

**LOCAL GOVERNING BOARD OF BOLTON IMPACT TRUST**

**YOUTH CHALLENGE ACADEMY  
(Primary and Secondary Provisions)**

**MEETING HELD VIRTUALLY VIA MICROSOFT TEAMS**

**ON THURSDAY 3 FEBRUARY 2022 AT 4.00 PM**

**Present:** Mr M Hilton (Chair), Mrs L Buchanan (Primary Academy Lead), Mr N Hockenhall (Secondary Academy Lead), Mr R Petch, Mrs V Rudge, Mr P Campbell and Mrs C. Dewse.

**In attendance:** Paul Hodgkinson (Executive Principal), Alison Woosey (Director of Standards), Jacqui Latham, Viki Sutton, David Smith (Finance Director) and Kathleen Brooks (Minute Clerk – Governance Services)

**Mr M Hilton in the Chair**

**1. WELCOME AND APOLOGIES FOR ABSENCE**

The Chair welcomed and thanked everyone for their attendance.

Apologies for absence had been received from Victoria McBride, Phil Ogden, Lynda Finney, Anthea Sheppard and Andrea O'Callaghan.

**2. STATUTORY GOVERNANCE ISSUES**

**2.1 Declarations of Interest**

No declarations of pecuniary or conflict of interest were made.

**2.2 Register of Business Interests**

Local Governors were reminded to complete and return.

**2.3 Safeguarding Declaration**

Local Governors were reminded to complete and return.

**2.4 Declaration of Eligibility / Privacy Consent**

Local Governors were reminded to complete and return.

## 2.5 Membership / Governance / Expiry Dates

There was a Governor vacancy for a member of the staff. Two members of staff were interested in the position. An election would be arranged if two or more members of staff sought the position.

**Agreed:** A staff Governor Election be held before the next Local Governing Board Meeting.

## 3. ELECTION OF VICE CHAIR

No nominations in writing had been received. Mrs Buchanan had discussed the Vice – Chair position with Mr Petch following the last LGB meeting. Mr Petch had agreed to continue as the Vice-Chair. Governors agreed and approved the appointment.

**Resolved:** That Mr R Petch be appointed as Vice-Chair of the Governing Board to serve until the Autumn term meeting 2022.

## 4. MINUTES OF LAST MEETING

**Agreed:** To approve as a correct record the minutes of the last meeting of the Local Governing Board held on Thursday 10 October 2021.

## MATTERS ARISING

All actions (page 11) had been completed that had been raised during the last meeting.

Mr Hodgkinson added that the team had been efficient following up and completing all actions / matters arising.

## 5. NOTIFICATION OF ITEMS OF 'ANY OTHER BUSINESS'

No items of 'Any Other Business' were notified at this stage.

## 6. SHORT PRESENTATION FROM KEY STAFF ON QUALITY OF EDUCATION (INTENT, IMPLEMENTATION AND IMPACT)

Mrs Buchannan introduced Jacqui Latham (Primary) and Viki Sutton (Secondary).

### Vicki Sutton discussed KS3 and KS4

In KS3 the intent would be to prepare pupils for the next steps ie if a pupil would be staying, moving back to mainstream school or moving to a special provision. The school provided a broad and balanced curriculum that enabled pupil's to access subject knowledge in different subject areas. This enabled pupils who moved back into mainstream to be confident and comfortable going into eg Geography lesson with enough knowledge to access the curriculum. Emphasis and focus on identifying gaps in learning and formulating specific targets; many pupils had missed periods of

time in primary school due to absence and exclusion. The timetable included core subjects (English and Mathematics), Humanities and Art were linked to English, a thematic approach to the delivery of the curriculum. Taster sessions were organised for BTEC subjects so that students who move into KS4 had a sense of the areas they may choose.

KS4 still regarded next steps but also access to appropriate qualifications. English and Mathematics GCSE's were offered to all. The Options curriculum offered students access to two BTEC subjects; linked to industries students were interested in eg construction, joinery, sport, land based, hair and beauty, catering, hospitality and tourism.

The Careers curriculum had moved forward and ensured opportunities for visits linked to apprenticeships. A career lesson had been timetabled for KS4 students each week. The Duke of Edinburgh Scheme would be reintroduced following COVID restrictions. The scheme provided success for students and broadened horizons with the opportunity to develop different skills eg resilience and to be part of something outside their experience.

