



National Church of England Academy Local Governing Body Meeting

**Minutes of Meeting**  
Tuesday 21<sup>st</sup> March 2023

**DRAFT**  
6.00 PM – Whiting Room

Membership			'A' denotes absence
Mr M Brailsford	MBR	Head - Teacher	Y
Rev H Chantry	HC	Foundation Governor (ex-officio)	Y
Mrs K Cowley	KC	Foundation Governor	Y
Mr C Dean	CD	Community Governor	Y
Mrs J Eastwood	JE	Foundation Governor	Y
Mrs A Harmston-Hall	AHH	Foundation Governor	A
Mr T Jenkinson	TJ	Elected Parent Governor	Y
Mrs J Kirkwood	JK	Foundation Governor	Y
Mr B Marshall	BM	Foundation Governor	A
Mr M Paine	MPa	Foundation Governor	Y
Mr M Pilling	MPi	Foundation Governor	Y
Mr B Walton	BWA	Co-opted Staff Governor	Y
Mr S Yardley	SY	Foundation Governor	Y
Vacancy x 1		Staff Governor	
Vacancy x 2		Parent Governor	
<i>In attendance</i>			
Mr K Boothroyd	Kbo	Deputy Headteacher	Not required
Mr Alex Hawkins	Aha	Deputy Headteacher	Not required
Mr D Llewellyn	DLL	Assistant Headteacher	Not required
Clare Stones	CSt	SENCO/Assistant Headteacher	Y
Mr S Northedge	SN	Clerk to Governors	Y

*K. Northedge*

Agenda items	Action
LGB/59/2223	<p><b>Welcome and apologies</b></p> <p>The Chair welcomed everyone to the meeting and an opening prayer was led by Revd. H Chantry.</p> <p>Apologies for absence had been received from Mr B Marshall.</p> <p>Governors agreed to approve and accept these apologies.</p> <p>Mrs A Harmston-Hall did not attend the meeting.</p>
LGB/60/2223	<p><b>Declarations of interest and any changes since last declarations made</b></p> <p>There were no changes or updates to any declarations of interest.</p>
LGB/61/2223	<p><b>Minutes of NCEA Local Governing Body meeting</b></p> <p>- 24<sup>th</sup> January 2023 <i>attached</i></p> <p>The minutes of the LGB meeting held on Tuesday 24<sup>th</sup> January 2023 were agreed and accepted as an accurate record.</p>
LGB/62/2223	<p><b>Introduction to Head Student</b></p> <p>The Chair introduced the Head Student to the Governing Body who then gave her views about why she had wanted to become Head Student and explained what she had done in the role. This included leading several assemblies for students, which she then gave brief details of, as well as work on the Sixth Form Open Day. She also highlighted a desire amongst students for peer mentors to be reintroduced at the academy.</p> <p><b>Question – a governor asked what the best part of being Head Student had been?</b> The Head Student replied giving details of a Year 7 student who had thanked her for the assembly she had just produced and delivered.</p> <p><b>Question – a governor asked about the biggest change during her time at the academy?</b> The Head Student explained that the appointment of MBr as Headteacher had been the biggest change she had seen while at the academy. She and other students saw this as a big positive change.</p> <p><b>Question – a governor asked what she would advise new students at National?</b> The Head Student replied that she thought it was important to encourage all students to take part in the opportunities that were available at the academy.</p> <p>Governors then asked the Head Student some brief questions around her future plans and the time she had spent at National.</p> <p>Governors thanked Anna for her excellent presentation and for giving up her time to talk to them.</p>

Kilmanley

LGB/63/2223

**SEND Presentation**

Governors had received a very detailed SEN Report from Clare Stones, SENCO, Assistant Headteacher, the details of this had been shared ahead of the meeting.

CSt began by recapping the Word Processing Policy and highlighting that it was a requirement of the JCQ regulations and that she had updated the numbering etc of the policy as requested. MBr explained that the policy was very exam specific and not academy wide for all students.

CSt then talked governors through the data and the background information to this. She explained the 4 areas of need and what classified as which area.

CSt then explained that the register at the academy didn't fully include all the different classes of SEND due to the limited number of staff available to support this process. She has sought advice on how this could be included with the limited staff currently available but no solution has so far been proposed.

