



THE CONSORTIUM
ACADEMY TRUST

**Minutes of the meeting of the Local Governing Board Results Meeting of Wolfreton School,
Meeting Room, Wolfreton School Monday 9 September 2019 at 5.00pm**

GOVERNORS PRESENT:

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

ALSO IN ATTENDANCE:

Mrs R Appleyard (RA); Miss J Tuffs (Clerk LGB), Mrs L Warnett (Assistant Headteacher, LW); Mrs S Young (Director of Education, SY)

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 WELCOME AND INTRODUCTIONS

SM welcomed everyone to the meeting.

2.0 APOLOGIES

Mr D Burkill, Mrs C Dean, Mr R Firth, Mr R McKinnon.

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

3.0 DECLARATIONS OF INTEREST

No declaration of interests were received. SM requested that the annual pecuniary interest and data collection forms be completed and returned at the end of the meeting.

4.0 MINUTES OF THE LAST MEETING

Resolved: The minutes of the last meeting on 29 April 2019 were confirmed as a correct record.

5.0 MATTERS ARISING FROM THE MINUTES

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

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

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reminded governors to complete as soon as possible. SM to produce a skills matrix based on the collated responses.

5.3 ACTION: JT to chase outstanding skills audits and then forward to SM (minute 56.0). All but one have been completed. Action carried forward - JT.

5.4 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). SM stated most governors have yet to complete either module. These are to be completed before the next meeting. Action carried forward.

5.5 ACTION: All Governors to activate The SchoolBus resource link (minute 56.0). SM requested those that have yet to do this, to please do so as soon as possible.

6.0 OUTCOMES – S Kukuc, L Warnett

SK outlined the priorities that were identified in September 2018:

- Improve attainment and progress in Maths
- Accelerate the progress of Disadvantaged students
- Improve the progress of boys, particularly those in the upper ability group
- Improve outcomes at 9-7 and 9-5 in the separate sciences
- Improve outcomes in Languages at 9-7 and 9-5 especially in boys
- Improve outcomes in Food & Nutrition and Drama

Following initial analysis of the 2019 outcomes, last year's priorities were updated as follows:

Improve attainment and progress in Maths

- % 9-7 Maths grades improved
- % 9-5 and % 9-4 grades dropped
- Similar progress to last year
- The impact of support and strategies has not yet been seen in outcomes
- Maths remains a key focus

SK described the Maths strategy for 2018 and action taken including and a Trust review by the Chief Academy Improvement Partner (External). A new Director of Maths was appointed in May 2019; a current teacher within the department.

Q: (KW) How do you feel about the results?

SK: Disappointed. They are not where we want them to be. The progress score for the new Director of Maths classes was positive and they were part of the team that secured the % 9-7 improvement. However it is about consolidating progress and moving the new team forward.

C: (KW) I had a meeting with the new Director of Maths before summer. It was a really positive meeting and felt there was a clear strategy for improvement.

SK: I believe she will steer the ship well. She has led Sixth Form Maths and the results were very good. There has been some staffing instability in the Maths Department last year in addition to the Leadership change.

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Q: (KW) Going forward, is there the resources and skills in Maths to make improvements for future years?

C: (SK) We have secured additional capacity in the Maths Department with the recruitment of an Academy Improvement Partner (AIP, supported by the Trust). He was a second in Maths and had leadership experience from his former school. He has been taken on in a senior post in the team to ensure breadth on the Maths Leadership Team. In addition, we have made two internal promotions to provide a distinct focus in Maths to help accelerate the progress.

C: (SY) The national picture is not rosy with regard to Maths teacher recruitment. SK has used resources well to secure the staffing in the Maths department.

Q: (KW) Is this issue just here or across the Trust?

C: (SY) Across the Trust. This school is not experiencing any greater difficulty in recruiting. We also have shared resources across the Trust and have 4 CPD collaboration dates in the calendar to offer additional support.

Accelerate the progress of Disadvantaged students

- Indicative progress data shows in-academy progress gap (PP : Non-PP) has narrowed marginally
- Students with 95%+ attendance saw an improved P8 grade
- Forecast data for the class of 2020 and 2021 projects a further reduced gap
- This remains a key focus

Improve the progress of boys, particularly those in the upper ability group

- Upper ability boys P8 marginally higher than in 2018
- The gap between the upper ability boys and girls has closed by 0.1

Improve outcomes at 9-7 and 9-5 in the Separate Sciences

- All three Sciences improved at 9-7 and 9-5
- Overall VA (progress) improved from -0.25 to +0.24, almost half a grade per student improvement
- This remains a key focus

Q: (SY) What is your cohort entry for separate Sciences?

C: (SK) We have a higher than national cohort of entry at 44% compared to national average of 27% in 2018 but this was reduced from 53% from the end of last year. The Separate Science entry policy has been written for aspirational reasons.

C: (SK) The Director of Science presented a different entry pattern and discussions took place with students and parents. Some who started a single science course were very keen to continue. The Science team are now having different conversations regarding the Science course itself and will still support any Year 9 or 10 students wanting to study separate science.

C: (SM) I believe that is a good approach.

Improve outcomes in Languages at 9-7 and 9-5, especially in boys

- Outcomes in Languages did not improve. Attainment was comparative at 9-7 but dipped for 9-5
- Progress of boys did not improve

Q: (SY) Why do you think outcomes in languages did not improve?

C: (SK) We were part of the ERSIP project support and we are seeing an impact more in the lower year groups with teachers focussing more on developing the breadth and depth of students competency in the 4 skills: listening, speaking, reading and writing. Exams analysis meetings only started today so we will understand more when we have fully analysed and discussed the results. We believe there will be greater impact when the focus is given to developing the breadth.

C: (AP) We have a higher than average entry for Languages. Do we know if other schools are struggling to fulfil the EBacc if they have less entries?

C: (SK) Our decision is driven by our moral belief of a need of diversity and aspirational benefit of learning about other cultures. Some establishments may make decisions on outcomes rather than our pathways.

C: (SY) OFSTED state the EBacc entry should be aspiring to be 70%.

Improve outcomes in Food & Nutrition and Drama

- Progress in Food improved from +0.09 to +1.09 (SISRA subject progress measure), a full grade compared to other subjects
- Outcomes did not improve in Drama despite DT3 predictions
- The 'devised element' (worth 40% of the marks) that was moderated down in 2018 was not moderated down in 2019 following a focus on this area

LW stated that the KS4 headlines were outlined on a handout given out at the meeting:

Attainment/Progress 8 summary

Measure	2019 outcomes	2018 outcomes	National 2018
Average total attainment 8	45.24	50.85	46.53
Average KS2 prior attainment	4.84	4.91	4.83
Average total Progress 8 *provisional	-0.229*	+0.06	0.00

Basics 9-7

Measure	2019 outcomes	2018 outcomes	National 2018
Students achieving 9-7 in English & Maths	12	11	17
Students achieving 9-7 in English	24	31	-
Students achieving 9-7 in Maths	17	15	20

'Strong Pass' Basics 9-5

Measure	2019 outcomes	2018 outcomes	National 2018
Students achieving 9-5 in English & Maths	38	45	43
Students achieving 9-5 in English	59	73	60
Students achieving 9-5 in Maths	44	49	50

'Standard Pass' Basics 9-4

Measure	2019 outcomes	2018 outcomes	National 2018
Students achieving 9-4 in English & Maths	65	76	64
Students achieving 9-4 in English	78	86	-
Students achieving 9-4 in Maths	69	80	71

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EBacc Total Measure

Measure	2019 outcomes	2018 outcomes	National 2018
% Students entered for EBacc pathway	68	72	38
EBacc average point score	4.13	4.73	4.04
% Students achieving EBacc 4+	32	46	24
% Students achieving EBacc 5+	19	26	17

LW outlined the Trends:

- Previous years have seen an increase in % of students achieving Basics at 4+
- English Language and Literature have been well above national averages in previous years
- Maths has been a focus area and increases at grades 7+ have been seen this year.
- EBacc values remain above the national picture at all measures
- Individual students have performed exceptionally well
- Post 16 progression data is likely to be above national again

Basics 4+

	2017	2018	2019
Wolfreton	74	75	65
National	58	64	
Local Authority	68	69	67

LW explained that the Local Authority has seen a slight decrease in the percentage of students achieving grade 4 or higher in both English and Maths. The national figure is not yet known. Thorough exams meetings are taking place from this week but is understood that there were grade boundary changes (6 or 7 more marks needed to achieve a grade 4) compared to 2018, though leaders accept the fact this will have affected every school. For Maths it was felt the two bottom sets have not sustained performance compared to previous years: 30 students achieved 4+ in English but not Maths.

Q: (RW) Were forecasts higher than actual?

C: (LW) Yes, this is covered a little later, and we'll come back to it.

Q: (KW) In previous years some students in the bottom 2 sets have achieved a grade 4 in Maths but this year no students achieved this. During my visit to the Maths department and going into lessons, I felt it was a very different atmosphere to learning from the top set classes to bottom set. It must be difficult for students to remain engaged.

C: (SK) Leadership is critical in that area, new leader expectation are clear in sharing the vision and to 'create challenge and champion'. A much smaller number got Maths but not English.

C: (LW) The Director of English and Director of Maths now share an office and there will be LT meetings with them both, with interventions clearly focussed for individual students.

LW showed the East Riding School Basics 4+ rankings in which Wolfreton was 8th (out of 18) – compared to 4th in 2018.

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Basics 5+

	2017	2018	2019
Wolfreton	48	45	38
National	43	43	
Local Authority	45	46	43.5

LW was disappointed to see the drop in the Basics 5+ figure from 45% in 2018 to 38% in 2019. It is understood that the Maths grade boundaries were changed leading to a 15 mark increase on the foundation tier to achieve a grade 5. LW explained that one group changed from Higher tier to Foundation tier following PPE results but this decision may have been made a little too late, and students had lost confidence. A similar review will take place earlier in the year to ensure students have the right level of challenge.

LW showed the East Riding School Basics 5+ rankings in which Wolfreton was 14th (out of 18).

Q: (SY) The 53% of students entered for Foundation tier - is this in line with National?

C: (LW) Yes. However, there will be a checking process reviewing the latest predictions to ensure their tier of entry correlate.

EBacc

	Wolfreton	Local Authority ave
Standard pass 4+	32%	28%
Strong pass 5+	24%	18%
Cohort of entry	68%	31%

LW showed the East Riding School EBacc rankings where Wolfreton was 5th for both Standard and Strong pass rates (out of 18).

C: (SY) 68% students entered for EBacc and 32% achieved grade 4+, what is the limiting factor?

C: (LW) Humanities have always been pretty strong so Languages will be more of a focus for us this coming year.

Attainment 8/Progress 8

	Wolfreton
Attainment 8	45.25
Average grade	4.5
Progress 8	-0.229*

*Indicative until national data is released.

LW stated that ASCL are expecting Attainment 8 national data but this is not yet known. Compared to last year, Wolfreton are approximately half a grade down.

Gender and Ability: Progress 8

Ability band	All	Males	Females
All	-0.229	-0.421	-0.030
Upper	-0.09	-0.482	0.293
Middle	-0.38	-0.418	-0.343
Lower	-0.09	-0.082	0.063

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LW outlined the positive areas within Progress 8 which were upper and lower ability females. LW stated, however, the upper ability remained an area of focus for the school.

SEND students: Progress 8

	Wolfreton
Non-SEND (182)	-0.193
EHCP (4)	-0.853
SEN Support (39)	-0.327

LW explained that the 4 EHCP students had a tailor-made curriculum which meant that they did not study 8 subjects due to their needs.

Disadvantaged students

	Disadvantaged	Non-Disadvantaged	Gap
% Basics 4+	48	67	-19
% Basics 5+	21	41	-20
% EBacc 4+	24	33	-9
% EBacc 5+	7	21	-14
Attainment 8	34.6	46.8	-12.2
Progress 8	-0.79	-0.16	-0.63

- Although P8 gap exists, it is below the 2018 school gap (-0.73)
- The gap between Disadvantaged and non-Disadvantaged is also lower than the national 2018 comparator of -0.72
- 2019 national data not yet available

LW stated that although the gap was smaller than last year, the school would like to narrow the gap further.

Q: (LD) Is poor attendance higher within the Disadvantaged student group?

C: (LW) There is a 4.8% gap attendance between the two groups which will remain a priority. On Monday we will have an external visitor approved by the DfE and also an ex-Headteacher to undertake a Disadvantaged review offering advice and support. I have taken on Disadvantaged leadership and am currently writing a 3 year strategy plan (previously this has been a 1 year plan). Within the plan we are trying to keep to a few focussed areas so we can judge teaching and learning in the classroom being a priority as well as attendance. Martyn Carruthers has reviewed last year's actions to see what to continue forward and what will change to support these students. For example Making Good Progress (MGP) lessons have stopped as there will be a different approach. We will also have the two Yipi Yap tutors working with these students in a slightly different format as well as addressing a literacy gap early on.

Q: (SM) What do we believe worked last year?

C: (LW) Mentoring, pairing up with a Head of House worked well. Pastoral staff played a huge part but it is hard to quantify their impact.

Q: (SY) All evidence shows sustained and positive support relationships is key. Having someone they know looking out for them. Are you using the Pupil premium fund to pay for the Yipi Yap tutors?

C: (LW) Yes we are.

Q: (AP) Our Disadvantaged cohort is 13%. How does that compare nationally?

C: (LW) It is lower than National average.

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Q: (AP) So we would get reduced funding compared to those schools with higher numbers?

C: (SY) It can help if you have a lower number so staff can get to know individual students very well and raise their profile.

Q: (SM) Are we continuing with Pupil Premium Champions?

C: (LW) Yes we are, I will be directing them.

LW showed a number of successful subject areas with their % 9-4 pass rates alongside a number of BTEC qualifications including BTEC Construction and IMIAL Motor vehicle.

Q: (KW) How much is BTEC encouraged? There was always a stigma with BTECs not seen as valued as much as other qualifications.

C: (SM) The view is changing I believe in business.

C: (SK) BTECs have always been recognised, well respected and well valued in school. There have been considerable success with BTECs at Level 3.

C: (LD) The national picture has changed with more adverts for apprenticeships and vocational qualifications.

C: (SK) Students who are on the green pathway have access to BTECs.

Accuracy of Predictions

Measure	Data Trawl 3	Outcome
% Basics 4+	89	65
% Basics 5+	47	38
% Progress 8	0.08	-0.229

Q: (KW) In previous years, was there such a significant difference compared to predictions? Are we being too optimistic?

C: (LW) We are addressing this. We are always looking at assessment and want to move to cumulative testing, not just end of topic test and recapping knowledge over time. We also want to encourage no data entry in isolation. There will also be more robust manager link meetings this year looking at the breakdown of data to improve accountability.

Q: (KW) Is that inaccuracy greater than in previous years?

C: (SK) I believe the key element is the change of leaders in both departments.

C: (KW) So, the consequence of inaccurate predictions could lead to less intervention?

C: (SK) Yes, potentially for the right students. The Maths team started the year with a Question Level Analysis (QLA) to ensure they were addressing the correct students with the correct topics to inform intervention.

Q: (SY) With regards to the assessment processes, are there any departments or areas using cumulative testing with a positive impact?

C: (LW) Science is moving towards that with good outcomes this year.

Q: (KW) What are they like across the subjects?

C: (LW) 35% prediction accuracy across the school on average but Maths and English are stronger.

Q: (KW) What's your review of the predictions going forward?

C: (LW) We need to work on this. The continuity of staff moving from Year 10 to Year 11 will help as they know the students better. We will also ensure staff know about the use of fine grading making sure there is a consistent approach.

C: (SK) Director of English and Maths have done some interesting work on how close they were if the grade boundaries hadn't changed.

LW outlined the specific areas for improvements in 2019/20 with LT focus following detailed initial analysis:

- Disadvantaged boys – English
- Disadvantaged girls – Maths
- Middle ability – Maths, Science, Humanities and Languages
- SEN support – English

Q: (SM) Are there more upper ability students in the current Year 11?

C: (LW) Yes.

Q: (SY) A question for the staff governors, how are staff feeling about these results in terms of morale?

C: (AP) It depends who you are. Staff work incredibly hard and some feel deflated. We don't have a high turnover of staff which tells a story.

C: (LD) There is no doubt the work and amount of effort is beyond anyone's expectations. One of the things I have picked up regarding leadership discussions; we need to ensure consistency of staff especially for the lower ability students.

C: (SK) Changes were unavoidable due to absence but I totally agree. Continuity is critical and we are looking to ensure we maintain this where possible.

C: (LD) It is really important that as Governors we really value the work that staff do. There will be staff who will be desperately disappointed.

Q: (KW) For future governor meetings, can the Director of English and Director of Maths attend to explain about their interventions and strategies?

C: (SY) One of the changes is the format of the papers for this meeting. We are trying to harmonise across the Trust to help build confidence and encourage governors to challenge and to make sure the papers are in a digestible format to look at. Strong performing governing bodies tend to formulate a question to pose to Subject Leaders asking exactly what you want them to focus on. A question might be 'How are you as a leader ensuring that student under performance from 2018 is not repeated in 2019?', for example.

LW, RA and SY left the meeting at 6.24pm.

C: (SK) An amended meeting structure has been set out by the Trust. Please reflect what you have seen and heard today and if there is anything you want to discuss please let me know.

7.0 ANY OTHER BUSINESS

7.1 SURVEY MONKEY

SM requested a response to the Survey Monkey as soon as possible. All answers will be kept confidential. If any governor wished to add any additional comments, please email them separately.

7.2 EDUCATIONAL GOVERNOR VISITS

SM stated that all the visits had been done except the visit to the English department. CD to organise a visit as soon as possible.

ACTION: CD to visit to the English Department as governor link this half term.

7.3 SIXTH FORM LGB

SM stated that Wolfreton is the only school without a representative at the Sixth Form LGB meetings and asked if any governor was interested. RW requested further information which SK has agreed to provide. AP also expressed an interest in attending these meetings.

ACTION: SK to provide further information to RW regarding attending the Sixth Form LGB meetings.

7.4 ACADEMIC ACHIEVERS EVENING

SM reminded the governors that the Academic Achievers evening is on 27 November, 7pm and requested if any governors wished to attend to let her know.

8.0 DATE AND TIME OF NEXT MEETING

The date of the next LGB meeting will be on Monday 14 October, 5pm.

9.0 ACTION POINTS

- 9.1 **ACTION: SK to establish whether the Safeguarding data can be split to show incidents occurring in and out of school separately (minute 5.1).**
- 9.2 **ACTION: JT to chase the one remaining outstanding skills audit and forward to SM (minute 5.3).**
- 9.3 **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 5.4).** SM stated that most governors have yet to complete either module and requested they are completed before the next meeting.
- 9.4 **ACTION: All Governors to activate The SchoolBus resource link (minute 5.5).**
- 9.5 **ACTION: CD to visit to the English Department as governor link this half term (minute 7.2).**
- 9.6 **ACTION: SK to provide further information to RW regarding attending the Sixth Form LGB meetings (minute 7.3).**

The meeting ended at 6.40pm.