



Minutes of the meeting of the Local Governing Board Meeting of Wolfreton School, Meeting Room, Wolfreton School Monday 29 April 2019 at 5.00pm

GOVERNORS PRESENT:

Mrs S Milner (SM, Chairperson); Miss S Kukuc (Headteacher, SK); Mrs C Dean (CD); Mrs L Dennett (LD); Mr R Firth (RF); Mr P Matthews (PM); Mr R McKinnon (RM); Mr A Paffley (AP), Mr R Whitlam (RW); Mr K Woodcock (KW)

ALSO IN ATTENDANCE:

Mr M Carruthers (Assistant Headteacher, MC); Mr R Fisk (Head boy, RFi); 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.

45.0 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting including the two newly elected Parent Governors, Richard McKinnon and Richard Whitlam and Head boy Rob Fisk.

46.0 DECLARATIONS OF INTEREST

No declaration of interests were received.

47.0 APOLOGIES

Mr D Burkill, Natalie Edwards.

Resolved: That consent was given to the absence of the above governor and Head girl.

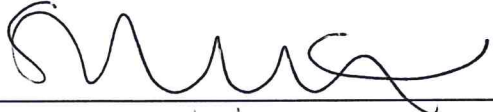
48.0 MINUTES OF THE LAST MEETING

Resolved: The minutes of the last meeting on 21 January 2019 were confirmed as a correct record.

49.0 MATTERS ARISING FROM THE MINUTES

49.1 ACTION: SK to circulate a Staff Governor letter of interest to all Wolfreton support and teaching staff (minute 27). Completed.

49.2 ACTION: Governors to vote on SM's renewal of terms of office on the LGB at the meeting 29 April 2019 (minute 27). Completed. SM also confirmed her term and LD's had been extended by 3 years as they are Trust appointed. Also both AP and PM were successful with a further 3 year term as Staff Governors.

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- 49.3 **ACTION: SK to add an appendix to explain terminology in the Headteacher’s report ready for the next meeting (minute 29.3).** Completed.
- 49.4 **ACTION: SK to provide more details of the ERPLG training session taking place in the Summer term at the next meeting (minute 29.6).** SK still awaiting confirmation of date.
- 49.5 **ACTION: SK to follow up the increasing Safeguarding number of incidents with Mr Carruthers (minute 37.2).** SK explained that the increase was due to the improved communication links between the school and the Police via Operation Encompass and does not reflect an increase in incidents, it is purely a consequence of receiving more information.
- 49.6 **ACTION: SM to email Governors asking them which subject area they would like to link up with for focussed Governor visits to the school (minute 39).** SM confirmed this had been done and will be discussed in more detail in minute 57.

50.0 LINK APPOINTMENTS 2019

CD confirmed that she was happy to continue to be the Pupil Premium link Governor.

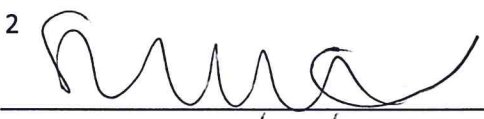
Resolved: Governor Links: Pupil Premium C Dean, Safeguarding S Milner and SEND L Dennett

51.0 ACHIEVEMENT AND PROGRESS – L Warnett

Year 11 Data trawl 3 collected in March 2019.

Attainment/Progress 8 Headlines (Context: 226 students in Year 11, 29 Disadvantaged (12.8% Y11))

Measure	Actual 2018	FFT20	DT0	DT2	DT3
Ave Total attainment 8	51.1	50.2	48.4	49.6	48.7
Females	54.5	52.9	51.3	52.7	51.5
Males	47.0	47.5	45.5	46.6	46.0
Disadvantaged	38.2	45.8	40.8	41.1	39.4
SEN	34.5	33.1	35.3	37.1	37.1
Ave Total progress 8	+0.07	+0.38	+0.07	+0.17	+0.06
Females	+0.30	+0.68	+0.36	+0.48	+0.34
Males	-0.19	+0.10	-0.23	-0.13	-0.21
Disadvantaged	-0.55	+0.20	-0.25	-0.34	-0.38
SEN	-0.15	-0.35	-0.27	-0.19	-0.25
<i>Basics</i>					
%students achieving 7+	11	14	15	13	11
%students achieving 5+	45	61	47	48	47
%students achieving 4+	76	80	71	67	69
% students entered for Ebacc	73		70.5	70	67
% students achieving Standard Pass	45	57	41	42	43
% students achieving Strong Pass	26	43	23	23	24
Progress 8 – English	+0.28	+0.09	-0.05	+0.14	+0.09
Progress 8 – Maths	-0.26	+0.60	+0.23	+0.06	-0.10

