

Minutes of the virtual Academy Committee Meeting of
Westbridge Academy
Wednesday 30 March 2022 at 1700

Name	Position	Attendance
Mitchell Broughton (MB)	Staff Governor	Present
Donal Daly (DD)	Head of School	Present
Vicky Harrison (VH)	Parent Governor	Present
Sara Milne (SM)	Co-opted Governor	Apologies
Carina Saner (CS)	Co-opted Governor, Chair	Present
Oliver Williams (OW)	Co-opted Governor, Vice Chair	Present
Rosie Yorke (RY)	Co-opted Governor	Present
Miz Mann (MM)	Executive Headteacher	Present
Gaynor Newnham	Governance Clerk	Present
Eve Warren	Associate Governor	Present

Item	Minute	Action
STEP First – We are all one team		
1.	<p>Welcome and Update (<i>people</i>)</p> <p>The Chair of Governors (CofG) opened the meeting and welcomed everyone.</p> <p>Governors consented to the virtual meeting being electronically recorded. This recording will be used by the Governance Team and deleted once the draft minutes are completed.</p> <p>CofG confirmed virtual meeting protocol e.g., mute microphones, wear headphones and ensure a confidential, quiet area.</p> <p>No notification was received by the CofG of any other business to be discussed later in the agenda.</p>	
2.	<p>Apologies and Quorum (<i>people</i>)</p> <p>Governors confirmed they had added their attendance to this meeting via The Trust Governor (TTG).</p> <p>Apologies were received and accepted from Sara Milne.</p> <p>The CofG confirmed the meeting to be quorate.</p>	
3.	<p>Declaration of Pecuniary Interests and/or Conflict of Interests (<i>people/accountability/compliance</i>)</p> <p>Governors were asked to declare any pecuniary or personal interests in any agenda item for this meeting. None were declared.</p>	
4.	<p>Board of Trustees' Update</p>	

	<p>Governors noted the Board of Trustees update from Autumn Term 2021. CS will meet Trustees in May and would be happy to share feedback or take questions to them.</p>	
5.	<p>Member Meeting Minutes Governors noted the Members meeting minutes.</p>	
STEP Way – <i>We all agree to do things like this</i>		
6.	<p>Governors Membership Governors noted the membership changes, as follows:</p> <ul style="list-style-type: none"> • Sara Milne is stepping down as a governor on the 31/03/22 • The Safeguarding role will be covered by Rosie Yorke for Terms 5, and will then be reviewed • Eve Warren - Associate renewal, 18/07/22 • Co-opted governor vacancy will remain until half term and be reviewed <p>Governors noted the vacancy for a parent governor, and it was explained that there is an interested parent in Y1 who is filling in the application form. DD is confident she will be a strength to the AC.</p> <p>CS explained that the length and content of the application form has been raised as a barrier with the governance team.</p> <p>Governors noted the creation of two new Academy Committees:</p> <ul style="list-style-type: none"> • Merging of Benedict and Park Academies (BDA PKA) • Two new schools from East Sussex that joined the Trust: Peacehaven Heights and Telscombe Cliffs Academies (PHA TCA). 	
7.	<p>Minutes Governors agreed and approved the minutes of the 8 December 2021 as an accurate account of the meeting.</p> <p>Governors noted the PDF version of the minutes uploaded to TTG will now replace the signed version and will be available to auditors for inspection should the need arise.</p> <p>Governors noted all action points were completed.</p>	
8.	<p>Report from Head Governors noted the written reports from Heads and confirmed they had read them.</p> <p>The Head was invited to give updates since the report was circulated, and DD responded to governors' questions, which had been submitted in advance:</p> <p>One governor requested an outline of the arrangements for collective worship, and it was explained that WBA is not a faith school, which means that collective</p>	

