worker is crucial to the academy giving necessary support to the children and families.</p> <p><u>The Governors questioned</u> the percentages of child protection cases in comparison to the other academies within the Trust. The Senior Executive Leader responded that percentages of child protection cases are higher at some of the other academies, Thrumpton Primary cases are less on the social care threshold and are more of a vulnerability nature.</p>	
<p>LAB/024/1819</p>	<p>GDPR</p> <p>The Acting Principal informed the governors that there has been no GDPR breaches and the Academy is fully compliant.</p>	
<p>LAB/025/1819</p>	<p>Review of membership and note of any term of office due to expire/new governors to join the LAB (Document A)</p> <p>The Chair (Mr Murray) noted that his term of office as Chair of Governors and the Vice Chair of Governors (Ms Staley) term of office expires in September. Following a discussion, the Governors agreed that as part of the governor’s succession planning a new Chair of Governors and Vice Chair of Governors would be elected in September. Mr Murray and Ms Staley will remain as governors on the Local Academy Board.</p> <p>The Vice Chair agreed that she would stand for Vice Chair again in the event no other governor wishes to stand for election.</p> <p>The Chair requested that the election of the Chair of Governors and Vice Chair of Governors is discussed at the Local Academy Board in June.</p>	<p>Clerk/LAB Agenda June</p>

	<p>The Chair advised the governors that 1 governor vacancy remains and that ideally the Local Academy Board is looking for an individual with financial knowledge.</p> <p>Mrs Williams noted that she may know of an individual that has recently retired who has a financial background. Mrs Williams agreed that she will discuss with the individual whether they would be interested in becoming a governor.</p> <p>Action: Mrs Williams to discuss with the individual whether they would be interested in becoming a governor and report back to the Clerk.</p> <p>The Senior Executive Lead requested that the Clerk contacts the marketing department to advertise the governor vacancy if the individual is not interested in becoming a governor.</p> <p>Action: The Clerk to contact the marketing department regarding the governor vacancy if the individual is not interested in the governor role.</p>	<p>EW/March</p> <p>Clerk/April</p>
<p>LAB/026/1819</p>	<p>Correspondence, governor training and training plan, governor visits, link visits, policies programme of review (all on accompanying Document B)</p> <p>The information above was circulated on an accompanying paper prior to the meeting.</p> <p>The Vice Chair informed the governors that she attended a webinar on the 28th February regarding the handling of concern and complaints. The Clerk has emailed the presentation slides to governors and uploaded the information to SharePoint.</p> <p>The Senior Executive Lead advised the Governors that the Trust Concern and Complaints policy contains a flowchart of the informal and formal process. It has been noted that there has been a shift from being a maintained school to being an academy and that complaints are going direct to Senior Leaders. Any concern or complaints received should be dealt with according to the Concern and Complaints policy at an academy level.</p> <p><u>The Governors suggested</u> that the Concern and Complaints policy can be added to the parent forum agenda.</p> <p>The following policies have been updated and circulated prior to the meeting.</p> <p>Accessibility Policy Anti-Bullying Policy Attendance Policy Early Years Foundation Stage Policy</p>	

	<p>Health and Safety appendix Homework Policy Sex Relationship Education appendix Supporting Students with Medical Conditions appendix</p> <p>The Principal informed the governors that Mrs Merrills examined the Supporting Students with Medical Conditions appendix offering advice in her professional medical capacity in conjunction with the PDBW Lead. 3 members of Staff are now trained in the administration of medicines.</p> <p>The Early Years Foundation Stage Policy now includes information on the EExAT tracking tool.</p> <p>The Homework Policy has been reviewed and is accurate across the academy; however, this is subject to change with the development of the new curriculum design.</p> <p>Governors unanimously approved the appendices.</p> <p>It was noted that the above will be available on the academy website: www.thrumptonprimaryschool.co.uk/policies/</p>	
<p>LAB/027/1819</p>	<p>Any trips to authorise The Principal informed governors there are no trips to authorise.</p>	
<p>LAB/028/1819</p>	<p>Receive any comments from Admissions consultation It was noted that the only comments received from the admissions consultation was from Nottinghamshire County Council and was of an administrative nature. The recommended administrative amendments to the policy have been completed by the Clerk.</p> <p><u>The Governors agreed</u> that following the consultation period and considering the comments received that they were satisfied and unanimously agreed that the policy will be the determined Admissions Policy 2020/21 for Thrumpton Primary.</p>	
<p>LAB/029/1819</p>	<p>Senior Executive Lead Update (any trust messages) The Senior Executive Lead summarised her report to governors that they had previously received.</p> <p><i>Trust Update</i> Since the return of Mr Pickering CEO there have been significant changes and progress made. The Senior Executive Leads now have a strategic role allowing the Principals to have more responsibility for their academy. The Executive Leadership team have revisited the goals and vision and are consulting upon the educational strategies.</p>	



