

Full Governors' Meeting via Google Meet

Wednesday 19 January 2022

Attendees: Matthew Fielder (MF), Donna Jagger (DJ), Nikki Hamilton-Street (NHS), Rebekah Thomas, Stuart Kingsley (SK), Jon Street (JS), Sue Rush (SR), Nancy turner, Caroline Mitchell (CMI), James Gisby (JG), Shaun smith, Darren Beaney (DB), Simon Liley (HT), Lesley Young (LY) , Tony Kerrison, Anne-Marie Anderson (AAN) and Jo Neville

Note taker: Fiona Moppett

1.	Apologies: Ed Nolan and Dawn Dyson (DDY)
2.	Declarations of Interest : Nil
3.	Minutes from the last meeting: Everyone confirmed these had been read. <ul style="list-style-type: none">• MF confirmed he would speak directly to DDY regarding the Schools Financial Value Statement.• The Catering Contract can be discussed at a later date.• ECT Induction Meeting : This action was followed up via JG's visit to meet with the ECT Team (see Visit Reports)
4.	Membership Matters: <ul style="list-style-type: none">• 2 vacancies for co-opted governors• MF asked all members of the GB to speak to friends and colleagues from the local community to establish whether any of them would consider joining the board• MF to deal with Health and Safety for now
5.	KS4 Quality of Education <ul style="list-style-type: none">• ANN outlined her report which had already been provided.• Assessment is impacted by attendance and Y11 show lower attendance than other years. For girls due to anxiety/school avoidance – strategies have been put in place and work followed up. For boys – accidents /behaviour – bespoke packages, working with counsellors, blended learning etc. There are 2-8 individuals where we are working to ensure they do not leave with nil qualifications.• Data on the AR1 – no projections as it is difficult. We feel it is better to concentrate on where we are now. The attainment gap is widening for disadvantaged students as a direct result of the pandemic. Some students had no quiet place to work, no support etc.• The school provided ICT equipment to disadvantaged students and this helped to provide access but did not guarantee engagement in remote learning• Gender gap has widened too. Engagement and attitude affect this.• We have started a Champions league to help. Gender neutral, encourages positivity and effort. Assemblies were held to promote. Students earn 'transfer value' through effort and progress.• Subject leaders met with HT and AAN and all have impressive plans for students. Progress is being monitored.• Mock exams last term gave a clear indication of progress. They were set up really to give students an indication of what happens in an exam room. It was a developmental process for the students. We have captured data from it and will use this data in lessons. Our processes worked well.• Students know the January mocks will count. They will be told the area of content but not the questions. We get more advice on this on 7 February. We may do a third mock exam session to give us information in case of another lockdown.

	<ul style="list-style-type: none"> ● If a student is absent on the exam day they then sit on the next available exam slot so we can use the results as evidence. ● We do have lots of emotional support groups within school and we are trying to get students in the Covid 1:1 lessons. ● Start: We have an extensive revision support package, being confident, eat well etc. – 9 sessions and mentors too. ● English, Maths and Science – premortem and adjustments made. ● We are hoping for a 5-10% improvement on progress after the next mock. Targeted students should make greater improvements. <p>Q and A</p> <ul style="list-style-type: none"> ● CMI asked if teacher absence had impacted Y11s. ● AAN: It has been difficult to quantify. Teachers in departments step up and cover for colleagues absent for longer periods. Students affected are put in masterclass and some absent teachers are able to offer live lessons from home. Cover work for Y11 is of a better quality as staff know how important it is for them. ● CMI confirmed that some students can get 2 or 3 cover sessions each day. ● AAN: They have hopefully retained independent learning skills. ● LY: Third run of mocks is a huge logistical task and more time out of lessons. Why not set just for Eng. and Ma? ● AAN: Mocks will be in class time but under exam conditions so not losing time in lessons .DT and ART will not need further mocks. ● LY: This will create more markings. Have we considered walking/talking mocks? ● AAN: We did this in the past but time is an issue. If we do this it will be more time out of lessons. We do now have better tech in classes so are not needed as much now. There will be no time this year for this to be added. ● JG: Pleasing to see the strong programme in German. Alps show photography being low in the summer. ● AAN: Photography has a new teacher and took time for her to bed in. Some students are not good with written work. Mrs Hobbs has worked closely with the new teacher – data may look dropped but the practical work later this term will increase the Alps so it will look better at the next data drop. ● JG: Some students do seem to not be sure what the course entailed. Do we need to address that? ● AAN: Photography is attainable by all academic levels. For subject choices we offer taster sessions, an online KS4 evening and then this year, a face to face in the hall. Plenty of information available to them. Now pathways will help students make better choices. ● NHS: met a very smiley Y12 who was a mentor for a Y11 Maths PP student and confirmed how much they enjoyed the role and the student they were mentoring was pleased too. This is a positive piece of work. ● AAN: This has gone well and is slowly growing over the school. We have this in KS3 with reading too. This year Sixth Form is engaging more with school which is a nice added bonus. ● MF: This is not reaching in normal times. Everyone is tired and absent students and absent teachers make life harder. AAN’s presentation shows strong plans in place at the school. ● AAN: She will pass this onto staff.
6,	<p>Key Stage 5</p> <ul style="list-style-type: none"> ● AKE has shared a summary with everyone but will run through it.

