



Hurworth School

Local Governing Body
Tuesday 2 March 2021

virtual meeting via Microsoft Teams

MINUTES

Present (Governors)	Nichola Peaker (Head of School), Franco Sinaguglia (Chair), Rita Rees, Bree Stamp, Elaine Colclough, Stuart Bradnam, Nick Gawthorpe, Lucy Clark, Joe Kelley, Dean Judson (Chief Executive Officer)
in attendance	Sarah Jones (Trust Business Manager, Swift Academies), Glen Hart (Chief Finance Officer, Swift Academies), Chris Carr (Infrastructure & Development Manager, Swift Academies), Bethany Wright (Swift Academies), Sam Reilly, (Assistant Head Teacher Curriculum Development, Hurworth School), Lisa Gawthorpe (Assistant Head Teacher Raising Achievement, Hurworth School), Lindsay Burn (Assistant Head Teacher Appraisal, CPD and Verification processes, Hurworth School), Cath Lawrence (Special Educational Needs Co-ordinator (SENCO), Hurworth School), Tracy Minshull (Head of English, Hurworth School), Beth Wright (Head of Geography and Deputy Head of Year, Hurworth School), Ryan Elgie (Head of Maths, Hurworth School), Tracey Curtis (Governance Partner, Avec Partnership) Julie Cornelius (Director, Swift Academies)

<u>Item</u>	<u>Description of discussion</u>	<u>Action by</u>
	The Chief Executive Officer highlighted simple housekeeping arrangements to ensure the smooth flow of the meeting, including ensuring microphones remained on mute when not speaking, the use of	

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the chat facility to ask questions and the raising of a hand to gain attention.

1 Welcome, introductions and confirmation quorum present

The Head of School welcomed Elaine Colclough to her first meeting of the Local Governing Body of Hurworth School. Elaine had been appointed by the Directors to the Local Governing Body of Hurworth School with effect from 13 November 2020. Governors were informed that Elaine had recently retired, having worked at Hurworth School for a number of years.

It was also noted that Derek Bell and Julie Cornelius, from the Board of Directors were in attendance.

Governors and those present were asked to introduce themselves, for the benefit of Elaine, as the meeting progressed.

2 Apologies for absence and their acceptance

It was reported that apologies for absence had been received from Martin Clark and Louise Johnson, both Governors of the Local Governing Body of Hurworth School. Apologies for absence were also tendered from Maria Hall, Ben Sutherland and Andy Hutton.

Governors RESOLVED that the apologies for absence received from Governors were accepted. The apologies for absence received from Maria Hall, Ben Sutherland and Andy Hutton were noted.

3 Notification of items of urgent other business

- items that the Local Governing Body of Hurworth School regard are of sufficient urgency to warrant consideration at the end of the agenda

No items of urgent other business were notified for consideration at the end of the agenda.

4 Declaration of personal and pecuniary interests

- a) complete / review the Register of Interest for the 2020-2021 academic year

Governors and those present were reminded that they should complete the Register of Interest annually to declare any relevant business or pecuniary interest and close family relationship between members and / or other trustees and / or employees. The Register should be updated during the academic year should circumstances change.

The Governance Partner had e-mailed Members, Directors and Trustees with a link to complete the Register of Interest electronically. It was confirmed that a Register of Interest was retained on file for all Governors of the Local Governing Body of Hurworth School. Governors were reminded that any change of circumstance would

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require an updated Register of Interest to be completed during the academy year.

Governors confirmed that the content of their respective Register of Interest was accurate and up to date.

- b) to declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting
Governors and those present were reminded that they should declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting. No declarations of interest were received.
- c) Code of Conduct
Governors were reminded of the Code of Conduct for Swift Academies. It was confirmed that a Code of Conduct was retained for all Governors of the Local Governing Body of Hurworth School.

5 **Approval of minutes / review of actions / matters arising**

Draft minutes of the Local Governing Body meeting of Hurworth School, held on Tuesday 6 October 2020 had been shared with Governors prior to this meeting. A copy would be retained on file.

Governors RESOLVED that the minutes of the Local Governing Body meeting of Hurworth School, held on Tuesday 6 October 2020 were approved as an accurate record of the meeting and should be signed by the Chair. The Governance Partner would liaise with the Chair to ensure a signed copy of the minutes was be retained on file.

- Matters arising
Single Central Record
Governors were informed that the action in respect of the Single Central Record had been completed; the current meeting included a review of the Single Central Record as this is standing agenda item for Local Governing Bodies across the Trust.

Happiness as part of the Curriculum
It was reported that a representative from the school was going to contact a Governor to outline the curriculum offer.

Governors RESOLVED that the information was noted: the Head of School would arrange for a representative from the school to discuss the curriculum offer with the appropriate link Governor and to report back to Governors at a future meeting of the Local Governing Body of Hurworth School.

