

Governance Newsletter



Hamilton
Academy

April 2018

Message from the Chair of Governors

Dear Parents and Carers

Governance of Hamilton Academy is carried out by its Local Advisory Group (LAG) which was formed in September 2017 when Hamilton became an academy.

We are a small group which meets more frequently than many governing bodies. We focus on learning and teaching and we monitor the progress against the Academy Improvement Plan and the impact of the actions and interventions being taken at the Academy. We also visit the Academy to meet with a range of leaders to look at particular areas in more depth and to gather first hand evidence of improvements.

Governors have been delighted to see the improvements that have been made at Hamilton this year. There is a still lots more to do but there is a great deal of good practice to build on.

Cathy Brown, Chair of Governors

Meet the Governors



Cathy Brown, Head of Governance at Rushey Mead Educational Trust (RMET), National Leader of Governance and a Chair of Governors, with experience of working with two schools in special measures.



Paul Pitts works for Santander and, in his 15 years' experience of working in financial services, has gained significant experience from roles focusing on employee and commercial performance, risk management and driving commercial change.



Trevor Pringle has worked as Director of Young People's Services in Leicester and Head of School Planning & Resources for the City of Wolverhampton. He has many years experience of working with schools and serving as a school governor.



Rita Hindocha, Principal of Rushey Mead Academy, a very successful Leicester secondary school which is also in RMET, our multi-academy trust.



Elaine Taylor, Trustee of RMET, retired HMI (Her Majesty's Inspector), with a wealth of experience in teaching, school improvement and staff development.

In the next school year we will expand the Local Advisory Group to have wider representation by recruiting staff and parent governors to join us.

Joining RMET

On 1st September 2017 Hamilton became an academy within RMET, a multi-academy trust based in Leicester which currently has 7 schools along with Leicester Teaching School and Leicestershire Secondary SCITT (School Centred Initial Teacher Training).



Hamilton Academy has been able to access a range of support and collaborative working from within RMET, particularly from Rushey Mead Academy and its Teaching School. This support includes:

- * seconded teachers and leaders
- * training and support for teachers and leaders (some joint with Rushey Mead Academy)
- * shared systems and curriculum resources

Academy improvement

Hamilton Academy has improvement priorities across all areas of:

- * Personal development, behaviour and welfare
- * Leadership and Management
- * Teaching and Learning
- * Curriculum and Standards

Governors have seen a significant amount of progress across the Academy this year in all these areas and here are some things that you may have noticed:

Behaviour

This has been a major area of focus. New behaviour systems have been introduced and there have been huge improvements in students' behaviour. They are now much more ready to learn. To develop even further, in January changes were introduced in the use of reflection time and consequences, as outlined in the academy newsletter that month.

SEND (Special Educational Needs and Disability)

Hamilton is really excited to be part of a Leicester schools' programme for raising standards for SEND students. An impressive team of experts has been assigned to conduct a review with our SEND Co-ordinator and to work through a two-year action plan. A great deal of work is being done to get up to date with SEND referrals.

Attendance

This is an area of focus this year. Staff are conducting an in depth analysis of the reasons for low attendance and persistent absenteeism and are developing ways to address these, including support for students who experience barriers to attending school.

Engagement with parents

In this school year Hamilton has introduced more opportunities for parents to engage with staff, such as drop in sessions for specific year groups.