



Swift Academies

Success will inspire future triumphs

Longfield Academy
Local Governing Body
Monday 1 March 2021

MINUTES

Present (Governors)	Nick Lindsay (Head of School), Bev Clifton (Chair), Jenni Bowe, Laura Snowdon, Nicola Bales, Vicki Young, Stuart Rawle, Sarah Glover, Mandy Payne, Dean Judson (Chief Executive Officer)
in attendance	Kieran Thompson: Assistant Head Teacher – Curriculum Nick Willan: Assistant Head Teacher – Target Setting, Tracking and Assessment Hayley Moohan: Assistant Head Teacher – Teaching and Learning Progress Rebecca Eldrington: Assistant Head Teacher – Challenge Support and Progress Sarah Jones: Trust Business Manager, Swift Academies Glen Hart: Chief Finance Officer, Swift Academies Chris Carr: Infrastructure & Development Manager, Swift Academies Beth Wright – Swift Academies Emma Hickerson: Assistant Head Teacher, Inclusion and Progress Tracey Curtis: Governance Partner, Avec Partnership Derek Bell – Chair, Board of Directors, Swift Academies

Item	Description of discussion	Action by
	The Chief Executive Officer highlighted housekeeping arrangements to ensure the smooth flow of the meeting, which was taking place via Microsoft Teams.	
1	Welcome, introductions and confirmation quorum present In the absence of the elected Chair (Robert Bell), the elected Vice Chair (Bev Clifton), acted as Chair for this meeting of the Local Governing Body of Longfield Academy.	

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Bev Clifton in the Chair.

The Head of School reminded Governors that the Assistant Head Teachers of Longfield Academy also attended meetings of the Local Governing Body and presented information in respect of their areas of expertise, which are covered in the termly Head of School reports.

The Governance Partner confirmed that a quorum was present. The Scheme of Delegation of Swift Academies states that *the quorum for meetings of the Governors will be three voting Governors*. Ten (10) Governors were present.

2 Apologies for absence and their acceptance

It was reported that apologies for absence had been received from Robert Bell and Nick Rees.

Governors RESOLVED that the apologies for absence were approved. Governors noted the absence of Andy Hutton and Nikki Prince.

Governors were advised that Chris Carr (Trust Infrastructure & Development Manager) would present the Trust ICT Update including ICT Development Plan to Governors (agenda item 9).

A round of introductions took place for the benefit of the newly elected Parent Governor (Vicki Young).

3 Notification of items of urgent other business

- items that the local governing body of Longfield Academy regard are of sufficient urgency to warrant consideration at the end of the agenda

No items of urgent other business were raised for consideration at the end of the agenda.

4 Declaration of personal and pecuniary interests

- a) complete / review the Register of Interest for the 2020-2021 academic year

Governors and those present were reminded that they should complete the Register of Interest annually to declare any relevant business or pecuniary interest and close family relationship between members and / or other trustees and / or employees. The Register should be updated during the academic year should circumstances change.

The Governance Partner had e-mailed Members, Directors and Trustees with a link to complete the Register of Interest electronically. The Chief Finance Officer confirmed that all Governors of the Local Governing Body of Longfield Academy had completed the Register of Interest for the current academic year.

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- b) to declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting
Governors and those present were reminded that they should declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting. No declarations of interest were received.
- c) Code of Conduct
Governors were reminded of the Code of Conduct for Swift Academies. It was confirmed that a Code of Conduct was retained for all Governors of the Local Governing Body of Longfield Academy.

5 Approval of minutes / review of actions / matters arising

Draft minutes of the Local Governing Body meeting of Longfield Academy held on Monday 5 October 2020 had been circulated to Governors prior to this meeting. A copy would be retained on file.

Governors RESOLVED that the minutes of the Local Governing Body meeting of Longfield Academy held on Monday 5 October 2020 were confirmed as an accurate record of the meeting and should be signed by the Chair. The Governance Partner would liaise with the Chair to arrange a signed copy of the approved Record of Approvals to be retained on file.

Governance
Partner /
Chair

- Matters arising
A Governor sought clarification of information contained in the circulated minutes of the Local Governing Body meeting of Longfield Academy held on Monday 5 October 2020 in respect of the one staff vacancy reported at that time and whether an appointment had been made to the Head of Foreign Languages (MFL) (page 10). The Head of School reported that there continued to be a vacant position, with a supply teacher covering the role currently. Three advertisements had been placed in the TES recently for the following staff vacancies:
Head of Modern Foreign Languages (MFL) and one full-time and one -part-time appointment.

6 Chair's Report

- a) action taken
- b) correspondence
- c) local authority briefing paper: spring term 2021

The Head of School provided Governors with an update in the absence of the elected Chair (Robert Bell). Governors were advised there were no on-going complaints.

The Head of School confirmed that the Chair continues to be in regular contact with the school and remains up to date and engaged with activities taking place across the school.

Governors RESOLVED that the information was noted.

7 Head of School's Report including Chief Finance Officer and Trust Business Manager report

- a) SEF/Action Plan (attached)
- b) Education Development Partner report (Spring 2021) (attached)
- c) Risk Register (attached)
- d) Inspection Data Summary Report (IDSR) 2019-2020
- e) Admissions Criteria

The Head of School Report, SEF / Action Plan, Education Development Partner Report, Risk Register and Inspection Data Summary Report (IDSR) had been shared with Governors prior to the meeting. Copies would be retained on file.

Governors were advised that the content of the circulated Head of School Report had been prepared by the Senior Leadership Team and reflected their respective areas of expertise.

Pupil numbers / attendance and exclusions

Emma Hickerson (Assistant Head Teacher, Inclusion and Progress) explained to Governors the key points contained in the Head of School Report in respect of pupil numbers. It was reported that at the time of writing the Head of School Report there were 888 pupils on roll at Longfield Academy (December 2020). This was slightly below the Pupil Admission Number (PAN) of 900. However, over the coming months this was expected to increase as some children were in the process of joining Longfield via the Darlington Vulnerable Pupil Panel.

