

**Minutes of the first joint Academy Committee Board Meeting
held on Wednesday 19th May 2021 at 5.15pm via Microsoft Teams**

Membership	Initials	Governor category	Absence
Mr Alastair Murray	AM	Appointed governor	
Mrs Amanda Palfreyman	AP	Staff governor	
Mrs Christina Wyles	CW	Appointed governor	
Mrs Elizabeth Farrar	EF	Appointed governor	
Mrs Fiona Simpson	FS	Appointed governor	
Mrs Jane Gawthorpe	JS	Appointed governor	
Ms Morag Malcolm – Vice Chair of Governors	MM	Parent governor	
Miss Natalie Ward	NW	Staff governor	
Mrs Rebecca Marshall	RM	Appointed governor	
Mr Simon Baker	SB	Parent governor	
Ms Siobhan Willows	SIW	Parent governor	
Mr Stephen Wilds - Chair of Governors	STW	Appointed governor	

In Attendance	Initials	Position	Absence
Mr Gareth Letton	GL	Executive Principal	
Mrs Helen Cawkill	HC	Principal for Bracken Lane	
Mrs Rebecca Hurley	RH	Principal for Thrumpton	
Mrs Rhianne Chambers	RC	Clerk & Advisor	
Mrs Tracy Blacknell	TB	Vice Principal for BLPA&THPA	
Miss Hare	BH	PSHE lead for THPA	
Mr Roberts	WR	PSHE lead for BLPA	

Item No	Item	Action/ by who/when
AC/57/2021	<p>In advance of the meeting starting, Mr Wilds welcomed both Miss Hare and Mr Roberts.</p> <p>Update following central training The committee all agreed that the training session on Early Years and RSE was informative and helped to paint a picture in relationship to safeguarding. This session was also deemed the most relevant yet.</p> <p><i>Mr Murray joined the meeting at 5.24pm</i></p>	
AC/58/2021	<p>Apologies for absence The meeting was attended by all governors.</p>	
AC/59/2021	<p>Declaration of interest 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.</p>	
AC/60/2021	<p>Minutes of the last Academy committee meeting on 24th March 2021 The minutes of the meetings, having previously been received were agreed and signed by the Chair.</p>	
AC/61/2021	<p>Matters arising</p>	



	<ul style="list-style-type: none"> - AC/40/2021 - central document on previous Ofsted inspections has been started and will be continued to be completed. - AC/45/2021 & AC/53/2021 – please see agenda item 6. - AC/45/2021 – to note both Mr Perry & Mr Storey were sent thank you letters. - AC/45/2021 – to note Mr Baker has become the 2nd H&S link governor to support Mr Murray and the H&S audit of BLPA has been completed. 	
<p>AC/62/2021</p>	<p>Safeguarding; culture and compliance</p> <p>The chair informed the committee that the Secretary of State has decided to look in detail at safeguarding, following children disclosing they have been subject to abuse. The Chair therefore felt this to be an opportune moment to discuss and for all governors to be refreshed on safeguarding practices within the academies. There is also a desire to understand how RSHE is being taught in the schools and how this then fits into being assured, as governors, that the children feel safe and confident to report any abuse they may be suffering.</p> <ul style="list-style-type: none"> - RSHE (relationship, sex and health education) update from the leads within the academy. <p>Both Miss Hare and Mr Roberts introduced themselves and informed the committee of their roles within the academies. Governors were informed that RSE is now a statutory curriculum offering and, in both academies, PSHE (personal and social health education) is delivered both implicitly and explicitly through many areas of the school life. Within PSHE there are 3 key strands including;</p> <ul style="list-style-type: none"> - Keeping pupils healthy and safe – taught, assessed, and monitored through the curriculum. - Personal and emotional support – through the pastoral care as it is a key responsibility to ensure the children are happy in school. - Behaviour management – this is intertwined throughout the curriculum including the school traits. <p>Within the curriculum there are 3 core themes;</p> <ol style="list-style-type: none"> 1. Autumn term - Relationships (statutory), 2. Spring term - Living in the wider world (non-statutory) 3. Summer term - Health and wellbeing (statutory) <p>All lessons are well planned, and students can embed new knowledge and then apply to real life situations for example, THPA is next to the railway line so rail safety is included whereas for BLPA they discuss more on road safety. The curriculum is also part of a progression framework, so knowledge is built year on year which allows for retrieval and review. The academy has used the PSHE Association to help build the curriculum.</p> <p>Governors were informed that the children are taught sex education but there is a requirement to gain consent from parents prior to any teaching. It was also noted that the RSE policies are live on the relevant academy’s websites for parents and other stakeholders to read.</p> <p>The personal attributes are the hardest aspects to assess as it can be difficult for a teacher to assess a child’s self confidence or sense of their</p>	



