



**Minutes of the meeting of the Local Governing Board Results Meeting of Wolfreton School,  
Meeting Room, Wolfreton School Monday 14 October 2019 at 5.00pm**

**GOVERNORS PRESENT:**

Mrs S Milner (SM, Chairperson); Mr D Burkill (DB); Mrs L Dennett (LD); Mr R Firth (RF); Miss S Kukuc (Headteacher, SK); Mr P Matthews (PM); Mr R McKinnon (RM); Mr A Paffley (AP), Mr R Whitlam (RW);

**ALSO IN ATTENDANCE:**

Miss H Calverley (Head girl, HC); Mr M Carruthers (AHT, MC); Mr O Parr (Head boy, OP); Miss G Scott (Director of Maths, GS); Miss J Tuffs (Clerk LGB, JT); 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.

**10.0 WELCOME AND INTRODUCTIONS**

SM welcomed everyone to the meeting.

**11.0 APOLOGIES**

Mrs C Dean; Mr K Woodcock

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

**ACTION:** JT/SM to ascertain whether CD wishes to renew her term.

**12.0 DECLARATIONS OF INTEREST**

No declaration of interests were received other than those already recorded in the annual return.

**13.0 MATHS PRESENTATION – Miss G Scott**

The Key Priorities were outlined:

- Continued curriculum development and ongoing review
- Faculty focus on quality first teaching and learning
  - Core principles, topical discussions and evaluations
- Disadvantaged students
  - Championed in lessons, move to paper based homework
  - Individual maths specific barriers identified and bespoke intervention
  - Monitoring on a classroom, faculty and whole school level

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- Middle and lower prior attain students
  - New curriculum design to build core confidence and then extend
  - Retrieval practice to strengthen connections
  - Focussed homework to support in class learning

GS described the strategies she is implementing to drive improvement in Maths:

1. High expectations
2. High quality curriculum – coherently planned and effectively sequenced
3. Quality first teaching delivered by skilled teachers
4. Securing the best attitudes to learning
5. Continuous leadership development

**1. High Expectations** with a clear and shared vision:

**Create** A culture of excellence – best work all the time  
Clear curriculum and progression routes  
Faculty wide focus on teaching and learning

**Challenge** High expectations  
Each lesson as valuable as the next

**Champion** All to have opportunity, encouragement and guidance to succeed  
Working together to recognise and address student barriers

**2. High Quality Curriculum**

- Year 7 & KS3 informed by KS2 curriculum:
  - KS2 Programme of study reviewed
  - Links established with Maths hub
  - Primary visits – lesson observations in primary schools
- Research informed sequencing of curriculum across KS3 and 4
- Coherence between the key stages allows the skills and knowledge acquisition to be mapped for each student
- Challenge and enrichment opportunities for all students of all abilities
- Key questions each lesson enable progress to be communicated on a student, class and faculty level

**3. Quality first teaching delivered by skilled teachers, underpinned by:**

- Staff continued professional development and learning (CPDL):
  - CPD audit conducted Summer 2019 and 2019/20 faculty development plan written
  - Pedagogy of our lowest performing topics discussed
  - Meeting time set aside to discuss pedagogy and teaching and learning in maths
  - Meeting review of up to date research evidence used to drive discussions
  - Faculty wide strategies, eg. retrieval practice starters used
- Engagement
  - Faculty wide retrieval practice starters used
  - Guided groups

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- Assessment for Learning practices shared and encouraged
  - Mini whiteboards involving all
  - Live marking

#### 4. Securing the best attitude to learning

- Championing the importance of every student in every lesson
- Faculty wide book work template used with each student
- Homework cycle launched – two paper based tasks and one online task in three weekly cycle
- Students discussed on an individual level basis and barriers and ways of overcoming these prioritised
- Introduction of Mathematician of the Month and drop ins to celebrate success

#### 5. Continuous leadership development

- Involvement in creating the vision
- Faculty meeting time used to discuss and agree our curriculum rationale
- Focus walks to ensure our curriculum intent is implemented
- Follow up discussions with staff
- Student voice and work scrutiny to assure the quality
- Collaboration and sharing of best practice continually encouraged

Q: (DB) How has the KS2 curriculum affected teaching in KS3?