- **Transition**

Governors were reminded that 179 pupils started in Year 7 in September 2020 from a number of primary schools across the Local Authority area.

At this moment in time, 178 pupils had been offered Year 7 places from September 2021 at Longfield Academy. It was hoped that in the coming months this may increase, with numbers in Year 7 for September 2021 likely to be slightly above PAN.

The Assistant Head Teacher (Inclusion and Progress) informed Governors of the extensive transition offer at Longfield Academy: the transition co-ordinator worked closely with all primary schools in the Darlington area and the Local Authority, as well as a number of transition projects. The aim of this work was to ensure that pupils do not lose any time between primary school and secondary school, and ensure that teaching staff in the secondary school are fully aware of the pupils needs and abilities.

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Governors were informed that the transition package offered to parents, carers and pupils was outstanding with a depth of information available to them, prior to joining Longfield Academy each September. For instance, virtual interactive tours of the school, meet with teaching staff, visits to departments and explore the information delivered during lessons. Governors were encouraged to explore the Longfield Academy website to see the transition offer.

Whilst it had not been possible to visit primary schools during the national lockdown and partial closure of schools, due to Covid-19, it was hoped that once restrictions are eased, face to face visits could commence again, and for Year 6 pupils to visit the school before the summer term 2021 break.

- pupil mobility

It was reported that mobility at Longfield Academy was stable: 8 pupils had left Longfield Academy for a range of reasons during Autumn Term 2020. Two parents had applied for Elective Home Education during the coronavirus pandemic. However 15 pupils had transferred to Longfield Academy during the same timeframe.

- attendance

The Assistant Head Teacher (Inclusion and Progress) described the improvements in attendance as phenomenal: any improvement to attendance was difficult to achieve. Currently, attendance at Longfield Academy was tracking at 1.39% higher than in the same time period of 2019. Attendance was in excess of 95%, especially given the current circumstances with pupils required to self-isolate, and the negative impact of the coronavirus pandemic. At some point during the Autumn Term 2020, every year group had been required to self-isolate and participate in remote education, governors had been updated on each occurrence.

- persistent absence

Whilst attendance was improving, it was reported that the number of persistent absentees reducing. When compared to the same time period in 2019, persistent absence had improved by 4.36%. The Assistant Head Teacher (Inclusion and Progress) explained that lessons were believed to be more engaging and pupils wanting to be in school, learning and participating in the school community.

A range of competitions and rewards aimed to increase attendance and reduce persistent absence had been identified, including You Win, They Win!, The Attendance Lottery, Parent draw, attendance colour zones, termly rewards for pupils with over 95% attendance, certificates and rewards for the form group with the highest attendance in each year group and certificates and rewards for 100% attendance.

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- exclusions

It was reported that there had been one permanent exclusion in Year 9 during 2020-2021, which took place during Autumn Term 2020.

Fixed Term Exclusions were reported to be above the national average with 149 fixed term exclusions during Autumn Term 2020. Measures were being put in place to reduce the number of fixed term exclusions.

Governors were provided with a summary of fixed term exclusions, as follows:

- Three pupils were reported to have reached 15 days exclusion within one term and meetings had taken place with the lead governor.
- An exclusion reduction strategy is in progress ; this strategy will help to pinpoint specific pupils and interventions required in order to reduce the exclusion rates as this is essential to achieve whole school improvement.
- Although the smallest year group, Year 11 account for the highest number of fixed term exclusion incidents, pupils and days. In Year 7, only four pupils have received fixed term exclusions but they account for 42 sessions: all four pupils are working with welfare staff and external agencies to support them and their families.
- Oppositional defiance and PDB continues to be a key issue: micro scripts with staff are being rolled out to support in addressing this issue.
- As staff enforce policy, the reaction can result in threatening behaviour directed towards adults.
- Strategies to support groups such as SEN, LAC, males and Pupil Premium groups are in place and new strategies will be rolled out in the next academic year in order to reduce the negative behaviour points and exclusions for these groups.

It was reported that internal exclusions are served in the teaching community and therefore pupils are not excluded from the curriculum.

During Autumn Term 2020, it was decided to review fixed term exclusions and to replace them with a system of Internal Conduct Support (ICS). It was recognised across the Senior Leadership Team and Welfare Teams that fixed term exclusions were not reducing and many pupils were repeat offenders. The ICS system was set up to address this and to take a more holistic approach to look at the root cause of behaviours and to allow the pupils time to reflect on their behaviours and undertake a bespoke targeted intervention. Pupils who receive an ICS for negative behaviour attend their timetabled lessons and carry an ICS report. These pupils are visited every lesson by the Duty Manager and / or Head of Year to review their progress and at the end of each day they report to their year leader for a debrief session and complete a reflection exercise with a member of the Senior Leadership Team. These reflection activities are in the form of a series of pre-recorded videos that the pupils and member of staff watch and discuss. The pupil then completes a reflection piece of work that

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allows them to review their behaviour and put in place measure to move forward. ICS was introduced at Longfield Academy in the last week of November 2020 and therefore from that point in time there will be no internal exclusions at the school.

Governors were informed that four pupils were being educated off-site: two at Home & Hospital Teaching Service and two are accessing on a part-time arrangement, Outdoor Ambitions and Darlington Learning Zone. There is an internal Quality Assurance system which involves regular visits to the providers to ensure that these pupils are not disadvantaged, school staff also carry out welfare visits to pupils. The alternative providers are also quality assured through the 11-19 Partnership.

The Head of School highlighted to Governors the importance of the transition offer at Longfield Academy, which is fundamental to move the school forward and was gaining momentum across the Darlington area. The Head of School stressed to Governors the importance of increased attendance: 3.09% over three years. The improvement in attendance is at least as significant as the improvement in attainment and progress. Governors should be proud of these achievements.

