

Standards Committee
4:30pm, Wednesday 3 March 2021

a virtual meeting held via Microsoft Teams

MINUTES

| | |
|-------------------------|--|
| Present: (Directors) | Keith Bernstone (Chair), Tim Fisher (Vice Chair), Derek Bell, Julie Cornelius, Dean Judson, Sam Hirst |
| In attendance: | Nichola Peaker, Head of School, Hurworth School Nick Lindsay, Head of School, Longfield Academy John Armitage, Head Teacher, The Rydal Academy Glen Hart, Chief Finance Officer, Swift Academies Beth Wright, Swift Academies Tracey Curtis, Governance Partner, Avec Partnership |

| <u>Item</u> | <u>Description of Discussion</u> | <u>Action</u> |
|-------------|--|---------------|
| | The Chief Executive Officer highlighted housekeeping arrangements to ensure the smooth flow of the meeting, including ensuring microphones remained on mute when not speaking, the use of the chat facility to ask questions and the raising of a hand to gain attention. | |
| 1 | Welcome, introductions and confirmation quorum present Directors were advised that a quorum was present. The Scheme of Delegation for Swift Academies stated that <i>the quorum for each of the committees was three voting directors</i> . Five (5) Directors were present: Dean Judson joined the meeting later. | |
| 2 | Apologies for absence and their acceptance No apologies for absence were reported. All Directors were present. | |
| 3 | Notification of items of urgent other business <ul style="list-style-type: none"> items that the Standards Committee of the Board of Directors of Swift Academies regard are of sufficient urgency to warrant consideration at the end of the agenda | |

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

4 Declaration of personal or pecuniary interests

- a) complete / review the Register of Interest
Directors and those present were reminded that they should complete the Register of Interest to declare any relevant business or pecuniary interest and close family relationship between members or Directors and/or members or Directors and employees. A register should be completed annually and updated during each academic year where circumstances change.
- b) to declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting
Directors 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.
- a) Code of Conduct – Directors confirmed that they were acting in accordance.

Directors RESOLVED that the information was noted.

5 Approval of minutes / review of actions / matters arising

During this item, Dean Judson joined the meeting.

- **Standards Committee, Wednesday 7 October 2020**
Draft minutes of the Standards Committee meeting of Swift Academies held on Wednesday 7 October 2020 had been shared with Directors prior to this meeting. A copy would be retained on file.

Directors RESOLVED that the circulated minutes of the Standards Committee of Swift Academies held on Wednesday, 7 October 2020 were approved as a true and accurate record of the meeting and should be signed by the Chair. The Trust Business Manager would retain the approved signed minutes.

Chair / Trust
Business
Manager

6 The Rydal Academy

- a) Head Teacher Report
b) Education Development Partner Report (Autumn 2020)
c) Education Development Partner Report (Spring 2021)
d) SEF/Action Plan
e) Admissions Criteria

The Head Teacher Report, Education Development Partner Reports, and SEF/Action Plan had been shared with Directors prior to the meeting. Copies would be retained on file.

Swift Academies

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Company Registration Number 07533271

Head Teacher Report

Pupil numbers / attendance and exclusions

The Head Teacher reported that pupil numbers on roll at the end of Autumn Term 2020 were at a similar level when compared to the same time frame in previous years. Directors' attention was drawn to the number of pupils accessing the nursery provision: the numbers are significantly lower for 2020-2021 than in the previous two years due to the impact of Covid-19 and a reduced birth rate. It was reported that there were currently 30 pupils in nursery but would normally be 40-45 at this stage of the academic year. It was hoped that once schools fully re-open to all pupils, an increase in the nursery pupil numbers would be seen. Although the nursery provision had remained fully open during the current national lockdown and partial closure of schools, where there were older siblings at The Rydal Academy not coming into school, nursery pupils had also remained at home.

