



**Minutes of the Axe Valley Academy Local Governance Committee Meeting
held on 12th February at Axe Valley Academy**

Attendees	Initials	Attendees	Initials
Matt Brookman	MB		
Amanda Bujniewicz	AB		
Mike Huskins	MH		
Laura Jenkins	LJ		
Jeremy Walden	JW		
		Joanne Govier(clerk)	

Apologies / Absence (reason if required)	Initials	In Attendance	Initials
Dave MacCormick	DMc	Lyndsey Kane	LK
Jacqueline Russell	JR	Gill Cooper	GC
		Kevin Cumming	KC

Signed as a correct record of the meeting:

Date:.....

1. Welcome and Apologies

JW welcomed all to the meeting and apologies given. LJ was congratulated on her permanent Headship at AVA.

A letter of resignation from C.D-F had been received.

2. Declarations of Interest

JP declared an interest as employed by Babcock.

3. Election of Vice Chair

No nominations had been received prior to the meeting. JW had received interest from members of the community, to fill vacant posts.

4. Minutes of the Meeting held on Wednesday 20th November 2019

Governors requested an alteration in the minutes where the minutes had omitted a discussion around the increase in the diagnoses of autism.

Matters arising from the previous minutes

Annual business documents still outstanding for some LGC members. Clerk requested these in as soon as possible and offered to resend. These will be distributed to new members as they are appointed. LGC vice chair nominations still not received. A discussion surrounding potential candidates who are interested in joining the Governing body ensued and this will remain on the agenda.

Safeguarding training and audits outstanding for 1 LGC member. They committed to completing this before Easter. All new LGC representatives will undergo training organised by the Clerk.

County Lines section has been added to the safeguarding policy and this is on the website.

LGC section of website has had initial updates and these are ongoing. JW has had meetings in school to add all of the relevant Governors however with rapid change he will continue to update. This will be an ongoing piece of work.

Governor Development Plan (GDP) and LGC visit. Full feedback given from the Governor development day with lesson observations. LGC members pleased with the development in culture, ethos, standards and behaviour.

AB – PP

Lots of lovely interactions were observed between staff and students during the visit. School was warm, kind and welcoming. Students and staff were friendly. Staff were honest and forthcoming and engaged in discussion and happy to give opinions. Pupil behaviour was very good and there were great relationships with teachers.

LGC challenge -Some concerns around RTL surrounding the reactive nature of the room and new staff in role for a short period of time and it feeling a little busy and harsh at times. Questioned whether it was at all effective for some repeat offenders. Do some staff feel overwhelmed dealing with additional needs in RTL? Is there appropriate support for staff emotionally?

RTL has improved behaviour in lessons considerably and this has been shown in staff and student voice. Agree that staff not remaining in the role is disruptive for the students using the provision but we are committed to maintaining standards in the room and need the right staff who are happy and committed to the role. SLT concerns around the longevity of RTL as a role and if we need it at all moving forward. Agree that students who go frequently may not be seeing this as an effective sanction however we must consider the whole school community's right to learn without disruption. Frequent attendees have adjusted provision personalised to them to support and facilitate change including access to 1-1 mentoring, intervention in The Hub, making reasonable adjustments for students with SEND to manage their behaviour and balance their needs. Teachers are sending lesson work and so students in RTL are following the curriculum much more closely.

LGC challenge -Some students raised concerns that we are not yet environmentally aware enough. Are we considering sustainability? Have we considered a 'Green Team' with environmental ambassadors?

Currently engage in paper recycling, pen recycling, crisp packet recycling and canteen have had a meeting about moving toward a plastic free canteen. This work has only just started. A 'Green Team' and getting students more involved is a good idea we will look to develop through the student council.

JP - SEND

When focusing on EHCP students it was clear that some lessons were very interactive with EHCP students enthusiastic and fully involved. Laptops were used well and there were lots of chances for students to fully engage. Collaboration with their peers was common and again supported full access to learning in these classrooms.

