



Saltley Academy

Minutes for the Local Governing Body Meeting

Tuesday 12th July 2016 at 4.00pm

Action Log

Action to be completed	By whom	By when	Done
GAH to email out his Doodle presentation to the LGB	GAH	ASAP	
PWE to share data on failed managed moves to the LGB	PWE	ASAP	
PWE to find the answer to what happened to the Term 1: 8, Term 2: 4 and Term 3: 11 pupils whose files had not been exchanged with new providers/ LA with 5 days? (Please refer to Safeguarding Report to Governors, Summer Term)	PWE	ASAP	
Last LGB Meeting and Budget Meeting's minutes to be put onto the school's website	NHA/SCL	ASAP	✓
Snapshot of where the school is with the budget	PWE	By the next LGB Meeting	
To include the SIP into the next Headteacher's Report	PWE	By the next LGB Meeting	
To share the Collective Worship Policy with Governors	PWE	As soon as the consultation process is over	
LGB to decide when upcoming meetings will take place	#Governors	ASAP	

Attendance
Mr Michael York (MYO), Ms Nelam Madahar (NMA), Mr Pete Weir (PWE), Mr Chris Spiers (CSP), Mr Anwar Hasan (AHA), Ms Keran Janagal (KJA), Ms Shamin Akhtar (SAK), Mr Pete White (PWH), Ms Astrid Edwards (AED), Mr Mike Bussey (MBU), Ms Liz Wilson (LWI), Ms Nuala Connor (NCO), Mr Ash Khan (AKH), Mr Ghufuran Ahmed (GAH), Ms Shilpa Sisodia (SSI), Mr Jas Shemar (JSH), Ms Oxana Morgan (OMO) Clerk: Miss Nabila Haseen (NHA)

1.	Apologies
	Ms Riaz Bi (RBI) Absent: Ms Shahin Ashraf (SAS)

2.	Presentation on the new School Improvement Plan, including Doddle- Senior Leadership Team, followed by questions/comments
	<p>MYO welcomed everyone to the meeting. Everyone introduced themselves to one another. The LGB became aware that the SLT in school would be split into two key teams next year: Team 1 which would consist of PWH, LWI, AKH and JSH and Team 2: MBU, NCO, GAH and SSI. Each member of Team 1 would focus on the following things in school:</p> <p>PWH: Attendance LWI: DSL Role AKH: Behaviour (Refer to hand out given) JSH: Preventative measures around safeguarding i.e. Loud Mouth and Brook. Ensuring a well-rounded education for pupils, training staff, working on projects such as the Year 7 tackling Homophobia and the MVP; student leadership (Refer to hand out given)</p> <p>MYO asked JSH why he chose to select Brook? JSH informed him that the school already had a link with these services, and that it is a professional, specialist service who are qualified to deliver content adequately. The pupil withdrawal rate has declined since Brook Services have been used. KJA asked when Brook would be in school? JSH said that this information would be available on the school calendar and that it would last for one day.</p> <p>AKH then went through the hand out given. In terms of managing behaviour, AKH informed the body that a House System had been employed which helped to promote consistency. A 'Red-Card' system had been introduced however for next year there would be a revamp of the current 'Time-Out' procedure to promote effectiveness. ICT in the school would also be refreshed; SIMS has been uploaded onto the school system, however next year further work would be done around using ICT to teach. Smoodle has been launched, and staff use such for many reasons including setting Homework. Smoodle is a VLE that both staff and students are able to use. It is particularly useful for pupils who have been absent; as work on Smoodle allows them to catch up. CSP asked whether and when SIMS would be available for staff to access from home? AKH said that this would be available from September 2016.</p> <p>LWI then informed the body that she will hold the DSL role from September 2016 and will maintain the high standards which have already been set, for example, reporting concerns is one of the school's strengths and so she would hope that this will continue in the future. Electronic reporting systems such as SIMS will be used, and the school will be working with Washwood Academy to develop this further. LWI went on to say that she will line manage the trainee teachers next year and that there would be two Teach First trainees in English, a NQT in Humanities and Science and another NQT in PE covering Ms Sidney's Maternity Leave. In terms of supporting the trainees, LWI said that she will be working with the LP team to create a CPD Programme for them. There would also be a PGCE Technology student, and the school would be</p>

working with Primary Schools; particularly Alston as this is one of the larger feeder schools for Saltley, to create a programme around transition taking into account the KS2 standards.

The second SLT team then went through their roles for next year. MBU said that it will be his job to prepare pupils for life after Saltley (Refer to hand out). NCO informed the body that Student Engagement was her focus as well as CIAG and Career and Job Opportunities. NCO went on to say that Years 7 and 8 engage in a short career programme, the team is working on a programme for Year 9 and JSH will be involved with this, and then Years 10 and 11 are involved with the NHS and business links. Year 11 also go through the Post16 process as well as the Making Maths Real project i.e. work-related Maths. Type 2 diabetes are also looked at in the school as well as UNICEF.