The number of pupils with an Education and Health Care Plan (EHCP) had increased with The Rydal Academy in the highest 40% of schools nationally, and more EHCP's than any other primary school in the Darlington Local Authority area.

Directors were advised that there was a significant increase in respect of in-year mobility with the numbers in Autumn Term 2020, despite the coronavirus pandemic, being as high as the whole 2019-2020 academic year.

It was reported that attendance for Autumn Term 2020 was in excess of the national average as a result of parents being encouraged to return their children to school. Attendance in the Autumn Term 2020 at The Rydal Academy was 91.8%.

The Head Teacher reported that there had been no permanent exclusions to date in the current academic year. However, there had been a high number of fixed-term exclusions, some of which involved assaults on adults. An additional level of support has been provided through an internal Pupil Support Base to support for these pupils, which had reduced the number of fixed term exclusions to zero in the second half of Autumn Term 2020. Directors were informed that three of the fixed term exclusions related to one incident of Year 6 pupils intentionally setting off the fire alarm: this was an unusual event and a one-off event for this group of pupils.

Internal exclusions were reported to be tracking at a similar level when compared to the same time period in previous years and no pupils were currently accessing off site provision.

Attainment and progress

The Head of School reported that the data remained unchanged from the previous Head Teacher's Report. The Rydal Academy were part of the Early Years Foundation Stage, early adopter pilot. There was no expectation to submit baseline information in 2020-2021 as part of the early adopter pilot.

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The Year 1 cohort of 2019-2020 who had not completed phonics testing, completed the phonics testing in Autumn Term 2020, as Year 2 pupils. Directors' attention was drawn to the content of the circulated Head Teacher's Report for information in respect of the number of pupils passing the phonics test in Year 1 (75% in 2018, 71% in 2019). 82% of pupils had passed the phonics test with an extra term at the beginning of Year 2, despite a disrupted year in 2020 and the coronavirus pandemic.

The Head Teacher's Report contained projections for the current academic year: it was reported that in Autumn Term, the pupils' attainment had returned to usual levels for this point in the academic year. Teaching staff had developed a recovery curriculum based on a gap analysis and curriculum adaptations to get the pupils to this point, following the national lockdown and partial closure of schools. There had been a focus on higher ability / more able writers where it had been felt progress was not quite as anticipated. Pupils working towards age related expectations and more able pupils in Maths and Reading were demonstrating expected levels of progress or better.

Curriculum planning – staffing and class sizes

The Head Teacher reported that the curriculum planning section of the circulated Head Teacher Report reflected updated information in respect of the new curriculum introduced from September 2020. Information was also contained in the Head Teacher Report in respect of The Remote Learning Offer and Remote Learning Offer for SEND pupils, which had been uploaded to the school website.

- Disadvantaged Pupils (Pupil Premium) Strategy / Primary PE and Sports Premium Strategy / Catch-up Funding Strategy

An overview of these strategies had been included in the circulated Head Teacher's Report. The overview provided Local Governing Bodies and Directors with information in terms of the funding received, the focus to address barriers to learning and planned expenditure across the academic year. The full strategies could be viewed on the school website.

Quality assurance

Directors were advised that the Ofsted judgement had not changed since the last Head Teacher's Report, however, an inspection was anticipated once Ofsted re-commence inspection arrangements.

The Head Teacher reported that 100% of teachers consistently demonstrated good or better practice (97% in 2020-2021, 100% in 2019-2020).

The SEF had been updated against the current Ofsted inspection framework, with overall effectiveness judged to be Good.

Education Development Partner Reports

Directors were informed that during the Autumn Term Education Development Partner visit, subject leads had been taken through the Ofsted style of deep dive discussions. A similar approach had been taken during the Spring Term visit with a focus on the two key priority

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areas: Reading and Writing. The Head Teacher reported that the outcome of both visits was similar: subject leads were at a different point in their journey as some had received more opportunities to run through the deep dive process and articulate more about their subject areas. The Education Development Partner had confirmed that the subject leads were in a good position of their knowledge and understanding when compared to other primary schools. It was reported that PSHRE and phonics subject leads' deep dive conversations had been of an exceptional standard: all subject leads would be developed to this level, with further training, development and mentoring.