Nichola
Peaker

6 **Chair's Report**

- a) action taken
- b) correspondence
- c) local authority briefing paper: spring term 2021

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- to be confirmed

The Chair reported that following a recent audit undertaken at Hurworth School, he had discussed with the Head of School how Governors would ensure they had an understanding of what is happening in school and an awareness of school issues. The Chair confirmed that as a result of the discussion with the Head of School, actions had been identified and training had taken place for Governors. Governors were encouraged, as representatives of the school to continue to do their best for the pupils and families of Hurworth School.

Governors RESOLVED that the information was noted.

7 **Head Teacher's report including Chief Finance Officer and Trust Business Manager report**

- a) SEF/Action Plan
- b) Education Development Partner report (attached)
- c) Risk Register
- d) Inspection Data Summary Report (IDSR) 2019-2020
- e) Admissions Criteria

The Head of School's Report (March 2021) including the SEF/Action Plan, Education Development Partner Report, Risk Register, Inspection Data Summary Report (IDSR) and Admissions Criteria had been shared with Governors prior to the meeting. A copy would be retained on file.

Governors were informed that, as with previous versions of the Head of School Report, the changes to the report had been highlighted yellow for ease of reference.

The Head of School presented to Governors the content of the circulated Head of School's Report, drawing Governor's attention to the following specific areas:

Pupil numbers / attendance and exclusions

The Head of School reported that the published admission number (PAN) for Hurworth School is 127 per year group. The school continues to be over-subscribed, as is the case historically. Total numbers have been broadly the same over the last three years.

The secondary school allocation day for the September 2021 Year 7 intake was reported to be 1 March 2021 with 140 students offered a place and that the appeals process had begun. The Governing Body had agreed to offer in excess of PAN.

- In-year mobility

It was reported that mobility is still relatively low overall and pupil stability is relatively high overall and this continues to be monitored closely.

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- Pupil cohort analysis over time

The Head of School reported that there had been significant increase in the number of LAC / PLAC students and students with an Education Health and Care Plan (EHCP). There are currently 17 LAC students attending the school.

- Attendance

The Head of School reported to Governors that attendance during Autumn Term 2020 was 95% and was testament to the hard work of staff.

It was explained that detailed 'case studies' are retained in school for each pupil identified with an attendance issue (both current and historical) as well as overviews of year groups.

- Exclusions

The Head of School reported that the number of fixed term exclusions was reducing as a result of strategies identified to support students. However, it had not been possible to fully implement strategies due to the coronavirus pandemic, but these would be continued when students return all students return to school.

Staff were targeting pupils for bespoke intervention where more than one fixed term exclusions had been received.

The student support team were currently reviewing the sanctions ladder to ensure that it was fit for purpose.

It was reported that there had been one permanent exclusion during the 2020-2021 academic year which had been considered by the Local Governing Body. Parents had requested an Independent Review Panel to review the decision of the Local Governing Body.

The Chair sought clarification of the information reported in respect of the permanent exclusion and whether a panel of the Local Governing Body was required: the Head of School confirmed that the Local Governing Body had already met and as a result of the decision made by the Local Governing Body, parents had requested an Independent Review Panel was convened to review the decision. The Head of School confirmed the requirements of the Independent Review Panel, as documented in the Department for Education guidance in respect of exclusions.

Attainment and progress

Nick Gawthorpe reported that due to the Covid-19 restrictions, predicted grade data was last collected in January 2020. As part of the recovery curriculum, data collected in the first term concentrated on knowledge secure and knowledge to be secured to allow students to target any gaps in their knowledge. The 2018-2019 data would be referred to as a benchmark as this was the last group of students to complete examinations.

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The Chair queried whether the move away from a grading system and introduction of knowledge blocks for students was mandatory for all schools or a chosen route for Hurworth School. It was reported that the Ofsted focus was on knowledge rather than grades, with no limit to the knowledge to be gained by students. The introduction at Hurworth School to identify knowledge secure and knowledge to be secured.

The Chair sought clarification regarding the awarding of grades for Year 11 students in Summer 2021. Governors were informed that the school would be adhering to Ofqual guidance and a Trust wide group had been established to consider how the process would take place to award Teacher Assessed Grades following a rigorous and robust verification process.

Staff were working backwards from the submission date to identify when key activities should take place, for instance, assessment of pupils and internal verification. All pupils would be in school from Monday 8 March 2021, which gave ten weeks for the process to be completed prior to the submission date of 18 June 2021.

Curriculum Planning – staffing and class sizes

The Assistant Head Teacher (Curriculum Development), reported that due to the lack of Key Stage 2 information, as a result of the coronavirus pandemic and partial closure of all schools, Year 7 pupils had initially been taught in tutor groups and were set after October half-term. The teaching in tutor groups had allowed staff to complete rigorous baseline assessments and cognitive ability tests to support the setting procedure at Hurworth School.

