

**FINAL Minutes Local Advisory Board: PWS
13th July 2021 18.00**

Meeting held virtually via Microsoft teams

The fourth meeting of the academic year 2020-21 including S&P items from the cancelled meeting from the 29th June.

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p>Liz Dormor (Head teacher) Antony Kennedy (Deputy Head teacher) Kay Sammon (PWS SENDCo) Debbie Twigger (TB appointed member) Richard Fincher ((TB appointed member) Emma Tansley (TB appointed member) Duncan Furey (Co-opted Governor) Charlotte Krzanicki (Elected Parent Member / LAB Chair) Claudia Wade (Co-opted Governor / S&P Chair) Sarah Love (Staff governor) Nigel Hunt (Parent Governor). Jo Trevena (TB appointed member) Monica Juan (Head of Governance and Compliance) Joshua Coleman (CEO: EMAT) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies.	Apologies received and accepted from Paul Wheeler (Finance and Operations Director & Chief Financial Officer)	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.	
5. Minutes from the last LAB and S&P meeting.	The minutes from the meeting held on the 27 th April (LAB) and the 22 nd March (S&P) were agreed to be an accurate representation. CK / CW will sign these electronically on GovernorHub.	CK/CW

<p>6. Action Log from the meeting held on the;</p> <p>i. Minutes of the Academy Local Board meeting held on the 27th April matters arising not appearing under Actions</p> <p>ii. Minutes of the S&P Academy Board meeting held on 22nd of March 2021 matters arising not appearing under Actions.</p>	<p>i.</p> <p>i. CK to electronically sign the 19th of January minutes on GovernorHub. Done.</p> <p>ii. AK to share an example of the welfare phone call data with ET (Safeguarding lead) and DF (PP lead governor). Done.</p> <p>iii. JT and LD to meet to discuss any benefit in PWS instigating a lockout policy. Ongoing.</p> <p>iv. PW will send a copy of the SEN notional budget to DT. Done.</p> <p>ii.</p> <p>i. CW to electronically sign the 11th February 2020 minutes on GovernorHub. Ongoing.</p> <p>ii. SW to share the final teacher observations with the board. Done.</p> <p>iii. LD to share Daniel Sobels's SEND report with the governors. Done.</p> <p>iv. MJ to ensure Daniel Sobel's reports are shared with all EMAT school boards. Done.</p> <p>v. DF to report back at the July LAB an update on the. Action; Provide practical support by walking around the school to see if all is calm as often as possible. Ongoing.</p> <p>vi. All governors to arrange their visit focusing on the amber/red areas and to incorporate CV-19 catch up fund monitoring during their visits. CK advised that is being done.</p> <p>vii. LD to supply a breakdown of the time given to each subject for the old and new timetable. Done.</p> <p>viii. LD to share with parents the last three years' data for the predicted and actual grades. LD advised that this was not shared with parents but the data is available and can be used if needed for appeals.</p> <p>ix. PO to add CV-19 catch up to LAB agendas until no longer required. Done and ongoing.</p> <p>x. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. Done.</p>	<p>JT/LD</p> <p>DF</p> <p>PO</p>
<p>7. SEND annual report</p>	<p>KS highlighted the following from the annual SEND report;</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) number of pupils is 8 it was 4. • Feeder schools are reporting an increased number of pupils with SEMH. Planning for this has taken place ready for September. 	

