



THE CONSORTIUM
ACADEMY TRUST

Minutes of the meeting of the Local Governing Board Meeting of Wolfreton School, Meeting Room, Wolfreton School Monday 21 January 2019 at 5.00pm

GOVERNORS PRESENT:

Mrs S Milner (SM, Chairperson); Mrs L Dennett (LD), 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 S Fortnam (Director of English, SF); Mrs H Hogan (AiL MFL and BITE, HH); Mr D Temperton (Deputy Headteacher, DT); 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.

25.0 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting.

26.0 DECLARATIONS OF INTEREST

No declaration of interests were received.

27.0 APOLOGIES

Mrs E Bird, Mr D Burkill, Mrs C Dean.

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

It was noted that Brian Matson has resigned from all governance with immediate effect. He was a valued member of both the LGB and Trust Board and his contribution over a number of years is very much appreciated.

It was also noted that SM, LD, AP and PM's Governor term dates had passed. SM had established that the staff Governor positions needed to be advertised to all staff and if there was interest shown by other members of staff, there would need to be a ballot. Both AP and PM were happy to continue as Governors, should no other interest be shown.

Resolved: SM and LD were content to run for a second term.

ACTION: SK to circulate a Staff Governor letter of interest to all Wolfreton support and teaching staff.

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28.0 MINUTES OF THE LAST MEETING

Resolved: The minutes of the last meeting on 1 October 2018 were confirmed as a correct record with one amendment on page 6, point 15 to remove the word 'expected'.

29.0 MATTERS ARISING FROM THE MINUTES

29.1 ACTION: RM/SK to feedback to LGB on Maths interventions and strategies used during the course of the year (minute 21.2). SK listed the following interventions/strategies:

- Maths interventions take place every Tuesday evening
- Grade 7 club up and running on a lunchtime to stretch the more able
- Increasing the usage of the PiXL app
- Possible walking / talking mock to take place

29.2 ACTION: MC to add cohort numbers to the Attendance tables (minute 21.3). Complete.

29.3 ACTION: SK to add an appendix to explain terminology in the Headteacher's report (minute 21.4). SK to action for the next meeting.

29.4 ACTION: SK to establish the number of staff at KS5 judged RI (minute 21.5). SK stated there are currently 3 staff, one of those with good lessons at KS5 but a KS4 lesson was recently judged RI.

29.5 ACTION: JT to send out skills audit for Governors to complete (minute 21.6). Audit emailed on 23 October 2018 and re-sent on 23 January 2019.

29.6 ACTION: SK to confirm date of ERPLG training session with KW (minute 21.7). SK stated that the training session will be taking place in the Summer term so more details to follow at next meeting.

30.0 LINK APPOINTMENTS 2019

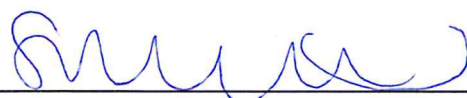
SM confirmed that she was happy to continue to be the Safeguarding link and LD as the DSEN link.

31.0 MFL PRESENTATION – H Hogan

- MFL department taught French, German, Japanese and Spanish and would support any student wishing to sit a GCSE in their mother tongue, where possible.
- In 2018, 45% of Wolfreton students left school with a GCSE language compared to the East Riding average of 22% where national level of entry is 38%.
- In comparison to Wolfreton, other schools enter much smaller cohorts to MFL.
- Current predictions are looking similar to 2018 outcomes although higher % 7+ is expected due to the introduction of class setting.

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Subject	Cohort	DT2 9-4% (2018 in brackets)	DT2 9-7% (2018 in brackets)
French	80	69% (72%)	14% (11%)
German*	2	100% (77%)	100% (18%)
Japanese	13	77% (100%)	39% (36%)
Spanish	77	65% (69%)	14% (16%)

* German cohort is very small due to the smaller year cohort and when options were moved from Year 9 to Year 8. There are 26 students current Year 10.

Q: (SM) Is it only the red route students who automatically take their first foreign language?

HH: Yes, plus there are some green route students who have chosen one as an option.

Q: (KW) Is it a concern only have two students doing German?

HH: This occurred due to the change we made in the way students choose options. This shouldn't happen again.

C: (SK) It is also a second language as students study French or Spanish in Year 7, therefore similar to Japanese. Also the current Year 11 is the smallest cohort of the school due to the low birth rate.

Q: (RF) Have you seen any results from setting students?

