

**Minutes of the Academy Committee Meeting  
held on Tuesday 10 December 5.15pm  
at Thrumpton Primary Academy**

<b>Membership</b>	<b>Initials</b>	<b>Governor category</b>	<b>Absence</b>
Ms Claire Staley	CS	Appointed Governor	
Mr Alastair Murray	AM	Appointed Governor - Chair	
Mrs Fiona Simpson	FS	Appointed Governor	
Mrs Katie Merrills	KM	Parent Governor	
Mrs Amanda Palfreyman	AP	Staff Governor	
Mr Simon Baker	SB	Parent Governor	
Mrs Jane Gawthorpe	JG	Appointed Governor	<b>A</b>
1 x Appointed Governor vacancy			

<b>In Attendance</b>	<b>Initials</b>	<b>Position</b>	<b>Absence</b>
Mr Gareth Letton	GL	Senior Principal	
Mrs Rebecca Hurley	RH	Academy Principal	
Mrs Sharon Bailey	SB	Clerk and Advisor	
Mr Stephen Wilds	SW	Observer (Governor to be appointed)	
Mrs Rhianne Chambers	RC	Observer (New Clerk from 2020)	

<b>Item No</b>	<b>Item</b>	<b>Action/by who/when</b>
<b>AC/033/1920</b>	<b>Apologies for absence</b> There were no apologies received from Mrs Gawthorpe her absence was accepted. The Chair welcomed the attendees to the meeting.	
<b>AC/034/1920</b>	<b>Declaration of interest and any changes to declarations made at the start of the year.</b> 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.	
<b>AC/035/1920</b>	<b>Minutes of the previous Academy Committee meeting held on 15 October 2019.</b> The minutes of the meeting, having previously been received, were agreed and signed by the chair.	
<b>AC/036/1920</b>	<b>Matters arising from the previous minutes:</b> <b>AC/020/1920:</b> It was noted that the clerk investigated whether the governors can receive the education review meeting bundles. The clerk has been advised that bundles are no longer provided in the meeting as the process as altered.  The Senior Principal advised the Governors that there is a Principal report that is provided for the Education Review Meeting (ERM)	



	<p>and includes a summary of education. This report can be circulated to the governors for information.</p> <p>Action: The Clerk to circulate the ERM Principal summary report to the Governors.</p> <p><b>AC/024/1920:</b> It was noted that the clerk enquired within the clerking team about the skills audit questionnaire and feedback is that no issues have been reported surrounding the questions of the skills audit questionnaire.</p> <p>The Chair requested that the Clerk send the skills audit response to the Academy committee and to resend the link for new governors to complete.</p> <p>Action: The Clerk to send the skills audit responses to the Chair and resend out the skill audit online link.</p>	<p><b>Clerk/Term 2</b></p> <p><b>Clerk/Term 2</b></p>
<b>AC/038/1920</b>	<p><b>Appointment of new Appointed Governor to the Academy Committee Stephen Wilds (CV enclosed)</b></p> <p>Mr Wilds CV had been circulated prior to the meeting. Mr Wilds has several years’ experience on a governing body, had a tour of the academy and had a meeting with the Chair and the Principal.</p> <p>Mr Wilds left the room for voting. Governors voted unanimously for Mr Wilds to join the Academy Committee for a four-year term of office.</p> <p>Mr Wilds returned to the meeting and was welcomed to the academy committee.</p>	
<b>AC/039/1920</b>	<p><b>Safeguarding and compliance including the safeguarding audit to the LA</b></p> <p>The annual Safeguarding checklist from the Local Authority has been completed by the Principal and the Chair 20<sup>th</sup> November this also included an audit on the Single Central Record (SCR). All governors were satisfied that the process had been rigorous, and the Chair signed off the form. The Principal will email the response to the Local Authority.</p> <p>Action: The Principal to send the completed signed Safeguarding checklist to the Local Authority by 20th December 2019.</p> <p>The Trust will be completing a safeguarding audit 13 Jan 2020.</p> <p>The Principal summarised the report on safeguarding to the governors. The report demonstrates the general picture of safeguarding across the academy, case load of the family support worker and a pie chart of the concerns reported on My Concern. My Concern is an electronic safeguarding system used by members</p>	<p><b>Principal/Term 1</b></p>