	<ul style="list-style-type: none"> • Mental health Hub leads have reported an increased number of pupils requiring support since the full reopening of school in March. Data from My Concern shows that PWS is following the national trend. • The increase in mental health/anxiety is predominately due to CV-19. Planning is in place for next year to support these pupils. <p><u>Areas of need.</u></p> <ul style="list-style-type: none"> • Cognition and Learning number of pupils 81 with some of these being dyslexia and increasing number of pupils with dyscalculia. Investment has been made with testing to help identify a pupil with potential dyscalculia. • The remaining areas are very close to the national average. • The data will be used to increase the number of interventions conducted for specific pupils who would benefit from them. <p><u>Impact of CV-19</u></p> <ul style="list-style-type: none"> • Parent Forum held in January 2021. Feedback from parents was disseminated to Middle Leaders by KSX to make improvements to the online provision in light of this. • 1:1 Teams support lessons to as many students as possible, including EHCP students. • LAC reviews x3 (BA, MH, LD) completed using Teams/Zoom. All LAC students were invited into school and given a laptop to use at home. • Teams meetings x2 with Educational Psychologist to support students online and carry out initial meetings <p><u>SEND staff.</u></p> <ul style="list-style-type: none"> • DC retiring and two new TA have been appointed along with a new SEN admin assistant. <p>A governor asked if the TAs are set against the whole school budget of the SEN budget. KS advised it is from the SEN budget.</p> <p><u>Equality and accessibility arrangements.</u></p>	
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	<ul style="list-style-type: none"> • Accessibility improvements are needed and being planned for 2021-22 to meet the needs of a pupil joining in September 2022 who is a wheelchair user. <p><u>Progress and Achievement of SEND pupils.</u></p> <ul style="list-style-type: none"> • In year 11, student's grades will be determined through the TAG (Teacher Assessed Grades) process. • 2021-22. Progress 8 scores Non SEN 0.45 / SEN 0.39 which compare well to 2019-20. Progress 8 scores Non SEN 0.58 / SEN -0.28. <p><u>Attendance and exclusions of SEND pupils.</u></p> <ul style="list-style-type: none"> • Fixed term exclusions were lower for SEN compared to non- SEN. • Non-SEN attendance 90.8%. SEN 88.79%. <p><u>SEN Funding.</u></p> <ul style="list-style-type: none"> • Notional budget £383,389 for the current year for 2021-22 £433,510. • Currently, £267,350 is allocated to SEND. • EHCP funding for 2021-22 is £31,000. If a clawback is required EMAT are investigating to ensure it doesn't come from the EHCP fund. • LD has been very supportive and wherever possible funded essential costs (e.g. GL License (£500), Accelerated Reader Online Digital Library (£2000)). • EHCP monthly income (minus claw back) has been used for individual SALT assessment and an OT for EHCP students. In addition, resources to support learning have been purchased. <p><u>Staff SEND CPD.</u></p> <ul style="list-style-type: none"> • Effective delivery of remote learning via Online webinar. The impact was that it was disseminated and passed onto teachers via Middle Leaders. <p><u>SEND provision.</u></p> <ul style="list-style-type: none"> • New provisions include sleep Solutions workshops. It is too early to report on the impact. • The most effective provisions are The Hub and accelerated Reader – constant lessons with the same staff member. (Work to do next year measuring impact). • External provisions include Educational Psychologist – ongoing support each term and reports for 	
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	<p>students who need further professional involvement.</p> <p>SALT – Individual student assessment and report with recommendations for a new EHCP student. Intervention fortnightly for year 9 student due to cease end of year Souster Youth/CHAT – counselling services free to school, excellent reports from students about the help and signposting they receive from the charity.</p> <p>School Nurse – involved in several student cases, supporting both student and school in EHA meetings.</p> <p>HI and VI Team visit school termly. Reports and recommendations were disseminated to staff.</p> <p>OT – Blossom Therapy – assessment of EHCP student – programmed to support need in place from September.</p> <p><u>Complaints relating to SEND.</u></p> <ul style="list-style-type: none"> • Parent Forums and Surveys have highlighted the need for better communication between staff and parents. All Pupil Passports are being reviewed through 1:1 student meetings (as overdue) and sent home to parents to review. SENDCo to attend Parents’ Evenings from September 2021 Termly Forums to continue. <p><u>SEND Self-evaluation summary.</u></p> <p>Key strengths.</p> <ul style="list-style-type: none"> • Transition from Primary – extensive sharing of information to support needs. • Shared whole school vision and strong SLT commitment to ‘Making it work for Everyone’. • Committed team of TA’s who provide excellent provision. • Excellent relationships between staff and students. <p>Priorities.</p> <ul style="list-style-type: none"> • Improve communication with parents – updated Pupil Passports, parents’ evenings and Forums. • Whole school 2021 drive to meet the needs of our most vulnerable learners through HQFT using targeted INSET, ongoing CPD, monitoring and support. • Strategic plan for more effective use of TA’s in lessons to support HQT for all Broaden Interventions 	
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	<p>offered led by the need of student cohort (NB. Increasing SEMH need).</p> <ul style="list-style-type: none"> • Development of 'Student Voice'. • Triaging system to monitor SEND student progress more closely and follow up with targeted interventions. <p>A governor asked if there is a fixed time a pupil can have a Hub pass. KS advised there isn't although the desire is for pupils who have a pass to be able to go into mainstream classes as soon as possible but only after all of the relevant reviews have been carried out. There are exit passes so those pupils who have gone into mainstream classes can use them if required. The allocation of these passes is under constant review.</p> <p>A governor asked if the amount of time a pass is used is monitored. KS advised it is.</p> <p>The governors and LD thanked KS for her report and the work she has done since in post.</p> <p>KS thanked DT for her support and left the meeting at 18.39.</p>	
<p>8. Performance Data and Monitoring Reports</p> <p>i. To receive and raise questions on the Attainment and Progress report and overview of Y11 and Y13 TAGs.</p> <p>ii. To consider the format and subject area for the Exception Report for the next S&P (Autumn Term). See draft template for discussion.</p>	<p>i. LD presented the Overview of year 11 and year 13 headline data compared with historical headline data and asked if the governors had any questions. The governors thanked LD for the report and had no questions at this time.</p> <p>ii. CW advised that for future S&P meetings she would like an additional report which would focus on a small number of priority areas enabling the board to scrutinise these in more detail. The reports would only need to be short giving a brief update. CW pointed out the sentence "The most problematic, serious or persistent issues to be prioritised for discussion with the trust senior leadership team" was key. The report is from the DFE who have encouraged its use.</p> <p>The board/LD agreed the priority should be Year 10 especially disadvantaged pupils. PO to add this to the September LAB/S&P meeting.</p>	<p><i>Report on Teams</i></p> <p>PO</p>

