

**Minutes of the Tuxford Academy Committee meeting  
held on Monday 3 February 2020  
at 5pm in The Hub**

<b>Governor name</b>	<b>Initials</b>	<b>Governor category</b>	A = absence
Mrs N Davis	ND	Appointed	
Mr A Denley	AD	Appointed	A
Mrs C Donlan-Harrison	CDH	Appointed	
Dr L Galbraith	LG	Appointed	
Mrs D Hollingsworth	DH	Appointed	
Ms K Hopper-Peart	CHP	Parent	A
Mr R Lancaster <b>Vice Chair of Governors</b>	RL	Appointed	
Mr C Parsons	CP	Parent	
Rev. G Price <b>Chair of Governors</b>	GP	Appointed	
Miss M Tivey	MT	Teacher	
Mr R Twelvetrees	RT	Appointed	

In attendance: [staff or other invited persons]

<b>Staff name</b>	<b>Initials</b>	<b>Role</b>
Mr D Vernon	DV	Senior Principal
Mr J Hardy	OH	Principal
Mrs A Elway	AKE	Clerk and Advisor
Mrs A Leathem-Pugh (part of the meeting)	NP	Assistant Principal

<b>Item No</b>	<b>Item</b>	<b>Action/ by who/ when</b>
<b>AC/48/19-20</b>	<b>Apologies for absence</b> Apologies for absence were received and approved from Mrs Hopper-Peart due to family commitments and Mr Denley due to work commitments.	
<b>AC/49/19-20</b>	<b>Declaration of interest</b> There were no declarations of interest, either direct or indirect, for any items of business on the agenda. The Chair asked if anyone had any declarations to update. Governors confirmed that the declarations given at the beginning of the academic year were correct.	
<b>AC/50/19-20</b>	<b>Governor Training – IDSR and FFT Aspire by Anna Leathem-Pugh:</b> Mrs Leathem-Pugh projected Ofsted’s IDSR data which is used as a reference point in any inspection. Mrs Hollingsworth and Mr Twelvetrees advised they had been on recent training arranged by the Trust. Mrs Leathem-Pugh pointed out that IDSR replaces RAISE Online previously reviewed at governor meetings and went through the subject’s guidance informing that greyed out sentences were because there was nothing significant to report. <b>Governors noted:</b> <ul style="list-style-type: none"> <li>- General Studies and Classics are the only 2 subject clusters not taught</li> <li>- Geography was highlighted as a strong subject and in the top 20% of schools nationally which is a turnaround on previous years</li> <li>- Triple science subjects were in the lowest 20% nationally due to the decision to enter less able sets who didn’t perform as well as more able students nationally. Only the top 33 students are being entered</li> </ul>	

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	<p>this year. <b>Mrs Davis questioned</b> whether it had been right for the students to be entered rather than it not being right for the academy's results. She was advised that the students didn't do any worse than if they had taken double science but there had been more pressure placed on them to learn and revise for the triple entry. The decision to enter them for the triple had been taken to increase the number of GCSEs taken by some students. <b>Ms Galbraith enquired</b> if students could still opt for the 3 subjects if the academy felt they could cope with this pressure with Mr Hardy advising that this would be a discussion with them and their parents as they would have to change timetable</p> <ul style="list-style-type: none"> <li>- The option blocks of 21% of the current YR11 and 34% of the current YR10 will enable them to be eligible for the EBacc</li> <li>- <b>Mr Lancaster enquired</b> if best practice in the highest subjects is being shared across the group and he was advised that Ms Addison is looking at curriculum across the Trust. It was suggested that she attends the next meeting to advise governors of the work she is doing</li> <li>- Health &amp; Social Care which is not an EBacc subject was in the lowest 20% of schools and governors were advised that the academy is looking into a more modular based course to raise achievement</li> <li>- The Overall and Open Progress 8 declined between 2017 and 2018 as it was inflated in 2017 due to the use of the ECDL which is now not taught.</li> <li>- Mrs Leathem-Pugh talked to the rest of the document and referred to page 8 P8 3-year trend which highlighted that all subjects are significantly above national except Maths and EBacc (due to Science advised above).</li> <li>-</li> </ul> <p>Miss Tivey arrived at 5.17pm</p> <p>Mrs Leathem-Pugh referred to the FFT Aspire Dashboard, previously received, which tracks from KS2 data to where students should be at the end of KS4. She explained the gauges and what the data shows with KS4 results being broken down into higher and lower performing subjects and that FFT set targets on the top 50/20/5% of students nationally. Tuxford sets targets against FFT20. Caution was aired that some of the lower performing subjects were due to low numbers taking the subject. <b>Governors noted:</b></p> <ul style="list-style-type: none"> <li>- The pupil groups performance demonstrates that there remains a gap between disadvantaged and none disadvantaged students and 3 Asst. Principals have been given responsibility to work with students to remedy this</li> <li>- If there is no red/green indicators there is no significant change</li> <li>- The subject data shows the ones that are above/below national average and <b>Mr Parsons queried</b> the below average Art and Design results. Members were advised that the subject was split into Fine Art and Arts and Craft. In hindsight this had been the wrong approach as the target grades are derived from English and Maths projected grades and therefore students are not necessarily able to achieve in Art and Design if their grades of these two are not strong. The Year 9 options are being closely reviewed to ensure that the subject is chosen for the right reasons with separate lessons, rather than amalgamated ones for each part of the course. <b>Mr Lancaster suggested</b> that there</li> </ul>	<p>DA 23/3/20</p>

