



Minutes of the meeting of the Local Governing Board Meeting of Wolfreton School, Meeting Room, Wolfreton School Monday 1 October 2018 at 5.00pm

GOVERNORS PRESENT:

Mrs S Milner (SM, Chairperson); Mr D Burkill (DB); Mrs C Dean (CD); Miss S Kukuc (Headteacher, SK); Mr P Matthews (PM); Mr A Paffley (AP), Mr K Woodcock (KW).

ALSO IN ATTENDANCE:

Mr M Carruthers (Assistant Headteacher, MC); Mr R Markham (Director of Maths, RM); Mrs J Needham (Director of Science, JN); Miss J Tuffs (Clerk LGB), Mrs L Warnett (Assistant Headteacher, LW)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

5.0 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting.

6.0 DECLARATIONS OF INTEREST

No declarations of interest were received.

7.0 APOLOGIES

Mrs E Bird, Mrs L Dennett, Mr R Firth, Mr B Matson.

Resolved: That consent was given to the absence of the above governors.

8.0 MINUTES OF THE LAST MEETING (25 June 2018)

Resolved: The minutes of the last meeting on 25 June 2018 were confirmed as a correct record.

9.0 MATTERS ARISING FROM THE MINUTES

9.1 ACTION: Letter to be sent to parents detailing that children not adhering to the Uniform Policy will be subject to discipline (minute 39.2). SK confirmed this had been incorporated into a letter sent home to parents at the start of term.

9.2 ACTION: Drugs, Alcohol and NPS Policy, Positive Discipline Policy, Searching and Confiscation Policy, School Uniform Policy and Sex and Relationships Education Policy to

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be updated with all agreed amendments – JT (minute 43). SK confirmed amendments had been made.

9.3 ACTION: KW to send completed Skills Audit to GS (minute 44.1). KW had completed the Skills Audit and sent to GS.

9.4 ACTION: SK to produce a 'menu' of topics for Governor visits for the first meeting in September 2018 (minute 44.2). To be discussed later in the meeting.

10.0 MINUTES OF THE LAST MEETING (10 September 2018)

Resolved: The minutes of the last meeting on 10 September 2018 were confirmed as a true and correct record.

11.0 SCIENCE PRESENTATION – J Needham

JN presented a PowerPoint regarding the Summer 2018 GCSE Science results. JN explained that it had been the first year of the new specification as well as changing from 21st Century OCR to AQA which is knowledge based compared to contextual based.

The cohort entered for the separate sciences was significantly larger than other schools where many only enter their top set students. JN demonstrated that if they had only entered the top 61 students, the subject headline results would have been much higher.

11.1 Biology

- % students achieving grades 9-7 was 22.6% compared to a national figure of 42.5%
- % students achieving grades 9-5 was 72.2% compared to a national figure of 79.7%
- For both grades 9-4 and 9-1, the results were higher than national.
- Overall ALPS score = 7

11.2 Chemistry

- % students achieving grades 9-7 was 26.1% compared to a national figure of 43.3%
- % students achieving grades 9-5 was 67.8% compared to a national figure of 78%
- For both grades 9-4 and 9-1, the results were higher than national.
- Overall ALPS score = 6

11.3 Physics

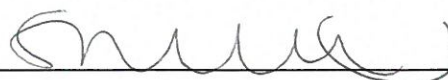
- % students achieving grades 9-7 was 18.3% compared to a national figure of 42.7%
- % students achieving grades 9-5 was 57.4% compared to a national figure of 78.8%
- % students achieving grades 9-4 was 83.5% compared to a national figure of 90.9%
- Overall ALPS score = 8

11.4 Combined Science

- % students achieving grades 9-7 was 0% compared to a national figure of 7.4%
- % students achieving grades 9-5 was 23.1% compared to a national figure of 33.3%
- % students achieving grades 9-4 was 63.2% compared to a national figure of 54.8%
- Overall ALPS score = 6

Although there is some work to be done especially to increase the number of grade 7+ in Physics, there were also some good results. Historically students on the green route had not done very well,

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but this year they achieved an ALPS score of a 6 with one class achieving an ALPS 3. This boosted the percentage of students achieving two 9-4 grades in GCSE Science to 74.3%.