LGC challenge – in some classrooms the reading books were not appropriate to the reading levels of those students and some staff stated there did not always feel like there was enough in class support for some complex classes and would value more adult support. The most effective teaching for students with needs clearly happened in routine classrooms. There were no behaviour issues seen. Students were happy to talk about their experiences. Some lessons felt incredibly fast paced and most students thrived however some needed additional scaffolding to support their progress.

Adverts for replacement TAs were going out and the whole framework surrounding how TAs support in a class is being revisited by Gill Cooper – Gill to discuss in detail later in the meeting. For reading, new reading buddies and reading schemes are being implemented to support appropriate independent reading and the more librarian

hours mean this is being tackled. GC also talked about her work on classroom layout and eradicating static seating plans.

MH – Science

Enjoyed the first visit and have booked another meeting with the Science Lead to follow up around curriculum. This visit focused on the experience of SEND students in science. All students were positive about the school, polite and welcoming. School feels supportive to students with additional needs. Assembly was vibrant. Students engaged well with their learning and teachers knew their pupils.

The Governor development day helped the LGC work as a team and interrogate the feel of the school and whether the actions outlined at LGC were being embedded. A follow up Governor development day needs to be scheduled,

JW – learning walks across the school maths focus

Lots of support for students from teachers and no students were left behind. Disadvantaged students engaged well and the curriculum was explained in depth by teachers who had a good knowledge of the succession.

Governor Challenge – is there enough challenge for the most able students? In maths student voice in recent KS4 review highlighted it was a subject with built in challenge and the progress data, particularly for HA students, would support this.

Action arising – Calendared Governor development day 11.03.2020 1pm.

5. Heads Report – Update (LJ)

Document circulated in advance of the meeting. Agenda reorganised as attendance, PP, SEND and outcomes all discussed through the guest presenters in the LGC meeting.

LGC challenge seen under individual sections below.

No further discussion or questions around remaining areas of the Head's report.

6. Curriculum – (KC)

The new curriculum model visual was presented. This was gone through in detail and all of the specific changes outlined. Proposed curriculum changes based on models and implementation timescale include: PSHE into the curriculum, 5 form entry in Y7 and 8, 2 Year KS4, Separate Science for all, RE back into the option block but keeping 4 GCSE options (at the end of Y9) meaning students achieve 10 GCSEs. PE offer maintained as essential. English Literature Y10 will continue as a 2 year English strategy. A major driver for the alteration back to the KS3 curriculum being 3 years was that KS4 may lack some pace and urgency as under the current curriculum model there were 280 GLH for some GCSEs which could be delivered in 120-140 hours. Full presentation on the number of hours for all options and separate science based on the visual curriculum plan given to LGC members. Students will leave with 10 GCSEs when they only require 8. Current model restricted EBacc and this new model helps this and supports STEM career choices in the future. The current

Y8 will do options as we have already begun the process and it would let parents and students down to change this now however Y7 won't do options until Y9. We will not have an options process next academic year.

LGC challenge – why are we moving when at the last meeting we supported a 3 year KS4? Need pace, challenge and urgency, do not want a narrowed curriculum. Behaviour is good enough across Y9 to allow students to maintain a full breadth of curriculum subjects. We would be in line with Uffculme Academy to support curriculum planning and moderation. We have high levels of in year migration and this is disadvantaging their options choices as they are part way through a different curriculum.

LGC challenge - curriculum costings, whether it can be staffed and additional training needed for quality PSHE and SRE provision and delivery. Multiple models have been considered and for each the curriculum costing for the next 3 years planned. This is affordable and can be sustained with some minor changes to staff deployment. There will be considerable training needed for new SRE delivery which has already began. Visits and CPD days have been undertaken by a range of staff to support a quality delivery of the PSHE curriculum. The PSHE coordinator who holds a TLR would be quality assuring the lessons as a departmental approach. There will be a future need to increase recruitment for languages in the new curriculum model. RE will no longer be a core offer for the GCSE but revert to an option block. The curriculum and setting constraints that triple science imposes will be removed.

