

Local Governing Body  
Minutes of the Meeting  
Held on 03.02.2021

Present: Simon Prior (SPR) – Chair, Rolf Purvis (RPS) – Head teacher,  
Lucy Scott (LST) – CEO Jeanette Redding (JRG) – Vice Chair, Simon Sandler-Vallance (SSV),  
Simon Grapes (SGS), Jim Warwick (JWK), Clare Gunns (CGS), Mary Sanders (MSS), Jo  
Hornsby (JHY), Lynne Martin (LMN)

Apologies:- Carolyn Johnson (CJN)

Also present: Mark Eastwood (MED), Diana Turnbull (DTL)

### 1. Apologies

### 2. Minutes of Last Meeting

- SPR – Minutes Agreed with an amendment from JRG.
- SPR – Praised MED attendance rewarding scheme.

### 3. From the Chair –

- SPR - Welcomed and introduced Diana Turnbull as Head of Art.

### 4. Pandemic Provision – Mark Eastwood

#### Current

- MED – Presented to the governors on the current remote provision for students. Student are receiving PSHE every morning followed by their normal lessons presented by their normal teachers. Period 7's are in place for Year 10 and extracurricular clubs are in place.
- MED – Students receive lessons via Teams through their iPads they received via the iPad schemes.
- MED – All lessons in KS4 and KS5 have a live element and also in most KS3 lessons. The live element is 30-40 minutes at the start of the lesson to engage students and then an independent task is set with scaffolded resources for students to complete. There is a progress check at the end of the initial live element to check students understanding of the topic and work is then set for them to complete.
- MED – Attendance to each lesson is recorded and monitored and schemes of learning have continued.
- MED – There is an uncompromising high expectation for students, they still receive challenging lessons with a mindfulness to support students in their individual circumstances.
- MED – Then summarised attendance figures to date. He explained to the LGB that anyone with low attendance and engagement is then spoken to by a member of staff to establish any barriers in place. Attendance has improved across all year groups.
- MED – Shared some feedback from a recent survey of staff and students carried out by Ryan Kelsall Deputy CEO there is clear parity between the views of staff and students.
- MED – Stated that students felt that their main source of support from parents is to keep them encouraged rather than specific technical intervention from parents.
- MED – Students also stated that they felt they could easily contact the school.
- MED – Parent feedback was that the work was clear and they were satisfied with the work offered by DMA. Parents also stated that students are working the majority of the day for the right amount of time and that they had to spend a minimal amount of time supporting the students.
- MED – Staff feedback was very positive and that they felt the majority of work set is being completed and that they feel confident in teaching students remotely.
- MED – Stated that the aim is to build toward setting students common assessments to check that students are continuing to make progress.

- MED – The consensus from staff is that they are coping well with current remote learning arrangements and support is being offered to those who have needed this such as leaving the school open for those who prefer to work from school.
  - MED – Staff have indicated that there has been an increase in workload but that they feel satisfied with the support offered by senior leadership.
  - MED – Stated that to maintain the momentum for anything additional there needs to be a value added for student engagement, parent support and staff wellbeing. There needs to continue to be clarity, with open communication and recognition for students such as certificates that are being issued currently. There also needs to be recognition for staff's efforts.
  - MED – Future developments included the addition of assessments and feedback. There will also be an ABC passport which are rewards for taking part in non-academic activities. In the coming weeks a PSHE drop down day for students with group tasks will take place. A Trust-wide extra-curricula offer was also being looked at.
  - SPR – Asked what the response rate of the surveys was?
  - MED – Staff responses was approx. 70% for students and parents this was around 30-35%.
  - LST – Stated that the DMA responses were very strong.
  - SPR – Asked if there were subject specific questions?
  - MED – Stated that the questions were more generalised.
  - JRG – Asked if current attendance was comparable to other schools?
  - MED – Stated that this is difficult to benchmark as schools measure attendance differently.
  - LST – Stated that the DMA data is very genuine data as this can be evidenced by the engagement data.
  - JWK – Stated that the staff workload feedback was concerning with staff indicating workload had increased.
  - MED – Stated that this had been addressed by working with the heads of departments looking at more collaborative work.
  - JWK – Asked whether there could be an additional survey to see if this feeling has changed.
  - LST - Stated that staff workloads are also being impacted by working from home and potentially home-schooling their own children.
  - CGS – Stated that from a staff perspective form calls take some time but the input of time into these calls mean that student work has been coming in quicker.
  - RPS - Stated that there has been conversations in line management meetings to address areas of concerns.
  - JWK – Asked from a safeguarding perspective who shoulders the responsibility of what students are accessing from their Ipad.
  - MED – Stated that the iPads issued are heavily locked down to stop students accessing anything they should not be. However there is a continued focus of educating students about online safety and supporting parents with keeping students safe.
  - SSV – Asked what is being done regarding serial non attending students?
  - MED – Stated that this is being addressed with individuals to address barriers. For those who continuously do not engage they are being asked to come into school to re-establish a routine.
  - SSV – Asked if this is supported by parents?
  - MED – Stated this was.
  - SPR- Stated an informal governor meeting took place to decide how governors would visit lessons. Feedback from the governors was that lessons were very well put together he asked CGS to give feedback on one of her groups.
  - CGS- Stated that her group of Year 12 were struggling with being left independently and after a discussion with SPR she changed tactic and stayed present for the 100 minutes to support students when they needed and that this had helped students.
- NGE – To send MED PowerPoint to LGB

### **Consequential**

- SPR – Stated that in looking at future consequences it would be important to look at the incoming year 7 who have had a disruption to their education and what support they may need.
- RPS – Stated that due to an increase in uptake of year 7 places there will be the opportunity to access additional funding which will hopefully decrease class sizes. There will continue to be a model of having a designated teacher with primary experience who will be responsible for KS2 transition for less able students.

