

Minutes of the meeting of the Local Governing Board Meeting of Wolfreton School, Meeting Room, Wolfreton School Monday 10 September 2018 at 5.00pm

GOVERNORS PRESENT:

Mrs S Milner (SM, Chairperson); Mrs E Bird (EB); Mrs C Dean (CD); 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:

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.

1.0 APOLOGIES

Mr D Burkill, Mr B Matson.

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

2.0 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting.

3.0 RESULTS ANALYSIS – Susanne Kukuc

3.1 Main Headlines (2017 figures in brackets)

- Progress 8 score 0.14 (-0.05)
- Attainment 8 score 51.0 (49.0), ranked 5th/20 in the East Riding
- Basics 4+ (English & Maths) 75.7% (74.3%)
- Basics 5+ (English & Maths) 44.5% (47.9%)
- **English** – 7+ 30.7% (28.8%), 5+ 72.9% (75.1%), 4+ 85.8% (87.2%)
- **Maths** – 7+ 14.7% (16.2%), 5+ 48.6% (52.4%), 80.3% (78.5%)
- **Ebacc** – Percentage of students entered 72.5% (69.4%), highest in the East Riding (average entry level 34.1%)
- **Ebacc** - 4+ 45.4%, 5+ 25.7% - no comparative data available due to the new specifications
- Outcomes show that girls outperformed boys across range of measures including Attainment 8, Progress 8 and Basics.

Group Analysis

	Number	A8	P8
All	218	5.10 ↑	0.14 ↑
Disadvantaged	28	3.99 ↑	-0.34 ↓
Non-Disadvantaged	190	5.27 ↑	0.21 ↑
Male	100	4.70 ↓	-0.15 ↑
Female	118	5.45 ↑	0.38 ↑
SEN	31	3.45 ↑	-0.14 ↑
Upper Ability	116	6.08 ↑	0.10 ↑
Middle Ability	79	4.27 ↑	0.14 ↑
Lower Ability	21	2.92 ↑	0.36 ↑

English

- Outcomes in English were good.
- English Literature results were stronger than English Language.

Maths

- Outcomes in Maths were disappointing.
- The indicative progress score is negative and lower than 2017.

Ebacc

- Outcomes for the Ebacc were pleasing.
- Average Attainment 8 for Ebacc subjects has increased to 15.44 (from 13.7 in 2017) and Progress 8 has improved to 0.38 (from 0.07 in 2017).

3.2 Disadvantaged student analysis

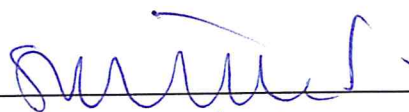
- There were 28 Disadvantaged students in the 2018 cohort; each student represented 3.6%.

		2016			2017			2018		
Measure		WS Disad	Nat. Other (Non-disad)	GAP	WS Disad	Nat. Other (Non-disad)	GAP	WS Disad	Nat. Other (Non-disad)	GAP
Ave Total Attainment 8		44.09	53.3	-9.21	38.45	49.8	-11.35	39.95	n/a	
English and Maths	9-4 / A*-C	41% (11)	70%	-29%	53% (20)	71	-18%	50% (14)	n/a	
	9-5				18 (7)	49	-31%	28.6% (8)		

- Attainment 8 improved from 2017
- Strong basics 9-5 English and Maths improved, however standard basics 9-4 fell