Governors were informed that

- All departments had updated their curriculum webpage, to include an overview of why pupils should study the subject, their learning outcomes and topics taught
- 'Read and watch' lists have been created for each subject to encourage pupils wider reading and independently deepen their own understanding of a subject area. These have also been uploaded to departments curriculum webpage
- Departments have created pupil learning journeys identifying key knowledge, assessment points and ILT tasks. These are stuck in every pupil book / folder to allow them to see the sequence of learning and also connect prior and future knowledge
- Departments have also designed five year learning journeys which will be displayed in classrooms so they can easily be referenced and links between topic highlighted
- All medium term financial plans have been updated to include key priorities such as careers, British Values, Interleaving etc. Departments have also identified their non-negotiable knowledge. Departments have identified both substantive and disciplinary knowledge

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- Unlock, key and lock tasks are being embedded into departmental resources as a consistent way for pupils to identify when they are completing a retrieval task or learning new knowledge
 - All departments have created Key Stage 4 knowledge organisers which will be given to pupils at the start of a unit / topic. ILTs for all year groups have also been created / adapted to be retrieval based
 - A tutor revision programme has been created to ensure pupils are confident in how to use the different strategies for ITLs and exam revision. Year 7, Year 8, Year 9 and Year 10 focus on a different strategy each half term, while Year 11 have a weekly task which also looks at creating revision timetables, time management, stress etc. Departments have also created a 'how to revise' page which will form part of a revision toolkit given to all pupils.
 - Departments are currently identifying cross curricular knowledge links. This is being developed further with several departments trialling cross-curricular projects.
 - Departments have had several verification training sessions, these have taken place as briefings, 1:1 question and answer sessions and through the Education Development Partner visits
- Remote Education offer
The focus during Autumn Term 2020 was on the remote education offer, with the following activities:
 - Initial plans were put in place during the Autumn Term for each tier of lockdown. Staff, parent and pupil audits were completed to identify access to resources and all plans to be improved. Staff CPD was provided for recording videos.
 - Individual pupils who were self-isolating during Autumn Term were sent work via e-mail each day. No year groups were sent home during the Autumn Term.
 - Since January 2021, the lockdown plan has been in place. All pupils are following their normal school timetables, accessing five lessons each day. All lessons are set via Teams and are either pre-recorded or live lessons with teacher support available throughout the timetabled hour. Where possible all subjects follow their medium term plans to ensure pupils are following the 2020-2021 curriculum, some adjustments have been made for practical subjects
 - Laptops obtained via the Department for Education have been distributed to all pupils who have requested one. Additional guidance about how to access Teams via other devices along with internet support has also been provided where required
 - The school website has a dedicated Remote Education page containing 'how to' videos, step by step guides, top tips for working from home, advice and where pupils can access support. Key messages were also shared via social media
 - All pupils receive a welfare call home at least one every two weeks, with vulnerable pupils receiving more regular contact. Home visits are carried out where it has not been possible to make contact.

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- Remote engagement has been tracked throughout the partial school closure and tracks where pupils are submitting work, viewing the work or not engaging. Tracking allows the identification of data, both individually, by year group, pupil and department. Weekly analysis allows trends to be identified
- Personalised engagement letters are sent home to parents each week. These have developed over time and now include subject specific progress. This has supported increased pupil engagement.
- Analysis of the engagement figures showed early in the term that SEND pupils and disadvantaged pupils were not engaging as they should. Strategies have been put in place to increase engagement for these pupils, including
 - Daily drop in support sessions with the SENCo for set 5 to help pupils prepare for the day and ensure they could access all work
 - Teaching Assistants have been added to specific classes via Teams to help pupils navigate the work and understand what is required
 - Duty rotas have been altered so that Teaching Assistants are able to support pupils throughout the day
 - SLT walkabout twice each day focusses on checking disadvantaged pupils have completed the work required and provides additional support
 - Welfare calls have been altered to make sure an appropriate member of staff is contacting the family, with more frequent calls
- Assemblies and tutor times have been introduced throughout the term, along with a weekly newsletter to help pupils feel part of the school community
- A lockdown rewards ladder has been developed and ClassCharts shop introduced to help motivate pupils and encourage engagement
- PSHCE lessons include mindfulness and well-being activities. 'Wellbeing Wednesday' has been introduced to encourage pupils to have some time away from the screens
- Careers lessons have continued with Year 7 students receiving their careers lesson remotely. Year 11 have received regular updates via Teams and 1:1 support for post-16 transition
- Blogs in respect of e-safety and mental health have continued to provide support and information for pupils
- External agencies, for instance the Listening Post and MIND counselling, are still being accessed by all pupils who need them
- Weekly meetings have taken place across the Trust to ensure best practice was shared
- Weekly verification meetings have also taken place with Heads of Department via their Leadership Link. This ensures consistency in all areas of the school. This has explored assessments, feedback, rewards and back to school plans.