	<p>DALP has been replaced by the term “Diverse Academies”. The main aim of the vision is to strengthen the Multi Academy Trust (MAT) culture ensuring all staff work together to improve educational provision for every child within the Trust and not just within their academy.</p> <p>The pause on the growth remains. Finance completed a significant amount of work to recoup money for the reserves pot.</p> <p><u>The Chair questioned</u> the reason behind the recoupment. The Senior Executive Lead explained that the Education and Skills Funding Agency (EFSA) requires Multi Academy Trust to have a reserve pot of 5% which the Trust didn’t have previously. The finance department completed a significant amount of work to achieve cost efficiency and effectiveness creating the required 5% reserve.</p> <p>The concept is that the Multi Academy Trust is strong and effective that continues to provide support to schools outside of the MAT, liaising with other Multi Academy Trusts and standalone schools. The Senior Executive team will ensure that support is invested in the academies.</p> <p><u>The Governors stated</u> that the Trust growth has to be measured. The Senior Executive Lead responded that there was the added complication that she was new to the MAT when Thrumpton Primary converted to the Trust. Core principles have now been established that will be used to quality assure during any new school’s conversion to the Trust.</p> <p>The Executive Leadership Team consist of Mr Pickering Chief Executive Officer, Mr Corban Chief Operating Officer, the departing position of Debbie Clinton has not been replaced. The Executive Principals roles have been restructured and renamed Senior Executive Leads with additional responsibilities. The Senior Executive Leads will co work together as opposed to individual cluster groups and are based centrally at the Diverse Education Centre. Neil Holmes has the responsibility of Personal Development behaviour and Welfare (PDBW), Alternative Provision and Special Education Needs and Disability (SEND). Dave Cotton has the responsibility of Curriculum, Teaching and Learning and Assessments and the Institute. Simon Jones has the responsibility of Quality Assurance, Post 16 and School Improvement. Catherine Thornton has the responsibility of the Primary strategy.</p> <p>The Trust is examining leadership and management, there is no longer a requirement for a Head and a Deputy Head in a single form entry academy therefore a shared leadership structure is being examined within the primary context. The responsibility of 5 primaries for the Senior Executive Leads need to be smaller to</p>	
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	<p>drive the primary strategy forward. It is being considered that there is a need for an Executive Principal and Principals at a local level.</p> <p><u>The Chair questioned</u> if the Executive Principal and Principals positions would be individuals from within the Trust. The Senior Executive Lead responded that individual from within the Trust is a possibility, currently there are temporary leadership positions held at Tuxford Primary and Bracken Lane Primary that cannot continue in the long term.</p> <p><i>Primary Update</i> Standardised assessments have been implemented so that all primaries use the same assessments at the same time. Academies will not examine the predicted targets in Year 6 alternatively they will examine the outcomes and therefore will be in line with the government initiative on unnecessary workload associated with data. The Senior Executive Leader will examine what is needed for the next academic year.</p> <p>The Principal (Mrs Hurley) has carried out significant research across the primaries to develop the core curriculum to be in line with the new Ofsted framework.</p> <p>The Senior Executive Lead requested that the Clerk places training regarding the new Ofsted framework on the LAB agenda.</p> <p>Amanda Spielman and an Ofsted research team completed a year of preparatory work and held discussions with many of the people who rely on or take part in an Ofsted inspection. The proposed draft new framework was placed on the Ofsted website in January 2019 for consultation.</p> <p>Key areas for primary was the narrowing of the primary curriculum particularly in Year 2 and Year 6 which needs to be broader. The research found weakness in the subjects of Geography, History and Science and strengths in Maths, English and PE.</p> <p>The new Ofsted framework will be implemented from September 2019 and will allow 1 year's transition period for academies/schools.</p> <p>The proposed new framework is that every school teaches every subject. The judgement categories have been completely revised. Quality of Education replaces Personal Development Behaviour and Welfare (PDBW) and Behaviour and Attitude replaces Teaching and Learning. Leadership and Management remains the same.</p>	<p>Clerk/LAB June</p>