A Governor queried whether the three pupils with fixed term exclusions in excess of 15 days in one term, had always attended Longfield Academy. The Assistant Head Teacher confirmed that the three pupils had commenced their education at Longfield Academy. The Head of School stressed to Governors that the number of fixed term exclusions for these pupils, along with the specific offer available to them, try to avoid any of these pupils being permanently excluded or access to the VPP in order to facilitate a managed move to another school.

The Head of School explained for the benefit of Governors that the Vulnerable Pupil Panel (VPP) meets once each three weeks, with representation from all schools in the Darlington area. The panel attempts to place pupils into the best environment and school possible, to meet their needs and that of their families.

Attainment and progress

Nick Willan (Assistant Head Teacher – Target Setting, Tracking and Assessment) advised Governors that there wasn't a great deal of change to the data contained in the circulated Head of School report, since the last meeting of the Governing Body, due to the negative impact of the coronavirus on pupils during Autumn Term 2020.

Uplifts for Year 8 and Year 9 were currently being analysed: information would be shared with Governors in due course.

It was reported that information was available for the current Year 10 cohort who were expected to be the first cohort to go through the full process of the exam series again. Year 11 cohorts in 2020 had received

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Centre Assessed Grades with discussion on going across the Trust regarding Centre Assessed Grade for the Year 11 cohort of 2021.

Governors were advised that grades identified for pupils via uplifts were being retained in-house and not currently being reported back to parents. The uplifts and grades identified were being used to promote discussion with Heads of Department in respect of pupils progress. However, areas of strength, areas identified for development and knowledge gaps are shared with parents, so that parents can support their children's learning.

The current Year 10 cohort were compared with the Year 11 leavers of 2019 (the last group to go through an exam series),:
5+ English and maths 39% (2019: 42%), 4+ English and maths 72% (2019: 61%), A8 47.5% (2019: 45.0%), P8 0.26 (2019: negative 0.11).
EBacc entries 20.3%, increased when compared to 2020, but below 2019. EBacc entries 4+ 19.2% (2020: 27%).

Governors were informed that meetings had taken place between Heads of Department and Assistant Head Teachers to discuss subject areas and explore respective data "health checks." Actions identified are included in the departmental SEF, which are revisited regularly.

Governors were provided with a summary of change, as follows:
There was an improvement on Year 11 leavers results, which would achieve a progress score of around 0.1 which would bring the school into the classification of above average for the school's academic results.

Phase 2 has been launched (target setting, tracking, assessment, intervention and mentoring) of the development plan which is now having an impact on the school's improvement journey with the projected P8 being above flat zero which was our target last year.

A Governor thanked the Assistant Head Teacher (Inclusion and Progress) for the data contained within his report and commented that the summary had been interesting: clarification was sought whether there had been any impact on the gaps reported as a result of remote education provision. The Assistant Head Teacher (Inclusion and Progress) responded by stating that the school was still discussing with Heads of Departments how the data would be analysed and explore whether there had been any movement in the gaps previously identified. However, it was acknowledged that the gaps between pupils considered to be disadvantaged and non-disadvantaged pupils was likely to have increased during the partial closure of schools in January 2021. Although pupils had access to resources, the engagement of disadvantaged pupils was not at the same level as non-disadvantaged pupils. The Head of School explained that information would be available in the Summer Term meeting of the Local Governing Body: an analysis would be available at that time to identify gaps in pupils progress.

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The Chair acknowledged that strengths and areas for development were being shared with parents in order to support pupil progress: the Chair queried how parents had reacted to pupil grades not being shared with them in respect of pupils. The Assistant Head Teacher (Inclusion and Progress) explained that additional communications had been shared with parents to accompany reports: the communication explained the position in respect of the information held in school for each pupil. However, moving forward it was planned that parents would be informed of any gaps in pupil's knowledge to facilitate improvements. Only positive feedback had been received from parents regarding the information school had been able to share with them in respect of their children.

A Governor queried the information shared with parents in respect of pupil's knowledge gaps and how up to date this information was at the point of writing. The Assistant Head Teacher (Inclusion and Progress) confirmed that the information shared with parents was accurate at the time it was prepared and shared: data uplifts are prepared in order to populate the reports being shared with parents. Staff were working to develop the system further to be able to share more in depth information with parents in respect of the knowledge gaps. Heads of Department and the Senior Leadership Team were developing a pathway to raise the amount of information shared with parents. It was reported that a further uplift would take place during Summer Term 2021 with reports generated based on the information at that time.

A Governor queried whether parents evenings could take place virtually: during these meetings parents would be able to raise questions in respect of their children. It was understood that some parent evenings had not taken place due to the impact of the coronavirus pandemic and national lockdowns effected. The Assistant Head Teacher (Inclusion and Progress) Curriculum reported that parents evenings were being planned and had been scheduled for the remainder of the academic year. A Year 7 parents evening scheduled previously had been cancelled as it was felt inappropriate at that time given the guidance around Covid-19. However, initial had been shared with parents at that time. All year groups have parents evenings scheduled in the school calendar and were likely to take place virtually, depending on guidance at that time. The Assistant Head Teacher (Inclusion and Progress) would ensure that the date of parents evenings were visible to parents on the school website, school calendar of events.

Curriculum planning – staffing and class sizes

Rebecca Eldrington (Assistant Head Teacher, Challenge, Support and Progress) drew Governors' attention to the circulated Head of School Report for information in respect of the Remote Education offer at Longfield School.