C: (GS) It has changed everything due to the KS2 mastery approach. We have looked at mixed ability setting, worked on deepening connections areas, preparing students for the next stage of study.

Q: (SM) What is happening in Years 10 and 11 – how are we helping them?

C: (GS) Year 11 is being stripped back to basics – looking at what do we need to teach, more structure in lessons, how long are we spending on topics and homework linked to topics. After PPEs, there will be red, amber, green questions and topics to go through and apply to homework. Year 10 will be brought back up to speed.

Q: (RF) How will it be different going forward for students not making the grade or who have lost confidence? How can we be assured that the monitoring and evaluation is properly undertaken for each student?

C: (GS) The assessment structure is very important for monitoring and evaluation for each student, with half termly assessments. Year 10 parents have been sent a list of topics to be covered. Once the assessments have been done we will look at the results, analysing at class level. We have a new setting structure in Maths which will allow us to move students more easily to different classes, if relevant. The assessments will be marked, fed back to students with a line for the parent/carer to sign to confirm they have seen it.

C: (SK) GS will also be going into every classroom, work with staff within other departments and through the link manager structure will feedback to SLT.

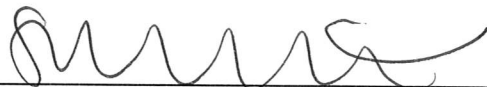
Q: (AP) What is live marking?

C: (GS) We look at getting key groups of students, for example, Disadvantaged or students who are falling behind, look through their books and discuss areas with the student and record these discussions in their book.

GS left the meeting at 5.25pm.

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**14.0 MEMBERSHIP AND APPOINTMENTS – S Milner**

The following Governor memberships were confirmed:

Chair                      S Milner  
Vice Chair                R Firth

*LGB links:*

Disadvantaged        C Dean – tbc  
Safeguarding         S Milner  
SEND                    L Dennett

**15.0 MINUTES OF THE LAST MEETING**

**Resolved:** The minutes of the last meeting on 9 September 2019 were confirmed as a correct record.

**16.0 MATTERS ARISING FROM THE MINUTES**

**16.1 ACTION: SK to establish whether the Safeguarding data can be split to show incidents occurring in and out of school separately (minute 5.1).** SK explained that the Safeguarding report in the new style Strategy report reports on incidents recorded outside of school.

**16.2 ACTION: JT to chase the one remaining outstanding skills audit and forward it to SM (minute 5.3).** Completed. All skills audits now received.

**16.3 ACTION: All governors to complete the Learning Link modules: “Safeguarding the Governor’s Role” and “Progress and Attainment: Using data to improve educational outcomes” by the end of July (minute 5.4).** SM went through the list of outstanding modules and requested their completion as soon as possible.

**16.4 ACTION: All Governors to activate The SchoolBus resource link (minute 5.5).** All accounts are now activated.

**16.5 ACTION: CD to visit to the English department as governor link this half term (minute 7.2).** Unable to chase as CD absent from meeting. SM to follow up.

**16.6 ACTION: SK to provide further information to RW regarding attending the Sixth Form LGB meetings (minute 7.3).** AP now attending Sixth Form LGB meetings.

**17.0 REVIEW OF PUPIL PREMIUM (2018/19) – M Carruthers**

MC explained that the review looked at areas of intervention and strategies that had been used in 2018/19 to break down barriers to future attainment for Disadvantaged students. He outlined the ones that worked well last year and will continue to be funded and those that will not.

**Total Pupil Premium budget for 2018/19    £165,823**  
**Number of eligible students                    190**

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MC described some key strategies and associated costs:

- Smaller class sizes in KS4 English and Maths – Cost £19,034
  - English – Attainment 8 Disadvantaged v non-Disadvantaged reduced from -3.63 to -2.42 this year and Progress 8 from -1.092 to -0.680
  - Maths – Attainment 8 Disadvantaged v non-Disadvantaged widened from -2.05 to -2.57 this year and Progress 8 from -0.2 to -0.606.
- Making good progress (MGP) English lessons – Cost £21,413
  - 6 week small group programmes designed to focus closely on target areas identified by the English department
  - Lessons undertaken by all year groups – on average around 30% of students who participated achieved or exceeded their target grade
- Making good progress (MFP) Maths lessons – Cost £21,413
  - 6 week small group programmes designed to focus closely on target areas identified by the Maths department
  - Of those that participated in Year 11, only 7% achieved or exceeded their target which reflects the widening gap with Disadvantaged and non-Disadvantaged in 2019 outcomes
- Learning support for Disadvantaged SEND students – Cost £20,000
  - Bespoke learning support teaching and interventions to enable SEND Disadvantaged students to access the curriculum and progress
  - 100% of class of 2019 SEN K and EHCP engaged with curriculum support and completed KS4 so no student was a NEET
- Focused AtL intervention and support in learning – Cost £15,044
  - To support key students to ensure an improved AtL and increase engagement
  - Behaviour data shows improvement over the year
  - Disadvantaged students receive more referrals than non-Disadvantaged students but is reducing. For 10+ referrals there were 44 students in 2017/18 to 28 in 2018/19.

*Q: (SM) Why do we believe the gap didn't improve?*

*C: (MC) There are still aspects to look at. Smaller class sizes didn't necessarily have the impact we hoped for. There is still concern regarding a small cohort of Disadvantaged persistent absence although there are strategies in place to address this earlier now to try to improve student engagement and attitudes at a younger age which we hope will be sustained as they move through the years.*

*C: (LD) I think the work you have done with Disadvantaged students is really good but difficult to improve last year's Year 11 students ingrained behaviour. Moving forward addressing attendance, behaviour, aspirations, literacy and closing the vocabulary gap earlier will hopefully have more of an impact.*

*C: (MC) And the mentors will have more of an impact this year, as existing relationships with students can be strengthened.*

*Q: (SM) What impact are we getting with the role of PP champions?*

*C: (MC) Confidence of students, breaking down barriers, becoming a conduit between teachers and students, academic conversations and working on stigma persuading students it is for their benefit.*

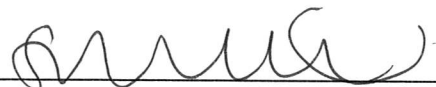
*Q: (SM) Why are the students worried about it?*

*C: (MC) Some are reluctant to access support that will lead to other students knowing.*

*C: (RF) This still remains exceptional work, your efforts need to be celebrated with the impact of behaviour management and improved attendance.*

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## 18.0 PUPIL PREMIUM PLAN 2019/20 – L Warnett

LW explained that the school has moved from a 1 year to a 3 year strategy reviewed in year and end of the year to ensure strategies are still working.

<b>Year 1</b>	<b>Total Pupil Premium budget for 2019/20</b>	<b>£170,170</b>
	<b>Number of eligible students</b>	<b>182</b>
<b>Year 2</b>	<b>Total Pupil Premium budget for 2020/21</b>	<b>£179,520</b>
	<b>Number of eligible students</b>	<b>192</b>
<b>Year 3</b>	<b>Total Pupil Premium budget for 2021/22</b>	<b>£179,520</b>
	<b>Number of eligible students</b>	<b>192</b>

The Plan has a tiered approach to define priorities which comprises three categories:

- Quality of teaching
- Targeted academic support
- Wider strategies

### Quality of Teaching

- High quality continued professional development (CPD)
- Further develop strategies to increase engagement and challenge

### Targeted academic support

- Structured interventions including vocabulary work in the form of Sound Training lower down the school
- Targeted English and Maths small group tuition delivered by Yipiyap tutors and Making good progress (MGP) lessons. English MGP running from January to Summer for KS4 students.
- Learning support for Disadvantaged SEND students

