

Downham Market Academy

LGB Meeting Minutes – Wednesday 9th February 2022 @ 3.15pm via Teams

Membership	In Attendance	Apologies/Absent
Simon Prior (SPR) - <i>Chair</i> Jeanette Redding (JRG)- <i>Vice Chair</i> Clare Gunns (CGS) Simon Grapes (SGS) Simon Sandler-Vallance (SSV) Jo Hornsby (JHY) Rolf Purvis (RPS) – <i>Executive Head</i> Glen Gates (GGS) Adam Deacon (ADN)	Mark Eastwood (MED) – <i>Head of School</i> Mary Sanders (MSS)- <i>ELA Trust Link</i> Richard Auffret (RAT) – <i>Director of Curriculum</i> Natalie Paine (NPE) - <i>Executive SENDCo</i> Nick Hewitt (NHT) – <i>Deputy Head</i> Georgia Chinnery (GCY) – <i>Head of Science</i>	Lucy Scott (LST) – <i>ELA CEO</i> Lynne Martin (LMN) Jo Geary (JGY) – <i>Director of Athena Sixth Form</i>
Meeting Commenced:	15:15	
Meeting Closed:	17:26	
Minute Taker:	Kylie Major: <i>Clerk to Governors</i>	
Quorum Required:	4	Quorum Met: YES

AGENDA ITEM AND NOTES:	PAPERS:	WHO
<u>Agenda item:</u> A. Apologies	N/A	Chair
<u>Notes:</u> Apologies were accepted for : - Lucy Scott Absent - Lynne Martin		

AGENDA ITEM AND NOTES:	PAPERS:	WHO
<u>Agenda item:</u> B. Declarations of Interest <i>Standard Agenda item, an opportunity for attendees to declare any conflicts of interest with any items on the agenda for this meeting</i>	N/A	Chair
<u>Notes:</u> - None declared		

AGENDA ITEM AND NOTES:	PAPERS:	WHO
<u>Agenda item:</u> C. Board Membership Matters	SEN Policy	Chair

Vacancy Updates/Appointments

- 3 x Parent Governors appointed
- 1 x Support Staff vacancy remains

Glen Gates will Be Safeguarding link governor
Adam Deacon will be Health & Safety link governor
Lynne Martin – link role TBC

Policy Ratification

SEND Policy – some comments were sent directly to Natalie Paine from the SEND link Governor. Amendments were made and the **LGB approved this policy.**

Governor Visit Reports –

- **Behaviour & Attendance** – verbal update shared later in the meeting
- **Teaching & Learning** – verbal overview shared ahead of report being circulated

SGS, JRG & SPR met as a committee on Teaching & learning, with Head of Maths and Dir of Sixth Form to discuss 3 key questions. Details to follow in visit report.

Governors recognise that some staff may feel a little anxious about these meetings if they have previously not experienced them. They will work to ensure that meetings continue to be supportive, welcoming and conducted in an open and transparent way. LGB are considering a new title for the meetings.

Actions & Deadlines:

- JRG to share completed Teaching & Learning visit report

AGENDA ITEM AND NOTES:	PAPERS:	WHO
<u>Agenda item:</u> D. Minutes of Previous Meeting	Minutes of DMA LGB 10/12/2021	Chair
<u>Notes:</u> - Minutes Approved subject to a minor typo on page 4		

AGENDA ITEM AND NOTES	PAPERS	WHO
<u>Agenda item:</u> E. IDSR	IDSR	Richard Auffret <i>Director of Academic operations</i>
<u>Discussion and challenge:</u> RA clarified what the IDSR is: The Inspection Data Summary Report is a document that is used by Inspectors to prepare for inspections and informs the initial conversation between HMI and the headteacher. It is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance showing a brief overview of published data for the last three years using visual		

displays

A Governor asked for clarification regarding Ebacc entries

There are certain subject options (a Humanity, a language in addition to E, M and Sci) that students must enter at GCSE to qualify as having attained the Ebacc. Progress 8 measure across Ebacc subjects is a separate measure.

A governor investigated figures contained within the report as they appear to be low

RA gave some clarity and context to aid LGB's understanding

- Figures based on previous years data 2018/2019
- Figures are slowly and meaningfully increasing, this is in line with internal evidence
- Target for those entering Ebacc is around 90% but a good balance of those entering and those achieving is required
- We are increasingly confident those entered for subjects are likely to succeed

A Governor observed that the APS (Average point score) shows a year on year rise and asked how many students are represented by the percentage figures

RA gave some further clarity to support this point in the documentation provided.

RA shared in the previous LGB meeting a document, which contained a Progress 8 calculation, which is useful here.

If you achieved Grade 4 in all subjects your APS would be 4
The Higher the APS, the closer towards average you get.