- MED – Stated that once places are confirmed DMA would work closely with the primary schools to help students transition.
- LST – Stated that a recent visit by Stephen Downing (primary head) to all Trust schools had provided feedback that the transition the previous academic year had improved and helpful for students.
- SGS – Asked if the transition approach will be repeated this year?
- LST – Stated that the notion of transition not being just one day but a continued engagement of students earlier and more often is one that proved effective and would be repeated.

## **5. Year 11 Mock Data**

- **MED – Postponed.**

## **6. NQT Programme – Diana Turnbull**

- DTL – Stated that DMA has a number of models to enable someone to become a qualified teacher and also to join as NQT's.
- DTL - Stated that there are currently 26 trainees at DMA in a range of subjects which is the largest cohort to date. This does not include teachers on placement.
- DTL – Stated that there is 100% pass rate of placement teachers and that there is an increase in retaining student teachers once they qualify.
- DTL – Stated that there is a nurturing environment with a proven induction and CPD programme.
- DTL – Summarised that there has been a significant rise in retention of NQT and RQT's.
- DTL - Summarised for the LGB how trainees spend their time at the academy including observing qualified teachers and planning of lessons as well as transitioning into their own timetable albeit at a reduced amount to start.
- DTL – Stated that trainees are assigned a qualified mentor who supports the trainee throughout their time training.
- DTL – Stated that next half term will include ongoing monitoring, communication and long term planning including looking at a COVID -19 catch up plan and monitoring individual's progress plans.
- SSV – Asked with the increased workload staff are facing is there an impact on mentors workload?
- DTL – Stated that mentors have not indicated that they have faced any more work than pre lockdown but that she continued to support them.
- MED - Stated that the whole school CPD sessions have continued and is responsive to current needs such as remote working.
- RPS – Stated that DTL runs a very successful art department but also successfully runs a very large scale trainee programme with an excellent track record.
- SGS - Asked if it was possible to have data on retention and pass rates compared to previous years as this could prove powerful.
- SPR – Asked what the current cohort's retention and pass rate looks like?
- DTL – Stated that the pass rate looks to be 100%
- RPS – Stated that retention rates look to be high and that pre CET data may not be available.
- MED – Stated that the feeling amongst NQT's is positive and there looks to be many more NQT's staying on at DMA with many putting down route's in the local area.

## **7. Annual Safeguarding Report**

- MED – Stated there has been a massive collective effort in safeguarding students in lockdown engaging with all of the students. Form tutors are in contact with students regularly to ensure they continuously engage as well as other targeted approaches for individuals.
- SPR – Asked if the same tracker is being used?
- MED – Stated that this is still being used by all staff involved in contacting students.

## **8. Reports to be discussed to be circulated prior**

### **Teaching and Learning**

- JRG – Stated that the report from Nick Hewitt was excellent and shows the progress made at DMA.

- SPR – Stated that in observing lessons it is evident that teaching and learning policy was being consistently applied.

## **Science**

- SPR – Stated that he had spoken to Rose Cornelius (RCS) and clarified some of the figures as it was difficult due to the lockdowns and changes in DfE data policy to compare the results to previous years.
- RPS – Stated that Science is a department that has improved in the last few years and with increasingly strong recruitment in the department this looks to continue to improve and the hope is that this translate to results.
- LST – Stated that not having the exam in Year 10 has proved to be a challenge for the current Year 11 students.
- MED – Stated that the new teachers who joined in September 2020 and will join next September are very passionate scientists and this will hopefully inspire students going forward.
- JRG – Stated that the report conveys that the KS5 science requires improvement but this may be due to the students being largely legacy students and that going forward this will hopefully improve.
- SPR – Stated that during an observation of a Year 12 lesson it was obvious that the teacher had excellent subject knowledge.
- SGS – Asked what measures will be in place to support Year 11?
- LST – Stated that changing the structure of the curriculum with smaller tests and supporting students to be more confident.
- SPR - Stated in talking to RCS there was a ridged timetable of smaller exams to assess the student's knowledge and intervene earlier. This would also support grade assessments this year.

## **9. Headteachers Report**

- SPR – Asked with JSA moving to his new role who is responsible for H and S.
- RPS – Stated that this would be Mark Eastwood.
- JRG – Stated that the new sign and the appearance of the school has improved and that better signage within school could also be looked at in future.
- SPR – Asked with DHT leaving who would lead on behaviour?
- RPS – Stated that Sue Campbell who has a lot of experience with behaviour at Impington will lead on behaviour looking at alternative provision and there would be a lot of benefit in her being a non-teaching member of staff.
- SPR – Asked how long the Ryston Campus window replacement would take?
- MED – Stated that the team working has asked if they could work at weekends and this will speed up the replacement programme with a view to all work being completed as soon as possible.

## **10. Health and Safety**

- MED – Stated that the door hoops had been installed on the outside doors meaning these can be used once students return.

## **11. AOB**

- JRG – Thanked the LGB for their uptake in governor training and encouraged them to continue to look at the offering.
- SPR – Stated that he would like to make contact with the IT director.
- LST – Stated that there is a review of IT across the Trust with support from an external IT consultant, to ensure this is working throughout the trust.
- SGS – Stated that he was very impressed with a lesson he observed with Jessica Davies and how enthusiastic she was and how well students engaged.

12. Next Meeting 17<sup>th</sup> March 2021

SIGNED BY CHAIR OF GOVERNORS

A handwritten signature in black ink, appearing to be 'S. Prior', written over a horizontal line.

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SIMON PRIOR

DATE 17.3.2021