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Observations on DT3:

- Basics currently predicted 69% (down 7% compared to 2018)
- Progress 8 is positive similar to 2018 and national although only indicative as the P8 figure is not published until late September
- 9-7 & 9-5 English and Maths expected to be similar to 2018
- 9-4 predictions are above national but lower than last year
- Progress in English is down but remains positive
- Progress in Maths expected to improve on 2018 but remains negative
- There continues to be a gender gap, with girls outperforming boys in all measures except 7+ and 5+ in Maths
- Attainment 8 slightly lower than last year with both groups but the gap is expected to reduce
- Disadvantaged cohort slightly more able compared to last year with similar Progress 8 scores. However new additions to the cohort are a focus
- Attainment and Progress in English for Disadvantaged are expected to be higher than last year
- Attainment and Progress in Maths for Disadvantaged are expected to be lower than last year
- SEN always very variable with progress slightly negative although extremely well supported by staff. Very difficult to compare year on year however Attainment 8 is up on last year as well as the number of SEN students achieving English and Maths
- Lower and middle ability cohort expected to have lower Attainment 8 and Progress 8 scores than 2018
- Basics at 9-4 for lower ability are an area of concern due to decreases in performance in each area
- Middle ability students with 9-7 grades expected to be similar to last year although attainment and progress in English expected to decrease
- Upper ability students outcomes are expected to improve compared to last year

LW explained that the Science entry profile had been reviewed and the number of students now doing triple science has reduced to 100 giving higher 7+ predictions mirroring the national picture. It was felt that it would be better for the students to achieve higher grades for two Sciences rather than lower grades for three Sciences.

Q: (SM) Have the predictions for Japanese gone down?

LW: Yes. As there are only 13 students entered each student is worth 8% and 1 student may not achieve a grade.

LW was thanked for her report and left the meeting at 5.25pm.

52.0 PUPIL PREMIUM – M Carruthers

MC explained that the Pupil Premium Strategy was produced in September. In total there are 190 students eligible for pupil premium with 32 in Year 7, lower in comparison to other schools.

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Total PP cohort	190
Year 7	32
Year 8	34
Year 9	41
Year 10	36
Year 11	32

Key barriers were identified for these students:

In-school barriers

- Attainment gap on entry compared to non-PP students
- Literacy and vocabulary skills
- Confidence and engagement in core subjects of Maths and English
- Individual challenges such as social, emotional, SEND

External barriers

- Attendance
- Access to financial capital may limit access to opportunities

MC described the following strategies to address each of the key barriers. Some strategies address more than one barrier.


Quality First Teaching

- *Coaching programme* – 3 staff have completed coaching training and have been deployed to support staff with identified development requests
- *Teaching and Learning CPD* – on-going metacognition training for 4 staff. Whole school metacognition training has also been delivered
- *Collaborative planning* – Faculties been given allocated planning time to allow consistency of approach and to support curriculum development
- *Peer observation time* – the sharing of good practice across departments to focus on development areas identified
- *Smaller class sizes in KS4 English and Maths* - to allow focussed teaching and marking and bespoke intervention

Impact of these is being reviewed through observations and will be fully assessed towards the end of the academic year.

Targeted support

- *MGP (making good progress) lessons* – taught over 6 week period by subject specialists to address identified areas for development
- *Sound training* – a bespoke literacy programme to help develop reading ages across year groups in small cohorts
- *Tutor time mentoring* – Students identified for improvement have been involved in small group intervention by subject specialists across Geography, History, Science and PE
- *Intervention* – Supporting students to complete elements of non-examined assessments (such as BTECs) due to absence.