Parent Governors commented on the report in respect of analysis of disadvantaged and SEN students were not engaging initially during lockdown and that measures had been identified to improve engagement

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of this group of pupils. It was reported that the strategies to improve engagement for the disadvantaged and SEN pupils had made an impact and the gap had narrowed. Teaching Assistants had been added to the Teams channels during the second week of partial school closure in order to provide additional support to the disadvantaged and SEN pupils.

Further clarification was requested, whether the engagement of this group was an issue: it was reported that the gap had initially been 10% and reduced to 5% currently. Strategies continue to be identified to support those pupils identified as disadvantaged and SEN pupils.

Governors questioned the engagement of parents with the disadvantaged and SEN pupils: the Assistant Head Teacher confirmed that conversations had taken place with a number of parents, who had sought advice of the school in respect of removing any barriers to learning, this had been a productive dialogue overall.

The SENCo, re-iterated the information that the report provided in respect of disadvantaged and SEN pupils. Governors were advised that this group of students had struggled initially with simple aspects of technology, for instance passwords and moving between documents which they had found tricky. Staff had streamlined and adapted processes to encourage engagement of these students. It was further reported that some disadvantaged and SEN pupils had struggled with the self-teaching elements of their education during the partial school closure. Parents too had struggled to help their children with either literacy difficulties or a lack of confidence in their teaching capability.

The Chair queried whether individualised plans were possible to facilitate pupils catch up: it was reported that departments were currently working to develop a catch-up plan. Individual students were being identified where there were gaps in non-negotiable knowledge. Governors were informed that there was not a quick fix to addressing the gaps identified, pupils would continue to work in bubbles on their return to school. Departments had been asked to explore their long-term plans, identify the non-negotiable knowledge students may have missed during the lockdown and how this could be addressed over the coming months.

Clarification was sought regarding the data gathered via Microsoft Teams and pupil engagement by this and other software used during access to remote education. The Assistant Head Teacher responded, stating that in science for example, teaching staff had prepared a spreadsheet which identified the knowledge covered over the last eight weeks and recording for each area, the marks for each pupil. This would include whether pupils had engaged in the specific knowledge area, submitted work, or not engaged. This would facilitate the creation of specific revision lessons, focusing on the knowledge identified where some recap is required. Many of the programmes used self-generate the information required to identify where there are knowledge gaps.

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The Chair commented that the Governors of Hurworth School wholeheartedly supported the activities of the school, especially given the exceptional circumstances during 2020-21: Governors should be informed of anything they could do to support the school as part of their governance responsibility.

Financial management and governance

The Chief Finance Officer reported that an overview the budget position at Hurworth School was included in the Head Teacher's Report, from September 2020 to the end of January 2021.

The Chief Finance Officer explained that the outturn report for Hurworth School was prepared at a time of uncertainty due to the coronavirus pandemic. Financial issues that could come from operating in a different model and further updates would be shared with the Board of Directors as and when required.

It was reported that a Trust claim had been submitted to the Education & Skills Funding Agency in July 2020 which reflected exceptional costs associated with Covid-19. £30k had been received. A second claim window has opened, however where reserves had increased during the 2019-2020 academic year, it had not been possible to make a further claim. Swift Academies had increased their reserves position in 2019-2020 and therefore were unable to make a second claim. The Trust had however, expected the exceptional costs incurred as a result of Covid-19 to be fully reimbursed.

Guidance was anticipated in respect of the Covid workforce fund. This fund would be back dated to 1 November 2020 to cover costs of high levels of staff absences which exceed a minimum threshold between September 2020 and December 2020.

Monthly management accounts are shared each month with the Board of Directors. The Chief Finance Officer and Chief Executive Officer liaise regularly with the Chair of the Board of Directors on any urgent matters.

Governors' attention was drawn to the content of the circulated Head of School Report for information in respect of the management accounts position for Hurworth School at 31 January 2021. A surplus of £3k was predicted against a balanced budget. Governors were advised that the prediction was based on several factors which could change due to exceptional Covid costs.

The Chair sought clarification of the information in the CFO's report re Covid Catch-up Grant and what element of the £54k would be allocated to Hurworth School: the Chief Finance Officer confirmed that £172k would be received across the Trust, with Hurworth School receiving £54k. The Chief Finance Officer confirmed that the grant was funded at £80 per pupil based on the October 2020 census.

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- Long and short-term financial / budget planning

The Chief Finance Officer confirmed that funding for 2021-2022 had been received (£3,454,811), which is an additional £43k more than received in 2020-2021. This also exceeds the budgeted figure of circa £19k for 2021-2022.

Financial stability of all the academies in the Trust is key for the years ahead. The retention of existing pupils and ensuring new intake exceeds the published admission number is key to financial planning. However, work continues to explore the opportunities to improve the financial efficiency of the Trust.

