


<b>The Axholme Academy</b> Company Number: 0784080	
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**THE AXHOLME ACADEMY**

Minutes of the meeting of the Governing Board held at via Google Meet on Monday 28 March 2022 at 5.30pm

**Present:**

Mrs D Da Costa (DDC) (Chair)	
Mr D Keogh (DK) (Principal)	Lisa Pearce (LP)
Tamara Fox (TF)	Mrs N J Shaw (NS)

**In Attendance:**

Mrs P Hodge (Governor Services Lead Officer)	Miss S Leggott (SL) (Business Manager – Observer)
Mr B Creasy (BC) (Vice Principal – Observer)	Mrs L Kinroy (LK) prospective governor

**Date and Time of Next Meeting:** Monday 23 May 2022 at 5.30pm

Min. Ref	Actions	Action By
919	Ask Tony Hull for a training date for Ofsted session	Clerk

	Statutory/LA business	Action By
916	<p><b><u>Apologies, Declaration of Business Interests and Code of Conduct</u></b></p> <p>DDC welcomed everyone to the meeting.</p> <p>Apologies were received from Mr Spence-Hill, Mrs Reich, Nicola Fairy and Mr Bennett.</p> <p><b>RESOLVED:</b> that the apologies were accepted.</p>	
917	<p><b><u>Membership</u></b></p> <p>Governors noted:</p> <ul style="list-style-type: none"> <li>● appointment of Roy Scarrott as a parent governor</li> <li>● appointment of Nicole Fairy as a parent governor</li> <li>● appointment of Lisa Pearce as a parent governor</li> </ul>	

	<b>Statutory/LA business</b>	<b>Action By</b>
	<ul style="list-style-type: none"> <li>the resignation of Natalie Myers as a community governor. NM has gained promotion at work and has resigned as a result.</li> <li>the vacancy for a community governor</li> </ul> <p>DDC requested that all governors give consideration to suitable candidates</p>	
918	<p><b><u>Minutes</u></b></p> <p>Governors considered the minutes from the 7 February 2022.</p> <p><b>RESOLVED:</b> that the minutes were approved.</p> <p><b><u>Matters Arising</u></b></p> <p>Present NS as Chair not the case LK not check LK No matters arising not otherwise covered.</p> <p>Min 909: Aggregated data - this work was still ongoing. Min 909: Consortium: DK advised that John Leggott were putting together a plan for post 16 around some bridging work. North Lindsey were looking at a similar package. <b>DDC: Will it be in the summer?</b> DK: Yes, some online and some in person.</p> <p><b>Min 910: Do we have the data for the percentage of Pupil Premium students attending breakfast club?</b> BC: I do not have that data but will collect for Year 10 mocks <b>NS: What about year attendance at 11 breakfast club?</b> DK: A couple of groups of 5 or 6 Year 11 students that walked together.</p> <p>DDC commented that it was good to see some students here at 7:30am. DK remarked that the time was valuable to reassure students, and some do not come to eat.</p>	
	<b><u>Academy Specific Business</u></b>	
919	<p><b><u>Principal's Report</u></b></p> <p><b><u>Covid Update</u></b></p> <p>DK reported that the academy was more settled but over the last three weeks there had been a lot of staff absence. A lot of staff were still not able to come back after day 6. It was a credit to staff for the cover they had provided over this challenging time. There was one member of staff off that day.</p> <p>Attendance: the academy had stopped coding for covid absence. 85 students currently stood at 90% attendance. The student commitment to the mocks was admirable but some were off due to covid. Student attitude was good, and there would be additional provision in four subjects over Easter.</p> <p>DK advised that the DfE White Paper was released that day. It was reported that the expectation was there would be 10 schools with 7,500 students as a minimum for a MAT.</p>	