HH: It does allow a focus on higher techniques in the top set which may impact on A level uptake next year. Setting has allowed us to have a 7+ group but this means there is another class on the 4/5. However, not having setting allows for more competition amongst the class, with some of the more able students being able to 'push' those who may be struggling.

HH explained that for Year 13, there are a small number of students studying a language with some students travelling across the Consortium to attend lessons. As the cohorts are very small, predictions/A Level outcomes can become skewed however are expected to be lower than 2018.

Q: (KW) As Chinese is the most spoken language in the world, is it something you would offer?

HH: Students find it very hard. There are many considerations when deciding the curriculum. French is the top language expected in business then Spanish.

C: (AP) We are very fortunate to have a native Japanese teacher.

Q: (LD) Has Brexit had an unsettling effect on languages?

HH: No, we haven't seen any impact in lessons.

Curriculum Update – KS3

- Increased focus on target language and phonics
- 3 hours in Year 8 which includes an extra hour for listening practice
- New resources to support new curriculum

Curriculum Update – KS4

- ERSIP project to boost attainment
- Setting to boost 7+ grades and A level uptake
- Focussed support and intervention, wide range of resources and ideas to support learning
- PiXL conference in York for French in February

Curriculum Update – KS5

- Embedding new A level
- Collaborative working with Cottingham & Hessle
- Uptake likely to increase for French and Spanish

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Extra-curricular

- Trip to Northern France in April
- Japanese competition
- Year 9 event at Hymers in June
- PiXL revision conference in February
- Volunteer coming in on Fridays (ex HOD from Wales)
- Year 12 supporting North Ferriby twinning

C: (KW) *The extra-curricular seems really positive, going above and beyond.*

32.0 ENGLISH PRESENTATION – Mrs S Fortnam

English Language GCSE results 2018

	%9-7	%9-5	%9-4	%9-1	Ave pts	KS4 ALPS grade
Actual	23	64	80	100	5.16	4
Estimates	20	64	79	99.5	5.12	
National	18	53	70.2	99		

English Literature GCSE results 2018

	%9-7	%9-5	%9-4	%9-1	Ave pts	KS4 ALPS grade
Actual	24	67	83	100	5.26	4
Estimates	21	60	78	99.4	4.97	
National	20	56	74	98		

- English Language and English Literature results at all measures compared favourably to national with an average of around 9% positive difference at the %9-7, %9-5 and %9-4
- Average English attainment 8 was 11.16 and average English progress 8 was +0.276
- ALPS score of 4 in both subjects
- 31% students achieved 7+ grades in both English Language and English Literature
- English Language forecasts demonstrate high levels of accuracy
- The latest predictions look promising, these were largely based on the first set of PPEs

Areas for Development

Main focus areas:

- Upper ability boys in both subject areas
- Disadvantaged cohort in both subject areas
- Build on success in English Literature to try and secure an ALPS 3 score
- Middle and lower prior attainers to demonstrate greater progress
- Students with significant SEN need

Plan to address Upper Ability Boys

- Quality teaching in the classroom

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- Much closer monitoring after each data trawl with follow up interviews with students by TLR holders
- Learning walks and work scrutiny focus on specific students
- Low stakes tests used as a means of competition

Plan to address Disadvantaged cohort

- Quality first teaching targeting students of greater need
- Closer monitoring in learning walks and work scrutiny
- Making good progress (MGP) lessons consistently reviewing data to inform planning, positive reinforcement and have a clear homework programme that addresses the skills gap
- Clear Personalised Learning Checklists (PLCs) for each student
- Tutor time intervention

Strategies to further improve outcomes for all

- Order of PPEs adjusted to suit interleaving of skills and earlier independent revision
- Review of MGP lessons
- Continued development of differentiated 'What I'm looking for' (WILFs)
- Knowledge based tests/revision based homework
- Schemes of learning reviewed and adapted where appropriate
- Introduction of green route extra classes covering English Language paper 1 skills alongside English Language paper 2 teaching
- Focus on writing to ensure greater marks
- Tutor time, lunch time and after school intervention from January 2019
- Monitoring of data, dropping into lessons, looking at exercise books, responding to feedback

Plans for improved attainment and progress 2019-20 and beyond

- Development of the 5-year curriculum with key skills/knowledge identified by staff last year for years 7 & 8 with new assessment model
- Continued quality first teaching – differentiated WILFs, questioning and assessment for learning
- Emphasis placed on vocabulary building in all key stages
- Focus placed on reading at all ages but in particular middle prior attainers with low reading ages

HH and SF left the meeting at 5.54pm. LW entered the meeting at 5.54pm.