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	<p>has been issues with achievement in this subject for a number of years with Mr Vernon advising that there is a fine balance between achievement and students' enjoyment of the subject with a knowledge that their grades may not be high. <b>A question was raised</b> whether predicted grades had been accurately assessed with Mr Hardy advising that for this subject, grades are given by a moderator rather than sending work off and grades had been changed at this time. To remedy this there will be cross Trust moderation to try and get consistency.</p> <p>Mrs Leathem-Pugh advised that the AP2 data from 4Matrix is being analysed but AP1 results are usually more accurate to predictions. <b>Mr Lancaster enquired</b> if all students are tracked for interventions and he was advised they were such as in English specific students are being targeted for after school intervention. This has seen a particular success with boys.</p> <p>Summarising the DP2 results, Mrs Leathem-Pugh advised of areas to note:</p> <ul style="list-style-type: none"> <li>- Maths progress is as predicted although as a whole it is a concern and Pixl has been bought which tracks individual and cohort analysis</li> <li>- EBacc and open increased from DP1</li> <li>- Science predicting negative progress in EBacc</li> <li>- Disadvantaged students are predicted -0.31 and intervention is in place to raise aspiration and attendance.</li> </ul> <p>A new App is being used which tests students' in specifically identified areas of weakness leaving lessons to focus on application and weaker areas as a cohort.</p> <p><b>Ms Galbraith asked</b> if accuracy of predictions is tracked year-on-year and she was advised this didn't happen, however Mr Vernon advised he will look into it.</p> <p>The list of all interventions used was advised and Mrs Leathem-Pugh advised that all YR11 students have been plotted in a Horsforth quadrant for high effort high progress, high effort low progress, low effort high progress and low effort low progress.</p> <p>Mrs Leathem-Pugh was thanked for her attendance and she left the meeting at 5.37pm.</p>	
AC/51/19-20	<p><b>Minutes of the AC meeting dated 3 December 2019</b></p> <p>The minutes of the meeting, having previously been received were agreed and signed by the Chair subject to adding that Mrs Donlan-Harrison had given her apologies for non-attendance before the meeting.</p>	
AC/52/19-20	<p><b>Matters Arising:</b></p> <p><i>AC/35/1920 Letter sent to governor re non-attendance</i></p> <p>The clerk confirmed that a letter had been sent and a response received apologising for non-attendance due to a series of family incidents. Whilst the governor was unable to attend tonight, assurance had been given that attendance will be better thereafter.</p> <p><i>AC/38/1920 Inentry</i></p> <p>The clerk advised that it is not possible to add the reason for visits to the electronic signing in system. Governors discussed this and agreed that they would also sign in manually so that they have evidence of attending the academy.</p>	Clerk to arrange