	<p>own identity and values. However, pupils can judge if they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a series of lessons. The academies have designed end points including questioning, brainstorming, discussion, role play, quiz etc.</p> <p>Safeguarding is taught within the PSHE (personal, Social, Health and Economic education) curriculum including;</p> <ul style="list-style-type: none"> • Year 1 - Safe relationships including being able to recognise which parts of the body are private and to identify types of touch and how they make you feel. • Year 5 - Giving permission for physical contact and to know what is acceptable or not. <p>Within the PSHE lessons it does open a forum to discuss any sensitive issues and all issues are appropriately addressed and would be reported on My Concern or the teachers would liaise with the DSL should there be a need. Teachers are also aware of the affect that poor PSHE planning and delivering of lessons can have and the staff are also mindful that SEND children are more vulnerable to exploitations. All staff do complete annual training including safeguarding modules, an annual safeguarding review, weekly staff bulletins and further CPD sessions including training events by Paul Simpson (lead within the Trust) to reassure any concerns. The next step for the academies is to ensure all staff are confident with the sensitive aspects in the content. The team will also be outlining the post lockdown curriculum to cover any essential knowledge as well as establishing how to transition EYFS into the year 1 framework.</p> <p>Mr Roberts informed the committee that he was involved in the safeguarding audit for BLPA recently with Patrick Knight (safeguarding lead for the Trust), where the academy was questioned on the safeguarding practices and how they are ensuring that everything is being done to protect the children.</p> <p>The chair questioned how the academies handle anxieties in children to which Miss Hare explained that if staff are confident in delivering the content, then children naturally feel safe too. The teams will always ensure relationships are strong within the school to ensure the children know who they can go to should matters arise. The chair confirmed he felt reassured about comments made that it is a whole school approach and staff will see children’s behaviour in all situations so therefore will notice any changed.</p> <p>The governors queried how the teachers found the experience during home-schooling and with bubbles closing on and off and further asked how are they trying to close the gap when not every child attended every lesson. Miss Hare explained that the subject being delivered during the home-schooling was the non-statutory content based on finances and the economy. Mr Roberts added that through the live sessions it also gave teachers an opportunity to check in with the children so they could still get an idea of the frame of mind the children were in. The curriculum was also adapted to the cohort and teaching focussed on wellbeing and how to</p>	
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cope with change and challenge. The governors noted they had seen in the safeguarding audit that the RSE curriculum had received high praise. Mrs Cawkill added that the PSHE culture runs throughout everything within the academy so even if not teaching something there will be an opportunity at another point.

The governors noted it had been mentioned it was a progressive curriculum framework and **queried** how the academy are looking at developing it to a whole school approach with reference to the F1 and F2 children. Miss Hare explained that PSHE is a core theme in EY and is one of the fundamentals that they run by so therefore naturally thrives in the EY stage. The academies are keen to ensure that this ties in within the curriculum which can be shown through a progression in terms of skills. With the ethos and core values they are embedded right from F1. Miss Ward added that this includes when the children go to the toilet and are told to close the door for privacy and with caring, sharing and taking in turns are all part of everyday routines that can be linked to the RSHE curriculum.

The governors asked if many parents opt out of sex education and if this created gaps in knowledge which could lead to any worries with safeguarding. Mrs Cawkill confirmed that there have not been any parents who have not given consent at BLPA and although some parents may be worried, reproduction is also covered within the science curriculum. The Chair added that it was reassuring that there is a level of confidence from parents with how the academies handle the sensitive content.

- Safeguarding audit results

Governors were informed that BLPA had their safeguarding audit on the 20th of April and the report had been distributed in advance of the meeting. There were 3 amber risks from last year which are now green and there are now a further 3 amber risks which have all been addressed so would be green if audited again next week. Mrs Hurley added that throughout the audit, the culture of safeguarding within the academies was noted as well as the positive attitude around staff training inc. poverty proofing. THPA were also praised on the one-way system around site as well as the National Online Safety for Schools award which was the same at BLPA. THPA did have some amber gradings on their report too which were small aspects of admin processes from HR but overall a positive audit.