LGC challenge – is combined science enough in a modern society? No we believe that triple science is a more aspirational and appropriate series of qualifications for our students.

LGC challenge – is the PE offer going to be reduced to accommodate these changes? No we have maintained the high levels of PE contact time each week for all as this is essential for physical and mental health.

LGC challenge – how will you manage multiple curriculum models? There will be a phased roll out allowing a year for all changes and planning. The impact on staffing changes will be felt in 2021-2022. There is no rush for staff and adequate time for sensitive sequenced curriculum planning is considered in this plan.

LGC challenge – is it appropriate to still do English Literature as early entry in Y10? Yes. This is an essential 2 year strategy that means students experience and complete a lengthy exam and revise for this and are supported explicitly. This follows the Uffculme model.

Proposed by JW. Unanimously agreed - as an aspirational curriculum by LGC as this model supports the best educational outcome for our young people in our community.

7. Pupil Premium – (LK)

LK taking over strategic leadership of PP. External PP review calendared in March. LK has been analysing the implementation document and looking at impact of spending and will continue to audit and gather evidence to look at most appropriate ways of spending the PP grant for maximum impact. There is a large crossover of PP and SEND students and we need to look at increasing aspirations for all. Pupil pursuits are underway to look at the diet of a PP student. Concerns around PP attendance. There is an external audit being conducted on 17.03.2020 to recognise strengths and areas for development and an action plan will arise from this. We have approximately 30% of our community as disadvantaged students. The focus has to be on raising their profiles with all staff and removing all of their individual barriers.

LGC challenge what are we doing to specifically improve attendance of disadvantage and how we are improving teaching to identify the gaps and teach to them. Middle leaders have all had CPD on supporting disadvantaged learners from LK. All of their photos have been shared and each individual is discussed. Individuals are referenced at SUMIT process. The numbers on trips and visits have increased. The focus on careers and enrichment and really extending opportunities surrounding cultural capital is ongoing. There are several attendance strategies in place including a new attendance officer, extra EWO hours and a pilot Persistence Absence scheme with the school nursing team. PP students with poor attendance are having passports developed to support their individual needs and often cross over heavily with the SEND register. Staff are providing clear homework and using classcharts and knowledge organisers to support continuity for students who are not present in every lesson. The attendance team are focusing on why students are not coming to school. Year 9 and 10 year leader's are focusing on a pilot project that unpicks why students are not in school every day and has a number of aims around improving attendance that will be evaluated in the summer term. This is linked to the pastoral support we can give to students. The project focuses on building resilience and improving aspiration.

AB link Governor to meet with LK to have her questions about the PP spending strategy answered and be a part of the review in March to allow further challenge.

8. SEND Progress - (GC)

Gill explained she had a previous role as a primary SENDCo. After 3 months in role the priorities have been; auditing the SEND register, ensuring watch list appropriate, splitting the SEND register into categories of need, producing a photo register with generic supportive strategies and interventions in the classroom and completing all IEPs by Easter. Additional interventions have been introduced for Y7 along with the purchase of Boxall profile. All IEPs written by SENDCo, assistant SENDCo, Interventions lead and Headteacher for QA. Next focus is on Universal Provision and ensuring high quality, personalised and differentiated teaching. Lesson observations are underway.

Universal strategies have been added in detail to the SEND register which has been split by need and presented as a photo register. This gives all teachers a clear series of universal interventions which may support a personalised approach.

A watch list for students making good progress and not currently needing intervention has been added enabling a more focused SEND register of 18.7% as opposed to 25%. All parents have been informed of this in writing.

LGC challenge – Why are the SEND figures so high? Gill feels that historic SEND needs from primary where no interventions were needed may be following students but also that there was a high level of need at AVA.

