



**Minutes of St. Gregory the Great Full Academy Committee meeting held on
Thursday 10th March 2016 at 4.00pm in the school**

	<p>Present: Pita Enriquez Harris (PH) Foundation/Chair Khurshid Ahmed (KA) Staff (arrived at 4.36pm) Robert Bennett (RB) Parent James Oates (JM) Parent Marcella McCarthy (MMc) Principal Chris Skerry (CS) Staff</p>	
	<p>In attendance: Sandra Cromey (SC) Clerk Rodger Caseby (RC) Vice Principal (left meeting at 4.42pm) Steve Jones (SJ) Principal Advisor Adrian Rees (AR) Hannah Forder-Ball (HFB) Assistant Principal (Primary) Apologies: Kerry Simmonds (KS) DBMAC Myfanwy Brown (MB) Foundation David Forster (DF) Foundation Dervilla Maher (DM) Foundation Absent: Marie-Therese Weston (MTW)</p>	
1	<p>Welcome, Apologies, Prayer and quorum <i>See accompanying scan with Chair's alterations.</i></p>	
2	<p>Declaration of Any Other Urgent Business None.</p>	
3	<p>Declaration of interests No interests declared for any items on the agenda.</p>	
4	<p>Approval of Minutes of meeting held on 3rd December 2015 Corrections: Page 3 line 1 'six-month' changed to 'six-weeks' Confidential minute page 1 para 4 line 3 'next year' replaced by '2017'. Manual amendment was made and initialled by the Chair. The minutes were approved as a correct record of the meeting and signed by the Chair.</p>	
5	<p>Matters arising from minutes of the previous meeting No matters arising were raised.</p>	
6	<p>Principal's Report (Appendix A) Q: re page 3 – who line-managed the Operations Officer and what proportion of the post's work was dedicated to the school and what proportion to the DBMAC (Dominic Barberi Multi Academy Company)? (RB) A: The line-manager was the Finance Officer of the DBMAC because this was a</p>	



DBMAC appointment. The post would deal with procurement across the MAC but the majority of the post's work was in relation to St. Gregory's (SGTG) (MMc) RB felt that the potential of a conflict of interest needed to be clarified but the Principal saw the main role of the post as dedicated to SGTG.

Q: re page 7 – Full time Exclusions were down compare with Term 2 last year. Was this because of an improvement in behaviour or because the exclusion policy was being applied less? (RB)

HFB joined the meeting at 4.19pm.

A: The policy was applied as usual. Needs of students were being addressed better. The internal isolation room enabled other spaces to be freed up for other uses and feedback from staff was that behaviour was better. Regarding uniform, the policy was rigorously applied. All staff were issued with instructions to pick up on problems and on the welcoming of pupils both into, and out of, the classroom. (RC)

RB observed that the figures for fixed-term exclusion for SEN (Special Educational Need) had not changed in comparison with non-SEN exclusions.

RC responded that the emotional and behavioural needs with SEN pupils exhibited extremes of behaviour and the helping strategy was to aid SEN pupils with an understanding of where boundaries lay. Behaviour was monitored weekly and the needs of SEN were dealt with on a case by case basis. MMc added that KA's extensive tables relating to behaviour had not been included in her report but these indicated a reduction in reoffending after one Full-term exclusion i.e. the majority did not reoffend. RB felt that it would be interesting to see how Pupil Premium (PP) children fitted into this. According to RC, there were 2 research groups and indications were that behaviour was improving. Although the behaviour graph was quite scattered, there was an upward trend appearing towards improvement.

Q: re page 9 – Why does Year 10 have the lowest attendance? (RB)

A: This had been picked up in the weekly monitoring. The Attendance tutor had been ill for a while so extra support had been given and this seemed to have had an effect because last week Year 10 did not have the worst attendance. Long term attendance issues relating to some children in this group also affected the base line. Top Ten Tips for attendance had been published in the school Newsletter and the importance of attendance was being advocated beyond the school to parents. The current newsletter contained the aim for 100% attendance for this half term.

Q: Could the subject reports be harmonised in style of presentation to resemble the reporting from the Faculty of Science? (RB) &

Q: Could last year's GCSE results for each subject be placed first at the top of each subject report? (PH)

A: HFB queried which committee such information should come to as detailed information already went to Curriculum and Achievement Committee (C&A) while MMc was concerned about duplication of effort in results information from subject leaders to their line-managers. SJ pointed out that via Dashboard the overview of



the current position of subjects was ongoing for SLT (Senior Leadership Team) and could be shared at appropriate times.

RB averred that for him monitoring progress was not yet systematised and the form of reporting provided in the Science report was thus of help to him.

Q: Was there a direct link between the report summaries and what was posted on the school website? (JO)

A: Such material was always put on the website. (MMc)

Q: Did all staff have administrator access to the website? (PH)

A: No. (MMc)

According to HFB, there was an issue with timeliness of material being added to the website because of lack of capacity and this had been discussed this with Marie-Therese Weston (MTW). MMc added that items could be e-mailed direct to Kate Clark.

