

The Heath Governing Body

Meeting	LGB Part 1 Minutes (Meeting 2 Quality of Education)
Date	Wednesday, 30 th March 2022 at 4 pm - held remotely via Zoom

<u>Present:</u> Mrs Ainsworth, Mrs Hayes, Mr Mansfield, Mrs Parry, Mrs Rock, Miss Snelson, Mrs Ward Mr Tudor, Head of School; Mr Jardine, Executive Principal; Mrs Newcombe, Mrs Pulman and Mr Talbot, Assistant Principals		<u>Apologies:</u> Mrs Billingsley, Mrs Lovell-Kennedy, Mrs Rock, Mr S Byrne, Vice Principal		Non-attender:	Clerk: Marie Wadsworth	
Items	Discussion	Action	Who	When	Accountability – key questions to be asked at next FGB meeting	Impact
Declaration of Personal or business interests	No changes to note at this time.					
Confirmation that the meeting is quorate	Chair confirmed the meeting was quorate.					
Option Process – report by Mr Talbot, Asst Principal	Mr Talbot referred to a document previous issued to governors (copy on file). He described the changes to the curriculum - we have moved from a 3 year KS4, to a 2 year KS4. This will allow for greater exploration of subject content at KS3 and avoids narrowing our curriculum too early, giving time for students to mature before choosing their GCSE options. The 'choices' curriculum that ran in Y9 will be retired, having served its purpose in giving those students heavily affected by EBacc the opportunity to explore what they may choose to study in Y10 in greater depth. They can now select some of these subjects to take on at GCSE. In order to facilitate a greater uptake in the EBacc, the decision has been taken to make GCSE RS optional. This creates an extra option choice at KS4, allowing students who wish to, the opportunity to take a humanities and a language and still have 2					

<p>'free' choices of subjects they wish to study. He then outlined the options process - preliminary options form was released in November. This removed Statistics and Citizenship from the equation as estimated uptake was too low to sustain. Interviews then took place to reallocate Stats and Citizenship students. A further round of interviews then focused on uptake in languages to ensure EBacc figures are strong. Y9 Parents' Evening took place on 17.3.22. The options booklet was released digitally via email 18.3.22, it contains details of the options process and the information about each of the subjects students can select to study next year. Year 9 Options Evening was due to take place on 31.3.22 however, due to school closure because of the water issue this will have to be rearranged. The online options form will be accessible on 1.4.22 and is completed online and returned by 19.4.22.</p> <p>Q: Can students study either Spanish or French? A: Yes.</p> <p>Q: 19 taking French and 74 taking Spanish – why the discrepancy in numbers? A: Spanish is often seen as an easier route and more modern and students holiday in Spain.</p> <p>Q: is it to do with the number of classes or bands? A: essentially we have only got so many staff, it's about using our resources. Primaries typically do Spanish, some French. The teachers lead whichever they are strongest in.</p> <p>Q: you have interviewed 30% of students so far and the spring break is coming up so you will lose time? A: we've looked at students taking language/humanities and this has been successful; there is a bigger cohort in Humanities: History and Geography, no language; we have interviewed the higher ability cohort. We've tried to let students see the advantage of completing the Ebacc and the disadvantages of not.</p> <p>Q: Can they take a GCSE in their own language? A: We have one student who speaks Mandarin and 1 Russian but there is no longer a central person in the local authority dealing with EAL students. Students can pick it up at college. Mr Tudor also advised that this is something done historically and was seen as an easier way to get a GCSE in a native language when a student may be at a disadvantage in other languages. The structure and legislation has changed around that and it's now linked to Ebacc.</p> <p>Mr Talbot provided governors with current numbers which were preliminary.</p> <p>Q: the figure for History is amazing (152) why is this? A: traditionally this has always been strong and results are really good; it's popular with the younger generation due to horrible histories etc.</p>					
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	<p>Are there any staffing issues? A: it's a little surprising computing isn't as high as it was and we have foreseen issues with Arts however other than that we're not far off what we estimated and we are pretty confident we can staff the subjects; there are no massive staffing issues. Mr Tudor advised we are running with the same number of staff in the same subjects; there may be replacements and a little bit of work across subjects moving forward.</p> <p>Q: there are 51 students taking Psychology but we haven't got a full time psychology teacher how are we going to get students through this subject?</p> <p>A: It's a niche subject that not many schools offer at GCSE. Mr Tudor queried, do we commit to 51 students if we are not able to give the best possible quality of provision in Psychology; we may be able to do it with a smaller group; we have to consider if 51 are suited to such a challenging subject.</p> <p>Q: It's a high percentage of students to choose a subject that historically outcomes haven't been brilliant on in the last 10 years. A: Some students have had a year of doing psychology and found it attractive, the quality assurance in place seems to show this.</p> <p>Q: What is the uptake in Food Technology for the less able students? A: Food Technology has never run with massive numbers; 12 in Y10 and less than that in Y11. 7 students have opted for it; the practical element has been hit by CV19.</p> <p>Q: Looking at all subjects I can recall when parents used to attend options evenings with their child to make choices and staff literally were selling their subjects; are these figures the outcome of interviews as much as actually being based on pupil teacher relationships with inspirational staff?</p> <p>A: it's hard to unpick, we'll run the evening as normally; students have previously had a taste of the subject and more information than they've ever had although maybe some are teacher student related.</p> <p>Q: is BTEC update strong? A: Animal care is, BTEC is 57 – these will suit some more than others as they are vocationally assessment based with some external assessment.</p>					
<p>Pupil Premium Report – Helen Newcombe</p>	<p>Mrs Newcombe referred to a document previously issued to governors (copy on file). She has been looking at the dual approach of intervention and impact on learning and supporting students to reduce barriers preventing access to learning. Functional literacy – used GL assessment reading scores to identify a range of students in Maths, English and Science and to refine interventions. The first cohort have had 15 hours of additional English tuition reading recovery and focus on fiction recovery. The extra tuition session run by Mrs McGillicuddy has made a real impact.</p>					