LGC challenge – were parents all aware of these changes? Yes all parents informed in writing with only 1 query. Staff have also been fully informed. Staff have also had additional training on the Devon Graduated Response at a Twilight which had positive evaluations from staff.

LGC challenge – as a part of Vector had we moved away from the Devon Graduated response? There had been some provision sourced from Somerset and some changes in line with the Vector trust but these have not been successful for AVA. As a result Learning Passports (IEPs) with provision maps in line with the DGR are being fully reintroduced as opposed to the shorthand versions we had moved to with provision mapping in classcharts.

LGC challenge around QA of the quality of the new Learning Passports, the timescales, of their implementation and monitoring the improving universal provision including from external sources. All students new IEP Learning passports were being written by 4 members of staff (LJ, EC, TT, GC) to ensure consistency. These will all be quality assured by Gill as SENDCo. These will all have student views and parent views. The first round of meetings will be completed by Easter and out to staff in new SEND handbooks for the summer term. The termly reviews with parents are now calendared formally and will have a structured process monitored fully by the SENDCo. As a result of these provision maps new interventions had been prioritised including Lexia and Y10 interventions. These have been identified based on progress data from Sisra to maximise improvements for students. All interventions will have clear entry and exit criteria and a set timescale. The Boxall Profile has been purchased to support students with underlying SEMH needs and this will be added to the suite of interventions on offer. The focus for all will be on a timely review of the impact. For literacy interventions these will be on vocabulary initially. Head of English is coordinating work on staff literacy and evaluations for these CPD sessions have been positive. The explicit teaching of vocabulary to students has been delivered to staff and we continue to focus on Etymology. Next steps include for the SEN team; improving the reading provision, supporting DEAR for less able readers, introduction of reading buddies, implementation of lead reads to develop vocabulary and comprehension. The implementation of literacy strategies is growing. We agree there is a need to focus on the appropriateness of texts students are selecting and tutor groups will be supported on a

carousel to the library to find more appropriate literature. SENDCo has been in classes observing SEND students and giving feedback about supporting specific learners further. Lots of good practice has been seen.

LGC challenge – is there any further training needed for the SENDCo? Is there enough parental support in the new role? Not currently. It would be positive to have repeat LGC visits from JP to look at the developments within the SEND department. Currently large amounts of time are taken supporting large multi-agency cases however these are progressing well. Parents have been supportive, visited, been in for meetings and attended open mornings.

9. AIP

The post Ofsted Action Plan was outlined and shown as a detailed action plan that sits under the AIP. Focus areas remain; SEND, literacy and reading and building an aspirational curriculum.

LGC challenge – can we take a copy of the post Ofsted action plan to look at any areas we feel we can support and challenge further? Yes – provided.

10.0 Standing Items

- 10.1 Safeguarding – Training completed by all members bar 1
- 10.2 Chairs Update - none
- 10.3 Risks and Concerns - none
- 10.4 Link Governors – To clarify links to Departments. JW will do this
- 10.5 Governor Training – Skills audits outstanding
- 10.6 Trust Update – none
- 10.7 Clerks Business – following policies ratified; careers policy, careers plan, attendance policy and procedure, child protection and safeguarding policy, use of word processor policy, non-examination assessment policy, quality assurance policy, exams archiving policy

11. Date of next meeting

Confirmation of the date of the next meeting as Wednesday 22th April 2020, starting at 5pm.

The meeting closed at 7.20pm

ACTIONS

Agenda item	Action	Who	Deadline
4	Website needs updating with Governor photographs and bios and most up to date members	JW	22.04.2020
4	Calendared Governor development day 11.03.2020 1pm.	JW	11.03.2020
6	New curriculum model agreed to be presented to all staff	KC	03.03.2020
7	AB link Governor to meet with LK to have her questions about the PP spending strategy answered and be a part of the review in March to allow further challenge.	LK/ AB	17.03.2020