- Schedule of Contracts

Sarah Jones (Trust Business Manager), reported that the team continue to be proactive in respect of contract renewals, ensuring that contracts are reviewed individually as they come up for renewal to identify best value for money and quality of service. The Trust contract register has proved a useful tool enabling us to work proactively and avoid a 'rollover' of unwanted contracts.

Bullough's Cleaning Services had been appointed with effect from 1 November 2020 following a tender process. All staff have transferred to Bullough's via TUPE. A number of roles at Hurworth School had been backfilled as a result: it had not always been possible prior to the transfer of cleaning services to fill vacancies due to the location of the school. There are more cleaners and more cleaning hours on site than before. Governors were informed that there had been a positive improvement in the standards of cleaning seen at Hurworth School. The Trust Manager has weekly meetings with cleaning company and a six-monthly review meeting scheduled to take place shortly.

The Chair queried how often reviews take place with Bullough's: the Trust Business Manager confirmed that a review schedule was in place which documented monthly meetings with the Contract Manager, however contact with the management team of Bullough's is much more regular than monthly. Every three months the Health & Safety Team of Bullough's visit the sites across the Trust. Every six months meetings are scheduled with the Finance Director. The Chair thanked the Trust Business Manager for the clarification and that the improvements reported were great to hear.

- Estate Management

It was reported that successful funding received from the Condition Improvement Fund (CIF) 2020 of £399k would be used to replace flat roofs at Hurworth School. A tender process had been undertaken with a contractor appointed in December 2020. Work would be completed shortly. The contractors had taken the opportunity whilst students were not on site to undertake some aspects of the work.

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Further CIF applications had been made in January 2021 for Hurworth School, one a resubmission of the application in respect of the boiler and a second application to strengthen fire safety.

- **Financial Governance**

The Chief Finance Officer reported that the Academies Financial Handbook (published annually) was a key document which sets out the financial framework for academy trusts, and reflects their status as companies, charities and public bodies. Governors' attention was drawn to the Head Teacher's Report for information regarding the requirements of the 2020 handbook.

- **Remuneration**

Governors were informed that the Board of Directors had approved the recommendations contained in the School Teachers Pay and Conditions Document (2020).

Agreement had been reached between the National Joint Council Trade Unions and National Employers in August 2020 for pay awards on the NJC pay scale and allowances.

The Chief Finance Officer reported that all pay awards had been contained in the 2020-2021 budget.

Quality Assurance

The Head of School reported that it was likely Ofsted inspections would commence again shortly, and whilst lesson observations had not been possible due to the restrictions in place due to Covid-19, verification links had been established between the Head of Departments and Senior Leadership Team.

Parent Governors sought clarification of arrangements in respect of Ofsted inspections: a Staff Governor reminded Governors that a questionnaire had been circulated to Governors, the results of which would identify appropriate focused training for the Local Governing Body of Hurworth School. The Autumn Term and Spring Term MAT Development sessions had been focused on Ofsted. The results of the circulated questionnaire would provide a focus for further Governor training. The questionnaire would be re-circulated to Governors with a deadline attached for return.

Safeguarding and well-being

Governors' attention was drawn to the circulated Head of School Report for numerical SEN data, trends over time and the latest information from the SEN register (17 December 2020).

The SENCo reported that:

- Edukey system has proved very effective so far and has assisted in ensuring appropriate provision for SEN pupils at Hurworth School

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- SEN updates are sent out at weekly intervals and specific strategies which have been identified for pupils (for example Educational Psychologist reports) are highlighted in these bulletins
- Learning walks show examples of Quality First Teaching and increasing use of assistive technology. This is supporting students to become confident, independent learners. A number of new Year 7 students required assistive technology in September and this has been sourced
- SENCo Trust wide meetings and subsequent feedback to the Executive Leadership Team: this was reported to be working well and is proving a good source of support and information.
- One of the main focus points of this academic year is to ensure that teachers have useful, available and up to date knowledge about their students' additional needs and strategies to meet those needs. Quality First Teaching will ensure that support for students with additional needs is focused and effective, evidence-based and measured for impact. Training carried out in September 2020 and October 2020 was undertaken in respect of Barriers to Learning
- Staff in the SEND department are working closely to enhance and refine the transition from Key Stage 3 to Key Stage 4 and maintain the high-quality support for transition from Year 11 to further education.
- The library at Hurworth School was now being used as a SEND response space and called the 'Welfare Room' – an efficient and flexible model of support for meeting a range of planning and unplanned needs (to be utilised when current restriction end)
- SENCo completed NASSENCo Award in August 2020
- The trend of increasing student numbers with Education Health and Care Plans continues for September 2021
- Lockdown provision – specific to help students identified with SEN requirements

- Student support

The Head of School drew Governors' attention to the circulated Head of School Report for information in respect of the number of students identified with additional needs. It was reported that these students had received regular contact from school during the partial lockdown as part of the welfare arrangements for all students.

All students experiencing mental health issues benefit from the support ladder which has three tiers of support offered to students:

- Tier 1: support from the Head of Year and Student Support Team
- Tier 2: support through Listening Post, Welfare and Behaviour Support, School Nurse or school counselling service
- Tier 3 – support from Psychologist welfare practitioner or Purple Matters / referral made to appropriate agency

Governors raised concerns regarding the re-opening of Hurworth School and whether additional support would be required for students: the Head of School explained that school staff had been in regular contact with all

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Gawthorpe

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students during the partial closure and it was hoped this regular contact would mitigate any concerns or anxieties upon students return to school. It was reported that when students had returned from the previous national lockdown, students anxieties and concerns had surfaced over time, but not on their immediate return to school as might have been expected. The Head of School commented that this had given staff an indication of what might be required when students return to school full-time from the current national lockdown. The Head of School reported that staff had been proactive, and arrangements were in place to provide additional student support once students have returned to school full-time. Capacity had been built in across the staff teams, and access to external support, as and when required.

- **Online Safety**

The Head of School advised Governors that there was a proactive approach to online safety for students. Additional online safety sessions had been arranged to reinforce online safety with students. The message is regularly reinforced in school and through curriculum lessons. It was reported that there are a low number of online incidents which are dealt with promptly and support put in place. Specific programmes of support are put in place where necessary in order to ensure student safety.

- **Health and Safety**

The Trust Business Manger that arrangements on site had continued during the periods of national lockdown, with mandatory checks and maintenance continuing to ensure the premises are safe to all staff and pupils in school.

Risk Assessments for partial closure, re-opening and lateral flow testing continue to be reviewed with the Head of School and Senior Leadership Team, each week. Key documents are updated as and when additional guidance is received. Risk Assessments for the wider re-opening of schools across the Trust would be considered by Directors and shared with Governors in due course.

Voluntary onsite lateral flow testing for staff and pupils commenced in January 2020 following government announcements. Home testing kits are to be made available for lateral flow testing to be completed at home.

Parent Governors sought clarification in respect of lateral flow testing and what % of parents had agreed to the testing of their children. The Head of School confirmed that to date, 397 parents had returned consent forms. Governors wondered whether where parents had not consented to the testing of students, this presented a risk to the school population. It was reported that lateral flow testing was voluntary, no student could be forced to take the test prior to coming into school. Health and Safety procedures continued to be in place in respect of extensive hygiene routines being promoted, including the wearing of masks and regular hand washing.

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The Trust Business Manager reported that members of the Senior Leadership Team attend public health briefings, led by Public Health England. Similar questions to those raised by Governors have also been raised during these briefings. It was reported that circa 45,000 lateral flow tests had taken place in Darlington secondary schools to date, with only six positive cases reported as a result of testing.

The School community – staff, pupils and parents

The Assistant Head Teacher (Appraisal, CPD and Verification processes) reported that staff questionnaires had not been completed in 2020 due to the national lockdown and partial closure of schools.

- Pupil / parent views

The pupil and parent view annual questionnaires had not been circulated due to the current restrictions and the impact of Covid-19. However, virtual questionnaires had been completed focused on remote learning.

- Appraisal

Appraisal targets for the 2020-2021 academic year had been set in November 2020. Staff were set three objectives, with objective one linked to pupil progress. Objective two and three focused on department priorities which reflected the role and responsibilities of individuals.

It was reported that due to the current circumstances, staff would not be judged against objective one which was linked to pupil progress. Mid-year reviews would only consider objective two and three in respect of department priorities.

- Complaints

Four formal complaints had been made during the Autumn Term 2020, including one from the previous academic year which had been paused due to restrictions and the impact of Covid-19. This complaint had now been resolved. Three complaints continue to be ongoing.

Education Development Partner Report

The Head of School reported that the Spring Term visit of the Education Development Partner had focused on remote education, with a number of staff taking place in the virtual visit. Governors' attention was drawn to the circulated Education Development Partner Report for further information.

Governors RESOLVED that the content of the circulated SEF/Action Plan, Education Development Partner Report, Risk Register, Inspection Data Summary Report (IDSR), Admissions Criteria and information reported was noted.

8 Chief Executive Officer's report

a) Scheme of Delegation

b) Trust Development Plan

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The Chief Executive Officer's Report, Scheme of Delegation and Trust Development Plan had been shared with Governors prior to the meeting. Copies would be retained on file.

The Chief Executive advised Governors that the writing of the Chief Executive Officer's Report had taken place as announcements were expected from the Prime Minister on the 'road map out of Covid'. The fuller re-opening of schools with effect from 8 March 2021 had been confirmed.

Risk Assessments to support the re-opening of the Trust schools from Monday 8 March 2021 had been shared with Governors and would be considered at a meeting of the Board of Directors of Swift Academies planned to take place on Thursday 4 March 2021.