	<p>of staff to report any safeguarding concerns. The pie chart indicates the percentage of concerns reported not the number of children it concerns. This builds a picture of concerns reported and enables the designated safeguarding leads to identify any trends. My Concern transfers a chronological history of safeguarding concerns to the secondary academies within the Trust.</p> <p>The Principal advised the governors that all the staff are up to date with safeguarding training</p> <p><u>The Governors sought clarification</u> regarding the safeguarding pie chart relating to the 1.8% weapons and <u>further questioned</u> if a child had brought a knife into the academy. The Principal responded that the concern relates to a child using scissors as a weapon and confirmed that no knife had been brought into the academy.</p>	
<p><b>AC/040/1920</b></p>	<p><b>Risk Register including Health and Safety, staff and pupil wellbeing and GDPR</b></p> <p>The Principal advised the Governors that Lucy Flynn a member of the office team is undertaking the administrative responsibility of the Risk Register trained by the Business Manager. The Risk register was viewed on 14<sup>th</sup> Nov.</p> <p><u>The Governors enquired</u> if there are any significant red risk to report. The Principal responded that there are no significant red risks to report.</p> <p>The Principal advised the Governors that Mr Baker the link governor for Health and Safety completed a H&amp;S termly check with the site manager 13 November. Mr Baker noted that the outside play toy area and the sand tray collects rainwater which is a risk if the water is left for a period. The stagnate water can attract rats, cause legionnaires disease and is drowning hazard. The concerns have been reported to the Principal who will ensure that all water is dispersed. Mr Baker also noted that the laptop trolley didn't have individually splits and questioned if there is a trip switch in the trolley. It appears that there are 20 devices charging in the trolley which potentially can be a fire hazard. Concerns have been passed onto to IT who will investigate.</p>	
<p><b>AC/041/1920</b></p>	<p><b>Performance review to include:</b></p> <p>The Chair requested that Mrs Palfreyman leaves the room for the following agenda item.</p> <p>Mrs Palfreyman left the meeting at 17.35pm</p> <p><i>1) Review of all staff in 2018/2019 including recommendations for pay progression or any staff being held back</i></p>	



	<p>All staff eligible for incremental pay progression have progressed. One teacher has progressed to Upper Pay Scale 1.</p> <p>2) <i>UPS/TLR performance review/relevance/impact on outcomes: any changes</i></p> <p>There is nothing to report on this agenda item.</p> <p>3) <i>Review of temporary TLR points and those due to expire</i></p> <p>There is nothing to report on this agenda item</p> <p>Mrs Palfreyman re-joins the meeting</p>	
<p><b>AC/042/1920</b></p>	<p>Any academy specific items including policy appendix ratification</p> <ul style="list-style-type: none"> <li>• <i>Deep Dive</i></li> </ul> <p>The Senior Principal advised the governors that in the response to the new Ofsted framework there are Academy Improvement Reviews, Ofsted training, Ofsted Hexagulating, review of the Quality of Education and deep dives that will commence within academies. During an Ofsted inspection the Principal and the Senior Principal will receive a telephone call to discuss what the academy is doing well, areas for development from this Ofsted will chose what they will Deep Dive. All primaries will be inspected in reading along with another core curriculum. Core curriculum is English, Maths and Science. It was expected that the new English and Maths framework was in place for September with a transitionally period for the other subjects September 2020.</p> <p><u>The Chair enquired</u> if Thrumpton is likely to receive the Ofsted call soon. The Senior Principal responded that it is possible that Thrumpton will receive a call from Ofsted in the next academic year.</p> <p>The Senior Principal advised that the 3 northern primaries have experimented completing a deep dive to closer reflect what Ofsted are going to inspect.</p> <p>The Senior Leader decided to deep dive the Science department. The Senior Leaders looked at connected group of lessons, arranged for teachers to be teaching, examined the work and then interviewed the children, what wasn't done during the deep dive was to talk to the teacher whilst they were teaching.</p> <p>The Senior Principal interviewed the children and asked them what they were doing. The children responded that they were learning about sexual reproduction. It is important that children's knowledge is good, and they remember more and do more. This was an opportunity of development for the Science subject leader. Foundation subjects are not as strong as core subjects therefore it was also a coaching opportunity for the senior leader to advise the</p>	