A summary of improvements was provided in respect of remote education:

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March 2020 – July 2020

- Microsoft Teams identified as operational software, pupils following uploaded work to allocated days
- Spreadsheet was available to direct SLT to make phone calls home where pupils not producing work
- Pre-recorded presentations introduced and trial group used these for Summer 2020 message for pupils for social media
- Welfare calls and home visits continued to be made – top level Safeguarding and Early Help
- Internal welfare and well-being support continued
- Completed staff audit of devices and this allowed us to make sure everyone was equipped
- Disadvantaged Year 10's (now 11's) given DfE laptops
- Home study Superstar Postcards gave us a reward system for remote education
- CPD / department meetings continued virtually

September 2020 – December 2020

- Monday and Friday briefings pre-recorded
- Trust wide remote education group established with Longfield as Chair and fulfilled policy requirements
- Blended approach: staff trialled teaching live from home, with cover teacher in classroom
- Blended approach: staff trialled teaching live from school to pupils at home and streaming lessons to class and pupils at home
- Whole year group live revision sessions trialed by science
- Teaching time protected when bubble sent home to self-isolate
- All pupils given remote education stickers for planners including their e-mail addresses and instructions on what to do if bubble is sent home
- Pupils shown video in WeAreLongfield time of what to do if sent home to isolate
- Marksheets created to 'register' which pupils were completing work at home
- Teachers uploaded work to Teams daily for pupils self-isolating – daily text sent home to pupils self-isolating
- Remote education focus on EDP visit and subsequent pupil LEARNS of the week
- Planned for Remote Parents evenings – use of school cloud parents evening system
- Claimed allowance of DfE laptops and ensure laptop contact in place
- Weekly staff tasks list introduced to streamline all deadlines

The Assistant Head Teacher (Challenge, Support and Progress) discussed with Governors the remote education offer January 2022 – February 2021, and reported that when comparisons were made to the arrangements in place for remote education in March 2020 – July 2020, the change was phenomenal. Pupils and staff were reported to have

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adapted positively to virtual arrangements, especially those who had been taken out of their comfort zone.

A summary of the remote education offer (January 2021 – February 2021) was provided as follows:

- Trust wide remote education group meet weekly throughout lockdown
- Members of Ed Tech Project – links with Wayne Hall, Darlington College
- Introduction of blended learning three options (live lessons, pre-recorded lessons, pre recorded knowledge slide with work uploaded). Lessons linked closely to usual curriculum offer and pupils following timetable – 5 hours plus WAL time
- Worked with DSL to ensure safeguarding protocols followed for Remote Education
- Staff teaching time protected to deliver curriculum offer
- Daily records sent to DfE
- Introduction of use of Assignments / Forms / Class Notebook shared through briefings and CPD time (CPD dedicated to meeting need remotely) to ease staff workload and enable some live marking introduced
- SEN bulletin and daily digest continue – immersive reader, office lens shared with pupils / parents and carers and staff
- Use of resources including Kahoot / Oak Academy / My Maths / Kerboodle and others continue alongside our curriculum
- Surfaces, webcams, visualisers and ethernet cables provided for staff
- Keyboards / laptops / mice / headphones etc loaned to pupils
- Teams 1:1 support sessions offered in school
- Daily remote education update e-mail
- Live briefings – Monday (remote education tips and TSTA) and Friday (Welfare Update linked to Remote Education) and virtual Middle Leaders Monday update meeting
- RAG tracker on SIMS to monitor engagement and work submission – Welfare Team use this to promote engagement and work submission among their year group by contacting parents / carers. SEN Team use same tracker to track SEN pupils.
- Pupil remote education survey linked to LEARNS of the week and Meeting Need Remotely CPD for staff
- Website updated in accordance with DfE updates – designed pupil friendly remote education section
- Verification accounts set up and use of class insights for Heads of Department and VL's to oversee
- Communication to parents – weekly letter, use of social media, calls, in touch messages and home visits
- Rewards package developed for remote education – digital postcards / vouchers based on work submitted / showcase time / welfare star of the week
- Subject specific – practical work – disclaimers put in place for live lessons after DfE webinars. 2D design software licenses for DT

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pupils, live accelerated reader / MYON lessons to engage more pupils with reading

- Various remote education webinars attended
- 'Review your remote education framework' document completed
- Lesson time reduced to enable submission of work
- Screen breaks inputted between P1 and P2, P4 and P5

The Assistant Head Teacher (Challenge, Support and Progress) reported that next steps included ensuring consistency of remote education teaching, and ensure that all subjects are providing the same consistent offer.

Assistant Head Teacher (Curriculum) informed Governors of the following in respect of curriculum at Longfield Academy:

- Seven form classes were formed from September 2020 in Year 7 as mixed ability classes as a result of no Key Stage 2 information coming from Primary Schools. Year 7 remained in mixed ability groups until Christmas where they were then set based on a combination of Cognitive Ability Tests (CAT) and baseline assessments carried out in English, Maths and in PE. The exception to this was the literacy group where they are identified pre-October half term and during humanities lessons were taught the same lessons as a literacy group with Miss Kennedy. The sets after Christmas were moved into 8 as shown above.
- A Trust Assessment Group (TAG) had been formed to look at everything to do with assessment and the impact as a result of the coronavirus pandemic. As part of this the Trust is seeking to refine assessment systems to focus on pupil knowledge and their strengths and areas for development in relation to knowledge. This would see a move away from targets and progress scores at Key Stage 3.
- A Trust Progress and Examination Group (TPEG) had been formed to ensure a co-ordinated approach across the Trust in relation to Year 11, Parents Evenings and any aspects associated with 'assessed grades' or assessments.
- Curriculum planning over the course of the next few years will consider the Government targets for EBacc, for instance, that 75% of pupils will be expected to take this combination of subjects (English, Maths, MFL, Science, and History or Geography at GCSE) from 2022 and 90% of pupils will be following this route from 2025. This is evident in Key Stage 3, with all pupils accessing the EBacc curriculum with the aim of pupils being fully prepared to opt for this combination of subjects at Key Stage 4. EBacc eligibility for current Year 10 is 20% due to sit exams in 2022. The EBacc % for current Year 11 was reported as 10%.
- The options process is in progress and pupils will follow the same options structure as completed previously with four option choices, one of which constrained to include a Geography, History or MFL to ensure 'bucket 2' is fulfilled. Pupils are in the process of completing 'taster' sessions and took part in a 'virtual options evening' on 25

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February 2021. At this, parents / carers and pupils will be able to speak to subject representatives, view the options booklet and recorded subject descriptions by subject representatives. In addition, there will be a post 16 live meeting where advice can be sought regarding post 16 progression.

