



**THE COUNCIL OF ST. JOHN FISHER CATHOLIC VOLUNTARY ACADEMY**

Minutes of the meeting of the Academy Council held at 6:00 pm on Monday 19<sup>th</sup> September 2016

PRESENT:

Rev. Dr. J Cortis (Chair), Mrs S. Collins, Mrs A. Fleetwood, Fr E. Hegarty, Mr K. Higgins, Mr A. Oldroyd, Mrs C. Oldroyd, Mrs F. Wilson and Mrs H. Zaman.

In Attendance:

Mr D Rhodes (Minute Clerk)

1. WELCOME AND OPENING PRAYER

The Chair welcomed Governors, Fr Hagarty was invited to open the meeting with a prayer.

2. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATION OF INTEREST

Apologies for absence were received from Mr. P. Booth, and Rev. Can. J Aveyard

16/01 RESOLVED: That in accordance with protocol, the Governors consent to the absence of the Rev J Aveyard and Mr P. Booth

Signed declaration of interests were handed in, to facilitate their publication on the Academy's web site.

3. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS

The following additional items to be taken under Agenda item 20 as follows:

- i) Nationally agreed 1% pay rise to staff from 1<sup>st</sup>. October 2016
- ii) Changes to the Safeguarding Policy
- iii) Diocesan Continuing Development Programme (CPD)
- iv) Flu vaccination for staff

4. REPRESENTATION ON THE ACADEMY COUNCIL

16/02 RESOLVED: That the following matters of representation be noted:

Resignation

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Ms C Anchor	Staff	31 August 2016

Appointment

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Can J Aveyard	Foundation	5 September 2016 (for a period of 3 years)
Mrs Anita Fleetwood	Staff	12 September 2016 (For a period of 4 years)

For clarification the terms of office of all Governors was presented.

<u>Governor</u>	<u>Term of Office until</u>
Rev Dr. J D Cortis	31 August 2017

Mr P. Booth	31 August 2017
Mrs S Collins	31 August 2017
Fr E Hegarty	15 September 2018
Mrs F Wilson	31 August 2017
Mrs A Oldroyd	17 February 2017
Mrs H Zaman	4 March 2017
Mrs C Oldroyd	21 December 2019

5. MINUTES OF THE MEETING HELD ON TUESDAY 28<sup>th</sup> June 2016

16/03 RESOLVED: That the minutes of the meeting held on 28<sup>th</sup> June 2016, be approved and signed by the chair as an accurate record of the meeting.

6. MATTERS ARISING FROM THE MINUTES

i) Publication of Policies

Policies approved at the last meeting (minute 15/102-103 refers) had now been published on the academy website.

ii) Achievement assemblies

The governors who were able to attend the achievement assemblies were thanked, and the positive feedback was noted with regard to the interaction of staff and pupils.

7. ELECTION OF ACADEMY COUNCIL CHAIR AND DURATION OF TERM OF OFFICE

The Clerk, took the chair in order to seek nominations for the Council chair.

16/04 RESOLVED: That Rev Dr. J D Cortis be elected Chair of the Council for the forthcoming year.

It was noted that Rev Dr Cortis would be resigning at some period during the next two years, and consideration needed to be given to his replacement by a Foundation Governor.

8. ELECTION OF ACADEMY COUNCIL VICE-CHAIR AND DURATION OF TERM OF OFFICE

16/05 RESOLVED: That subject to his approval, due his absence from the meeting, Mr. P. Booth be elected Vice-Chair of the Council for the next 12 months.

Confirmation will be sought at the next meeting of the Council.

9. CONFIRMATION OF PROTOCOLS ON APOLOGIES AND CONSENT TO GOVERNOR ABSENCE

16/06 RESOLVED: That consent for the apologies of absence be on an individual basis depending on the circumstances.

10. APPROVAL FOR THE GOVERNORS' CODE OF CONDUCT

The revised code of conduct had been approved by the Trust Board at its meeting in July. Governors signed the register, maintained by Kirklees Governors Services, appertaining to their acceptance of the code of conduct.

11. ACADEMY COMMITTEES 2016-17

Details of proposed Committees and their terms of reference were circulated.

16/07 RESOLVED: a) Resolved that the following committees, and their respective Terms of Reference be approved.

- i) Resources including pay and personnel
- ii) Mission
- iii) Head Teacher's Performance
- iv) Standards in Learning and Teaching
- v) Complaints / Appeals
- vi) Admissions Panel

b) That Mrs H Metcalfe, from the Local Authority be appointed as adviser to the Head Teacher's Performance Committee.

## 12. APPOINTMENT OF GOVERNORS WITH SPECIAL RESPONSIBILITIES

16/08 RESOLVED: That the following appointments for special responsibilities be approved.

Governor Training Contact	Mr P Booth
Governor for Looked after children	Mr A Oldroyd
Child Protection Governor	Mr A Oldroyd
Special Educational Needs Governor	Mr F Wilson
Health and Safety	Mr P Booth
Equality Governor (Optional)	Rev Dr Cortis
RE Governor	Can J Aveyard
Literacy Governor	Mrs A Fleetwood
Numeracy Governor	Mrs S Collins
E-Safety Governor	Mr A Oldroyd
PHSCE	Fr Aveyard / Fr Hegarty

## 13. GOVERNORS DECLARATION OF BUSINESS INTERESTS

Further to resolution 16/01 Governors were made familiar with the guidance notes on business interests, and the need for them to publish these on the Academy web site.

## 14. DRAFT ACADEMY COUNCIL / COMMITTEE ACTION PLAN FOR 2016-17

Details of the Proposed Action Plan for Committees during 2016-17 was circulated. The chair emphasised the need for Governors to bring to meetings details of the action plan and any relevant terms of reference documentation.

## 15. DELEGATED POWERS TO THE CHAIR

Details of the proposed powers of delegation to the Chair were circulated.

16/09 RESOLVED: That the Academy Council approve the following Chairs Delegated Powers:

- i) Change of date of a scheduled meeting, for good reason.
- ii) Chair's powers to grant retrospective consent to absence in the event that a governor would have become disqualified if the matter had to wait to the next governors' meeting.
- iii) To determine in advance of a meeting whether an item of the agenda should be deleted from the copy to be made available to the school.

## 16. DELEGATION OF FINANCIAL POWERS TO THE HEADTEACHER

16/10 RESOLVED:

- a) That the academy Council delegates to the Head teacher the power to carry out on its behalf the following delegated duties:
  - i) Planning and conducting the affairs of the academy to remain solvent
  - ii) Establishing proper financial management arrangements and accounting procedures, which comply with the DfE/EFA's financial regulations and standing orders, and maintaining a sound system of internal controls.
  - iii) Ensuring that the funding from the DfE/EFA and any other sources is used only in accordance with the conditions attached to that funding
  - iv) Providing such information as the Diocesan Council for Education and DfE/EFA may reasonably require to satisfy these authorities the financial management and organisation of the Academy Council are such as to enable it to fulfil the obligations specified for it.
- b) That the normal level of authorisation for payments would be £20,000, for the head teacher and £30,000 for the Resources Committee and
- c) That the Head teacher could authorise greater payments in respect of salaries payments to the payroll provider, service level agreements and examination fees.

17. PRLIMINARY EXAMINATION RESULTS ANALYSIS 2015-16

The Head teacher and governors examined data provided and from the Head teacher's July report, and looked at elements in respect of Key Stage 3, Key stage 4 and Key Stage 5.

**Key Stage 4:**

- Progress 8 cannot be worked out until the results of all students nationally are worked into the formula
- Using old methodology of 5 A\*-C results including English and Maths 51% (53% using new methodology. Below expectation and down from last year
- 75% attained a C or above in maths
- 60 % in at least one English GCSE
- 58% achieved a high grade in both English and Maths
- RE results were strong at 65% achieving higher grades
- Attainment 8 grade overall was 46.2
- Levels of progress are no longer a measurement as superseded by new measures
- Average capped points score currently stands at 296 which although higher than the previous year but below national for that year. This is also no longer a measure.
- Girls have again out performed boys in their attainment and in the progress made
- We reflect the national trend of white British boys are under performing
- Pupil premium students have performed less well than non-disadvantaged pupils especially boys
- Pupils with English as a second language have made similar levels of progress to those whose English is their first language in many subjects
- Statemented pupils have done comparatively well from low baselines.

**Key Stage 5: Highlights for A2:**

- Making year-on-year comparison is difficult
- Using old methodology year 13 averaged 825 old QCA points each across all qualifications which is higher than last year.

- Higher than last year for the average points per entry for academic A Levels
- Higher than last year for the average points per entry for vocational courses
- Provisional ALPS for A2 academic subjects is 4 ( good)
- Progress from AS results is judged as 2 (outstanding)
- Btec and OCR results are also classified as 2 (outstanding)
- Value added for A levels may not look as strong
- Highlights for **AS**
- ALPS performance at this stage is classified as 2 which is a significant improvement from last year
- Level 2 results for sixth form were relatively weak

It was noted that the new assessment scheme, replacing National Curriculum Levels had been implemented as a pilot scheme, and particular reference was made to PE and Science.

Comparisons in English and Maths had illustrated that expectations in English were down from last year.

Levels of progress was no longer a measurement following the introduction of the new system. Although average capped points were higher than last year, they were still below the National average. Furthermore, girls again out performed boys. The national trend of white British working class boys as being under achievers was evident in the results.

Pupil premium students had also performed less well than non-disadvantaged pupils, particularly boys, although pupils with English as a second language had made similar levels of progress to those whose English is their first language

Significant improvements were however evident in A2 and AS, however the Level 2 results for the sixth form were relatively weak.

**Q. What steps were being implemented to meet the changing needs?**

A. The Head teacher outlined elements of leadership within the school staffing, and the school development plan outlined how we would be supporting and challenging both staff and pupils in achieving results of higher standard. Governors were a fundamental part of the strategic vision for the school.

**Q. When did the School know the results were not as good as expected?**

A. When they were published on 24 August 2016

**Q. Are the teachers under a great deal of pressure when expressing expected outcomes?**

A. All teachers need to illustrate that they can achieve their goals, and may perhaps have over inflated expectations for classes pre exam.

**Q. Have staffing issues been a contributory factor to the results?**

A. There has been quite a bit of disruption with regard to staffing levels, particularly in English where vacancies have remained unfilled but also in languages. This has had a detrimental effect on outcomes, but with good planning, issues have been minimised as far as possible for the future.

**Q. It is necessary to prepare for OFSTED, Governors and staff may be asked key questions about the strategies put in place for the improvement of results.**

A. It may be worthwhile looking further at this and involve the school improvement partner. The head teacher would explore appropriate ways forward with the chair of Academy Council.

**Q. Do you find that the number of pupils going through to the 6<sup>th</sup> form satisfactory.**

A. The sixth form curriculum only covers a number of key subjects, whereas there are usually wider choices at colleges. This can impact on the number, and if the 6<sup>th</sup> form number on roll falls below 200 pupils, it can become unsustainable financially.

**Q. What is staff morale like?**

A. The Head teacher indicated that all the staff had met to discuss results, and plan for the future. The staff representative added, that morale was generally satisfactory, they needed to look ahead and with the head's leadership and his positive ethos, achievements were certainly possible.

**Q. Are the children themselves responsible for lower grades at any particular time?**

A It is not politically correct to suggest that. It is the staff's leadership, delivery and efforts that encourage children to learn, and develop an ethos of enjoying school

16/11 RESOLVED: To note the preliminary examination analysis for 2015-16 and for the Standards in Learning and Teaching Committee to have further analysis later on during the year together with the outcomes of the faculty reviews and the school improvement partner reports.

## 18. ACADEMY PROSPECTUS 2017-18

Governors had an opportunity to comment on this document prior to it being circulated for this meeting.

16/12 RESOLVED: That the 2017-18 prospectus be approved and used at the open evenings scheduled for 21<sup>st</sup> September 2016

## 19. ACADEMIES DEVELOPMENT PLAN

The revised school development plan was circulated, following amendments reflecting changed priorities in view of the recent examination results and governors' feedback.

Key highlights:

### 1. **Mission**

Development of the mission, ethos and distinctive Character of the school.

**1.1 Ensure that St John Fisher Academy contributes to the enlargement of the CMAT by further developing partnership working within the Blessed Peter Snow Academy Trust Area whilst also developing partnership working across the Catholic schools within Kirklees, Calderdale and further afield.**

**1.2 Develop opportunities for the spiritual, moral and cultural formation of students and staff in line with the school Spiritual Development Policy.**

- a) Promote the values of the school effectively to pupils and parents including in such a way that the mission and ethos of the school is deepened, and events impact positively on student learning and behaviour.
- b) Further promote the vision of the school to all staff, and through support and development enable them to contribute to fulfilling it.

**1.3 To further raise standards in RE by further improving teaching and learning so that students in all year groups make at least their expected progress and a greater proportion make better than expected progress.**

**1.4 Improve the provision for and outcomes achieved by students with Special Needs and the more able.**

- a) Working to the Code of Practice (2014) to improve the provision for and outcomes achieved by students with Special Needs.
- b) Ensure that the school maintains the NACE Challenge Award thereby ensuring that more able students are fully challenged.

## **2. Learning and Success**

Raising student attainment and achievement by building an effective Learning Community that includes students, staff and parents.

**2.1 Ensure that the standard of teaching and learning in key curriculum areas is consistently good or better:**

- a) To further raise standards in **English** by further strengthening leadership, teaching and learning so that students in all year groups make at least their expected progress and a greater proportion make better than expected progress (see 3.1c).
- b) To further raise standards in **Mathematics** by further improving teaching and learning so that students in all year groups make at least their expected progress and a greater proportion make better than expected progress.
- c) To raise standards in **MFL (Modern Foreign Languages)** by strengthening leadership, teaching and learning so that student recruitment for GCSE and A level courses improves, more students in all year groups make at least their expected progress and a greater proportion make better than expected progress and.(see 3.1c).
- d) To raise standards in **Science** by improving teaching and learning so that more students in all year groups make at least their expected progress and a greater proportion make better than expected progress.
- e) To raise standards in **Humanities** subjects by strengthening leadership, teaching and learning so that students in all year groups make at least their expected progress and a greater proportion make better than expected progress.
- f) To improve outcomes in **Computing and in PE/Sport** qualifications.
- g) To plan specific interventions to enable Y11 to achieve good outcomes in their examinations with a particular emphasis on the achievement of boys and disadvantaged students. (see also 2.2).

**2.2 To lead and manage further improvements in the quality of teaching in all subjects not just 2.1 a-f above, by ensuring a focus on challenge and differentiation so that:**

- pupils of all ages and abilities experience a suitable level of challenge in lessons
- boys (especially white British boys) are supported to make good progress
- disadvantaged students are enabled to make good progress

**2.3 To lead and manage further improvements in the quality of teaching in all subjects not just 2.1 a-f above, by ensuring a focus on literacy and marking so that:**

- the school's policy for promoting pupils' literacy is applied consistently by all subject teachers
- the quality of feedback that teachers provide in response to pupils' work can be considered good practice
- teachers monitor pupils' responses to written feedback more carefully.

**2.4 Pursue improvements in student progress through the further development of a learning culture**

- a) Ensure consistency in the implementation of the Positive Behaviour System in order to maximise achievement and attendance.
- b) Continue to develop the Pastoral welfare system to ensure that all children and especially the most vulnerable, are well supported with their education and growth towards adulthood.

**2.5 Ensure that the curriculum at KS3 and KS4 both develops further our commitment to the personalization of learning, including vocational pathways, and is a coherent response to Department for Education initiatives.**

- a) Ensure curriculum offered provides a coherent response to the national curriculum and KS4 qualification changes that will maximise opportunity and achievement for students.
- b) Ensure that literacy (see 2.2) and numeracy are embedded in all aspects of the curriculum

**2.6 Embed new systems of assessment and tracking and ensure that throughout the school there is rigorous analysis of data that effectively identifies under-achievement. Ensure appropriate responses to improve student progress towards their targets.**

**2.7 Improve outcomes for the Sixth Form**

- a) Ensure curriculum offered provides a coherent response to the KS5 qualification changes that will maximise opportunity and achievement for students.
- b) Making sure that all students make at least good progress

**3. Leadership**

Ensuring that tradition is valued and that Change is welcomed

**3.1 Ensure that leadership structures at all levels allow well-planned strategic and operational Change to be implemented effectively and efficiently**

- a) Plan for the further development of Governors, to enhance their effectiveness in leadership
- b) Plan for the further development of Senior Leaders, to enhance their effectiveness in leadership
- c) Plan for the further development of Middle Leadership, in particular enhancing their role in proactive distributed leadership
- d) Further Improve quality of Self – Evaluation in Faculties and Pastoral Teams, and embed Quality Assurance Procedures across the school.

**3.2 Support transformational Change in learning by focusing on Improving the buildings and environment.**

**3.3 Ensuring the highest possible take up of places at 11 years and 16 years of age.**

- a) Ensuring the highest possible take up of places at 11 years of age.
- b) Ensuring the highest possible take up of places at 16 years of age.

16/13 RESOLVED: a) That monitoring of the now approved School Development Plan be carried out by the appropriate Committees

b) That a RAGed School Development Plan be submitted to the Full Academy Council in March 2017 for discussion

**20. MINUTES FROM THE TRUST BOARD MEETING HELD ON 12 JULY 2016**

The minutes of the trust board meeting held on 12 July were submitted.

- Highlights within the document included:
- Representation on the Trust Board
- Review of Governance at Sacred Heart Academy
- Outcomes from summer results for Sacred Heart and St Malachy Academies
- Consolidated Trust Budget 2016-17
- Trust Wide Freedom of Information Policy
- Feedback from the open meetings held in April and June 2016

16/14RESOLVED: That the minutes of the Trust Board Meeting held on 12 July 2016 be noted.

**21. ANY OTHER BUSINESS**

- a) Nationally agreed 1% pay rise to staff

16/15 RESOLVED: That the 1% pay rise to staff be approved.

- b) Changes to the Safeguarding Policy

16/16 RESOLVED: That the amended Safeguarding Policy be approved and published on the Academy's web site.

c) Diocesan CPD Programme

16/17 RESOLVED: That the CPD Programme and the Local Authority Programme for Governors for the year be noted and to encourage governors' attendance as appropriate.

d) Flu vaccination for staff

16/18 RESOLVED: to approve offering and paying for flu vaccination for staff on request.

22. CONFIDENTIAL ITEMS

16/19 RESOLVED: That no part of the agenda, minutes or related papers be excluded from the copy to be made available to the school in accordance with the Freedom of Information Act **with the exception** of the restricted business included in the minutes of the academy council meeting held on 28<sup>th</sup> June 2016

23. Dates of Full Academy Council Meeting

16/20 RESOLVED: That full academy Council meetings be held on the following dates:

- Wednesday 23<sup>rd</sup> November 2016
- Wednesday 22<sup>nd</sup> March 2017
- Wednesday 28<sup>th</sup> June 2017

The meeting closed at 8:00pm