Example Given:

Ebacc at DMA - 3.8

National – 4

DMA Whole School – 4

National - 4.6

The average grade is now 5, so that is the aim.

Overall figure is 1/10 Grade below National Average, but an increase of over half a grade in 2 years. Slow, meaningful progress.

This keeps us on track for the Trust improvement target of 0.5 score progress per student

RA informed the LGB of the use of FFT to compare data at national level, as the government are not currently doing this.

The overall point of the IDSR is to inform Ofsted of where we are.

A Governor argued that the IDSR data is very out of data due to the pandemic and lack of exams etc. and emphasised the importance of other usable data available.

Governors observed that this makes the situation trickier for governors to know where Ofsted conversations will go as unclear what data they will rely on

A Governor queried whether DMA are aiming the same entry criteria for 6th form as in previous years

MED confirmed that this was the case

A Governor queried the understanding of information mentioned on deprivation areas

DMA is in the 4th quintile of most deprived areas in the Country, 'West Norfolk' but the pupil base is average, so expectations and aspirations are appropriately set (FFT5 for example) for DMA students.

Actions & Deadlines

- Clerk to forward previous Progress 8 explanation to new governors.
- Governors have request a summary of staff turnover at the final meeting of the year, to include reasons for staff leaving, as opposed to being provided snapshots throughout the year

AGENDA ITEM AND NOTES	PAPERS	WHO
<p>Agenda item: F. Year 11 Mock Data</p>	Document circulated	Richard Auffret <i>Director of Academic operations</i>
<p>Discussion and challenge:</p> <ul style="list-style-type: none"> - This year students are going through the standard mock procedures - We are using 2019 Mock Benchmarks and Grade Boundaries - Holding to high standards despite pandemic <p>A Governor praised the school regarding the great progress made in MFL and vocational courses. Despite lockdown, progress is still evident. Governors asked for further details about Maths, Eng Lit and Double Science as this data did not look favourable against previous years.</p> <p>RA offered to contextualise the data for further understanding.</p> <ul style="list-style-type: none"> - English, Maths and Science are 50% of the make up so impact appears larger - ¼ grade behind 2019 data- in reality students who were achieving 68/100 are now achieving 62/100 - Mocks exams taken in November were completed after only approx. 7 weeks of schooling, this is positive in such a short space of time - There is an expectation for grades to be slightly lower due to impact of lockdown <p>A Governor shared how impressive the number of initiatives running across the school were in support of pandemic related performance shortfalls. Hopeful to see a positive impact over the next few months.</p> <ul style="list-style-type: none"> - 6 Teaching staff, 2 each for English, Maths & Science in place as additional support. - 1:1 Sessions with key students and key focus areas to accelerate learning - Some time has been taken from RS/Ethics to use for exam practice in core subjects - Students now spend more time on languages - Programme for literature improvement has been introduced across the school <p>Expectation that next mock data will see an improvement in progress</p> <p>Governors discussed the impact of the pandemic on English literature and reading across both primary and secondary phases</p> <p>RA assured the LGB that the reformed literature GCSE has a lot of reliance on inference</p> <p style="text-align: right;">RA departed 15:58</p>		

AGENDA ITEM AND NOTES	PAPERS	WHO
<p>Agenda item: I – Teaching & Learning</p>	Report circulated	Nick Hewitt <i>Deputy Headteacher</i>
<p>Discussion and Challenge:</p> <p>A Governor recently took part in a student interview panel whereby some year 9 students were very</p>		

enthusiastic about WOW lessons and content that is more engaging.

NHT was pleased to hear this and emphasised the importance of accelerating learning and balancing this with enjoyable content.

Some Governors sought clarity regarding ECT/ECF and Capita mentioned in the supporting document.

NHT explained that newly qualified teachers (previously NQTs) are now known as ECTs (Early Career Teachers) and they must participate in a two induction programmed called the ECF (Early Careers Framework).

It is required that this programme is provided via a reputable facilitator for which DMA have opted to use 'Capita: Ambition Institute'. They were chosen for their excellent content and resources after DMA participated in a pilot programme with them last year.

A Governor queried how this is monitored in school if it is via an external party.

NHT explained the requirement of ECTs to each have an induction Tutor and separate induction mentor within school. The school also have an ECF lead – Diana Turnbull who ensures all requirements from the school are met, in line with the ECF.

A Governor who has personal experience of the Capita programme has shared her thoughts on it being quite prescriptive. NHT was therefore asked to clarify how he tailors it to the needs of the ECTs at DMA.

NHT shared how bespoke the ECF is for individuals as each meeting with mentors/tutors is an opportunity to tailor the requirements to the needs of the individual and ensure progress is continuous. If standards are lacking, there are constant opportunities to add extra layers of support and guidance in areas needed.

A Governor queried the cost impact of the National tutoring programme and other tutor led initiatives.

NHT confirmed that cost is actually not a challenge in this area as there are many options for grants and funding to support.