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	<p><u>The Chair questioned</u> whether historically female teachers within primaries take fewer subject specialist role. The Senior Executive Lead responded that there isn't a requirement for a subject specialist based at a primary academy and support can be drawn down from secondary subject specialist within the Trust.</p> <p>Within the last 3 years both the standardised assessments test and the curriculum have changed and the academies have ensured that English and Maths were not compromised. Music and PE have a broader curriculum.</p> <p><u>The Governors queried</u> that Thrumpton have tried to retain the subject specialist within Science. The Principal responded that the new curriculum design is about enriching what is already being taught and to build upon for the future. For example, the teaching of the basic Maya civilization in history has just been taught, the subject needs evolving to be broader with a clear directive of what is required.</p> <p>The Senior Executive Lead commented that teachers need to be aware of why they have the curriculum that they have. Thrumpton Primary has a good nurture ethos with teachers who may not have knowledge in all subjects, the implementation and impact of delivering those subjects to a solid understanding in all subject areas ensures the improvements in the typical quality of teaching.</p> <p><u>The Chair enquired</u> if support can be received from within the Trust. The Senior Executive Lead confirmed that support is being received from within the Trust.</p> <p><u>The Governors commented</u> that the new curriculum design appears to be large undertaking for each Principal if they are expected to lead the design and their Academies. The Senior Executive Lead responded that the intention is that Mrs Hurley develops the curriculum design, support is being received from Wainwright Primary and there will be a working parties consisting of Senior Leaders from within the Trust.</p> <p><u>The Governors enquired</u> if a school inspection is due. The Senior Executive Lead responded that following conversion to the Trust and up to the Ofsted framework changes; schools may receive a 1-day section 8 inspection which may be 2 days if the inspectors have not achieved what they need to see in the first day.</p> <p>Multi Academies Trust can now receive an Ofsted inspection where the Ofsted inspectors pick 5 academies within the Trust. Tuxford Primary had an Ofsted inspection in the summer term of the last academic year, The National Academy and Walton Academy have had an inspection and Holgate Academy was due an inspection however the lead inspector fell ill, therefore due to the</p>	
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	<p>close proximity of the Ofsted inspections within the MAT there is a suspicion another academy may receive an Ofsted visit.</p>	
<p>LAB/030/1819</p>	<p>Principal termly overview of the AIP, KPI summary and any additional update</p> <p>The Principal tabled the AIP progress update document to governors.</p> <p>Previously discussed the AIP was streamlined at the end of the autumn term. The document tabled to governors specifies the objectives, review of the objectives and expected date of the objective to be achieved and implemented.</p> <p>Established planning system in English and Maths have been introduced. The Principal explained that she is liaising with Claire Gledhill (Wainwright Primary) who is developing Quality Assurance (QA) systems. Thrumpton is participating in the collaborative Teaching and Learning project with Adam Cooper Assistant Principal (Retford Oaks Academy), Bracken Lane Primary and Tuxford Primary to establish core expectations in teaching and learning ensuring greater consistency. The project will be baselined against each other. Mr Cooper and Miss Gledhill are working together to establish a Continued Progression Development (CPD) programme.</p> <p>Due to changes in staff, the growth mind-set culture within classes has been revisited. Learning outcomes will be shared through books and assessment. Learning will be planned to ensure that there is a clear learning objective and success criteria embedded for all lessons.</p> <p>The issues in Year 4 have now been resolved</p> <p><u>The Governors questioned</u> what the red indicates in the document. The Principal responded that the red indicates that the objective has not yet been started.</p> <p>Time in lesson will be used productively so that learning is maximised therefore there will be less teacher talk.</p> <p><u>The Governors enquired</u> if there is a teaching excellence example regarding the delivery of less teacher talk during lessons allowing other teachers to observe and learn. The Principal responded that there remains a place for teachers to stand at the front of the class to teach however, there should be less teacher talk enabling the children to demonstrate their skills. The Year 2 teacher delivers this style of teaching.</p> <p>The Senior Executive Lead commented that Mr Cooper and Miss Gledhill are building a profile of strengths and areas of</p>	