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	<p><i>AC/40/1920, AC/25/1920 Capital Plan</i> Mr Hardy advised this now forms part of a Business Plan which also links to the risk register and lists items of priority at the academy which feed into the overarching Trust strategic priorities from each academy. The academy is then advised of timescales when their identified issues are to be dealt with if not initially possible. He confirmed that the changes to reception area remains a concern.</p> <p><i>AC/40/1920 AC/29/1920 Link Visits – on agenda for discussion</i></p>	
<b>AC/53/19-20</b>	<p><b>Report from Principal:</b> <b>Mid-Year review of progress made in Academy Improvement Plan:</b> Mr Hardy apologised to governors for the late receipt of the document. He projected onto the screen and advised that within Quality of Education, the curriculum was the primary focus. The vast majority of faculties have clear plans and intent and each subject has a road map. Each student is tracked from YR7 to YR13.</p> <p><b>Ms Galbraith enquired</b> if feedback had been gathered from students regarding the metacognition dual coding teaching method being used in classrooms to ensure that all are engaged and are benefitting from this style of teaching which may not suit all students. Mr Vernon advised that there is evidence that this is working and some parents have said they like it, however he and Mr Hardy recognise that they need to quality assure progress and delivery through staff training. <b>Miss Tivey suggested</b> that staff need to make sure different strategies are used to ensure that all can access and have a positive learning experience. She showed Academy Committee members the road map she uses which each faculty is developing.</p> <p>Reading and strategies to engage students will be a focus of the next twilight</p> <p>Behaviour and Attitudes Consistent behaviour strategies need to be embedded and he, Mr Vernon and Mrs Leathem-Pugh had been on recent training looking at new research and strategies of implementation.</p> <p>Confidential discussion</p> <p>It was noted that a mid-year evaluation in the AIP of Personal Development has not yet taken place. Mr Vernon advised of the activities taking place and new software for seating plans which identifies all strategies being used with each student and the level they are working at. <b>Miss Tivey advised</b> work is being undertaken with the more able disadvantaged students to ensure they have high aspirations. Mr Vernon advised an evaluation of disadvantaged/SEND students is being undertaken by comparing books between subjects to get the same high standards and consistency expected across the academy.</p> <p><b>The chair asked</b> that expected outcomes in the AIP are made clear.</p>	

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	<p><b>Safeguarding; culture compliance and safe recruitment</b> Mr Vernon advised the Single Central Record is updated half-termly and reviewed in link governor visits.</p> <p><b>Risk Register, including Health &amp; Safety; staff and student well-being and GDPR</b> Mr Hardy advised of the recent issue with the sensors on the new fire alarm system since installation in the summer. Whenever they have been activated, the academy has treated each one as a full evacuation. It is hoped that this has now been rectified. <b>Mr Parsons asked</b> if students on extended projects were being recorded and Mr Hardy agreed to check this. <b>Mr Twelvetrees enquired</b> if PAT testing had been carried out on all appliances with confirmation being received that it had, however there is still a risk if staff bring their own appliances into the building.</p> <p>The main priority in the Business Plan which feeds into the risk register and capital plan is to restrict access at reception, whilst retaining the welcoming feel of the academy.</p> <p>A GDPR audit has been booked for July.</p> <p><b>Statutory Policy appendix</b> The updated Behaviour policy had been received. <b>Mr Lancaster asked</b> if there had been any major changes. Mr Vernon advised that it strengthened the zero-tolerance policy towards offensive weapons being brought into school. <b>Members discussed</b> what rights staff had to search and physically restrain students and had confirmation that both were rare. Any restraint instances are fully recorded and safeguarding always takes priority.</p> <p><b>Mr Lancaster enquired</b> how all stakeholders engage with the policy and its updates and suggested that broader concepts are established that all students could articulate if asked. Mr Hardy agreed that involvement of all to ensure that sanctions and systems as well as consistency by staff is adhered to will be discussed at Leadership Team meetings.</p> <p><b>In response to questions</b>, members were advised that biannual website audits are conducted to ensure there is policy compliance and all appendices are regularly updated. The academy appendix to the Trust overarching Behaviour policy was ratified but suggested that it needs a full rewrite for it to be fit for purpose and a more relevant document.</p> <p><b>Trips authorisation</b> The trips for authorisation have all been run before and were approved: Sherwood Pines 19 June 2020 Year 9 Geography to Burbage Brook Markeaton 19 June 2020 Alton Towers 3 July 2020 Clumber Park 26 June 2020 New York 14 – 18 February 2021 (on the proviso that authorisation is received from parents for students to sleep in double beds) Walesby 3 July 2020 Cranedale 8 – 11 September 2020 WW1 Battlefields 10 – 12 June 2020</p>	<p>OH</p> <p>OH</p>