CSt then explained how work had been carried out on exam access requirements and how she felt that the information being gathered now needed to be available from the start of Year 10. This will then also be done for pupils at the end of Year 9.

**Question – a governor asked about the level of work for CSt in completing this work?**

CSt agreed that it was a lot of work and took around 1.5 hours per student, but this was getting quicker, and staff were now becoming more confident in identifying students with needs earlier.

**Question – a governor asked if anyone else in the academy could carry out this assessment process?**

CSt detailed a member of administrative support who had also been involved in the process but essentially it was just the two staff who could do this, although the Exams Officer is also able to sign off the assessment documentation. CSt then added that if required the support could be bought back from MiTRE while other staff were also being trained in this area.

**Question – a governor asked how the information being received promptly from staff is being addressed?**

CSt explained that it was referred to HOFs or she approached staff directly. She then explained a new timetable was being produced for the academy so that students with processing difficulties could hopefully be identified earlier. CSt added that support being required in Year 6 assessments was often a pointer to students needing further support at a later stage of their education.

**Question – a governor asked when a need was identified what then took place to address this?**

CSt gave details of the SEN QA process and how this fed into the wider QA processes for the whole school.

CSt then explained that there was also work that needed to be done around quality first teaching and detailed that the SEND challenges for schools were only going to increase overtime. This is especially the case with a lack of support services and the poor recruitment and retention of SEND staff within schools and the wider community.

MBr then gave further details around the recruitment challenges and the balance he was having to strike in ensuring all areas of the academy were appropriately staffed.

*Kellon*

	<p>The low pay relevant to other professions for support staff was also highlighted as a difficulty.</p> <p>CSt then gave details around the Family SENCO role and the decision that now needs to be made around appointing to this position.</p> <p><b>Question - a governor then asked about the challenges of SEND in the primary sector and the low relative level of SEND shown at NCEA in Year 7?</b></p> <p>CSt explained the reasons behind this. She felt it was the way the SEN Register was being kept currently that she had detailed earlier in her presentation and the challenges around providing the support and meetings if further pupils were added to the register.</p> <p>CSt then gave details around the EHCP numbers at the academy and the requests currently being made for these in the education sector in general.</p> <p><b>Question – a governor asked when do you think the SEND results will see an increase?</b></p> <p>CSt explained that this would take place when the SEN Register better reflected the needs of all students across the range of needs at the academy.</p> <p><b>Question – a governor asked what will it take to achieve this?</b></p> <p>CSt explained that is partly about upskilling and staff training. This would initially be focused on the identification of needs in English and Maths.</p> <p>Governors then focused in on the upskilling and how this should hopefully help the workload levels for CSt and the SEN Team.</p> <p>MBr returned to the importance of accurate predictions from staff and the importance of these being realistic and from a SEND point of view the importance of students with needs being identified earlier. Governors then held a brief discussion around teaching staff and ensuring that they are providing these accurate predictions as soon as possible.</p> <p>Governors and CSt then discussed the wider challenges around SEND currently and how the countrywide approach needed changing, including the funding aspect of this and the availability of support services.</p> <p>Governors thanked CSt for her excellent presentation and detailed report.</p>	
LGB/64/2223	<p><b>Matters arising from NCEA Local Governing Body Meeting held on 24<sup>th</sup> January 2023</b></p> <ul style="list-style-type: none"> <li>- LGB/37/223 – KC to circulate Progress 8 training to all governors.</li> </ul> <p>Action completed</p> <ul style="list-style-type: none"> <li>- LGB/38/2223 – TJ to check and forward training links to governing body.</li> </ul> <p>TJ explained that 3 governors hadn't received online links to training through EduCare and that has now been addressed. The Chair highlighted the other training also available through this platform and the NGA.</p> <ul style="list-style-type: none"> <li>- LGB/49/2223 - MBr to arrange for DLL to monitor the system of on-call requests and how many of them were attended by the on-call staff.</li> </ul>	

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	<p>To be completed. MBr will arrange with DLL and report back in a Summer Term LGB.</p> <ul style="list-style-type: none"> <li>- LGB/49/2223 – EC report to be brought to LGB.</li> </ul> <p>Action completed. On the agenda.</p> <ul style="list-style-type: none"> <li>- LGB/54/2223 – KC to discuss and arrange support from newly appointed MITRE Governance Professional, Emma Sharpe on parent governor election and in clerking exclusion panels.</li> </ul> <p>Action completed. Support has been offered on exclusion panels and parent governor elections will be held in the Summer Term.</p>	<b>MBr</b>
LGB/65/2223	<p><b>MITRE Safeguarding Review (to note)</b></p> <p>Governors noted the MITRE Safeguarding Review which has been shared through Sharepoint.</p>	
LGB/66/2223	<p><b>Decisions made under emergency delegated powers</b></p> <p>No decisions have been made under delegated powers.</p>	
LGB/67/2223	<p><b>Safeguarding - Culture and Compliance</b></p> <p>DLL had shared his Spring Term 2023 safeguarding and compliance report with governors ahead of the meeting. MBr briefly talked through the report for governors in the meeting and pointed governors to the following:-</p> <p>The academy continues to be fully compliant with the necessary requirements outlined in KCSIE 2022. The online scr system is now fully operational and is fully compliant including for new starters. The SCR is reviewed each half term and minutes kept for evidence purposes.</p> <p>Staff training is up to date and any new members of staff have been directed to the relevant Educare modules. The academy continues to keep a separate training matrix for all staff members which again is fully up to date. Staff are updated regularly via the bulletin each Friday and a new safeguarding notice board has been erected in the staffroom where updates are posted by the DDSL.</p> <p>Students continue to be educated about safeguarding matters; all students were provided with educational material surrounding Safer Internet Day and the Personal Development curriculum is moving onto an in depth look at relationships and sex education. Topics here range from cyberbullying, positive relationships, extremism, consent and body shaming.</p> <p>There have been 133 concerns logged this term; by comparison there were 180 concerns between January 2022 – March 2022. There are 6 students currently open to Nottinghamshire / Nottingham City social care. The greatest need once again from the student body is mental health, with over 45 students waiting to access the</p>	

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	<p>academy counsellor. Staff continue to work with other services such as <a href="http://www.kooth.com">www.kooth.com</a> / <a href="http://www.casy.org.uk">www.casy.org.uk</a> and access as much support is available.</p> <p><b>Question – a governor asked about a newsletter item about asking staff to ensure pupils weren't leaving lessons earlier?</b></p> <p>MBr explained that this was related to the high number of students with toilet cards and the number of students with reflection cards. This system is now being abused by some students, which the academy is now addressing.</p> <p>MBr explained the students out of lessons weren't high in number but it was repeatedly the same small group of pupils.</p>	
LGB/68/2223	<p><b>Academy Improvement Plan (termly review)</b></p> <p>MBr explained the AIP review process and how it has been RAG rated for term 1. The deadline for HOFs to update the term 2 details for their faculty is straight after the Easter break.</p> <p>MBr then explained that he needed to update some of the targets for DLL as they had been unrealistic in the first instance.</p> <p>MBr also added that the SLT were dealing with a huge number of complaints and administration which was taking them away from the key aspects of their role in leading academy improvement.</p> <p>Governors noted the AIP wasn't in the SharePoint drive and MBr agreed to ensure that KB added this to the system the next day.</p> <p>MBr then explained that the AIP also highlighted that SEN was currently RAG rated red and had been the subject of discussions at MiTRE.</p> <p>The term 2 AIP RAG rated document will be discussed at the next LGB in May.</p> <p>There were no further questions from governors.</p>	<p><b>MBr</b></p> <p><b>Next LGB agenda</b></p>
LGB/69/2223	<p><b>Epiphany Centre Report</b></p> <p>As requested at the previous LGB Meeting, a detailed report on the EC and its impact had been provided for governors.</p> <p>This set out anonymous details of pupils attending, the reasons for their referral, the support they had received and the outcome of this.</p> <p>MBr added details of how the EC had ensured some children had been kept in education by being at the centre and how it allowed pupils to be kept separately from the main body of pupils at NCEA if required.</p> <p>The EC is also providing quality curriculum-based work for pupils which had been positively received by MiTRE.</p> <p>Governors highlighted the impact of the centre in ensuring that students returned to education within the main NCEA site.</p> <p>Governors also highlighted the lack of alternative provision in the area and how important it was that the academy had made the decision to set this up. The need for a centre with even more places to meet demand was also detailed by governors.</p>	

