



**Minutes of the Academy Committee meeting  
held on Monday 28 March 2022 1700**

**Microsoft Teams**

| Governor name    | Initials | Governor category | A = absence |
|------------------|----------|-------------------|-------------|
| Kate Turner      | KT       | Appointed         |             |
| Paul Saint       | PS       | Appointed         | A           |
| Trevor Clay      | TC       | Appointed         |             |
| Julia Dickens    | JD       | Parent            |             |
| Phil Bailey      | PB       | Staff             |             |
| Gyongyi Klein    | GK       | Appointed         |             |
| Andrea Chiarelli | AC       | Appointed         |             |
| Alex Rae         | AR       | Appointed         |             |
|                  |          |                   |             |
| VACANCY          |          | Appointed         |             |
| VACANCY          |          | Parent            |             |

In attendance: [staff or other invited persons]

| Staff name      | Initials | Role             |  |
|-----------------|----------|------------------|--|
| Heather Widdup  | HW       | Senior Principal |  |
| Matt Pennington | MP       | Principal        |  |
|                 |          |                  |  |
| Amanda Terry    | AT       | Clerk            |  |

| Item No  | Item   | Action   |  |      |      |   |      |    |  |  |  |  |   |  |              |      |      |      |      |      |                              |      |      |      |      |      |                           |      |      |      |  |  |  |
|----------|--|----------|--|------|------|---|------|----|--|--|--|--|---|--|--------------|------|------|------|------|------|------------------------------|------|------|------|------|------|---------------------------|------|------|------|--|--|--|
|          | <p><b>Presentation from English Faculty</b></p> <p>There was a presentation from the English faculty to governors. Governors were presented with the following:</p> <table><tr><th rowspan="5">AP 1/2/3</th><th>Attainment</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th></tr><tr><td></td><td colspan="3">English only. Target generated from CATS</td><td colspan="2">Double weighting<br/>Targets generated from KS2 data</td></tr><tr><td>Attainment 8</td><td>3.84</td><td>3.71</td><td>4.36</td><td>7.59</td><td>7.55</td></tr><tr><td>Attainment 8 target (FFT 50)</td><td>3.41</td><td>3.53</td><td>4.88</td><td>8.74</td><td>8.23</td></tr><tr><td>Attainment 8 target (HRG)</td><td>4.16</td><td>4.02</td><td>5.01</td><td></td><td></td></tr></table> <p><b>Headlines from data</b></p> <ul style="list-style-type: none"><li>KS3 targets generated by FFT 50 but informed by CATS. Teachers have used GL assessment data and Star reader data to informed teacher input of HRG. These targets will change based on the National picture.</li></ul> | AP 1/2/3 | Attainment                               | 7    | 8    | 9   | 10   | 11 |  | English only. Target generated from CATS |  |  | Double weighting<br>Targets generated from KS2 data |  | Attainment 8 | 3.84 | 3.71 | 4.36 | 7.59 | 7.55 | Attainment 8 target (FFT 50) | 3.41 | 3.53 | 4.88 | 8.74 | 8.23 | Attainment 8 target (HRG) | 4.16 | 4.02 | 5.01 |  |  |  |
| AP 1/2/3 | Attainment   |          | 7  | 8    | 9    | 10  | 11   |    |  |  |  |  |   |  |              |      |      |      |      |      |                              |      |      |      |      |      |                           |      |      |      |  |  |  |
|          |  |          | English only. Target generated from CATS |      |      | Double weighting<br>Targets generated from KS2 data |      |    |  |  |  |  |   |  |              |      |      |      |      |      |                              |      |      |      |      |      |                           |      |      |      |  |  |  |
|          | Attainment 8   |          | 3.84                                     | 3.71 | 4.36 | 7.59  | 7.55 |    |  |  |  |  |   |  |              |      |      |      |      |      |                              |      |      |      |      |      |                           |      |      |      |  |  |  |
|          | Attainment 8 target (FFT 50)   |          | 3.41                                     | 3.53 | 4.88 | 8.74  | 8.23 |    |  |  |  |  |   |  |              |      |      |      |      |      |                              |      |      |      |      |      |                           |      |      |      |  |  |  |
|          | Attainment 8 target (HRG)  | 4.16     | 4.02                                     | 5.01 |      |   |      |    |  |  |  |  |   |  |              |      |      |      |      |      |                              |      |      |      |      |      |                           |      |      |      |  |  |  |