The chair queried if the children are taught about addiction including social media and computers. Mrs Hurley confirmed that the gaming issue is prevalent as most students have been opting to do this due to lockdown, but addiction is taught through both the RSE and computer curriculum. On top of this, the academy does talk about screen time, and how important it is to be both mentally and physically healthy. Mrs Cawkill added that the recent mental health awareness week gave pupils an opportunity to move away from screens and throughout lockdown both academies did encourage 'screen free' time. **The vice-chair asked** if the children still partake in the D.A.R.E programme which is specifically focussed on



addiction to which it was confirmed children complete this programme in the Autumn term.

- Link governor safeguarding update

Mrs Wyles informed governors that safeguarding has become more intensified due to Covid-19. A recent report by Bristol University highlighted that 8year olds were doing toddler tantrums as a direct result from emotions they were experiencing. During lockdown, many children lost contact with a trusted adult, and this was very noticeable to Childline. Governors were informed that Mrs Wyles and Mrs Marshall are in the process of setting up a regular link with a Childline operator. Childline are currently focusing on the emotional wellbeing of children and their relationships with adults in school. Although this link is in its early days, it will allow the academies to get a country wide picture of any safeguarding trends. Mrs Wyles also discussed a suggestion of having link governors with a focus on Health & Wellbeing and Looked After children. The committee decided this sat within the safeguarding remit so Mrs Wyles and Mrs Marshall will oversee these areas. Governors were also made aware, that as safeguarding link governors, they complete the annual NCC audit by end of every year as well as attending the SCR (single central record) review which takes place termly to review the information kept on file.

Mrs Marshall added that both safeguarding link governors were impressed with how the safeguarding audits went. The Trust were pleased with both academies and most areas were green. BLPA received high praise for the PSHE and online curriculum and it was noted that this is a key area in post Covid-19 inspection climate especially as the academy has ticked off key safeguarding and mental health themes with age and key stage specific content. THPA received high praise for the established track record for meeting both increasingly complex and more wide-ranging needs with social, emotional, and mental health needs of different families. The children with increasingly complex needs were being met by a well-qualified family support worker. For both academies it had been noted that governors had detailed understanding of their roles and up to date knowledge, which was evidenced in the minutes and newsletter, so the Trust were pleased with the relationship between governors and leadership.

The vice-chair thanked both Mrs Wyles and Mrs Marshall for the report back to the committee and feels reassured knowing they are proactive in their roles.

The Chair noted that in the Principal report received in advance that there was one LAC (looked after child) who is currently without a social worker and highlighted it as an issue and **asked** the Principal to follow this up on the child’s behalf. Mrs Cawkill confirmed the transfer goes to the advocate and solicitor from the social worker and a new social worker will be assigned when the child protection element is closed for the short term while the child is looked after. When it moves back to either Child



	<p>Protection or Child in Need from LAC then the child advocate will come back, and a new social worker appointed. From the academy side it is very complex and tricky to manage but all the questions have been asked. The chair added that in the meantime there is a child that has had several social workers that they need to get to know and trust, time and time again. Mrs Cawkill confirmed the academy are fighting for the rights of the child to be heard and a new social worker is being assigned and she will be visiting the people concerned next week.</p> <p>The board all agreed they were reassured that the academies are doing everything they can to safeguard the children at BLPA and THPA.</p> <p><i>Miss Hare and Mr Roberts were thanked for attending and left the meeting at 6.26pm</i></p>	
<p>AC/63/2021</p>	<p>Integrated Risk Management Risk Register inc. education risks, Health & Safety, staff & pupil well-being, GDPR - Risk register audit results</p> <p>Governors were informed that both academies have recently had a Risk Register audit. THPA are currently awaiting their report with the results. BLPA received their results and have several action points which are all being addressed. Governors had received the report in advance of the meeting.</p> <p>Mr Letton added that there is currently work going on behind the scenes as it has been asked whether the audit process is auditing the management of the risk or auditing the paperwork process. It was added that both academies manage their risk well and the issues raised in the report are more to do with how the risks are recorded.</p>	
<p>AC/64/2021</p>	<p>Academy Improvement Plan (AIP) evaluation</p> <p>Mrs Cawkill explained that the academy has reviewed the development plans for both the Autumn and Spring terms and although some areas have been moved from one term to the next, BLPA still feel like they on track with meeting most of the AIP by the end of the Summer term.</p> <p>The Chair reminded everyone to avoid the use of acronyms and asked for an explanation of all the acronyms. Mrs Cawkill ran through the acronyms and the relevant meanings including PiXL and the group names for the children including B1 (those children borderline meeting expected standard) and A2 (those children borderline greater depth) which enables the academy the opportunity to target those children to ensure they get the right interventions at the right time. Mr Letton reassured governors that the children do not know what group they are in e.g., B1. It is more of a shorthand amongst professional colleagues.</p> <p>Mrs Hurley added that even with the lockdown she is proud of what THPA have still been able to develop with a focus on refining the curriculum to ensure all content is appropriate. Writing is an area of focus as this was the area that was less engaged in throughout remote learning due to parents</p>	