Performance Management targets for staff had been more focused and linked to whole school development objectives. Targets included implementing and maintaining deep dive documents in subject areas. Teachers mentored non-teaching staff; increasing the efficiency and quality of delivery at BTEC level. TLR's in English and Mathematics focused on examination skills. The SENCO had provided increasing knowledge for staff particularly in KS3 eg Education, Health and Care Plan process (EHCP).

The Chair asked Governors if there were any questions.

A Governor asked if the "Care Sector" had been considered as an option. There was a student on a work experience placement in the adult care sector, working with a disabled adult and also a student on a placement in a local nursery. The area of Child Care had been discussed during a meeting with the BTEC TLR as a potential new BTEC course.

Mr Hockenhall discussed mentors who were now engaging children with curriculum work. To introduce another BTEC or vocational area would need careful consideration eg staffing expertise, infrastructure etc.

The Chair asked how teachers pitched learning at the right level during thematic learning. The themes were chosen on a half termly basis eg World War 2. Core skills in Reading and Writing were assessed and monitored using a skills tracker each half term. Common areas of development would be the focus for the group or individual intervention sessions planned as needed.

#### Jacqui Latham discussed KS2

Children had been given an opportunity to settle back into the new normality of the school routine. The focus this year had been on the SDP, the recommendations to support learners and the second year of the curriculum to

ensure continued engagement of pupils, “to know more, remember more and do more”. Discussion with children enabled planning to be adapted and changed to meet need and interest. Staff had learned new skills to support the diversity of cohort and the impact of COVID. There were a number of children identified with a lack of phonic knowledge who required a different intervention. Support had been sought from the SIP (EYFS expertise) and from other teachers. A package of work re phonics had been co-ordinated to support the children. A system for assessment had been further developed. Evidence collated via knowledge grids - what I know, what I want to know and what I now know – fact files indicated that pupils knew significantly more at the end of a topic than they did at the start.

Links with mainstream schools were strong. Information regarding curriculum was shared to support children in their mainstream school and vice versa. A curriculum overview sheet was sent to the mainstream teachers at the beginning of each term. Individual targets were set in English and Mathematics and sent via e-mail and included the wider learning topic and PSHE overview. Key mentors reviewed with pupils what had been covered in lessons during the week and had a firm insight of how individual pupils were progressing. Staff had access to Dojos, so that any work that the pupils uploaded could be shared. An end of term report was written when targets had been reviewed on Mathematics, English and the wider learning.

The next steps were to continue the phonic support and access appropriate online training which would include all staff; and to consider new research into Mathematics knowledge and vocabulary.

The Chair asked Governors if there were any questions.

The Chair asked how Youth Challenge made sure that the CPD programme offered to staff had been built around observations ie what was needed.

Mrs Buchanan and Mrs Latham discussed gaps in wider knowledge required at the beginning of the year eg the phonics gap identified had been due to a change of cohort and had been a real surprise that some pupils required intervention in this area. The SIP had advised a training programme but children had received a mix of teaching experience in phonics in previous schools. Mrs Latham would be trained and this would be cascaded to staff. Mrs Buchanan stated that the training would be good for everyone to acquire the knowledge.

Mrs Woosey had been working on the development of CPD for the Trust. Mrs Woosey explained Reading would be a driver across all the Academies. This included Phonics as part of training for everyone across the Trust because understanding how children learned to read would be valuable. Pupils arrived at secondary school with a reading age significantly behind their age. Training on closing the vocabulary gap delivered by Alex Quigley had recently been attended.

Mr Hodgkinson added managing the SEF process and involvement in the academy leads performance management (PM) reviews and their CPD targets. It had been interesting that an alignment and connectivity between the SEF with

PM targets was evident. EYFS and phonics had been included and linked to Mrs Buchanan's PM targets and also linked to staff performance priorities.

The Chair thanked Vicki and Jacqui for their presentations.

## **7. CURRICULUM UPDATE**

This item captured within the Self Evaluation Form (SEF) and the Academy Leads Reports.

## **8. UPDATE ON LEARNER PROGRESS**

This item covered within the Academy Leads Reports.

