

BUILE HILL VISUAL ARTS SCHOOL GOVERNING BOARD MEETING

Date of Meeting: Thursday 9th February 2017

Meeting started: 6:15pm

Meeting ended: 8:30pm

Present:

- Mrs N Anderson
- Miss M Duval
- Mr J Inman (Headteacher - HT)
- Mrs S Richardson
- Mr B Rockliffe (Chair)
- Miss A Sillitoe
- Mr G Thompson
- Mrs M Whittington

Also in Attendance:

- | | |
|--------------|------------------------------|
| Mrs E Wright | Clerk to the Governing Board |
| Mr J Marsh | Observer |
| Mr R Simcox | Observer |
| Mr G Davies | Observer |
| Mrs H Cooper | Observer |
| Mrs P Vesty | Observer |

1. WELCOME TO PROSPECTIVE GOVERNORS

Mrs Cooper and Mrs Vesty were welcomed to the meeting. They were prospective governors attending to observe a governors meeting.

2. APOLOGIES FOR ABSENCE

- It was confirmed that Mrs Fallon had left the governing board and the Clerk was requested to send a thank you letter to her for her service as a governor.
- There were no apologies received.

3. AGENDA ITEMS

a. Any Other Business (AOB)

Agreed: The governing board agreed to an item of AOB at the end of the meeting and that this item would be recorded separately as a confidential minute.

b. Confidential Items

There was one item of confidential business as agreed in 3(a), above.

4. DECLARATION OF INTEREST

There were no declarations of interest for any items on the current agenda.

5. MINUTES OF THE PREVIOUS GOVERNING BOARD MEETING

Agreed: The minutes of the meeting held on 13th October 2016 were approved as a true and correct record.

6. MATTERS ARISING FROM THE MINUTES

There were no matters arising as all issues were covered on the agenda.

7. **COMMITTEE MINUTES**

The following committee reports were submitted for governors' information:

- a. Minutes of the Teaching & Learning and Pupil Welfare Committee meeting held on 11th November 2016
- b. Minutes of the Finance and Resources, Staffing and Health & Safety Committee meeting held on 11th November 2016

8. **HEADTEACHER'S REPORT**

The headteacher (HT), Mr J Inman presented his report which included the following:

a. Life after levels

- Progress check 1 had been sent to parents.
- Staff had talked directly to parents to explain their particular child's information to ensure as good an understanding as possible while the new assessment and testing systems were becoming embedded.
- The governors reviewed an example pupil's report. The reports showed:
 - the four levels within each GCSE grade;
 - the alphabetic key (M,S,D,F) used to show progression in year;
 - the reports were also RAG (red, amber, green) rated to try and make them easier to understand for parents;
 - they included statements "*I can....*" and "*I need to*" And these statements were being trialled to see how useful they were to pupils and parents.
- It was a challenging time for the school as all the year groups were at different stages with the changes to assessment and testing as it was being phased in.
- An AHT commented that the school was looking to get parents involved in reviewing the new reports so they can be as useful as possible.
- The AHT explained teacher assessment of the M,S,D,F codes and how they were used.
- A governor commented that the mastery codes were difficult to grasp and the use of both numbers and letters was confusing.

Q: *Do we know what parents think about the reports?*

A: There is a lot of new information so some parents are finding them confusing. Pupils have been extensively briefed and so are helping parents but there is still some confusion around the initials/coding used in them.

Q: *Do the statements help?*

A: The Government are actively promoting the use of the statements so that parents are told what their children can do and what they need to do to progress.

Q: *What can we do to make the reports easier to understand? Would an open evening with parents to discuss the format help?*

A: The style of the reports is very different and with anything new it takes time to get used to the change. We could hold a workshop at a Parents Evening and that could also help with the one to one discussions at Parents Evening. There will be two more progress reports this year and so we will actively seek feedback from parents to help refine the reports.

- The HT commented that the statements would be reviewed to see how best to word

them.

- The governors reviewed the stickers for pupils' books that were used to transfer the information into the books for each pupil.
- In Years 7 and 8 the progress codes were the only indicators of the progress made and so were integral to the reports.

Q: *Would it be more useful to use a word to indicate progress rather than a code, such as on, above, below target?*

A: We will consider this as part of the review of the reports.

b. Flight Path

- It was explained how the end of Key Stage 2 (KS2) scores for each pupil was used to predict future attainment but this was not straight forward because the KS2 scores would depend on the cohort taking the tests each year whereas the GCSEs were standardised so linking the two different systems was challenging.

c. Progress Check 1

- This was based on the autumn data capture for Year 11.
- 21% were on track at the time for level 2 at Grade 5. The new Grade 5 was equivalent to a high C – low B.
- It was proving difficult to predict how well pupils would achieve in the English and maths GCSEs due to this year being the first year of the new tests and the higher expectations and new grading system. It was reported that it was currently predicted that:
 - 44% of pupils were on target to achieve level 2 at Grade 5
 - 37% of pupils were assessed in December at being on target to achieve 5A* - C as assessed under the old system (the school achieved 39% last year).