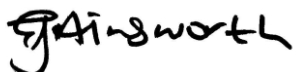
	<p>It is a similar situation in the other subjects which are not yet completely finished and data should be available at the end of term. Governors noted that the Academic Mentor was now completing her training and would be working specifically with Maths and some English in Y8. The cohort included: 46% PP student, 53% Male, 47% Female. Of the cohort who have completed the end point assessment, 89% improved their SAS, 44% saw significant improvement in their SAS, there were 2 anomalies – student 2 and 4 had ‘spikey’ profiles (weaker in other SAS areas and were teacher recommendations for intervention) – both students’ SAS improved. 4 students still to complete their exit intervention assessment.</p> <p>Q: do you have a gender breakdown? A: no but can provide SEN and EAL information.</p> <p>Governors noted Free School meal pupil data 87.4% attendance, National whole school 89.7% which is slightly below. PA cohort puts us at 44%, PA national figure is 34%, whole school 24.4% FSM.</p> <p>Q: how many persistent absences are there in Y11? A: I have given you a global breakdown but can get it for you.</p> <p>Governors noted that the aim is for PP not to be a barrier for trips and to ensure that support is there for the students. A PP cohort was actively targeted for the Italy trip, the first time this has been done for an overseas trip.</p> <p>Q: how many PP students are Young Carers? A: I haven’t got that number to hand but will find out for you. Mrs Newcombe was thanked for her report .</p>	<p>PA absences in Y11 to be provided</p> <p>No of PP Young Carers accessing trips</p>	<p>HN</p> <p>HN</p>	<p>Next meeting</p> <p>Next meeting</p>		
<p>Quality of Education – Curriculum Content – Mrs Pulman</p>	<p>Mrs Pulman referred to a document previously issued to governors (copy on file). She has been undertaking learning walks and has seen every department in Term 1; this has been done with SLT links, subject leaders, the Executive Principal and Head of School. These walks have shown areas of strength and areas for development. Staff have had verbal feedback about these areas. There is a positive climate for learning in school and classes are productive and in line with curriculum plans. Marking is positive and in line with the school policy and students are understanding what is required of them. There is a need to have a bigger focus on literacy, due to the pandemic standards have dropped slightly. We will be monitoring around rooms pupils’ progress (students couldn’t move around during bubbles) and the effective use of LSAs, homework and develop</p>					