SSI informed the body that her aim was to create a community of teachers who are creative, reflective and develop. She will be working towards no-grade lesson observations and instead will create reports to give feedback. Literacy, Numeracy and Outstanding Learner Qualities will be monitored in lessons via lesson observations and learning walks. MYO asked how often teachers are observed; SSI informed him that observations happen twice a year. MBU added that drop-ins also take place to ensure consistency of teaching. SSI went on to say that the MAT Teacher Standards would be referred to and teachers would be able to locate themselves in relation to where they are, and where they need to go. UPS would depend on the teaching level staff are at. An online matrix tool would be used. AKH added that as we are an Academy now we have a family of schools to learn from, a similar structure would be used across the MAT. MYO asked when the school would be achieving a grade 1; Outstanding? MBU said that upon reflecting on this he felt the school has improved overall.

GAH then spoke about the issues the school had with data this year, yet assured the body that the school now did have access to robust data. Reporting to parents would be a lot easier now due to the launch of Doodle. MYO asked how confident the he felt about data being accurate for next year? MBU said that the school now had robust assessment data. GAH added that the school calendar illustrates the deadlines for data entry and this is a lot more realistic and fair. There shouldn't be a last minute rush next year. MBU also said that staff are being taken on this journey as Doodle and Matrix training has been given and colleagues appear to understand what they are required to do. Staff are on board as they are aware of the data and its purpose. HoD's also receive captures of data and this is an effective way of monitoring progress. MYO asked about the Pupil Premium spend? In response, MBU said that teachers will know who the Pupil Premium pupils are.

GAH then went through his presentation on Doodle, MYO requested that GAH emails the Governors his presentation. GAH said that the school had worked with PIXL and Doodle was software which allowed the curriculum to be mapped out. Content for 18 subjects was present, and staff are able to RAG rate each strand of assessment. One is able to upload their own resources onto Doodle or use the resources which are already uploaded. Everything is recorded, and Departments have the opportunity to customise the assessment strands should they wish to. The school has been using Doodle with Years 7 and 8 this year, and staff have found that the data on Doodle allows them to have meaningful conversations with parents. Doodle allows reports to be generated to illustrate overall progress for individual pupils or whole classes. MBU added that Doodle is particularly useful in informing parents of exactly what needs to be done for their child in order to improve. In December, Doodle will be available to parents and in September it will be available as an App. SAK asked how easy the report generated via Doodle would be for parents to read and whether it would be in a language they understand? GAH shared his experience of good practice in another school and said that Saturday sessions were available whereby parents could come into school and speak to their child's teacher about their progress. MYO suggested that maybe the wording of the reports could be rephrased to say 'I can...' and 'I need to be able to...' just to make it clear. KJA asked about SEN pupils and their reports? GAH said that the assessment strands or steps are directly linked to the 1-9 grading system and so with pupils who were below these grades; appropriate statements would need to be created. KJA then queried the idea of pupils who chose not to interact with Doodle i.e. at home etc. GAH said that Doodle would be used a lot in school and so pupils would be getting adequate exposure to such.

GAH

3.	Safeguarding Report- Astrid Edwards/Safeguarding	
	<p>(Refer to two hand outs 1. Safeguarding Report to Governors, Summer Term 2. Looked after children report analysis 2015-16)</p> <p>AED went through the Safeguarding Report to Governors. AED started off by saying that there was a new layout to the report and that although safeguarding was one of Saltley's strengths, staff could be involved a lot more with the whole process. LWI will be taking the lead on this for next year and she has already completed some training in relation to such. Section 175 had been highlighted in the Audit and LWI has created an Action Plan for this. There has been some discussion around introducing an electronic system which is linked to SIMS to record events. The DBS process is a rigorous one. Term 2 illustrates that there is an increase for many of the points assessed, however not all incidents are 'of concern' as such; it's just that everything is recorded. External agencies are helpful; the only key issue is that there isn't enough social workers. CSP asked why our kids appear to be in time-out for weeks as opposed more than the '5 days' mentioned on the document. PWE said that this was for a number of different reasons, relating to managed moves. MYO asked whether he could have data regarding the failed managed moves for this academic year? NMA asked what happened to the Term 1: 8, Term 2: 4 and Term 3: 11 pupils whose files had not been exchanged with new providers/ LA with 5 days?</p> <p>AED went on to say that the pastoral staff in school were good and PWE declared his appreciation for AED's conduct in relation to this also. AED then went through the Looked after children report analysis 2015-16 hand out. PEPS is electronic and generally the success rate of our LAC is good.</p>	<p>PWE PWE</p>