The Head Teacher reported that the annual Wraparound audit had been completed during Autumn Term 2020: a review of activity in respect of the Breakfast Club, Youth Club and Nursery Lunch were included in the circulated Head Teacher Report. The Personal Development Audit had also been completed using the Department for Education format: actions from the previous audit and recent audit were documented in the Head Teacher Report.

An audit of the Remote Education Officer at The Rydal Academy had been completed in January 2021 by representatives of the Trust Remote Education Network, and the Leadership Team. Overall it was found that in 12 areas 5/5 were embedded and in 10 areas 5/5 sustained.

Safeguarding and Well-being

The Head Teacher shared with Directors the welfare monitoring which had taken place during the partial school closure since January 2021, including weekly phone calls and home visits where families had not engaged in remote education or for vulnerable families.

Annual questionnaire

Annual questionnaires had not been circulated due to the current restrictions as a result of Covid-19. The results of the questionnaire would not be a fair comparison year on year where pupils had not been in school due to the partial closure to pupils considered to be vulnerable or those children of key workers. A review of the position would take place later in the 2020-2021 academic year. The circulation of annual questionnaires may be delayed until Spring Term 2022. However, a review of the Remote Education Offer was planned to take place once pupils are settled back into school.

Admissions Criteria 2022-2023

The Head Teacher confirmed that there were no changes to the Admissions Criteria 2022-2023 for The Rydal Academy either for the school or for the nursery.

However, Directors were reminded that an application had been submitted to the Department for Education to extend the age range of pupils at The Rydal Academy Nursery. If the application was successful, a slight amendment would be required to the Admissions Criteria 2022-2023 in respect of nursery admission to reflect the intake of pupils from two-years-old (currently three-years-old).

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Directors RESOLVED that the Admissions Criteria 2022-2023 for The Rydal Academy was approved and adopted with immediate effect.

A Director queried which major areas of The Rydal Academy had moved forward during the period of partial closure of the school since January 2021? The Head Teacher responded by stating that the period of national lockdown had provided staff with an opportunity to develop subject lead scrutiny, understanding and analysis of their respective subject areas and improve deep dive conversations. The Head Teacher confirmed that whilst this area of the school has moved forward at pace, the journey continues. The second area of significant improvement, identified in the SEF, was reported as the Remote Education Offer. Directors were informed that there was 89% engagement of pupils in the remote education offer, with 35% of pupils on roll in school. Given that there was a high proportion of pupils in school who had access to social workers and EHCPs compared to national averages, this was considered to be an achievement. The Remote Education Offer was reported to replicate the in-school offer and had given improved breadth and coverage of the curriculum during the most recent national lockdown.

Directors sought clarification in respect of the two-year-old provision, and when this would be available? The Head Teacher reported that the earliest start would be September 2021. The application to the Department for Education requested 12 places for two-year-old pupils. Twenty-two expressions of interest had been received over a two-day period of consultation with parents and carers to gauge the level of interest in the provision.

A Director asked the Head Teacher to identify the biggest challenges for The Rydal Academy when all pupils return to school from Monday 8 March 2020 over the Summer Term 2021 and moving forward? The Head Teacher reported that subject leads were reviewing the curriculum to identify what had been delivered over the first half of Spring Term 2021. The Senior Leadership Team had articulated to the teaching staff that it was not about identifying the lost learning in respect of the catch-up curriculum, but about creating curriculum breadth and coverage. Subject Leads had been asked to identify units of work in the curriculum recovery plans: for the remainder of the current academic year. Core skills and elements would be prioritised in each subject area to develop pupils' knowledge and skills. The Head Teacher reported that pupils had smoothly transitioned back into school in September 2020 and that it was hoped when pupils return in March 2021, they will return and settle into school life quickly, as they did in September 2020. Feedback from parents had indicated that pupils and parents are ready for schools be re-opened fully. It was reported that a higher number of pupils had continued to attend The Rydal Academy during the recent lockdown, with a small number of pupils finding this a challenge. Returning to larger groups of pupils in a class may present further challenge for those pupils. Pastoral support would be arranged during the coming weeks for pupils, as necessary.

