

**Minutes of the Meeting of the Local Governing Board of Wolfreton, Microsoft Teams on
Monday 21 September at 17:00**

GOVERNORS PRESENT:

Mrs S Milner (SM, Chairperson); Mr R Firth (RF); Miss S Kukuc (Headteacher, SK); Mr P Matthews (PM); Mr A Paffley (AP), Mr K Woodcock (KW)

ALSO IN ATTENDANCE:

Mrs R Appleyard (Deputy Headteacher, RA); Mrs L Craxton (Clerk, LC), Mrs L Warnett (Assistant Headteacher, LW), Mrs S Young (TCAT Director of Education, SY)

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

01 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting, thanked J Tuffs for her contributions as Clerk and introduced LC as the new Clerk to the LGB.

02 APOLOGIES

Mr R Whitlam, Mr R McKinnon.

Apologies had not been received from Mrs L Dennett

Resolved: That consent was given to the absence of the two named Governors who had sent apologies.

ACTION: LC to follow up with LD regarding her absence from the meeting

03 DECLARATIONS OF INTEREST

Three Governors had returned their Pecuniary Interest and Data Collection forms prior to the meeting. LC to follow up with all other members and urge them to complete and return as soon as possible.

No Pecuniary Interests were declared for this meeting.

ACTION: LC to contact relevant Governors regarding their outstanding PI and DC forms

04 LGB MEMBERSHIP

The Clerk explained that it was the Governing Board duty to elect a Chair and Vice-Chair annually. S Milner had offered to stay on as Chair for the next academic year

Resolved: All Governors approved SM's appointment as Chair.
Chair 2020/2021: S Milner
Vice-Chair 2020/2021: R Firth
PP Link: R Whitlam (LC to confirm with Governor)
DSEN Link: L Dennett (LC to confirm with Governor)
Safeguarding Link: S Milner

There are no leavers and no new members to the Board.

ACTION: LC to follow up with R Whitlam and L Dennett to confirm they wish to continue as Link Governors

05 MINUTES OF THE LAST MEETING (04 May 2020)

Resolved: The minutes of the last meeting on 04 May 2020 were confirmed as a correct record and are to be electronically signed by the Chair.

06 MATTERS ARISING FROM THE MINUTES

- 06.1 **ACTION:** SM to organise a thank you letter to D Burkill. **Completed**
- 06.2 **ACTION: ACTION:** Governors to read through the updated Safeguarding Policy and COVID – 19 addendum. **Completed**
- 06.3 **ACTION:** JT to send out a reminder to the two remaining Governors to complete the Learning Link modules by July 2020. **Completed**

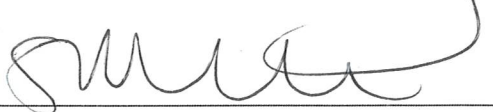
07 AWARDED RESULTS SUMMARY

With regard to 2020 results, HT met with Trust HT and DoE and worked on an agreed process and timeline. A series of meetings was held with subject teams and leaders. A final meeting was held between L Taylor, LW and SK where rank order and assigned grades were discussed and moderated. Grades were also checked by one more staff member before being uploaded to FFT for final checking. WS followed a fair and robust procedure for assessment of grades.

Although Middle Ability saw improvements across Maths, Science and Humanities, Languages fell short

A summary of the 2020 headlines can be seen below:

Measure	2020	WS 2019	National 2019	National 2020
Progress 8 'All	-0.21	-0.21	0	0
Progress 8 DA	-0.72	-0.75	-0.45	
Basics 9-5	49%	38%	43%	49%
Basics 9-4	73%	65%	64%	71%
EBacc entry	68.9%	68.2%	40%	
Attainment 8	50.6	45.5	46.5	

Signed by the Chair: ² 
Date: 2/11/2020

- On average, girls had gone up one grade, boys stayed the same
- The SEN Support cohort was 32. Of these, 5 did not follow a full suite of subjects but this was the right decision for these students
- Following dips in 2019, Basics 4+ and A8 have increased to just below 2018 value, Basics 5+ has increased to just above 2018
- EBacc entry remains similar (68.9% up from 68.2% in 2019) but both standard and strong pass rates have increased
- Although formal confirmation is outstanding, WS has recruited 92 6th Form students
- Gaps reduced at 4+ for both boys and girls but at 5+ boys outperformed the girls
- The EHCP cohort of 5 all achieved positive progress scores
- Gaps are closing between the DA cohort of 39 and non-DA cohort of 212
- Individual successes include one PP student who achieved grade 9 in Maths, English Language and English Literature, four students (two PP) achieving grade 9 in English Language and English Literature and three students who all achieved grade 9 in all three sciences
- 4.5% of all grades were a grade 9
- Underperforming subjects are BTEC Sport, BTEC Performing Arts, French, Spanish, D&T and Drama. WS changing to Cambridge National for Sport
- Accuracy of Headline Measures on point with data for Year 11s collected in March, although the Higher Attainment group data was weaker
- Leadership Development priorities for 2021 include achieving a grade 5 in Maths, Languages and a continued focus with the DA students

Q: (RF) Are we using 2018 comparison data due to the 'blip' in the 2019 data?