	<p>Student voice in Term 3.</p> <p>Q: with regard to effective use of LSAs and homework and SEN needs in the classroom, how has it been recognised and how well are teachers and LSAs working and planning together. A: There is strong classroom support and we need to work on the planning process; we can build on that with those who know the students really well.</p> <p>Q: Could the LSAs work with other pupils while the teacher helps those who don't achieve as well – let the LSAs work with those who do get it? A: It does work well, I've seen evidence of strong practice in learning walks, the real area of focus needs to be in preparation and planning. Pupils are supported but we can improve on that.</p> <p>Q: is homework given every night? I ask my child 'do you have any homework' and some teachers are good and it's regular but it can be sporadic in other subject areas. Maths is fantastic, however if I ask why there's a lack of homework coming home the reply is that the teacher hasn't given any. A: Classcharts gives a much clearer view of what has been set or not. With blended learning and homework some parents said it was too much, some said it wasn't enough We need to set out our non-negotiables again.</p> <p>Q: at last term's meeting it was reported that there was a lot of staff absence amongst LSAs, how has that impacted in class? Mr Talbot advised that some LSAs had to help invigilate with Y11 mocks due to staff absence and they had done a fantastic job over the last few weeks.</p> <p>Mrs Pulman stated there is a need to set up a PSHE learning walk, she will work with Mr Dance to set up a rolling programme of one lesson a fortnight. She and Mr Tudor will review the monitoring process looking at LSA protocols. She concluded that the key points are that English is really good and Mrs Spencer has a good understanding of where any weaknesses are and how to address them. Mrs Newcombe has supported two members of staff in her TLE role. Mrs Spenser is looking into two exam boards and to improve marking and feedback. In Maths Mr James is working with the MAT as TLE and is focusing on marking, feedback and setting. Mrs Fowler TLE is doing a lot of work with Mr Riley on marking and some inconsistencies. There have been some concerns in ICT in some lessons and improvement has taken place after discussion, with specific support given around teaching exam content and the written exam.</p> <p>Q: Is there any CPD taking place focusing on questioning and the climate walk across the whole school? A: definitely, there is really strong practice in some areas.</p> <p>Q: Will Neil Dymont come into school on a regular basis re Maths, English and Science? A: Mr Jardine advised that we have a school improvement</p>					
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	<p>partner who hasn't been in since the start of the pandemic so Mr Dymont has done this in the meantime. We will be looking at another person doing this moving forwards.</p> <p>Q: Who was the SIP previously? A: Jackie Rothery; we will need someone else longer term.</p> <p>Q: Have the climate walks been fed back to Mrs Pulman and Heads of Faculty? A: climate walks are done by the Exec Principal and Head of School and fed back to the Asst Head QofE together with small drop ins to talk to students and staff and feedback to staff in briefings. It gives an invaluable insight and backs up the formal report.</p> <p>Q: Physically, are the learning environments variable? A: in terms of work in Science, it feels like science, others don't quite have the same feel, there's a little bit of work to do to make them subject specific and purposeful.</p> <p>Q: How do we monitor and assess the use of agency staff with regarding to the teaching and learning in a lesson? A: Subject leaders will drop in or SLT. We rarely have more than 3 supply staff in and it's monitored depending on staff capacity.</p> <p>Q: last Friday my child came home and said he'd had a supply teacher for English and it wasted his time, the class was very loud, people pouring water into shoes, throwing socks; he was quite disappointed, he wants to learn and it wasn't right. I'm a little bit concerned re the quality of supply teaching. A: We work with the Supply Register and if the quality of provision has not been good enough we ask them not to send that person again. Mr Tudor replied that supply teachers are given a briefing on policies and procedures before they start and that issue hadn't been brought to him. They are asked to use our procedures but occasionally it can slip through the net. It can be a challenge; this week we have had to collapse 4 classes.</p> <p>Q: I appreciate it's difficult at the moment, is there any capacity for staff to bob in the classroom? A: yes they will, particularly SLT.</p> <p><i>Mrs Pulman was thanked for her report and Mrs Pulman, Mr Talbot and Mrs Newcombe left the meeting at 5.35 pm.</i></p>				Has a new SIP been appointed?	
Board membership Matters	Governors noted the resignation of a Trust appointed governor and that one parent had applied for the parent governor vacancy and would be appointed in that role. Mrs Billingsley had requested a leave of absence from the Board until the end of the academic year due to work commitments.	New Parent governor to be invited to the next LGB meeting	Clerk	May 22		

Part 1 minutes of LGB (1 Inclusion) meeting held on 10.2.22	Minutes were accepted as a true record of meeting and there were nil matters arising.					
Chair's actions	Chair advised she had accepted the Trust appointed governor resignation and a request for leave of absence from a Trust appointed governor as outlined above. She attended a Y11 mock data meeting with the Head of School and Asst Head for QofE on 3.3.22. She and the Vice Chair met with Edward Vitalis, Trust link on 8.3.22 and also a meeting on 17.3.22 with Mrs Russell and the Head of School re Young Carers. She was on the interview panel on 17.3.22 for a teacher of Science (maternity cover).					
Head of School's report Part 1	Mr Tudor reported on wider school developments, beginning with staff health and well-being. He continues to allow flexibility around parents' evening with staff working on site from 4 – 7pm or from home 4.30 – 7.30 pm via a virtual platform. He has reduced the staffing, duration of options evening with an earlier finish time. Staff have been invited to an end of term breakfast and an Easter school offer is taking place on Mon – Friday of the first week and Mon and Tues of the second and will be paid. He is in regular communication with unions re staff health and well-being. With regard to maintenance Mr Jardine is increasing pressure on the DFE to complete the snagging list. There have been drainage issues in the top field and side of building, frosting and toilet shutters have been put in place. The new school website is due to go live after Easter. There has been a leak at the top of the field and it was found to be due to significant damage to a pipe which wasn't on our plans. When the repair was started the water was turned off at 4pm. Today however the water ran brown and the whole system had been flooded with contaminated water and branched into our tank. This resulted in the school being closed and remote learning taking place. The pipe has been capped and once fixed an engineer will flush it out and disinfect it. The water will then be tested in a lab. Mr Tudor confirmed transition numbers as 240 for Y7 entry 2022/23 with 58 appeals.					
Any other urgent business	None at this time.					

Meeting closed 7 pm

Signed: 
Jane Ainsworth
Chair of Governor