	<p>finding it hard to support, resulting in children losing their stamina. The academy is also looking at implementing ‘free write Fridays’.</p> <p>The vice-chair noted that both low and high attainers are mentioned but questioned what is happening for the middle attainers. Mrs Cawkill highlighted that at both academies they are always focussing on moving children on to their next steps. At BLPA, the academy is very good at getting children to Expected Standard but less successful at getting them to Greater Depth. The lower attainers sometimes make less progress than the academy would like so through this process they can make sure that all children are making good or better progress regardless of where they end up. If they can accelerate progress, then the outcomes and attainment are better. The vice-chair further asked if there are any areas where the children have done well at throughout home learning. Mrs Hurley explained that within the academies they have seen greater divides in the gaps in the children’s learning which is because of some children being well supported at home and for those children who have not engaged as much then the gap has widened. Mrs Cawkill agreed and said that BLPA have found that the reading for most children has been steady or improved as everyone could do this at home. At BLPA it is obvious that the younger children have missed out the most, especially with social skills and the opportunity to talk with other children resulting in both communication and language getting a greater push. RSE will focus on this during this term and into next year. The chair added that from looking at the attendance figures it shows how keen the children are to be there.</p>	
AC/65/2021	<p>Pupil Premium (PP) strategy impact</p> <p>Governors were reminded of the poverty proofing training which Miss Hogg did with the committee in a previous meeting. At BLPA there has also been a uniform swap shop and deliveries of food to families throughout lockdown which also links into the poverty proofing work which is being completed.</p> <p>There had also been funding for the NELI (Nuffield Early Language Intervention) programme that has been promoted by the government and even though both BLPA and THPA schools did not fit the profile, they were both accepted for this year. The academies are now trying to fit the programme in before the end of term as there are other language intervention programmes which are used for year 1 and although the academy will not receive the funding next year the academy does have the resources to be able to still follow the programme.</p> <p>The vice-chair noted the in-work poverty and the temporary poverty that is happening now and questioned if there are any children on the borderline that the academy / governors need to be made aware about. Mrs Cawkill added that the academy has made every effort with families and families have contacted the academy to say if they have lost their jobs or of any bereavements etc. There is also a very strong community of parents where they will offer help to others if they are perceived to need the help more. The chair added that the informal links are important.</p>	



	<p>Mrs Hurley added that the key information on THPA's PP strategy was in the Principal report which was distributed in advance but there was a desire to highlight the Fareshare food stall which has been implemented with support from the Rotary club and local employer Icon Aerospace Technology. As part of the Fareshare stall the academy receive a delivery from Tesco which is a combination of items at the end of their shelf live or surplus stock. The stall is set up at home time and families can take what they want which has been incredibly well received. This has also been extended to staff as some staff are in similar circumstances. THPA has also been in receipt of 10 laptops which have been donated ASDA to help disadvantaged students. Mrs Cawkill added that there is a plan to roll out the Fareshare stall to BLPA too.</p> <p>The vice-chair questioned if the academies are affected by the PP timeline being rejigged for the funding to which Mrs Hurley explained it may potentially affect THPA by £10k potentially but guidance has been released which states that you claim that back so Miss Hogg is currently working on this with others in the Trust to see THPA can be in receipt of this.</p>	
<p>AC/66/2021</p>	<p>SEND strategy impact</p> <p>Both SEND strategies were sent to governors in advance of the meeting. Governors were made aware of the sensory audit for BLPA, as there are children who need a sensory curriculum who are no longer in foundation stage, so it was important that the academy created that option when there is no additional space. The academy has invested in equipment and obtained funding from the Additional Family Needs Funding which allowed the academy to purchase sensory equipment suitable to the school. Most of the equipment has arrived and the children are beginning to use it around Covid-19 restrictions. BLPA have also completed a mental health audit which came through from the Trust and staff completed a questionnaire around SEND and what CPD opportunities they would like which enables the academy to ensure staff properly trained.</p> <p>Mrs Hurley added that everything is very similar at THPA due to Helen Crampton being the SENDco for both academies. The sensory provision is also being looked in to at THPA.</p>	
<p>AC/67/2021</p>	<p>PE plan update</p> <p>Mrs Cawkill explained that the PE plan comes from the Sports Premium funding which the academy receives. Each year the plan highlights what the academy will spend the money on however this year there has been some disruption due to Covid-19 which was highlighted on the information sent to governors in advance. It was confirmed that BLPA will not be able to get the Schools Games Mark as it is not being made available for the rest of this year, but the academy did get an acknowledgement of participation. The PE with ROA has been successful, and the academy are hoping to continue this next year which has been positive. The Curriculum Development Team for the primaries is fairly developed because of the links with ROA which is supporting the work in relation to the physical development of the children. The children have been introduced to new sports including yoga which they were able to do throughout lockdown as well as accessing other opportunities including Joe Wicks, so the academy</p>	