- WeAreLongfield (WAL) curriculum takes place in PSHCE time and daily in what was personal development time. All aspects of this have been planned using Year Group Teams to ensure consistency and externally verified. The daily programme is set and this is monitored by Duty Teams. This has continued in the remote setting.

- Staffing

The Assistant Head Teacher (Curriculum) reported that the school was fully staffed for September 2021, other than in MFL where an advertisement for the vacant Head of Department post had been placed after February half-term.

A Governor queried whether feedback was provided to pupils accessing remote education, and what form the feedback took. The Assistant Head Teacher (Challenge, Support, Progress) confirmed that feedback was provided using a number of methods. Assignment feedback is provided to pupils by returning the annotated work; staff can 'live' mark work: forms have also been developed in the form of a quiz to provide feedback. Staff are always advised to 'mark for purpose' whether in school or for remote education provision. Governors were reminded of the feedback received in a previous Education Development Partner Report, which encouraged 'soft' skills, for instance, well done, praise and hand-ins. Feedback to pupils would be explored, as mentioned previously, when the current remote education offer is reviewed to ensure a consistent offer across the subjects for pupils.

Parent Governors sought further clarification in respect of the postcards being posted to home and why a digital approach had now been taken. It was confirmed that the digital postcard approach to rewards had been adopted to streamline the process, and provide more immediate feedback to pupils, sharing the postcards digitally provided feedback to pupils quicker than the previous manual arrangements which had been in place prior to the national lockdown from January 2021.

A Governor queried whether there was any known impact on staff workload as a result of the remote education offer to pupils. It was reported that all teaching staff had been working off site, with welfare staff in school supporting the pupils considered to be vulnerable or children of key workers. It was felt that this arrangement for teaching staff protected their time and some flexibility for staff. Governors were reminded that there was some flexibility for staff supporting remote education, including live lessons, pre-recorded lessons or the uploading of knowledge slides and work books. Staff had also been offered exercise sessions, three times weekly to support their health and well-being.

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Assistant Head Teacher (Learning and Progress) provided Governors with an overview of staff wellbeing at Longfield Academy: it was reported that support had been put in place for Middle Leaders across the academy. Virtual meetings had taken place with the Middle Leaders each Monday evening and provided an open forum for the team to express any concerns. Verification links have been identified: the Senior Leadership Team support each Head of Department, attend meetings with them and support any queries or concerns across the subject area. A range of Continuous Professional Development continues to be available for all staff to encourage working smarter, not harder.

Financial management and governance

The Chief Finance Officer explained that the outturn report had been prepared at a time of great uncertainty regarding the current coronavirus pandemic.

It was reported that a Trust claim had been submitted to the Education & Skills Funding Agency in July 2020 which reflected exceptional costs associated with Covid-19. £30k had been received. A second claim window has opened, however where reserves had increased during the 2019-2020 academic year, it had not been possible to make a further claim. Swift Academies had increased their reserves position in 2019-2020 and therefore were unable to make a second claim. The Trust had however, expected the exceptional costs incurred as a result of Covid-19 to be fully reimbursed.

Governors were informed that further guidance was expected from the government regarding the Covid workforce fund. It was understood this would be backdated to 1 November 2020 and would cover the costs of high levels of staff absence which exceeded a minimum threshold.

Monthly management accounts are shared each month with the Board of Directors. The Chief Finance Officer and Chief Executive Officer liaise with the Chair of the Board of Directors in respect of urgent finance matters.

The Chief Finance Officer drew Governors' attention to the circulated Head of School Report for information in respect of the management accounts at Longfield Academy (January 2021). A surplus of £9k was predicted at the end of the year (August 2021), against a balanced budget. The prediction is based on several factors that may change due to exceptional costs in respect of Covid-19.

It was reported that although some savings had been identified due to the partial closure of Longfield Academy during the coronavirus pandemic, for instance supply staff. Other costs continued to be incurred, ie, catering staff with very little associated income other than free school meals.

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- Long and short-term financial / budget planning

Governors were informed that the school budget share information 2021/2022 had been released by the Education & Skills Funding Agency: the budget share for Longfield Academy was reported as £4,944,514 which is an additional £179k when compared to 2020-2021, and £70k more than budgeted. All other income was anticipated to be in line with the 2020-2021 budget. A key area of financial planning is the retention of existing pupils and ensuring any new intake exceeds the published admission number (PAN). Financial stability of the schools across the Trust is key for the years ahead.

- Schedule of Contracts

The Trust Business Manager reported that all contacts / service level agreements continue to be reviewed individually as they expire and best value and quality sought for each agreement. The Trust Contract Register has proved a useful tool to work proactively and avoid 'rollover' of unwanted contracts.

Bullough's Cleaning Services had been appointed with effect from 1 November 2020 following a tender process. All staff have transferred to Bullough's via TUPE with effect from 1 November 2020. The Trust Manager has weekly meetings with cleaning company and a six-monthly meeting scheduled to take place shortly.

It was reported that a review of contracts for maintenance to floodlights on the 3G and Tennis Courts was currently underway to ensure continued best value for money.

- Financial Governance

The Chief Finance Officer reported that the Academies Financial Handbook (published annually) was a key document which sets out the financial framework for academy trusts, and reflects their status as companies, charities and public bodies. Governors' attention was drawn to the Head Teacher's Report for information regarding the requirements of the 2020 handbook.

- Remuneration

Governors were informed that the Board of Directors had approved the recommendations contained in the School Teachers Pay and Conditions Document (2020).

Agreement had been reached between the National Joint Council Trade Unions and National Employers in August 2020 for pay awards on the NJC pay scale and allowances.

The Chief Finance Officer reported that all pay awards had been contained in the 2020-2021 budget.

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Quality assurance

The Head of School reported that the Quality Assurance section of the Head of School's Report should be read in conjunction with the Education Development Partner Report (Spring 2021) and the SEF, which identifies the progress in the school improvement journey for Longfield School.

Assistant Head Teacher (Teaching and Learning Progress) discussed with Governors the Longfield Learning Station framework which identifies what the pupils learn and how the pupils are taught.

Governors were informed that, in respect of the quality of education at Longfield Academy the intent was sound, however implementation was thought to be inconsistent (as reported earlier), and that this is one element of the improvement journey for the academy. A verification system had been introduced to ensure the Learning Station is implemented into the culture and systems across the site.

"Health checks" take place each half-term with Heads of Department to explore their curriculum intent, implementation and impact. The information is evaluated and analysed with targets identified for improvement. It was reported that the data gathered showed a positive picture and evidenced the positive impact these activities are having.

Book checks take place every week four of every half-term, to review the knowledge journey, sequence of activities, progress made, handwriting and whether pupils needs are being met. Book discussions take place each week 5, with discussions taking place between the Head of Department and respective members of staff. Book discussions allow teaching staff to articulate the sequencing of knowledge in their books and the chosen teaching and learning strategies. These arrangements had continued virtually during the partial closure of schools since January 2021.

Governors were informed that in week five of every half term, "Golden Thread" checks take place with SEND, Numeracy, Literacy, Careers and Most Able. This check ensures that Golden Threads are captured. A presentation had taken place immediately prior to this meeting of the Local Governing Body to raise awareness of the Golden Threads with Governors.

Meetings take place monthly with Senior Leaders and Middle Leaders to discuss what is going well and actions to improve going forward.

Two lesson verifications take place with staff each year, with targets identified to improve practice. Best practice is shared with all staff during Continuous Professional Development sessions held each Wednesday evening.

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Governors were advised that the Education Development Partner had agreed with the judgements identified by staff in terms of quality assurance.

- Educational Development Partner Report (Spring 2021)
Governors attention was drawn to the circulated Education Development Partner Report and the recommendations contained in the circulated report.

Stuart Rawle (Assistant Head Teacher), provided Governors with an update in respect of the SEF and action plan for the Longfield Academy.

It was reported that the SEF evaluated the performance of the academy across key categories:

- Overall effectiveness
- Quality of Education: intent, implementation and impact
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

Governors' attention was drawn to page two of the circulated SEF which provided the overall context of Longfield Academy, and vital information in terms of the current position of the academy.

The Longfield improvement journey identifies the journey and process taken at Longfield Academy to refine and development of the curriculum to go above and beyond the national curriculum. Staff wanted to be assured that when delivering knowledge in lessons it is achieved in the most appropriate way but allow staff flexibility to utilise the most appropriate teaching and learning strategies / style of teaching to have maximum impact on pupils' progress.

Safeguarding and well-being

- SEN

The Head of School confirmed that SEN procedures and structures were reviewed in January 2021 by Durham EDP Service: the progress in implementing and monitoring the strategies and structures and the improvement in staff focus to meet the needs of pupils through Quality First Teaching was praised. It was evident that the dialogue around meeting need had become much more pupil focused and that the SEN profile in school had been raised with a much bigger participation seen in sharing good practice and relevant pupil information. This continues to grow and further details would be shared as they become available and discussed in depth at the Summer Term LGB meeting.

- Wellbeing

It was reported that the Welfare Team had been based on the school site during the partial closure of schools to pupils other than those identified as vulnerable and those children of key workers. As well as supporting

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these pupils in school, they have undertaken a range of different support in place to make sure pupils and their families are best supported. Support has been made available to pupils and their families remotely, operated by the Emotional Health and Well-being Officer.

The Welfare Team have met daily during the national lockdown period to discuss any welfare concerns identified for pupils and their families and to explore the remote education offer for these pupils.

A Staff Governor re-iterated the comments of the Assistant Head Teacher in respect of wellbeing across the academy, and that the development of the Welfare Team and their interaction with families had developed the way in which the team work to be able to identify the best fit for families, depending on the perceived need.

Pastoral RAG meetings have continued to take place weekly, and with the development of the in-depth daily meetings a review of the RAG meetings to identify best management of time. It had been agreed that meetings will drill down to identify intense family support, and include the entire pastoral team, where concerns could be raised and discussed.

Safeguarding CPD has been slowed due to closure, however, all staff had completed the KCSIE 2020 update remotely with a consolidation exercise for understanding and evidence purposes. Consideration was also being given to how CPD can be further developed remotely.

A recent Local Authority Audit was positive with only minor actions identified which would be addressed during Spring Term 2021: a review meeting is planned for the end of March 2021, further details would be shared as they become available and discussed in depth at the Summer Term LGB meeting.

- Estates Management & Health and Safety

Condition Improvement Funding had been confirmed in 2020 for two projects: the boiler replacement project was reported to be almost complete with the contractors completing the installation of a computer linked to the heating control system.

The second project (Fire Safety) was scheduled to take place during the Easter break due to the intrusive nature of the works which would involve the contractors requiring access to all classrooms, offices and corridors. This project was currently out to tender: the Trust Business Manager and Chief Finance Officer were involved in the process to date and would ensure that tenders met the project requirements.

Applications had been made to the Condition Improvement Fund in January 2021 with one application submitted on behalf of Longfield Academy in respect of Fire Safety. If successful, this would further improve this year's enhancements to the Fire Alarm and emergency

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lighting at the school. Results of the application are expected in Summer Term 2021.

It was reported that all mandatory checks and maintenance have continued throughout the partial closure to ensure premises continue to be safe to all staff and pupils in attendance. Government guidance regarding safe management of premises is shared regularly with all site staff who review and action changes.

Parent Governors whether there had been any feedback from parents in respect of the pupil lateral flow testing: the Head of School confirmed that parental consents were being gathered, following which the testing programme for pupils would commence. Guidance provided by Public Health England and the Department for Education has been taken into account when developing a model of lateral flow testing.

School community – staff, pupils and parents

The Head of School reported that My School APP was launched this term, which enabled communications between Longfield Academy, parents and carers. This will become the main communication platform, with over 600 users signed up to date.

The Chair thanked staff and the Head of School for their contributions to the circulated Head of School Report and the information reported during the meeting. The Chair commented that the content of the report was informative.

Admissions Criteria 2022-2023

The Head of School confirmed that there were no proposed changes to the Admissions Criteria 2022-2023. The Admissions Criteria had been shared with Governors and Directors and would be formally ratified by Directors during the Standards Committee meeting of Swift Academies planned to take place on Wednesday 3 March 2021.

Inspection Data Summary Report (IDSR) 2019-2020

This item was not considered. Governors RESOLVED that the IDSR would be considered during the Summer Term meeting of the Local Governing Body of Longfield Academy.

Governor RESOLVED that the content of the circulated Head of School Report, SEF/Action Plan, Education Development Partner Report (Spring 2021), Risk Register, Inspection Data Summary Report (IDSR) 2019-2020 and information reported, including the Admissions Criteria 2022-2023 were noted.

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Chief Executive Officer's Report

- a) Scheme of Delegation
- b) Trust Development Plan

The Chief Executive Officer's Report, Scheme of Delegation and Trust Development Plan had been shared with Governors prior to the meeting. Copies would be retained on file.

The Chief Executive advised Governors that the writing of the Chief Executive Officer's Report had taken place as announcements were expected from the Prime Minister on the 'road map out of Covid'. The fuller re-opening of schools with effect from 8 March 2021 had been confirmed.

Risk Assessments to support the re-opening of the Trust schools from Monday 8 March 2021 had been shared with Governors and would be considered at a meeting of the Board of Directors of Swift Academies planned to take place on Thursday 4 March 2021.

The Chief Executive Officer commented that The Rydal Academy, Longfield Academy, Hurworth School and the Trust had all moved forward during exceptional times and this was evidenced in the respective Head of School / Head Teacher Reports and the Education Development Partner Reports.

Scheme of Delegation

It was reported that there were no changes to the circulated Scheme of Delegation.

Trust Development Plan

Governors were advised that the Trust Development Plan had been reviewed and updated by the Executive Leadership Team and reflected the partnership working across Swift Academies. The Chief Executive Officer stated that the Trust had moved forward significantly: virtual arrangements had facilitated the coming together of staff across the Trust to work collectively.

Governors RESOLVED that the content of the circulated Chief Executive Officer's Report, Scheme of Delegation, Trust Development Plan and information reported was noted.

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9 Trust ICT Update including ICT Development Plan

The Trust ICT Development Plan had been circulated to Governors prior to the meeting. Copies would be retained on file.

The Infrastructure & Development Manager discussed with Governors the content of the circulated ICT Development Plan relevant for Longfield Academy.

Governors were informed that the eight weeks of partial closure of schools had been used to prepare for the return of pupils to site, and to support the development of the remote education offer across the Trust and a blended learning approach.

Centralised IT Asset Register

Governors were advised that an in-house asset system was being developed that automatically catalogues all Trust computers, laptops and tablets. On top of this, devices like touch screens and projectors are also recorded. This allows the Trust to have a holistic view of assets and supports decision making regarding replacement items.

Swift Academies Brand

Governors were informed that a new member to the IT Team had been appointed with a skill set not evident on the team previously: standardisation and improvement of all Trust school identities, including logos and colour schemes. All Trust members of staff now have a Trust e-mail footer and icon. Work is being undertaken to standardise all Trust websites with a uniformed look and feel, while maintaining their individuality but fits into the overarching Swift Academies branding.

Marketing Materials

In addition, the creation and development of print and digital resources that have been historically outsourced. Brochures for Longfield Academy and Hurworth School would be prepared in-house. Any material that was previously outsourced would now be completed in-house. This was expected to save the Trust a significant amount of expenditure going forward.

Governors RESOLVED that the content of the circulated ICT Development Plan and information reported was noted.

10 Single Central Record: signature by the Head of School and Chair

The Trust Business Manager agreed to arrange a virtual meeting with the Head Teacher and Chair of the Local Governing Body (Longfield Academy) in order to review the Single Central Record.

Trust
Business
Manager

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11 Policies for approval / review / information

- a) For information – Swift approved policies Appraisal Policy; Pay Policy for Teachers & Support Staff; Complaints Procedure; Health and Safety Policy; Asbestos Statement of Intent and Action Plan; Equality Objectives; Disciplinary Policy and Procedures for Teachers and Support Staff; Grievance Policy and Procedures for Teachers and Support Staff; Biometric data policy; Finance Policy; Online Safety Policy; Data Retention and Destruction Policy; Treasury Management & Investment Policy; Staff Health & Wellbeing Policy; Risk Management Policy & Procedure; Redundancy and Redeployment Policy; Remote Education Policy
- b) For information – School reviewed policies
- i. Anti Bullying Policy
 - ii. Attendance Policy
 - iii. Collective Worship & British Values Policy,
 - iv. Environmental Education Policy
 - v. Equality, Diversity & Community Cohesion Policy
 - vi. Healthy Lifestyles Policy
 - vii. Quality of Education Policy
 - viii. Young Carers Policy

Governors RESOLVED that the content of the policies listed as follows were noted:

- Anti Bullying Policy
- Attendance Policy
- Collective Worship & British Values Policy,
- Environmental Education Policy
- Equality, Diversity & Community Cohesion Policy
- Healthy Lifestyles Policy
- Quality of Education Policy
- Young Carers Policy

- c) For approval – Statutory reviewed policies (all attached)
- i. Admissions Arrangement 2022-2023
 - ii. Discipline (Personal development, Behaviour & Welfare)
 - iii. Policy inc Covid Annex
 - iv. Medical Conditions, First Aid & Administering Medication including Intimate Care Policy
 - v. Provider Access Policy
 - vi. SEN Policy
 - vii. We are Longfield PSHCE (RSE) Policy

Governors RESOLVED that the content of the policies listed as follows were noted, and approved and adopted with immediate effect:

- Admissions Arrangement 2022-2023
- Discipline (Personal development, Behaviour & Welfare) Policy including Covid annex

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- Medical Conditions, First Aid & Administering Medication including intimate Care Policy
- Provider Access Policy
- SEN Policy
- WeAreLongfield PSHCE (RSE) Policy

12 **Disadvantaged Pupils (Pupil Premium) Strategy**

The Disadvantaged Pupil (Pupil Premium) strategy / self-evaluation had been shared with Governors prior to the meeting. A copy would be retained on file.

Governors were advised that the Pupil Premium strategy was updated annually and identifies how the pupil premium funding is allocated for potentially disadvantaged pupils. The Pupil Premium Strategy had been uploaded to the school website,

Governors RESOLVED that the content of the circulated Disadvantaged Pupils (Pupil Premium) Strategy was noted.

13 **Covid 19 Catch-up Funding Strategy**

The Catch-up funding strategy for Longfield Academy had been circulated to Governors prior to this meeting. A copy would be retained on file.

The Covid-19 Catch-up Funding Strategy for 2020-2021 had been prepared in conjunction with the Senior Leadership Team by Emma Hickerson and Glen Hart. The strategy had been published on the school website.

Governors RESOLVED that the content of the circulated Covid 19 Catch-up Funding Strategy was noted.

14 **Special Interest Governor update:**

- a) Premises / Health & Safety: Bob Bell
- b) Safeguarding & Community & LAC (including anti-bullying and physical intervention) Governor – Stuart Rawle
- c) Special Educational Needs (SEN), including SEMH: Bev Clifton
- d) Finance: Nick Rees
- e) Values, Community & Equality: Mandy Payne / Jenni Bowe
- f) E-safety, Careers & Transition: Laura Snowdon
- g) Standards (Teaching, Learning, Curriculum & Progress), Early Careers Framework - Sarah Glover
- h) Reward & Sanction: Nicola Bales
- i) Attendance & Punctuality: Nicola Bales
- j) Achievement & extra-curricular: Laura Snowdon

Governors provided an updated where they had been able to liaise virtually with respective members of staff across Longfield Academy during the Autumn Term 2020.

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Governors were reminded that any visit to Longfield Academy should be recorded on the Governor visit report form, including Governors' participation in the Golden Threads presentation, immediately prior to this meeting of the Local Governing Body. It was reported that James Hall had already e-mail the Governor report form to Governors.

Standing Items

15 Feedback from MAT Development Session held on Thursday 11 February 2021, via Microsoft Teams

The Spring Term MAT Development Session had taken place on Thursday 11 February 2021 and had built on the previous MAT Development Session supported by Gabrielle Reddington, the Education Development Partner for Swift Academies. The Chief Executive Officer commented positively on the Spring Term session. Governors had received information to complement their respective roles across the Trust and strengthen links between staff and governors.

Staff would be contacting Governors to develop knowledge further, with a third MAT Development session in respect of Ofsted planned to take place during the Summer Term 2021.

Governors RESOLVED that the information was noted.

16 Chairs and Vice Chairs meeting 1:30pm, Friday 12 March 2021

The Chief Executive Officer advised Governors that he had e-mailed the respective Chair and Vice Chair of each Local Governing Body. to check their availability for the termly meeting of Chairs and Vice Chairs (1:30pm, Friday 12 March 2021). Where Chairs or Vice Chairs were not available, a representative of the respective Local Governing Body would be requested.

The Head of School confirmed the availability of the Chair (Longfield Academy) to attend for the termly Chair and Vice Chairs meeting. Bev Clifton (Vice Chair), also confirmed her availability to attend.

Governors RESOLVED that the information was noted.

17 Concluding items

Any urgent other business raised under item 3

No items of urgent other business had been notified.

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18 Approval of documents for inspection

Governors RESOLVED that the agenda, approved minutes and supporting documents be made available for public inspection with the exception of information concerning identifiable pupils and/or teachers.

19 Date and time of future meetings

Local Governing Body

(from 4:30pm)

- Monday 14 June 2021

MAT Development Sessions

(from 5pm)

- Thursday 8 July 2021

Chairs / Vice Chairs of LGB and Executive Leadership Team

(from 1:30pm)

- Friday 12 March 2021, Friday 25 June 2021

The Head of School commented that he hoped Governors had a flavour of where Longfield School were on their improvement journey and how significantly the team had progressed the school to date.

The Chair thanked the Head of School, Senior Leadership Team and all staff Governors' thanks for their tireless efforts and welfare support for pupils and their families of Longfield Academy during exceptional circumstances. The Head of School would ensure the sentiments expressed by the Chair are shared with staff in the nightly briefing.

The Chair of the Board of Directors (Derek Bell), thanked Governors for inviting him to attend this meeting of the Local Governing Body of Longfield Academy. The level and quality of information available to Governors, and the challenge of Governors during this meeting provided assurances to the Board.

These minutes were approved by the Local Governing Body of Longfield Academy, as follows:

on: Jun 14, 2021 date

signed by: (Chair)


Robert Bell (Jun 14, 2021 20:38 GMT+1)

printed name: Robert Bell

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