The Chief Executive Officer commented that The Rydal Academy, Longfield Academy, Hurworth School and the Trust had all moved forward during exceptional times and this was evidenced in the respective Head of School / Head Teacher Reports and the Education Development Partner Reports.

Scheme of Delegation

It was reported that there were no changes to the circulated Scheme of Delegation.

Trust Development Plan

Governors were advised that the Trust Development Plan had been reviewed and updated by the Executive Leadership Team and reflected the partnership working across Swift Academies. The Chief Executive Officer stated that the Trust had moved forward significantly: virtual arrangements had facilitated the coming together of staff across the Trust to work collectively.

Governors RESOLVED that the content of the circulated Chief Executive Officer's Report, Scheme of Delegation, Trust Development Plan and information reported, was noted.

9 Trust ICT Update including ICT Development Plan

The Trust ICT Development Plan had been circulated to Governors prior to the meeting. Copies would be retained on file.

Chris Carr (Infrastructure & Development Manager, Swift Academies) discussed with Governors the content of the circulated ICT Development Plan and drew Governors' attention to the following aspects of the plan in respect of Hurworth School.

Governors were informed that the team had been utilising the partial closure of the schools across the Trust to undertake projects that would normally take place during the summer term break. These projects were being finalised in preparation for the re-opening of schools in March 2020.

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IT Development Plan

Governors' attention was drawn to the content of the circulated IT Development Plan which identified short term, medium term and long term IT projects.

The team had been part of the Remote Learning task group, established to implement a trust wide Remote Learning Policy. The team were reported to be enjoying the opportunity. Work for the IT Team had involved the provision and configuration of Microsoft Teams and inhouse procedures to assist with blended learning assessments. Additional hardware had been installed in classrooms to facilitate Remote Education, including webcams, visualisers and headphones for staff and pupils. Fourteen new Touchscreens had been installed at Hurworth School during the partial closure of the school

It was reported that the phone system at Hurworth school was developing faults; IT are in talks with suppliers to install a modern system. Preliminary research shows a potential cost saving on phone calls and line rental costs.

The wireless system at Hurworth School is old and not compatible with newer devices. IT are conducting a sitemap to identify potential access point locations. The plan is to implement a newer system managed via the cloud. This system would be to allow for a greater number of connected devices as Hurworth may go down the 1:1 device model in the future. The Science block and administration block of the building will be the starting point. The plan is for the wireless to be phased over the coming year.

Hurworth School is the only remaining school within the Trust on an individual network. The migration to the Trust network would be completed by the IT team during Summer Term 2021.

Swift Academies Brand

Governors were informed that a new member to the IT Team had been appointed with a design skill set not evident on the team previously and that they had been working on the standardisation and improvement of all Trust school identities, including logos and colour schemes. All Trust members of staff now have a Trust e-mail footer and icon. Work is being undertaken to standardise all Trust websites with a uniformed look and feel, which will maintain their individuality but fit into the overarching Swift Academies branding.

Marketing Materials

In addition the new appointment has also been responsible for the creation and development of print and digital resources that have been historically outsourced. Brochures for Longfield Academy and Hurworth School would be prepared in-house. Any material that was previously outsourced would now be completed in-house. This was expected to save the Trust a significant amount of expenditure going forward.

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Governors sought clarification regarding social media accounts and reports around the creation of false accounts which the IT Team had attempted to eliminate. Whilst the actions of the IT Team had addressed the creation of false accounts, some accounts continued to exist. Concerns were raised regarding the community who are less familiar with social media and don't have any understanding of false accounts. The verification of social media accounts would simplify the situation. It was reported that false accounts had remained on the IT and Senior Leadership Team agenda for many months. It was reported that each department across the Trust create their own accounts, which makes it difficult to verify a number of accounts by respective social media companies. A master list had been created by the IT Team, as part of internal verification. The list had been uploaded to the school website. However, the team continue to seek the verification of accounts by respective social media companies.

Governors RESOLVED that the content of the circulated Trust IT Development Plan and information reported was noted.

- 10 **Single Central Record: signature by the Head of School and Chair**
The Trust Business Manager agreed to arrange a virtual meeting with the Head Teacher and Chair of the Local Governing Body (Hurworth School) in order to review the Single Central Record.

Trust
Business
Manager

11 **Policies for approval / review / information**

- a) For information – Swift approved policies Appraisal Policy; Pay Policy for Teachers & Support Staff; Complaints Procedure; Health and Safety Policy; Asbestos Statement of Intent and Action Plan; Equality Objectives; Disciplinary Policy and Procedures for Teachers and Support Staff; Grievance Policy and Procedures for Teachers and Support Staff; Biometric data policy; Finance Policy; Online Safety Policy; Data Retention and Destruction Policy; Treasury Management & Investment Policy; Staff Health & Wellbeing Policy; Risk Management Policy & Procedure; Redundancy and Redeployment Policy; Remote Education Policy
- b) For information – School reviewed policies - Anti Bullying Policy, Careers Provider Access Policy, Cover Policy, English as an Additional Language (EAL) Policy, Exam Policy, Health and Safety Policy, Independent Learning Policy, Independent Reading Policy, NQT Induction Policy, Non-Examination Assessment (NEA) Policy, Physical Intervention Policy, Safeguarding Policy, Setting Policy, Tracking and Mentoring Policy
- c) For approval – Statutory reviewed policies – Admissions Arrangement 2022-2023

Admissions Criteria 2022-2023

The Head of School confirmed that there were no proposed changes to the Admissions Criteria 2022-2023. The Admissions Criteria had been shared with Governors and Directors and would be formally ratified by

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Directors during the Standards Committee meeting of Swift Academies planned to take place on Wednesday 3 March 2021.

12 Disadvantaged Pupils (Pupil Premium) Strategy

The Pupil premium strategy / self-evaluation (secondary) had been circulated to Governors prior to the meeting. A copy would be retained on file.

Refer to Head of School Report, agenda item 7 for information.

13 Covid 19 Catch-up Funding Strategy

The Covid-19 Catch-up funding strategy (February 2021) had been circulated to Governors prior to the meeting. A copy would be retained on file.

Refer to Head of School Report, agenda item 7 for information.

14 Remote Education

Refer to Head of School Report, agenda item 7 for information.

15 Special interest governor update including procedures for Governors visiting school:

- a) Premises / Health & Safety: Rita Rees
- b) Safeguarding & Welfare: Franco Sinaguglia
- c) Looked after children (LAC): Louise Johnson
- d) Special Educational Needs (SEN), including SEMH: Bree Stamp
- e) Finance: Elaine Colclough
- f) Values, Community & Equality: Rita Rees
- g) E-safety: Franco Sinaguglia
- h) Careers & Transition: Joe Kelley
- i) Newly Qualified Teacher (NQT): Joe Kelley
- j) Standards (Teaching, Learning, Curriculum & Progress): Louise Johnson

The Head of School reported that whilst it was not possible for Governors to come into school due to the continued guidance around the coronavirus pandemic, monitoring could take place virtually via Microsoft Teams. Governors were informed that links should be made with respective staff members during Summer Term to ensure that Governor monitoring activities took place.

Governors were reminded to complete the circulated questionnaire which would identify any training requirements for Governors.

The Chair reported that he planned to contact the appropriate member of staff, and set up a virtual meeting in respect of his Lead Governor role – Safeguarding and Welfare. Governors were encouraged to contact respective staff in respect of the lead roles identified.

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A link Governor confirmed that she participates half-termly in meetings with Trust Business Manager in respect of her Lead Governor role – premises / health & safety.

Governors RESOLVED that the information was noted.

Standing Items

16 Feedback from MAT Development Session held on Thursday 11 February 2021

MAT Development Session

The Spring Term 2021 MAT Development Session also took place virtually on Thursday 11 February 2021 and focused on *what Governors and Directors can expect during an Ofsted visit*. This was the second of three MAT Development sessions focusing on Ofsted requirements and provided another example of collaborative working across the Trust with staff, governor and director involvement.

17 Chairs and Vice Chairs meeting 1:30pm, Friday 12 March 2021 via Microsoft Teams

The Chief Executive Officer advised Governors that he had e-mailed the respective Chair and Vice Chair of each Local Governing Body, to check their availability for the termly meeting of Chairs and Vice Chairs (1:30pm, Friday 12 March 2021). Where Chairs or Vice Chairs were not available, a representative of the respective Local Governing Body would be requested.

Governors RESOLVED that the information was noted.

Concluding items

18 Any urgent other business raised under item 3

No items of urgent other business had been raised for consideration.

19 Approval of documents for inspection

Governors RESOLVED that the agenda, approved minutes and supporting documents be made available for public inspection with the exception of information concerning identifiable pupils and/or teachers.

20 Date and time of future meetings

Local Governing Body

(from 4:30pm)

- Tuesday 15 June 2021

MAT Development Sessions

(all from 5pm)

- Thursday 8 July 2021

Chairs / Vice Chairs of LGB and Executive Leadership Team

(all from 1:30pm)

- Friday 12 March 2021

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- Friday 25 June 2021

The Chair of the Board of Directors (Derek Bell), thanked Governors for inviting him to attend this meeting of the Local Governing Body of Longfield Academy. The level and quality of information available to Governors, and the challenge of Governors during this meeting provided assurances to the Board.

These minutes were approved by the Local Governing Body of Hurworth School as follows:

on: Jun 16, 2021 date

signed by: (Chair)


Joe Kelley [Jun 16, 2021 1:25:55 GMT+1]

printed name:

Joe Kelley

approved

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