	<p>subject leader how to respond to questions. There is change to Quality Assurance within primaries that will be assigned to specific areas giving uniformity. It is proposed that deep dive is undertaken for the core subjects termly and the foundation subjects twice a year.</p> <p>Mr Murray arrives at 17.45pm</p> <p>The Senior Principal stated that the deep dives give a different perspective to teachers when Ofsted interview the children. Ofsted inspectors will select who they wish to interview.</p> <p><u>The Governors questioned</u> if the Senior Principal/Principal were pleased with the work witnessed in Science. The Senior Principal responded that they were pleased with the work witnessed in Science, it is proposed that a deep dive will commence in Art next at the same level</p> <p>The Principal advised the governors they will deep dive a subject and invite the Governors to a specific area of the deep diving giving them a sample of what is undertaken. Deep dives are focused over a week.</p> <p><u>The Governors enquired</u> how often are the deep diving. The Principal reiterated that the core subjects are termly, and the foundation subjects will be twice a year. There is broad framework for other subjects. The Principal is currently looking at Personal, Social, Health and Economic (PSHE) and Geography Quality Assurance.</p> <p>Governors noted that there are 12-week terms with deep dives and the AIR (Academy Improvement Review) that will be built into Quality Assurance and <u>questioned</u> whether the Governors will be required to attend the AIR if available. The Senior Principal responded that the governors will be required to attend the AIR if available.</p> <p>The Governors stated that it appears to be 6 deep dives in 12-week period and that it is a significant piece of work. The Senior Principal confirmed it is a significant piece of work that is not unique to Thrumpton Primary and clarified that it is different members of staff that are questioned for each deep dive. Science was deep dived and was given actions ready for their next deep dive. Not every class has a deep dive it is a connected sample therefore it is not always the same teacher. Every teacher must be an expert in every subject. Deep dives are not a performance management observation, it's about the quality of education across the school not a lesson observation. There is not a best fit for all. The purpose is the development of the curriculum, the learning</p>	
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	<p>sequence of remember more and doing more and that children are engaged, and teachers are excited about knowing what to teach. Therefore, the children get the best. The process is not carried out for Ofsted it is carried out for the education of the children, so they are engaging bigger better faster more.</p> <p><u>The Governors questioned</u> if any of the primaries within the Trust has received an Ofsted visit this academic year. The Principal confirmed none of the primaries have received an Ofsted visit in this academic year.</p> <p><u>The Governors enquired</u> how individual teachers such as the subject teacher and class teachers reacted to the deep dive process. The Senior Principal responded that the teacher and subject leads have been comfortable with the challenging. The subject leader found the process exciting for the coaching element and everyone worked with the team and saw that the deep dive was done with them as opposed to them. The deep dive team didn't discuss with the teacher what they were teacher although discussed with the teachers about sequent learning. Work was undertaken with middle leaders making sure everyone was comfortable and the deep dive is a phase of development. Subject leads should own it, shape and develop it with teachers articulating why they are teaching the way that they are teaching and explaining the pedagogical approach. There are no longer topic subjects, subjects are interleaving. History is a broader subject where they have developed historical enquiry set of skills. The class look at resources and why it suits countries to keep their heritage and their culture. There is a large piece of work that has been undertaking with the new curriculum design</p> <ul style="list-style-type: none"> <li>• EVC Trips</li> </ul> <p>The Principal advised the governors that any residential trip requires governor approval. Currently the Principal and Senior Principal are examining the trip offer to be in line with the new curriculum offer. There is a transition period currently, beyond where that might go and the financial contributions cost for the parent.</p> <p>It is proposed that Year 3 will camp overnight on the school field and is an introduction to trips.</p> <p>It is proposed that Year 4 attend Walesby outdoor adventure this includes team building and risk taking this is a 1-night 2day trip.</p> <p>It is proposed that Year 5/6 trip go to the theatre in the West End (London) and a Year 6 residential trip is in Derbyshire.</p> <p>All the trips paperwork work including the financial costing to be circulated to Governors for approval.</p>	
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	<p>Action: The Principal to send completed paperwork for the residential trips to the Clerk for governor approval.</p> <p>Ms Staley joins the meeting at 18.07pm</p>	<p><b>Clerk/ASAP</b></p>
<p><b>AC/O43/1920</b></p>	<p><b>Approval of AIP for 2019/2020</b></p> <p>The Principal summarised the Academy Improvement Plan 2019/2020 that the governors previously received. The AIP has been redrafted and finalised and is now fit for purpose. The AIP is a working document that is updated regularly. The executive summary demonstrated the headline objectives of the curriculum development to ensure all children receive a rich and broad experience (relevant, ambitious, coherent and well sequenced in all subjects) To develop highly effective pedagogical approaches to ensure quality first teaching is consistently embedded across the academy and that children remember long term the content taught.</p> <p>To develop the effective use of assessment and feedback to improve learning across all areas of the curriculum, in all phases and for all children. To improve writing outcomes, writing has had the least progress in a 3-year trend. To improve outcomes in reading, through a focus on fluency, stamina and reading for pleasure.</p> <p><i>Behaviour and Attitudes</i></p> <p>To diminish all gaps in attendance, including the non-statutory attendance. The Principal explained that statutory attendance is good however non statutory is a challenge</p> <p><u>The Chair enquired</u> if the non-statutory attendance rate has improved. The Principal responded that the academy is working with parents however because Nursery is non statutory it is a challenge, it is important that parents know value of education.</p> <p><i>Personal Development</i></p> <p>To ensure the curriculum and wider provision supports children to develop character and that they know how to keep physically and mentally well. PHSE will be explicit to develop skills</p> <p>A Visual document of the AIP is available to view on SharePoint and has been circulated previously.</p> <p><u>The Governors raised a concern</u> that the AIP Quality of Education headline data demonstrates the development points and <u>questioned</u> whether there should there be a reference to maintaining the quality of education that has already been</p>	