- Year 11 data comparing AP2 to target shows that 7+ students are performing above target in Lang. Focus for intervention remains with 4+ and 5+ students. Results in Language are slightly above Literature which is representative of our 3/2 lesson split in favour of Language.
- When we compare Year 11 AP2 data with 2019 'Actual' results we are above at 4+. The most recent set of mocks has had a Language focus so we are keen to see the impact that those results will have on 4+ and 5+.

|       | 2019 Actual | 2022 Target | 2022 AP2 |
|-------|-------------|-------------|----------|
| A8    | 38.6        | 41.87       | 36.96    |
| 4+ En | 57.0%       | 67.0%       | 61.2%    |
| 5+ En | 42.0%       | 39.2%       | 32.1%    |

Attainment 8 explained. Targets explained.

Discussion on teaching time dedicated between language and literature.

Heather joined via Teams at 1703.

English improvement plan versus the academy improvement plan was explained to governors:

**TIP 1** - Establish rules and routines in base classrooms, supporting a smooth start to the lesson and engagement throughout.

**TIP 2** – Embed a positive reading culture both in and outside the classroom.

**TIP 3** - Pride in presentation in exercise books, ensuring they reflect the progress made.

Zonal leadership was discussed.

Ms Colman explained that reading needed to be pushed due to COVID and further support on engaging students in reading. STAR reader highlighted and other interventions.

Quality assurance referred to.

Strengths identified from monitoring activities:

- Retrieval questions embedded with consistent delivery across the faculty.

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|  | <ul style="list-style-type: none"> <li>• References to MDT in lessons is clear.</li> <li>• Stamps are used to reward good presentation and highlight areas for improvement.</li> <li>• Questioning is good and deepens student's understanding.</li> <li>• Feedback is timely and it is clear to see the links between activities.</li> </ul> <p>Necessary action following monitoring activities:</p> <ul style="list-style-type: none"> <li>• Presentation and quality of answers in day to day books needs to be monitored more closely.</li> <li>• Use of visualizers to support modelling and presentation. The impact of live modelling needs to be shared across the department.</li> <li>• Assessments previously completed on paper (Covid impact) will now be included in exercise books to support the students addressing next steps.</li> <li>• Questioning is good but we need to see students taking more responsibility for developing answers and challenging others.</li> </ul> <p><b>Changes made to Faculty curriculum planning to support Recovery:</b></p> <ul style="list-style-type: none"> <li>• STAR reading data and GL assessment data is used to inform Year 7 intervention. This is in recognition of COVID impact information around reading.</li> <li>• Retrieval starters cover previously learned topics and quality consolidation time during the lesson.</li> <li>• Schemes of learning are planned around skills and revisiting skills. This means that we can adapt SOL to support where there are gaps.</li> <li>• Planned in more opportunities to build in extended writing (including crafting) at KS3.</li> <li>• Close contact with the SEND team to support and intervene where necessary.</li> <li>• JPD focus on reading to support with gaps.</li> <li>• Teachers regularly use Teams to share resources and set work during absences (staff and student absences).</li> </ul> <p><b>Feedback from staff self-reflection surveys (based on student questionnaires)</b></p> <ul style="list-style-type: none"> <li>• Students are able to recognise and explain how their learning links to the 'bigger picture'.</li> </ul> <p>Students are responding positively to all the feedback teachers are giving to them and the time allocated to addressing misconceptions. As teachers become more used to working with visualisers in lessons, this will develop further.</p> |  |
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|  | <p><b>Key spending and impact (including spending further to successful faculty bids)</b></p> <ul style="list-style-type: none"> <li>• Photocopying. Exam papers (Language) are lengthy booklets and we usually cut them down but leading up to the real exams, we need to print the whole booklet in order for students to understand how to set out their answers and navigate the paper.</li> </ul> <p>Purchasing and printing of non-fiction texts to expose students to different reading experiences (cultural capital)</p> <p><b>CPD opportunities for staff to aid the delivery of the subject:</b></p> <ul style="list-style-type: none"> <li>• Time has been allocated to working on individual/paired JPD projects. More time is needed now to review the impact and feedback to the faculty.</li> <li>• AQA and PiXL resources and training shared with the team to support the delivery of GCSE exam content.</li> </ul> <p>The Trust English Lead is working with the Year 11 team to support with Yr 11 intervention, KS3 reading and NTP Year 10.</p> <p><b>Challenges/barriers faced by your Faculty:</b></p> <ul style="list-style-type: none"> <li>• Staff maternity leave has meant that there are challenges in terms of a full time faculty leader. Ms Colman said she has taken on the role in addition to her existing responsibilities on 3 days per week. Other staff members are also supporting in terms of the day to day running of the department.</li> <li>• Time to mark and moderate Year 11 exam papers in order to provide students with quality feedback and provide purposeful intervention.</li> <li>• Intervention groups are set up but not all can be led by and English specialist. The Trust are supporting where possible.</li> </ul> <p>Things to celebrate in each key stage:</p> |  |
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| KS3  | KS4   | KS5  |
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| <p>Topics in KS3 ensures that students are exposed to religious, social, cultural and historical fiction and non-fiction texts to further develop their understanding of both their current society and those from different backgrounds.</p> <p>Feedback from AIR:<br/> <i>"The text choices are ambitious and provide opportunities to reflect upon a range of SMSC issues as well as build cultural capital. In doing so, the planning of the curriculum begins to address social disadvantage and gaps in knowledge and experience."</i></p> | <p>Timetabling means that all Year 10 and 11 lessons are on at the same time. They are also all taught the same text/unit at the same time to allow for moderation and comparison throughout the course. It also provides the opportunity to provide intervention on key topics during lessons i.e. CSD has a focus group working on Lang paper 1 Q5.</p> | <p>Curriculum changes:</p> <ul style="list-style-type: none"> <li>• Changed exam boards for Lit which has been very positive – teachers feel the new syllabus is more straightforward and open-ended.</li> <li>• We have created a new booklet of resources for Lang to be shared between us and National to try to ensure the students are receiving the same input from both schools.</li> </ul> <p>Feedback:</p> <ul style="list-style-type: none"> <li>• We have planned when each teacher will mark a piece of work to ensure that students are getting regular feedback based on the exam board criteria.</li> </ul> |
| <p>There is a consistent approach across teachers in delivering the core expectations and embedding retrieval style questions that secure knowledge of current and past topics.</p>  | <p>High quality teaching throughout with staff delivering 'expert' knowledge. Collaborative approach to creating resources/sample papers.</p>   |  |
| <p>Reading is prioritised in SOL with teachers effectively modelling reading using annotation and highlighting.</p>  |   |  |