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	<p>Paris – all Year 8, 8 – 12 June 2020 Mrs Donlan-Harrison as EVC governor signed the forms.</p> <p><b>Engagement with stakeholders</b> Referring to the report, <b>the Chair asked</b> if the work with Olevi generates income. Mr Hardy advised it pays for staff who facilitate this training through the Teaching School and brings significant benefits to staff who attend and undertake training.</p> <p>Miss Tivey advised there had been several trips to Russell Group and Oxford and Cambridge Universities that have included disadvantaged/ LAC and PP students to try and raise their aspirations.</p>	
AC/54/19-20	<p><b>Dashboard review:</b> <b>Questions had been requested in advance</b> of the meeting and the ones submitted by Mr Lancaster (where not already discussed above) were advised. The questions will be attached to the minutes for reference. It was agreed that any questions received prior to meetings in future will be responded to before the meeting. These will also form part of the minutes.</p> <p><b>Student performance Data point 2</b></p> <p><b>Q-</b> Humanities appears to be performing above the national average. Is success being shared to improve lower performing subjects? <b>A –</b> Mr Hardy advised that this may be seen negatively by Ofsted as students choose History of Geography in YR8 therefore giving them a 3 year GCSE course and is seen as narrowing the curriculum; ‘gaming’ rather than enriching so the academy is changing its stance next year. Miss Tivey advised that notwithstanding this, Humanities has always been a strong faculty especially History. <b>Mrs Davis asked for an explanation</b> why it is currently a 3-year course. Mr Vernon advised that the national curriculum now states there must be a broad and balanced curriculum at KS3 but the subjects are content driven and the balance needs to be right. <b>Mrs Davis suggested</b> that if a 3-year course is best for students and the desired outcomes are achieved this should be defensible to Ofsted.</p> <p><b>Q-</b> Why did only 109 out of 137 students take mock exams. <b>A –</b> Not all subjects do A Levels e.g. Art who test at different points in the year and some applied courses which have coursework rather than exams. The dashboard only shows data available on the day of reporting and not the data of those students who may have been away or took the test at a later stage. The chair advised he would circulate his most recent link governor visit to P16</p> <p><b>PDBA inc. exclusions (&amp; provision in place)</b></p> <p><b>Q –</b> What is the reason for the sharp increase in FTE in January? <b>A –</b> A number of students had sanctions due to bringing alcohol into school</p> <p><b>Q-</b> what is the current ratio between reward and sanctions</p>	<p>ALL Govs</p> <p>GP</p>

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	<p><b>A</b> – current ratio is 9:1. <b>Mrs Davis noted</b> there was a significant difference between disadvantaged and non-disadvantaged and she was advised that analysis is being undertaken within the Leadership Team.</p> <p><b>Attendance</b></p> <p><b>Q-</b> Why is attendance down in every year group compared to the last 3 years?  <b>A</b> – Students and staff were hit with the Noravirus in November as were other academies. Attendance is still down but this is across the Trust and nationally and there doesn't appear to be any reasons, but it is under review.</p> <p><b>Finance Report</b></p> <p>Exception reporting advise is given on the dashboard. <b>Rev. Price advised</b> that Academy Members role is to interrogate any reasons for overspend that is unlikely to be evened out and to challenge what funds are being spent on and the impact that this has.</p> <p><b>HR report</b></p> <p><b>Q</b> – Are rates of staff absence being reported differently as this is out of kilter with other information seen  <b>A</b> – the 4 absences rolling forward are pre-planned/known absences 30 people were off in December  <b>Q</b> – what is being done to support staff with illnesses that the academy could help with  <b>A</b> – Most of the identified issues are external issues</p> <p>Questions raised prior to the meeting about the Behaviour Policy had been discussed above.</p>	
AC/55/19-20	<p><b>Link Governor allocation and visit schedule</b></p> <p>Mr Lancaster thanked members for putting their names forward for the various identified link governor roles. It was noted that governors may pair up if they wish and were requested to advise him if this is to be the case.</p> <p>The chair reminded governors that all visits must be strategic and not stray into the operational.</p> <p><b>Following a discussion</b>, it was agreed that governors would meet at 4pm prior to the next meeting on 23 March 2020 to look at the visit report and to discuss the requirements of each visit. In the meantime, Mr Hardy and Mr Vernon agreed to identify areas from the AIP that will be the focus for each visit. <b>Following a request from Mr Parsons</b>, standard terms of reference and how to report to ensure consistency will also be provided.</p>	<p>Govs</p> <p>DV/OH</p>
AC/56/19-20	<p><b>Report from chair/update from governors - SEM/Trust information, feedback on training attended, forthcoming events</b></p> <p>The chair advised that he now receives updates from Trust Senior Executive meetings and advised some discussion points from these updates:</p>	