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	<p><b>Question – a governor asked if year 11 pupils at the EC sat exams?</b> MBr confirmed that they did but then gave further details of 2 other pupils leaving the school and being educated at home ahead of their GCSEs.</p> <p><b>Question – a governor asked about the process for parents electing to home education students and the QA process?</b> MBr gave details of the forms required and how it was a straightforward process. The LA are responsible for the QA process.</p> <p>Governors asked MBr to express governors thanks to staff who had produced the comprehensive report.</p>	
LGB/70/2223	<p><b>Head Teacher’s Report</b></p> <p>A written report had been shared with governors ahead of the meeting.</p> <p>OFSTED preparation and updates</p> <p>As preparation for Ofsted, MBr advised all Governors to read the Academy Summary SEF, to see where the leaders feel the academy are and to see some of the reasons/evidence for this and the context of the academy in 2022/23. The SEF currently rates the academy as good.</p> <p><b>Question – a governor asked about the current national discussions around the impact of OFSTED?</b> MBr explained that you couldn’t refuse Ofsted attending and that it was very stressful. However, he felt the academy was extremely well prepared for any Ofsted inspection. He then shared details of these preparations to governors, including the paperwork and guidance that had been given to staff.</p> <p>MBr gave details of the external reports that he had used such as SIAMS to populate the SEF and support internal judgements around the school.</p> <p>MBr also added that governors need to be aware of what the main objectives are and the progress towards these that is shown within the Academy Improvement Plan.</p> <p>NCEA recent MiTRE audits have included:</p> <p>Health and Safety audits 2022/23 (multiple parts) – Excellent Safeguarding audit 2022/23 – Excellent</p> <p>Strike Action</p> <p>At the time of the Governors meeting the 4 days of strike action by NEU teaching members has been completed. MBr detailed that these had run as smoothly as they could have.</p> <p><b>Question – a governor asked about the decision to mark Year 11 mocks on the strike days which had been questioned by some staff?</b> MBr gave details of what had happened and how he had sought advice about this. He confirmed that this was acceptable, and that no union rules were broken.</p> <p>Closure Due to Snow</p> <p>On Friday 10<sup>th</sup> March the Academy was closed due to heavy snowfall during the night and that morning. The decision was made due to the hazardous nature of</p>	

KC Coleman



	<p>some of the site and the difficulty travelling that day. The decision to close was discussed with MiTRE and then the Chair was informed of the closure.</p> <p>The snow tree and emergency response worked well. Only 2 staff arrived very early and then returned home. No students came to school and communication of the closure was effective.</p> <p>Governors also detailed the positive feedback that had been received from parents around the closure and the prompt notification that they received.</p> <p><b>Question – a governor asked about the lost learning for pupils due to strikes and snow days?</b></p> <p>MBr explained that it wasn't ideal but detailed the online provision that was available for students.</p> <p>Ski Trip</p> <p>This was very successful and feedback from parents and the press was excellent. The trip had been hit by cancelled flights which was handled fantastically by staff. Accommodation and food had been sourced for students and staff and communication with parents around the issue had been praised. MBr thanked the trip leaders for their preparation and the excellent way they dealt with the issue.</p> <p>KC will send governors thanks to the leaders of the ski trip.</p> <p>Complaints</p> <p>MBr explained that NCEA log any formal complaints on a spreadsheet and track actions taken to resolve matters.</p> <p>He then gave details of the complaints monitoring and the numbers logged over recent years:-</p> <p>2020-21 17 complaints of which two made the formal stage  2021-22 11 complaints of which again only 2 made the formal stage  2022-23 8 complaints so far this year but more of these have been formalised and so require more work.</p> <p>Staff complaints</p> <p>MBr explained that 11 complaints about staff have been made in the current year so far but more of these are now from students. The fact that students have the confidence now to make these complaints is a positive and allow these to be addressed. The number of complaints from students about staff has though doubled in a year.</p> <p>Overall, the number of complaints has come down, although some complainants are trying to bypass the system and go directly to the Chair and other governors.</p> <p><b>Question – a governor asked about the number of complaints from students and parents about staff and why these might have increased?</b></p> <p>MBr felt that a small number of staff hadn't helped themselves but that a lot of complaints from parents were vexatious.</p>	<p>KC</p>
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	<p>MBr concluded by detailing how well students were doing at the academy and how amazing they had been during the review that day and generally over this term.</p> <p><b>Question – a governor asked if the new shelter was being well used by students?</b> MBr gave details that it was and that students were using it very sensibly.</p>	
LGB/71/2223	<p><b>Feedback and referrals from committees</b></p> <p>There was no feedback and referrals from committees.</p>	
LGB/72/2223	<p><b>Policy related matters</b></p> <p><b>Assessment Policy</b></p> <p><b>Question – a governor asked about the need to reduce the number of assessments to 1 a term from 2 and how this was detailed in the policy?</b> MBr explained that this related to the nature of the assessments, and it was formal assessments that had been reduced to 1 a term.</p> <p>After further discussions, it was decided further clarity needed seeking for staff around some areas of this policy, so this will be finalised at the next LGB.</p> <p><b>Curriculum Policy</b></p> <p>Governors agreed and approved the Curriculum Policy.</p> <p><b>Educational Visits Policy</b></p> <p>A governor highlighted the need for a EVC link governor set out in the report. Governors agreed and approved the Educational Visits Policy.</p> <p><b>Provider Access Policy</b></p> <p>Governors agreed and approved the Provider Access Policy.</p> <p><b>SEND Policy</b></p> <p>Governors agreed and approved the SEND Policy.</p> <p><b>Word Processing Policy</b></p> <p>Governors agreed and approved the Word Processing Policy.</p> <p><b>Peer on Peer Abuse Policy</b></p> <p>This is a MiTRE Policy Governors agreed and approved the Peer-on-Peer Abuse Policy.</p>	MBr

