

**Standards Committee
4:30pm, Wednesday 16 June 2021**

a virtual meeting held via Microsoft Teams

MINUTES

Present: (Directors)	Keith Bernstone (Chair), Derek Bell, Julie Cornelius, Dean Judson, Sam Hirst
In attendance:	Nichola Peaker (Head of School, Hurworth School), Nick Lindsay (Head of School, Longfield Academy), John Armitage (Head Teacher, The Rydal Academy), Glen Hart (Chief Finance Officer, Swift Academies), Sarah Jones (Trust Business Manager, Swift Academies), Lisa Gawthorpe (Assistant Head Teacher, Hurworth School), Stuart Rawle (Assistant Head Teacher, Longfield), Tracey Curtis, Governance Partner, Avec Partnership

<u>Item</u>	<u>Description of Discussion</u>	<u>Action</u>
1	Welcome, introductions and confirmation quorum present Directors were advised that a quorum was present. The Scheme of Delegation for Swift Academies stated that <i>the quorum for each of the committees was three voting directors</i> . Five (5) Directors were present:	
2	Apologies for absence and their acceptance Directors were advised that Tim Fisher had submitted apologies for absence. Directors RESOLVED that the apologies for absence were approved.	
3	Notification of items of urgent other business <ul style="list-style-type: none"> items that the Standards Committee of the Board of Directors of Swift Academies regard are of sufficient urgency to warrant consideration at the end of the agenda <p>No items of urgent other business were notified for consideration at the end of the agenda.</p>	
4	Declaration of personal or pecuniary interests <p>a) complete / review the Register of Interest Directors and those present were reminded that they should complete the Register of Interest to declare any relevant business or pecuniary</p>	

interest and close family relationship between members or Directors and/or members or Directors and employees. A register should be completed annually and updated during each academic year where circumstances change.

- b) to declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting
Directors 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
Directors were reminded that they had signed the Directors Code of Conduct, upon appointment to the Board of Directors of Swift Academies. It was confirmed that signed Directors Code of Conduct were held on file for all Directors.

Directors RESOLVED that the information was noted.

5 Approval of minutes / review of actions / matters arising

- **Standards Committee, Wednesday 3 March 2021**

Draft minutes of the Standards Committee meeting of Swift Academies held on Wednesday 3 March 2021 had been shared with Directors prior to this meeting. A copy would be retained on file.

Directors sought clarification for the permanent exclusion at Hurworth School reported during the previous Standards Committee meeting. The Head of School (Nichola Peaker) confirmed that the Independent Review Panel requested by the parents had upheld the decision to permanent exclude.

Directors RESOLVED that the circulated minutes of the Standards Committee of Swift Academies held on Wednesday, 3 March 2021 were approved as a true and accurate record of the meeting and should be signed by the Chair. The Trust Business Manager would retain the approved signed minutes.

Chair / Trust
Business
Manager

6 The Rydal Academy (item 7 of the circulated agenda)

- a) Head Teacher Report
- b) Education Development Partner Report ((Summer 2021)
- c) SEF/Action Plan
- d) Earned Autonomy: annual review and RAG recommendation to Board of Directors

The Head Teacher Report, Education Development Partner Report (Summer Term 2021), and SEF / Action Plan had been shared with Directors prior to the meeting. Copies would be retained on file.

Head Teacher Report

pupil numbers / attendance and exclusions

The Head Teacher reported that pupil numbers in-year were increasing, with a return to expected levels of pupils on site (582, excluding nursery

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pupils). Overall the pupil numbers on roll during 2020-2021 had increased by 26 pupils.

The Head Teacher drew Directors' attention to the projected pupil intake numbers in reception from September 2021: 50 pupils currently. The current Year 6 cohort (89 pupils) would leave The Rydal Academy at the end of Summer Term and there would be significant impact financially to the school of the reduced pupils numbers (39) from September 2021 (approximately £120,000). The Head Teacher reported that whilst additional pupils may be identified to join the reception cohort, it was not envisaged the pupil numbers would increase beyond 60 due to the falling birth rates reported nationally and across the Local Authority area.

Directors were advised that reception pupils from September 2021 would be taught in two classes rather than the usual three classes, with the staffing structure identified to reflect the revised teaching arrangements.

The Head Teacher reported that there were four pupils registered as CME: since the writing of the Head Teacher's Report, one child was now in a school. Three other sibling pupils had been removed from The Rydal Academy school roll but had not yet accessed an alternative school place. A referral had been made to the Local Authority, and legal obligations met in terms of tracking the sibling pupils. Contact continues with the Traveller Support Service to identify and confirm when a new school place is known.

The Head Teacher reported that since the return to school of all pupils from 8 March 2021, The Rydal Academy attendance had been above national average attendance.

Gypsy, Roma and Traveller pupils were not currently travelling and therefore attendance had improved by 25.95% for this specific group of pupils. It was expected however, that as measures start to ease, Traveller families would commence travelling again.

The Head Teacher reported there had been no permanent exclusions to date in the current academic year. A fixed-term exclusion had been issued of 1.5 days at the beginning of Summer Term 2021, which reflected only a slight growth in the number of fixed term exclusions when compared to a similar timeframe.

Attainment and progress

Directors were informed that due to the partial closure of schools during Spring Term, no data had been requested from staff, whilst they did not have direct access to the pupils. However, data was now being submitted and analysis would be undertaken to identify an end of year position and populate pupil reports for parents.

Directors were reminded that The Rydal Academy, as part of the EYFS Early Adopter Pilot was not required to submit baseline and projection information for 2020-2021 and that all statutory assessment

in primary schools were not required due to the impact of the coronavirus pandemic.

The Head Teacher reported that The Rydal Academy was part of a pilot (Year 4 pupils) for multiplication tests. The pilot provided an opportunity for pupils to participate in the multiplication tests which will be statutory in future years. It was reported that the pupils are enjoying access to the online multiplication quizzes, which supports their mathematical development.

Curriculum Planning – staffing and class sizes

Directors were advised that all Subject Leads had completed their subject specific curriculum recovery plans and catch-up premium funding report following the national lockdown which ended on 8 March 2021.

It was reported that during the most recent national lockdown 89% of all pupils on roll had engaged in remote education. 35% of pupils accessed onsite provision: this included 90% of pupils with Social Worker involvement and 84% of pupils with an Education Health Care Plan (EHCP), both high against National averages for attendance. All pupils with either EHCP or Social Worker involvement accessed education, either on site or remotely. Where pupils were not in school, agreed Risk Assessments were in place which had been agreed between The Rydal Academy and Local Authority.

Subject Verification Exercises were postponed during Autumn Term 2020 and Spring Term 2021 due to the disruption caused by national lockdown and the impact of Covid-19. A timetable had been prepared to commence internal verification exercises to review all subject areas and Early Years provision over the Summer Term.

External Review Activities

The Head Teacher advised Directors that the Spring Term visit of the Education Development Partner had focused on a termly review with the Leadership Team (SEND and Pastoral) and interviews with subject leads for Reading, Phonics and Writing. Directors' attention was drawn to the content of the circulated Head Teacher's Report for information in respect of the recommendations from the Spring Term visit.

Education Development Partner Report

Directors were informed that the Summer Term visit of the Education Development Partner had focused on a termly review with Senior Leaders who provided an update on the embedding of the new curriculum. Recommendations from the Summer Term visit were contained in the circulated Education Development Partner Report (Summer Term 2021).

Directors were informed that two internal Safeguarding Audits had been completed in Spring Term 2021. The format of the bi-annual Darlington Safeguarding Partnership Audit Tool had been used internally by Jo Thurland (Designated Safeguarding Lead) and John

Armitage (Head Teacher). The second internal audit used another Darlington Borough Council Audit Tool which RAG rated areas explored as part of this audit with 21 of 22 areas RAG rated green and 1 of 22 RAG rated amber. Actions from the previous and current audits was contained in the circulated Head Teacher's Report.

The Head Teacher reported that the number of pupils with an Education Health and Care Plan (EHCP) continues to grow, with more proportionately than any other primary school in the Darlington Local Authority area. In addition, the number of pupils requiring SEND support plans had increased as a proportion of the school roll.

The Head Teacher reported that there continued to be a high number of families accessing Early Help support over the year: many families were understood to be accessing behaviour help programmes or requiring support to reduce parental conflict.

Staff continue to undertake home testing in respect of Covid-19, with 88% of staff participating in the testing.

The staffing restructure process was completed during the Spring Term in order to support advancements in curriculum deliver with roles deleted from the staffing structure from 28 May 2021.

Due to the disrupted year and significant changes in working practices due to Covid-19, no questionnaires had been circulated to pupils, staff or parents, as data gathered would not be comparable.

SEF / Action Plan

Directors' attention was drawn to the content of the circulated SEF: yellow highlights in the SEF reflect changes made since the last version of the document were shared with Directors. Contextual data had been updated to the end of Spring Term 2021, and strengths and areas for development had also been updated to reflect the current position since fully re-opening the school to all pupils. The SEF / Action Plan for 2021-2022 was currently being developed by the Leadership Team and would be shared with Directors in due course.

The Chair thanked the Head Teacher for the informative content of the documents circulated to Directors in preparation for this meeting of the Standards Committee of Swift Academies.

Directors RESOLVED that the content of the Head Teacher Report, Education Development Partner Report (Summer Term 2021), and SEF / Action Plan, and information presented by the Head of School were noted.

Earned Autonomy: annual review and RAG recommendation to Board of Directors

The Chief Executive Officer drew Directors' attention to the content of the circulated Scheme of Delegation:

The Trustees are responsible for the performance of each Academy within the Multi-Academy Trust; however a range of responsibilities

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may be delegated to the Local Governing Body. The levels of delegation will be based on the principle of 'earned autonomy' and decided by the Trustees and the Executive Board and will be dependent upon the strength and capacity of the Academy.

The strength and capacity of each Academy will be reviewed at least annually and will be based on a combination of their most recent Ofsted grade and the internal review grade of the MAT:

MAT and Ofsted Grade combined 1 to 4	Green
MAT and Ofsted Grade combined – 5	Amber
MAT and Ofsted Grade combined 6 to 8	Red

Derek Bell (Chair, Board of Directors) reported that he had attended the Spring Term meeting of The Rydal Academy Local Governing Body, and that challenge of Governors was evident during the meeting. Julie Cornelius (Director) confirmed that she had also attended the recent meeting of The Rydal Academy Local Governing Body and reported that interesting discussions had taken place between Governors and the school representatives, including appropriate levels of challenge evident from Governors.

Directors RESOLVED that given the current performance of The Rydal Academy and the challenge evident from Governors and Directors during respective meetings, The Rydal Academy are recommended to the Board of Directors of Swift Academies for a Green RAG rating in respect of Earned Autonomy.

7 Hurworth School (item 8 of the circulated agenda)

- a) Head Teacher Report
- b) Education Development Partner Report ((Summer 2021)
- c) SEF/Action Plan
- d) Earned Autonomy – Annual Review and RAG recommendation to Board of Directors

The Head of School Report, Education Development Partner Report and SEF / Action Plan had been shared with Directors prior to this meeting. Copies would be retained on file.

Pupil numbers / attendance and exclusions

Directors were informed that the published admission number (PAN) for the school is 127 per year group. Hurworth School continues to be over-subscribed with pupil numbers broadly the same over the last three years.

However, the Local Governing Body of Hurworth School had agreed to offer 140, Year 7 places for intake in September 2021. The secondary school allocation day for the current academic year was 1 March 2021. An amended appeals process due to Covid-19 restrictions had taken place for the academic year 2021-2022, with three appeals heard by an independent panel. The Head of School reported that the appeals had been unsuccessful: the panel took into account that Hurworth School had already agreed to accept above PAN.

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It was reported that prior to the national lockdown from January 2021, Hurworth School whole average attendance was 95.61%, which was significantly above the provisional national figures for Spring Term 1 (80%) in secondary schools. Attendance was 79.16% during the lockdown period. However, from 8 March 2021 school attendance became mandatory with the return to school of all pupils, although there was a phased approach between 8 March 2021 and 12 March 2021 to allow testing and the return of pupils to school. Weekly attendance was reported to be averaging 95.8% between 8 March 2021 and 26 March 2021.

The Head of School reminded Directors that case studies are retained for individual pupils as well as overviews of year groups, where attendance is a concern and classed as persistent absentees (attendance below 90%). Pupils with Special Educational Needs (SEN) and disadvantaged students, are both focus groups in respect of attendance.

Whilst the number of fixed term exclusions had reduced when compared to a similar timeframe in the previous academic year, Directors should note that there was a significant amount of time when the country was in national lockdown and pupils were not attending school and accessing remote learning.

Attainment and Progress

Directors were reminded that their 2019 data would be reviewed should an Ofsted inspection take place as no examinations had been sat by pupils in Summer Term 2020 or Summer Term 2021. It was reported that in 2019 the results of examinations had been challenged and a complaint raised with Ofqual in respect of concerns around the awarded grades in English. The Head of School reported that staff were disappointed that it had not been possible for students to sit examinations for the last two years and demonstrate improved results.

The Head of School reported that the current Year 10 cohort were expected to sit public examinations during Summer Term 2022: the cohort had been working to address any gaps in knowledge following the latest period of national lockdown.

The Head of School highlighted to Directors the Department for Education Targets for EBacc (75% of pupils expected to take a combination of subject: English, Maths, MFL, Science and History or Geography) at GCSE from 2022 and 90% of pupils following this route from 2025. The Head of School reported that this had been a regular item at LT, LGB and Directors meetings since the aforementioned figures were announced and would need further discussion in the Autumn Term as the Year 9 students (September 2021 cohort) would be selecting their options in Spring Term 2022 for a September 2022 start.

Directors were informed that the Spring Term visit by the Education Development Partner had focused on curriculum development and the remote education offer. Parental and pupil questionnaires had been circulated to seek views on the remote education offer: the responses were documented in the circulated Head of School Report.

Safeguarding and wellbeing

The Head of School discussed with Directors the overall increasing trend at Hurworth School of pupils requiring special education needs provision (SEN).

The Head of School reported an increase in domestic violence incidents reported through Operation Encompass (March 2020) compared to a similar period in 2021. This was reported to be in line with county wide trends due to periods of national lockdown and the coronavirus pandemic. In addition, safeguarding incidents had increased from 78 in the previous academic year (March to May 2019) to 108 (between March 2020 and May 2020). Again, this is in line with country wide trends due to lockdown. A welfare room had been established in preparation for students return to school, in order to address any issues that arose, for instance anxiety or stress-related conditions. Students were reported to have settled well on their return to school from 8 March 2021.

The school community – staff, pupils and parents

Directors' attention was drawn to the content of the circulated Head of School report for information in respect of staff absence due to Covid-19. The Head of School emphasised that the staff absence in respect of Covid-19 did not reflect positive test results but staff who had been required to isolate due to exposure to others outside of the school environment who had tested positive.

The Head of School reported that there had been five long-term absences due to illness during the academic year (more than four weeks).

Directors were advised that Ben Sutherland the Assistant Head Teacher (Student Support) has secured a post in another school commencing 1st September 2021. A recruitment process had commenced, with interviews planned to take place shortly, to fill this vacancy and two external appointments would be sought for non-teaching members of staff to work full-time within the Welfare and Student Support Team. There is also a vacancy for a Teacher of Science from September 2021 this will be advertised in the Autumn Term.

Directors were advised that four formal complaints had been made during the Autumn Term 2020: one of these was from a previous academic year which had been paused due to the coronavirus pandemic restrictions and had now been addressed. Three complaints had been resolved during the Spring Term 2021 with no further formal complaints outstanding.

Education Development Partner Report (Summer Term 2021)

The Head of School reported that the focus of the Summer Term Education Development Partner Report had been around Senior Leader summary of key messages linked to the Ofsted framework and discussion with the Leadership Team around key questions linked to the same framework. Director's attention was drawn to the circulated Education Development Partner Report for recommendations as a result of the Summer Term visit.

Directors Resolved that the contents of the circulated Head of School Report, Education Development Partner Report and SEF / Action Plan and information presented by the Head of School were noted.

Earned Autonomy: annual review and RAG recommendation to Board of Directors

The Chief Executive Officer drew Directors' attention to the content of the circulated Scheme of Delegation:

The Trustees are responsible for the performance of each Academy within the Multi-Academy Trust; however a range of responsibilities may be delegated to the Local Governing Body. The levels of delegation will be based on the principle of 'earned autonomy' and decided by the Trustees and the Executive Board and will be dependent upon the strength and capacity of the Academy.

The strength and capacity of each Academy will be reviewed at least annually and will be based on a combination of their most recent Ofsted grade and the internal review grade of the MAT:

MAT and Ofsted Grade combined 1 to 4	Green
MAT and Ofsted Grade combined – 5	Amber
MAT and Ofsted Grade combined 6 to 8	Red

Derek Bell (Chair, Board of Directors) reported that he had attended the Spring Term meeting of Hurworth School Local Governing Body, and that challenge of Governors was evident during the meeting. Julie Cornelius (Director) confirmed that she had attended the recent meeting of the Hurworth School Local Governing Body and reported that Governors had sought clarification of information presented to them and that discussions had taken place between Governors and the school representatives, including appropriate levels of challenge being evident from Governors.

Directors RESOLVED that given the current performance of Hurworth School and the challenge evident from Governors and Directors during respective meetings, Hurworth School are recommended to the Board of Directors of Swift Academies for a Green RAG rating in respect of Earned Autonomy.

8 Longfield Academy (item 9 of the circulated agenda)

- a) Head of School Report
- b) Education Development Partner Report ((Summer 2021)
- c) SEF/Action Plan
- d) Earned Autonomy – Annual Review and RAG recommendation to Board of Directors

The Head of School Report, Education Development Partner Report (Summer 2021), and SEF / Action Plan had been shared with Directors prior to this meeting. Copies would be retained on file.

Pupil numbers / attendance and exclusions

The Head of School reported that Longfield Academy continued to be undersubscribed, as was the case historically: total numbers have been

broadly the same over the last three years. Progress has been made, pupil stability and retention of numbers is a key priority for 2021/22.

Directors were informed that Longfield Academy has well established links with all feeder primary schools. The transition co-ordinator represents Longfield at the Local Authority Transition Working Group, ensuring that all pupils in Darlington receive the best transition offer possible. Longfield Academy have an extensive transition offer. The aim of this work was to ensure that all pupils do not lose any time between primary school and secondary school, and ensure that teaching staff in the secondary school are fully aware of the pupils' needs and abilities. There is also a Summer School planned for July 2021.

The Head of School reported that punctuality continues to improve, either arriving in school at the beginning of the school day in order to participate in morning registration. Directors' attention was drawn to the content of the circulated Head of School Report for information regarding punctuality and attendance.

Directors were informed that an exclusion reduction strategy was in progress in order to identify residual / cultural / oppositional defiance issues.

Directors were advised that the therapeutic offer, mental health and wellbeing arrangements and safeguarding strategies were very strong at Longfield Academy.

It was reported that there were currently four Year 11 pupils were currently educated off-site:

Home & Hospital Teaching Service x 2 (full-time)

Outdoor Ambitions x 2 (two days per week)

Darlington Learning Zone x 1 (three sessions per week)

School staff complete welfare visits to these pupils. The aim for the new academic year 2021-2022 is that there will be no pupils attending alternative education.

Attainment and progress

It was reported that Longfield Academy were currently showing an improvement on Year 11 leavers results with a projected "progress score" of 0.1. Phase 2 of the development plan has been launched (target setting, tracking, assessment, intervention and mentoring) which is now having an impact on the school's improvement journey.

It was hoped that the current Year 10 would be able to sit GCSE examinations in 2022 (Year 11), and demonstrate an improved positive Progress 8 Score which would reflect positively on the work of pupils and staff at Longfield Academy and its continued improvement in the students' academic performance.

The Head of School highlighted to Directors the Department for Education Targets for EBacc (75% of pupils expected to take a combination of subject: English, Maths, MFL, Science and History or

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Geography) at GCSE from 2022 and 90% of pupils following this route from 2025. The Head of School reported that this had been a regular item at LT, LGB and Directors meetings since the aforementioned figures were announced and would need further discussion in the Autumn Term as the Year 9 students (September 2021 cohort) would be selecting their options in Spring Term 2022 for a September 2022 start.

It was further reported that there continues to be a vacancy in MFL where a Head of Department vacancy had not been filled.

Directors raised concerns regarding the reported difficulties experienced at Longfield Academy to recruit a Head of MFL: the Head of School reported that it was believed there was currently a shortage of MFL teachers nationally.

Education Development Partner Report

The Head of School drew Directors' attention to the content of the Education Development Partner Report following the Summer Term visit: which had focused on Ofsted preparations.

Safeguarding and wellbeing

A range of foci had been identified in May 2021 for the SENCo and Assistant SENCo, including pupils attend school and engage in learning; needs are met in the classroom; staff use the information about pupils to understand their needs; lessons are appropriately pitched to offer challenge and secure support for all pupils; staff interact appropriately with pupils and staff engage with information gathering procedures and are able to articulate appropriate Tier 3 support. Longfield Academy intended to apply for a staff wellbeing charter in 2021-2022, which covered three stages: small gestures, whole school systems and self-mastery.

The Head of School reported that an audit was undertaken by the Local Authority in April 2021 which highlighted some minor actions, including the addition of information to the Safeguarding Policy where references are made to mental health, Designated Safeguarding Lead duties regarding child on Child Protection and Child in Need plans and updating the definition of honour based violence. Further actions include providing a refresher session on the management of sexual harassment and / or sexual violence focusing on support for the victim.

The school community – social media and communication

The Head of School reported that a range of social media platforms had been used to support remote learning and communicate with all stakeholders. The engagement of parents with Longfield Academy was reported positively with a range of queries being raised with the school.

The School Community – staff, pupils and parents

Directors were provided with a summary of change, as follows:

- Longfield Academy had implemented a strategic plan to capture the views of both internal and external stakeholders
- Exit interviews are implemented as part of the staff exit process

- Working closely with Avec Partnership to support on-going sickness review meetings
- Working with ITT providers to support recruitment processes

Directors RESOLVED that the Head of School Report, Education Development Partner Report (Summer 2021), and SEF / Action Plan and information presented was noted.

Earned Autonomy: annual review and RAG recommendation to Board of Directors

The Chief Executive Officer drew Directors' attention to the content of the circulated Scheme of Delegation:

The Trustees are responsible for the performance of each Academy within the Multi-Academy Trust; however a range of responsibilities may be delegated to the Local Governing Body. The levels of delegation will be based on the principle of 'earned autonomy' and decided by the Trustees and the Executive Board and will be dependent upon the strength and capacity of the Academy.

The strength and capacity of each Academy will be reviewed at least annually and will be based on a combination of their most recent Ofsted grade and the internal review grade of the MAT:

MAT and Ofsted Grade combined 1 to 4	Green
MAT and Ofsted Grade combined – 5	Amber
MAT and Ofsted Grade combined 6 to 8	Red

Derek Bell (Chair, Board of Directors) reported that he had attended the Spring Term 2021 and Summer Term 2021 meetings of the Longfield Academy Local Governing Body, and that challenge of Governors was evident during the meeting.

Directors RESOLVED that given the current performance of Longfield Academy and the challenge evident from Governors and Directors during respective meetings, Longfield Academy are recommended to the Board of Directors of Swift Academies for a Green RAG rating in respect of Earned Autonomy.

9 Trust Public Examinations Group (TPEG)

(item 6 of the circulated agenda)

Stuart Rawle and Lisa Gawthorpe reported that the TPEG group consists of representatives from both Hurworth School and Longfield Academy overlooking the completion of Teacher Assessed Grades to the exam boards for the current Year 11 pupils, in line with national guidelines for Summer 2021. The group had provided continuous professional development sessions to upskill staff and robust systems to allow the schools to provide Teacher Assessed Grades which are a true reflection of pupils' potential and provides a pathway into further education.

Directors were reminded that Friday 18 June 2021 was the deadline for submissions of Teacher Assessed Grades to exam boards. The TPEG would then consider the quality assurance process: JCQ would undertake external quality assurance on Wednesday 23 June 2021 at Longfield Academy. JCQ and AQA would request samples of evidence

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from schools to identify how grades had been identified. Evidence was retained at Hurworth School and Longfield Academy, including documentation and timelines to show how teachers had reached decisions around students' grades.

Results would be released on Thursday 12 August 2021 and it was possible that appeals could be received from students which would be managed by individual schools (Centre Review), or questions around evidence (Stage 2) and consideration alongside JCQ and the exam board.

The Chief Executive Officer noted the incredible work of Stuart Rawle and Lisa Gawthorpe in leading their individual school teams to establish systems and processes in place as part of the Trust Public Examinations Group. Directors echoed the sentiments of the Chief Executive Officer and commented on the benefits of being part of a Multi-Academy Trust.

Directors RESOLVED that the information was noted.

10 Chief Executive Officer's Report

- a) Scheme of Delegation
- b) Trust Development Plan

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

The Chief Executive Officer informed Directors that the Trust ICT Manager has recently retired due to ill health and that an internal recruitment process will commence immediately.

Directors RESOLVED that the content of the Chief Executive Officer's Report, Scheme of Delegation and Trust Development Plan were noted.

11 Policies for review and approval

Directors were advised that the circulated policies were all existing policies which had been reviewed to ensure they continued to be fit for purpose: yellow highlights contained in the policies highlighted where adjustments had been made.

- a) Code of Conduct for Employees

The Code of Conduct for Employees had been circulated to Directors prior to this meeting of the Standards Committee: a copy of the Code of Conduct for Employees would be retained on file.

Directors RESOLVED that the content of the Code of Conduct for Employees was noted: the Code was approved and adopted with immediate effect.

- b) IT Acceptable User Policy

The IT Acceptable User Policy had been circulated to Directors prior to this meeting of the Standards Committee: a copy of the IT Acceptable User Policy would be retained on file.

Directors RESOLVED that the content of the IT Acceptable User Policy was noted: the policy was approved and adopted with immediate effect.

c) CCTV Policy

The CCTV Policy had been circulated to Directors prior to this meeting of the Standards Committee: a copy of the CCTV Policy would be retained on file.

Directors RESOLVED that the content of the CCTV Policy was noted: the Policy was approved and adopted with immediate effect.

d) Curriculum Policy

The Curriculum Policy had been circulated to Directors prior to this meeting of the Standards Committee: a copy of the Curriculum Policy would be retained on file.

Directors RESOLVED that the content of the circulated Curriculum Policy was noted: the Policy was approved and adopted with immediate effect.

Concluding items

12 Any urgent other business raised under item 3

No items of urgent other business had been notified.

13 Approval of documents for inspection

Directors 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.

14 Date and, time of future meetings

Directors were informed that this was the last meeting of the Standards Committee in the academic year 2020-2021.

A meeting schedule for the forthcoming academic year (2021-2022) would be available for Directors' consideration at the Board Meeting planned to take place on Friday 9 July 2021.

These minutes were approved by the Standards Committee of Swift Academies as follows:

_____(date)

signature (Chair):



name: Tim Fisher

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