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	<ul style="list-style-type: none"> <li>- Mr Pickering is retiring and is visiting the academy on Friday 13 March. Governors wished him well in his retirement</li> <li>- Mr Cotton has been appointed as CEO</li> <li>- National Church of England Academy is no longer a part of Diverse Academies Learning Partnership although Diverse Academies Trust continues to work with them until the end of this academic year. As such 'DALP' has been replaced by Diverse Academies or Diverse Academies Trust.</li> </ul>	
<b>AC/57/19-20</b>	<p><b>Complete attached Ofsted area document</b></p> <p>Members discussed the document and agreed that as they were aware of the 6 main priorities of the academy there was no need to complete this form. The link governor visits would focus on these areas.</p> <p>The 6 priorities are:</p> <ol style="list-style-type: none"> <li>1. Develop the <b>curriculum</b> to ensure it is broad and balanced</li> <li>2. Raise aspirations of <b>disadvantaged/SEND</b> students</li> <li>3. Students to develop fluency, confidence and enjoyment of <b>reading</b></li> <li>4. Consistent <b>behaviour</b> strategies</li> <li>5. Improve level and quality of <b>Parental Engagement</b></li> </ol>	
<b>AC/58/19-20</b>	<p><b>What has been discussed to impact on outcomes for students?</b></p> <p>Staff held to account for the priority areas of the AIP</p> <p>Behaviour Policy to be reviewed to make it more 'relevant' and known to all stakeholders</p> <p>Discussions about Art and Design</p> <p>Discussions about Humanities</p>	
<b>AC/59/19-20</b>	<p><b>How have governors held the school leaders to account?</b></p> <p><b>Mr Parsons suggested</b> that governors didn't hold senior leaders to account as much as they used to and governors can't drill down as much as they did when there were portfolio meetings. Additionally, issues are raised and don't appear to get a resolution.</p> <p><b>Rev. Price advised</b> that the Academy Committee member role had changed as they were not decision makers anymore however, it is still very much the role of attendees to challenge the impact and outcome for students at the academy.</p> <p><b>Mr Lancaster suggested</b> that questions submitted in advance of each meeting and link governor visits will give focus and enable meaningful feedback. Deep dives into particular subjects can be picked up through these if identified by senior leaders or any other documentation received such as in the AIP or SEF.</p> <p>Mr Vernon advised that the senior leaders are held to account through the half-termly Education Review Meetings (ERM) which replaced the CSI meetings held in the last academic year.</p>	
<b>AC/60/19-20</b>	<p><b>Complete report to trustees</b></p> <p>It was agreed there were no specific items to report to the Board</p>	
<b>AC/61/19-20</b>	<p><b>Date and time of next meeting:</b></p> <p>Monday 23 March 2020 at 5pm in the Hub agenda items:</p>	



Item No	Item	Action/ by who/ when
	<p>Presentation from Danielle Addison Parental engagement software demonstration Feedback from prior link governor meeting held at 4pm</p> <p>Monday 11 May 2020 at 5pm in the Hub Monday 6 July 2020 at 5pm in the Hub</p>	
<b>AC/62/19-20</b>	<p><b>Determination of confidentiality of business</b> Governors considered whether anything discussed during the meeting should be deemed as confidential. It was Resolved: That the discussion within AC/53/1920 should remain confidential There had been no Equality Act implications Attendees were content that all decisions made adhere to the seven Nolan principles.</p> <p>The meeting closed at 7.15pm</p>	

**Minutes of the Tuxford Academy Committee meeting held on Monday 3  
February 2020**

**CONFIDENTIAL MINUTE**

<p><b>AC/53/19-20</b></p>	<p>Behaviour and Attitudes</p> <p>The software behind parental engagement is due to change to WeDuc (we do education) and will enable the academy to better engage with parents and students via an app with push notifications. This is to replace the existing PARs system and the discussion should remain confidential until this has been launched with staff and parents.</p> <p><b>In response to a question from Mrs Davis</b>, Mr Hardy confirmed that reward and recognition will also be a feature of this App and it will increase parental involvement.</p> <p>Signed.....Chair Date.....</p>
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