*Q: (SM) Why are the MGP lessons running for English and not Maths?*

*C: (LW) The outcomes for Maths weren't right whereas in English, whilst not where we want it, the gap was closing.*

*Q: (SM) Don't primaries already use sound training?*

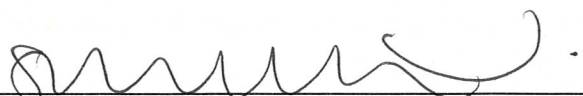
*C: (LW) Yes, students do a baseline test and then set them at a certain level. We have teaching assistants support for Disadvantaged students.*

### Wider Strategies

- Attendance – use of Attendance and Welfare manager to improve attendance and parental links
- Behaviour - use of Behaviour for Learning manager to improve behaviour and reduce exclusions
- Opportunities Fund – to support Peripatetic music lessons, trips, revision guides, equipment and reading engagement
- Learning mentors and advisors – use of PP pastoral managers, a vocational learning mentor, careers advisor and pastoral leadership support

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Q: (RF) In terms of estimates of costs going forward, the anticipated expenditure doesn't increase but staff costs usually do?

C: (SK) We calculate the cost of staffing carefully. The costings depend on the staff you are working with at that time. We do this to ensure there is movement going forward. The Yipiyap tutors are on a year's contract, we will then review the outcomes before making the judgement on whether to continue. Impact on attendance on a young person and the whole school has been positive so a very much needed resource is now paying dividends.

**Resolved:** The Pupil Premium Plan for 2019/20 approved.

## 19.0 STRATEGIC HT REPORT TO GOVERNORS – S Kukuc

SK began by explaining the new format for the Strategic termly report, which is divided into the new OFSTED inspection framework.

Q: (RW) On page 3 of the report it describes the introduction of a revised quality assurance framework. Can you explain what that means?

C: (SK) The framework is mapped onto the term by term development plan and focuses on academy leadership, monitoring, evaluation and quality assurance. This includes reviewing the PP strategy, focus walks, schemes of work, student voice, data analysis. We also look at when we set our student targets and formulate key priorities in Autumn 1 for the School Development plan. The framework is similar to a couple of schools within the Trust and is shared with curriculum leaders.

Q: (RW) Is it relevant to share the framework with governors? Lots of information comes through the meetings so it would help to see it.

C: (SK) I will send it out to governors.

Q: (RF) Regarding the CEIAG programme on page 3, credit to everyone involved with the large job of working towards the Gatsby benchmarks.

C: (SK) We were delighted to receive the Quality in Careers Award this term following assessment last term where judgements were made against Gatsby benchmarks which included provision across all year groups, accessing employers engagement opportunities and continued work experience for Year 11 and Year 12 students. Year 10 onwards are going to have careers interviews, providing aspiration. We have congratulated the careers leader and her team on their work.

Q: (RF) Feed forward techniques – is this something in operation?

C: (SK) Developmental MRI (my response is), involves looking at a question for a student to respond to after a test.

C: (OP) We use this in sixth form and it helps to broaden our knowledge and recapping and also looking at tests to elaborate and develop.

C: (HC) It does help to push knowledge further to research which will help with a new paper.

C: (SK) It is worth saying we focus MRI particularly on key marked work or an extensive piece of writing. Faculties have their own homework policy though and use the best effect to push the learner forward.

Q: (RW) Looking at the attendance data there are lots of figures, it would be useful to have a RAG status. Is there a threshold to compare?

C: (SK) When we set our milestones in our School Development plan, we will then align them and view against targets.

Q: (HC) Do they do MRIs across the Trust? They seem to have a different marking policy in other schools, they are not aligned across the consortium.

C: (RF) At the Trust board we saw a snapshot of some data which showed that students who study at their base school get better results compared to where they travel. Wonder what the reasons are for this.

Q: (LD) Do you feel as confident in other schools compared to Wolfreton?

Q: (HC) Yes, the only thing I have struggled with is feedback on work I have done. The contact is with email rather than face to face.

C: (SK) It is worth noting that we are very pleased with the improvement in attendance in the first few weeks of term and feeling that we are now benefiting from all the work done last year.

Attendance is at 96.3% compared to 94.9% for the same period last year.

C: (SM) I think it helps we have brought the Attendance meetings forward, addressing the issues earlier.

**ACTION: SK to issue a copy of the revised Quality Assurance Framework to governors**

### 19.1 SELF EVALUATION SUMMARY (SEF)

The SEF was issued prior to the meeting for perusal and SK invited any questions.

Q: (DB) Looking at the current judgements on the front of the SEF, how does that compare to previous ones?

C: (SK) It is a new framework, however we want to be confident and recognise this.

Q: (RF) Is it true that it is looked at effectively at Trust level?

C: (SK) Yes. As we go through the year and we are able to demonstrate further improvements with Class of 2020, we would be moving the Quality of Education judgement back to a secure 2.

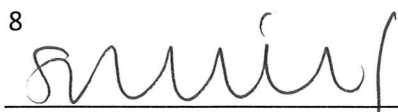
### 20.0 ACADEMY DEVELOPMENT PLAN (ADP) – S Kukuc

SK explained that the ADP was divided into areas of the new framework as follows:

Area	Key Priority	Lead
Quality of Education - Intent: Curriculum	To review the effectiveness of the curriculum and develop the provision to better serve our young people	RAP
Quality of Education - Teaching and Learning	To continue to develop teaching to ensure all learners are actively engaged, challenged and acquiring the knowledge and skills required to achieve success	GCA
Quality of Education – Impact: Outcomes	To improve the attainment and progress of all and specifically: Boys, Middle ability & Disadvantaged	LWR
Behaviour and Attitudes	Secure the highest standards through a focus on recognising and celebrating the positives and relentlessly consistent application of the Positive Discipline Policy by all	AWO
Behaviour and Attitudes	To rapidly improve attendance of all especially Disadvantaged and to reduce PA for the same cohort	MCT
Personal Development	To further strengthen Personal Development Intent, expanding and embedding all dimensions of personal development. PSHE and SMSC through the formal and wider curriculum	MCT
Leadership and Management	To develop leadership at all levels to continually impact on delivery of the academy’s ambitious vision for all	SKU

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Leadership and Management	To improve the quality of learning through a tri-strand research based CPD and JPD model	GCA
Sixth Form provision	To secure 100% pass rate and improve the attainment and progress of students with A*-B targets as well as Disadvantaged and SEND	LTY

SK explained it followed a disciplined inquiry approach involving looking at the data from the preceding year, looking at questions with leaders and setting actions based on the inquiry question. Some milestones were to be added later.

Q: (DB) On page 3 of the ADP it refers to the previous OFSTED visit. Is everything now addressed?

C: (SK) The ADP ensures areas of improvement identified in the last inspection remain a priority although we have made some strides in certain areas.

C: (RF) It is hard to reconcile with the new framework, for example, grades don't exist anymore.

C: (SK) We are also an Academy now so we will be looking at a clear baseline.

**Resolved:** The Academy Development Plan was approved.

## 21.0 GOVERNOR VISITS TO SCHOOL

LD made a SEN visit on 27 September 2019 and gave a verbal update.

## 22.0 DATE OF NEXT MEETING

The date of the next meeting is Monday 20 January 2020.

OP and HC left the meeting at 6.27pm.

## 23.0 ACTION POINTS

**23.1 ACTION: JT/SM to establish whether CD wishes to renew her term (minute 11.0).**

**23.2 ACTION: All governors to complete the Learning Link modules: "Safeguarding the Governor's Role" and "Progress and Attainment: Using data to improve educational outcomes" as soon as possible (minute 16.3).**

**23.3 ACTION: SK to issue a copy of the revised Quality Assurance Framework to governors (minute 19.0).**

Meeting ended at 6.27pm.