4.	Pecuniary Interests	
	None declared	

5.	Minutes (of last meeting and budget extra meeting) and Matters Arising	
	<p>The LGB agreed that the minutes from the last LGB meeting and the budget meeting were accurate.</p> <p>The Action Log from the previous meeting was looked at.</p> <ol style="list-style-type: none"> 1. Action log; inserted 2. Governors still need to forward any course details they have been on to NHA 3. NHA has received a Declaration of Pecuniary Interests from MYO, NMA, CSP, KJA and SAK 4. Declaration has been put up onto the school's website 5. Model Code of Conduct has been sent back to Birmingham 6. Budget meeting arranged and took place; minutes recorded 7. MYO wrote a response to the NUT letter received <p>Last LGB Meeting minutes and Budget Meeting minutes to go onto the school's website.</p>	NHA

6.	Budget	
	<p>(Refer to Budget Update March 2016 spreadsheet hand out)</p> <p>There appears to be a reduction of £50,000 as Pupil Premium will be worked out differently. Oxana Morgan is the school's Finance Manager. NMA asked whether the LGB could be provided with a month-by-month budget update or an update each time we have a meeting.*</p>	PWE

7.	Risk register	
-----------	----------------------	--

	(Refer to hand out)	
	Changes will be made to the reception (2.4, 3). Ms Morgan's appointment has given the school a Finance Manager (2.6, 3.3, 4.1). <i>A fire drill will be taking place before the end of term and there would be a replay of the bomb scare in September.</i> The school's concerns with the amount of time it took to replace the doors on the front entrance have been recorded. CSP said that new staff would also need keys to the gate so they can enter/exit. NMA drew attention to 2.1 and 4.1 saying it is important for her to be updated with the figures on a regular basis so that she is aware of the situation (action * above).	

8.	Headteacher's Report	
	(Refer to hand out)	
	Exam papers have been externally marked for English and Maths and have given the school a score of 58%. The mocks in March were 50% and so the school has improved. The new mentoring system in school has helped to tackle underachievement.	
	CSP queried the number of on-calls recorded.	
	It was decided that there would be a single item meeting on the SIP and that the next Headteacher's Report would link back to such.	PWE

9.	Review of SMSC/ Collective Worship Policy	
	The school's Collective Worship Policy was currently under the consultation process. This would be brought back to the Governors after the consultation. SAK asked whether the school records Collective Worship; is there any evidence to prove it takes place? KJA asked about minority religions in the school? PWE outlined the law and how the applied for determination would maintain the present situation, with major festivals covered from the major faiths, which is all as per the school programme.	PWE

10.	Evacuation procedures	
	<i>Discussed above in italics.</i>	

11.	AOB	
	The dates for the upcoming LGB Meetings would be emailed out.	
	PWE thanked the LGB team for all their efforts this academic year.	#Governors

11.	Confirmation of date for next meeting	
	Upcoming meetings:	

Presentation (strategic plan for the next 12 months)

Financial Management:

1. Improve Finance policies through a closer partnership with Washwood Heath Finance office (3 months plan)
2. Improve accounting processes, reporting and monitoring for e.g ordering, money reimbursement, banking, income, VAT (12 months plan)
3. Increase staff knowledge of a new finance programme PS Financials from basic to advance level (12 months plan)
4. Be aware of the regulations within our settings and feel confident in understanding different funding streams (on-going)
5. Find new income streams (20 months plan)
6. Maximising economy and income through the strict control of public funds
 - Working as part of a purchasing consortium with MAT
 - Benchmarking
 - Oversee school's lettings, services and events (on-going)
7. Be prepared for the school's main audit, liaising with auditors being proactive on their feed-back requirements
8. Work closely with the SLT in planning and contributing to the school's vision.
9. Create techniques for project management
10. Be a strategic leader helping to formulate and develop the school's vision

Enterprise:

1. Develop an enterprise culture in the school (on-going)
 - Have an open door policy and welcome ideas
 - Encourage creativity and innovation
 - Develop a strong team (support staff) with a positive attitude through conflict and challenge
 - Give the opportunity to staff to develop their skills through trainings and mentoring
 - Develop cultural harmony
2. Improve wellbeing and reduce stress level of all school employees with the sports committee's involvement:
 - work together with the local Leisure Centre using their facilities and expertise after 6pm
 - create activity schedule with variety of classes after working hours

Risk Management:

1. Improve compliancy in the school highlighted by the previous survey, monitor for effectiveness
2. Ongoing risks
3. Improve Health & Safety policy through the Health and Safety committee's involvement
4. Coordinating the implementation of Health and safety procedures, ensuring that all staff are aware of their roles and responsibilities
5. Building and maintaining relationship with third parties that are able to provide expert advice
6. Regularly review first aid, emergency regulations and safety procedures and risk assessments
7. Planning for emergencies like fire, floods, storm damages, diseases.

