

**Minutes of the Academy Committee Meeting  
held on Wednesday 17<sup>th</sup> May 2023 at 7.30am at Walton Academy.**

<b>Membership</b>	<b>Initials</b>	<b>Governor category</b>	<b>Absence</b>
Mrs L Crerar (Vice Chair of Governors)	LC	Appointed Governor	
Mrs H Ind	HI	Appointed Governor	
Mr J Horsfield	JH	Parent Governor	
Mr D Morgan	DM	Appointed Governor	
Mrs L Purcell	LP	Appointed Governor	
<i>1 x Chair of governors vacancy</i>			
<i>1 x parent governor vacancy</i>			

<b>In Attendance</b>	<b>Initials</b>	<b>Position</b>	<b>Absence</b>
Mrs C Saxelby	CS	Senior Principal	
Mrs J Leonard	JL	Principal	
Mr M Hoad	MH	Vice Principal	
Mrs K Dolby	KD	Assistant Principal - Behaviour & Attitudes	
Mrs L Owen	LO	Assistant Principal - Outcomes	
Mrs F Gilbert	FG	Assistant Principal - Teaching and Learning	A
Mrs J Sharp	JS	Assistant Principal – Personal Development	A
Mrs N Benson	NB	Governance Professional	
Mr J Robertson	JR	<i>Observing pending appointment</i>	

Quorum required	3	Governor's present	5
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<b>Item No</b>	<b>Item</b>	<b>Action/ by who/ when</b>
<b>AC/59/2223</b>	<p><b>Apologies for absence</b> All governors were in attendance.</p> <p>As this was the first face to face meeting for some time, all attendees introduced themselves.</p>	
<b>AC/60/2223</b>	<p><b>Declarations of interest</b> There were no declarations of interest, either direct or indirect, for any items of business on the agenda.</p>	
<b>AC/61/2223</b>	<p><b>Training</b> The governance professional informed the committee that recently planned trust led training sessions had been cancelled and details of rescheduled dates would be shared when they are available.</p> <p>The recent careers link training was recorded and has been circulated to careers link governors for review.</p> <p><b>Actions from link governor visit reports</b> Mrs Crerar has shared the report from her recent GDPR link visit. Mr Morgan has a careers link visit scheduled for Thursday 25<sup>th</sup> May and Mr Horsfield is</p>	

	planning a visit next half term. There are no outstanding actions from link visit reports.	
<b>AC/62/2223</b>	<b>Minutes of the AC meeting dated 22<sup>nd</sup> March 2023.</b> The minutes of the meeting that had previously been received were approved and signed by the vice chair.	
<b>AC/63/2223</b>	<p><b>Matters arising</b></p> <p><b>AC/51/2223</b> Governors to inform the governance professional of any training attended or viewed so that the training record can be kept up to date.</p> <p><b>AC/51/2223</b> Mrs Ind to send completed link report to NB for circulation when completed.</p> <p><b>AC/51/2223</b> to note, Mr Morgan has a link visit scheduled.</p> <p><b>AC/51/2223</b> to note, Mr Horsfield will complete a visit next half term.</p> <p><b>AC/54/2223</b> to note, a comprehensive list of diary dates has been circulated to the committee.</p> <p><b>AC/54/2223</b> To note NB has circulated an email to governors to canvas responses with regards the Leadership and Governance conference.</p> <p><u>The governors asked</u> if all the recent parent community meetings were attended by governors. Mrs Leonard confirmed that they were and thanked governors for their support. <u>The governors then asked</u> what else is coming up in the calendar. Mrs Leonard confirmed that the diary dates circulated last term show the activities for the remainder of the academic year but noted the following important dates for governors to be aware of:</p> <ul style="list-style-type: none"> <li>- Open evening 29<sup>th</sup> June,</li> <li>- Transition days 4<sup>th</sup> 5<sup>th</sup> and 6<sup>th</sup> July and a parent meeting is scheduled at 4pm on 6<sup>th</sup> July. The academy would welcome the attendance of governors, and this is a good opportunity to recruit a new parent governor.</li> <li>- Welcome evening for Post 16 which might be useful for David to attend.</li> </ul> <p>The <b>governance professional</b> will re-circulate these dates to governors.</p>	<p><b>HI / JH /DM/ Govs</b></p> <p><b>NB</b></p>
<b>AC/64/2223</b>	<p><b>Principals Report</b></p> <p>Mrs Leonard explained the reason for not sending out the principals' report in advance of the meeting was to allow the leadership team to explain in better detail the context around the data being presented which will enable governors to better understand reports going forwards.</p> <p>Mrs Leonard began by summarising the highlights since the last AC meeting: Primary masterclasses have been successfully delivered across faculty areas. Feedback from parents and students has been positive, the plan is to develop better connections with primaries in the community rather than to encourage Walton as a school of choice as the school is in a positive position in terms of subscription. Brass lessons are being offered for all year 7 students. Connections with local art professionals have been developed enabling life drawing for A level students. Coronation day was a great success with special celebration cupcakes for all students. The life skills and choices day was held with a whole host of careers providers in school.</p>	

	<p>The annual maths feast was hosted at Walton, one of the overriding positives was the marked difference to the standards seen in behaviour and attitudes of the Walton students compared to peers from other schools.</p> <p>The Academy has a partnership with ATACC (see details of the organisation at <a href="http://www.ataccgroup.com">www.ataccgroup.com</a> ), a national training provider for medical professionals, based at RAF Waddington. Walton is the only local school working with them on a regular basis. Students and staff go along and play the role of the casualties for training purposes which is a valuable experience and will become an expectation around post 16 induction.</p> <p>There are now 2 fully trained arts award facilitators in the academy which means that for the first-time next year post 16 can offer an arts specific strand. This will be an exciting addition to post 16 and will be available to all students, not just art students. This course is a recognised qualification and carries UCAS points.</p> <p>Y11 and Y13 exams are now in full swing, a lot of work has gone into providing emotional and motivational support to students and there appears to have been a calm and positive start to the exams.</p> <p><b>The leadership and management</b></p> <p>The leadership team will be utilising time available in the summer term to be ready for the next academic year and hit the ground running in September. The budget setting process has been ongoing, and the academy are in a strong position for the start of 23/24 year.</p> <p>Next half term will be an opportunity to work towards a reset of core expectations within the academy and will ensure consistency across the board. Students not meeting expectations will be dealt with quickly and effectively.</p> <p>The self-evaluation document is reviewed every year and details where the academy is right now. This began yesterday and will be developed over coming weeks and will be shared with governors at the next meeting. The AIP will be developed over the coming weeks and will also be shared at the next meeting.</p> <p>Calendar planning for the 2324 year is underway and the team are working hard to avoid clashes and pinch points wherever possible, we will be moving back to a face-to-face model for all parents’ evenings next academic year and this will be an event that governor presence would be valuable for. Mrs Leonard expressed thanks to governors for their attendance at the parent community meetings which will continue into next year, one per term. Agendas for these meetings will be set around current issues at the time alongside feedback received from previous meetings. feedback from the last set of meetings was around homework, this will be a focus point at the next one.</p> <p>3 members of the leadership team (KD JS LC) went to visit St Michaels school in Birmingham who are also a member of PiXL (see details of the</p>	
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	<p>organisation at <a href="http://www.pixl.org.uk">www.pixl.org.uk</a> ). They looked at Student Voice within that school and have come back with some valuable quick wins and longer-term solutions.</p> <p><b>Site Improvement Plan</b></p> <p>Mrs Leonard provided a brief update on continued work going on around the site, much of which is being done in the May half term, with larger projects ongoing over the summer involving; an update to the academy / trust signage and livery in terms of the mission, vision, values etc., moving graphics into a better space, reworking meeting and office space, moving the uniform shop into a more prominent position and an extension to the carpark to name a few.</p> <p><i>The governors wanted to know</i> if the music lessons with brass instruments are taster sessions and if there is financial help for pupil premium students to access lessons going forwards. Mrs Leonard confirmed that the sessions delivered by Lincolnshire Music Service (see details of the organisation at <a href="http://www.lincsmusicservice.org">www.lincsmusicservice.org</a>) are for a full term and Lincolnshire Music Service does offer some subsidy in addition to the subsidy that Walton apply for pupil premium students.</p> <p><b>Attendance</b></p> <p>Attendance figures for each year group were displayed and Mrs Dolby explained that whilst attendance is below target at Walton, the figures are above the national average. Mrs Dolby went on to describe some of the measures being undertaken to tackle poor attendance at Walton. Pastoral mentors are visiting students and their parents at home which has had some success and more and more meetings with parents are also being held in school. Poor attendance is a safeguarding concern and where necessary a TAC team will be put in place. <i>Governors asked</i> what a TAC team was, and Mrs Dolby explained that TAC stands for 'Team Around a Child' and consists of a group of professionals working together for a student. An EBSA pathway has also been established with the pupil reintegration team to assist students who struggle to attend school. EBSA stands for Emotionally Based School Avoidance. Alternative packages involving shortened timetables can also be delivered to provide a short-term solution as a stepping stone back to full time education. Think for the future (see details of the organisation at <a href="http://www.thinkforthefuture.co.uk">www.thinkforthefuture.co.uk</a>) is an additional element of support that the school pays for along with the Academy Counsellor.</p> <p>Mrs Leonard stressed that the team have made the decision to allocate an element of the school budget to Think for the Future and the Counsellor because services such as these, that should be provided by the Local Authority, are becoming increasingly difficult to access. <i>The governors questioned</i> what the waiting list for CAMHS (Child and Adolescent Mental Health Services) is currently like, Mr Hoad responded to say that it can be anything from 9 to 18 months.</p> <p>Mrs Dolby when on to confirm that she is working with the mental health support team across Lincolnshire and the school will have access to 2 trainee</p>	
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	<p>mental health nurses to work with a small number of young people. There is also access to a clinical lead that may be able to pick up some of the more urgent/difficult cases.</p> <p><u>The governors were interested to understand</u> the process that school will follow as a hierarchy of actions for each student. Mrs Dolby confirmed that actions are bespoke for each individual depending on their needs. <u>Governors asked</u> if support is available for parents as well as for students and Mrs Dolby and Mr Hoad confirmed that much of the early help is generally for parents. <u>The governors wanted to know</u> how many students are currently EBSA. Mrs Dolby did not have exact figures to hand but said that approximately 10 students are currently on this pathway. <u>The governors questioned</u> whether parents and students are made aware when attendance is becoming an issue. Mrs Leonard stated that work on attendance begins well before attendance falls to 90% in terms of contact with parents from school.</p> <p>Mrs Leonard explained that Patrick Knight (Strategic Development Lead - Safeguarding and Attendance) has been involved in helping set targets and aspirations for attendance and for September years 9 and 11 will be a focus. Year leaders will have their own specific year group targets in line with academy targets.</p> <p><u>The governors asked</u> if there is any evidence demonstrating the impact of interventions put in place. Mrs Dolby explained that it is early to get a full picture, there have been some successes, but others are more challenging. Mrs Leonard went on to explain that 'Think For The Future' is a trackable service with access to an electronic dashboard so that the academy can track and see progress. This will allow the academy to make informed decisions about the impact of the scheme and its value for money.</p> <p><u>The governors wondered</u> if the company have historic data to review and Mrs Leonard confirmed that they had provided a detailed presentation on what they could offer the academy.</p> <p><b>Suspension and exclusions</b></p> <p>Mrs Dolby explained the slides showing suspension and exclusion data in the form of pie charts. The most significant reason for sanction is PDB (persistent disruptive behaviour) and the most challenging cohorts are years 8 and 10. The number of sanctions for smoking and vaping has dramatically reduced due to the tougher sanctions and also delivery of a smoking awareness course for students caught smoking and vaping.</p> <p><u>Governors were keen to understand</u> the actual numbers of incidents in order to put the percentage figures into perspective. Mrs Dolby displayed the next slide showing the number of suspensions so far this academic year at 176.</p> <p><u>The governors asked</u> for clarification of the previously mentioned actions with the incoming year 9 and 11 cohorts as these appear to be challenging year groups. Mr Hoad explained that the impact from covid appears to have been significant in these specific year groups, suspension data across the trust shows these year groups stand out. Mrs Leonard explained that the high standards and expectations will not be reduced to lower the figures and suspension will only happen as a last resort.</p>	
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	<p>Mrs Dolby went on to explain that there have been 3 permanent exclusions this year so far, two for PDB and one for physical assault. Another two year10 students have recently been excluded with review panels pending. Mrs Ind agreed that ultimately the impact on other students needs to be taken into account when these decisions are made.</p> <p>Mrs Dolby explained that managed moves and alternative provision placements are not always available as an alternative to permanent exclusion and the process is difficult due to lack of resources. All students that have been permanently excluded will supersede other activities to try and prevent exclusion which makes this difficult.</p> <p>A spike in suspensions is expected as a result of the clamp down on PDB in the final term in readiness for a reset of expectations in September. <u>The Governors asked</u> how realistic targets can be set without impacting upon standards. Mrs Leonard confirmed that this is difficult and described the example of her recent meeting with Patrick Knight to review attendance targets. The target always used to be 97% however that target cannot be met in the current climate so a lot of thought and time was put into setting a target that feels aspirational but also realistic and it is expected this will be 93% which will mean something. In terms of suspensions, a low target is preferable however the target can't become a ceiling. Targets will be set but this will not get in the way of expectations and standards.</p> <p>Mrs Owen displayed a slide showing progress in terms of academic performance and invited questions from governors. <u>Governors asked</u> for an explanation regarding P8 and A8. Mrs Owen explained that P8 is a measure of the progress students make from year 8 to year 11, the national average is zero so anything greater than zero is above the national average. A8 is the mean average of the top 8 grades on a points basis. Mrs Owen explained that the academy receive additional funding for all children classed as financially disadvantaged but this is very prescriptive in how it can be spent. The governors wanted to know what Ebacc related to. Mrs Owen described the English Bacculaureate is where students study a combination of English, Maths, Science, Humanities and a modern foreign language and some schools use this as a specific measure.</p> <p>In summary, Mrs Owen stated that it is worth noting that KS4 is a positive picture given the impact of covid on many of these students. The predictions Walton make are generally very accurate. KS5 (A level) shows a value added (VA) measure which indicates progress made from GCSE's to A levels, however as the current Y13 cohort didn't sit exams at GCSE and because their grades may have been inflated, the value added figure appears low.</p> <p><b>Curriculum updates</b> Mr Hoad gave a brief update on curriculum and presented a number of slides for consideration. The best part of £500,000 of the budget has been specified for energy, site improvements to build capacity and the increase of pastoral capacity to</p>	
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	<p>cover gaps in external agency support with the impact of a pay rise yet to be determined. Mrs Saxelby added that the trust have budgeted for 5% but anything over that will have to be found.</p> <p>Recruitment and retention is a national issue, many applicants are speculative from overseas but despite the challenge Walton has managed to recruit and currently have one teaching vacancy for social sciences with interviews due to be held tomorrow. There had been a field of 4 applicants for the post last week but all then withdrew before the interview. The leadership team are now interviewing as soon as applications are received whilst the vacancy is open.</p> <p>Feedback from Ofsted last year had curriculum implications on the work around behaviour and attitudes and wellbeing. The personal development feedback has been narrowed down to the delivery and structure of Religious Education (RE) within the curriculum. Where RE is not taken as an option it is still covered through tutorial groups and personal development structure and focus of life skills days. Much of the work on belonging fits into this agenda. The KS3 curriculum has a clear structure and all students have a broad agenda and whilst additional time cannot be put into this subject, there is overlap with other subjects. KS4 has been a bigger challenge to ensure statutory requirements are met for both RE and core IT. Additional Personal Development lesson has been put into KS4 which will include a term of core RE, a term of core IT and a term of SRE / PSHE elements. This has taken a lesson of maths from the timetable and will be monitored very closely. For KS5 this will be included within enrichment time.</p>	
<b>AC/65/2223</b>	<p><b>Governance Housekeeping Recruitment</b></p> <p>Mrs Crerar confirmed that the committee will be looking to recruit a parent governor in the autumn term and Mrs Leonard confirmed that the same will apply in looking to recruit a staff governor.</p> <p><b>The governance professional</b> explained that she will arrange for a meeting with the principal and vice chair of governors to review the self-evaluation which will feed into next years' governance action plan and the results of this review will be shared with governors in advance of the next AC meeting.</p> <p>AC meeting dates for 23/24 have been circulated with a suggestion that the autumn meeting (September) and the spring meeting (March) are held in the afternoon to allow additional time for deeper discussion or training. <b>Governors will</b> consider times and respond to the governance professional with preferences.</p> <p>The next meeting clashes with the leadership and Governance Conference on 5<sup>th</sup> July and the <b>governance professional</b> will reschedule the AC meeting to be held on Wednesday 12<sup>th</sup> July to enable those wishing to attend the conference to do so.</p>	<p><b>NB</b></p> <p><b>Govs</b></p> <p><b>NB</b></p>
<b>AC/66/2223</b>	<b>How has the AC held senior leaders to account?</b>	

	<ul style="list-style-type: none"> <li>- Challenge on attendance</li> <li>- Challenge on behaviour and attitudes / suspensions</li> <li>- Challenge on academic performance</li> <li>- Challenge on access to extra curricular activities for PP students</li> </ul>	
<b>AC/67/2223</b>	<p><b>How have the VMV of the Trust / Equality been upheld?</b></p> <ul style="list-style-type: none"> <li>- It was agreed that the VMV of the Trust &amp; Equality has been upheld</li> </ul>	
<b>AC/68/2223</b>	<p><b>Complete report to Trustees</b></p> <p>AC members discussed the report and agreed to add:</p> <ul style="list-style-type: none"> <li>- Music and arts activities are very encouraging to see.</li> <li>- Great that recruitment is going well in light of the national picture.</li> </ul>	
<b>AC/69/2223</b>	<p><b>Determination of Confidentiality</b></p> <p><b>Equalities Act consideration</b></p> <p><b>7 Nolan Principles</b></p> <p>AC members considered whether anything discussed during the meeting should be deemed as confidential. It was resolved;</p> <ul style="list-style-type: none"> <li>• There were no confidential items discussed</li> <li>• There had been no Equalities Act implications</li> <li>• Attendees were content that all decisions made adhere to the 7 Nolan Principles.</li> </ul>	
	<p><b>Date and time of next meeting:</b></p> <p>Academy Committee meeting Wednesday 12<sup>th</sup> July at 7.30am at the academy.</p> <p>The meeting closed at 9.06am.</p>	

Signed by Chair:

Date: