



THE CONSORTIUM
ACADEMY TRUST

Minutes of the meeting of the Local Governing Board Meeting of Wolfreton School, Meeting Room, Wolfreton School Monday 20 January 2020 at 5.00pm

GOVERNORS PRESENT:

Mrs S Milner (SM, Chairperson); Mr D Burkill (DB); Miss S Kukuc (Headteacher, SK); 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:

Mrs R Appleyard (Deputy Headteacher, RA); Mrs S Fortnam (Director of English, SF); Mrs J Needham (Director of Science, JN); 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.

24.0 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting.

25.0 APOLOGIES

Miss H Calverley, Mr O Parr

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

26.0 DECLARATIONS OF INTEREST

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

27.0 ENGLISH PRESENTATION – Mrs S Fortnam

SF outlined the progress made to date against actions on the faculty development plans for each key priority:

1. Monitor and evaluation the delivery of the curriculum

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| Review schemes of learning | All highlight clear points where students are set challenging targets prior to low stakes tests and key marked pieces. Curriculum has been mapped out to allow for clear progression of portable skills through Key stages 3-5. |
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| Launch new reading schemes | 'The Giver' has been introduced into KS3 with a dynamic scheme of learning. |
| Monitor and evaluate accelerated reader | Reports are scrutinised by class teachers to inform progress and reading homework tracked rigidly. |
| Back to basics with writing in year 11 in response to the exams | Schemes of learning have been amended to allow for more extended writing practice both in KS3 and KS4. Work scrutiny checking specifically for extended writing has demonstrated that students are now regularly exposed to this opportunity. |

2. Raising expectations in English and reviewing assessment

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| Consistent use of the Positive Discipline behaviour policy to drive standards across the faculty | Teachers are greeting students at the door ahead of lessons. Time given in curriculum time meetings to make positive phone calls home. |
| Students strive to meet aspirational target grades | Year 11 target grades have been reviewed in light of the summer results and grade boundaries. Grade boundaries have been significantly raised when marking pre public exams (PPEs). |
| Formalise year 11 PPEs in terms of marking procedures, standardisation and moderation | Standardisation meeting planned ahead of PPE2 marking to ensure consistency across the team when marking other students' papers. New mark sheets launching for PPEs both to reduce workload and ensure consistency in feedback for students. |

3. Excellent teaching and learning experiences

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| Promote tier 2 vocabulary | Both new and current schemes of learning identify key times in which to strengthen core vocabulary. Vocabulary choices are modelled by class teacher. Students are encouraged to answer questions and engage in discussion and debate, with considered vocabulary choices. |
| Avoidance of collective response to monitor progress – no hands and mini-whiteboards | Learning walks and lesson observations demonstrate a collaborative approach to assessment for learning across the faculty. Student engagement is excellent and not just driven by the students who are more forthcoming to respond. |
| Use of 'spacing' theories and practice | Lesson delivery and schemes of learning allow for the embedding of skills and long term memory strategies. |

4. Monitoring and Tracking

| Summer 2019 exam results | Current predictions |
|--------------------------|---------------------|
| 9-7 – 24.2% | 9-7 – 15.5% |
| 9-5 – 59.6% | 9-5 – 63.7% |
| 9-4 – 78.9% | 9-4 – 82.5% |

- Staff occasionally reluctant to predict high grades. Expecting %9-7 to improve.

- Moving to more consistency in terms of teaching and delivering schemes of learning.
- Intervention for identified students with a different teacher.

Q: (SM) I really like the back to basics approach. Have the intervention sessions already started?

C: (SF) Yes, there is a Thursday evening session with more targeted sessions before Easter, as well as tutor time intervention.

Q: (SM) There is a limited period now to make a huge impact. What one thing do you think will help to improve the outcomes?

C: (SF) I believe it is down to assessment and how we are working with results from PPEs, focussed MRI, how they are used and time to mark them in classroom time and homework. We will look at how students are dealing with targeted extended pieces of work for independent learning for Y10 and Y11.

Q: (RF) With the grade boundaries changing last summer, was there a big variance between predictions and actuals?

C: (SF) Not massive but there was a difference. We forecasted more positively but obviously the grade boundary change didn't help. Current predictions are very positive.

Q: (RF) How does that translate into drilling down into individuals?

C: (SF) We will be looking at reaction to the PPEs, targeted intervention and we may deliver via skills base or topic. We have mixed ability classes in English except top and second set so mixed classes will have a targeted approach. Also engagement with MRI, ensuring consistency across the department. We will also look at data in-depth with class teachers.

Q: (LD) Writing came out as an area to be looked at. However writing takes a long time to mark. How are staff coping with large amounts of marking?

C: (SF) We are setting priorities for marking and are asking students to do class tasks leading to homework tasks.

Q: (LD) What was the feedback from the exam board. Were students not writing enough?

C: (SF) Not specifically. We are bringing it back to basics and planning for an effective narrative that isn't pages long.

Q: (DB) It would appear young people these days seem to be worse at writing, how you do deal with this?

C: (SF) We are trying to address this lower down at KS3 trying to equip students with vocabulary and how to spell and use it in context.

Q: (KW) You have outlined the actions and progress but the ultimate measure is results. What are the main areas to be addressed?

C: (SF) Tracking with assessments, feedback to line manager and quality assurance.

Q: (KW) When were the predictions collected?

C: (LW) We collected the data after the PPEs in the middle of December.

Q: (KW) Going from experience, can you measure from previous years to see if there is a positive trend?

C: (SF) There is a huge indication from writing skills, although the next PPE will be totally different so you can't compare the two sets of results.

SF was thanked for her presentation and left the meeting at 5.25pm.

28.0 SCIENCE PRESENTATION – Mrs J Needham

2019/20 key priorities for the Science faculty were outlined:

- Improve attainment outcomes for GCSE combined science & separate sciences

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- Improve progress for students in GCSE combined science & separate sciences
- Improve outcomes for Disadvantaged and SEND students
- Continue improvement of outcomes for upper ability students
- Further develop 5 year Science curriculum
- Develop staff within Science faculty
- Assessment developments including cumulative assessments in Year 10 and development of low stakes testing (LST) / retrieval techniques
- Embed new faculty feedback policy linked to new parts of department assessment strategy
- Introduction and roll out of new additional rewards system

JN described a number of actions taken to address the key priorities:

Quality of Education – Curriculum

- Produced an overall one page curriculum plan for each of the three science subjects
- Review of the order of units being taught in Year 7 and Year 8
- Ongoing review of schemes of learning and use of knowledge organisers at KS3 & KS4
- New assessment strategy started in Y10/Y11 with cumulative assessment model
- Curriculum team meeting (CTM) for sharing of LST techniques and ideas for retrieval of information

Quality of Education – Implementation (Teaching & Learning)

- Whiteboards purchased for all members of the department
- Continued development and use of LST across all year groups
- Ways of using whiteboards within lessons discussed at CTMs
- Discussion of wave 1 strategies for intervention for all year groups at CTMs
- Use of cumulative assessment data to identify intervention needs for all years
- Work scrutiny carried out in December for all year groups
- Development of department assessment calendar

Quality of Education – Impact on outcomes

- Completion of exams analysis reports
- Analysis of where students lost marks
- Change of entry (separate vs combined)
- Launch of rewards for Y10 and Y11 linked to GCSE Pod
- Increased use of GCSE Pod for homework/revision activities
- Cohort of 20 students with borderline grades (3/4 and 4/5) using Tassomai
- Change to assessment in Y11 – cumulative exam after Easter

Current Science predictions v National 2019 data

| %9-5 | Cohort number | National 2019 | DT2 (Dec 2019) |
|-----------|---------------|---------------|----------------|
| Biology | 63 | 80% | 99% |
| Chemistry | 63 | 79% | 71% |
| Physics | 63 | 79% | 95% |

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|------------------|-----|-----|-----|
| Combined Science | 183 | 34% | 40% |
|------------------|-----|-----|-----|

| %9-4 | Cohort number | National 2019 | DT2 (Dec 2019) |
|------------------|---------------|---------------|----------------|
| Biology | 63 | 90% | 98% |
| Chemistry | 63 | 90% | 94% |
| Physics | 63 | 91% | 100% |
| Combined Science | 183 | 55% | 65% |

Q: (SM) With regard to the change of entry from Separate Sciences to Combined, when were the students and parents told?

C: (JN) Students were told at the beginning of Year 11. Students have seen that they are doing better and they are happier and more motivated. Year 10s are fully aware of who is entered for Separate or Combined.

Behaviour and Attitudes

- Smartie scientist each half term for Years 7 & 8
- GCSE pod King/Queen with rewards for usage for each class in Years 10 & 11
- Success noticeboard for Y11 & Y13 Summer 2019 on science corridor
- Year 9 rewards system – staff nomination

Leadership and Management

Individual staff within the department have now been given additional responsibility for the following areas:

- Leading the rewards/GCSE pod/Tassomai at KS4
- Helping to lead whole school CPD on curriculum development
- Co-leading whole school CPD on igniting fires
- Helping to lead whole school CPD on metacognition

C: (SM) I feel very confident, there is clearly a lot going on. Hopefully the hard work will reflect in the outcomes this year.

Q: (RF) I can see there is a colossal amount of work going on and I can't speak highly enough of your department. It is clear that your focus has been on upper ability students and the improved Triple Science predictions. However for Combined Science, last year's %9-5 was 12.5% compared to 34% national. Now that more students are entered for Combined Science, are we going to get the bigger cohort through?

C: (JN) It is an area we will be working on in the next few weeks and after the PPEs we will be having targeted intervention groups and concentrate on building students' confidence in believing that they can do it and can achieve.

JN was thanked and left the meeting at 5.54pm.

29.0 MEMBERSHIP AND APPOINTMENTS – S Milner

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SM confirmed that Claire Dean had come to the end of her term and has decided not to extend. RW agreed to be the new PP Governor link and a future meeting is to be arranged with LW to look at Disadvantaged data.

Resolved: RW to be PP governor link for 2019/20.

ACTION: RW to arrange a meeting with LW to discuss Disadvantaged data.

30.0 MINUTES OF THE LAST MEETING (14 October 2019)

Amendments to be previous minutes to be made, as follows:

- Add David Burkill to attendees.
- SK asked for an amendment on page 3 to say “We have looked at mixed ability setting”.

Resolved: Subject to the above amendments being made, the minutes of the last meeting on 14 October 2019 were confirmed as a correct record.

31.0 MATTERS ARISING FROM THE MINUTES

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

31.2 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). All but one Governor have completed the mandatory units.

31.3 ACTION: SK to issue a copy of the revised Quality Assurance Framework to governors (minute 19.0). SK already shared with RF but will issue to all other Governors.

32.0 STRATEGIC HT REPORT TO GOVERNORS – S Kukuc

As Governors have had the opportunity to read the report prior the meeting, SK invited questions on a section by section basis. The Overall Effectiveness section would be covered at the end.

Quality of Education Summary – Curriculum (Leader accountable: R Appleyard)

Intent:

To offer an ambitious curriculum that is broad and balanced, aiming to deliver a high quality provision with a range of pathways that provide a stimulating and demanding education for students of all abilities – ‘Igniting Fires and Expectations’.

SK stated that the document explained where the School currently is across all year groups.

- Leaders have been and are currently engaged in an audit of the curriculum
- Building on the review of KS3, there is evidence in lessons of a great amount of engagement and participation
- Student feedback has been positive

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- Focus walks reflect a positive learning environment
- Staff continue to review sequence of topics
- Schemes of learning are being updated
- Metacognition can be seen in practice in lesson delivery, supported by a Consortium study skills day for Years 7 and 8.
- Arts rotation has been well received in Year 9 where students have 6 weeks blocks of learning
- For Year 11s the PPEs have been informative for staff and students with a forensic analysis of outcomes allowing staff to see which topics may need revising more thoroughly
- College provision remains a strength working with GTA (North Humberside Motor Trades Group Training Association), Hull College, East Riding College and a partnership across the Trust
- Two key areas of the curriculum provision have been reflected on this term – exploring the impact of the 3 year KS4 and looking at a range of models
- Students well supported through CEIAG (Careers Education Information Advice and Guidance) provision. The school was awarded the Quality in Careers Standard last term

Q: (DB) Who do we get the award from?

C: (RA) Humberside Partnership for Careers Provision.

Curriculum – Implementation

- Teaching and learning priorities have been set in accordance with recent changes to the curriculum at all key stages – acquisition of knowledge and skills over time, linear GCSE and A levels, 3 year KS4 and igniting fires at KS3.
- The Wolfreton Learning Model continues to be at the heart of the aim for Quality First Teaching in every classroom
- Key area for development – all teachers take opportunities to challenge pupils with ‘thinking hard’
- Students are given opportunities to apply their understanding through lesson activities
- Retrieval practice is increasingly embedded through Low Stakes Testing

Q: (RF) The glossary of terms already has a lot of acronyms but what does ‘thinking hard’ actually mean?

C: (RA) It is a deep understanding of something which requires a deeper level of thinking – it has a strong focus on knowledge but needs to go beyond that so applying their knowledge too rather than just facts.

Q: (RF) Following on from the focus walks and student voice undertaken by the External Academy Improvement Partner, an area for development is how do teachers know that all students have understood and embedded the key concepts for a specific lesson. How are we able to answer that question?

C: (RA) This section is written by Gavin Clark but I can answer this for you. Our quality assurance process is really important for us to understand what is happening in the school and informs our professional development which helps us to identify what the focus needs to be in terms of teaching and learning. We want to ensure standards are where we want them to be. It is important that not only senior leaders have an awareness of what is happening in the classroom but also much wider for faculty leaders and peers so our CPD programme this year allows peer observation opportunities and also staff linking with someone else to develop and try new ideas, watching each other and having a

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dialogue. The external checks are a fresh pair of eyes coming in so we work with our consortium leaders who come and see some of the teaching going on.

Q: (RF) Regarding an action identified on the last report regarding individual staff requiring development. Do we know how many staff fall into this category and are we comfortable with that level?

C: (SK) We don't grade lessons anymore which is seen as good practice. As practitioners everyone recognises there is room for development and movement. If engagement in CPD wasn't there I would be concerned. What we look at are what are the strengths, the areas for development through the peer observation and through CPD programme, opportunities internally or within the Trust to go and see practice elsewhere. It is now about development of practice.

Standards – (Leader accountable: L Warnett)

Context of Year 11:

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|--|-------------------------|
| Cohort: 251 - Females 110 (44%), Males 141 (56%) | |
| KS2 APS: 4.92 (in line with national – 4.83) | |
| Upper ability: 124 (49%) | Disadvantaged: 41 (16%) |
| Middle ability: 109 (43%) | Current FSM: 27 (11%) |
| Low ability: 17 (7%) | LAC: 1 (0.5%) |
| No KS2 data: 2 (1%) | Post LAC: 1 (0.5%) |
| Ebacc entry: 70% | |
| Red Pathway: 180 (72%) | SEN Support: 32 (13%) |
| Green Pathway: 65 (26%) | EHCP: 5 (2%) |
| Blue Pathway: 6 (2%) | EAL: 4 (2%) |

Current Predictions:

| Measure | 2019 actuals | DT2 | Analysis Statement |
|---------------------------------------|--------------|---------|---|
| Progress 8 | -0.20 | -0.29 | This is lower than the class of 2019 |
| Attainment 8 | 45.5 | 46.43 | This represents a 0.93 point increase compared to last year |
| 'Strong' Basics (9-5 in En & Maths) | 38.6% | 38% | This is the same as the class of 2019 |
| 'Standard' Basics (9-4 in En & Maths) | 65% | 68% | This would be 3% above the class of 2019 |
| Ebacc entry/achievement (9-5) | 68%/19% | 70%/19% | This is a 28% higher entry than national and is in line with recommended percentage entry. The achievement is the same as class of 2019 |

Current Predictions for 41 Disadvantaged students (16% of cohort):

| Measure | Analysis Statement |
|--|--|
| Internal and National 'Gaps' (negative value indicates DA lower than non-DA) | <p>P8 -0.71 (includes 3 learners who are being supported through alternative provision)</p> <p>Internal gap -0.50 This is an improvement of 0.13 compared to class of 2019</p> <p>National Other 2019 gap -0.84</p> |

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| | <p>A marginal improvement on the class of 2019 of -0.87</p> <p>Basics 5+ Internal gap -14% (Class of 2019 -13%)</p> <p>National other gap -23% (Class of 2019 -24%)</p> |
| Current 'Gaps' and Tracking | <p>P8 breakdown English P8 internal gap -0.70 (Class of 2019 -0.68) Maths P8 internal gap -0.15 (Class of 2019 -0.54) Ebacc P8 internal gap -0.52 (Class of 2019 -0.7) Open P8 internal gap -0.66 (Class of 2019 -0.55)</p> |
| Gender (negative value indicates boys lower than girls) | <p>P8 Expected gap of -0.56 (Class of 2019 -0.37) Basics 5+ expected gap of -1.5% (Class of 2019 was -0.3%) Basics 4+ expected gap of +2.4% (Class of 2019 was -10%)</p> |
| SEN | <p>P8 Expected gap of -0.58 (Class of 2019 -0.29) Basics 5+ predicted 22% (Class of 2019 was 24%) Basics 4+ predicted 35% (Class of 2019 was 41.5%)</p> |

SK invited any questions in relation to the data for standards overall or Pupil Premium students.

C: (SM) I like the new format. It is much easier to understand and easier to digest.

Behaviour and Attitude Summary (Leader accountable: Ms A Wood)

Attendance report – Mr M Carruthers

SK stated that Martyn Carruthers had provided a comprehensive report along with some actions taken. However SK pointed out that although the attendance statistics were pleasing in the autumn term, towards the back end of the last year the school was hit with the regional flu. Attendance figures are now coming back up again.

Attendance Headlines

| Attendance | 2018-19 | 2019-20 |
|--------------------|---------------|------------------------|
| Years 7-11 | 94.5% | 94.9% (national 94.9%) |
| Boys | 94.8% | 94.9% |
| Girls | 94.5% | 94.8% |
| Disadvantaged | 90.4% | 92.1% |
| SEN support / EHCP | 92.8% / 85.0% | 92.3% / 85.1% |
| Persistent Absence | 13.1% | 18.1% (national 13.9%) |
| Boys | 12.8% | 17% |
| Girls | 14.6% | 19.4% |
| Disadvantaged | 29.2% | 26.3% |
| SEN support / EHCP | 18.3% / 29.6% | 21.8% / 36.7% |

C: (LD) I know that some schools closed so it was good that you managed to keep open.

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C: (SM) The Attendance Manager now sends out attendance warning letters from week 4 instead of week 6 which is starting action towards pre-legal stage.

Behaviour Report – Ms A Wood

SK explained that across the autumn term, key actions have been undertaken to further strengthen the positive culture with a focus on celebration including:

- Increased use of the academy Twitter timeline and Forum television screens to share learner’s work and experiences
- The new leader for Art launched a subject Twitter site
- Launch of recognition initiatives including ‘student of the fortnight’ in each House, subject stars, Smartie Scientist and Designer of the month.

Attitude to Learning (AtL) data

| | 2019-20 Data Trawl 1 | | |
|-------------------------|----------------------|-----------|------|
| | Effort | Behaviour | AtL |
| Year 7 (Class of 2024) | 1.41 | 1.36 | 1.39 |
| Year 8 (Class of 2023) | 1.52 | 1.43 | 1.47 |
| Year 9 (Class of 2022) | 1.71 | 1.49 | 1.60 |
| Year 10 (Class of 2021) | 1.70 | 1.44 | 1.57 |
| Year 11 (Class of 2020) | 1.87 | 1.52 | 1.70 |

(4 point scale, 1 being the highest)

Personal Development Summary (Leader accountable: Mr M Carruthers/Ms A Wood)

PSHE and SMSC

- PSHE faculty leader leads the delivery of a comprehensive PSHE curriculum mapped across PSHE Enrichment days (drop down days, formerly Deep Learning Days) and timetabled lessons
- Further supported by other subjects, assembly programme and tutorial work

Q: (AP) Looking at the slight downward trend from Y7 to Y11 for average AtL grades, is it worth looking into?

C: (SK) AtL grades go from 1-4 with 1 meeting all expectations in every way. There is an accurate reflection for Y10 and Y11 as I expect our youngest to have the highest of standards and efforts. Y11 is still below 2 which is really positive.

Leadership and Management Summary (Leader accountable: Ms S Kukuc)

SK outlined some of the actions Leaders are undertaking:

- Formal review of the SDP will take place during the first full week of the spring term
- Faculties will be reviewing their progress to date
- Disciplined inquiry questions have informed leaders’ appraisal objectives for the coming year
- All teaching staff focussed on strategies linked to either metacognition, creativity or curriculum development
- Continued development of leaders is a core priority

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- External academy improvement partner has come in to work with new leaders in History and Maths
- Two leaders in Maths and Science are currently completing the Inspiring Leaders National Professional Qualification for Middle Leaders (NPQML)
- 12 staff joined the in-house Aspiring Leaders Professional Learning Community led by the Deputy Head
- Continue to benefit from Trust opportunities – teaching staff had a second TCAT conference in October and a first TCAT Support staff conference in January
- Collaborative work has included leaders in Geography and History working together to develop a common assessment and English leaders have worked alongside the Trust English Partner
- Continue to work closely with Yorkshire Wolds Teacher Training ITE Partnership

LW and RA left the meeting at 6.12pm.

33.0 GOVERNOR TRAINING AND SUPPORT – Mrs S Milner

SM thanked the Governors for completing the mandatory units with just one Governor needing to complete. Governors were invited to complete any further units that suit their role or interest them.

34.0 GOVERNOR VISITS TO THE SCHOOL – Mrs S Milner

RF visited the Science faculty last term.

35.0 DATE OF NEXT MEETING

The date of the next meeting is Monday 4 May 2020.

36.0 ANY OTHER URGENT BUSINESS

None.

37.0 ACTION POINTS

None.

Meeting ended at 6.14pm. AP and PM left the meeting at this point.