

Minutes of the Meeting of the Local Governing Board of Wolfreton

In the Conference Room on Monday 22 January 2024 at 17:00

GOVERNORS PRESENT:

Ms H Power (Chair, HP), Mr D Gath (DG), Miss S Kukuc (Headteacher, SK), Mr T Leech (TL), Mrs M Morgan (MM), Mr A Paffley (AP), Mr P Smith (PS), Mr S Walsh (SW)

ALSO IN ATTENDANCE:

Mrs R Appleyard (RA), Mr M Carruthers (MC), Mrs L Craxton (Clerk, LC), Miss L Hull (LH), Mr J O'Brien (JOB), Miss E Papaglimis (EP), Mrs J Perry (JP), Mrs L Taylor (LT), Mrs L Warnett (LW)

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

32 WELCOME AND INTRODUCTIONS

HP welcomed everyone to the meeting. Erica Papaglimis joined the meeting as a guest as DBS checks were ongoing. Once complete, Erica will join the board as a Trust-Appointed Governor

33 APOLOGIES

Apologies had been received from C Petrariu and K Woodcock

Resolved: That consent be given to the above-named governors

34 DECLARATIONS OF INTEREST

None declared for this meeting

35 MINUTES OF THE LAST MEETING

Minor spelling corrections were made on page 3

Resolved: After the above corrections were made, the minutes of the meeting on 21 November were declared a true record and are to be signed by the Chair, HP

36 MATTERS ARISING

ACTION: SK to include a PP Provision Map graphic in a future Headteachers Report **Carried Forward**

ACTION: SK to include table of PP and DA uptake of enrichment opportunities in the next HT Report **Carried Forward**

ACTION: Governors to liaise with SK on themes they would like to see included in the HT Report **Carried Forward**

ACTION: JOB to provide double DA Attendance and Behaviour data and look into Trust comparisons for the next report **See minute 38.1b**

ACTION: JOB to look into an extra column in the SDP indicating where the relevant information is in the SEF **Carried Forward**

ACTION: LC to contact all governors with outstanding learning to complete as soon as feedback is received from TNC **See minute 42**

37 SAFEGUARDING REPORT

- 0 children in a category of concern
- 10 identified as a Child in Need
- 11 LAC on roll
- Year 7 highest for SEND with 68 students, Year 11 lowest with 24 students
- Logged causes for concern slightly lower than this time last year
- 20 Operation Encompass alerts received
- 359 safeguarding concerns acted upon
- 2 referrals made to Early Help in the first term
- 117 Year 11 students on the Safeguarding Monitoring List
- Mental Health still a concern

Q: (DG) Year 11 is a concern. Are you seeing a theme?

MC: It's an element of age and need but there are no particular themes of concern

C: (MC) Mental Health is still a major concern for us and we see a spike at exam times. We always have support in place to make sure they are equipped with coping strategies

C: (SK) One of the factors of changing from 4 options to 3 was to alleviate the pressure

Q: (DG) How do you measure the effectiveness of the strategies in place to develop resilience?

MC: We have started to measure through questionnaires, parent and student voice. We are also working on the PSHE curriculum and upskilling staff. A lot of training and work needed in regards to helping students deal with their mental health

Q: (DG) There was a low staff response to the survey, are there any plans to redo it in directed time?

MC: We can look at that. We also might need to help staff understand the importance of completing it, what the aim is

Q: (MM) How are you addressing conflicting behaviour, sexualised behaviour?

MC: A lot of work goes on, especially in the PSHE curriculum and we have targeted assemblies throughout the year

C: (MM) It would be good to see more gender specific interventions



Q: (MM) Are you monitoring the repercussions from being in isolation? Are they having a positive or negative impact?

LH: That's difficult to measure and monitor. Reasonable adjustments are made where possible and necessary using Rushanje House

Q: (MM) Are they in isolation for the whole day, even across lunch?

LH: It depends on the student and their individual need

MC left the meeting at 17:30

38 CURRICULUM QUALITY

38.1a Performance Data Report

KS4 Progress and Attainment

	Attainment 8				Basics % 9-4				Basics % 9-5			
	All	PP	SEND EHCP	SEND SUPP	All	PP	SEND EHCP	SEND SUPP	All	PP	SEND EHCP	SEND SUPP
2024 Target	54	48			78	68			56	41		
Autumn Mocks	38.94	26	16.8	20.2	46	11	0	6	24	4	0	6

- Marginally improved mock outcomes at Basics 4+, 5+ and 7+ however, all measures are below target
 - Autumn 2022 Mock Basics 4+ 42%/Autumn 2023 Mocks Basics 4+ 46%
 - Autumn 2022 Mock Basics 5+ 23%/Autumn 2023 Mocks Basics 5+ 24%
 - Autumn 2022 Mock Basics 7+ 3%/Autumn 2023 Mocks Basics 7+ 4%
- DA and SEND still performing below their peers
- Strengths identified at 7+ include English Language, Computer Science, Design and Technology, Geography, History and Music
- Areas in need of development include DA and SEND cohorts

KS5 Progress and Attainment

	L3 Value Added	A-Level APS	A-Level Value Added	Applied General APS	Applied General Value Added
2024 Target	0.25	40	0.3	31	0.2
Autumn Mocks	-0.47	33	-0.54	26	-0.24

	Autumn Predicted 2022/3	Target 2023	Autumn Predicted* 2023/4	Target 2024
A Level APS	38.55	40	36.63	40
A Level VA	-0.02	0.3	-0.13	0.3
Applied General APS	32.39	32	30.33	31
Applied General VA	0.2	0.2	0.22	0.2

- Applied General slightly ahead of 22/23 cohort

- Strengths include positive outcomes in Art, Photography, Product Design and Textiles
- Development needed in Biology, English Language, English Literature, Geography, History, Maths and Psychology
- Monitoring underway in Business and Sociology

Q: (AP) *Business Studies and Science are large cohorts but are below 4?*

LW: *Science is misleading in the data. To get a fair reflection, you'd need to look at their other classes individually. All of the Business students are doing it GCSE. A review has been done and there is an action plan in place*

C: (RA) *It connects to the quality of education*

Q: (TL) *Was it the same with PE last year?*

LW: *The current Year 10 have 1 lesson and Year 11 2 lessons. The data is slightly better for Year 11*

C: (SK) *These tables don't include the same type of data as last year, comparisons are not always available*

C: (JOB) *We've included it here so you can see where they are*

Q: (MM) *What about Spanish at KS5?*

LT: *We have done learning walks and reviews and are working with Hessle High School. We have drilled down and the biggest drop was the speaking assessment. There is no online exam-based training, it's hard to pinpoint where the difference lies*

Q: (TL) *Are you putting on any extra classes?*

LW: *Yes. We are putting on the same interventions as last year in Science. History and Geography have been placed into groups. Lunch and after school classes are also taking place*

Q: (AP) *Is this mock data based on full papers or a cluster of papers?*

LW: *It varies from subject to subject but most are full papers. The PE mock is just written, there is no practical element*

C: (DG) *When it comes to small groups, one student can have a massive impact on the grades*

LT and LW left the meeting at 17:47

38.1b Attendance and Behaviour Report

Attendance

- Attendance last term at 92.9%, Trust target is 94%
- Year 12 highest at 96.6%, Year 11 lowest at 90.6%
- Boys (96%) slightly higher than girls (92.9)
- PP 86.2%, SEND Support 87.5%, SEND EHCP 90.8%
- Double DA: 250 PP, 230 SEN, 63 PP/SEN
- Double DA attendance highest in Year 9 with 91.5%, lowest in Year 11 with 62.6%
- PA 19.5%, national average is 25.9%
- 10 students currently EHE (Elected Home Education)
- Attendance initiatives continue with rewards assemblies and 100% club badges worn with pride

Behaviour

- 107 days lost to 47 suspensions in the first term, 55 days of these were PP
- Boys higher than girls, 73 to 34 respectively
- Majority of suspensions are for persistent disruptive behaviour
- 9 Double DA have received suspensions



- A wide range of support is available both internally and externally
- 2 students accessing Alternative Provision, 2 students accessing The Hub on short stay placements
- 24 students in Years 7 and 8 have completed the Bounce Forward programme which focusses on resilience skills to support emotional wellbeing
- 20 students have attended mindfulness sessions with the Trust counsellor and 5 have attended sessions with Marlowe, the wellbeing dog

Q: (HP) Are there any alternatives at lunch for those who don't want to attend a club or sit with the rest, any quiet areas?

SK: There are huge benefits from the single lunch sitting but we could make significant gains if we had more internal space. We would be able to better manage the volume whilst maintaining the enrichment programme

C: (LH) The lunch provision has 2 elements. High level SEN and those with mental health concerns can eat in the staffed Achievement Centre. Feedback from Year 7 parents does indicate they'd like a separate area. The library is sometimes used but is not ideal. We are looking at additional alternatives

Q: (HP) So there are no concerns over some struggling to eat?

SK: No, they all go through quite quickly and there is always plenty of food. We monitor the queues very closely

Q: (MM) Are the older and younger years mixed in the queues?

LH: No. Years 9, 10 and 11 are separated from Year 7 and 8

C: (HP) If any governors still have concerns, I invite you to come in over a lunch break and observe. I have and although it's loud, there are no issues

C: (SK) Noise is good, interaction is important

C: (EP) Queueing is a fact of life, it's unavoidable. They need to get used to it

C: (MM) I feel more could be done with bullying concerns, parents feel in the dark. Maybe the process needs to be highlighted to parents

C: (LH) GDPR prevents us from sharing too much information. We do check in and follow up with victims and perpetrators, for want of a better term, long after the case has been resolved to make sure everything is still OK

C: (EP) Sometimes it reassures if we explain what we are doing to help the bully modify their behaviour

C: (LH) Sanctions are put in place but we cannot share these with all parties involved

38.2 Quality of Education report

The quality of education follows a teaching and learning framework consisting of:

- Curriculum planning
- Behaviour and relationships
- Practice and retrieval
- Explaining and modelling
- Questioning and feedback
- TCAT effective literacy

Quality Assurance is carried out through:

- Learning walks
- Work reviews
- Student voice
- Subject reviews
- Department Improvement Framework (DIF)



22/1/24

- Through QA, it is evident there are clear strengths in Science, Geography, RE and Art
- The vast majority of teaching is effective
- Reading has been identified as a high priority and interventions such as Lexia, Reading Plus and Read, Write Inc have been secured
- Maths interventions through the Access Mathematics Tests are also underway

C: (HP) This is an excellent report, we struggled to find 'fault' and issues. This shows us how far WS has come

C: (TL) Homework is sometimes an issue, it can become the parents' homework

C: (RA) Practical homework is necessary, it helps bring out their creative side, brings the subject or topic to life

39 2024 OPTIONS – Approach and Timeline

The KS4 curriculum is to remain the same as approved by the LGB in the spring:

- Three option choices
- A balanced amount of teaching time allocated to option choices (3 hours per week)
- Direct students who are able to follow a language

- GCSE Textiles will not be offered
- Where applicable, specifications are to be reviewed – GCSE Business or VCert business for example

For the class of 2026, the process will begin on 07 February with an invitation to Open Evening. Booklets, assemblies, taster sessions and forms will follow

Q: (JOB) How were specific subjects affected in the reduction from 4 to 3? Were guided choices adjusted to ensure a balanced uptake?

RA: the expectation is that some that don't run this year will return. It's difficult to make comparisons as the courses are so different

Q: (JOB) Has MFL been brought down to a level we are happy with?

RA: We'd like to guide more students back to MFL. Parents' evening provides an opportunity to discuss progress. Development has been seen in a recent subject review

40 CONCERNS AND COMPLAINTS REPORT

- 19 concerns received during the Autumn term
- 35 formal complaints received since June 2023, 37% of these are complaints around the enforcement of the Uniform Policy
- 32 of the formal complaints have been closed, 25 of them at stage one. 3 remain open

C: (HP) Having to raise bullying through a complaint seems a little insensitive

SK: People will access concerns and complaints differently. Sometimes we are aware of the complaint prior to it being raised as one. Being aware of a concern prior to it being raised is a positive as we can follow up and help to resolve quicker

Q: (TL) Is there someone allocating the complaints to staff?

SK: They are all logged centrally and allocated from there

Q: (EP) What are levels 1 and 2? Who deals with what?



SK: Level 1 is dealt with by a line manager or the Deputy Headteacher. Level 2 is the Headteacher but it can also depend on the nature of the complaint

Q: (TL) Are there set timescales?

JOB: 10 working, or school, days for a response. This allows investigation

Q: (MM) Do you monitor students leaving?

SK: Yes, we will always monitor mobility

Q: (MM) Do you hold student exit interviews?

SK: Not exit interviews as such but they will have a meeting with their year leader

41 POLICY UPDATE

41.1 Examination Policy and Procedure

The Examination Policy and Procedure was tabled for approval

A note on cyber attacks has been added

Resolved: The Examination Policy and Procedure was approved

42 GOVERNANCE UPDATES

42.1 Governor Link Visits

HP met with SK for a general catch-up and visited Rushanje House on 20 December

Calm behaviour was seen and the student attending that day was engaged in their work and was happy to talk to me about it

HP urged all governors to visit Rushanje House

MM conducted a safeguarding visit on 20 December

Road safety, bus travel and isolation measures were among the topics covered in the brief visit. MM planning a visit to Rushanje House this term

42.2 Governor Training

ACTION: MM, CP and KW to complete the Role of a School Governor Module on The National College before the end of the half term

ACTION: CP, PS and KW to complete the annual GDPR module before the end of the half term

43 DATE OF NEXT MEETING

Monday 22 April 2024, 17:00. Pre-meet from 16:30

44 ANY OTHER URGENT BUSINESS

None



22/4/24.

45 ACTION POINTS

45a ACTION: SK to include a PP Provision Map graphic in a future Headteachers Report
(minute 36)

45b ACTION: SK to include table of PP and DA uptake of enrichment opportunities in the
next HT Report (minute 36)

45c ACTION: Governors to liaise with SK on themes they would like to see included in the HT
Report (minute 36)

45d ACTION: JOB to look into an extra column in the SDP indicating where the relevant
information is in the SEF (minute 36)

45e ACTION: MM, CP and KW to complete the Role of a School Governor Module on The
National College before the end of the half term (minute 42.2)

45f ACTION: CP, PS and KW to complete the annual GDPR module before the end of the half
term (minute 42.2)

Part A closed at 18:40 and RA, LH, JOB, EP, JP and SW left the meeting



22/4/24