Questions were invited from governors.

#### Questions

Mrs Turner asked about Careers and how the department makes the connections with English and Careers. Ms Colman talked about journalism and gave examples. Mr Bailey asked about equality and diversity and Ms Colman talked about Of Mice and Men and also explained that teachers regularly talk about current affairs to support cultural issues. The book Noughts and Crosses with regards to racial issues was also given as an example.

Mr Clay queried the data and the differences between target and AP2 stage. Ms Colman said there is an element of catch up and we are prioritising English Language but recognised that the time to study the texts and memorise the quotes is a challenge for the students but the Academy is offering interventions and helping them work toward the barriers.

Ms Klein asked Ms Colman if in her opinion there had been sufficient time to finish all the teaching of the curriculum. Ms Colman said the curriculum had been taught and the time now was being spent going through exam papers and potential questions.

Discussion regarding evidence on statements and how this is shown in student surveys.

Mrs Turner referred to evidence on the website.

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|                   | Mr Pennington referred to the student survey.<br><br>Karen left at 1730   |  |
| <b>AC/36/2122</b> | <b>Apologies for absence</b><br>Mr Saint had given apologies due to health.   |  |
| <b>AC/37/2122</b> | <b>Declaration of interest and any changes to be advised</b><br>There were no declarations of interest, either direct or indirect, for any items of business on the agenda. |  |
| <b>AC/38/2122</b> | <b>Minutes of the meeting dated 24 January 2022</b><br>The minutes of the meeting were agreed as an accurate record of the meeting.   |  |

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| <p><b>AC/39/2122</b></p> | <p><b>Update following Central Training</b><br/>Safeguarding Link Governor Update</p> <p>Mr Pennington had circulated the Safeguarding grid and explained key points to governors.</p> <p>Compliance review took place on 2 March.</p> <p>Safer recruitment process has been changed and improved.</p> <p>Mr Pennington spoke of emerging threats of a rise in the community on antisocial behaviour and this in turn has had an effect on behaviour in school. There was a discussion regarding Peer on Peer abuse and the link to mobile phones and social media. COVID has also increased mental health issues in students.</p> <p>Mrs Turner asked how many students (as a percentage) were causing these problems and there followed a discussion with regards social interactions between students now via mobiles rather than face to face and each week staff see disputes escalating quickly. Mr Pennington said he had no percentages but incidences were certainly happening on a weekly basis. In response to a question from Ms Turner on whether it was any particular group of students, Mr Pennington said there appeared to be a high percentage of SEN students. The Academy continued to work with students around their understanding of the label bullying versus being unkind and continued to encourage appropriate behaviour. Mrs Widdup agreed that this was a fair summary.</p> <p>Academy mentoring and wellbeing was discussed.</p> <p>Peer on Peer and sexual harassment discussed further.</p> <p>Mental health provision was discussed.</p> <p>Following a governor question, Mrs Widdup confirmed governors would receive this report every meeting this report if there were updates and this would help with consistency across all the academies in the Trust on their reporting.</p> <p>No further questions.</p> <p><b>Quality of Education/Curriculum</b></p> <p>Mrs Turner handed out sample questions governors may find useful and should be asking within this area and there was a discussion. Mrs Turner said there was a need for governors to meet with middle leaders as well as senior leaders.</p> |  |
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| <p><b>AC/40/2122</b></p> | <p><b>Matters arising</b></p> <p><b>Share Plan B re building (due before Summer term)</b></p> <p>Mr Bailey said the new build report had been submitted to DFE and we will find out if successful in the Autumn</p> <p><b>AC28 2122 Share risks with governors to approve</b></p> <p>Completed.</p> <p>Mr Bailey said there was an additional risk to add to the risk report which was the financial support to the Post 16 Centre.</p> <p>Ms Klein asked for further clarification on this. Mrs Widdup explained how the budget was split between the 2 Academy Trusts and the risk identified was that the Trusts didn't agree with the costs so it had been placed on the Risk Register for Holgate.</p> <p>Mr Clay queried this risk and given governors did not receive any management accounts for the Post 16 Centre he asked for evidence that was supporting this risk. Ms Widdup said Mr Lowe (at Trust level) had produced data to support this risk.</p> <p>Mr Clay again queried the risk addition as he understood the cost were accounted for in our budget (and we cover 40% of the costs) and our management accounts were showing as a surplus so he didn't understand why this was a risk.</p> <p>Mrs Widdup said it is was around curriculum led financial planning and class sizes. Mr Clay acknowledged but commented on the importance of having a breadth of subject offerings to our students and he recognised that you may need 2 classes if there were popular classes. In addition he recognised that this may also be a risk if we offered classes with lower numbers but it meant we could offer a range of study to match needs.</p> <p>Mrs Widdup acknowledged and said 11 students per class was the most cost effective for a class to operate and she understood this may not always be possible but there may sometimes be a cost subsidy. However there was a requirement that classes gave a contribution to fixed costs rather than an expectation that the class should be full. There was a discussion about the knock on effect if this affected a number of classes. There was a detailed discussion.</p> <p>Senior Leaders said that many classes were not full and 70% were 11 or below and 42% 5 or below with 16 classes running with only 1 student. Governors agreed the wording of the risk should be changed to more accurately reflect the situation and acknowledgement of the funding gap of £115k for Holgate.</p> | <p><b>HW</b><br/><b>(immediate)</b></p> |
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|                   | <p>There was a discussion on why the Post 16 Centre hadn't pursued the T Levels. Senior leaders explained to governors that there would be difficulty for schools to gain the license versus colleges due to the requirement for 45 days work experience for students studying T Levels.</p> <p>Mr Clay requested that actions on the risk register were given a timescale and gave an example of the merit of this with regards to accommodation and target score.</p> <p style="text-align: right;">Governors APPROVED the risk register subject to the above 2 changes.</p> <p>There was a discussion on the work on the building over July and Summer. Window replacement and decoration was discussed and Mr Bailey explained to governors the work on B block and the replacement of NABBs windows as only single glazed replacement – governors raised concerns over this decision due to energy. Ms Klein said this wasn't cost effective. Mrs Widdup said she would raise this with the Trust.</p> <p>AC06 2122 H&amp;S role – KT to speak with Mr Rae - Mr Rae would take on this Link Governor role and he had worked at HSE during his work career.</p> <p>AC06 2122 Template for faculty leads - updated.</p> <p>AC06 2122 Work plan for governors - this had now been superseded. Chair asked Clerk to remove this action.</p> <p>AC19 2122 Share recovery plan - this had now been superseded. Chair asked Clerk to remove this action.</p> <p>AC21 2122 Confirm Safeguarding Annual Audit had been completed and returned. Mrs Turner confirmed this had been completed.</p> <p>AC30 2122 Confirm 'reset' of governor term of office. Completed.</p> <p>AC30 2122 Confirm intentions when terms of office expires. Completed.</p> <p>AC31 2122 Summary of COVID Education Recovery funds. Completed.</p> | <p><b>PB (next report)</b></p> <p><b>HW (within 2 weeks)</b></p> |
| <b>AC/41/2122</b> | <p><b>Membership &amp; Standard Items</b></p> <p>Governors noted the circulated standard items relating to Visits, Training, Correspondence and any Complaints received.</p>   |  |

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|                   | <p><b>Membership</b><br/>1 vacancy Parent.</p> <p>1 vacancy Appointed.</p> <p>There was a discussion regarding vacancies.</p> <p>Mr Clay had informed the Clerk that he would not be standing again when his term expired. The clerk confirmed that his term of office expires 8/7/2022. A stand in for finance and Post 16 would be required. Ms Klein said she would be interested in Finance if she had support. Governors thanked Ms Klein. Governors thanked Mr Clay for his service over the past 8 years.</p> <p>Mrs Dickens term of office was also due to expire on 8/7/2022 and as she had recently been promoted to Head of School she will not be standing this time. A Volunteer is required to take on the Link role for Quality of Education.</p> <p>The Clerk said she had spoken with Mr Saint and he hadn't any further news on his health/operation but would confirm his intentions to the Chair at Easter. The Chair to follow up.</p> <p>The Clerk advised the Academy that she had decided to leave the Trust in order to concentrate full time on her own business and another partnership opportunity with a national organisation with synergies to her existing business. This would be her last meeting and she had enjoyed working with the committee. Mrs Turner said Emma Paine, an existing clerk with the Trust would take on Holgate and as she worked for a number of other Academies for the Trust she would be available 4 days and she lived in Hucknall.</p> <p><b>Complaints</b><br/>Complaints log had been received after the papers had been circulated and added to Sharepoint.</p> <p><b>GDPR Log</b><br/>Not discussed.</p> | <p><b>ALL (before next mtg)</b></p> <p><b>KT (Easter)</b></p> |
| <b>AC/42/2122</b> | <p><b>AIR Report &amp; Principal Update &amp; Safeguarding</b><br/>Questions were invited.<br/>Mr Pennington said he had seen improvement in behaviour and the atmosphere of the Academy and this was due to consistency of implementation of policies.</p> <p>There was a discussion on the high figures that related to disadvantaged pupils and it was clarified that 40% students at Holgate were Pupil Premium and there was also a high percentage</p>  |   |

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|                   | <p>of SEN students too.</p> <p>Sexualised language from boys was a problem and the Academy were addressing this. Mrs Turner said Safeguarding training shows that recognition needs to be given to the development of 15/16 boys in this area but the boundary must always be when this language is used in a derogatory way. Mr Pennington said that the general perception is that the academy is a safe place.</p> <p>Following a discussion, it was confirmed that the AIR wasn't circulated. Mrs Turner had received it from senior leaders. Mrs Turner to send to the Clerk so she can upload to sharepoint for governors to access.</p> <p>Discussion on curriculum and intent and desire to have it in one document.</p> <p>Governors asked for the Curriculum reports in advance so they could prepare questions to bring to the meeting.</p> <p>Mr Clay queried data provided on the management accounts as the KPI'S provided didn't correspond with the management account figures. Following a detailed discussion it was confirmed this was an error. Mrs Widdup to follow up the Trust to provide the correct report and circulate to governors.</p> <p>Mr Clay queried agency staff use before end of term as we will see an increase in that figure and revised Forecast 1 shows spending 65k above for the past 6 months of the year.</p> <p>Governors asked for clarification on D0 line.</p> | <p>KT (before next mtg)</p> <p>PB/HW (next mtg)</p> <p>MP (next mtg)</p> <p>HW (within 2 weeks)</p> <p>HW (within 2 wks)</p> |
| <b>AC/43/2122</b> | <p><b>Policies &amp; Audits</b></p> <p>Governors had been advised that there was Trust policy updates on</p> <ul style="list-style-type: none"> <li>• Medical Conditions Policy</li> <li>• Provider Access Policy</li> <li>• Special Educational Needs and Disabilities Policy</li> <li>• Mental Health and Wellbeing principles</li> <li>• Accessibility Policy</li> <li>• Covid 19 appendix to Safeguarding and Child Protection Policy</li> <li>• Risk Policy</li> <li>• Risk management operational guidance</li> <li>• Risk Management Policy Statement</li> </ul>  |  |

**Link Governor reports**

Link Governor reports had been received from

**Mental Health**

Mr Chiarelli asked about staff mental health and wellbeing and had noted from a recent NGA bulletin circulated that 91% of teachers had been affected with their mental health due to the pandemic. He asked if there had been any communications sent out to staff from SLT to acknowledge this data and offering support. Mr Pennington said he had spoken about this and staff were aware of this and supportive of each other. Governors thanked SLT for their awareness.

**Health & Safety**

Mrs Turner had done a site walk and had had two meetings and concerns on the boiler had been raised and she had been informed that £750 per week was being lost due to the boiler inefficiencies. She asked when the boiler would be replaced. Mr Bailey said the Trust was currently pricing up four new boilers and the system was been modified to get a temporary boiler if needed.

Governors again raised the previous single glazing decision as a concern. Concerns on vandalism increasing since the decision not to have an 'on call member of staff' who would walk around and monitor the building and check the CCTV. Governors enquired about the budget for a staff member to do this. Mr Pennington said they had now recruited a person to do this role now. There was a detailed discussion on the cost of this member of staff versus the cost of vandalism.

**Pupil Premium**

Not discussed.

**Safeguarding**

Discussed earlier. No questions.

**Post 16**

Discussed earlier. No questions.

Mr Clay added that he would like to have seen further detail on the destination data for year 11 and he was surprised that we didn't have the level of programme that students go on to a college as he felt governors needed to know what level they are going to. Governors agreed that the Academy should seek this level of detail. Mr Clay thought this was also pertinent with the current Post 16 risk that had been raised by senior leaders.

Mrs Turner agreed and said we needed to know if the students' destination was aspirational.

HW (next mtg)

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|                   | <p>There was a discussion on the results on Post 16 and application standards.</p> <p>There was a discussion on the quality of supply staff and the availability of supply staff. Also recruitment of teaching was discussed.</p> <p><b>Application from a member of staff for leave in term time (taken out of Agenda order)</b></p> <p>There was a detailed discussion. Comments discussed were:</p> <ul style="list-style-type: none"> <li>- The need to avoid setting a precedence.</li> <li>- How work would be covered during staff absence.</li> <li>- Any previous applications granted that had resulted with it being granted with or withholding holiday pay.</li> <li>- The need to consider staff wellbeing.</li> <li>- The need to consider each employee's length of service, conduct and sickness record.</li> <li>- The requirement of the staff member to work during some of the school holidays.</li> <li>- Senior leaders views on the application.</li> </ul> <p>There were some reservations from governors to grant the application and some governors felt the application should be refused. Following voting It was AGREED by a majority of Governors that without precedence this member of staff would be granted the holiday and as the staff member was contracted to do additional days in the holidays they would forfeit their additional pay for the 2 weeks during school holidays. Senior leaders to advise the member of staff.</p> | <p>MP (after mtg)</p> <p>SLT (following the meeting)</p> |
| <b>AC/45/2122</b> | <p><b>Consider information to be advised to Trustees and complete the report</b></p> <p>Response from the Trust had been circulated with the papers of the meeting.</p> <ul style="list-style-type: none"> <li>• Faculty Template was excellent for curriculum</li> <li>• Congratulate Academy on the AIR.</li> </ul>   |  |
| <b>AC/46/2122</b> | <p><b>Determination of confidentiality of business</b></p> <p><b>Equality Act consideration</b></p> <p><b>Nolan Principles</b></p> <p>Governors considered whether anything discussed during the meeting should be deemed as confidential. It was Resolved:</p> <ul style="list-style-type: none"> <li>- There had been no confidential items or Equality Act</li> </ul>  |  |

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|                   | <p>implications.</p> <ul style="list-style-type: none"> <li>- Attendees were content that all decisions made adhere to the seven Nolan principles.</li> </ul>  |  |
| <b>AC/47/2122</b> | <p><b>Date and time of next meeting</b></p> <p>Governors noted the dates of the meetings and the next meeting as 23 May 2022 at 1700. The meeting would be held face to face.</p> <p>There was a discussion regarding COVID guideline changes.</p> |  |
|                   | <b>The meeting closed at 1905</b>  |  |

The seven Nolan Principles are outlined below:

1. Selflessness – Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
2. Integrity – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
3. Objectivity – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
4. Accountability – Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
5. Openness – Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
6. Honesty – Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
7. Leadership – Holders of public office should promote and support these principles by leadership and example