	<p>The governors agreed to mention the year 10 cohort specifically in their visits for their priority areas.</p>	
<p>9. To Update the LAB on the impact of Catch up funding</p>	<p>LD highlighted the following from the Impact of the Covid Catch-up Strategy and Funding report;</p> <ul style="list-style-type: none"> • CW/LD noted it is too early to evaluate the long term impact in detail. • High quality teaching both online and in person has been delivered throughout the year. • The student progress tracking data suggests that, apart from a couple of specific groups which need more individual attention, the impact of our strategies for the provision of 100-minute lessons and high-quality teaching and learning for all have been very successful. • Targeted support was provided by PWS teachers for Y11 and Y13 in the Autumn term in lunch time and after-school sessions. Disadvantaged students in Y9 and Y10 have been provided with National Tutor Programme lessons in English, Maths or Science according to the identified need. Targeted support also included the implementation of a tier 2 vocabulary strategy across the whole school and the use of apps such as Tassomai and Kerboodle. • Wider strategies involved supporting better attendance, supporting students mentally and emotionally, and communicating with parents/carers effectively. An attendance officer has been employed using the funding who will start in September. <p>A governor asked if there is an update regarding next year's GCSE.</p> <p>LD advised that it is currently in the consultation stage. If the outcome is that pupils would only need to study a part of a subject this will be managed. The curriculum at PWS is full and well rounded.</p>	
<p>10. To receive and raise any questions on the feedback from AIP visits and PP review.</p>	<p>CW advised that in the Autumn term the AIP will be triangulating the evidence of the PP reviews to allow governors to have an external evaluation of the data.</p> <p>LD advised that PWS are in the process of writing the PP strategy for 2021-22 taking on board DS feedback. The PP pupils at PWS perform very well.</p>	<p><i>Report on Teams</i></p>

	<p>A governor asked if there is a merger of PP and CV-19 funding. LD noted that some pupils would benefit from both but doesn't know if the two would be merged.</p> <p>A discussion followed around the DS report and the use of term 1 and term 2. JC advised that DS report will not drive strategy this is the role of the inclusion manager. DS report is used to inspire and bring in external practices. Due to CV-19 access to the school has been limited which has affected the information in the report.</p> <p>MJ advised that once the transition to Teams is complete all AIP visits reports will be added to Teams and governors will receive a notification. The expectation is for governors to read these reports.</p>	
<p>11.</p> <p>i. Governor to supply an update regarding their lead areas inc any visits conducted after the 27th incorporating a focus on the amber/red areas within the AIP</p> <p>CK - Pupil / parent survey post lockdown / remote learning offer ET - Safeguarding / wellbeing. DT - SEND DF - Pupil premium / H&S RF - 6th Form / careers NH - Curriculum</p> <p>ii. Priority governor job description</p>	<p>i. PO highlighted that he has had visit reports from CK and ET since the last LAB.</p> <p>The governors agreed that visits will restart in September.</p> <p>ii. MJ advised that from September governors will be allocated to link governor roles that align to the schools AIP. These will be in addition to the priority lead areas i.e. safeguarding which will continue. There will be an induction training session for link governor roles in the new academic year.</p> <p>CK advised that she had a meeting with LD last week to discuss governor priority allocation.</p> <p>CW left the meeting at 19.05</p>	<p>All visits on Teams</p>
<p>12.</p> <p>A. Deputy Headteacher' report to include:</p>	<p>A. AK gave an update on the bullying incidents and asked if the governors had any questions on his report.</p>	

<p>i. Safeguarding</p> <p>ii. Attendance</p> <p>iii. Behaviour.</p> <p>B. Headteacher' report to include:</p> <p>i) Performance report for information and questions</p> <p>ii) Risk register Brief update with the top risk.</p> <p>iii) H&S update.</p>	<p>A governor noted that in the SEN report pie chart there is a category for sexualized behaviour language and asked if this is new from last year.</p> <p>AK advised that it is and due to the increase within this subject it was added. All reports are individual and government guidance is always followed.</p> <p>A governor asked what training has been giving to staff.</p> <p>AK advised that the government guidance had been shared along with this subject being added to the weekly safeguarding meeting. It has also been added to the September training pack.</p> <p>A governor noted that a lot of the measures have been benchmarked against national and asked if any local benchmarking was possible.</p> <p>AK advised that in a normal year he has regular meetings with his local counterparts and benchmarking is carried out. Due to CV-19 this was not possible in the same detail but his understanding is PWS data is similar to local comparable schools.</p> <p>JT advised that she is experiencing similar patterns at NIA.</p> <p>ET advised that she is meeting with AK on the 14th of July to discuss the Peer on Peer abuse data and the information shared in the safeguarding forum.</p> <p>B i. LD asked if the governors had any questions regarding the performance report.</p> <p>MJ advised that a performance report guidance document has been produced and will be shared with all governors in the new term.</p> <p>The governors had no question at this time.</p> <p>B ii. LD highlighted the following;</p> <ul style="list-style-type: none"> • T768 The use of public and school transport by pupils poses risks in terms of social distancing. I did not reduce the risk of this to the low likelihood of happening because, although we ask students to wear face coverings on the buses, we cannot guarantee they wear them for the whole journey. That is not possible without having staff on every bus (both downstairs and upstairs). 	
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	<ul style="list-style-type: none"> • R758 Limiting the risk of transmission through separating groups of pupils might be difficult due to limited resources. This has a score of 4 because I did not feel I could reduce the risk factor of T768 below 4 (see above). • T408 The academy receives inadequate funds to meet the real cost of Additional Needs students. This item is not within the group of risks that I control on the register. <p>JC advised gave an update on the new risk management areas.</p> <p>B. iii. LD highlighted the following;</p> <ul style="list-style-type: none"> • Some facia tiles on the G block are loose and one fell, so they present a hazard. Fencing has been put up to ensure students and staff cannot walk in the place where they could fall. • Water fountains have been reinstated. • Refurbishment of Food Technology rooms planned over the summer will include proper air extraction, a better layout, and high-quality fitting and surfaces which will all ensure a high level of safety. • The lift near the Sports Hall is extremely unreliable and has to be repaired regularly. This has caused problems for the canteen staff taking food to the Pit Stop which is above the Sports Hall. For next year, the Pit Stop is being moved to a ground floor room so that this is no longer an issue for the staff. The new Pit Stop room is having electric and plumbing work as well as a new Lino floor before the equipment is moved in. • The total number of pupil CV-19 cases since Autumn 1 is 19. <p>A governor asked if there is any guidance for the return in September regarding CV-19.</p> <p>LD advised that there is guidance with the overarching theme to return to as close to normal as possible with advice to have an outbreak management plan. The PWS CV-19 handbook has been updated.</p> <p>The governors asked if they could have a copy of the PWS handbook.</p> <p>LD to action.</p>	LD
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<p>13. SEF. To present the complete SEF highlighting any concerns or Info the board should be aware of.</p>	<p>LD highlighted the following red/amber areas from the SEF.</p> <ul style="list-style-type: none"> • Action. Resource supervision of supervised catch up/homework sessions after school for identified KS3 students. Not achieved due to bubbles bursting. • SEND. Some records are still being updated. These have now been done and will go to green. • Objective. Monitor and evaluate the impact of the interventions provided. Action. Analyse progress data of identified students to evaluate effectiveness. Improvements in this area have been seen but not enough for it to go green. • Objective. Support and challenge parents/carers of DA students to ensure their children attend regularly so they can achieve as well as they should. Intended impact. JCR monitors the attendance of DA students as per the NPQSL plan with help from MEV and AKE. JCR plans contacts with families as required. Impact. "Attendance of DA students is closely monitored and early intervention is put in place to address needs and remove barriers. DA student attendance improves and the gap is narrowed between DA and school average attendance. This has been actively pursued but without great success compared to normal DA PA figures, although DA attendance is significantly higher than the county averages. Letters, emails, and phone calls from HoY, DHT, and tutors have not improved DA attendance over the autumn term. DA PA programme may have some impact on year 10 students." <p>A governor asked if the policy is to restart face to face attendance meetings as soon as possible in September.</p> <p>AK confirmed it is as face to face meetings are more constructive and productive than virtual meetings.</p> <ul style="list-style-type: none"> • Objective. 4.1 Ensure that all students receive purposeful opportunities for personal development. Impact. This has been challenging primarily due to CV1-19. Over the last term especially a lot of work has gone into aligning the personal development curriculum from year 7 through to the sixth form along with active pupil democracy. <p>LD/CW advised that the SLT have completed a self-evaluation document including a conclusion of where the</p>	
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	<p>school is and the investigations into setting up a mentoring programme with the local community. LD advised that she will set up a governor monitoring cycle and school lead once priority governors are confirmed.</p> <p>ET highlighted the plans for an alumni to be set up in the Autumn and this group could be a good resource for the school to use and will facilitate this.</p>	
14. Management Accounts.	<p>JC highlighted the following;</p> <ul style="list-style-type: none"> The budget is currently running very close to break even. <p>The governors asked if additional finance training could be arranged so they can get a better understanding of the budgets.</p> <p>MJ agreed to add this to the suite of training she has planned for the new academic year.</p>	<i>Reports on Teams</i>
15. Governance review: i. Chairs report ii. Governance training iii. Teams Update iv. Governance visits 2021-22	<p>i. The Chair thanked the governors for their feedback and asked if there were any additional comments/feedback to be added to the report. The governors had none to add.</p> <p>The Chair highlighted the following from the report;</p> <ul style="list-style-type: none"> From September if CV-19 guidelines allow the board should increase the number of face to face meetings with pupils. Further, develop links within the community to support the school to grow in reputation and respect. <p>ii. The Chair noted that EMAT will be arranging some mental health training and asked if any governor is interested in attending (date TBC) to let PO know. <i>Post meeting note PO contacted the governors on the 6th August to ask for name.</i></p> <p>iii. MJ advised that Teams will have a lot of useful information and all governors have been sent their Teams email and passwords shortly. All future email communication will be done using the Teams version with the need to use governor's personal emails being phased out. MJ reminded the board that one of the primary reasons for transferring to Teams is related to GDPR compliance.</p>	