Q: PH questioned why staff could not mount material on the website themselves as the Principal's report was produced six times per year which meant that departments needed to update the website at least six times per year; and whether mounting everything was o.k. for Kate.

A: Staff did not add items to the website due to proof-reading and editing requirements. (HFB)

Items for website could be sent to MTW or MMc. A great deal of material was in the Newsletter each week and this was mounted on the website. (MMc)

KA joined the meeting at 4.36pm.

Q: re page 16 – Why was cleaning on Level 1 Science Labs inadequate whereas there was a separate cleaner for the downstairs laboratory which was o.k. (RB)

A: There was a disparity between the First Floor and the rest of the block. This staffing issue was being addressed by the new Cleaning contractor. (RC) During the time that there had been cleaning staff sickness, leaving and not being replaced, the priority for cleaning had been the Primary and the Sports Hall. Complex procedures were involved for the external tender. (MMc)

KA left the meeting at 4.38pm.

Q: With regard to Ofsted (Office for Standards in Education) Section 8 monitoring visit, which of the areas in the report were ahead of the others? (JO)

A: The current Spring revisiting of SIP (School Improvement Plan) was looking at this. Leadership had been examined and there was confidence that the criteria were being met. Some other elements (such as governance and accurate predictions) were not quite yet meeting the criteria but there was a better overview. Mid-year meetings were needed to assess whether Performance management was on course. Evidence for this could only be gathered at particular times of the year. Monitoring was still underway. (RC)

There was more confidence in Leadership and Management but still concerns relating to Teaching and Learning. (MMc)



	<p style="text-align: center;">RC left the meeting at 4.42pm for a meeting with parents.</p> <p>Q: What were Stratton and Lagan (page 21)? (PH) A: For Lagan, all Key Stage (KS) 1 had to know the capitals of the countries composing the United Kingdom and the rivers in those cities so all classes in KS1 were named after these rivers. Classes named after capitals carried out a geography project based on their name. KS2 (Years 3 & 4) classes were named after oceans and were linked to patron saints with a geographical link to the particular ocean. Web Stratton was composed of different parenting courses. Oxfordshire used Family Links (Years 7 to 8) but this assumed a baseline of boundaries. At SGTG some parents (KS2 to 3) struggle with boundaries so it had been decided to use PP to fund Stratton training and 16 families (some with older siblings in the Secondary) had participated. Most parents were so far sticking with the 8-week programme and there were home visits for a couple of families who had dropped out. The unique feature of Web Stratton was that child-centred sessions ran parallel with the family sessions so that the same message was delivered to family and children. (HFB) Q: What progress was being made with phonic tests? (PH) A: The turnover in Year 2 was 50% and though progress was good it was difficult to track given the constant rotation of children entering and leaving Primary and the continual replenishment by pupils with significant needs or immigrants whose first language was not English. Ofsted advice had been received. Extensive interventions were in place and a change to a descriptive scheme for phonics. There had been a 25% turnover with 12 new pupils joining Primary. This movement of children skewed the data sets. It would be hard to see trends until the Primary was full. (HFB) HFB also reported that because of a flood on 9 March the play areas were inaccessible.</p> <p style="text-align: center;">KA re-joined the meeting at 4.54pm.</p>	
7	<p>Ethos and Catholicity Report (Appendix B & C- carried forward from Curriculum and Achievement meeting of 14 January 2016) MMc answered questions in the absence of MTW. The Appendices gave evidence of data-gathering. MMc explained that there was a change of emphasis in Section 48 [Section 48 (S48) of the 2005 Education Act] with a shift in how the provision of Catholic education was evidenced and evaluated. A Religious Education advisor was working with MTW to help with this and exploring how evaluation could be carried out e.g. Pupil Voice, and embedded using form teachers. Much was already done well but it was a matter of reflecting on how things had changed and to effect comparison with other schools. MTW would carry out Continuing Professional Development (CPD) with staff to embed how Catholicity imbued everything.</p>	