## **9. STAFF WELLBEING UPDATE**

Mr Hodgkinson explained that a staff wellbeing survey had been completed before Christmas and the results had been very positive. YC Secondary had included comments related to consultation and feedback about their performance. Another staff wellbeing survey would be organised. Drop in's / surgeries for staff had been organised. A wellbeing presentation had been delivered to staff at the start of term. A gold standard wellbeing award had been gained across the Trust. Wellbeing had become a top priority as the job could be very stressful at every level and would continue to be highlighted on agendas. Staff should not be anxious at work and support should be available as required.

A Governor asked about pressure points on staff eg the third week back in school, COVID; were there planned mitigations for staff wellbeing during those times.

Staff aware of the additional pressure during the third week back when pupils tested the boundaries, staff supported each other. Adult mental health training for staff would be planned and developed. Opportunities for staff eg the New to Leadership Programme; provided new challenges re self and professional development alongside future career progression.

The Chair asked for information about the Gold Standard and if there would be a formal report on Staff Wellbeing for Governors. Following the next staff wellbeing survey a report would be published to share information, data and results with Governors. One Education delivered a wellbeing award with a number of criteria around supporting staff; a detailed analysis was taken across all the academies and onsite questioning with staff concluded with a Gold Award being presented.

**Action:** Following the next staff Wellbeing Survey a report on the findings to be collated and shared with Governors – Mr Hodgkinson.

**Action:** The criteria checklist for staff wellbeing to be shared electronically with the Chair – Mr Hodgkinson.

## 10. **SELF- EVALUATION FORM (SEF) AND STRATEGIC DEVELOPMENT PLAN**

A copy of the Youth Challenge Self-Evaluation Form (SEF) and the Youth Challenge Primary School Development Plan 2021 – 2022 had been circulated to Governors via the Governance Gateway.

Mr Hodgkinson explained the SEF process. KPI data was collated and analysed for the Director of Standards and discussed with Academy Leads. The data was shared during Governor Week, with the Governing Body and within the Trust report. Any items red flagged in standards or finance were discussed at the Risk and Audit Committee. Every half term the SEF was analysed to ensure it linked to the School Handbook, School Development Priorities, CPD etc. A summary was then passed to the Director of Standards and the Vice Principal. The Youth Challenge SEF had been well-constructed, the whole school commentary complemented well in the individual sections. Judgements would be verified eg YC secondary behaviour (judged as outstanding) due to a surge in exclusions in the Autumn term. More information would be sought regarding Safeguarding, Diversity and Staff Wellbeing particularly in the Leadership and Management section of the SEF. The SEF was aligned to SDP priorities and was an accurate live document reflecting what happened in the sectors.

The Chair asked if there was a copy of Youth Challenge Secondary SDP available for Governors. Mr Hockenhall apologised the document had not been made available and would send a copy to Governors.

**Action:** Mr Hockenhall to send a copy of the Youth Challenge Secondary SDP to Governors.

## 11. **REVIEW OF GOVERNOR ROLES AND RESPONSIBILITIES**

**Agreed:** All Governor roles' and responsibilities were covered.

### **OPERATIONAL ITEMS**

## 12. **NOMINATED GOVERNOR REPORTS**

### 12.1 Chairs' Briefing

The Chair reported that he had attended the Spring term Chairs' Briefing held virtually on Monday 24 January 2022 where the following items had been covered.

- Governance Services Update
- Partnership Forum – 7 February 2022. The Chair had booked on the meeting
- Development – Staff Workload and Wellbeing

- Annual Strategic Planner – this had been already established and followed.

## 12.2 Report from Lead on Training

Mr Hodgkinson reported that the Governance Services website provided a number of training courses for Governors that could be accessed and booked individually.

The school had purchased a license for Creative Education which provided a SEND platform with a wealth of resources, podcasts, seminars etc. for all staff, Governors and Trustees. An e-mail with the log in details would be sent to Governors.

**Action:** Log in details for Creative Education to be forwarded to Governors.

**Action:** Mrs Buchanan explained that a link for Equality Training would be forwarded to Governors.

## 12.3 Partnership Governors Report

The Partnership Governors Report would be presented at the next LGB meeting ie information from the meeting on 7 February 2022.

## 12.4 Nominated Governor Visit Reports

Three Governor Visit Reports had been circulated to Governors via the Governance Gateway. Carolyn Dewse and Rodger Petch shared their reports at the meeting.

A discussion about the feedback from mainstream schools took place which was necessary to evidence. A new questionnaire had been produced with ratings now from 1-5. The feedback had been more honest and requested how communication could be improved.

The Chair asked about documenting discussion on how much pupils had progressed with the mainstream school. This was discussed verbally but not collected formally. Staff continually strived to improve liaison and communication with mainstream schools.

The Chair thanked Governors for their reports.

Mr Paul Campbell (Behaviour Governor) had been on two visits to the school. The Behaviour Policy had been ratified and uploaded to the website.

A Governor asked if the school had an open door policy for pupils to discuss issues outside the school and who they went to. Every pupil had a mentor who they could speak to on a daily basis. The children had a greater ratio of access to trusted adults across the site. There were many avenues where young people could communicate any concerns they had outside school.

## 12.5 Bolton Governance Conference

The Chair reported that the Bolton Governance Conference 2022 had been postponed due to the uncertainty of the ability of large groups to gather safely. The proposed future date - Saturday 12 November 2022.

## 13. **CURRENT FINANCIAL POSITION**

The Financial Monitoring Report 2021-2022 had been circulated to Governors via the Governance Gateway.

Mr Smith explained across Youth Challenge it appeared a small surplus would be expected but this would be less than previous years. There were pressures around extra costs particularly in KS3 ie the higher number of KS3 pupils coming through and the additional pressures around COVID – additional agency staff employed to cover sickness or absence. In addition there had been less pupil numbers - in September 2021 there had been 8 pupils less (4 in secondary and 4 in primary). The picture emerging was judged as a blip year which would even out in September 2022. In YC secondary there were 47 pupils who are not Year 11 and would still be with the academy in September 2022. (The number had been 30 pupils in the current year). Mr Smith asked Governors if there were any questions.

The Chair clarified with Mr Smith that there would be a surplus of £3,000.

The Chair thanked Mr Smith for his report and explanation.

## 14. **ACADEMY LEADS REPORT TO LOCAL GOVERNORS**

The YC Primary Academy Leads Report to the LGB and the YC Secondary Report to LGB had been circulated to Governors via the Governance Gateway.

The Chair invited Governors to ask questions about the reports.

### 14.1 Mr Hockenhall hi-lighted the following areas:

Over the last few years (pre-covid) the focus had been on Year 11 outcomes. In Year 11 students were measured nationally against their peers. The question still remained did YC secondary focus on functional skills or GCSE's. The academy had worked to increase GCSE entries over the years. Scrutiny of workbooks to examine quality of work and attainment through teacher assessment resulted in good grades however due to anxiety / SEMH of the formal examination conditions a true reflection of pupil ability had not been evidenced. Two years ago a GSCE mock plan ie to reduce anxiety; had been developed and had commenced this year. Three mock exams had been completed which included eg where pupils sat, what they had to eat before the exam, measuring how long they stayed in each exam, picked up from home, came in later etc. The English Lead completed a question level analysis following the mock exams which highlighted gaps for each pupil and impacted the English teaching and learning eg with the 1:1 tutor. Year 11 assemblies covered mind set and intent ie what we are going to do. Explanation and evidence of previous student's quality of work (exercise books) had been shared but they had not stayed in the exam room to complete their GCSE. Traditional parent's evenings had not



worked; analysing attendance figures. Parent Weeks had been arranged and they had been well attended (90%). Discussions with parents included sharing books, discussing potential GCSE's and an opportunity to meet the Connexions Advisor re Post 16 routes.

The Chair asked about the outcomes and how they compare with what had been expected. Targets had been achieved and surpassed. The baseline (standardised scores) had been more rigorous, pupils received challenge and encouragement. Quality assurance ensured targets and assessment were checked against outcomes.

#### 14.2 Mrs Buchanan highlighted the following areas:

The Quality of Education aspect of the report had been verified through Governor Monitoring visits. Numbers were low at the present time, partly due to the impact of COVID. A letter had been sent to schools which advised there were places available and the costs. Four new pupils would be starting a placement after the half term break.

Mrs Buchanan invited questions from Governors about the report

The Chair asked a question regarding destinations eg The Forward Centre. Children were arriving at YC Primary with an EHCP already in place. The LA SEND team wanted children to be placed for two days at YC to assess if they would be able to stay in mainstream or required specialist provision. The pathway ensured that children did not fail in mainstream or receive a permanent exclusion.

Mr Hodgkinson added that he had been present at a LA SEND Panel. Reports from YC were carefully read regarding assessment and advice. Inclusion should not always mean mainstream provision, children needed to be in the most appropriate provision. There had been advice from Geraldine Whitehead (Assistant Director) that Youth Challenge would receive additional pupils in the near future.

The Chair thanked the Academy Leads for their informative reports.

### 15. APPRAISAL PROCEDURES (Deferred from Autumn Term 2021)

#### Academy Leads Appraisal Process

Mr Hodgkinson had completed the Academy Leads Performance Management. Targets had been agreed eg enhancing staff knowledge base, contribution to the wider systems, knowledge and skills responding to assessment, pupils becoming independent learners, cultural capital, pupil outcomes in line with targets, EYFS curriculum – phonics and reading. Targets and plans displayed linkage within the SDP, SEF and Performance Management expectations.

### 16. STAFFING UPDATE

Mrs Buchanan confirmed there were no staffing updates for YC Primary.

Mr Hockenhall explained that he would be retiring from the Leadership role he held at the academy this year. The post had been advertised. A Deputy Head Teacher from another provision had made a visit to the academy; two other appointments for visits had been made.

**17. SCHOOL TERM AND HOLIDAY DATES**

A copy of the school term and holiday dates for 2022-2023 had been circulated to Governors via the Governance Gateway. Mr Smith noted that the dates were on the website and were in line with other schools in Bolton. The dates had been approved by Trustees.

**Agreed:** Governors to note the school term and holiday dates for 2022 – 2023.

**18. POLICY REVIEW**

**Primary** – RSE and PSHE Policies had been updated.

**Secondary** - Behaviour Policy and the Quality of Education Policy had been updated.

**19. DATE OF NEXT LOCAL GOVERNING BOARD MEETING**

Summer Term: Thursday 9 June 2021 at 4.00pm (Venue YC – Smithills Site)

**20. CONSENT TO ABSENCE**

**Agreed:** To consent to the absence from this meeting of Governors who had not attended

**21. ANY OTHER URGENT BUSINESS**

Governor Skills Audit

The Chair explained the latest annual questionnaire would be sent electronically to Governors re Governor Skills. As a Governing Board there was a wealth of skills and knowledge.

**Agreed:** Governors to complete and return the Governor Skills Audit questionnaire.

**22. CONFIDENTIALITY**

**Agreed:** That none of the matters reported in the minutes of this meeting be designated as confidential in accordance with the Academy's Memorandum and Articles of Association.

The Chair reminded Governors that evidence of the impact of Governors included asking questions at the meetings which were highlighted in the minutes and also reminded Governors of the training courses which were available through Governance Services.

The Chair thanked everyone for their time and commitment.

The meeting closed at 5.40pm.

Signed as a correct record: \_\_\_\_\_  
(Chair/Vice-Chair of Governors)

Date: \_\_\_\_

## **MATTERS ARISING / ACTIONS**

### 2.2 Register of Business Interests

Local Governors were reminded to complete and return.

### 2.3 Safeguarding Declaration

Local Governors were reminded to complete and return.

### 2.4 Declaration of Eligibility / Privacy Consent

Local Governors were reminded to complete and return.

### 2.5 **Agreed:** A staff Governor Election be held before the next Local Governing Board Meeting.

## 9. **STAFF WELLBEING UPDATE**

**Action:** Following the next staff Wellbeing Survey a report on the findings to be collated and shared with Governors – Mr Hodgkinson.

**Action:** The criteria checklist for staff wellbeing to be shared electronically with the Chair – Mr Hodgkinson.

## 10. **SEF and SDP**

**Action:** Mr Hockenhall to send a copy of the Youth Challenge Secondary SDP to Governors.

## 12.2 **Report from Lead on Training**

**Action:** Log in details for Creative Education to be forwarded to Governors.

**Action:** Mrs Buchanan explained that a link for Equality Training would be forwarded to Governors.

## 21. **AOB - Governor Skills Audit**

**Agreed:** Governors to complete and return the Governor Skills Audit questionnaire.