A Director sought clarification around the prioritisation of key skills and knowledge across the curriculum and whether there are any subject

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areas that would be placed on hold for the short term? The Head Teacher explained that while there would continue to be a focus placed on Reading, Writing and Maths in Key Stage 1. The normal breadth of curriculum would be in place. Although wraparound provision would be in place, this would not include any extra-curricular activities, which would normally provide extension opportunities for the pupils. The Head Teacher reminded Directors that the current curriculum had been introduced in September 2020 and Subject Leads were currently monitoring implementation as best they could during a disrupted year.

Directors RESOLVED that the content of the circulated Head Teacher Report, Education Development Partner Reports, SEF/Action Plan and information presented was noted.

During this item, Nichola Peaker joined the meeting.

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Hurworth School

- a) Head of School Report
- b) Education Development Partner Report
- c) SEF / Action Plan
- d) Admissions Criteria

The Head of School Report, Education Development Partner Report, and SEF/Action Plan had been shared with Directors prior to the meeting. Copies would be retained on file.

Head of School Report

Pupil numbers / attendance and exclusions

The Head of School reported that Hurworth school continued to be over-subscribed with 666 pupils on roll. 140 students had been offered a Year 7 place from September 2021. 127 pupils would leave Hurworth School at the end of Summer Term 2021.

It was reported that there continues to be a significant number of students with Education Health and Care Plans (EHCP), Looked After Children (LAC) or Previously Looked After Children (PLAC) in the Year 7 cohorts admitted in September 2019, 2020 & 2021. Hurworth School are reported to have the largest number of EHCP's when compared to other secondary schools in the Darlington Local Authority area. There are currently 31 students with an EHCP at Hurworth School and a further six students with EHCP's in the Year 7 cohort for entry in September 2021.

The Head of School reported that overall pupil attendance at Hurworth School was 95.61% at the end of Autumn Term 2020 and was testament to the hard work of the attendance team. Staff had worked with students in order to address barriers and improve attendance.

Directors were informed that permanent exclusions remained low. At the time of the Head of School Report being prepared, there was one permanent exclusion which had been upheld by the Local Governing Body; an Independent Review Panel had been requested by the parents subsequently. The internal sanctions ladder was being explored to

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ensure that it was fit for purpose, and appropriate strategies were in place for students.

Attainment and progress

Due to Covid-19 restrictions, predicted grade data had not been collected since January 2020. As part of the recovery curriculum data collected in the first term concentrated on knowledge secure and knowledge to be secured to allow students to target any gaps in their knowledge.

The current Year 10 cohort are a key focus ahead of them taking their qualifications in 2022. The Head of School reported that improvements continue to be made in the English and Science departments.

The Chief Executive Officer commented on the cross Trust working with staff from The Rydal Academy in respect of Year 7 and the issues that were presented during unprecedented times. The Rydal Academy had been engaged to provide support, in conjunction with teaching staff at Hurworth School, for this cohort.

Curriculum planning – staffing and class sizes

The Head of School reported that the curriculum had been developed with a focus on retrieval of information, in a number of ways.

The Remote Education Offer had been a focus of the recent Education Development Partner visit, which provided external validation of the offer. The Head of School advised Directors that the Remote Education Offer had developed since the last meeting of the Standards Committee in Autumn Term 2020. The curriculum had been delivered to students during the partial closure of schools, as it would have been had all students continued to be in school. The majority of students were reported to have engaged with their learning during the national lockdown from January 2021. Directors' attention was drawn to the circulated Head of School Report for further information in respect of the Remote Education Offer.