A Governor, though appreciative of NHT's report, found it to be too brief and hard to fully understand concepts contained within it.

NHT is happy to adapt his reporting style, if governors would recommend a form, which would capture all that they want. Currently staff are asked to keep information brief, as question time in the LGB meetings are opportunities to dive deeper into the content; however, some governors would prefer a fuller report in the first instance.

NHT departed 16:16

Actions & Deadlines

- Chair to further explore and confirm reporting style wanted for LGB meetings

AGENDA ITEM AND NOTES	PAPERS	WHO
<u>Agenda item:</u> G. SEN Update	SEN Report	Natalie Paine <i>Executive SENCo</i>
<u>Discussion and challenge:</u> <ul style="list-style-type: none">- New staff have settled in well, creating greater opportunities for higher need students. An example was discussed, which demonstrated how through tailored support, a high needs student is able to access the entire curriculum.- Governors expressed how impressed they are with the SEND team- Mock results have gone well, similar figures to previous years. Some variations always occur which are depending on the level of student need, need have been lower for this cohort.- Norfolk County Council have improved systems in place to assess and provide EHCP's		

(Education Health Care Plans). Can still take up to 18 months to process but here has been an increase in students arriving at DMA with them in place as opposed to so many with an unmet need in previous years

A Governor queried if best practice for SEN team is shared with the wider school.

NPE confirmed that she frequently leads CPD session for staff whereby best practice and updates on needs are shared with the wider school community to ensure continuity of support.

NPE depart 16:30

AGENDA ITEM AND NOTES	PAPERS	WHO
<p><u>Agenda item:</u></p> <p>J. Science Faculty Update</p>	<p>Faculty Presentation shared</p>	<p>Georgia Chinnery <i>Head of Science</i></p>
<p><u>Discussion and challenge:</u></p> <p>Governors queried the reasons behind the departure of two science teachers, to which GCY explained were both personal decisions. One had come to the end of a fixed term contract.</p> <p>A Governor referred to the struggling data for double science and investigated strategies in place to support GCY shared information on the implementation of key focus groups/intervention, particularly year 10. Tuition for key students where gaps identified. In addition, now in 3rd week of a new programmed where High attaining year 13 students support some year 11 students in chemistry groups. Feedback has been positive, so will roll out further to year 10. Its two way process as it aids year 13 revision also.</p> <p>A governor reflected on Year 9 data, which shows great progress and explored what has contributed to this?</p> <ul style="list-style-type: none"> - Gaps identified from lockdown have had key focus - Students achieved higher than as expected in some areas. - We now need to conduct some ks4 testing to ensure correct exam tiers are determined <p>Governors were intrigued by the new Maths and Science combined CPD/work and how this is being adopted in lessons</p> <p>GCY reassured LGB how positive this has been, with Maths and Science collaborating to ensure students are taught the same method of calculation across both Science and Maths, also utilising science concepts in their lessons to ensure a consistency of learning and further embed knowledge.</p> <p>GCY informed the LGB of increased uptake for an applied science vocational course for the year ahead at KS5.</p> <p>MED shared with the LGB an initiative amongst curriculum leaders, whereby each half term a leader seeks and feeds back on student voice for a particular subject area to aid the planning of tailored learning opportunities.</p> <p style="text-align: right;">GCY depart 16:46</p>		

AGENDA ITEM AND NOTES	PAPERS	WHO
<p><u>Agenda item:</u></p> <p>K. Behaviour & Attendance – Gov Feedback</p>	<p>N/A</p>	<p>Simon Sandler-Vallance <i>Link Governors</i></p>
<p><u>Discussion and Challenge:</u></p>		

Nick Hewitt now in charge of attendance.

Attendance is above the national average by 3%.

100 students currently off daily with Covid.

PP student attendance is lower than the whole school but still higher than the national average.

Attendance protocols are being strictly enforced.

Positive year so far for behaviour

- introduced and embedded the updated behaviour policy
- there has been a significant drop in suspensions (FTE) 34 this academic year from 92 the same time last academic year but we were in lockdown in January and February 2021

Data from Autumn term

Type	No. Autumn Term 2020-2021	No. Autumn Term 2021-2022	% Autumn Term 2020-2021	% Autumn Term 2021-2022	No. PP Autumn Term 2021-2022	No. PP Autumn Term 2021-2022	% PP Autumn Term 2020-2021	% PP Autumn Term 2021-2022
suspension	92	4	9.67%	0.39%	21	0	7.9%	0%
PEX	2	1	0.2%	0.1%	1	0	0.3%	0%

- all staff training in place and some 1:1 sessions and department training
- integrated the behaviour policy with safeguarding policy to ensure compliance with KCSIE 2021 (Keeping Children Safe in Education)
- recent visit by David Hutton commented the behaviour in classrooms spoke to staff and students and was pleased with the behaviour policy being used correctly.
- This was the same feedback from Ryan Kelsall DCEO safeguarding review where they commented on the positive environment and behaviour and engagement
- two students on Managed moves/ trials at DMA
- another starting at Icen after half term and another starting at Marshlands after half term
- PC Dave Funnell has joined as the Safer Schools Officer replacing Sarah Rowland.