	<p>know the children have been physically active. Mrs Hurley added that both academies have used some of the Sports Premium funding to purchase the outdoor gym facilities which has helped to ensure the children are physically active at breaks.</p> <p>The vice-chair asked if the children coming in their PE kits has made the PE lessons more productive and if this has also resulted in the children being more active at play time. Mrs Cawkill added that it has made the lessons more productive as they are saving time on the children getting changed, however there are disadvantages as the children do not practice getting dressed.</p>	
AC/68/2021	<p>Admissions next academic year BLPA advised governors that they received 109 applications altogether and THPA received 124 applications. Both academies have offered the full 30 places.</p> <p>There were no questions from the governors on the admissions for next year.</p>	
AC/69/2021	<p>Staff, pupils, parent survey evaluations Mrs Cawkill informed governors that following the staff survey evaluations the staff highlighted they feel that the leadership team understand the challenges they face and that any adjustments are made where necessary. There was a couple of criticisms regarding some staff not feeling involved in decisions but not all decisions can be shared however the leadership team are being mindful to communicate more to ensure staff feel involved.</p> <p>Following a question being raised in the previous governor meeting about staff wearing masks, a verbal survey was conducted with the children at BLPA and the overall response was that the staff should wear the masks to be safe and that their parents do in a shop so it makes sense. The chair added that it was important that children have been involved.</p> <p>For THPA, Mrs Hurley added that the results from the parent feedback survey had included lots of positive comments especially around the pastoral care and the remote learning offering.</p>	
AC/70/2021	<p>Link governor visit updates / reports Mr Murray and Mr Baker have completed H&S visits to both academies now. At BLPA there were no issues to flag up. For THPA it was flagged to the governors about the leak in the Foundation class ceiling which is a major concern. Mrs Hurley added that this is being dealt with by the Estates Team within the Trust.</p> <p>The Chair questioned if the issues regarding leaks at BLPA had been fixed to which Mrs Cawkill confirmed it has but is being reviewed regularly.</p>	
AC/71/2021	<p>Item in addition to agenda</p> <p>Any academy specific items including policy appendix ratification & any audit results;</p> <ul style="list-style-type: none"> - Other policy updates (Privacy Notice for Staff and Photography & Videography Policy) 	



	The above Diverse Academies policies were updated by the Trust on the 4th May 2021 and are available on the Trust website. Governors were informed of these updates on the 4th May 2021.	
AC/72/2021	<p>How has the AC held senior leaders to account?</p> <ul style="list-style-type: none"> - Level of reassurance the committee have received on safeguarding. - H&S - Acronyms. 	
AC/73/2021	<p>Complete report to Trustees</p> <p>AC members discussed the report and agreed to add:</p> <ul style="list-style-type: none"> - Safeguarding – level of reassurance has been good what doing in terms of specifics in teaching and in whole school response to SG is very good. Complement schools and governors on what has been done. Level of involvement for governors and doing on behalf of both board and children. - Remarkably well in meeting needs of children whilst in lockdown. 	
AC/74/2021	<p>Determination of Confidentiality</p> <p>Equalities Act consideration</p> <p>7 Nolan Principles</p> <p>AC members considered whether anything discussed during the meeting should be deemed as confidential. It was resolved;</p> <ul style="list-style-type: none"> • There were no confidential items discussed • There had been no Equalities Act implications • Attendees were content that all decisions made adhere to the 7 Nolan Principles. 	
	<p>Date and time of next meeting:</p> <p>Academy Committee meeting Wednesday 14th July 2021 at 5.15pm</p> <p>The meeting closed at 19.20pm</p>	

Signed by Chair:

Date: