

**Minutes of Local Advisory Board : Prince William School**  
**12 March 2024 17.00hrs**  
**Meeting held at Prince William School**  
**The fourth meeting of the academic year 2023-2024**

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

NAME	ROLE/AREA OF INTEREST	TYPE OF GOVERNOR	TERM FROM & TO	PRESENT	NO.OF MEETINGS ATTENDED
Liz Dormor LD		Headteacher		YES	4/4
Richard Fincher RF	Leadership	Chair Co-opted	07/11/17 – 06/11/24	APOLOGIES	3/4
Emma Tansley ET	Safeguarding Behaviour and Attitudes	Vice Chair Co-opted	19/10/15 - 24/09/27	YES	4/4
Stephen Dachtler SD	Sixth Form and Careers	Co-opted	13/06/23 – 12/06/27	YES	2/4
Joanne Giddings		Staff	15/12/22 – 14/12/26	YES	4/4
Alan Measures	Pupil Premium and Progress	Co-opted	13/06/23 - 12/06/27	YES	4/4
Justin Mumford		Parent	21/11/23 - 20/11/27	NO	2/3
Clare Oliver	SEND	Parent	28/02/23 – 27/02/27	YES	4/4
Jonathan Peverley		Co-opted	21/11/23 - 20/11/27	APOLOGIES	2/3

**OTHERS PRESENT AT THE MEETING**

NAME	ROLE
Joshua Coleman	Chief Executive Officer - EMAT
John Lawson JL	Head of Education – EMAT
Alex Rigler	Head of Governance and Compliance - EMAT
Barry Wardle	Clerk - EMAT
Paul Wheeler	Deputy Executive Officer – EMAT
Chris Hallmark	Trustee
Antony Kennedy	Deputy Headteacher

Agenda item	Discussion	Action
1. Welcome and Introductions	The Board was informed that a potential new Co-opted Governor, Ms. Beth Blowers had met with the Chair and Headteacher but unfortunately was not able to attend this Board meeting.	
2. Apologies	Apologies were received and accepted from Mr. R Fincher and Mr. J Peverley. Ms. Tansley was Chair for this meeting.	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to the agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	
5. Minutes of the Academy Local Board – 26 September 2023	<p>The Board received and <b>agreed</b> the minutes of the Academy Local Board meetings held on 23<sup>rd</sup> January 2024</p> <p><b>Actions from 23 January 2024</b></p> <ul style="list-style-type: none"> <li>i. Provide data on Male/Female taking Business Studies and Economic. <b>Done.</b></li> <li>ii. Question related to Bullying on Parent Survey to be changed. <b>Done</b></li> <li>iii. Performance Data to show year on year data to allow comparison with other academic years. <b>Ongoing</b></li> <li>iv. Governor visit form to be amended to include a section on Checking Student Passports. <b>Done</b></li> <li>v. Implications on timetable and structure of subject “rotations”. <b>Agenda item for this meeting</b></li> <li>vi. The management of SEND in school – Action Plan. <b>Agenda item for this meeting.</b></li> <li>vii. School to make minor amendments to the Child Protection and Safeguarding Policy. <b>Done</b></li> </ul>	<b>EMAT</b>
6. Chris Hallmark – role of an EMAT Trustee	<p>Chris Hallmark outlined his career, personal background and his role as a Trustee. The following matters were highlighted:</p> <ul style="list-style-type: none"> <li>○ Retired from work as a Management Consultant for Commercial Businesses in November 2023 – had done some work in the public and educational sector; his focus had been the improvement of customer service</li> <li>○ Married, lived in Bedfordshire and had a daughter and a grandchild</li> <li>○ Gave details of the role of the Trust Board (7) which involved oversight of the day to day running of the Trust</li> <li>○ Explained the role of Members (5) who had the duty of ensuring that EMAT Articles of Association were followed and ensured that it operated correctly as a Charitable organization</li> <li>○ Trustees work with the Executive Leadership Team to set the strategic direction of the Trust</li> <li>○ Trustees hold the Executive Team to account – to support and challenge</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Trustees ensure the financial position of the Trust is sound and that value for money was obtained</li> <li>○ The Trust Board met formally 4 times a year, it had 7 Trustees and 2 Working Committees – Finance, Human Resources, Estates and Risk and Audit</li> <li>○ Each Trustee had a link with one school and Mr. Hallmark would be Prince William’s link and he hoped to attend some more meetings of the Board</li> </ul> <p><b>Gov: What can Governors do to support the work of Trustees?</b> CH: Ensure that Board meetings are informative, challenging and provide Trustees with evidence of that challenge and support.</p>	
<p>7. Headteacher Report</p> <p>A.School Context, Performance Report</p>	<p><b>SCHOOL CONTEXT AND BEHAVIOUR</b></p> <p><b>STAFFING</b></p> <p>Governors received full details from the Headteacher on changes to staffing caused by retirement and resignations due to promotion in other schools. Vacancies included two positions in the school office, A Head of Year post, Teacher of PE, Head of Computing, Business and Economics, HR and Compliance Administrator. The Board was pleased to note that the school had recruited a Math’s teacher to fill the vacancy that had existed since September 2023.</p> <p><b>Gov: Is it possible for the school to do succession modelling and recruit ahead?</b> LD: No this is not possible, teachers have to give half a terms notice – so the resignation dates are just before every half term – October, February and May. Financially it is not possible to fund more teachers than are required so recruiting ahead is not an option.</p> <p><b>Gov: If a teacher resigns, is it always possible to recruit a replacement?</b> LD: If a resignation is received on the last possible day for that terms resignations it can be difficult to appoint a replacement. Due to these resignation dates, it is not unusual that the replacement for a late May resignation teacher may not start at the school until the following January.</p> <p><b>Gov: Are you aware of any staff that who will not be at Prince William in September 2024</b> LD: Some staff have indicated that they will not be at Prince William in September 2024, but resignations can still be given in by 31 May 2024.</p> <p><b>Gov: Are you able to fill the vacant posts?</b> LD: Recruitment has been getting easier with more applications received for vacant posts. We expect to be fully staffed on 1 September 2024.</p> <p><b>BUILDING WORKS</b></p> <p>The Board received a written report from Mr. P Wheeler providing an update of the Building works currently taking place at Prince William school. The works were</p>	

progressing well and expected to be completed on schedule. There had been a four week delay caused by ground work issues but the new Sports hall and facilities was expected to be fully functioning for the start of the 2024 Autumn Term. No formal completion date had yet been given, but EMAT were confident that the project would be completed ready for the new academic year.

**Gov: Is the Trust insured for costs if something is found to have been done incorrectly in ten years time?**

ET: Building works are now fully recorded and robust documentation provided on all aspects of the construction.

**Gov: Have funds for this project been provided by the Local Authority.**

JC: Seeking and gaining funds from the Local Authority has been very time consuming and difficult. The final construction and building work will be about one third of the size of what had been originally sought, mainly due to the reduction in Local Authority funding for the project. The final cost of this project will be about £3m which includes the approximate £350k of extra costs.

**Gov: What are the reasons for the approximate 9 week delay?**

PW: the principal reasons are additional asbestos removal; unexpected diversions of some service infrastructure and issues with the existing foundations.

**Gov: The Nine week delay has meant that the school is not able to use the Sports Hall for public examinations – what has been the back up plan?**

JC: The Trust has procured temporary modular accommodations for the exam period – this will be installed during the Easter school holiday.

#### **DATA HEADLINES and SIP priorities**

The Board noted that the School Improvement Plan had been updated and it was expected that all set targets would be achieved by the end of the academic year. Governors received data on Pupil and Staff Numbers and Attendance; Effectiveness of Leadership and Management, Quality of Teaching and Learning; Exclusions; Personal Development , Behaviour and Welfare, Health and Safety, Governance, Community and Parental Engagement. Further detailed information was provided on how each Year Group – by gender, SEND, EAL, Disadvantaged – were meeting their set academic targets.

**Gov: Why has there been an increase in the number of suspensions in the first half of the 2024 Spring term?**

AK: It has been a challenging term and there has been an increase in low level poor behaviour. The school has been joined by 14 students and a few of them have found it difficult to exhibit acceptable behaviour. Two of these students account for 14.5 of the 37 days of suspension; one of these students has now left Prince William school.

B. Data Headlines and Progress/Barriers in relation to SIP priorities

<p>C. Curriculum Development and Enrichment</p>	<p><b>Gov: What is the school’s Pupil Admission Number?</b>                  LD: Currently it is 240 per year group, this will reduce in September 2024 to 230</p> <p><b>Gov: Is the morale of the staff high as the Teacher Absent data has increased?</b>                  LD: Morale is good; there are unfortunately a number of colleagues who have been genuinely ill and some staff currently on long term absence.</p> <p><b>Gov: Does the data provided identify any immediate issues?</b>                  LD: The short answer is no, and actions have been taken to lessen any gaps in progress and attainment. Year 10 is a challenging year – most students start new subjects, and they all realise that public examinations with career defining grades are only five school terms away. Data currently indicated that Disadvantaged boys in this Year Group needed support and intervention. <b>Governors asked for the impact of these interventions at their next meeting.</b></p> <p><b>Gov: In what way is learning different in Year 10?</b>                  LD: In some Key Stage 4 subjects students are assessed completely by exams at the end of the course. But in some there is ‘Non Examined Assessment’ (NEA) as well and those students must keep their work up to date all the way through the course. Some students, boys in particular, find it challenging to maintain a constant good work ethic in this way. All teachers have access to the progress data on every child in their class and therefore adapt interventions to ensure that every student is supported to achieve their potential.</p> <p><b>Gov: Can the Board receive some training on the Data collected by the school and how it is used?</b>                  LD: This will be possible either “in house” or through the Trust.</p> <p><b>Gov: What conclusions have been drawn from the work “On target over time”</b>                  LD: This piece of work used data on last year’s Year 11 and compared it to this Year 11’s data. One immediate conclusion was that the data showed the consequences of the Covid-19 pandemic on last year’s Year 11 (Class of 2023) with noticeable decreases in attainment from Year 9 to 10 and Years 10 to 11. This dip in attainment has not been as great for the Class of 2024, the current Year 11. The school had put actions in place, such as individual meetings on Option Choices with all Disadvantaged Pupils.</p> <p><b>CURRICULUM DEVELOPMENT AND ENRICHMENT</b></p> <p>The Board was informed of the discussions that had taken place by the Senior Leadership Team and Curriculum Leaders on the allocation of teaching time to all subjects in all Years from September 2024. The initial impetus for the proposed changes were:</p> <ul style="list-style-type: none"> <li>✓ if the present curriculum model continued the school would not be able to cover 68 lessons with trained teachers</li> </ul>	<p>LD</p> <p>LD/AR</p>
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- ✓ There was a clear need to increase time allocated to Personal Social and Health Education – which could be used to increase their resilience, powers of concentration, understand the importance of a balanced diet and help with their Mental health and well being
- ✓ Some new subjects, such as Dance, had proved very popular
- ✓ Research has shown that teaching a Modern Foreign Language was more effective in shorter “chunks of time”
- ✓ Students were good at using mobile phones but lacked computer literacy – such as being able to use Word, Power Point, Excel and emails

Governors were given the pros and cons on two new Curriculum models and unanimously endorsed the Model 3a which would result in changes to number of lessons for History, Geography, Computer Science, Modern Foreign Languages, Dance, Drama and Music.

The Board noted the information on Enrichment. Prince William school offered in the school year 50 different clubs and activities, 4 Career Activities, 23 Super Curricular Activities, 16 Leadership Opportunities and 44 Trips and Visits. Detailed information was also provided on the number of students who took an activity. Less than 1% of students did not take part in at least one activity.

#### D. Safeguarding

##### **SAFEGUARDING**

The Board noted the number of students on a child protection plan was very low and this reflected on the work resulting from the Early Help programmes. However there had been an increase in the number of MASH referrals and data from My Concerns showed that in the current academic year there had been 498 concerns raised. For the same time period in the last academic year there had only been 402, and the year previous to that only 243.

Governors were given a very detailed breakdown on the issues raised by the My Concern data. The dominance of issues linked to mental health was evident and the school continued to support some increasingly complex emotional students. The school had expanded its provision for helping students to reintegrate back into classes with the opening of the Gateway. All Safeguarding cases were reviewed weekly and this meeting also is given detail of those students who were poor attenders. All staff had been recently trained in the changes to the key document “Working together to safeguard Children”. All new staff had also received in person training safeguarding training from the school and the Trust.

##### **Gov: Are there any current Year Groups with attendance issues?**

AK: Usually Year 7 have better attendance at than Year 8, but attendance for the current Year 7 is lower than Year 8. The Persistent Absence data for Year 7 is high. Actions are being taken but there is a general lack of resilience in students in this Year Group and it is possible that this is one of the long term effects of the Covid 19 pandemic, the apparent break down for some parents in trust of people in authority



	<p>and the consequent increase in working from home has increased the need for some parents to keep their child at home.</p> <p><b>Gov: Does poor attendance “run in the family”?</b> AK: Generally it does, but there are exceptions.</p> <p><b>Gov: What is being done to improve attendance?</b> AK: Nationally the Government are using media and social platforms to stress the need for good attendance; The Trust sends out messages on this issue to all parents. The school has recently sent congratulatory emails to parents whose child has had 100% attendance; contact is made with parents of children on less than 95% attendance and there is a weekly check on all attendance data. The school has a supportive approach to attendance and meets parents to ascertain what support they require to improve their child’s attendance record. JC: The Trust wants all its children to attend school and it works with all schools on a wide range of interventions which have resulted in the Trust school’s having a higher rate of attendance than the national average. The effective use of Information Technology and training have been very powerful tools in the actions to improve student attendance.</p>	
8. SEND UPDATE	<p><b>SEND UPDATE FOR GOVERNORS</b></p> <p>The Board received information on the current delivery of SEND at the school and suggestions as to how this could be further enhanced.</p> <p>Prince William school have 21 Education Health Care Plans – this was below the national average. However, the school was above the national average (13.3% PWS, 11.9% National) for students on the SEND register – 179 on the register and 59 on the school’s monitoring list.</p> <p>Governors received an explanation of the Monitoring list which contained students with a diagnosis who were being supported by High Quality First Teaching and students who were exhibiting SEMH but had no diagnosis due to the NHS long wait times and the overstretched nature of children’s mental health services. If the school included on the SEND register all those students currently on the Monitoring List and all students who had been granted access arrangements for exams, the SEND Register would rise to 22%.</p> <p>The school had taken a variety of actions to respond to the workload created by the increase in the number of children on the SEND register and the significant number of referrals for extra support from parents. Governors noted that the school had appointed 3 Teaching Assistants to be Higher Level Teaching Assistant, appointed a non-teaching Assistant SENDCo and created additional administrative support for the SEND team. In January 2024 the school had promoted a Teaching Assistant to be the Inclusive Provision Co-Ordinator who also worked with a HLTA to deliver the ‘Gateway’ programme from a newly allocated set of rooms.</p>	

	<p>The school's Senior Leadership Team was in continuing discussions with the Trust on the delivery of SEND at the school. <b>Governors asked for the outcome of these talks to be provided at the next Board meeting.</b></p>	<b>LD</b>
9. Governors Items	<p><b>GOVERNORS VISITS</b></p> <p>The Board received a very positive report from the Safeguarding Governor to the school on 9 January 2024 and noted that other visits had taken place and the reports tabled for the next Board meeting.</p> <p><b>The Board re-confirmed Governor Lead Areas:</b></p> <p><b>E Tansley – Safeguarding, Health &amp; Safety</b>  <b>J Giddings – Health &amp; Safety</b>  <b>J Peverley – Personal Development and Careers</b>  <b>J Mumford – Community and Student Progress Data</b>  <b>A Measures – Pupil Premium</b>  <b>C Oliver – SEND</b>  <b>R Fincher – Leadership</b>  <b>S Dachtler – Sixth Form</b></p> <p>Governors were encouraged to attend the Training on Monitoring that would take place at The Trust Offices on Monday 18 March 2024.</p>	
10. Internal Visit Reports	<p><b>THOMPSON TEAM ANNUAL SAFEGUARDING REPORT</b></p> <p>The Board received and noted the Annual Safeguarding Report 2022 – 2023 from the Thompson Team. The report showed the work undertaken by the Thompson Team to ensure the safety and well-being of all members of each school community. The Trust had an unwavering commitment to the creation of a safe and nurturing environment where every child could thrive. The report contained considerable detail and information gained from the work with Thompson team with each of the Trust's schools.</p>	
11. Policies	<p><b>POLICIES</b></p> <p>The Board noted the Trust policies on Admissions and Complaints.</p>	
12. Any Other Business	<p>The Board agreed to defer the possible co-option of Ms. B Blowers to its next meeting.</p> <p>Governors noted the appointment of Anna Hewes as Headteacher at Prince William.</p>	<b>PO</b>



	Mr. Measures offered his support and input for environmental activities at the school.	
13. Dates of future meetings	<b>DATES OF FUTURE MEETINGS.</b> 30th April 2024 17.00hrs meeting 5 in school. 16th July 2024 17.00hrs meeting 6 in school	

The meeting closed at 7.00pm

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

#### Actions from LAB meeting 3 held at Prince William School on 12/03/24

Action	Owner
i. Performance Data to show year on year data to allow comparison with other academic years. Page 2	EMAT
ii. Impact of interventions for Disadvantaged Year 10 male students. Page 5	Headteacher
iii. Request for Governor Training on Data	Headteacher and EMAT
iv. Results of discussions with EMAT on the delivery of SEND at PWS. Page 8	Headteacher
v. Co-option of a Governor on next agenda	PO