The faculty is now more knowledgeable of the AQA specification and the type of answers needed. All staff have access to e-AQA which allows staff to undertake detailed results analysis. The timetable has also been adjusted so that there are now six lessons of Science per week with specialist teachers for each subject. This replaces the rotation system and JN is confident this will give them more time to cover the curriculum. The order of the units is also being adjusted to ensure all students have covered paper 1 content before the first PPE1 in November. The data is then collated and sent to PiXL where Smith Proformas' are generated.

The following strategies have been put in place:

- Significant changes have taken place in terms of learning equations
- Earlier analysis to be undertaken so that intervention can take place for all abilities
- Plans to visit Longcroft School to share good practice and strategies
- Order of teaching of units has changed considerably

JN invited questions.

Q: (KW) Other schools enter less students so if less students were entered, would there still be issues with the rotation?

JN: Yes, we felt it is much better for the students to have specialist teachers in front of them every week.

Q: (KW) Is it the right approach to enter more students than other schools?

JN: We need to consider whether it is better for the student to have three Science results or two. We will be reflecting on the PPE data in detail to ascertain exactly which route is best for the student. We also need to take into account whether students want to take the subjects in sixth form too.

C: (SK) We have had many discussions about this and we will consider what the students want to do.

Q: (AP) What is a Smith pro-forma and how does that work?

JN: We upload the PPE results to PiXL who then generate a pro-forma for each student which shows area of weaknesses on different topics. This helps us to target intervention effectively. We will then re-test students after school or during tutor-time.

C: (AP) After school intervention has been fantastic last year but needs to be kept in balance.

JN: It will be very focussed interventions on a 3 week cycle ensuring Disadvantaged students are included.

C: (CD) Last year for the first PPE exam some students had literally only just started one topic and some other students felt they had done the same thing twice. I believe removing the rotation and changing topics around will be very beneficial to the students with the quality and specialist teaching.

JN left the meeting at 5.25pm.

12.0 MATHS PRESENTATION – R Markham

RM started the presentation explaining that the percentage of students achieving grades 9-7 and 9-5 was lower than predictions, targets and national figures, however 9-4 was better. Overall an ALPS score of a 6 was achieved which was in line with last year's results.

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RM stated that the students came out of the exams very positive and using the 2017 grade boundaries, predictions were optimistic.

Focus areas for this year:

- Class sets 2-5 need to improve to increase progress of upper ability students
- Maths teachers to teach just one Year 11 class
- Tier of entry to be adjusted according to student's performance
- Schemes of learning are to be reorganised and dispersed throughout the year
- Collaborative time given to produce high quality resources
- Lunchtime club for students predicted a high 6 or low 7 to secure grade 7
- More regular testing in exam conditions
- Peer support
- Support from within the Trust at Hessle High School and South Axholme School to help learn best practice
- Try to close the gap with Disadvantaged and Other students with individual targets support at MGP sessions

C: (KW) I think it would be useful to report back to the LGB on the lessons learnt and what improvements have been made to interventions.

SM: Yes I think that is good idea.

Q: (CD) Last year several parents felt some students were stressed and under pressure from having to study Further Maths and wanted to move Maths groups. Did this have a knock on effect with their attitude to Maths? They also felt they weren't covering some topics compared to the other groups because they were being taught Further Maths.

RM: Only set 1 students were entered with a few students opting out and moving groups. This year we will be looking at which students to enter and when it will be delivered.

CD: Some students felt they weren't ready to be entered and this affected their core Maths grade.