	<p>The governors asked if a reminder regarding only using Teams email could be sent late August. PO to action.</p> <p>iv. MJ advised from September and working with the school and the board a programme will be devised for governor visits.</p>	PO
16. Any other business	<p>ET advised the board that the 50th celebrations on the 7th of September are progressing very well. Local residents have been communicated to advising them of the plans. LD noted that she has received one letter which hoped the event was successful.</p> <p>A discussion followed regarding the 7th of September S&P meeting and it was agreed to amalgamate this with the 28th of September LAB. PO to action invites. <i>Post meeting note action.</i></p> <p>All of the governors thanked the staff for the hard work they have done over the year and wished them a good summer break.</p>	
17. Dates of meetings for the year:	<p>LAB 28/09/21 18.00hrs 23/11/21 18.00hrs 01/03/22 18.00hrs 28/06/22 18.00hrs S&P 18/01/22 18.00hrs 03/05/22 18.00hrs 19/07/22 18.00hrs</p>	Calendar appointments have been sent

The meeting closed at 19.50

	Minutes agreed as a true representation and signed
Signature	
Print Name	
Date	

Actions from the virtual meeting for PWS held 13/07/21

Action	Owner
1. CK/CW to sign the minutes from the meetings held on the 27 th April (LAB) and the 22 nd March (S&P) on GovernorHub. Page 1.	CK/CW
2. JT and LD to meet to discuss any benefit in PWS instigating a lockout policy. Page 2.	LD/JT
3. DF to report back at the September 2021 LAB an update on the. Action; Provide practical support by walking around the school to see if all is calm as often as possible. Page 2.	DF
4. PO to add CV-19 catch up to LAB agendas until no longer required. Page 2.	PO
5. PO to add Year 10 especially disadvantaged pupils as a priority area for additional reporting to the September LAB/S&P meeting. Page 7.	PO
6. LD to share the latest PWS CV-19 handbook with all governors. Page 11.	LD
7. PO to send a reminder to all governors late August that only the EMAT Teams email will be used.	PO