C: (LW) Yes, we have worked hard this year with marking and it has been consistent and focussed with the use of full mark schemes.

C: (LW) We did three data trawls prior to lockdown

Q: (SY) Is prior attainment in line with 2018 or 2019?

C: (LW) 2018

Q: (KW) If there are no national results, how do we know the benchmark?

C: (SK) We have to believe our processes were robust and correct. We focussed on attendance and assessed following the guidelines. We assessed fairly and awarded deserved grades, not what we would like to have seen

C: (RF) Grades were hugely inflated nationally and there is no cause for concern with WS grades

Q: (SY) Of all the support measure in place for Year 11, which one do you think had the most success?

C: (LW) Getting to know them as individuals, more aware of them earlier on. Nurturing that relationship with them, offering more mentoring and support and, where necessary, extra lessons

Q: (SY) How did the students cope on results day? What was the impact on staff and students with the delay of BTEC results?

C: (LW) They coped really well. We don't have a large number of students taking BTEC subjects and most also take GCSE subjects so they had some results on the day and collected their BTEC results a week later

Q: (SM) Languages concern me. What are we putting in place to address this?

C: (LW) We have lost a weak and a strong member of staff in this department but have recruited a new teacher who is brilliant with the students. She really engages them and is

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Signed by the Chair:



Date: 02/11/2020

going to be a very positive addition to the department. Our MFL Team has visited another academy locally, who in turn visited WS, to look at their practices. WS offers four languages where other academies only offer one

C: (SM) Putting the right students on the right entry in Sciences was the right thing to do

Q (SM on behalf of RM) What is WS doing to bridge the gap?

C: (SK) Our tag line is 'We've got this'. Our students need to know we can help them succeed in anything they wish to do and that they can trust us to always have their best interests at heart.

08 LEARNER RETURN TO SCHOOL ANALYSIS

SK outlined plans for safely returning students to school with a Risk Assessment and bubble assessments completed. New systems had been put in place and rolled out across all year groups.

Year 7s returned a day before the rest of the school and really benefited from it. SK had fed back to the Primary HTs on how well the students had adapted. It was noted that WS planned to start future academic years in the same way.

Attendance was good in week one with the lowest across all groups sitting at 96.7%. WS was one of the few schools to bring all of the students back in one day rather than split across the week. Attendance did drop to 89.5% in week two. Year 11s recorded full attendance as they are all working virtually from home.

Roll call was trialled and was a very positive step for WS. So much so that it will continue as schools begin to normalise more and more.

Students adapted quickly to the wearing of face masks and WS is very proud of the maturity they have shown throughout the first week back.

Class Charts has been an excellent addition to the classroom. Not only does it facilitate a good tool to reward students but it flags problems as and when they occur. So far, over 14000 positives have been rewarded in Class Charts.

FSM provision has been much smoother since returning to school with most vouchers being accessed immediately.

Q: (SM on behalf of RM) Do you think the school would benefit from a Facebook page as there is a lot of misinformation out there?

C: (SY) No, we have limited time and resources to monitor social media and we chose Twitter as there is a character limit which lessens the opportunity to facilitate gossip

08.1 STANDARDS AND BEHAVIOUR

The staggered start, finish and breaks during the day are working well and a swift and strong start in classrooms has been reported.

The 'we've got this' outlook is focussed on building the confidence of both students and parents. Good, strong T&L, retrieval practice/LST± will support the students' positivity and confidence, thus leading to no need to talk about bridging gaps.

Signed by the Chair: 

Date: 02/11/2020

All students have their own mini whiteboards and are showing a growing confidence in questioning and revisiting topics. As long as WS know how to accelerate progress, gaps terminology will not be used.

Lessons don't have to be live and expectations need to be managed. WS offers a blended learning experience which combines live teaching, recorded lessons and the use of other mediums.

- A huge amount of curriculum work was done during lockdown
- Practical subjects have suffered as science labs, the gym, music and art rooms have had to be temporarily converted into standard classrooms
- Remote learning via Teams for all Year 11s commenced in week 2 due to the need for self-isolation. On day one, three emails were sent to all students and work went out to all Year 11 English and Maths students with bespoke work sent to Science students and others. Day two saw the shift to whole class teaching on Teams
- Attendance trackers are in place and ready to go with attendance rising slightly by the end of week two
- Positive feedback has been received from staff who are involved in Teams learning. SK commended the admin and support staff for all of their hard work

08.2 CATCH-UP PLANS

- Catch-up preparations have started with a draft plan in place. WS has been allocated just over £100,000 in catch up funding.
- LW has registered WS on the My Tutor programme with the hope that they get accepted into the National Tutoring programme. My Tutor offers tutoring on a 1:1 ratio via online tuition. Maths would be the main focus to start with at all levels.
- LW trying to gather information regarding the access DA students have to online learning.
- Academic Mentors also hope to be used through the National Tutoring programme.
- TLR roles to focus on study skills with YipiYap coming in for English and Maths and all of the plans will help to fill gaps
- Visualisers have been in some classrooms for 18 months now, hoping to fill all classrooms with visualisers as they are a positive classroom tool
- LW looking into a programme that addresses gaps in Science learning
- It has been a quick and strong restart with a high quality curriculum

C: (SM) I have received positive feedback from other parents and must commend WS on the huge amount of work done

Q: (SM) Will there be paper copies of all schoolwork for students who cannot access the online learning?

C: (SK) Yes, we will continue to provide paper copies for those students in need. WS has also received a further 19 laptops and has sent out a survey to identify the students most in need

C: (KW) I must congratulate you all for making WS Covid secure and learning via Teams is a great achievement

C: (SK) No matter how hard we try, some gaps won't be closed

C: (LW) Using the catch-up fund, we will continue with some strategies that worked well last year

C: (SK) Morally, that is critical. We need to look at what is available with staff looking at subjects and identifying needs.

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Signed by the Chair: _____



Date: _____

02/10/2020

08.3 PEDAGOGY

RA has recruited pedagogical leaders over the lockdown period. These are unpaid roles, with staff volunteering their time to lead, and include Teaching to the Top, Independent Learning and Positive Discipline and Behaviour. They have been working on joint practice management and a different approach to CPD alongside building the culture on CPD and sharing strategies.

Q: (SM) What do the staff get out of it? Have they been easy to recruit?

C: (RA) Yes, we had an overwhelming response. There is an application process to follow and it is good for CPD

C: (SK) It links into being outward facing and we will continue to do webinars as they are working.

On behalf of RM, who had emailed his questions prior to the meeting, SM posed the following question that had not already been addressed:

Q: (RM) Would the school do anything differently in the event of another lockdown?

C: (SK) This is one of the things we evaluated. We didn't set off on one track and stay on it all the way through. It's about evolving from where you are. We took the decisions we took with what we had available at the time. We would move forward with the Teams approach.

RM also went on to say that the hard work done by all staff must be commended and how delivering learning via Teams for Year 11s has been positive from both a learning and mental well-being perspective.

09 GOVERNOR TRAINING

Prior to the meeting all Governors received the most recent Keeping Children Safe in Education guidelines along with updates.

KW has agreed to be the LGB training co-ordinator and is to look at gaps in knowledge. All Governors are to complete 3 Learning Link modules per year, one per term. Link Governors in particular are to focus on their specific area.

SM will send the last skills audit to KW who in turn will identify which additional training needs to take place. KW to liaise with LC re gaps in knowledge

ACTION: KW to liaise with LC re gaps in knowledge

RA and LW left the meeting at 18:53

10 APPROVAL OF POLICIES

The Behaviour Policy and appendix was tabled for approval.

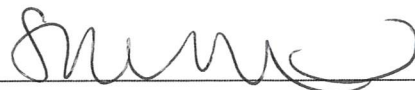
Resolved: The Behaviour Policy was approved

Q: (RF) Why do we keep student information on record for so long? Should there be a time when misdemeanours elapse, as is the practice in 'the real world'?

C: (SK) We are meeting the requirements of GDPR and how long we need to keep information. We don't keep information for longer than we should.

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Signed by the Chair: _____



Date: _____

02/11/2020

11 MEETING DATES

All Governors had been sent the meeting dates for the full year prior to the meeting.

The date of the next meeting is Monday 02 November at 17:00. SM noted the March meeting had been rescheduled to Wednesday 17 due to a clash with a Trust Board meeting.

11 AOB

KW requested student well-being be included in the next agenda. There is no specific concern.

ACTION: LC to ensure student well-being is on the agenda of the next meeting

12 ACTION POINTS

12a ACTION: LC to follow up with LD regarding her absence from the meeting (**minute 2**)

12b ACTION: LC to contact relevant Governors regarding their outstanding PI and DC forms (**minute 3**)

12c ACTION: LC to follow up with RW and LD to confirm they wish to continue as Link Governors (**minute 4**)

12d ACTION: KW to liaise with LC re gaps in knowledge (**minute 9**)

12e ACTION: LC to ensure student well-being is on the agenda of the next meeting (**minute 11**)

Part A finished at 19:05

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Signed by the Chair: _____



Date: _____

02/11/2020