Quality Assurance

Directors were informed that staff were developing a shared vision of the school and improving communication with members of the school community. Staff had been able to articulate, during the recent Local Governing Body meeting, the direction of the school, and how their role contributes, and the impact of actions taken.

The Head of School reported that during the national lockdown not only vulnerable students had been provided with appropriate support: all students had received fortnightly contact from a member of staff at Hurworth School, as a minimum. Positive feedback on this approach had been received from parents/carers. This improved arrangement had enabled staff to identify any issues or concerns with students and put appropriate support in place. It was hoped that the contact with students during the partial closure of Hurworth School will alleviate any anxieties when all students return to school.

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Directors were informed that the process of testing students in respect of the coronavirus pandemic had commenced prior to the re-opening of schools to all students at Hurworth School from Monday 8 March 2021.

Directors were advised that during Spring Term 2021, parents would be asked to complete a questionnaire focused on remote learning.

Four formal complaints had been received during the Autumn Term 2020, one had been carried over from the previous academic year.

A Director asked what the Head of School considered to be the major success at Hurworth School since the last meeting of the Standards Committee of Swift Academies in Autumn Term 2020, and what were the challenges of the recovery curriculum in order to bridge the gap for students. The Head of School responded by stating that the remote education offer had provided a consistency for students, and was a strength of the school. Remote education had enabled staff and students to connect with each other, with continued engagement. The Head of School reported that not as much recovery was required as a result of the current partial school closure when compared to the national lockdown from March 2020. Evidence had been gathered across the school of the impact of remote education lessons, for instance, questionnaires, engagement data, and return to school documents prepared by teaching staff, which focus on gaps in students' knowledge. It was believed that the challenge over time would be for staff to remember what areas of the curriculum should be revisited and for which student.

A Director queried with the Head of School, information in respect of Teacher Assessed Grades, and how this would be approached at Hurworth School. The Head of School reported that a Trust Public Examination Group (TPEG) had been established; the release of national technical guidance was anticipated shortly, which would inform the approach to Teacher Assessed Grades.

Directors made reference to The Rydal Academy and Hurworth School having the highest number of EHP's in the Darlington Local Authority area and whether there was an area not being recognised by the Trust, and whether an approach was required that recognised this position. The Chief Executive reported that there had always been a significant number of EHCP's at Hurworth School due to the Resource Provision. The Year 7 intake in September 2019 and 2020 had seen an increase in the number of pupils being admitted with EHCP's.

The Head Teacher (The Rydal Academy) reported that when The Rydal Academy was established, the number of pupils with an EHCP at that time was low. The SENCO at The Rydal Academy had worked with SENCO's from other schools in order to upskill staff to identify appropriate provision for pupils.

A Director queried whether it was possible to have a breakdown of the identified primary need, for instance is social, emotional health prevalent and whether the pattern is replicated across the schools, and whether the

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staffing structure could be explored across the Trust in order to address the need of pupils and students. The Head of School drew Directors' attention to the content of the Head of School Report in respect of the SEND need categories. Autistic Spectrum Disorder and Social Emotional and Mental health were reported as two of the highest categories.

Directors queried with the Head of School the number of complaints reported as four formal complaints during Autumn Term 2020 and whether any lessons had been learnt that could be taken forward to ensure that the number of complaints is reduced in the future. The Head of School reported that adjustments had already been made to systems in school, for instance communication systems, including face to face meetings and identifying single points of contact. Directors commented positively on the response provided by the Head of School and immediate actions taken to date ahead of outcomes identified as part of the complaints process. A further update would be provided to Directors.

Admission Criteria 2022-2023

The Head of School confirmed that there were no proposed changes to the Admissions Criteria 2022-2023 for Hurworth School. The Admissions Criteria had been shared with Governors and Directors by e-mail.

Directors RESOLVED that the content of the circulated Head of School Report, Education Development Partner Report, SEF/Action Plan and information reported was noted. The Admissions Criteria 2022-2023 was approved and adopted with immediate effect.

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Longfield School

- a) Head of School Report
- b) Education Development Partner report
- c) SEF / Action Plan
- d) Admissions Criteria

The Head of School Report, Education Development Partner Report, and SEF/Action Plan had been shared with Directors prior to the meeting. Copies would be retained on file.

Head of School Report

Pupil numbers / attendance and exclusions

The Head of School reported that Longfield Academy is currently undersubscribed, which was the case historically. Total numbers had been broadly the same over the last three academic years, with the older year groups, therefore, as each year group leaves and another joins, the pupil numbers increase towards the schools PAN of 900. Directors were advised that Longfield Academy had improved pupil movement through the Vulnerable Pupil Panel (VPP) and work at Longfield Academy with transition arrangements is recognised across the Local Authority areas as being innovative for Year 5 through to Year 8 pupils.

Directors were informed that there had been an enormous improvement in attendance over the last three years of 3.05% which was comparable

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to any other statistical achievement as part of Swift Academies. Families where pupil persistent absence had been identified would continue to be a focus, with pastoral and wraparound provision support identified to enable these pupils to access education.

It was reported that there had been one permanent exclusion in the current academic year and related to persistent disruptive behaviour. The number of fixed term exclusions to date since September 2020 was reported as 149 (65 pupils) and was unlikely to increase over the course of the year to the end of Summer Term 2021. Directors were informed that it was believed the number of fixed term exclusions were as a result of improvements which are still evolving with regard to quality first teaching, and increasing parental engagement and aspiration. Directors were advised that the Senior Leadership Team were exploring the aims for Longfield Academy, including the removal of internal exclusions which had been replaced with intensive conduct support.

From September 2021, it was reported that no pupils of Longfield Academy would be educated off-site, accessing alternative provision. A range of activities were on offer as part of the Welfare Team approach. Improved assessments were in place as part of Swift Academies to identify appropriate needs of a pupil and families.

Attainment and progress

The Head of School reported that there wasn't a great deal of change to the data contained in the circulated Head of School Report for Longfield Academy, since the last meeting of the Standards Committee, due to the negative impact of the coronavirus pandemic on pupils. The Trust Public Examinations Group had been established to ensure appropriate teacher assessed grades are awarded to students in Summer Term 2021.

The Head of School expressed his disappointment with arrangements in 2020 and 2021, regarding the cancellation of examinations as a result of the coronavirus pandemic. The Head of School commented that had examinations taken place, Longfield Academy would have been able to produce a competitive performance in line with other schools traditionally seen as good performers across Darlington.

Curriculum planning – staffing and class sizes

The Head of School reported a similar picture to that reported by the Head of School (Hurworth School), in that it had not been possible to set the Year 7 cohort in September 2020. Due to the Covid-19 restrictions in place, Year 7 had been limited to a classroom, dining hall and a 3G pitch. It had not been possible for any students to mix across the school, which has presented issues, including social interaction for Year 7 students with their peers.

A summary of improvements to remote education were included in the circulated Head of School Report. It was reported that Longfield Academy were thought to be advanced in their arrangements for remote education due to a number of bubbles required to self-isolate during Autumn Term 2020. A number of positive aspects of remote education had been identified which would support face to face teaching with a

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blended approach. Directors attention was drawn to the information contained in the circulated Head of School Report in respect of pupil engagement in remote education. 172 laptops had been distributed to pupils without access to a device to encourage engagement. Where pupils were not engaged in remote education, they were invited to come into school to access learning.

The Head of School reported that curriculum and timetabling would be revamped to ensure it was fit for purpose going forward. The current curriculum offer and timetable had not moved enough to address the aims of the Senior Leadership Team.

It was reported that there were a number of improvements to the support for pupils with special educational needs. Work was progressing to improve the level of quality first teaching. A number of improvements had been identified to meet the needs of individual and groups of students.

The biannual Safeguarding Audit had been completed by the Local Authority: it was reported that participation in the audit is voluntary and that engagement in the audit process provides external verification of the processes and procedures in place. The audit had identified some minor record keeping issues which are being addressed in order to best represent the excellent support available to families of Longfield Academy.

The Head of School reported more engagement and communication was taking place between the school and parents in the community. However, the pupil voice, although captured needed to be evidenced in action plans in order to measure the impact. Robust, systems and structures were in place which had been identified to meet the needs of the community.

The Chair thanked the Head of School for providing Directors with an update in respect of the challenges being experienced at Longfield Academy and moving the school forward.

Admission Criteria 2022-2023

The Head of School confirmed that there were no proposed changes to the Admissions Criteria 2022-2023 for Longfield Academy. The Admissions Criteria had been shared with Governors and Directors by e-mail.

A Director commented to The Head of School it is pleasing to hear that the school is making good progress, rising to the challenges of Sponsored Academy life.

Directors RESOLVED that the content of the Head of School Report, Education Development Partner Report, SEF/Action Plan and information reported was noted. The Admissions Criteria 2022-2023 was approved and adopted with immediate effect.

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9 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 Directors prior to the meeting. A copy would be retained on file.

Directors RESOLVED that the content of the Chief Executive Officer's Report, Scheme of Delegation and Trust Development Plan were noted.

10 Policies for approval / review / information

- a) Code of Conduct Directors
- b) Code of Conduct LGB
- c) Drugs Education Policy
- d) FOI Policy
- e) No Smoking at Work Policy
- f) Political Indoctrination and Visiting Speaker Policy
- g) Probationary Policy
- h) Single Equality Scheme
- i) Safe Recruitment & Selection
- j) Flexible Working Policy

The Code of Conduct Directors, Code of Conduct LGB, Drugs Education Policy, FOI Policy, No Smoking at Work Policy, Political Indoctrination and Visiting Speaker Policy, Probationary Policy, Single Equality Scheme, Safe Recruitment & Selection and Flexible Working Policy had been shared with Directors prior to the meeting.

The Chief Executive Officer reported that the circulated policies were existing policies which had been reviewed to ensure they continued to be fit for purpose. Amendments to the circulated policies had been highlighted in yellow for ease of reference and reflected national guidance.

Directors RESOLVED that the content of the circulated policies was noted and approved and adopted with immediate effect. The approved policies would be uploaded to the Trust website.

Concluding items

11 Any urgent other business raised under item 3

No items of urgent other business had been notified.

12 Approval of documents for inspection

Directors 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.

13 Date and, time of future meetings (4:30pm)

- Wednesday 16 June 2021

The Chief Executive Officer thanked Directors for their attendance at this meeting of the Standards Committee, especially given the guidance being received in all schools about the re-opening of schools to all pupils from Monday 8 March 2021. Pressing concerns of Swift Academies were being replicated in other institutions.

Meeting closed at 6:10pm.

These minutes were approved by the Standards Committee of Swift Academies as follows:

Jun 18, 2021 (date)

signature (Chair):


Keith Bernstone (Jun 18, 2021 15:14 GMT+1)

name: Keith Bernstone

Approved

Swift Academies

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Swift Standards Committee minutes

Final Audit Report

2021-06-18

| | |
|-----------------|--|
| Created: | 2021-06-18 |
| By: | Sophie Bainbridge (sophie.bainbridge@avec-partnership.com) |
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"Swift Standards Committee minutes" History

-  Document created by Sophie Bainbridge (sophie.bainbridge@avec-partnership.com)
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-  Document e-signed by Keith Bernstone (kbe@swiftacademies.org.uk)
Signature Date: 2021-06-18 - 14:14:20 GMT - Time Source: server- IP address: 217.44.80.174
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