	<p>development to plan a Continued Development Programme (CPD). Mr Cooper and Miss Gledhill will examine the narrative teaching and where there is a match and focus this together, this can facilitate teachers observing each other and further improve the quality of teaching and ensure consistency across the primary group.</p> <p><u>The Governors enquired</u> when the revised teaching and learning policy will be completed. The Principal responded that once the curriculum design is completed the teaching and learning policy and the curriculum design will link together. Dave Cotton (Senior Executive Lead) is developing the teacher learning assessment strategy across the Trust and Miss Gledhill across the primary group.</p> <p><u>The Governors questioned</u> whether the investigation of sample marking will examine the sample marking in other academies within the Trust and <u>further questioned</u> if this is to be implemented at Thrumpton. The Principal confirmed that she will be exploring best practice in marking to ensure consistency is applied by all teachers.</p> <p><u>The Governors queried</u> the objective that is currently red “To increase parental engagement in the more academic aspects of their child’s education”. The Principal responded that parental engagement to events such as the Royal wedding in the last academic year was well attended however the academic aspect such as homework and their understanding of their role has less parental engagement. The Principal will be examining other parent forums in the Trust to gather ideas of what works.</p> <p>Mrs Gawthorpe commented that the collaboration with the other academies is a strength across the Trust and is forward thinking in its approach.</p> <p>The Senior Executive Lead stated that the Trust is collaborating with the Trent Valley Teaching School Alliance (TVTSA), primary heads, standalone schools and other Mat’s which generally gives access to information nationally earlier; increasing the capacity to develop people and allowing Principals to facilitate strategy’s.</p> <p><u>The Chair enquired</u> if the Trust is addressing the issues surrounding the current knife epidemic which is increasing. The Senior Executive Lead responded that the reduction to police on the streets, schools excluding and off rolling students and social media have been made accountable however the issues surrounding knife cultures are complex.</p> <p><u>The Governors questioned</u> what are the age range of the majority of exclusions. The Senior Executive Lead responded that</p>	
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	<p>approximately Key Stage 4 has the higher percentage for exclusions. Alternative provisions are offered and the need of the child examined. There are challenges for children leaving secondary education to go into either college or employment.</p> <p>The Trust has only permanently excluded 1 child in the last 3 years and are committed to not off rolling any student which is being upheld in the secondary academies.</p> <p><u>The Chair queried</u> if social media has made an impact towards the epidemic with knife culture. The Senior Executive Lead responded that the issues surrounding knife cultures are complex and range from being in a group, tribal beliefs to mental health. Parents and schools need to address the reason why a child or young person is carrying a weapon</p> <p>Mrs Gawthorpe stated that Nottinghamshire has the highest percentage of knife crime in the country.</p> <p>Following a discussion, the governors agreed that there is an increasing concern regarding knife crime and substance misuse. The Senior Executive Lead responded that age appropriate knowledge ties into the curriculum. British Values are already incorporated into the curriculum which teaches children about tolerance.</p> <p>The Principal commented that the Family Support Worker provides early intervention that builds up self-esteem and addresses complex issues.</p> <p>The Senior Executive Lead stated that the new Ofsted framework includes broader outcomes and will include a character framework allowing children to build resilience and learn how to become a good citizen enabling academies to close the disadvantage gap.</p>	
<p>LAB/031/1819</p>	<p>Portfolio chairs summary of meetings – any items for LAB/Board approval. The Chair informed governors there are no items for board approval.</p>	
<p>LAB/032/1819</p>	<p>Academy Specific items (if any) It was noted there was nothing to report on this agenda item.</p>	
<p>LAB/033/1819</p>	<p>Determination of Confidentiality of business. Equalities Act consideration Nolan Principles – see below Governors considered whether anything discussed during the meeting should be deemed as confidential. It was resolved</p> <ul style="list-style-type: none"> - That no confidential information has been discussed - There had been no Equality Act implications 	



	<ul style="list-style-type: none"> - Attendees were content that all decisions made adhere to the seven Nolan principles. 	
<p>LAB/034/1819</p>	<p>Date and time of next meeting: The next meeting will be held on 18th June 2019 at 6.00pm</p> <p>The meeting closed at 7.45pm</p>	

Signed by Chair:

Date: