



THE COUNCIL OF ST. JOHN FISHER CATHOLIC VOLUNTARY ACADEMY

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Minutes of the meeting of the Academy Council held at 6:00 pm at the school on Tuesday, 12 September 2017.

PRESENT:

Rev. Dr. J Cortis (Chair), Mrs S. Collins, Mr G. Conroy, Mrs A Fleetwood, Mrs C. Oldroyd, Dr. C. Schwab and Mr J. Taylor.

In Attendance:

Mrs D K Clough (Minute Clerk)
Mr P Rushton, Assistant Headteacher (6th Form)
Miss S Wilkinson, Deputy Headteacher

1. WELCOME AND OPENING PRAYER

The Chair welcomed Governors to the meeting and introduced Mr Taylor, the recently appointed Acting Headteacher. The meeting was opened with a prayer led by Mr Taylor. Chair also expressed Mr Higgins' thanks for the gift from the Academy Council marking his retirement and his best wishes to the Academy COUNCIL AND THE School community.

2. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATION OF INTEREST

Apologies for absence were received from Fr. E. Hegarty.

17/01 RESOLVED: That in accordance with protocol, the Governors consent to the absence of Fr. E. Hegarty.

There were no declarations of interest and the meeting was quorate.

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

The following additional items, which were notified at this point in the meeting, to be taken under:

- i) Term dates for the academic year 2018-19 (document circulated via the school), agenda item 24
- ii) Matter Arising (28 June 2017 meeting: item 17 refers), agenda item 6
- iii) Consultation on Admission Arrangements for academic year 2019-20 (Information Item on agenda) as part of agenda item 18 – Academy Prospectus 2018-19
- iv) Leeds Diocesan Protocol Document, agenda item 9

4. REPRESENTATION ON THE ACADEMY COUNCIL

17/02 RESOLVED: That the following matters of representation be noted:

End of Term of Office:

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Rev Dr. J D Cortis	Foundation	31 August 2017
Mr P Booth	Foundation	30 September 2017
Mrs F Wilson	Foundation	31 August 2017
Mrs S Collins	Foundation	30 September 2017

Retirement:

Mr K Higgins	Headteacher	31 August 2017
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Appointment:

<u>Name</u>	<u>Category</u>	<u>With Effect From</u>
Rev Dr. J D Cortis	Foundation	1 September 2017 (for a period of 4 years)
Mr J Taylor	Acting Headteacher	1 September 2017

It was noted that the Academy Council currently has two Foundation Governor vacancies.

There was discussion around term end-dates and the Chair asked that Governors check their appointment letters for clarification.

5. MINUTES FROM THE MEETING HELD ON 28 JUNE 2017

There were no matters arising from the minutes.

17/03 RESOLVED: That the minutes of the meeting held on 28 June 2017, be approved and signed by the Chair as an accurate record of the meeting, subject to the corrected spelling of Mr Conroy's name.

6. MATTERS ARISING FROM THE MINUTES

i) Changes to Leadership of the Academy (min 16/94-98 refers)

The Chair provided Governors with the following update:

- The job-description, person specification and recruitment pack for the Executive Headteacher post were approved by a joint panel
- The job was advertised on-line in the Times Education Supplement during the last week of the summer term
- The closing date was Friday 8 September 2017.
- It was reported that there had been a very positive record of hits and downloading of forms etc. from the TES website, whereby 150 documents had been downloaded and 13 clicks on 'apply'.
- No applications were received and no enquires had been received by the Diocese.
- Further investigation seems to suggest there were issues with the TES system including an accurate full address to where an application should be submitted.

- The Recruitment Panel would not be meeting on Thursday 14 September 17 for shortlisting, however the meeting scheduled for interviews on 22 September 2017 would still take place to consider options going forwards:
 - a) To re-advertise the post as an extended closing date to the original advert due to website technical difficulties.
 - b) To advertise with a different Job Description.
 - c) For each school to advertise the post separately.
- The Chair reminded governors that All Saints Catholic College is currently advertising a Head of School post which may have been better to advertise once the proposed Executive Headteacher was appointed.

Q. Julie Noble had previously indicated that there were a number of suitable potential candidates within the Diocese?

A. Yes, there were a number of school leaders within the Diocese who were considered as potential candidates for this post.

Q. Was the timing of the advert an issue?

A. It was considered, but it was thought that the summer holidays would have given potential candidates time to apply.

Q. When will you find out if TES accepts they had technical difficulties with their website?

A. We are currently awaiting a response.

17/04 RESOLVED: That the Chair's update on the recruitment process for an Executive Headteacher be noted.

- ii) Policies approved at the last meeting (min 16/102-103 refers)
All policies approved at the last meeting have been published on the academy's website.
- iii) School Budget 2017-18-update (min16/106 refers)
The school's budget was considered and approved by the Trust Board together with those of the other two academies at its meeting of 3 July 2017 and submitted to EFA.
- iv) Fair Access Panel under item 17
Mr Taylor, Acting Headteacher, advised that Mr Higgins had contacted Kirklees Council indicating that the school would not be able to provide a school place to the pupil and the reasons behind this decision. Subsequently Mr Taylor has received an email from Helen Metcalf, Kirklees Council, to report that a mother of a young person has made a complaint that her child is missing education, direct to Ofsted. Helen Metcalf advised that the school should not be unduly concerned and she would be back in touch but no further communication has been received. Governors requested that the Acting Headteacher should follow-up with Helen Metcalf.

Q. Does Ofsted normally refer to the Local Authority rather than the school?

A. Children Missing Education responsibility rests with the LA for every child.

v) SEN Pupil Admission under item 17

Mr Taylor, Acting Headteacher, advised that a school place was not offered but the parent was still pursuing this.

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

The Clerk, took the chair to seek nominations for the election of the Academy Council Chair. One nomination had been received prior to the meeting.

17/05 RESOLVED: That Rev Dr. J D Cortis be elected Chair of the Academy Council for the forthcoming year to 31 August 2018.

It was noted that Rev Dr J D Cortis was intending to resign at the end of this academic year and therefore succession planning for a replacement Chair needed to be put in place.

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

No formal nominations had been submitted and the Chair sought nominations from the Governors present at the meeting.

17/06 RESOLVED: That the Chair would ask Mr P. Booth if he would be willing to be elected Vice-Chair of the Academy Council for a further year.

9. THE ACADEMY COUNCIL IS ALSO ASKED TO:

i) **Confirm the Academy Council protocols on apologies and consent to governor absence:**

The Academy Council considered 3 options:

- Consent to all apologies received (blanket consent)
- Grant no consent
- Decide on whether to grant consent on an individual basis depending on the circumstances

17/07 RESOLVED: That apologies and consent to governor absence would be considered on an individual basis dependent on the circumstances.

ii) **Approve the Governors' Code of Conduct:**

The Chair explained that a revised Code of Practice (based on the CES document) had just been published and therefore needed to be tabled. The Chair requested that all Governors read the Code of Conduct and sign the document to confirm their acceptance of the Code of Conduct. The register should be retained at the School.

17/08 RESOLVED: That the St John Fisher Catholic Voluntary Academy: Code of Conduct be approved and signed by each Governor.

The Chair advised Governors that the Diocesan Council for Education has very recently approved the Leeds Diocesan Protocol Document (based on a CES model). This needs to be read through individually for information

17/09 RESOLVED: that the Leeds Diocesan Protocol Document is received and for governors to read through.

10. ACADEMY COMMITTEES FOR ACADEMIC YEAR 2017-18

A document detailing the proposed Committees, their Terms of Reference and membership was circulated prior to the meeting.

17/10 RESOLVED: that the Academy Council has the following four main Committees:

- i) Resources
- ii) Mission
- iii) Standards in Learning and Teaching
- iv) Admission Panel

and that the Pay Committee will be drawn from membership of the Resources Committee; Pupil Discipline, Complaints/Appeal panels will be convened as necessary.

17/11 RESOLVED: that each Committee reviews its Terms of Reference at its first meeting and recommend changes to the next Academy Council meeting to be held in November 2017.

11. TO APPOINT GOVERNORS WITH SPECIAL RESPONSIBILITIES

Special Responsibilities were reviewed in the context of the size of the Academy Council and recent changes.

17/12 RESOLVED: That the following appointments for special responsibilities be approved:

- **Assessment and feedback:** in light of the removal of National Curriculum levels and average point scores - Dr. C. Schwab
- **Quality of teaching:** should be a focus for any school seeking to improve the attainment of its pupils - Dr. C. Schwab
- **Special educational needs and disabilities (SEND):** to monitor the implementation of policies in line with the new SEND code of practice - Mrs A Fleetwood
- **Safeguarding:** to monitor the implementation of policies in line with school's statutory duty to protect children - Mrs A Fleetwood
- **Looked after children (LAC):** to monitor the progress of these pupils and the school's relationship with the Virtual School Head (the local contact for looked after children) – Mrs C Oldroyd
- **Pupil premium:** to monitor the impact of the use of pupil premium funds on the pupils who are eligible - <https://ws.onehub.com/files/jaq18qmw> - Mrs S Collins
- **Governor training contact** - Rev. Dr. J Cortis

12. GOVERNORS' DECLARATION OF BUSINESS INTERESTS

The Chair reiterated the statutory requirements as outlined in the guidance accompanying the Declaration of Business Interest forms which were sent to governors prior to the meeting.

17/13 RESOLVED: That the signed individual Declaration of Business Interests be received and published on the Academy's website.

17/14 RESOLVED: That all Academy employees to complete and sign the Declaration of Business Interests' forms and submit to the Acting Headteacher.

13. DRAFT ACADEMY COUNCIL / COMMITTEE ACTION PLAN FOR 2017-18

The draft Action Plan for the Academy Council and Committees for the academic year 2017-18 was discussed and the schedule of faculty reviews was agreed as follows:

09.10.2017 Humanities
31.10.2017 ICT and Vocational Studies
16.01.2018 Physical Education
26.02.2018 Arts and Technology
23.04.2018 To be confirmed

17/15 RESOLVED: to receive the Draft Action Plan for 2017-18 and for each committee to consider and agree the action plan and the relevant terms of reference at each committee's first meeting.

14. CHAIR'S DELEGATED POWERS

The Academy Council reviewed the proposed powers of delegation to the Chair.

17/16 RESOLVED: That the Academy Council approve the following Chair's 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 for the next governors' meeting.
- iii) To determine in advance of a meeting whether any items of the agenda should be deleted from the copy to be made available at the School.

15. DELEGATION OF FINANCIAL POWERS TO ACTING HEADTEACHER

The delegation of financial powers was discussed.

Q. The Chair asked if the cost of examination fees was still extensive to the same extent, as pupils are taking fewer examinations.

A. The Deputy Headteacher explained that yes exam fees were broadly similar as the pricing structure of exams have changed.

17/17 RESOLVED: That the Academy Council delegates to the Acting 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.
- v) That the normal level of authorisation for payments would be £20,000, for the acting head teacher and £30,000 for the Resources Committee and
- vi) That the acting Head teacher could authorise greater payments in respect of salaries payments to the payroll provider, service level agreements and examination fees.

16. PRELIMINARY EXAMINATION RESULTS ANALYSIS FOR 2016-17

A detailed document providing a preliminary analysis of the 2016-17 examination results had been circulated to all Governors prior to the meeting and the Acting Head Teacher, Deputy and Assistant Head Teachers, collectively provided an in-depth presentation of the key outcomes for this year.

The key headlines were as follows:

- **Effects of turbulence in the national examination system**

Q. Do we have any indication of what the national and the Local Authority scores are to enable us to assess how we fared against these?

A. We have some understanding of the local and national picture but the official information has not been released.

- **Key Stage 5:**

- Removal of January examinations
- Devaluing of vocational subjects has affected the school's performance
- The points system changed last year which makes year-on-year comparisons difficult beyond the last two years
- Academic results are the best the school has achieved for many years.
- Year 13 academic students averaged 75 QCA points across all academic qualifications compared to 72 points for last year

Q. How significant is this?

A. When measured against other 6th form providers of 3 entries, very significant as it puts the Academy into the top 25%

- Average points per entry for academic A Levels was 30, which is a slight increase from last year
- Average vocational points per entry were 37 as opposed to 42 last year
- Provisional ALPS score for academic A Levels is 3 (excellent)
- Grade for number of A Levels on target was also 3 (excellent)
- These figures puts the school in the top 25% nationally
- BTEC has been classified as grade 2 (outstanding)
- Would have preferred a higher score for AS.

Q. Could you confirm the score?

A. Currently there is a lack of data to indicate how it compares. Most schools and colleges are not entering students for AS levels.

Q. Should the school continue to offer AS levels to our pupils?

A. From September 2018 the implementation of national changes to A-levels will become two-year linear courses whereby students will sit A-level exams at the end, but if students are leaving the course in Y12, then allow them to sit an AS exam in those circumstances. Offering AS levels this academic year but there is little support for teachers.

Q. How much currency does AS levels hold for students now?

A. AS levels are not being counted for university places from this year.

The viability of courses where student numbers are very low in some subjects such as Modern Foreign languages was discussed and the value for money considerations.

Q. The data shows that only one student sat Art AS level?

A. The student took the exam as part of the A2 class. Small numbers impact significantly on the ALPS performance analysis.

A discussion of Sixth Form pupil numbers ensued, noting that there had been 115 to 120 students recruited this time, with the current total numbers being 170 and poses a risk. It was explained that a number of students left at Y12 to move onto apprenticeships rather than continuing into Y13.

Q. From those students that did well at GCSE, have they continued into Sixth Form?

A. Yes, we have done well with recruitment from that student cohort.

- **Key Stage 4: page 17, subject breakdown page 21**

- Progress 8 cannot be worked out yet (but it is a key performance indicator)
- Attainment 8 scores cannot be compared to previous years because of the new points values (another key performance indicator)
- Our provisional Attainment 8 score is 41.2 compared to 46.5 achieved last year.
- Likely that the Progress 8 score will be weak as a result

Q. What is the explanation for the Attainment 8 score being lower and predictions higher?

A. Given the new exam strategy and without the national results context, it is difficult to analyse.

Q. Is it likely that Ofsted will challenge whether the school is assessing correctly?

A. We think we are assessing correctly but a major factor is that coursework assessments have ceased and results are based on final exams which is less predictable. Due to the changes to the exam grading structure, content and new qualifications, predictability of grades is incredibly difficult this year. Using the 5 GCSE performance measure, students are doing well in Maths and English but not achieving success in 3 other subjects.

- Raw GCSE results in terms of attainment are better than last year
- Very slight increase from last year in the 5 A* - C results measure, including English and Maths
- English overall has increased their performance by 10% from last year
- Data indicates 3% higher numbers of children achieving a higher grade in both English and Maths than last year.
- Overall there were too many children achieving in English and Maths but not getting 3 other higher GCSE grades.

Q. In the new Maths and English grades, is the school swaying towards grade 4 rather than grade 5's?

A. Grade 4 equates to grade C. Early indications are that the school hasn't fared too badly against Kirklees schools. There are a lot of unknowns about the data at present.

Q. With reference to the data on page 21, is this certain?

A. The data is unvalidated and the data also includes 'outliers': those students who are in alternative provision impact significantly on the schools performance data.

- **Layers of Learners**

- Girls have outperformed boys in their attainment and in the progress made.
- Boys have performed about half a grade per subject worse than girls of the same levels of prior ability as determined by their Key Stage 2 SATS.

Q. How significant is this gap?

A. Using the March 2017 data, 20 pupils who were making negative progress, were selected for a Review Group and were given additional tailored support and have made much better progress. This is now being developed further to address this issue.

Q. What's the gender gap at A Level?

A. At A Level the trend is reversed. Course work tends to favour girls.

Q. In terms of the review, how were the pupils selected?

A. Progress data. The review raises the question whether we are giving pupils too much study leave and whether they would do better to remain in school for longer.

Q. When does study leave start?

A. Usually starts from early May.

It was agreed that the Review and consideration of reduced study leave should be added to the agenda for the next meeting of the Standards in Learning and Teaching Committee.

- Disadvantaged students have performed less well than non-disadvantaged youngsters by around half a grade per subject on average (for disadvantaged boys the difference is a whole grade).

Q. Based on the Pupil Premium Review, it was thought that pupils would have better outcomes?

A. Data shows there is a gap but there is not enough information yet to compare against national non-pupil premium children.

- English as a second language students have made better levels of progress than those whose first language is English in most subjects
- Statemented students have done well but those in the SEN support category are around half a grade lower than those not deemed SEN with similar starting points.

Q. Is there a significance around this?

A. They relate to very small pupil numbers which can impact on the analysis.

We have a case study behind these and the support measures that were put in place. There was three medical cases.

The Chair emphasised the importance for Value Added progress for individuals.

- **Key Stage Three – Teacher Assessment**

Q. How does this measure up against their year 7 entry CATs scores and outcomes from primary schools?

A. Better expected progression for 70 – 80% of pupils. Each faculty has a series of interventions for the working towards pupils.

Q. How have parents understood the new grades?

A. Parents for Y7 pupils have got to grips with this easier than Y8's and Y9's because they are new to it all.

The Deputy Headteacher summarised that the data isn't available to measure against schools in Kirklees and nationally and the data may be better than initially thought.

17/18 RESOLVED: That the preliminary examination results for the academic year 2016-17 be noted.

17/19 RESOLVED: That the Standards Committee to be briefed on the outcomes of discussions with the various Heads of Faculty at its October 2017 meeting.

17/20 RESOLVED: That the Standards Committee to carry out further analysis and to consider the ratified data at its January 2018 meeting.

17. SELF-EVALUATION FORM (SEF)

The Chair explained that the Academy Council would normally consider the SEF at the second meeting of the academic year but due to the imminent Ofsted inspection, felt that it was appropriate to undertake a review of the SEF document earlier than usual.

The Headteacher and Deputy Headteacher jointly outlined the main highlights from the evaluation and supporting data tables, which has been updated with provisional pupil outcomes from the 2016-17 examinations. There was a detailed discussion around the need for the judgements to be consistent with pupil outcomes for the last two academic years and agreed revisions to the document. The key headlines were as follows:

- Leadership and Management – Grade 2
- Quality of Teaching and Learning – Grade 3
- Personal Development, behaviour and welfare – Grade 2
- Outcomes for pupils – Grade 3
- Overall grade for Self-Evaluation – Grade 3

Summary and Abridged versions of the SEF were discussed, the latter of which would be shared with Ofsted during an inspection.

The Chair requested that Governors to take a further look at the document and in particular the amendments made since the June version (highlighted in green and yellow) and forward comments.

17/21 RESOLVED: That the contents of the SEF document be noted and the judgements therein.

17/22 RESOLVED: That Governors scrutinise the document and offer comments to the Chair by Tuesday 19th September 2017 who will collate and liaise with the Acting Headteacher.

18. ACADEMY'S PROSPECTUS FOR 2018-19

The 2018-19 Academy Prospectus had been circulated prior to the meeting.

17/23 RESOLVED: That the Academy Prospectus and the associated appendices for the academic year 2018-19 be approved for the School Open Evening scheduled for the 20 September 2017.

Information Item on Agenda relating to the Consultation on Admission Arrangements for 2019-20 was highlighted and further considerations to be discussed at next meeting.

17/24 RESOLVED: That the PAN number for the academy will remain at 198.

19. ACADEMY'S DEVELOPMENT PLAN 2017-20

The Academy's Development Plan 2017-20 had been circulated to Governors prior to the meeting.

The Chair emphasised the following elements, making specific reference to the sections relating to weak areas which are the focus of attention i.e. English, Modern Foreign Languages, Humanities, Computer Science, Sports/PE and Business Studies.

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 (see Trust Action Plan).
- 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 so 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) 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 thereby promoting strong outcomes:
 - a) To 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 3.1 (c)).
 - b) To build on current good practice to further raise standards in Mathematics by 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 (see 3.1(c)).
 - d) To further 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, some vocational and PE/Sport qualifications.
 - g) To deliver 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 ensure that the following groups of students make better progress at Key Stage and significantly better progress at Key Stage 4:
- a) Those in receipt of Pupil Premium
 - b) Boys (especially white British boys)
- 2.3 To lead and manage further improvements in the quality of teaching in all subjects not just 2.1 a-g 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
- 2.4 To lead and manage further improvements in the quality of teaching in all Subjects, not just 2.1 a-g 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 (see 2.6(b))
 - 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.
- 2.5 Pursue improvements in student progress through the further development of a learning culture.
- a) Improve attendance
 - b) Ensure consistency in the implementation of the Positive Behaviour System
 - c) 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.
- 2.6 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 2.4) and numeracy are embedded in all aspects of the curriculum

- 2.7 Embed the new systems for 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.
- 2.8 Ensure strong outcomes for the Sixth Form
- a) Ensure the curriculum offered provides a coherent response to the KS5 qualification changes that will maximise opportunity and achievement for students.
 - b) Continue to ensure that the clear majority of 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) Ensure that there is strong support provided for the new leadership arrangements in the school and plan for the further development of Senior Leaders, to enhance their effectiveness in leadership.
 - c) Further develop Middle Leaders, in particular enhancing their role in proactive distributed leadership
 - d) Further Improve quality of Self – Evaluation in Faculties and Pastoral Teams, and embed stronger 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.

The Chair advised that he had received feedback to the document from one governor in the previous week and invited him to relay his observations to those present at the meeting.

The governor explained that as a new governor, he appreciated that he was considering the format of the document from a fresh perspective and in the context of his own extensive experience of project management within the commercial sector. The main observations raised were as follows:

- The document was very comprehensive which was acknowledged to facilitate the needs of different audiences
- In his experience 5% of the objectives will be crucial to the school's success and consideration should be given to how these key priorities could be emphasised.
- Greater prominence for delivery and prioritising what needs to be reported to leadership, including how progression trends over time could be presented against the objectives.

It was agreed that there should be further exploration of the points raised by the Chair, Governor and the Acting Headteacher and, as a working document, the Development Plan would need to reflect actions from the Ofsted inspection.

- 17/25 RESOLVED: That the School Development Plan for 2017-20 be approved.
- 17/26 RESOLVED: That the Mission Committee monitors Section 1 of the plan.
- 17/27 RESOLVED: That the Standards in Learning and Teaching Committee monitors Section 2 of the plan, together with consideration of the outcomes from the faculty reviews.
- 17/28 RESOLVED: That the Resources Committee monitors Section 3 of the plan.
- 17/29 RESOLVED: That the Full Academy Council considers a RAGed School Development Plan in March 2018.

20. RELATIONSHIP AND SEXUAL HEALTH POLICY

The Chair recapped that the draft policy was tabled at the June 2017 Academy Council meeting and comments were invited from Governors. Some comments had been received from a Governor during the summer which were responded to by Mr Higgins.

The Deputy Headteacher had been asked to undertake a consultation with parents and it was confirmed that the consultation was placed onto the school's website, together with a letter to all parents inviting their feedback by 3pm on 11 September 2017. It was reported that only one parent responded which was very supportive of the proposed policy.

A further discussion took place and a Governor expressed the view that there was potential conflicts with the NHS and legislation and felt there needed to be consistency across Catholic schools. It was reiterated that the policy's aim was to provide a broad guidance framework and in practice, staff were trained to approach individual situations sensitively.

- 17/30 RESOLVED: That the Relationships and Sexual Health Policy be approved and publicised on the Academy's website.

21. MINUTES FROM TRUST BOARD MEETING HELD ON 3 JULY 2017

The document had been circulated to Governors prior to the meeting and the Chair presented the key highlights of the meeting as follows:

- The Trust Budget
- Reports from external reviews
- Representation on the Trust Board
- General Data Protection Regulation (GDPR): The Deputy Headteacher advised that the new legislation will be effective from May 2018 and will have a far wider impact on the school than current Data Protection requirements. Training was undertaken at the end of the summer term and the Academy has started to work towards compliance. A trust-wide policy is anticipated.

Q. Is there a model policy for this?

A. The Key may have something as a starting point for the working group.

- 17/31 RESOLVED: That the minutes from the Trust Board meeting held on 3 July 2017 be received and noted.

22. MARKING 60TH ANNIVERSARY FROM THE OPENING OF THE SCHOOL

The Chair reminded Governors that 2018 marks the 60th Anniversary of the opening of the school in 1958. He advised that a small group of staff has been set up with Governor representation and have met a couple of times to discuss and progress a number of initiatives to mark the occasion. Key ideas thus far included:

- Candle Mass-Presentation of the Lord in the Temple- 2 February 2018 celebrated by three priests who are ex-pupils of the school - will require two masses due to the size limitation of the sports hall
- Open day on 23 June 2018
- Visit by Bishop Marcus to celebrate a whole school Mass and guests on Friday 22 June 2017 re Feast of St John Fisher and St Thomas More
- Summer concert
- Pilgrimage / Staff retreat
- Curriculum time - reflective music over six decades
- Prize giving on 30 November 2017– written approach made to Tracy Brabin, MP for Batley and Spen

17/32 RESOLVED: That Chair's update on plans to mark the 60th Anniversary from the opening of the School be received.

23. COMMITTEE MEETINGS SINCE LAST ACADEMY COUNCIL MEETING

Appeals Panel

The Panel met mid-July 2017 with representation from the Trust Board. Appeal was not upheld.

24. ANY OTHER BUSINESS

i) Term Dates – Academic Year 2018-19

A document was circulated to Governors by the school.

Q. Has a consultation taken place with our feeder schools about the proposals?

A. Not yet.

Governors agreed that discussions needed to be undertaken with feeder schools before the term dates for the academic year 2018-19 could be considered.

17/33 RESOLVED: That the term dates for the academic year 2018-19 be noted and to be considered upon completion of consultations with feeder schools.

Mrs A Fleetwood, Mrs C Oldroyd and Mr P Rushton left the meeting at this point.

ii) Urgent staffing issue

The Acting Headteacher raised an urgent issue which, due to the timescales, required a decision before the next Resources Committee. A member of staff has requested to leave early from October half-term rather than the expiry of the contractual resignation notice. The context of the request and the potential impact for the Academy was outlined to Governors.

17/34 RESOLVED: That the request was noted and approved subject to satisfactory backfill arrangements being be put in place to ensure that it was not a detriment to the school.

25. AGENDA, MINUTES AND RELATED PAPERS – ACADEMY COPY

17/35 RESOLVED: That no part of the agenda, minutes or related papers be excluded from the copy to be made available at the school in accordance with the Freedom of Information Act.

26. DATES OF FULL ACADEMY COUNCIL MEETINGS

17/36 RESOLVED: That a full Academy Council meeting will be held on the following dates:

- i) Tuesday 21 November 2017 at 6.00 pm.
- ii) Wednesday 14 March 2018 at 6.00 pm
- iii) Wednesday 27 June 2018 at 6.00 pm

The Chair confirmed that the full Academy Council meeting provisionally scheduled for Friday 22 September 2017 would not take place.

27. CLOSE OF MEETING

The meeting closed at 9:05pm.