



Minutes of the Management Committee
Wednesday 23rd March 2022 at 4.00 pm
Virtual Meeting

<p>Present: Sue Mawson (SM Chair), Cathrine Robinson (CR Staff), Kirsty Ratcliffe (KR Headteacher) Louise Whiteley-Guest (LWG), Sam Bland (SBa), Sara Burgess (SBb), Kabir Hameed (KH). Ben Lewis (BL LA Governor).</p> <p>In Attendance: Richard Morris (RM Assistant Headteacher), Sue Lockyer (SL Clerk from School Governor Service).</p> <p>The meeting commenced at 4.05 pm. The meeting was Quorate. The Chair SM welcomed the Governors and Attendees to the Meeting.</p>	ACTIONS
<p>Documents presented: Agenda Richard Morris, KS3 Curriculum & PEx performance Presentation Headteacher Report</p>	
<p>53/21 Apologies for Absence and their acceptance: There were no apologies for absence.</p>	
<p>55/21 Any other Business and request for Order Variations: The Minutes of the Meeting of 9th February 2022 were not complete and these will be sent out to Governors via email and agreed prior to the Easter Holiday.</p>	<i>Clerk note</i>
<p>56/21 Declarations of Interest for Items on this Agenda: There were no Declarations of Interests for Items on the Agenda.</p>	
<p>57/21 Chairs Actions and Correspondence: SM Had a meeting with KR and Alice Ngondi regarding the half year review of the Headteacher Performance Management. Alice Ngondi felt it was not appropriate to have the meeting due to the fact it is a requirement to have two non-school Governors on this Committee and at present we have only one. We will discuss this in item 63/21 Governor Matters. The Chair and HR legal advisers are in discussion with ACAS regarding an employment issue.</p>	
<p>58/21 Richard Morris – Assistant Headteacher - Presentation of KS3 Curriculum and PEx Performance SM introduced Richard to the Governors.</p>	

KR Explained to the new Governors that Richard was now running the new Secondary Provision at the Anerley Street site. There was some initial input from Alice Ngondi; however, the school is finding that their original thoughts and plans for the school were working better and are staying with them. Having previously been a successful KS2 ESMH special Primary school, Park Aspire was asked to take in KS3 Senior school pupils at the new Anerley Street site, which has proved a challenge for the introduction of a KS3 Curriculum.

RM took the Governors through his presentation beginning with the number of Pupils currently on roll amounting to 59. The most recent referrals are 3 x Y7 PEx pupils from Bradford Academy, plus another Y7 PEx yesterday and 2xY5 pupils. The Anerley site is full to its capacity at this stage and staff are working tirelessly. With regard to Step-out placements we have had two successful transitions to mainstream school, a Y8 and a Y9 on a Reintegration Action Plan (RAP). A Y9 pupil on a RAP will, after Easter, move to Bradford Alternative Provision Academy (BAPA) who provide for KS4 pupils, as Park Aspire only take in pupils to KS3.

Pupils experiencing difficulties following the pandemic have had a Recovery Curriculum put in place. This will continue due to uncertainty and instability, especially for pupils in Y6 who have fallen behind and are not yet sufficiently equipped to make the transition to secondary school.

We are giving Y7 a more nurturing approach which includes a set of tools to make it less of an issue for them to make the transition into secondary school.

On a half termly basis we analyse individual children who are not making progress on an academia level and put plans in place to rectify and review.

BL Q - When children enter the school how do you establish their reading age and subsequently how do you improve on their reading ability?

RM The Educational Psychologist (EP) comes to the school and provides us with a baseline. This baseline is for guidance in the first half term as we apply our own assessment tool - the Symphony Assessment System. This has now been extended for use in Y9 based on KS3 curriculum objectives and helps to closely measure improvements that are being made.

Children who are Y9 may well be functioning at Y4 level and by using the Comparison and Analysis of Special Pupil Attainment (CASPA) system progress can regularly be monitored.

KR Mentioned that Park Aspire was working with a number of secondary schools to understand the measures being used in their settings. Unfortunately, many systems are in use - so we are assessing which will be the most suitable for our school.

SM felt that for the new Governors this was quite a lot of information for them to digest and made the suggestion that once everyone could meet in the school a dedicated session on testing, appraisal and impact would be of benefit.

RM Interventions: Following the recovery programme it has been decided to keep on with 'Well-being Wednesdays', which promotes the social, emotional and the mental health of the pupils.

SM and KR to schedule

An alternative curriculum scheme has been introduced for KS2 pupils to prepare them for KS3 using the Award Scheme Development and Accreditation Network (ASDAN) short courses.

Interventions out of the classroom are in place with Special Needs Teaching Assistants (SNTA) and also for those pupils who are succeeding and working above their peers Higher Ability (HB) groups.