Actions and Deadlines

- MED to share the report and outcomes of the ELA Safeguarding Review with the LGB in readiness for the next meeting

AGENDA ITEM AND NOTES	PAPERS	WHO
<u>Agenda Item</u> H. 6th Form/KS5 Curriculum	Report shared	Mark Eastwood in place of Jo Geary who was absent
<u>Discussion</u> MED shared latest headline figure – 100 applications received Threshold for Norwich City Football academy to run has been met, this is a positive initiative to be working on. A Governor investigated the comparison on previous year applications MED confirmed the number is less but is more confident that these numbers are realistic for entry.		

Students have had many more opportunities for 1:1 and impartial careers advice in the last year, which may have contributed to the robustness of application with DMA as a first choice.

AGENDA ITEM AND NOTES	PAPERS	WHO
<u>Agenda Item</u> L. Staff Wellbeing	Report shared	Clare Gunns - <i>Staff Governor</i>
<u>Discussion</u> Some general discussion took place which included feedback regarding SLT roles, it was suggested Staff Wellbeing will be elevated in importance to align with other key areas such as behaviour, attendance etc.		

AGENDA ITEM AND NOTES	PAPERS	WHO
<u>Agenda Item</u> M. Heads Report	HoS Report shared	Mark Eastwood – <i>Head of School</i>
<u>Discussion</u> MED wanted to share with the LGB what a challenging few weeks it has been with staff absence amid a rise in Covid 19 cases, critical incidents occurring and the move of Athena students to Bexwell Road. MED extended thanks to the wider school staff and ensured the LGB were aware of how much all staff had given over and above to keep consistency of learning and a calm, stable environment for students. A Governor shared observations on how clear the strain has been on the school and staff, which makes the success of the various initiatives that go the extra mile all the more impressive. Governors probed for confirmation of year 7 numbers for September. ME confirmed 240, any over this will be on a waiting list (following NCC policy on this) Referring to the recent move of Athena sixth form students over to the main school; initially a planned move for 21st Feb, brought forward by a couple of weeks due to unforeseen circumstances. Governors shared their thoughts: <ul style="list-style-type: none"> - The planned move for 21st February was made at Trust level with no LGB input - LGB were not part of any strategic decision making process nor informed of the plans - Overall the LGB are very disappointed in how this was managed and would have liked to have had the opportunity to be more closely involved. They feel they have plentiful skills and local knowledge that could have been utilised. <p>RPS apologised and informed the LGB that it was not a straight forward decision, discussion occurred over a long period of time</p> <p>Governors wished to emphasise that the decision to move was not the issue; it was the lack of consultation with stakeholders (students, parents, governors or community) during the decision making process.</p> <p>The timing of the mid-year planned move was questioned.</p> <p>Governors noted there appears little time afforded staff for the implementation of the move during</p>		

school hours. No additional/professional removals help appears to have been contracted and no clear direction from a specified co-ordinator. Much seems to have been left to self-help which will inevitably increase staff workload.

Governors expressed frustration at the lack of involvement and inclusion in the process, which could have prevented some of the backlash and negative publicity on social media and in the community. Questions raised by governors at an earlier meeting about the possible implications of the proposed move, including rumours about the future of the site at Ryston, were flagged up but the decision to go ahead without consultation has exacerbated these concerns. Members of the community have let their very strong feelings be known to governors, which has been very challenging for individual members.

While governors expressed their disappointment at the how the process was managed, they emphasised their commitment to and support for the school and wish to understand how best to work with the Trust to ensure that Athena is a viable and successful 6th form provision.

Governors would like to see an action plan for the continued integration of Athena at the Bexwell Campus, which would be reported via a standing agenda item and reviewed at the July 22 LGB.

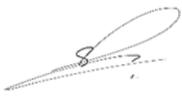
RPS extended his apologies to the LGB and would like some time to reflect on this situation and explore how to move forward from here.

Actions

Athena sixth form to be added as a standing agenda item effective from the next LGB Meeting

AGENDA ITEM AND NOTES	PAPERS	WHO
<p><u>Agenda item:</u></p> <p>N. Any Other Business</p>	N/A	<p>Simon Prior <i>Chair of Governors</i></p>
<p><u>Discussion and Challenge:</u></p> <p>- None raised</p>		

I Declare on behalf of DMA LGB that these minutes are a true account of the meeting held:

Signed: Chair of Governors.......... Date:.....30/03/2022...

Simon Prior