RM: There is a lot of cross over between Maths and Further Maths which does suit some students however current year 11 students haven't starting doing Further Maths as yet.

SK: We have had discussions regarding this topic and we are considering possibly offering it as an enrichment opportunity to those looking at studying Maths at A level.

Q: (SM) Regarding the 7/10 worst topics the students performed in were on new content materials – would this have been the same for everybody, as it's compared to national?

RM: Yes, we are addressing this with reorganising the schemes of learning but results need to be better.

SK: We have put the two training days from July into the calendar as collaborative planning time which will give subject leaders the opportunity to develop areas that have been identified through the exams analysis.

ACTION: RM/SK to feedback to LGB on Maths interventions and strategies used during course of the year.

RM left the meeting at 5.45pm.

13.0 ACHIEVEMENT AND PROGRESS - L Warnett

LW began by explaining the context of the Data Trawl 0. For the first time this year the Trust schools are working collaboratively and collecting predictions from subjects in week 2 of Year 11. Staff were asked to enter just one whole predicted grade rather than the usual fine grades. This data is for

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internal use only. It has been used to identify students early who need intervention in each subject area and to identify students not achieving basics.

Looking at the headlines it shows that English are being a little cautious with their predictions and also have two groups with a change of teacher over the summer. SK explained that English had an external review last week which was really positive.

Q: (CD) Are English being cautious due to the summer results?

LW: English have performed really well over the last few years and have taken a dip but they put a lot of pressure on themselves.

SK: We are confident in the delivery of English quality of teaching. Some staff took over classes they haven't taught before.

LW: Moving forward, to ensure continuity of classes, the timetable will be done slightly differently next year.

LW left the meeting at 5.55pm.

14.0 SAFEGUARDING – M Carruthers

Part 1

MC began his report describing the types of issues being reported in comparison to previous years.

The number of referrals to outside agencies such as CAMHS and MIND has increased slightly from 2016-17. However the increase in mental health reports from 23 in 2016-17 to 94 in 2017-18 is a concern. This equates to 44% of the 214 issues reported. One reason for the increase could be down to students being more aware of how to ask for help. Assemblies are used to cover areas such as mental health, anti-bullying, inappropriate internet usage, self-harm, sexual orientation.

A new secure online reporting system called CPOMS has been introduced.

Q: (KW) Can students self-refer themselves to CAMHS and if they did would the school find out?

MC: No, we wouldn't know about this.

Q: (KW) Have you done any further analysis on the anxiety, depression issues?

MC: There are a mixture of reasons. For example, there is a peak for Year 11 students near to exams. It is about knowing the individuals and drilling down discussions with pastoral staff.

C: (KW) I expect the numbers to go up – are there any trends?

MC: Sexting had been an issue but that has recently improved. The profile of mental health has been raised in the press so more people are aware. The Trust has appointed a mental health worker, Andy Hill, who will spend a day a week here. He is a trained counsellor and will help students who may have a delay in accessing CAMHS.

SK: Talking about trends, LW is organising a Year 11 information evening in the form of a GCSE success fair which includes revision strategies and well-being sections.

Q: (CD) With the mental health issues, how does this affect individual year groups? Is anxiety mostly in Year 11?

MC: This is not just isolated to Year 11. Year 7's can also feel anxious with elements of settling. There are no discernible patterns who it hits and why. We are looking at the development of peer mentors to help educate and improve resilience.

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Part 2:

SK explained that MC was trained last year as a DSL and the Deputy DSL (A Wood) is also trained. Time had been provided to staff to complete safeguarding training and the school is working towards training all of SLT in safer recruitment.

SM pointed out that she undertook the Awareness of Child Abuse training on 10 January 2017 and needs to be refreshed every 5 years. Also SM is expected to attend safer recruitment training on 28 November. SK is going to purchase some governor on-line training licenses for anyone else wanting to undertake the training.

MC explained that most pastoral staff are currently trained in dealing with enhanced assessments and will be looking at covering e-safety training on a whole school basis.

15.0 ATTENDANCE – M Carruthers

MC outlined the overall school attendance figure finished 2017/18 at 95.1% compared to 94.6% nationally which is a positive step forward. Part of this is down to the significant work that the Attendance Welfare Manager had put in place. With persistent absence a bigger gap had been created with Disadvantaged and non-Disadvantaged due to improving the non-Disadvantaged figure.

Q: (DB) Due to some small cohorts with LAC students, would it be better to put cohort numbers into the table?

SM: Yes, I think that would be a good idea.

Q: (SM) I can see the benefit of tracking year on year but equally shouldn't we be following the cohort all the way through? This would help us to see outcomes following any interventions.

MC: Yes, there are other ways to present the data but this is the way we will be presenting it to OFSTED.

MC described the tables showing the number of attendance letters sent home over the course of the year, with over 900 different letters being sent for improvement or students attending well. He went on to explain that unauthorised holidays was still an issue as the fines were not big enough to deter people. 30 students are on attendance support plans and corrective meetings are already taking place. If attendance doesn't improve they progress up to Governor level and potential legal action as a last resort. SM had been invited in to talk to parents regarding barriers to education.

Q: (AP) What is the threshold students need to reach before prosecution?

MC: It takes a significant amount of time to reach that point as there are many steps to take before this.

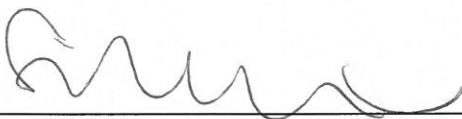
SK: Each situation is bespoke and the vast majority of students improve attendance through attending meetings, discussing the issues then making minor adjustments.

ACTION: Cohort numbers to be added to the Attendance tables – MC.

MC left the meeting at 6.32pm.

16.0 HEADTEACHERS REPORT – S Kukuc

SK invited questions regarding the Headteachers report that had been issued the previous week.

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School context:

- Number on roll in May 2018 census was 1,474 – 21 September 2018 1,505
- Number of LAC = 3
- Number of pupil premium students currently 178 (11.8% of school roll)

SM queried the small drop in student numbers from Year 9 into Year 10. SK explained that there are alternative providers from Year 10 so some students decided to move on. There were also 18 Year 12 students who left the Sixth Form. These were mainly due to students starting apprenticeships. There were 10 students in Year 14. These students are usually completing a third year in Sixth Form resitting qualifications or for medical reasons.

16.1 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

(Q) DB: What is the difference between NQT and RQT?

SK: NQT are newly qualified teachers and RQT are recently qualified teachers. There will be five staff who will progress as RQT's this year under the guidance of the NQT co-ordinator where monitoring and support will continue. I think it may be useful to add an appendix at the back of this report to explain all the acronyms.

ACTION: SK to add an appendix to explain terminology in the Headteacher's report.

16.2 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	Good or better	RI
Overall	84%	16%
KS5	85%	15%
KS4	81%	19%
KS3	84%	16%

The quality of teaching was discussed and the data showing the percentage of staff being judged Good or better or Requiring Improvement. The table showed that 15% of staff were judged RI at KS5. SK will look into how many staff this equates to but also pointed out that if the KS5 ALPS score came out a 5 or a 6, this couldn't be judged 'good'.

ACTION: SK to establish the number of staff at KS5 judged RI.

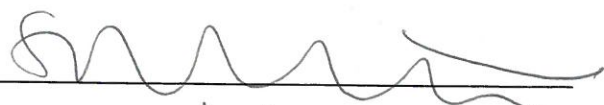
17.0 SCHOOL DEVELOPMENT PLAN – S Kukuc

The aims for 2018-19 are:

- To pursue Excellent, Endeavour and Respect to fulfil potential and to provide all students with a broad and balanced curriculum
- To develop self-confidence, motivation, aspiration and commitment celebrating all achievements
- To respect every young person's right to learn encouraging them to stay safe, be healthy and enjoy equal opportunities
- To create an inclusive, caring environment so that every student enjoys learning and achieves their academic potential
- To prepare responsible young adults who value learning

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SK explained that traditionally the School Development Plan was written at the end of July but now this has moved to early September. This follows a full analysis of results including departmental level to ensure there are very targeted actions. The document has also been streamlined and priorities are data driven where possible and will be updated throughout the year.

Within the area Outcomes for Pupils, the Disadvantaged outcomes need to be better so two Heads of House had been appointed Pupil Premium Champions, one focussing on Years 7 and 8, the other on Years 10 and 11 and strategically led together for Year 9.

18.0 POLICY UPDATE

18.1 ANTI-BULLYING POLICY

This policy has been significantly changed looking at best practice however it may be superseded by a Trust wide Anti-Bullying Policy in the near future. SM requested sanctions to be made clearer for parents within section 7.

Resolved: Anti-Bullying policy approved subject to required grammatical amendments being made.

19.0 GOVERNOR TRAINING AND SUPPORT

19.1 SKILLS AUDIT

As the last skills audit was completed in February 2018 it was requested that JT sends the skills audit to Governors for annual completion.

ACTION: JT to send out skills audit to each Governor.

19.2 GOVERNOR VISITS TO SCHOOL

SK stated that there is Governor training opportunities provided by ERPLG. SK to confirm dates of the first session which is about challenging the Leadership Team. SK to pass the date to KW to see if there is any interest.

ACTION: SK to confirm date of ERPLG training session with KW.

In relation to Governor visits to the school SK suggested themes rather than dates:

Learning walks – Governors welcome to participate in learning walks across the school or in focussed areas such as Maths and Science. This could be open to more than one Governor. Anyone interested should contact SK with dates ideally taking place before and after half-term.

PD system – could be done at the same time as learning walks. Can look at student plans, reward stamps and behaviours. Feedback from students and staff has been very positive.

20.0 TRUST UPDATE

An update written by Dave McCready was shared.

- J Simpson is the newly appointed Director of HR

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- Howden School joined the Trust 1 September and Holderness 1 October. This takes the number of learners to over 6200
- 3 schools have become Associate Members: St Anne's School, Swinemoor Primary and Winifred Holtby
- P Morris has worked with external consultants to identify capital projects.
- Looking to provide a Trust wide solution to IT
- DM visited every academy on the training day in September
- First Trust wide conference for teaching staff will be held in January 2019
- 23 colleagues attended a GDPR training session
- The second cohort of staff have started their Teaching and Learning Leaders course.

With regard to the Trust wide IT solution, KW offered his services as an advisor if required. KW's contact details be forwarded to P Morris who is heading the Trust IT Strategy group.

21.0 DATE AND TIME OF NEXT MEETING

The next meeting will take place on Monday 21 January 2019 at 5.00pm.

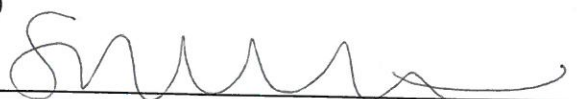
22.0 ACTION POINTS

- 22.1 ACTION: RM/SK to feedback to LGB on Maths interventions and strategies used during course of the year (minute 12.0).**
- 22.2 ACTION: MC to add cohort numbers to the Attendance tables (minute 15.0).**
- 22.3 ACTION: SK to add an appendix to explain terminology in the Headteacher's report (minute 16.1).**
- 22.4 ACTION: SK to establish the number of staff at KS5 judged RI (minute 16.2).**
- 22.5 ACTION: JT to send out skills audit for Governors to complete (minute 19.1).**
- 22.6 ACTION: SK to confirm date of ERPLG training session with KW (minute 19.2).**

The meeting ended at 7.05pm.

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