



ACADEMY COMMITTEE MEETING

Date: Tuesday 24th February 2026
Time: 6.00pm
Venue: Hazel Grove High School- Library

Clerk: K Warhurst
Present: S Blades, E Moroney, B Vickers, G Buck, M Sackville-Ford, G Vout, J Butler, A Bentley, Z Dzhumayeva, J Crawford, H Jones and K Hawley

Attending S Howells and J Lambert for part of the meeting

Action	Initials
Governors to contact the clerk with expression of interest in link governor roles	All
Point of contact for Cyber Security (Risk register) to be sent to JB	EM
Governors to feedback on Newsletters	All

Agenda – Part 1			
Category	Item	Notes	Action
1	Governance Arrangements	S Howells attended to present to Governors on disadvantage and what the school are doing to support these students. He shared the Trust's vision that every student, regardless of background or circumstance, should be able to acquire the knowledge and develop the qualities which will open the door to the future of their choice. The school want to ensure equitable access for every member of their community through their Cornerstones Programme which embeds a broad, balanced and ambitious curriculum that prepares all students for life beyond school. SH explained that percentage of pupil premium (PP) students fluctuates year by year and provided a breakdown of the numbers for each year group. He informed the governors that school look at the local area and where students come from which was both disadvantaged and affluent areas. Some of these areas have lots of deprivation and school need to look at what they are doing to support the community. SH spoke about the travel survey that was conducted which identified 20% of those that use the buses are PP. School look to support these students to ensure travel is not a barrier for attendance or ability to attend extra-curricular activities/electives. He went through the key	

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			challenges and the principles to support and develop these students. Attendance is key for a student to succeed therefore school track PP students individually and provide a personalised approach, implementing development plans where attendance is a concern. It was explained to the governors why it was important for students to attend electives and have experiences that develop skills that will allow them to have equitable opportunities, develop cultural capital, raise aspirations and increased sense of belonging. SH provided examples of what school are doing such as prioritise Year 11 PP students at interventions which resulted in 36 out of 38 students attending. They also want to make sure PP students are represented across all areas of school. The presentation concluded with a summary of the school's priorities including communication, teaching and learning, a sense of belonging, assessment and intervention and reading strategy. Q – How does the additional funding school receive for PP students finance intervention? A - This is budgeted in PP strategy which includes wider LSA support and use percentage for specific intervention such as a laptop for home. Q – Are you required to track the money for Ofsted? A - Yes, we have to show where the money is spent. E Moroney informed the governors that school make it a priority to know who the PP students are and want to provide them with a sense of belonging. Disadvantaged students can form their own groups and have a 'them and us' attitude. School want to change this as they don't want them to feel like a PP student, they want them to be feel like a HGHS student and have a quality experience of school. They want to ensure disadvantaged students are taken into account in everything they do. They have made progress but there is a way to go. They need to remove the barriers and be more strategic. Q – If a child's literacy is low, who takes ownership to improve this?	
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			A - School have an enhance transition approach, early identification is important and the SENDCO gets ahead so students are on the right path earlier. The SEND and Pastoral teams work together and pupil profiles are set up which all teachers are made aware of. School piloted the use of these profiles with Year 11. SH was thanked for his presentation and left the meeting.	
		Apologies	Apologies received from R Massey	
		AOB items	None received	
		Declaration of interest in any of the agenda items	There were no declarations of interest made in any of the agenda items.	
		Register of interests	Governors were asked to check their record on the Register of Business Interests circulated and inform the Clerk of any changes. There were no changes to the Register of Business Interests.	
		Code of Conduct	As the new Staff Governor, R Massey agreed to adhere to the Code of Conduct. This was confirmed to the Clerk via email outside of the meeting.	
		Part 1 Minutes	The minutes of the meeting held on 21 st October 2025 were <u>approved</u> as an accurate record of the meeting and all actions were completed.	Agreed
		Membership: Recruitment Update/Succession Planning	R Massey was confirmed as the new Staff Governor	
		Scheme of Delegation	There were no material changes to the Scheme of Delegation.	Noted
		Trust Board Update	Governors reviewed the report from the October and December 2025 meetings and had no further questions.	