Q: *Has the policy of more thorough marking been implemented?*

A: The Maths Department are working with local schools so we can moderate between schools as we are still waiting for the grade boundaries from the exam boards.

Q: *How do we compare with other schools?*

A: At the start of the year we were behind and maths started at a low point but we have put lots of interventions in place and have seen much faster progress between November and January. The maths mock exam results were 56% of pupils achieving Grade 4+ and 39% achieving Grade 5+.

- Maths had been externally reviewed and the senior leadership team (SLT) were regularly monitoring progress. The HT scrutinises pupils' maths books and meets with the Head of the Maths Department on a weekly basis to address any concerns.
- Testing was taking place every month across all subjects for Year 11.

Q: *Is the testing helping?*

A: Yes, the more practice for exams and answering exam questions will have an impact. The pupils are aware of the changes to the exams and we meet with them every 6 weeks to discuss revision and planning for the exams and this seems to be helping and we can pick up on any concerns.

- All year groups do pre-tests for each topics/subjects and then post tests to be able to assess progress. Staff had resisted this initially but once they saw the impact on

the pupils' progress in their books and in the tests and staff have supported it.

- Homework was being changed so that it supported pupils to master concepts etc.
- A parent governor commented that their child was supportive of the testing and the way it was being implemented.
- Pupils who were not making the expected progress were a priority and were being reviewed on a weekly basis.

Q: *The progress measures are confusing. What does the 17% in science in Year 11 mean?*

A: It means this is the number of pupils who would meet the expected level if they took the final exam now and it would include the course work that had been completed to date.

- The senior leaders and staff were using the information to interrogate more rigorously what is happening on a regular basis.
- It was reported that the predicted scores were likely to change with science likely to go up slightly and English to go down slightly.
- Progress 8 scores – the school predicted -0.02 and the Government floor was -0.5.
- Progress 8 was explained and how it would be calculated was presented to governors.
- Progress 8 scores would be generated for all year groups except Years 7 & 8 where progress would be shown as exceeding/meeting/below expectations.

Q: *Is Science behind last year in terms of progress and if so what do we need to do?*

A: Yes, this will be discussed in detail with governors at the Teaching and Learning Committee. Mock exams have been done in science this week and we can bring the detail from these mock exams to scrutinise this further.

Q: *How does Progress 8 work for pupils with SEND?*

A: The pupils are measured against the same standards and expected progress is not changed to take account of SEND.

- The Chair of Governors commented that there was a concern that there was too much data available and it was very complex and could be difficult to understand so there was a discussion about the data available and how best it could be presented to governors.
- There was a discussion about what information governors needed and in what format. It was agreed that training on the new assessment and assessment system would be helpful for governors.
- It was agreed that while governors were learning about the new system that the previously used measures of progress would be displayed next to the Progress 8 scores to aid understanding.

Q: *Could we simply show what subjects are not achieving as they should be?*

A: The subject list of Progress 8 scores shows subjects in order of how well they are doing so those at the top of the list are doing better than those at the bottom. Page 26 of the data booklet show individual (anonymous) progress scores and shows those who are improving well and those who are coasting and those not achieving and this is also very useful.

Work based Learning

The governors had reviewed the report that was circulated with the papers for the

meeting and Miss Silitoe highlighted some main points for them to be aware of:

- There were now six businesses involved and included BEGCI who had recently joined.
- Preliminary discussions were also being held with Michael John Hair and Beauty, who was a top training salon in the North West of England.
- The Salix Homes pilot project had six pupils enrolled for 10 weeks and it was proposed they complete a City and Guilds qualification.
- The projects could include a 10 week block in the placement or in school but each course would be different and matched to the needs of the subject and pupils.
- The Morson Group project would only be for pupils who could achieve A* in maths and triple science as it was an aeronautical engineering project and pupils would need to be at that standard to be able to complete it. The courses were for Year 9 pupils.
- The projects would start in September and would be advertised at the Year 8 options evening and pupils would apply to go on the courses.
- There was the possibility of going on to apprenticeships with the companies post 16.
- An aim of the courses was also to help reduce the number of pupils not in education, employment or training (NEET).
- The courses were unique to the school and were being developed to raise aspirations and improve pupils' life chances and their chances of getting employment.
- The governors congratulated Miss Silitoe and thanked her for all her work.