33.0 ACHIEVEMENT AND PROGRESS – L Warnett

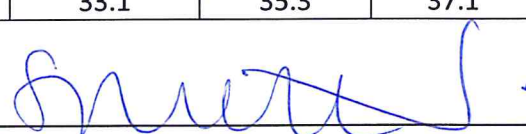
LW began the discussion relating to Year 11 Data trawl 2 explaining that the data was collected after the first set of PPEs just before Christmas.

Attainment/Progress 8 Headlines (Context: 225 students in Year 11, 28 Disadvantaged)

Measure	Actual 2018	FFT20	DT0	DT2
Ave Total attainment 8	51.1	50.2	48.4	49.6
Females	54.5	52.9	51.3	52.7
Males	47.0	47.5	45.5	46.6
Disadvantaged	38.2	45.8	40.8	41.1
SEN	34.5	33.1	35.3	37.1

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Ave Total progress 8	+0.07	+0.38	+0.07	+0.17
Females	+0.30	+0.68	+0.36	+0.48
Males	-0.19	+0.10	-0.23	-0.13
Disadvantaged	-0.55	+0.20	-0.25	-0.34
SEN	-0.15	-0.35	-0.27	-0.19
<i>Basics</i>				
%students achieving 7+	11	14	15	13
%students achieving 5+	45	61	47	48
%students achieving 4+	76	80	71	67
% students entered for Ebacc	73		70.5	70
% students achieving Standard Pass	45	57	41	42
% students achieving Strong Pass	26	43	23	23
Progress 8 – English	+0.28	+0.09	-0.05	+0.14
Progress 8 – Maths	-0.26	+0.60	+0.23	+0.06

Observations on DT2:

- Basics currently predicted 67.1% (down 9% 2018 – 76%) – due mainly to Maths
- Progress 8 is positive and above 2018 and national
- 9-7 & 9-5 English and Maths expected to increase from 2018
- 9-4 predictions are above national but lower than last year
- Progress in English is down, due to English staff being overcautious although it has seen an increase since DTO
- Progress in Maths expected to improve significantly
- Girls are outperforming boys in all areas expect 9-5 grades in Maths – boys remain a focus area
- Attainment 8 slightly lower than last year for both boys and girls but the gap is expected to reduce
- Progress 8 for both groups is expected to be higher than last year but the gap is expected to increase
- For Disadvantaged students both Attainment 8 and Progress 8 are expected to improve from last year
- 9-5 grades for both English and Maths are higher than last year but remain lower than national others
- SEN cohort more able than last year – progress is expected to be lower (due to the higher starting points)
- Predictions for upper ability students looking to increase 9-7, 9-5 and similar for 9-4 – focussed intervention seems to have made an impact

LW explained that in the first week of the Spring Term both Pupil Premium Champions were looking at the reports for each of the Disadvantaged students and talking to faculty leaders regarding targeted intervention during tutor times. Green route students will get extra English and Maths and some red route students are changing from Triple to Double Science – bespoke curriculum changes to suit the individual students.

LW outlined plans for the Director of Science to look at the entry profile of the students studying the Triple science ensuring they are on the right course. There are currently 159 students (approx. 70% of Year 11 cohort). Approx. 55 students will move to the Combined Science course. Also 15-20 students will be moving out of French or Spanish to increase English and Maths subject time.

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C: (SK) Decisions will be based on progression to KS5, apprenticeships, A Level and ultimately reducing stress for the students.

Q: (SM) Why have a number of the BTEC subjects got significantly low ALPS scores?

C: (DT) With the new specifications, if students fail the exam unit, it will give them an overall U grade.

C: (SK) In-year admissions can impact results with smaller cohorts and Sport has picked up some of these students.

C: (DT) Engineering Level 2 results were very good with some challenging students and Food Tech results were very good. Some students struggle to cope with GCSE subjects but BTECs are not easy.

Q: (RF) If students move to Combined Science, presumably the results will increase?

C: (LW) Our % cohort entry were higher but will now be similar to national. The students will remain with the same teacher and class, they will just change their exam entry.

Q: (AP) Removing students from languages and moving forward, will there be a consideration of the red route in the future?

C: (SK) It is still important to study languages as much as possible but we will be reviewing numbers each year.

C: (AP) I believe we will benefit from not having a reactionary curriculum which is just looking at exams.

C: (SK) We will continue to give them the breadth of opportunity.

LW left the meeting at 6.15pm.

34.0 CURRICULUM PRESENTATION – D Temperton

DT began by outlining the curriculum reviews undertaken by Wolfreton School:

- In 2015, a review led to a 2 year KS3 and a 3 year KS4
- 2015/16 onwards, a significant focus on reformed GCSEs
- 2018/19, return to review KS3 again in light of changes

In light of Amanda Spielman's speech setting out the vision for the new Education Inspection, 3 areas are to be of key focus:

- **Intent** – what is it that schools want for all of their students?
- **Implementation** – how is teaching and assessment fulfilling the intent?
- **Impact** – the results and the wider outcomes that students achieve and destinations they go on to

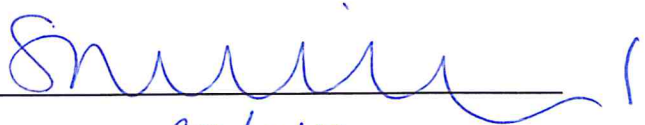
DT stated that Wolfreton came out as Number 1 in the East Riding for destination outcomes ie. what the students were moving on to do. One of the Key Priorities of the SDP is to review and re-fashion the KS3 curriculum with a subject level focus:

- The clarity in the purpose of each subject
- The core knowledge, skills and understanding and SMSC (Spiritual, Moral, Social & Cultural) competencies leading to success

DT explained that the October 2018 training day was used to review the KS3 curriculum and intent. The objectives were:

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- Subjects to design their Curriculum intend that 'Ignites Fires and Expectations' at Key Stage 3
- For subjects to begin to build their implementation framework, in line with the Wolfreton Learning Intent Framework
- To understand how the agreed Intent and the Implementation Frameworks that the school is beginning to build, will fit alongside the Impact measure 'The Wolfreton Steps'.

Wolfreton Intent Statement
"To offer a balanced and broadly based curriculum that aims to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities – igniting Fires and Expectations"

DT stated that subjects reviewed the Key Stage 3 National Curriculum Programme of Study and prepared their own missions statements. Once finalised these 'straplines' will be put onto curriculum posters and displayed in classrooms.

Subjects also had to agree on what knowledge, understanding and skills need to be gained in each subject at each stage. DT outlined the timeline to the meeting with a view to the new framework being adopted in September 2019.

C: (LD) Prior to students starting in Year 7, they have spent a lot of time preparing for SATS so it is really important they have engaging lessons when they start.

C: (SM) This is really exciting and critical to get this right. Great if staff are on-board.

Q: (KW) Teachers have different styles, will this new framework allow them to 're-ignite the fire'?

DT: Lots of staff would like the opportunity to do this.

C: (SK) The whole philosophy looking at the curriculum this way is the deep understanding, knowledge and skills, building blocks to enable knowledge.

DT left the meeting at 6.43pm.

35.0 PUPIL PREMIUM EVALUATION AND STRATEGY – S Kukuc

The 2017-18 Pupil Premium Strategy Evaluation and Statement for 2018-19 provided the meeting with detailed information about how the Pupil Premium budget had been spent and will be spent in the forthcoming year.

C: (AP) The appointments of the Pupil Premium Champions have really started to have a positive impact. It is really helpful to get to know the individuals.

C: (SK) As part of the morning briefing, background information and stories behind the individuals are now shared with staff. The Strategy document is now on the website.

36.0 IIP ASSESSMENT REPORT


Wolfreton School has been given the Silver Award in Investors in People until 2021.

37.0 HEADTEACHERS REPORT – S Kukuc

School context:

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- Number on roll in October 2018 census was 1,499, 10 January 2019 1,496
- Number of LAC = 3
- Number of pupil premium students currently 189 (12.6% of school roll)
- Number of SEND students 180 (12% of roll)

37.1 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

SDP Priority – to support leadership at all levels to impact on teaching, learning and outcomes

Area Improvement Partner is to lead a series of middle leader workshops across the year with a focus on high performing teams. To date all leaders have engaged in two workshops.

37.2 SAFEGUARDING

Q: (SM) Looking at the number of safeguarding issues for this term, I am concerned that the numbers seem quite high in comparison to previous years, eg. Substance abuse = 10 compared to 4 for the whole of the previous academic year and Domestic violence = 9 compared to 4.

Q: (KW) Do they double up as well so if a student is involved in domestic violence would it also fall into the family crisis?

C: (SK) Yes, there is an element of that, however I will follow this up with Mr Carruthers.

ACTION: SK to follow up the Safeguarding increasing number of incidents with Mr Carruthers.

37.3 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

SDP Priority – to embed the Wolfreton approach to Teaching and Learning to improve the progress of boys, Disadvantaged and Upper ability students

Judgements Summary for 2017/18

	Outstanding	Good	Good or Better	Requires Improvement
Overall	15%	69%	84%	16%
KS5	18%	66%	85%	15%
KS4	14%	67%	81%	19%
KS3	15%	69%	84%	16%

Q: (SM) Is it made clear to the students which pathway (MFJ) they should be on?

Q: (RF) Through feedback from students it seems to be that it is probably identifying the ability of students more than it used to.

C: (SK) An AHT is continuing to lead on this strategy and direct students towards the correct MFJ. It is still early days, however students have different aptitudes towards different subjects and therefore there is fluidity across subjects. There is scope to develop this further. When appropriate, students are encouraged to choose the most accessible task, however it needs to be challenging.

Q: (SM) How do they get asked or presented? Are they told to attempt a particular task individually or in groups?

C: (PM) It happens in a variety of ways. Sometimes we use a starter task.

LD left the meeting at 6.57pm.

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38.0 POLICY UPDATE

The Equality Information and Objectives Policy was written in September 2018 and will be reviewed every 4 years. There were no questions.

Resolved: Equality Information and Objectives Policy approved.

39.0 GOVERNOR TRAINING AND SUPPORT

SM began by saying all of the Chairs of the LGBs within the Trust had a meeting just before Christmas and a number of schools are very active in terms of Governor visits to the school. There are differences in approach – some are subject linked, others are linked by Key stages and other more general but all very positive about how useful they are. SM stated she would like to increase the number of Governor visits as she felt they are very valuable.

SK felt that the Governors would find it useful to meet and discuss subject areas first hand with the middle leaders. It was suggested that the Chair emailed out to all Governors to ask which subject area they would be interested in linking with as a starting point.

Before LD left the meeting, she described her meeting with the new SENCO in November. LD felt that she had settled in very quickly, works very hard, had excellent relationships with outside agencies and thought very highly of the educational psychologist. She was also pleased with the appointment of the Trust mental health worker.

ACTION: SM to email Governors asking them which subject area they would like to link up with for focussed Governor visits.

SM also stated that it would be beneficial to have Governor representation at some key school events.

SK agreed and suggested that this is discussed alongside a copy of the school calendar when Governors meet with subject leaders.

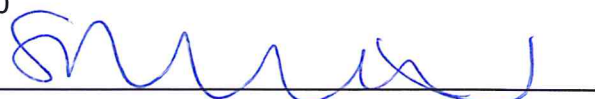
40.0 TRUST UPDATE

An update on the Trust was shared.

- First Trust Conference was held on Monday 7 January 2019 with over 450 teachers attending
- Series of workshops and training events were held for support staff
- Working with Winifred Holtby to convert the academy status from Associate to full member
- In discussion with a number of primary schools
- A new Academy Business Manager has been appointed and will start in February 2019
- Received DfE funding to run a project aimed at improving outcomes for Disadvantaged learners
- Application to SALIX (an energy efficiency programme) has been approved which will replace lighting at Holderness Academy
- Now have over 160 'followers' on Twitter

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SM and SK felt that the first Trust wide conference was very good and heard some very positive feedback.

41.0 DATE AND TIME OF NEXT MEETING

The next meeting will take place on Monday 29 April 2019 at 5.00pm.

42.0 ACTION POINTS

- 42.1 ACTION: SK to circulate a Staff Governor letter of interest to all Wolfreton support and teaching staff (minute 27)**
- 42.2 ACTION: Governors to vote on SM's renewal of terms of office on the LGB at the meeting 29 April 2019 (minute 27)**
- 42.3 ACTION: SK to add an appendix to explain terminology in the Headteacher's report ready for the next meeting (minute 29.3).**
- 42.4 ACTION: SK to provide more details of the ERPLG training session taking place in the Summer term at the next meeting (minute 29.6).**
- 42.5 ACTION: SK to follow up the increasing Safeguarding number of incidents with Mr Carruthers (minute 37.2).**
- 42.6 ACTION: SM to email Governors asking them which subject area they would like to link up with for focussed Governor visits to school (minute 39).**

The meeting ended at 7.05pm.



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