2	School Performance & Accountability	Review of Head of School Report including: Comms, Attainment Attendance Behaviour Hazel Grove Sixth form	J Lambert provided an update on the school's communication strategy. School listened to feedback that there was a lot of communication via MCAS, lots of automated messages sent and this can become white noise and get ignored. They are piloting sending out weekly newsletters to each year group. A number of people within school contribute to this to ensure key messages are included. The purpose of this was to reduce the amount of communications, create a sense of belonging, celebrate success and a focus on attendance and rewards. These are sent out on behalf of the Heads of Year each Friday and are part of a wider strategy that includes half termly round ups, social media posts and end of term letters. JL said they would appreciate any thoughts and feedback from the Governors on these newsletters. Q – Are the newsletters sent out via MCAS as a PDF? A - Yes. We send it via MCAS as we can include hyperlinks if we do it this way. The newsletters are year group specific so we can add year specific links to the document. SB – these are definitely much better as the amount of communications previously sent was overwhelming. EM – these help to build relationships and an opportunity for warmth and connection with the school community. The SLT check the messages going out. They can pick up on themes from assemblies and points they want to address. AB – the structure and tone is good and it's all in one place. There is lots of good things happening in school and it's good to celebrate this. Q – Is there a cap on the length of the document? A - Yes, but there will be points in the year when it will be shorter and longer. We have taken a layered approach so people can scan through it easier. Q – Who decides the priority of the information provided?	
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			A - The Leadership team decided on the key messages that they want everyone to read and these go at the top of the newsletter. JL was thanked for the update and left the meeting. E Moroney presented the HoS report to the governors. There had been strong progress in 25/26 and a key priority is Ofsted readiness. School have been completing a lot of preparations for Ofsted with the new toolkit. <u>Achievements</u> Year 11: School have seen an improvement in the number of students attending intervention on a weekly basis. There is a focus on disadvantaged students, they have identified those who risk not achieving 5+ and they have weekly meetings with the Heads of English and Maths to look at these students. Year 13: Teacher predicted grades are looking strong and they expect to match last year's results. <u>Attainment</u> Q: In light of results from last year, particular the attainment of PP students, what has been put in place to ensure better outcomes this year? A: Year 11 is similar size to last year but have fewer PP students. There has been an increase in teacher predicted grades and they are in a much better place this year to last year. This year, there has been a real focus on ensuring students are in the right groups with the right teachers especially for English and Maths and there has been a lot of intervention and preparation for exams. We've had a real focus on our PP students from the start of the year, a granular approach to their Year 11 journey. There has been a significant leap in Maths and English and Leadership are meeting with the Heads of these departments on a weekly basis and ensure they are robust with marking and QA of mock results but also the QA of the Quality of teaching day to day which is where the biggest shifts in	
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		student outcomes will happen. They are building momentum with staff and students in preparation for summer exams. School have adopted a highly detailed and granular approach to every aspect of Year 11 including grouping, staffing, curriculum planning, intervention, tracking, parent engagement and mentoring. Students are completing a second round of formal mock exams in English, Maths and Science. The students are working hard. The Leadership Team have also held Targeted Year 11 meetings with key students, those at risk of not achieving a 5+ and many of these students are also PP and SEND. These meetings have given opportunity for bespoke plans of support to be put in place for these students as well as supporting parents/carers with the Year 11 journey. Year 9 MFL results were extremely good and Year 13 achieved unbelievable results with teacher predicted grades for A*-B at 81%. The governors confirmed these results looked encouraging. <u>Behaviour</u> There has been a consistent application of routines, clear expectations and increased staff visibility has contributed to a calmer learning environment and higher standards across the school. The governors were provided with data on suspension and permanent exclusion from the autumn term and this was compared with the previous year. Q: What progress has been made in responding to bullying? A: There has been a huge body of work focused on embedding an anti-bullying culture that includes education for both staff and students, but also training for pastoral staff in terms of how to respond to reports of bullying and how this response needs to have longevity to it in terms of ongoing check-ins and communication with both the victim, perpetrator and parents and carers. We are confident now that students are confident on how to report bullying and are doing so which is a huge shift in the culture from where the school was	
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		prior to January 2025 and this can be seen in the logs and use of BromCom and CPOMS. There is further work being done by the pastoral and behaviour team to develop this work further to ensure we have a layered and graduated approach to bullying to ensure that we can identify and prevent earlier. There has been a reduction in the number of suspensions from last year. School have not lowered their expectations, they identify need and support students with the SENDCO. They have a robust re-integration process to reduce repeat suspensions with school and home working together. Q: We note that there is an increase here in Y7 suspensions, why is this? A: This is due to two extreme cases in Year 7 and is not reflective of Year 7 in general. However, in wanting to get ahead of similar situations occurring in September of 2026 we have begun an enhanced transition approach with one of our key feeder primary schools, HGPS. In doing this we hope to ensure a robust transition and work closely with students on the SEN register at these schools to identify what that students transition should look like. This enhanced transition process especially with Hazel Grove Primary School and our SENDCO has already been in to observe expected students so they know what to do to enable a successful transition and build relationships. We are also supporting the SEND team at this school in ensuring needs are identified and that students are already coming to us with some form of SEND response in place. It was noted that there had been an increase in the proportion of suspensions attributed to verbal abuse or threatening behaviour towards adults. Q: What are you doing to tackle this increase in verbal abuse? A: We have a continued focus and emphasis on consistency, staff training in de-escalation and further development of restorative practices. The wellbeing of staff remains a priority and where needed strong sanctions are applied as well as follow up education for those students.	
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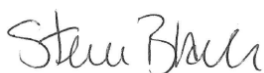
		Attendance The school's new attendance strategy promotes strong collaboration between the attendance and safeguarding teams to ensure coordinated support for families, timely home visits and consistent follow-up. There is an emphasis on building trusting relationships with harder-to-reach families so that support and challenge sit alongside one another. Q: How are you trying to get more buy in from parents/carers? A: We are working on developing narratives that explaining the importance of attendance to both the student and family which we see as crucial in order for them to understand school can't offer them what they need if they don't attend. These will be more bespoke to year groups so they feel more individualised rather than generic attendance messages. Persistent absence has also improved. Attendance is everyone's responsibility not just one person's job. This reinforces the message that every student, every lesson, every day matters. This work is complemented by a renewed focus on rewards and recognition, ensuring excellent attendance is celebrated and improved attendance is meaningfully acknowledged. Q: How are you narrowing the gap between PP and Non PP students? A: School have made positive headway with attendance, notably substantially improving their national ranking in the DfE report which compares similar schools and this is across all groups. We have shifted our focus so that we are recognising improvements in attendance rather than just good attendance and this is having a significant impact on our PP students.	
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3	Laurus Grace	Review of Head of School Report	M Sackville-Ford presented the HoS report to the governors. MSF advised the committee that the handover of the new building had been delayed by 1 month. He confirmed the new building was nearly complete and the move would take place over Easter. They were at capacity in the current space so were very excited to move. MSF updated the committee on the planned growth in student numbers, stating they had been inundated with requests and confirmed the number would increase from 28 to 40 students after Easter. They expect to increase to 64 students in September 2026. With the expansion of the school, MSF explained there was a large recruitment drive in place with a number of posts starting after Easter. He also confirmed C Franklin had joined the team from HGHS. This was the last committee meeting the Laurus Grace team would attend as their Academy Committee will be established in the last term. MSF thanked the HGHS Academy Committee for all their support.	
		Policies (undertake school level reviews of relevant policies)	Governors were informed the Safeguarding policy was approved by the Chair in between meetings.	
4	Governor Monitoring	Finance update including pupil numbers, bench marking and value for money	Governors reviewed the financial accounts to 31st December 2025.	
		Policies – undertake school level reviews of relevant policies	Governors were informed the School Uniform policy was approved by the Chair in between meetings.	

		School Risk Register – review risks and any significant changes in risk levels/ mitigating actions	The School Risk Register was circulated prior to the meeting and was reviewed. J Butler mentioned she was happy to lead on the cyber security section of the Risk Register and requested details for the point of contact within school.	EM
5	Governor Development	Review Trust Training plan	The Clerk confirmed all the governors were up to date with their mandatory training.	
		Minute any training undertaken by governors since the last meeting	Governors were asked to notify the Clerk of any training undertaken and provide certificates.	
6	Community Engagement	Stakeholder engagement – verbal update (Staff/parents/ students/ Governors)	EM confirmed the school were looking at community engagement. Some examples were SEN Champions, coffee mornings taking place and as their journey progresses, they plan to take more opportunities for celebration of talent. She said the school would appreciate any feedback from the governors on this.	
	AOB	Link Governor roles	EM asked if any of the governors would be interested in additional link governor roles concentrating on areas of priority and provide extra support and challenge the school. The committee already have SEND and Safeguarding links and EM proposed a Pupil Premium Link and CAP (Curriculum, Assessment and Pedagogy) Link. EM asked the governors to contact the Clerk if interested in these roles.	All
	Meeting Dates:		Tuesday 19 th May 2026 at 6.00pm	

Impact of Meeting / Key Outcomes
SH delivered a training session on disadvantaged students
Governors reviewed the Trust Board updates
Head of School report for HGHS was reviewed, including attainment, attendance, behaviour, and Sixth Form
Governors received an update on the school's communication strategy
Governors reviewed the School Risk Register
Head of School report for Laurus Grace was reviewed, including student numbers, staff recruitment and progress with building work and move to new premises.
Governors reviewed the Management Accounts for December 2025

Meeting closed at 8.00pm



Steve Blades
Chair of Academy Committee
19.05.2026