Agreed: The governing board agreed:

1. **that the data from the science mock exams be presented at the next Teaching and Learning Committee meeting to scrutinise the progress in science;**
2. **that the previously used measures of progress would be displayed next to the Progress 8 scores during this transition period.**

9. SCITT UPDATE/OFSTED

The governors noted the report.

10. ENGLISH & MATHS YEAR 11 ATTAINMENT & PROGRESS UPDATE

This was discussed under the HT Report and no further issues were discussed.

11. ENGLISH & MATHS EVIDENCE TO SUPPORT PROGRESS IN BOTH DEPARTMENTS LINKED TO OFSTED GOOD CRITERIA FOR WHOLE SCHOOL OUTCOMES

This was discussed under the HT Report and no further issues were discussed.

12. SCHOOL DEVELOPMENT PLAN (SDP) AND SCHOOL SELF EVALUATION FORM (SEF) UPDATE

- All areas on the SEF were graded 2 (good).
- There was an open meeting held in the autumn term for the SLT to draft a response to the challenges in each area.
- The Ofsted framework had changed and so had the criteria and the school was being evaluated against the new framework and criteria.
- It would be very challenging for the school to achieve Ofsted grade 2 (good) for outcomes.
- A consultant had helped with the self evaluation and this had then fed into the SDP.

- The HT explained the four main priorities in the SDP and that it would be reviewed with middle leader at a planned residential training course.
- The HT highlighted that the key priority was to the quality of teaching and learning and he explained some of the initiatives to underpin this.
- Leadership and management was a strength.
- Progress in English and maths was good and the current Year 11 pupils were making accelerated progress in maths.
- Applications for Teaching School Status would open the following week and the HT reported the school would be bidding for it based on:
 - CPD (Continuing Professional Development) in the school;
 - School to school support;
 - Teacher training (the inspection report graded the school as outstanding).
- The bid would be strengthened as the school was part of Consilium Multi Academy Trust (MAT) as it would be supporting schools both locally and nationally.
- The school was also looking at applying for Research School Status as well in the future.
- The governors supported the school bidding for Teaching School Status.

Agreed: The governing board supported the school's application for Teaching School Status and thanked the HT and staff for all their hard work getting the school to this position.

13. **REPORTS FROM THE LOCAL AUTHORITY (LA)**

- a. Report No 1: Report No.1 – Special leave of Absence Policy, Parental Leave Policy and Staff Code of Conduct
- The HT highlighted that as an academy the school would need to review the policies to ensure they comply with Consilium MAT.

Agreed: The governing board delegated adopted the following policies and code of conduct to the Resources Committee and would work with the MAT to adapt the policies for the school as part of the trust.

- **Special leave Policy**
- **Parental leave Policy**
- **Staff Code of Conduct**

- b. Report No.2: School Term Dates 2018/2019 & 2019 /2020

Agreed: The governing board approves the school term dates for 2018/2019 and 2019/2020 as outlined in the report and deferred, to a future governing board meeting, the approval of the 5 days designated as Teacher Development Days for each year.

14. **GOVERNING BOARD MEMBERSHIP**

Governing board membership

- The clerk advised the governors that in their Articles of Association there was no provision for an LA governor but there was still a position being held for one of their membership. The clerk advised they move the position to that of a co-opted governor.
- The governors agreed to move the LA governor position to that of a co-opted governor position.
- The governors agreed to review the skills and experience of the governors to be

able to fill the two co-opted governor vacancies effectively and appoint appropriate people. It was agreed that all governors would complete a skills audit and the HT and chair would review the results and collate the information.

Agreed: The governing board agreed:

1. to increase the co-opted governor positions by one following the loss of the LA governor position;
2. that all governors would complete the skills audit and the HT and chair would review the results and collate the information.

15. GOVERNING BOARD TRAINING AND DEVELOPMENT

- A governor raised a concern about the type of training available through the LA training programme.
- The clerk advised she would feed that back to the service and that the governing board had the option of requesting specific training to meet their needs from Governor Services and there was also the option of sharing this training with other high schools.
- Governors raised the need for training on data analysis as highlighted by their discussion about the changes to assessment and attainment measures.

16. ANY OTHER BUSINESS (AOB)

This item was recorded separately as a confidential minute.

17. DATES OF FUTURE MEETINGS

The date of the next full governing board meeting was to be agreed and would be confirmed with all governors.

The following committee meetings were agreed:

- Finance, Resources, Staffing and Health and Safety – Thursday 16th March at 6pm
- Teaching and Learning and Pupil Welfare – Thursday 16th March at 6pm

Signed as a correct record

Chair