- AR were completed last week and mocks before Christmas did ask provide projections. Alps look better. 2019 was not a great year, the next 2 years were teacher assessment grades which showed an improvement. The current ALPS show a fairly accurate final projection for the summer. If we get these results we will be in the top 25% in the country.
- The data for the current Y13 performance there will be little change and may be slightly down but confident no further drops.
- We are just outside of the top 25% of red for teaching. We need to shift away from blue.
- Individual department: Some subjects are in the top 25% but we do have some blues. Business Studies have some staffing issues which have had an impact. Computer science needs looking at as data only came out recently. Too soon to get figures for Extended Project as students haven't completed their assignment. Applied Science is a new subject so there is no data to compare it to so ALPS looks at general BTECS and some teachers feel this is an unfair comparison.

Q and A

- JG: Are we sure of the accuracy of the data?
- AKE: They sat the mocks in exam conditions, had past papers and marks schemes and this gives a more accurate result.
- MF: Do we involve parents if a student is underperforming?
- AKE: If we are concerned we will contact parents/carers. We can use google meet/zoom now with the parent and student which makes it easier.
- DJ: Science seems lower?
- AKE: Science can be harsh graders. We have introduced period 9 and period 10 to Maths and Science which involves testing every 2 weeks. This should make projections better. JMC is running after school sessions for physics.
- DJ: Will business Studies still meet potential?
- AKE: One of the teachers is due back soon and the other has long Covid but is in more now. Head of BS is always cautious with her predictions as the students are not keen essay writers but they improve by exam time and it will be better. Y11 and Y13 classes are being prioritised and being taught by the teacher with long Covid and her Y10 lessons taught by others.
- DB: For science it is a big jump from GCSE to A Level. It will be hard for students who did not do exams for science. Is any subject affected by poor attendance?
- AKE: Some students are struggling with attendance and are doing vocational subjects, Human Biology and Health and Social Care. We can teach remotely so if the student is absent they can view, complete the work and keep on track.

Recruitment

- Positive at the moment. We made a few changes last year as we were concerned with numbers but we had a satisfactory intake in September and then others returned to us. We have promoted the quality of our tutor programme. We had 14 additional students return. Applications for next year are 126 applications so far. We are not anticipating more as we gave an early deadline for applications and told them we were capping Y12. They used to be complacent that they could apply late. Removing blocks in the application process has really helped but it will be challenging to make a timetable.
- MF: What is the capacity?
- AKE: We advertised 100 but realistically we can take 120. L2s are now not offered so we are a more academic sixth form. We may have to compromise on one or two subjects. If we take the subject out it could affect other subjects

	<p>those students were going to choose. Group sizes could be 7 or 8 but some larger.</p> <ul style="list-style-type: none"> ● SR: Assuming if we cap at 120, if more apply do we have a strategy in place on who gets the spaces? ● AKE: No, this year we accepted all who applied and then harsher on review at 4 weeks. Potentially we would need to lose students whilst they still have time to move elsewhere. ● SR: Do we have subjects we would rather not teach? ● AKE: No, if we isolate a subject it is not fair on the teachers. ● JG: If you get an increased number of students who want to take one subject? ● AKE: We will look at the flexibility to put on more than 1 class per subject. Getting the info earlier so we have time to tweak will help. This year we have a group of 18 in economics. If they all move to Y13 then we can look at splitting this to 2 groups of 9. ● JG: Congratulations on the jump in numbers if they all come in Sept. <p>Attendance:</p> <ul style="list-style-type: none"> ● When students were isolating at home we marked 'I' for illness but students asked if this could be amended as they were working online. Mid November it was changed to a new code for isolating but it was not backdated. ● Y13 attendance is good. In the past we would have asked students with low attendance to leave but this year with the challenges of the pandemic we have allowed them to remain in the hope they can attain at least one subject. ● MF thanks AKE. This was the first time Sixth Form presented and it was very interesting.
7.	<p>Headteachers Report:</p> <p>Covid Update</p> <ul style="list-style-type: none"> ● The prime minister has said masks can come off tomorrow but we will investigate the possible impact of this and make a firm decision on Monday. ● Student numbers are holding steady. Few leaving but all moving out of the area. <p>● Attendance</p> <p>JNE joined re the attendance report.</p> <ul style="list-style-type: none"> ● The impact of Covid: We have 9 teachers out today which we hope will improve. We are experiencing rarely cover and are bound by clear guidelines as to when this can be used but have had to revert to it. <p>Q and A</p> <ul style="list-style-type: none"> ● JS: concerns for the staff that parents will not send students in immediately without masks. Teachers are already tackling behaviour and this will add to the load. ● SLI: It is a government recommendation so it is in our power to say masks remain this week and next and then review. We will have some without masks immediately but we will send out a clear message. School rules remain until we decide to change this. We will ask staff for thoughts for a decision on Monday to whether we change. ● There is an impact on the supply budget. It is usually £30,000 to £50,000 per year but we spent this last term alone.

	<ul style="list-style-type: none"> ● ECHPs being agreed but then SENAT taking months to place students affects our figures. Ofsted says we can take 3 Outliers out and this positively affects our figures. ● Since September if a student has Covid we must code I for illness. (Sixth Form have different criteria as they have live lessons - Y7-Y11 use google classroom so not like lessons. Sixth Form needs to show enough guided learning hours to complete A 'Levels). Other schools have higher attendance even through high Covid times. Some other schools are now contacting us re coding so we know ours is correct. As an experiment we took Covid out from our figures - there were patterns across the year groups anxiety and waiting lists for CAMHS and attachment disorders are issues. ● We are trying to bolster welfare and have moved from reduced timetables to reduced curriculum. We now have 22 staff members who are mental health first aid trained. We have anxiety workshops. Chris Misslebrook is training staff on mental health welfare. ● The school counsellor can assess students for a day and say whether they need CAMHS, YES etc. but they are so overwhelmed we are trying to offer more in school. ● A CAMHS assessment is 12 - 18 months waiting list and Social Care do not give feedback in a time critical way. Rereferrals to MASH but the student's situation can change before they are seen. Allocation for Early Help is weeks and none of these are improving. We have detailed some specific cases which have not gone well to refer to the Local Authority. We had written to Lucy Butler - we need to insist she meets with us. ● National attendance for secondary schools is 85.9% so we are above national levels. <p>Behaviour:</p> <ul style="list-style-type: none"> ● IGO is the new Assistant HT and has taken over behaviour from MWH. Other schools try to avoid PEX. We had 1 last term which GDC 'declined to reinstate'. Figures are tied to students struggling to return from lockdown. PEX is from lower prior attainment groups. ● Pastoral teams are trying to work with all students who are at risk of exclusion (either suspension or PEX) ● MF: He met IGO today and was impressed. Can he be invited to join the Governors meeting in March to explain how he is progressing? ● Y9 options: We were told by Ofsted and DFEs that students have to take MFL so we have created a pathway. So far 12 parents have objected and we will talk to them independently. We need to maintain our numbers. ● DB: He only found this out when his some came home from school could parents have been informed sooner? Can the message change so parents are aware this is not our fault as a school? Parents should have been told before students? ● SLI: We are trying to be positive about the change. ● SK: As a Y9 parent his worry is if students have to take a language this takes another option away from them. We are taking a hit online on Facebook on this. ● SLI to speak to MWH about the clarity and timing of information sent to Y9 parents
8.	<p>Ofsted Inspection We will have a full inspection in the Autumn Term.</p>

9.	<p>Budget;</p> <ul style="list-style-type: none"> • DDY is working from home for a few weeks. We no longer have to meet WSCC re the 3 year budget - they are happier. There are some government grants given to WSCC and some extra money will be coming our way. • SR: If we are spending more on supply will this pay towards this? • SLI: maybe not as we have made savings elsewhere.
10	<p>Pay Committee and Headteacher</p> <ul style="list-style-type: none"> • The summary report from the Pay Committee has been shared with the members of the GB electronically
11	<p>Linked Governors Reports</p> <ul style="list-style-type: none"> • The four listed are available for viewing. • JG: VSC, HKN and TDE The leadership of ECT is excellent. They took time to show what they do. problems seem to be from outside training providers • MF: This is the first time \ect is reported on. • JS: Perhaps the governors can meet with the ECT and congratulate them on completing their year. • SLI: HKN will evaluate the year but it would be good for governors to speak and pick up what we could provide. NHS will add to the calendar. <p>Health and Safety</p> <ul style="list-style-type: none"> • Lee Hamilton-Street did a report <p>Careers</p> <ul style="list-style-type: none"> • LY: She met with HKN and GBO re the empowerment curriculum. There are two points: <ol style="list-style-type: none"> 1. When Governors visit linked subjects ask the subject leader for activities that contribute towards the empowerment curriculum 2. As part of the Y9 Options process can governors come in 3 times between now and half term to run short interviews with Y9 - M, Th and Fri -2 sessions from 8.30am, 11am 11,20 and 1.40pm.
12	<p>Marketing Update</p> <ul style="list-style-type: none"> • SR: New website is nearly there. Date awaited for launch. She likes it. • SLI: Meeting with website team on Friday with a view to arranging training and launch. • MF: Would SR do an audit before it goes live. • SR: Marketing plan needs populating.
13	<p>Catering contract</p> <ul style="list-style-type: none"> • DDY wrote to WSCC about our catering going out to tender. Timeline will be 3-4 months. DDY will start this on her return. WSCC have allocated an officer to support the process and are confident that we have plenty of time
14	<p>Full Governing Body Action Plan:</p> <ul style="list-style-type: none"> • SSM is adding to it.
15	<p>Sponsor Letter Update</p> <ul style="list-style-type: none"> • Cala Homes, local developer, will donate £5,000 over 3 years towards careers. We have had a positive response from Butts Estate Agents. • DJ: Can she have more information on why companies would want to donate to the school? Not sure why companies from out of area would want to invest - they will have a local interest - possibly a planning application. • LY: Fargo will donate £200 worth of gardening tools. • NHS: Update the spreadsheet and tie in with the marketing plan.

16	<p>Staff Survey: The 2nd survey will be sent out at the beginning of March. SLI and JG approved the questions</p> <ul style="list-style-type: none"> ● JG: Lesley has suggested changes and there is a need to talk about the wellbeing questions.
17.	<p>Emergency Plan</p> <ul style="list-style-type: none"> ● NHS raised the worry of EPJS being named as a place of safety as concerns of 1,500 students walking to EP over the A259 and railway. Is that the only solution? If so, more detailed is needed. ● Plan does not show where non-teaching staff and visitors assemble. ● SLI: It is outside PE reception and this will be added. WSCC nominated EPJS as it is the only local place large enough to take us. In reality we will never have to go to, as we have fields for students to be far enough away from danger, unless terrible weather. Other suggestions are welcome.
18	<p>WSCC Spring Governor Briefing</p> <ul style="list-style-type: none"> ● NHS will email staff.
19	<p>Governor Training</p> <ul style="list-style-type: none"> ● Keep sharing with CMI and Ed. 2/2 will be training at 6pm in school and not a meeting. It is face to face so if anyone is not happy speak to NHS. Governors who are Y9 parents will be at Consultation evening.
20	<p>Chairs Actions</p> <ul style="list-style-type: none"> ● We have written to Lucy Butler re social care worries. She agreed to meet but has now said no.
21	<p>Urgent Matters or AOB</p> <ul style="list-style-type: none"> ● None were tabled
22	<p>Next FGM Wed 9/3</p>