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3.3 Gender Analysis

Cohort Summary	Measure	Female (118)		Male (100)	
		Total	%	Total	%
	Average KS2 Prior Attainment		4.96		4.84
Attainment/ Progress 8 Summary	Average Attainment 8 Grade	5.45		4.7	
	Average Total Progress 8	0.38		-0.151	
Basics 9-7	English and Maths	14	11.9	9	9
	English	45	38.1	22	22
	Maths	17	14.4	15	15
Basics 9-5	English and Maths	60	50.8	37	37
	English	98	83.1	61	61
	Maths	60	50.8	46	46
Basics 9-4	English and Maths	93	78.8	72	72
	English	110	93.2	77	77
	Maths	93	78.8	82	82
EBacc Total Measure	Students Entered For the EBacc	95	80.5	63	63
	Achieving the EBacc (Standard Pass) (NEW)	71	60.2	28	28
	Achieving the EBacc (Strong Pass)	37	31.4	19	19
Attainment/ Progress 8 - English	Average English Attainment 8 Grade	6.08		4.96	
	Average English Progress 8	0.721		-0.186	
Attainment/ Progress 8 - Maths	Average Maths Attainment 8 Grade	4.69		4.6	
	Average Maths Progress 8	-0.276		-0.123	
Attainment/ Progress 8 - EBacc	Average EBacc Attainment 8 Grade	5.43		4.83	
	Average EBacc Progress 8	0.542		0.178	

3.4 SEN student Analysis

There were 26 SEN S students in the Class of 2018; each student represents 3.8% of the SEN S cohort.

Cohort Size	KS2 Ability	English Progress	Maths Progress	EBacc Progress	Open Progress	Progress Measure	Average Total Grades
26	4.10	-0.05	+0.07	+0.39	-0.11	+0.09	9.58

1 SEN S student had no KS2 Data.

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3.5 Subject Performance



GCSE 9-1 (Att8 Points)	2018	National	2018	National	2018	National	2018	National	2018	2018		
Name	9 - 7 %		9 - 5 %		9 - 4 %		9 - 1 %		Total Grades	Average Pts	ALPS 18	ALPS 17
Art	35.5	22.8	80.6	58.5	93.5	75.1	100	99.6	31	5.97	2	7
Biology	21.7	42.5	72.2	79.7	93.9	90.3	100	99.3	115	5.38	7	6
Chemistry	26.1	43.3	67.8	78	93	90	100	99.3	115	5.52	6	5
Computer Science	20	20.9	60	47.9	80	61.6	100	96.7	20	5.25	4	5
Drama	9.5	23.8	52.4	60	81	74.3	100	99.5	21	4.57	7	6
English Language	22.8	17.6	63.5	53.4	79.5	70.2	100	99.1	219	5.16	4	4
English Literature	24.2	20	67.1	56.2	82.6	73.5	100	98.3	219	5.26	4	4
Food & Nutrition	9.1	16.5	40.9	46.4	50	62.5	100	99.1	22	4		7*
French	11	22.9	37.8	53.6	72	69.5	100	98.9	82	4.44	6	7
Geography	30.1	23.9	68.5	51.7	83.2	64.6	100	98.3	143	5.43	3	5
German	18.2	22.5	59.1	57.3	77.3	74.8	100	99	22	4.82	5	4
History	36.7	24.7	62.7	51.9	76.5	63.9	99.4	97.2	166	5.48	3	5
Maths	14.5	20	48	50.4	79.2	70.9	99.5	98.1	221	4.63	6	5
Music	33.3	31.1	58.3	62.4	91.7	74.8	100	99.1	12	5.58	4	6
PE	47.9	20	89.6	55.3	97.9	70.3	100	99.7	48	6.46	2	5
Physics	18.3	42.7	57.4	78.8	83.5	90.9	98.3	99.3	115	4.97	8	7
Spanish	16	26.3	52	54.9	69.3	69.8	100	98.6	75	4.71	6	7

- Top 3 performing subjects were Art, PE and History
- Lowest 3 performing subjects were Biology, Drama and Physics

BTEC 2017 (Att8 Points)	2018	2018	2018	2018	2018	2018		
Name	D* - D %	D* - M %	D* - P %	D* - L1P %	Total Grades	Average Pts	ALPS 18	ALPS 17
Business BTEC	12.5	62.5	100	100	8	5.13	5	3
Construction BTEC	0	20	100	100	5	4.3	4	n/a
ECDL	83.3	100	100	100	6	7.5		
Engineering BTEC	4.3	60.9	91.3	100	23	4.78	4	3
Health & Social BTEC	18.2	54.5	90.9	100	11	4.89	5	2
Music BTEC	16.7	50	100	100	6	5.25	3	5
Sports Studies BTEC	0	38.5	76.9	84.6	13	3.79	7	5
Travel BTEC	0	25	100	100	4	4.38	5	2

- Highest performing BTEC subject with an ALPS score of 3 was Music
- BTEC Sport had the lowest ALPS score of 7

3.6 Priorities for 2018 – 2019

The following priorities have been identified for this year:

1. **Improve attainment and progress in Mathematics**
 - Support has been brokered through the Trust and a partner to support on-going school-to-school support this year has been identified.

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2. Accelerate the progress of Disadvantaged students and particularly double disadvantaged (PPG and SENS / EHCP) to narrow the gap

- *A new Pupil Premium middle leaders group has been established to review and refresh the focus on actions that are still impacting and those that have been less successful.*
- *A review of English and maths MPG lessons and their effectiveness for each ability band and gender to be undertaken within September.*
- *A review of support for students who have SEN S / EHCP and are in receipt of the Pupil Premium*

3. Improve the progress of boys, especially those in the upper ability group

- *The Heads of House will focus on the progress of the upper ability group of boys, coordinating a mentoring program which considers the effectiveness of strategies implemented last year.*
- *Teaching strategies to improve the progress of boys will be shared between curriculum areas and will become the focus for staff CPD sessions.*

Exam review meetings are scheduled to take place in the coming fortnight following link manager meetings. Specific actions are already being discussed in teams and will be confirmed in these. Actions already taken are shown in italics.

4. Improve outcomes at 9 – 7 and 9 - 5 in Biology, Chemistry and Physics to impact on progress

- *An additional hour of teaching in Year 11 to allow one lesson of each of Biology, Chemistry and Physics each week and remove the requirement to rotate has been introduced for this academic year.*

5. Improve outcomes in Languages at 9 – 7 and 9 - 5, especially of boys, to impact on progress

- *The school is working with an LA SLE as part of the East Riding MFL Strategy to improve uptake and outcomes across the authority.*

6. Improve outcomes in Food and Nutrition and Drama

- *A review of the Key Stage 4 Food curriculum offer and full revision of schemes of learning has been completed. The new Year 10 are already engaged with this.*

SM thanked SK and opened up the meeting for questions.

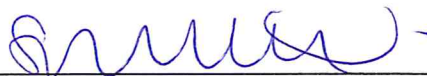
Q: (RF) Are department heads happy with the results?

SK: *Meetings with department heads are taking place next week for an in-depth exam review. It really depends what department you are in; there are some real successes in Attainment 8 and Progress 8 and an increase in 9-7 in some subject areas. However it is fair to say that following the presentations on the training day, staff are aware that the disappointing Maths outcomes has had a big impact on headlines.*

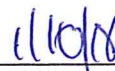
Q: (LD) *It looks as though boys', especially Disadvantaged boys kept coming up as an area of concern. Boys usually do better in Maths and Science but this hasn't been the case this year. What has been the problem?*

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SK: There was a focus on boys last year but possibly not early enough in the year.

Q: (RF) I don't feel disappointed with the results. It looks positive in comparison with other ER schools. Surely it comes down to the cohort?

SK: We have reviewed the data earlier than in previous years which has been really useful and helps us to have a clear focus for current Year 11 students. We have learnt lessons from the new curriculum and we are hoping we will benefit from the 3 year KS4. We have put in an extra data trawl for internal use only and using the outcomes to give us a more accurate prediction to help us identify focus areas.

Q: (CD) Maths were already one year in with the new specification so should have been in a stronger position than the other subjects. Were the exams significantly different which caused the dip? As a parent I felt there was a lot of change and different teaching styles from Year 10 to Year 11 and the upper ability students seemed to focus more on Further Maths at the expense of standard Maths. Were the students being stretched too far and affecting their confidence?

SK: Top set Maths did study Further Maths. There were different staff from Year 10 to Year 11 so we need to review what happened last year and address the drop in grades 9-5.

Q: (EB) Were there any new staff to the Maths Department?

SK: No, there has been a Director of Learning for 2 years although we will look at continuity of staff from Year 10 to Year 11.

Q: (KW) There is a significant gap with national data for the Sciences. Will the increase of 1 hour to the curriculum time help?

LW: I don't think it is unreasonable to expect grade increases in 9-7. We enter a large cohort for triple science whereas some schools only enter the top 30 students however we can still improve. 115 students were entered for triple science.

Q: (CD) Parents feel that the rotation system didn't help. For students to have a block of Biology, then a block of Chemistry and then Physics some of them felt they weren't finished covering the curriculum by the time the exams started which caused a lot of stress. I think an extra hour will benefit with a specialist teacher for each unit.

LW: Year 10 and Year 11 will get the extra time. We are hoping to finish the curriculum by February half term so they have lesson time to revise and revisit topics where required.

Q: (KW) Were there similar issues in other subjects such as French or Drama?

SK: The Area Improvement Leader for Arts & Technology will be having a meeting with the Head of Drama to review the Drama outcomes. We will continue to work with the Local Authority for languages.

Q: (LD) Have you spoken to any of the boys who have joined Sixth Form to see if there is any sense of disappointment?

SK: Some know they haven't performed as well as they could have.

C: (CD) I would like to state that the intervention work that took place during morning, lunch and after school was outstanding. Staff were very supportive and positive and were always around. The students also felt very well supported by the Pastoral workers.

C: (SM) The mentoring programme was very good too.

SK: The Attainment 8 and Progress 8 has notably increased from last year. We still, however, need to address the performance with the boys.

Q: (RF) Can Maths receive support from other departments?


SK: We are working with the Trust schools with good Maths results and similar cohorts. Several members of the department will observe lessons and we will organise a Trust review of Maths to see what we can learn, what hasn't worked and what could work better.

SK: There is a positive VA score in Humanities and other Ebacc subjects so we are looking at what has worked and where it hasn't. The leadership team had a meeting last week focusing on upper ability

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boys and the different strategies and mentoring. Departments will be given time to sit together for collaborative working.

Q: (RF) How accurate were the predictions?

LW: We have started looking at 9-4 headlines and will use PiXL to look at group analysis along with the staff appraisal process. The grade 5 boundary was an unknown for many subjects so we will use the data after this week's data trawl for curriculum area leaders to compare against last year's outcomes and predictions to help them rethink their predictions.

Q: (LD) Were Maths results a shock?

SK: Grades 9-7 were lower than expected.

Q: (CD) In general terms, after staff have looked at their results, were there any shocks in relation to grade boundaries?

LW: It varies subject to subject. Science and History boundaries were similar.

SK: This data trawl is important as most subjects have now had one year with the new specification. Staff are using Exam Board analyses to breakdown the results looking at question analysis along with exam papers and mark schemes.

Q: (CD) Was there too much intervention? Some didn't get a holiday and those attending holiday sessions didn't get a rest. This applies to staff too.

SK: There isn't an obligation for them to attend but it was a really tough 2 years with brand new courses so staff who want to do well put on extra sessions for those that wanted to attend.

Q: (EB) How many students have enrolled into Sixth Form?

SK: 103 students, which is very good as it was a smaller cohort. There has been a good start with a really good atmosphere. There were some incredible individual performances.

Q: (KW) Do you highlight areas in the School Development Plan that need addressing?

SK: That is the purpose of the early meeting, although it was a rapid turnaround it does mean we can move on with the next cohort. The School Development Plan will be covered at the next meeting along with updated predictions.

Q: (KW) It looks as though there are 2016 results on the school website in the News story section.

SK: I will check and ensure these are updated.

4.0 MEETING DATES 2018/19

Monday 1 October 2018, 5pm
Monday 21 January 2019, 5pm
Monday 29 April 2019, 5pm

The meeting closed at 6.20pm.

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