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	<p>Standards: Ready to learn and able to learn strategies were now embedded and the distance travelled over the term was positive. There was still further work to do. and to reflect this SLT had added “sustained” to the improvement plan to take this into account. Staff were tired but were behind the strategy and could see the difference.</p> <p>DDC pointed out that the academy was at the Cusp of the five-year cycle for inspection. Ofsted were now back to their full inspection regime.</p> <p>DK believed the academy was in a good position, adding the SLT did not have to create documents for the governors’ meetings as reporting mechanisms were in place.</p> <p>DDC stated that it was useful for governors to look at the framework. Governors also have a role in the inspection and needed to be aware of the expectations.</p> <p><b>ACTION:</b> Ask Tony Hull for a training date for the Ofsted session.</p> <p><u>GCSE 2022</u></p> <p>A copy of the letter sent to parents had been sent to all governors. Staff had checked with students that they understood what they needed to do.</p> <p><u>AIP</u></p> <p>As explained earlier the SLT had updated the executive summary last week and added ‘sustained’. DDC remarked that Ofsted challenged us last time about evidence of impact. The plan gives opportunities for this.</p>	Clerk
920	<p><b><u>Student Progress Data</u></b></p> <p><u>Retrieval Point Assessments (RPAs)</u></p> <p>BC: English and maths outcomes stayed strong.</p> <p>Looking at the data showed 60% of year 11 on target for achieving English and Maths at grades 4-9 in autumn, this was now 69%. DDC explained what Fischer Family Trust and the percentages meant. BC reported that the FFT targets were pre-pandemic, and the academy was now moving to post-pandemic, with the implications of that. For Pupil Premium (PP) students 60% grade 4-9 was the target, they were currently at 47%. Intervention plans were in place.</p> <p><b>DDC: That is the national position with the gap widening. What are we doing about it?</b></p> <p>BC: We are implementing our PP strategy and have rewards specifically for PP students.</p> <p>Governors were informed that grade 5-9 was becoming the national benchmark; there was less movement in progress in this range but still increasing. BC reported the academy had converted a lot of grade 3 to 4 but not the same</p>	

Statutory/LA business	Action By
<p>number of grade 4 to 5. DDC noted that it was a definite improvement on the autumn data. BC remarked that the caveat was that staff were working with historical grade boundaries so that position may change.</p> <p>BC explained that that staff advised pupils and parents to use the strengths and gaps report to look at revision areas. Governors considered the period 6 offer and uptake data. DDC explained that uptake usually starts to increase at this time. The staff ran clubs for Year 11 each week and students can swap to go to the gym if they earn it, as a reward.</p> <p><u>Year 10 Pearson Tuition</u></p> <p>Governors were informed that there were positive numbers of expressions of interest with 31 funded places, with 34 requests to take part so the academy had accepted them all. staff follow up with parents if the student does not attend.</p> <p><u>Early Interventions</u></p> <p>SLT ran Ability to Learn (AtL) sessions with specific students. Almost 100 students have been part of the intervention. An attitudinal survey showed a 20% positive change. Considering the Year 9 AtL intervention, governors considered the trajectory of change in behaviour.</p> <p><b>DDC: Why the drop off in group 1 in spring?</b> BC: Group one were the most entrenched group and not as well engaged. Sessions were most successful for the other groups.</p> <p><b>DDC: Thoughts around the hard to shift group, if had AtL strategies what next?</b> BC: Two weeks after Easter, we are holding a Ready to Graduate to KS4 event. Those hard to shift students will not be ready and have additional personalised support.</p> <p><b>DDC: Will they not get invited to the event?</b> BC: No, but they can graduate at a later point.</p> <p><b>LP: Has this been trailed at other schools? We don't want it to have a negative impact.</b> BC: It is to recognise the 6Rs and that they are independent learners, do their homework, etc and ready for KS4. NS commented that she would be concerned about the students who want to get there but are just not able to do that. LK responded that it was more about their choice to not engage rather than not being able to do it. Staff had done lots of work with them. BC explained that research says that what was most important was the other teenagers' behaviours in impacting on the minority. We expect it to work but will monitor impact. The Ready to Learn data was considered. BC advised that it helped to identify where individual interventions were needed.</p>	

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	<p>DDC stated that it would be helpful to drill into some of the data and see what it actually meant for the individual students. BC advised that it was the best data the academy had had available for a number of years.</p> <p>DDC explained that as a board there was a need to be able to identify where the hotspots or anomalies were.</p> <p>BC added that with this data SLT could demonstrate progress.</p> <p>NS commented that the data assured governors that the students were being tracked from year 7.</p> <p>Governors were informed that RPA had been running during autumn and spring and faculties were using this data to quality assure their own departments.</p> <p><u>Wider Curriculum Pledge</u></p> <p>Governors were informed that JB was taking a lead in this area. The academy was putting together a five year wider curriculum learning journey. BC reported that the academy was bringing back a different student experience post covid.</p> <p><b>DDC: As a parent of year 7 are you aware of the pledge?</b></p> <p>LP: Not really.</p> <p>BC countered that it may be about the language used to explain it. Every year 7 took part in a club and a year 7 residential</p> <p><b>NS: Do year 7 parents receive the pledge?</b></p> <p>DK: It is on the website but might need sending out to parents.</p> <p>LK advised that it was not a finalised document.</p> <p>SL added that the students took part in the kindness week as part of the pledge.</p> <p>NS suggested the academy could send out the pledge with the parent newsletter.</p> <p><b>DDC: My understanding was that the pledge becomes a record of all the activities the student has been involved in. Could look at a communications plan to celebrate what we have done?</b></p> <p>LP remarked that she did not think we sell ourselves well as an academy, adding South Axholme used their Facebook much more effectively.</p> <p>SL responded that the academy were trying to pick out key information and not overload parents.</p> <p>DDC stressed the need to highlight the added value the academy provided such as team building, experiential activities.</p> <p>DK reported this would be reviewed after the INSET day for staff when this will be looked at.</p> <p>BC added the academy would include the pledge in the end of year report for each student.</p> <p>DDC reported governors had stopped getting the Friday staff email.</p> <p>SL offered apologies and would make sure they are circulated.</p>	

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921	<p><b><u>Business Managers Report – Including Monthly Management Accounts</u></b></p> <p><u>Business Operations Report</u></p> <p>SL advised that the GAG statement had been received. There had been an increase in the per-pupil funding by 0.5 percent. This delivered a budget close to that which was anticipated. However, it did not cover increased costs, although the academy was still in a positive position for next three years but was using their reserves.</p> <p>An improvement bid had been submitted for fire compliance. The academy put one in for it last year, but this was stronger bid this year (£100,000).</p> <p>SL advised the academy were reviewing their Service Level Agreements. The catering SLA had already been reviewed and the academy expected significant savings.</p> <p>The academy were now considering other HR suppliers and looking at other Health and Safety Consultant providers.</p> <p>SL reported that she would be looking at transport cost increases and would bring pupil costs to governors for consideration at the May meeting.</p> <p><b>NS: How is the bus situation in terms of debit</b> SL: Much better.</p> <p><u>NJC Pay Review</u></p> <p>SL reported that the pay award for 2021-22 has been agreed. Under the National Joint Council the award for 2021-22 was:</p> <ul style="list-style-type: none"> <li>• staff on pay point 1 will receive a 2.75% rise</li> <li>• staff on pay points 2 and above will receive a 1.75% rise</li> </ul> <p>This was payable from 1 April 2021.</p> <p>The Axholme Academy uses the NJC scale for all of the support staff. The government and unions have now agreed the above uplifts.</p> <p><b>RESOLVED:</b> that governors approved the increase.</p> <p><u>Condition Improvement Funding</u></p> <p>The Safeguarding bid work was almost complete. There was re-tarmacking required to some surfaces due to damage done and the academy would pay for some additional work near the student entrance.</p> <p><b>LP: Is there a PTA?</b> SL: Not presently, as we need parents to lead on it. DDC advised that there used to be Friends of Axholme Academy run by</p>	

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	parents.	
922	<p><b><u>Policy Review</u></b></p> <p>Governors considered the following policies:</p> <p><b>Staff Policies:</b></p> <ul style="list-style-type: none"> <li>● whole school pay</li> <li>● appraisal</li> <li>● social media</li> <li>● sickness absence</li> <li>● recruitment and selection</li> <li>● maternity, paternity, adoption</li> </ul> <p>SL reported she had not had any responses on the staff policies.</p> <p><b>Business and Operations Policies:</b></p> <ul style="list-style-type: none"> <li>● procurement and tendering</li> <li>● investment</li> <li>● first aid</li> <li>● freedom of information</li> <li>● CCTV</li> </ul> <p><b>RESOLVED:</b> that the policies be approved</p> <p><b>Parent and Student Policies:</b> SL advised that the home visit policy needed governor review.</p>	
923	<p><b><u>Governor Monitoring reports</u></b></p> <p><u>Clear and Ambitious Leadership - DDC</u></p> <p>DDC met with DK. It had been a positive meeting reflected on the ease of pulling together evidence and data. Leaders at all levels worked with clarity and cohesiveness.</p> <p><u>Curriculum KR met with BC</u></p> <p>As per the report.</p> <p><u>LAC and PLAC - DDC</u></p> <p>JL and DDC looked at the data for vulnerable students. The academy had come out of Covid and ensured no pupil was left behind. DDC saw a live example of support where pastoral support was needed in the classroom. DDC visited the reflection room as part of the visit.</p>	

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	<p><u>Teaching and Learning</u></p> <p>The Able to Learn report provided by LK, so was not written up by DDC. DDC had asked if the latest quality of teaching data sets were positive, and they were strong. Vast majority was strong, and interventions were in place for the few needed. Peer support was in place.</p> <p>It was noted that Covid has affected governors' ability to visit the school. DDC stated that being in school was really important to experience and evidence the work being undertaken.</p> <p>TF offered to look at the website compliance.</p>	
924	<p><u>Literacy Strategy</u></p> <p>LK advised she had taken part in a course with Kyra and EEF around a whole school literacy strategy and shared the slides.</p> <p>The first session considered why literacy was important. They looked at the gaps in early literacy and how it widened as it goes through schools. Part of that was due to the lack of home literacy and support. Covid had had further impact.</p> <p>LK reported that some students' reading ages were not where they should be and there was a need to ensure staff take account of that in planning.</p> <p>There was a need to think about how the academy could accelerate reading in lower years and how we support literacy in every lesson.</p> <p>LK wanted to develop a reading culture in the academy.</p> <p>Targeted vocabulary was needed with tier 3 subject specific words to be used on slides in classrooms.</p> <p><b>DDC: When we came in for Peer Leader visits we saw some of this work but saw one student's work that was incorrect? What would happen with him?</b></p> <p>LK: The teacher will check the books and highlight any inaccuracies. The student will 'green pen' the corrections. Part of our R6 is for staff to check any errors.</p> <p>LK stated that staff have tested our students reading age and some Year11 students were only at Year 8 levels so there was a need to address that.</p> <p>There was also a need to think about able readers; we need staff to be able access the information about the students' literacy levels.</p> <p><b>NS: How do you work out the reading age?</b></p> <p>BC: We use a standardised score matrix.</p> <p><b>NS: Do we know where the students are currently?</b></p> <p>BC 10% in year 7, 9% in year 8, 10% in year 9 were below their reading age.</p> <p>LK stated there was a need to develop a love of learning across the academy</p>	



	<b>Statutory/LA business</b>	<b>Action By</b>
	<p>and more books were needed in school. Using the town library was a possibility.</p> <p>The academy would arrange reading groups from September, specially selected groups with specific books and all staff would take part. There was a need to think about staff CPD as not all staff will be confident to do this. LK stated they had considered other strategies but believed this would work at TAA.</p> <p><b>DDC: What part of the day will it take place?</b></p> <p>BC: We would cut down lessons by 5 minutes and that gives us 25 mins before break.</p> <p>LK stated that other activities would involve a shared word of the week and she was looking at staff CPD around grammar.</p> <p><b>DDC: Could we link to community events that may bring fund raising opportunities and raise the profile of the academy at the same time.</b></p> <p>DK: Lots of pupils already have a reading book with them.</p>	
925	<p><b><u>Dates of Future Meetings</u></b></p> <ul style="list-style-type: none"> <li>● 23 May 2022</li> <li>● 11 July 2022</li> </ul> <p>The meetings were scheduled for the last week of each half term. The start time was agreed as 5.30pm.</p>	
926	<p><b><u>Any Other Business</u></b></p> <p>There was no other business.</p>	