	<p>worship is not statutory. Festivals and special days from 6 major religions are assembly foci and are covered in the curriculum. Assemblies also include moments of reflection. Recent commemorations including Burns Night and St David’s Day, and advent and the Christian story was covered by a visitor. A representative from a local mosque representative will visit to discuss Islam. The governor challenged the answer further, as they had believed there was a statutory requirement for all schools to have daily collective worship with a broadly Christian focus. MM explained that this has been checked with JH and WBA is compliant.</p> <p>Progress data</p> <p>Attainment data was shared on screen, and DD reported that pupils’ progress is pleasing and historically, attainment at WBA has been low and inconsistent. Even with the impact of COVID, leaders are confident that the aspirational targets will be met.</p> <p>Reception:</p> <p>The children completed baseline assessments at the start of the year, and 24% were on track to meet Good Level of Development (GLD); this has increased to 50%, with an end of year target of 65%. Three children have joined since the start of the year. Seven children are not expected to meet standard but should progress in later years; of the seven, some have significant needs, or English is not their first language. Governors requested further detail, and it was explained that those not expected to achieve expectation will be helped to access learning and make progress. An EHCP is being sought for one child. In response to further questions, it was clarified that the 10 children reported to be ‘on track,’ are where they need to be to meet the level at the end of the academic year.</p> <p>Year 1:</p> <p>The Y1 phonics target is 78% and currently 50% have met the standard – SEND and EAL had an impact on the data.</p> <p>13 pupils are on track to meet expected standard in reading and writing, and 14 in mathematics; this slight variance is due to EAL.</p> <p>22-28% of children are expected to achieve greater depth (GDS).</p> <p>A governor challenged the phonics target, which was different in the data presentation (78%) and in the headteacher’s report (74%). This will be checked, as an action.</p> <p>It was explained that the targets were set at the start of the year, and the class has experienced pupil mobility. Every child will impact on the data, as each represents 5% of the cohort. There are plans in place to ensure targets are met.</p> <p>Action: DD to check the Y1 phonics target and report to governors.</p> <p><i>Post meeting note, as of 25 January 2022, the adjusted target is 74% for Y1 Phonics.</i></p> <p>Year 2:</p> <p>The Y2 phonics test was completed in December and 16/19 passed; another child will sit the test in June, and he is expected to pass. Three children have not passed</p>	<p>1</p>
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	<p>the screening and are not expected to, due to their levels of need. There are interventions in place for these children.</p> <p>Governors were asked to note that the target was 79% and 84% passed, which was a good result.</p> <p>The end of year target is for 75% of the cohort to meet end of year expectation. 60% are on track for expected standard and 5% for GDS. The team is confident that the target will be met and there are interventions in place to support pupils.</p> <p>Year 3</p> <p>It was reported that this is a small cohort, with just 24 children and a high proportion of SEND. Strategies, such as zones of regulation, Success for All (SfA) and the strategic use of adults, are having an effect and children are making progress; there were gaps due to COVID, but the children have made good progress. Writing will be a focus in the next academic year.</p> <p>Year 4</p> <p>DD explained that this is an able class that has experienced several changes of teacher while at the school; the children are maintaining the progress made last year and there is a target of 20% to achieve GDS. 73% have already met the target for Maths. Governors noted a decline in reading since the start of the year; it was explained that a GDS child left and two lower attaining pupils joined.</p> <p>A governor challenged the baseline data, as it is based on different children to the current attainment data. It was explained that inspectors will consider the last set of published data of key-stage, irrespective of which pupils are included. Progress from Y2 to Y6 will be tracked by Ofsted, for the school cohort, not individual children. The current Y6 data will demonstrate good progress from KS2. However, governors were also reassured that the school tracks individuals as they travel through the key stages. There are discussions at the Pupil Progress Meetings and teachers are held accountable for the progress made by children in their care.</p> <p>Year 5</p> <p>It was reported that there are 19 pupils, two of whom joined during the autumn. It is hoped they will achieve GDS along with others; there is a 37% GDS target in the class. Four pupils will need a lot of support to catch up, though one with SEND may not make the necessary improvement but, overall, they have made good progress and their books are showing progress.</p> <p>Year 6</p> <p>It was reported that Grammar, Punctuation and Spelling (GPS) data is not included in the combined score, which focuses on Reading, Writing and Mathematics. Leaders are confident that the aspirational end of year target, of 72%, will be met. There are some attendance concerns in the class, and there is a focus on making the children secondary school ready.</p>	
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The combined GDS target is 20%, which is slightly lower than national. Next year the impact will be evident in the GDS results and will be in line or above national average.

Governors asked if future data reports could be shared before the Academy Committee (AC) meetings, and it was explained that there have been discussions with the Executive Board about the relative timings of data reports and AC meetings.

A governor asked how prepared staff, pupils, and parents are for Ofsted. It was explained that the staff and pupils are used to visitors and Trust colleagues, and pupils come out of class to talk about their learning. SLT and middle leaders are prepared to talk to the inspectors; leaders are confident that the middle leaders will have positive meetings with inspectors. Staff have been shown a presentation from SLT about the school's journey, Ofsted judgements and next steps.

Parents' feedback is positive about the school, the environment, and STEP. There will be a summer survey and a parents evening.

A governor asked if there is normal practice about informing parents about the Parent View questionnaire that inspectors will consider. Possible ways of encouraging positive engagement with the questionnaire were discussed and included encouraging parents to log-into the Parent View website at parents' evenings, circulating hard copies of the information, or mentioning the questionnaire in the school newsletter.

It was asked how the school ensures its communications are understood by EAL families or parents with poor literacy skills, and it was explained that from Summer Term, teachers will go through the newsletter with children on Mondays so they can discuss them at home, and newsletters are also covered in assemblies. There has been initial investigation into translation services and efforts will be made to monitor parents' engagement with the newsletter.

Governors discussed the school's 'Twitter' account, and it was reported that the following has increased, though not necessarily among parents. Facebook may be a better medium and will be investigated. It was suggested that this could be included in the next parents' survey, so that leaders can decide what works best and focus on that. Twitter may be better for external broadcasts and Facebook might be better for parents, for example.

Attendance

Governors asked how SEND attendance compares with other schools,' and it was confirmed to be low. It was explained that there are key families whose attendance is concerning, and there are strategies in place which it is hoped will lead to improvements. COVID had a great impact on SEND attendance, and one child had an unauthorised trip abroad once travel became possible.

	<p>In response to a question, it was explained that persistent absence is in line with other similar schools. The reasons for absence are investigated and understood, and support is provided, where possible.</p> <p>Behaviour A governor requested insight into the processes for homophobic and racial incidents and whether they are handled well. It was explained that the correct processes are followed, and any occurrences reported to the Head or Executive Head. There have been talks with parents, details are recorded on CPOMS, and some exclusions have followed. It was explained that the slight increase in incidents is partly due to the education being provided, as children have been made aware of what is right and wrong. The problem is not endemic, but staff are vigilant and record all concerns on CPOMS. Leaders do not feel racism is a problem at the school from monitoring of any racist incidents.</p> <p>Safeguarding Governors requested an update on a safeguarding concern, and whether there is anything governors can do to help. It was explained that the issue relates to communications between the trust and two separate boroughs. Support has now been secured from Wandsworth and, in response to a further question, it was confirmed that this relationship remains positive.</p> <p>External Report The EHT reported that there has been a recent, positive, visit from the LA Adviser. Action: MM to share report with CofG.</p> <p>It was reported that the Head and Executive Head have attended an induction session with key colleagues in Wandsworth led by the Director of Education. DD is receiving mentoring and coaching with a local HT.</p> <p>The Y6 Residential Trip to PGL Marchant’s Hill was discussed and governors asked how pupils qualifying for Pupil Premium grant are supported to attend. It was explained that subsidies are offered when appropriate and a monthly payment plan is available. Not everyone has booked, but attendance will be encouraged.</p> <p>Governors requested an update on the premises, and it was reported that whilst this is not within the AC remit, new windows have been installed and final checks will be completed over the Easter break. Quotes have been obtained for the KS2 toilets and flooring.</p> <p>A governor asked if the current situation in Ukraine presents any challenges for children or families at the school, and whether refugees are expected. It was explained that there has been no information from the LA but there has been a general communication to say the school could be expected to take children. Staff are ready to welcome them; the school has EAL experience and can provide emotional support. It was explained that there has been pre-emptive work in</p>	2
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	<p>class and child friendly news links were shared in the newsletter. No staff have reported anyone being overly affected.</p>	
9.	<p>Safeguarding Governor noted safeguarding visit reports submitted by SM.</p> <p>Safeguarding training was discussed and it was confirmed that RY will complete an NSPCC course and a local governors' course; all other governors' safeguarding training is in date.</p>	
10.	<p>Standards Governor noted standards visit reports submitted by OW (PPG) and RY and EW (SEND).</p> <p>OW commended the structure of the learning walks completed by governors.</p> <p>RY fed back to governors that she noted good SEND progress and children's needs being met; the high PPG/SEND (20/29) crossover was also noted. It was asked if PPG funding is used to support these children, specifically, and DD explained that it is ensured that the funding goes to the greatest need; initiatives are in place, including effective teaching and interventions which will close gaps. The PP Plan is on the website and additional funding has been secured from Wandsworth for outside support.</p>	
11.	<p>Stakeholder Engagement Governor noted stakeholder engagement visit reports submitted by VH, who fed back those parents are happy that external trips have resumed, and to new places. DD explained that, in the summer, all KS1 and KS2 will visit Go Ape and KS2 will visit the theatre in the West End – this is hoped to continue every year, to improve life experience, cultural capital, expand interests in the arts, singing, etc.</p> <p>It was also reported that the school is building good connections with the Somali community and is implementing strategies to engage better with hard-to-reach parents. Next term there will be focus on developing the PTA.</p> <p>It was reported that the local MP attended the pupil parliament.</p> <p>Teachers' mental health and wellbeing was discussed at this point, as this is known to be a national issue. Assurance was given that there is a range of support available, and wellbeing is central to the STEP approach. Workloads and wellbeing are well supported and tracked, and staff can raise concerns.</p>	
12.	<p>RACE Charter Mark Governors discussed the RACE Charter Mark, and it was noted that the Conscious Curriculum is embedded throughout the school.</p>	

	<p>A governor asked if the school meets its anti-racist objectives and DD explained that the school is on track against the action plan, and the next step will be parental/ community engagement.</p> <p>MM reported that the charter mark was discussed at a STEP SLT conference, and a working party is undertaking a subject audit in all the academies; pupil perceptions and their view of the anti-racist roadmap were discussed.</p>	
13.	<p>Governors in School</p> <p>Governors were reminded to book the governor day with the school during the half term before the next Academy Committee meeting and that they would submit a written report up to ten days before the next meeting for information or discussion.</p> <p>In view of the lead times for documentation, a range of dates were suggested, to be confirmed outside the meeting. Action: DD to email potential dates</p> <p>Themes for the Governor Day were suggested, as follows:</p> <ul style="list-style-type: none"> • Wider curriculum • Music performance • Philosophy for Children • Enrichment • Informal chats with staff about the curriculum, and how their practice is progressing. 	3
STEP Up – We all succeed together		
14.	<p>Chair’s Actions / Correspondences / Updates</p> <p>The CofG reported that a letter was sent to thank staff and pupil parliament for hosting the last governors visit, but she has not written an update for the parents’ newsletter. This was discussed and it was agreed to write a ‘meet the governor’ profile for the newsletters, to include a picture, why they are a governor and how they are helping the school. Action: CS for next term, and then others follow in sequence at regular intervals.</p>	4
STEP Ahead – We invest in our future		
15.	<p>Governor Training</p> <p>Governors noted the virtual STEP in-house training took place on 26 January 2022, on inclusion and the Race Charter. Governors were reminded to log training on their profile on TTG.</p> <p>The next virtual STEP Governor Training is scheduled for 15 June 2022 6pm.</p>	
16.	<p>Future Meeting Dates</p> <p>The next virtual Academy Committee meeting will be on 20 July 2022 at 5pm.</p>	
17.	<p>Any Other Business (people)</p>	

	<p>There were no items raised at the start of the meeting.</p> <p>Governors recorded thanks to SM for her contribution to the AC, as this was her last meeting.</p>	
18.	<p>Closure</p> <p>There being no further business to discuss, the CofG closed the meeting at 18.48</p>	

Item	Action Points including questions for Governance / Executive Teams and Trustees	Owner
1.	Check the Y1 phonics target and report back to governors.	DD
2.	Share LA Adviser's report with governors.	MM
3.	To email potential dates for Governor Day	DD
4.	Write a 'meet the governor' profile for the newsletters, to include a picture, why they are a governor and how they are helping the school.	CS

These minutes are a true and accurate account of the meeting.	
Chair	Carina Saner
Senior Governance Clerk	Lynn Bruce
Date	12 May 2022