	<p>Q: What proportion of the school's teachers were Roman Catholics? (JO) A: A minority – as with the pupils. (MMc) JO asked about Ash Wednesday when children who went to receive ashes did not come back to school. MMc explained that there had been no service in school that day and so children had attended Ash Wednesday services in their lunch hour out of school. Next year, there would be resourcing for a service in school which would take place in Lesson 5 after which the children would go home. The Lenten day of reflection and reconciliation had gone very well and every child had attended it. It had been very powerful and the priests had been impressed. A plus point was that it had been led by Sixth Formers. Positive feedback had been received.</p> <p>Q: Were the attendees Roman Catholics and non-Catholics? (RB) A: Yes, all the school's children attended as with the St Gregory the Great feast day mass. The Chaplaincy engaged children using older students. (MMc)</p> <p>Q: How did a Roman Catholic school reach out to non-Catholics with universal values? (RB) A: Interfaith work made the difference with powerful witness from other religious leaders while following Diocesan guidance. (MMc) PH observed that it was a great benefit for Roman Catholic children to explain what catholicity was all about.</p> <p>Q: Who were the other religious leaders? (RB) A: Interfaith work such as Christian Unity Week, assemblies by staff with themed Question and Answer sessions along with ecumenical service (not a whole school mass). (MMc) The action plan was in progress with MTW visiting schools. There was also a Diocesan meeting at least once per term.</p> <p style="text-align: center;">KA re-joined the meeting at 5.08pm.</p> <p>Items 9, 10 and 11 on the agenda were taken before item 8 when relevant staff would need to leave the meeting because confidential matters would be raised in relation to particular staff. Attendees were reminded of the protocols governing confidential items.</p> <p style="text-align: center;">HFB left the meeting at 5.25pm.</p>	
<p>8</p>	<p>Approval of Staff Review draft proposals 10 confidential appendices had been circulated to Representatives before the meeting. The Principal gave a Powerpoint presentation and talked through the papers that had been previously circulated. The record of the meeting at this point is continued in Confidential Minute 2 for this meeting.</p> <p>RC re-joined the meeting at 5.52pm but was asked to leave immediately because confidential staffing was under discussion. He left at 5.52pm.</p>	



	Subject to input from absent Representatives by e-mail, and the addition of Staff Representatives' suggestions, it was noted that the proposals were ready to go to the next stage of consultation.	noted
9	Pupil Premium This had been covered in the Principal's report. RB stated that more detail would be given in the next C&A meeting.	
10	Budget update Apologies had been sent by KS. See Confidential Minute 2 .	
11	<p>Review of policies</p> <p>(a) Early Years Foundation Stage (EYFS) – not found</p> <p>(b) Interim review of Principal's performance objectives – had been held and Principal had now received written report.</p> <p>(c) Ethos – Chair queried why this item was on the agenda and assigned it to the previous Chair. Ethos had been added to the agenda at PH's request (and formed Action 9 of 3 December FAC mins (page 7) stemming from PH's question in that meeting to the Principal on Section 48). Action 1: PH to contact previous Chair, Margaret Madden, about this item.</p> <p>(d) Attendance Policy (MTW) – attached (for approval) The meeting was not quorate to approve this policy. Item deferred. Q: How did this policy affect children who were absent from school because they acted as carers? (JO) A: There was a Young Carers policy approved on 12 March 2015. (Clerk)</p> <p>It was noted that policies were a MAC-wide matter and that DBMAC Directors needed to create a clear list of statutory polices, with a Diocesan model, along with dates for review. The writing of policies required direction and task-assignment from DBMAC. Action 2: Clerk to produce list of SGTG policies for forwarding to DBMAC. Action 3: Chair to schedule a policy approval meeting.</p>	<p>PH</p> <p>deferred to FAC 9/6/16</p> <p>noted</p> <p>Clerk PH</p>
12	<p>Governance</p> <p>(a) Final draft of Terms of Reference for three main committees – <i>item deferred</i>.</p> <p>(b) Governor Training - any since last time RB had attended training on Pupil Premium. KA pointed out that Safer recruiting training was needed.</p> <p>KA, AR, SJ & CS left the meeting at 7.03pm for Year 9 Options Evening.</p> <p>PH and RB discussed training and Link Visits – the latter were recorded live on Googledocs. Action 4: RB to organize Safer recruitment training for representatives.</p> <p>(c) Governors' Fund – <i>item deferred</i>.</p> <p>(d) Mindfulness impact report (MTW) – <i>item deferred</i>.</p> <p>(e) Reports from Committees – draft minutes previously</p>	<p>Item 12 deferred except for 12(b)</p> <p>RB</p>



	circulated. (f) Pupil Voice discussion (Appendix x) – item deferred PH, RB and JO discussed ways of filling the 3 Foundation representation vacancies on the Academy Committee.	
13	Any Other Urgent Business None raised at the start of the meeting.	
14	Date of next meeting – 9 June 2016 The meeting closed at 7.08pm.	

ACTION LIST

No	Actions	Responsible
1	To contact previous Chair, Margaret Madden, about Ethos item on agenda.	PH
2	To produce list of SGTG policies for DBMAC.	Clerk
3	To schedule a policy approval meeting.	PH
4	To organize Safer Recruitment training for representatives.	RB

Appendix 1:

Appendix A – Principal’s Report

Appendix B – Catholic Life Action Plan Year 1 *carried forward from Curriculum and Achievement (C&A) meeting of 14 January 2016*

Appendix C - Spiritual Moral Social Cultural and Values *carried forward from C&A 14 Jan 2016*

Appendix 2: filed as CONFIDENTIAL Part 2 Minute 8 & Minute 10

Plus: Appendix D to N and Appendix O (A3) [12 items]