	<p>achieved. The Senior Principal responded that the terminology “ongoing/continuous” is not viewed favourable within an AIP as an AIP an improvement plan.</p> <p>The Senior Principal and Principal have meetings with senior leaders and agree the improvement and development points. The success criterion is the impact of the improvement and how this will look for staff and the children, wider targets are necessary. The AIP follows the Trust process for all the academies.</p> <p>The Governors stated that that AIP is about specific areas of improvement and omits anything about the sustained improvements and there is a concern that those areas could slip because of the focus areas within AIP. The Senior Principal stated that sustained areas are examined during Deep dives, the Quality Assurance calendar. The Senior Principal and Senior Executive Leaders ensure that sustained improvements are not slipping.</p> <p>The AIP is developed following the School Evaluation Form (SEF). The SEF contains more detail including successes. The AIP is the immediate improvements and expectations that are constantly evolving.</p> <p>The reading test paper contained 500 more words last year and the Standardised Assessment Test constantly changes. The AIP is written to reflect the continually journey. This academic year is the fourth year of new the SAT’s without levels.</p>	
<p><b>AC/044/1920</b></p>	<p><b>Student performance</b></p> <p>The Principal presented the visual student performance data to the governors.</p> <p>There are no further updates to mentioned that has not been previously reported. A data drop is due this term.</p> <p>The Principal demonstrated how to navigate the assessment page to the governors and explained that student targets are included however the data is not live.</p> <p><u>The Chair enquired</u> about the targets for Year 6. The Principal responded that for this period 64% are achieving the expected standard with 81% predicted to achieve the expected standard at the end of the academic year.</p> <p><u>The Chair questioned</u> what the percentage difference equates to in children. The Principal responded that the difference in percentages to children equates to 4 children.</p>	