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LGB/73/2223	<p><b>Membership Update</b></p> <p>There remain vacancies for 1 x parent governor and 1 x staff governor.</p>	
LGB/74/2223	<p><b>Governor Training and MITRE Update</b></p> <p>The Chair checked that all governors had completed the skills audit and reminded them that if they hadn't it would be chased up by Emma Sharp at MITRE.</p> <p>The Chair also highlighted the training now being provided through MITRE and asked governors to check Sharepoint for this, especially as a lot of this related to Ofsted.</p> <p>A request for other governors to consider being trained in complaints was also made.</p>	
LGB/75/2223	<p><b>General Data Protection Regulations (GDPR)</b></p> <p>No major breaches to report.</p> <p>MBr detailed a minor email breach that had been addressed and 2 new SARs requests had been submitted.</p> <p><b>Question – a governor asked about the number of SAR requests?</b></p> <p>MBr explained the number of requests was relatively low now and was much lower than in the previous academic year. The financial costs and costs to staff time in terms of SARs was also detailed.</p>	
LGB/76/2223	<p><b>Review of Meeting</b></p> <ul style="list-style-type: none"> <li>- What has been done to impact on outcomes for pupils?</li> </ul> <p>SEND discussion Epiphany Centre Report</p> <ul style="list-style-type: none"> <li>- How has the governing body held the school leaders to account?</li> </ul> <p>Challenge around Headteacher report Challenge on SEN outcomes Challenge around nature of complaints</p> <ul style="list-style-type: none"> <li>- How has the meeting contributed to deliver of the Academy Vision and the Academy Ethos?</li> </ul> <p>Ski trip success and celebration Success of the provision at the Epiphany Centre Presentation from the Head Student giving students views on the academy</p>	
LGB/77/2223	<p><b>Date and time of next meeting</b></p> <ul style="list-style-type: none"> <li>- Tuesday 9<sup>th</sup> May 2023 at 6.00pm</li> </ul>	
LGB/78/2223	<p><b>Determination of Confidentiality, Equalities Act and Nolan Principles consideration</b></p> <p>It was agreed that elements of item LGB/70/2223 were considered confidential by governors.</p>	

*Kilmerley*

	The Equalities Act and Nolan Principles had been given due consideration throughout the meeting.	
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*The Chair thanked all for their attendance and the meeting closed with a prayer led by Kirsty Cowley. The meeting concluded at 8.15 pm.*

Signed Kirsty Cowley ..... Print K. Cowley ..... Date: 9/5 ...../2023