PACS– Park Alternative Curriculum Scheme: This is specifically for KS2 pupils and covers four areas,

- What interests me?
- How can I be more active?
- What is in our community?
- Can we go on an adventure?

This has a massive impact on KS2 pupils and examples of this were exemplified in the presentation. The more time dedicated to each pupil's scheme the further they go along in their rewards and achieving certificates - providing a baseline for KS3 when they go into the ASDAN.

Without prioritising the pastoral input we cannot attain the additional academic progress.

SM Q – With the staggered entry of PEx children into the school, how do you manage the curriculum delivery within each year group?

RM with the extra curriculum the children pick up at the point where the school is with the other children. SNTAs assist pupils at different levels of ability within the classroom. For the functional skills (Maths and English) the children work through the Northern Council for Further Education (NCFE) documents and hopefully leave with an accreditation. There are yearly targets and a final KS3 target, which we look for them to achieve.

The school is having to adapt the curriculum constantly, based on individual needs.

Development of the curriculum - personal and social development and Careers education - the 2020 Ofsted considered this to be an area for development: The school purchased a new 'Scheme of Development' which is having a massive impact across school. The pupils are really engaged and loving the lessons.

We are giving careers opportunities by attending 'Building Futures Together' which is construction and plumbing focussed, again gaining accreditation. RM has also had a recent meeting with 'The J.A.M.E.S. Project' which will give an accreditation, spending a day a week in a fully functioning motor vehicle garage.

Recruitment to deliver changes:

There continues to be a significant impact on all staff as a result of: increasing numbers of pupils: the lack of clarity and direction from the LA around the school's remit: the ongoing concerns around the increasing complex needs of pupils; the additional responsibility and difficulties of running a split site, staff absences and the local shortage of appropriate supply staff to recruit.

We have employed a Personal Development Leader, to look after the social, emotional and mental health needs of the pupils.

SM Q - Do you regularly monitor the impact of the support staff?

RM We had a meeting today with Andy Neil who looks at the measurement of interventions, attendance, behaviour, and assessment. He will be at the school later in the week to look at time-tables and the approach and attitude to learning. We can then monitor the total impact. We will be purchasing this data system and training staff - ready for full operation from September 2022.

The Next Stages: we are planning to develop the quality of education to equip Y9 pupils for the appropriate pathway to KS4 including the personal development of pupils, as already discussed.

SBa Confirmed that her son's needs and the response has been very bespoke, his SEMH is now in a much better place. As a parent **SBa** has nothing but praise for the school.

SM. As a Management Committee we have to make sure that all the needs of the children are considered in the school's provision, enabling the MC to talk positively to Ofsted about its challenges and impact. As a Specialist Provision we need to ensure our teaching and learning is of the highest quality.

We would like to invite you back before the end of the year to update your information and share this with the Governors.

The chair thanked Richard for attending the meeting and sharing this important information.

Agenda Note

59/21 Headteacher Report:

KR The Report was circulated to the Governors for reading prior to the meeting and **KR** invited questions.

SM Q – We had a concern at the last meeting regarding the attendance figures, and since then BL has been into the school; could BL update the Governors?

BL Initially the attendance figures seemed a little inaccurate: however, we have now rectified these as the overall attendance figure had the authorised absences added to it. By stripping back on these figures the attendance figures shown in the Headteacher Report are now more accurate. We intend to use 'shadow data' which Ofsted would wish to see, looking at pupils who have been in the school for a good period of time and measure their attendance along with the impact of Covid and pupils travelling abroad. We can then have an action plan for the coming half term.

BL will be going into school on the 28th March to assist with the plan looking at the whole school data and the key focus groups then forming a Rapid Action Plan with targets and a time-frame, enabling this to be shared with the Governors. The impact that the LA are having with the prosecution and fining of parents is now being reduced to three days; we could look at disengaged parents and taking out fixed penalty notices when the school has exhausted all channels to bring the children into school.

Pupils that are coming into the school, the school they are coming in from, will have to give Park Aspire their attendance figures and certificates. This will give Park Aspire the background evidence required to show a measurement of impact since arriving at our school.

SM thanked **BL** and **KR** for this sensible approach to attendance in the school.

SM initiated a discussion around pupil performance and the complexity of looking at individual performance and scrolling this up to the whole school performance.

Because one or two children can affect the overall performance (by arriving or leaving the school) presenting clear data which is meaningful and provides assurance to Governors is essential. This will be a key Ofsted line of enquiry.

KR felt that the best way to meet this objective would be for the Governors, as a group or separately to meet with **RM** to look further into his reporting system.

BL suggested that **RM** could provide for each meeting the headline levels of progress that pupils are making, this could be very helpful. **KR** confirmed that **RM** had agreed to do this.

SM Q – We have had some resignations and staff taking maternity leave, are we in the process of recruiting?

CR We have advertised for the new teacher post and three special needs teaching assistants (SNTA), the closing date is 25th March 2022. We will then create a short list, but this is proving difficult. Especially with a shortage of appropriate SNTA's for our school.

SM Q – Are the posts within our budget or are the SNTA's additional staff, we have to be mindful with any new appointments?

KR The post of teacher is in the budget and one of the SNTA's will replace the one that is leaving in two weeks' time. **SM** and **KR** will have a discussion about the two additional SNTA's at a later date.

*KR Note
Clerk Agenda*

SM Note

60/21 Finance:

Intended Use of Budget (IUB) Carry Forward;

SM reported that the Carry Forward balance for the year end March 2022 was estimated to be in the region of £436k, approximately £265k over and above the allowed amount. This was reported at the last meeting. The position will be confirmed when the Q4 monitor is completed after March 31st.

The IUB should be returned to the LA by the end of March 2022 however the school is not in a position to prepare meaningful plans of how this money will be used in the new financial year.

SM notified the Management Committee that it was her intention to refer the matter to the School Funding Team and report to them that the delay is subject to ongoing negotiations with the LA regarding conclusion of the number of expected pupils, use of sites and the overall plan for the school. She stressed the need to maintain all balances going forward as there may well be further site issues and complications around delivering the future service.

<p>CR informed the Governors that she has been putting together the SFVS (Self Audit Report) for the School Funding Team to be ready by the end of March 2022. This report needs to be agreed by the MC before it is sent in and will explain why the school is expecting such a large Carry Forward balance.</p> <p>SM Requested that CR share this document with her (as financial lead governor) as soon as it is ready and before submitting it. The final report will be presented at the next Committee.</p> <p>CR agreed that the school was not in a position yet to prepare a IUB but confirmed that Andrew Redding is very well aware of the school's position.</p> <p>The IUB will be reported upon at the next MC meeting.</p>	<p><i>Agenda item</i></p>
<p>61/21 Premises Review:</p> <p>The review for premises was covered in the Headteacher Report.</p>	
<p>62/21 Policies:</p> <p>There was a discussion around the HR Policies, SM will concentrate on the Appraisal and Capabilities Policies. KR and SM to discuss out of the meeting which ones they both feel are the best for the school, looking at Fusion, Pact HR or School Bus.</p> <p>SM The timetable for all policy reviews is a requirement which is now becoming urgent as it would be preferable if the policies were checked by individual named Governors in alignment with their responsibilities prior to being approved by the Management Committee.</p>	<p><i>KR/SM note</i></p> <p><i>CR Note</i></p>
<p>63/21 Governor Matters:</p> <p>SM an additional Governor for the Headteacher Performance Management Committee was now required.</p> <p>BL Offered to take up this position on the Committee and was accepted by SM and the Members.</p> <p>SM Expressed concern that Members needed to be responsible for ensuring they are using the training facilities offered by the School Governor Service. They should also be in communication with the school regarding their area of responsibility as named Governors. From time to time they must report into the Management Committee on their responsibility by issuing a report to be discussed at the following meeting. The reports must be forwarded to the clerk for onward distribution.</p> <p>SM Suggested that KH join with SBb as named Governors for Pupil Premium and Looked After Children.</p> <p>KH and SBb agreed to share this large area of responsibility and will discuss between them how they will go forward with this.</p> <p>SM All Governors should now start to become involved with the school as a matter of urgency.</p> <p>LWG and CR tenure of office will expire at the beginning of May 2022. CR expressed a desire to continue her role as the Staff Governor. Other school staff had been</p>	<p><i>SM to contact BL</i></p> <p><i>Governors please note</i></p> <p><i>KH/SBb Note.</i></p>

<p>canvassed but no one stepped forward for the role. CR was duly appointed for a further term of office.</p> <p>LWG confirmed she would not be looking to review her tenure due to other commitments.</p> <p>SM Thanked LWG for her years of service to the school as a Member and wished her all the very best for the future. She remains a valuable member of the school staff.</p>	
<p>63/21 Any Other Business referred from item 55/21 above:</p> <p>There was no Other Business</p>	
<p>64/21 Date of Next Meeting:</p> <p>The next Meeting will be on 18th May 2022</p>	
<p>The Chair thanked the Governors for their attendance and the meeting closed at 17.30 pm</p>	

Note:

The Minutes of the Meeting of 9th February 2022 were sent to the Governors via email on 6th April 2022 and agreed by the Governors as a correct record of the meeting on the 11th April 2022.