	<p>The Senior Principal advised the governors that the Trust has purchased Partners in Excellence (PiXL). PiXL provides resources for reading, writing, grammar, punctuation and spelling (GPS), mathematics and science and is a more forensic way of working and fine-tuning interventions.</p> <p><u>The Chair questioned</u> whether human factors are considered. The Principal responded that all factors are considered when placing interventions.</p> <p>Phonics is on track. From September 33% of the children are on track to meet the expected standard and 67% are working towards the expected standard.</p> <p><u>The Governors enquired</u> about the specifics details with the cohort. The Principal responded that there are 9 pupil premium children in the cohort all of which are on track to achieve the expected standard.</p>	
<p><b>AC/045/1920</b></p>	<p><b>Finance: Cash flow Management Accounts September/October</b> The Principal presented the visual management accounts to the Governors. The accounts demonstrate the Year to Date (YTD) budget versus the Actual YTD and its narrative above. The staff cost is in line with the budget. The non-pay data ~ timing of the expenditure against the profile of the budget is expected to make no impact at the year end.</p> <p><u>The Governors questioned</u> who is responsible for the finance at Thrumpton following the departure of the previous finance manager and <u>further questioned</u> if anyone will be attending future committee meetings. The Principal responded that Laura Syddall is the finance manager for Thrumpton and is not requirement that the finance managers attend the committee meetings. The expectation is that the Principal and the finance manager meet and the Principal reports to the governors</p>	
<p><b>AC/046/1920</b></p>	<p>HR report The Principal presented the visual Human Resources report to the governors. Thrumpton employs 42 members of staff which is equivalent to 27 Full Time Equivalent (FTE). Thrumpton employ several part-time staff.</p> <p><u>The Governors questioned</u> how many days have been lost to sickness absence. The Principal responded that there has been 9 days lost to sickness absence which equates to 6 members of staff and 10 days for 1 member of staff for virus</p> <p><u>The Governors enquired</u> if the days lost for other are for training and maternity. The Principal confirmed that the days lost for other are for training and maternity 132 days have been lost due to</p>	



	<p>maternity. Compensation leave is 3 days equating to 3 members of staff.</p> <p><u>The Chair enquired</u> if any members of staff are triggering the Bradford score. The Principal responded that 3 members of staff have flagged red on the Bradford score. The members of staff, Principal are working with HR who are managing the absences.</p>	
<b>AC/047/1920</b>	<p><b>Determination of Confidentiality of business. Equalities Act consideration</b></p> <p><b>Nolan Principles – see below</b></p> <p>Governors considered whether anything discussed during the meeting should be deemed as confidential. It was resolved</p> <ul style="list-style-type: none"> <li>- remains confidential to Mrs Palfreyman.</li> <li>- There had been no Equality Act implications</li> <li>- Attendees were content that all decisions made adhere to the seven Nolan principles.</li> </ul>	
<b>AC/048/1920</b>	<p><b>Complete report to Trustees</b></p> <p>To be completed after the meeting and to include:</p> <ul style="list-style-type: none"> <li>- Development of the Science curriculum</li> <li>- Quality Assurance</li> <li>- Data dashboard not live information</li> <li>- Finance to attend at least one meeting a year.</li> </ul>	
	<p><b>Date and time of next meeting:</b></p> <p>The next meeting will be held on Tuesday February 11 at 5.15pm.</p> <p>The meeting closed a 7.20pm</p>	

Signed by Chair:

Date: