

**Manor CE Academy**  
**Minutes of the Meeting of the Local Governing Committee held on**  
**Wednesday 2<sup>nd</sup> February 2022 at 6:00pm**

Present: Simon Barber (Principal) Steve King  
Andy Richardson (Chair) Sally Smith  
Debbie Cooper Duncan Fraser  
Revd Andrew Gready

In Attendance: Andrew Hill (Vice Principal: Attainment & Progress)  
Liz Mastin (Vice Principal: Staffing)  
Louise Scaum (Vice Principal: Welfare)  
Nathalie Smith (Governance Advisor - Clerk)

		Action
1.	<b><u>Opening Prayer, Welcome, Apologies for Absence and Declarations of Interest</u></b> The Chair welcomed everyone to the meeting, which opened with a prayer. There were no declarations of interest. Richard Nihill was absent.	
2.	<b><u>Minutes of the meeting held on 24th November 2021, Action Plan and Matters Arising</u></b> Previously distributed. The minutes were agreed to be a true and accurate record.  With reference to the action plan: <ol style="list-style-type: none"> <li>1. <i>The Principal agreed to share the B11 report with governors when available, and to discuss planned actions from its recommendations in more detail at the next meeting.</i> Carried forward. Completed.</li> <li>2. <i>Debbie Cooper to confirm to the Principal if she had received the termly Ethos Calendar and staff newsletter.</i> Debbie cooper confirmed that she had received Ethos calendar but not the newsletter. <b>ACTION: Carried forward, Ms Scaum to re send staff newsletter.</b></li> <li>3. <i>The Principal, Chair and Debbie Cooper (as former Standards chair) agreed to discuss potential areas of focus for visits and circulate these to governors, with a view to arranging the first of these visits before the next LGC meeting.</i> Carried forward. Completed.</li> <li>4. <i>The Principal was asked to share the Trust peer reviews reports with governors when available, The Principal had emailed SEND review. MFL, PHC and Trustee LGC reviews were planned.</i> <b>ACTION: The Principal to share the MFL, PHC and Trustee LGC reports</b></li> <li>5. <i>The Principal requested all link governor reports be sent to him so he could access them easily.</i> Completed</li> <li>6. <i>The Chair was asked to send the link governor proforma to Sally Smith.</i> Completed.</li> <li>7. <i>The clerk was asked to confirm whether Ofsted could be provided a log in for Decision Time so they were able to access documents stored there if required.</i> Completed. The Clerk</li> </ol>	LS            SB

	<p>confirmed that this was not possible but suggested the school kept a folder on their Google Drive.</p> <p>8. <i>Governors requested a copy of the list of basic training available from the MAT. ACTION: Deferred to next meeting</i></p> <p>9. <i>Governors were asked to send their Safeguarding training certificates to Ms Scaum if they hadn't already done so. Completed</i></p> <p>10. <i>Add a risk regarding the recruitment and retention of staff given the likelihood of staff shortages. To be discussed under item 10</i></p>	AR
3.	<p><b><u>Principal's Update</u></b></p> <p>A number of key reports and documents had been circulated with the agenda. The Principal advised that members of the Senior Leadership Team (SLT) were in attendance at the meeting to present to governors and answer questions raised.</p> <p><b><u>Pupil Progress (including Pupil Premium and vulnerable groups)</u></b></p> <p>Andrew Hill (Vice Principal: Attainment &amp; Progress) referred governors to the Year 11 Mocks data summary report which had been circulated with the agenda.</p> <p>Mr Hill reported that he had met with Debbie Cooper (Pupil Premium Link Governor) and Andy Richardson (Chair) to look at the Year 11 mocks data in depth. He noted that the progress figure based on 2019 values was at 0.13, and advised that interventions would be put in place using funds from the school led tutoring program to target students with grade boundaries 3 to 4 and 4 to 5, particularly in maths.</p> <p>Mr Hill advised that the next set of mocks from 17<sup>th</sup> March 2022 would be similar to the GCSE exams and conducted in the sports hall. He noted that he would carry out another data review on the 6<sup>th</sup> April.</p> <p>Duncan Fraser Maths Director of Learning reported that the school had seen significant gaps in topics on the Maths mock exams that had been taught during lockdown and as a result were working to fill those gaps. It was noted that maths grades across the Trust were half a grade below expected, there was progress to be made and the second round of mocks should give a more positive result.</p> <p>The Principal noted that Government guidelines regarding grade boundaries stated that students would achieve above 2019 and below 2021.</p> <p><b>A governor made reference to a data summary sheet which she had seen on the link visit which had reported by subject and cohort if students were on, below or above track. She asked why a lot of students were below track.</b> Mr Hill advised that the data related to FFT5 targets which were the ultimate top targets and so there would be a lot of students reported as below track on this measure.</p> <p>Mr Hill reported that he had reassured parents that interventions during lunch time clubs and after school would begin after February half term. This was to ensure that they had first taught all subject content before they could focus and target the interventions. He advised that there was to be a government announcement on February 7<sup>th</sup> about which topics would be included in the GCSE exams. He advised that the mocks would still go ahead using 2021 papers.</p> <p><b>A governor noted that even though attainment was lower than previous years, they were reassured that teachers had looked closely at the data and were supporting those students in need of extra help.</b> Mr Hill advised that all teachers were working hard to deliver extra</p>	

interventions. He noted that historically there was an improvement of 0.1 – 0.15 from the November forecast to the Summer which when applied to the current forecast would give a progress of 0.25-0.30.

**In response to a governor question regarding the increasing gaps for Year 11 SEND and Pupil Premium students and what were teachers doing to help those students through their mock exams**, Mr Hill reported that there were nineteen Pupil Premium students in Year 11. He noted that the progress baseline figure of -0.7 was affected by three students. He provided some context for governors on each of these students for information.. Mr Hill noted that the York school intervention team delivered teaching at home for those pupils who could not attend school. Mr Hill advised that teachers were aware of the needs of the pupils and interventions were in place through the national tutoring program and school led tutoring in maths. Mr Hill noted that the progress figure for Pupil Premium would be 0 if the three students' data was not included and the national figure was -0.6.

#### ***Attendance and behaviour***

Attendance continued to be lower than expected at 92% due to Covid with an average of forty to fifty students absent daily.

Louise Scaum, Vice Principal Welfare referred governors to the exclusions and attendance updates which had been circulated with the agenda. She reported that historical persistent absentees were proving harder to get back into school due to mental health and anxiety issues. The school had appointed an Early Interventions Lead to work with students with low attendance and low self-esteem. They continued to use external agencies such as Hand in Hand, School Wellbeing service and trainee counsellors from the University.

The Principal advised that students who avoided school often had issues in their life causing mental health problems which the school was working hard to provide support for.

The Principal noted the question from the Trust in reference to the attendance gap with students receiving free school meals, and his answer, which was included in item 12.

**In response to a governor question regarding whether sanctions were issued to parents/carers of persistent absentees**, Ms Scaum reported that the Local Authority did issue fines but that it took a lot of perseverance from the school. She noted that that the LA had created a five page Graduated Attendance Response document of tick boxes which schools had to complete before a fine would be issued. Ms Scaum advised that she had requested fines for four families this current school year but this did not always act as a deterrent.

#### ***Behaviour***

It was reported that behaviour remained positive, exclusions had spiked slightly at 3% but were below national average.

Ms Scaum reported that the use of cover teachers due to Covid staff absences had impacted on students' behaviour and noted thirty five fixed-term exclusions to date. She noted that Manor School, Archbishop Holgate and Vale of York schools were working together to offer respite referrals where students would access isolation units at each school as an alternative to exclusions.

#### ***NEET***

It was reported that only one student was of unknown destination potentially a NEET. The Principal noted that this was a positive reflection that the school's provision was appropriate and that students were able to access post sixteen destinations.

	<p><b>SEND</b></p> <p>The Principal reported that the SENCo was on long term sick with Ms Scaum providing cover and the Trust had agreed to appoint an interim SENCo. The Principal noted that SEND was of high priority. A Trust SEND review had highlighted issues around consistency of inclusion in lessons. The Principal advised that the next step was to make sure that every teacher in every lesson was aware of the needs of SEND students.</p> <p>Mrs Scaum outlined a number of intervention programs; Fresh Start for Year 7 students with low CAT scores who needed reading and spelling interventions, exam concessions, restructure of the SEND register and developing parental communication.</p> <p><b>Governors asked for further information on the challenges around the inclusion of SEND students in lessons .</b></p> <p>The Principal advised that there was a small cohort of SEND students, the priority was to ensure that all teachers were aware of those students and were scaffolding their lessons so that SEND students could access learning.</p> <p>Ms Scaum noted that the school was a SEND Magnet School and they received a high number of students with an EHCP from out of the catchment area. She advised that this resulted in an extreme range of teaching requirements from low level needs to high level needs and emphasised the importance of scaffolding.</p> <p><b>Staffing</b></p> <p>Liz Mastin, Vice Principal (Staffing) gave an overview of her report, which had been circulated with the agenda.</p> <p>Ms Mastin reported that Covid continued to have an effect on attendance with five Support Staff absent and five members of Staff on long term absences. She noted there was support in place for a number of staff who had returned after Covid with tiredness and respiratory problems.</p> <p>With reference to recruitment, Ms Mastin advised that they had been unable to recruit a Cover Supervisor and TA positions.</p> <p>It was noted that all staff had accessed the Trust Training day and asked teachers to focus on SEND, specifically Autism, and Literacy and Numeracy support. The next step would be to implement this into the classroom.</p> <p>With regards to Quality Assurance, Ms Mastin advised that Directors Of Learning continued to monitor their departments and the Senior Leadership Team continued to drop in to lessons to see Staff. She noted that every week the SLT looked at two departments, focusing on work scrutiny and book looks. She advised that this had sharpened practice and teachers had been marking with targets to progress learning.</p>	
4.	<p><b><u>Academy Development Plan / SEF</u></b></p> <p>Previously distributed.</p> <p>The Principal referred governors to the copy of Ofsted Briefing for Trustees and Governors, which was a new document created to be a high level summary of the Academy Development Plan/SEF and invited questions.</p> <p><b>In response to a governor question regarding why had the Behaviour and Attitudes SEF grade gone down to a Grade 2,</b> Ms Scaum advised that the current spike in student and staff absence had impacted on behaviour and that inconsistencies of approach to behaviour by some teachers meant that the school was unable to grade as outstanding.</p>	

	<p><b>In response to a governor question regarding why the quality of leadership was not a SEF grade 1,</b> The Principal advised that there was some exceptional leadership within the school but it had to be exceptional at all levels to warrant a Grade 1.</p> <p><b>In response to a governor question regarding which areas would need improvement to achieve an Outstanding Ofsted outcome,</b> Mr Fraser advised that there was a much higher bar to consistently achieve outstanding in the new Ofsted Framework. He noted that there had been nine different framework reviews since the school’s last inspection. With reference to the Leadership and Management, Mr Fraser noted the emphasis on governance within the Ofsted inspection.</p> <p><b>Humanities subject SEF</b> The Principal referred to the Humanities department Development Plan which had been previously distributed and invited questions.</p> <p>A governor noted that the statement of intent was positive. A governor noted that the Geography section was not as strong as the History. The Principal reported that the Head of Humanities was a passionate advocate for history and advised that there were two Geography Teachers on maternity leave including the subject leader.</p>	
5.	<p><b><u>Inclusion Data Dashboard</u></b> The Inclusion dashboard had been distributed with the agenda. The Principal confirmed the Trust had requested this information be provided to governors so that they could compare numbers and start to see trends, areas for concern or improvement.</p> <p>Ms Scaum provided an update to the Inclusion Data Dashboard referring to details in her report.</p> <p>She noted the use of early interventions to prevent exclusions such as work experience, vocational courses at Danesgate and York College, and accessing sports provisions at Evolve.</p> <p><b>In response to a governor question regarding whether there were any students missing from school that the school did not know their whereabouts,</b> Ms Scaum advised that all students were accounted for in the student information section of the report.</p>	
6.	<p><b><u>Governance</u></b> Governor Training - list of Trust required training modules attached <b>ACTION The Chair to clarify with the Trust what action was required with the list of training modules.</b></p> <p>NGA Guidance on Careers Link Role <b>Question for Items for escalation to the Board of Trustees: Governors asked if the Trust were requesting the appointment of a specific careers link governor.</b></p> <p><b>Governor Link Visits</b> Previously distributed.</p> <p>The Chair noted the following School meetings and invited all governors to attend: Collective worship and ethos focused work 15<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> February 2022. Progress and attainment on the 9<sup>th</sup> March 2022 1.30pm Performance and Progress data 6<sup>th</sup> April 2022 1.30pm</p> <p>Governors were advised to record challenging questions on the link reports.</p>	AR

	<p>A governor noted that it would be useful to have administration support during a governor link visit and to have data in advance.</p> <p><b>ACTION: Chair to formalise link visits with governors.</b>  <b>ACTION: Clerk to send example link visit form to Chair.</b></p>	AR NS
7.	<p><b><u>Safeguarding</u></b>  Previously distributed.</p> <p>Sally Smith, safeguarding link governor, gave an overview of her Safeguarding Review, which had been circulated with the agenda. It was noted that governors needed to complete safer recruitment training.</p> <p>Governors were advised to complete Trust approved Safeguarding Training.</p> <p><b>In response to a governor question regarding who would become the Designated Safeguarding Lead,</b> The Principal confirmed that he would.</p> <p>The Principal reported that there was an induction program for new staff which included safeguarding training.</p> <p>The Principal noted there was an inspection crib sheet and a weekly Trust bulletin on safeguarding that was sent to all staff to keep them updated with the latest safeguarding information.</p>	
8.	<p><b><u>Church School Distinctiveness –</u></b>  <u>SIAMS SEF strands 1, 2 &amp; 3 focus - Vision and leadership/Wisdom, knowledge and skills/Character education</u></p> <p>The Principal reported that the school continued to progress well with a strong focus on vision and leadership. He reported that following a recent meeting with Olivia Seymour it was discussed that when governors undertake a school visit, they should link what they see to the school vision and record this on their report.</p> <p><u>Diocesan reports and school response</u>  <b>ACTION: Principal to include Diocesan report at the next LGC</b></p> <p><u>National/Diocesan updates</u>  The Principal referred to his report which had been circulated with the agenda.</p>	SB
9.	<p><b><u>Premises Update, Health &amp; Safety monitoring</u></b>  Previously distributed.</p> <p>The Principal reported that funding for the Rotunda had been approved and needed to go through to the LA for a final sign off. He noted that building work would start in the Summer, be completed by Christmas and would provide much needed additional space.</p>	
10.	<p><b><u>Risk Management – school-level risk register review</u></b>  Previously distributed.</p> <p><b>ACTION: Principal to add “Retention of staff and difficulties of recruitment of staff” to risk register.</b></p>	SB
11.	<p><b><u>Policy review</u></b>  No policies to review.</p>	

12. **Items for escalation to the Board of Trustees**

Governors noted the Board of Trustees update for LGCs from January 2022.

**With regards to the NGA Guidance on Careers Link Role, Governors questioned whether the Trust were asking if a specific careers link governor should be appointed.**

**Trustee question to the Principal and LGC**

Governors welcomed the Trustee question to the Principal and LGC and the Principal responded:

**With reference to the attendance gap for students in receipt of Free School Meals, whilst the absence process appears to be being followed, what can the Principal and school do to change the culture to ensure that ALL students including FSM want to attend 100% of the time, illness excepted. Are there any examples of this culture in other outstanding schools that Manor could model?**

Overall attendance 92.09%

FSM attendance (117 students) 86.03%

Non FSM attendance (1042 students) 92.75%

The question focussed on what the school was doing to change its culture and learn from the practice of others to encourage all pupils to attend as well as possible.

The Principal advised that there were around 2% school avoiders, absent for reasons other than illness, whose attendance was below 90%.

He advised that the school did a lot to encourage high attendance. For example:

Daily monitoring of attendance and for persistent absenteeism, anyone below 90% was monitored more regularly and closely. If identified as PA the Fast Track Local Authority process was started which could lead to a fine and prosecution. If the issue was due to illness and supported by a letter from a consultant doctor and likely to result in absence for more than 15 days in total the school referred this to the specialist teaching team for home tuition to support their lost learning.

**School avoidance**

The Principal reported that school avoiders often had associated mental health issues linked to anxiety. For these children the priority was to understand the barriers to them wanting to attend school and try to break them down.

The Principal advised that it was very rare for students to refuse to attend school because the culture of the school was off putting. He advised that there weren't any school refusers at Manor who stayed off because they disliked school so much.

Support procedures for school avoiders were in place. A parent and student meeting was arranged as soon as cases were identified to discuss triggers for refusal. A graduated response was introduced which could include: timetable changes, wellbeing support and mentoring, adjustments to social times to allow access to the Hub, referrals to external support like the Wellbeing Service, referrals to social care for early help, referrals to Family Matters for parenting courses, and where appropriate looking at alternative provision.

The Principal advised that all of this was done prior to a fine request,. He noted that fining was only done as a last resort.

The Principal reported that there were a number of positive case studies to support this approach. He provided an example of this for governors' information, outlining the action taken by the school and the positive impact this had had on the student involved.

The Principal reported that there were a number of outstanding schools across York and the behaviour and attendance leads worked closely together to share practice. He noted that it was common for a persistent absentee from one school to have a fresh start at another.

Manor's attendance figures had been amongst the highest in York in recent years and the school took a very similar approach as the other York schools in encouraging and supporting school avoiders.

	<p>Attendance data to date in January compared to other outstanding schools in York was noted as follows:</p> <p>Fulford 94.14%</p> <p>Manor 92.07%</p> <p>Archbishop Holgates 91.97%</p> <p>All Saints 91.86%</p> <p>Huntington 91.7%</p> <p>The Principal advised that all schools had lower attendance than normal due to Covid and Covid related issues. He advised that there was a new attendance project funded by the LA where school attendance leads met monthly to receive training in improving attendance and to share practice and experiences. It was noted that learning from others was always an important part of the school's practice. The Principal advised that all schools were experiencing more persistent absenteeism, particularly relating to emotional based school avoidance.</p>	
13.	<p><b><u>Any Other Business</u></b></p> <p>The Chair noted that he and Debbie Cooper had attended the School's "Drop Down Day" with a program of insightful activities focused on choices and sexual relationships.</p>	
14.	<p><b><u>Dates and times of next meetings</u></b></p> <p>Wednesday 30<sup>th</sup> March 2022, 6pm</p> <p>Wednesday 22<sup>nd</sup> June 2022, 6pm</p>	

The meeting closed at 8 pm.

**These minutes were approved by the Manor CE Academy LGC at their meeting held on 18<sup>th</sup> May 2022**

#### MANOR CHURCH OF ENGLAND ACADEMY ACTION POINTS – 02/02/2022

	<b>Action Point</b>	<b>Item</b>	<b>Responsibility</b>	<b>Timescale</b>
1	Carried forward, Ms Scaum to send staff newsletter to Debbie Cooper	2	Louise Scaum	30/03/22
2	The Principal to share the MFL, PHC and Trustee LGC reports	2	Simon Barber	30/03/22
3	Governors requested a copy of the list of basic training available from the MAT. Carried forward.	2	Andy Richardson	30/03/22
4	The Chair to clarify with the trust what action is required with the list of training modules.	6	Andy Richardson	30/03/22
5	Chair to formalise link visits with governors.	6	Andy Richardson	30/03/22
6	Clerk to send example link visit form to Chair.	6	Nathalie Smith	Completed. Trust approved form has been sent to all governors
7	Principal to include Diocesan report at the next LGC	8	Simon Barber	30/03/22
8	Principal to add "Retention of staff and difficulties of recruitment of staff" to risk register	10	Simon Barber	30/03/22