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Learning support

- Literacy (reading and spelling)
- MSL (multi-sensory learning) Maths
- MSL reading and spelling
- Functional skills
- Transition
- SEMH (social, emotional and mental health) groups including outside agency involvement
- Friendship and transition groups

Pupil Premium Pastoral Managers

- 175 pupil premium students identified and engaged with Pastoral Managers interviews so far this year
- 6 meetings on average per student

Vocational learning mentor

- 4 pupil premium students attend College in Years 10 & 11
- Behaviour/effort monitored
- Excellent attendance being maintained throughout

Other strategies

- Creation of individual student profiles (following interviews) shared with staff in briefings and on school intranet to support classroom planning
- Focussed AtL intervention
- Level 6 careers advisor ensuring all pupil premium students have been seen on a 1-2-1 basis
- LAC expenditure in PEPs (pupil education plan) bespoke to individual needs which include acquisition of technology to support learning
- Arts participation fund – 5 students have benefited from funding for music lessons to develop access to the curriculum and support progress in lessons

Attendance & Welfare Manager

- Improvement in whole school attendance 94.7% compared to last year (94.3%)
- Increase in pupil premium attendance 90.6% compared to last year (88.6%)
- Reduction in number of pupil premium students being persistent absent 44 (last year 48)
- Increased drive on attendance leading to 17 pupil premium students on attendance plans compared to 11 last year along with 5 at pre legal stage compared to 2 last year

Pupil Premium Leaders

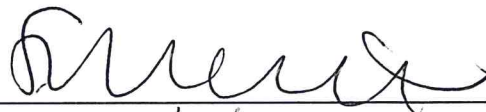
- Attended regional CPD
- Addressed the need to increase staff awareness by highlighting personal barriers with the pupil premium support plans
- Tutor time reading initiated, developed and implemented
- Pupil premium profiles completed and shared with staff

Further actions to support Year 11

- Targeted intervention arranged
- Marking first policy maintained
- MC met with pupil premium mentors to ensure students with gaps are prioritised for meeting time and in lesson support

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- Bespoke areas for development for individual students identified for English and Maths
- Heads of House hold weekly meetings with pupil premium students to offer support and revision materials where needed
- Investigation of YipiYap support for next academic year

Q: (KW) What is YipiYap and do other schools use them?

SK: They are an organisation that pair schools with gap year students. Winifred Holtby use them and it can be a real motivating factor students supporting other students.

Q: (RF) Financially, can we access this?

SK: Yes, they would be with us for a year as a gap year student funded through the pupil premium. We will be applying to have them for 2019-20.

Q: (LD) Presumably the training and expertise will be gathered at YipiYap?

SK: Yes however we are looking at teaching & learning links within the Trust. The MPG lessons work really with the old specifications but we are still assessing how well they work with the new specifications.

Q: (SM) Which strategy has been the most effective?

MC: I believe strategies to improve attendance are the most effective as we cannot teach students if they don't attend.

C: (SK) The post of Attendance/Welfare Manager was financed by pupil premium funding last year and has been effective in narrowing the attendance gap. However the funding towards this post was reduced this year and absorbed in school.

Q: (RF) The strategies implemented to support pupil premium students is hugely impressive. The amount of information and detail and knowledge provided in the report is excellent. Is there anything else that we can do to close the gap that we haven't tried already?

MC: Increase in attendance along with using internal support rather than external support. Quality first teaching should have the biggest impact and building relationships. Pupil premium pastoral managers are amazing and are the biggest contributors to CPOMS logging details.

C: (SK) I agree, students look to them when they come in; their relationship is critical and can bring the students into school on occasions. They are an invaluable addition to the pastoral team.

Q: (CD) They currently work part-time. Could we look to increase their hours?

SK: We believe the current system works well due to the personnel, all are retired teachers working as mentors who were previously exceptional tutors or former Heads of Year so it is about securing the right people. We started with one and now we are putting in a third along with balancing the other support already available.

Q: (SM) Claire, do you believe you get enough information regarding pupil premium students?

CD: Yes but I will come in for another meeting to discuss further.

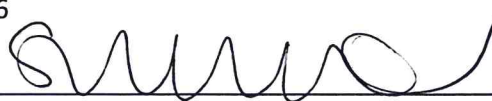
MC was thanked for his report and left the meeting at 6.06pm.

53.0 CEIAG REPORT – D Temperton

DT explained that in January 2018 the DfE published the Careers Strategy with statutory guidance for careers guidance in schools.

The following are actions that every school must take to comply:

- Ensure there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 to inform them about technical education qualifications or apprenticeships

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- Publish a policy statement setting out arrangements for provider access and ensure it is followed
- Begin to use the 8 Gatsby benchmarks to improve careers provision now and meet them by the end of 2020
- For the employer encounters benchmark, every school should begin to offer every student 7 encounters with employers (at least one per year) from year 7 to year 13 and meet this in full by the end of 2020. Some of these should be with STEM employers.
- Appoint a named person to the role of Careers leader to lead the Careers programme
- Publish details of the Careers programme

DT confirmed that Wolfreton was already meeting the vast majority of these, as follows:

1	Independent careers guidance provided to Years 8-13	✓
2	Policy statement for provider access (published on website)	✓
3	Evaluation on current careers programme	✓
4	Publish details of careers programme	✓
5	Use Gatsby benchmarks to improve careers provision now and to meet them by 2020, raise awareness and linked to annual careers programme	On-going
6	7 encounters with employers, at least one per year	✓
7	Have a careers leader in place (gained Level 6 careers leader qualification)	✓
8	Identify careers input to PSHE programme and deep learning days	✓
9	Taught lessons in Year 8/10 programme	✓
10	Introduction of Employability skills passport	On-going
11	Compass evaluation tool	✓
12	Quality in careers standard reassessed – due end of July	On-going

DT explained that a number of schools had completed an evaluation tool with only 37% meeting that standard as many schools dropped work experience. Wolfreton employed a careers advisor in September 2018 and is now in a better place with records of meetings and follow-ons.


DT provided a detailed analysis for the Class of 2018 and outlined the following points:

- In the last 3 years only 1 student has left as a NEET (a young person who is no longer in the education system, not working or being trained for work)
- Wolfreton NEET figures are well below national figures
- Apprenticeship numbers across the board are higher than national average
- Foundation learners (6 last year) all at FE college
- Huge increase in number of sixth form leavers (20%) attending Russell group universities

C: (LD) *I'm so pleased that work is continuing with work experience. It is extremely invaluable.*

CD thanked DT and his team for their contribution to the school and SM thanked DT for all his work over the years.

DT left at 6.31pm.

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54.0 HEADTEACHERS REPORT – S Kukuc

SK invited questions regarding the Headteacher's report that had been issued the previous week.

School context:

- Number on roll in October 2018 census was 1,499 – 25 March 2019 1,496
- Number of pupil premium students currently 190 (14.7% of school roll)
- Number of LAC = 3
- Number of SEN support = 180
- Number of students on EHCP = 25

54.1 EFFECTIVE OF LEADERSHIP AND MANAGEMENT

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

Leadership development forms a key priority in the School Development Plan. Work across the Autumn and early Spring focussed on:

- Faculty leaders working with the Academy Improvement Partner (AIP) on developing high performing teams
- Faculty leaders or TLR post holders attending PiXL subject conferences which focusses on curriculum, teaching and learning and personal development

Following the AIP workshops in the Autumn term a series of Subject Impact Meetings took place for all faculty leaders. These meetings were designed to look at the impact of work in individual areas, identify strengths and areas for further development to maximise impacts for students and teams.

SDP Priority – to review and re-fashion the KS3 curriculum

Work has continued with the implementation of the new KS3 curriculum. Schemes of learning are scheduled for the summer term when time is released with Year 11 and Year 13 sitting examinations.

54.2 SAFEGUARDING


Updated safeguarding figures were shared. The number of recorded incidents indicate that figures for most categories were broadly in line with those of previous years but show an overall increase which could be linked directly with continuous awareness and increased reporting.

54.3 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

A number of key headlines were published in the report. A full impact report will be available at the end of the year.

Q: (RF) Looking at the Safeguarding report, it looks as though substance abuse for the Spring term is significantly higher and domestic violence has doubled compared to the previous year?

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SK: It looks as though the figures have increased but we believe this is due mainly to Operation Encompass information now being shared with schools. This information does refer to incidents taking place out of school too.

Q: (RM) Is there a way we can separate the data to show what is in school and what is out of school?

SK: I will ask MC if this is possible.

ACTION: SK to establish whether the Safeguarding data can be split to show incidents occurring in and out of school separately. (minute 54.3).

55.0 SCHOOL DEVELOPMENT PLAN (REVIEW 2) – S Kukuc

The SDP review was shared with the Board.

SK stated that staff are revisiting the SDP and will be presented in the Autumn term.

56.0 GOVERNOR SKILLS MATRIX – S Milner

SM stated that she would like to undertake a SWOT analysis to help shape future agendas and identify strengths and areas for development within the Governing Body. SM to facilitate this using Survey Monkey which is a quick and easy way for people to respond and will be anonymous.

SM also stated how important the skills audits were and that once everyone had completed them, they can be used to identify any training needs and equally useful to know which skills are required when electing new Governors. JT to chase outstanding audits then forward them to SM.

With regard to the NGA learning link, it was noted that only AP had logged on. SM stated that there is a minimum requirement of 2 modules for Governors to complete each year, this term both the Safeguarding and Data Analysis modules need to be completed before the end of July. Governors were asked to log on using instructions from Gilly Stafford's email.

Instructions on how to use a new tool, Compliance Manager, part of TheSchoolBus was discussed as a new way of reviewing and approving school policies. Governors need to activate their account and any future policies that need reviewing will now be done electronically.

ACTION: SM to send out Survey Monkey to Governors to help share future agendas, identify strengths and areas for development (minute 56.0).

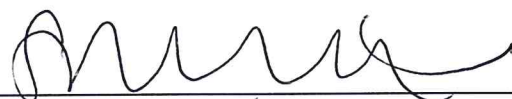
ACTION: JT to chase outstanding skills audits and forward them all to SM (minute 56.0).

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 56.0)

ACTION: All Governors to activate The SchoolBus resource link (minute 56)

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57.0 GOVERNOR LINK DEPARMENTS – S Milner

SM stated that an email had been sent to Governors asking which subjects they would like to be linked with. She felt it would improve working relationships and Governors could have subject specific visits and complete a school visit form along with providing a verbal update at meetings.

The following Governor/subject links were approved:

- English – CD
- Extra-curricular - RM
- Humanities - RW
- Maths – KW
- MFL – SM
- Science - RF

SM invited any further requests to be emailed to her for consideration.

SK proposed to put Governor meetings in the school diary for week beginning 10th June for any Governors available to attend. Meetings can then be arranged individually according to subject leaders' availability.

58.0 TRUST UPDATE

An update on the Trust was shared.


- The application from the Trust to bring Winifred Holtby Academy into the Trust as full members has been approved
- St Anne's School and Sixth Form College has received confirmation that work will begin on the building of their new school which will be built on the site of the old Hessle Lower School
- The Central Service team continues to consolidate by the centralisation of Finance and HR, taking on staff from across the Trust.
- The Trust is currently in the middle of a restructuring programme that will see the full centralisation of the Finance Team and the creation of an in-house HR Team. Both these teams will be based at the Trust offices at Cottingham High School with effect from 1 September 2019. The HR team will be complemented by a senior Pensions Clerk who will be responsible for pensions across the Trust thereby removing this task from individual academies
- TCAT is now eligible for capital funding under the Schools Condition Allowance as a result of having 5 or more schools. This funding must be used by the Trust to maintain and improve the estate

SK stated that she was working with St Anne's to try to offer them some space for some specialist lessons such as Art and Technology with huge advantages for both schools.

59.0 DATE AND TIME OF NEXT MEETING

The dates for next year's LGB meetings will be available in the next couple of weeks but Wolfreton LGB will remain on a Monday.

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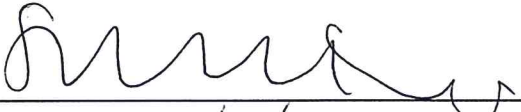
60.0 ACTION POINTS

- 60.1 ACTION: SK to establish whether the Safeguarding data can be split to show incidents occurring in and out of school separately. (minute 54.3).**
- 60.2 ACTION: SM to send out Survey Monkey to Governors to help share future agendas, identify strengths and areas for development (minute 56.0).**
- 60.3 ACTION: JT to chase outstanding skills audits and then forward them all to SM (minute 56.0).**
- 60.4 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 56.0)**
- 60.5 ACTION: All Governors to activate The SchoolBus resource link (minute 56)**

Rob Fisk left the meeting at 7pm.

The Part A meeting ended at 7pm.

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