



THE GRANGE SCHOOL

MINUTES of the meeting of the Governors of The Grange School held at the School on 23 May 2019 at 6.00 pm

PRESENT: Mr A Sherwell (Chair of GB) Mr V Murray (Headteacher)
Mr M Cardoso Mr D Waters
Mr A Hamshere Miss E Westley
Mrs V Kuht

IN ATTENDANCE: Mrs B Brown Deputy Headteacher (Curriculum)
Mr T Hammill Curriculum Co-ordinator- Humanities
Mrs M Mitchell Clerk

ABSENT: Mr J Parker Apologies received and accepted.
Mr N Hood Apologies received and accepted.
Mrs Z Sutcliffe Apologies received and accepted.

Before starting the meeting Governors commended the school, and the staff who had organised it, on their fund-raising initiative to support a student who has faced two major traumas in recent months culminating in the loss of their home to fire. It is clear from the response, from the school and wider community, that this has been embraced and reflects the caring and supportive ethos of the school.

1 SUBJECT REPORT – HISTORY

ACTION

Governors welcomed Mr Hammill and invited him to address the meeting.

Mr Hamill had last addressed Governors in 2017. He opened by updating on progress made towards achieving the improvements highlighted in 2017;

- Pupil Premium and “every child matters” – improving outcomes to narrow the gap. Progress is being made but there is still considerable work to be done.
- Curriculum review: Completed to reflect the new 9-1 GCSE curriculum and to better link KS3 to KS4 whilst retaining the breadth of subject matter at KS3. Exam style tests are now used throughout KS3 and KS4 to ensure students are familiar with the style, language and expectations of GCSE.

- Teaching and Learning: Staffing is now stable and committed. The team has embraced 4Matrix; all staff take responsibility for the progress and attainment of those they teach and use the tracking data effectively.
- KS3 Setting: This has not been introduced. Whilst there may be benefits there are other logistical factors which have prevented this to date.

Outcomes:

- Projected outcomes for the current GCSE cohort and the 2020 cohort indicate an improving trend. The target was to for the school to be in line with national expectations for attainment by 2020; the gap between the school and national is reducing but will not yet be closed.
- History A level is popular and enjoyable covering a good range of topics.
- GCSE Students have achieved 8s and 9s but more work is need to secure good outcomes for middle ability and pupil premium students.

Staffing:

- In 2016/17 there was very high turnover with 10 new staff joining across the year resulting in some classes having a succession of different teachers. All staff currently in the department are staying with the school for 2019/20; every Year 11 class will remain with their current (Year 10) teacher.
- The quality of teaching and learning is assessed as 1.9 (securely Good with elements of Outstanding). Strengths include:
 - Behaviour management
 - Challenge and consistency
 - Differentiation
- The Thinking Hard initiative is in place and used.

Collaborative projects/external support:

The school has benefitted from participation in the Side by Side project working with Cottesloe School and Beaconsfield High School. This has been motivational and inspiring and has re-energised the team.

Support from Jon Bowers focussed on defining the core of a good lesson:

- Visible learning objectives

- Access to and use of primary sources
- Differentiated tasks
- Challenging language

As a result of these initiatives the school has established a Bucks Upper History Group comprised of Heads of Department from other upper schools to share experiences and best practices. Seven schools have expressed an interest which will meet for the first time on 20 June 2019.

Areas to improve:

- Academic progress and attainment to be in line with national expectations. As part of curriculum enrichment educational visits have been reviewed; all year groups will have at least one visit to help bring history to life.
- Narrow the gap for Pupil Premium students. Strategies include:
 - After school sessions
 - Targeted resources/revision guides etc.
 - ‘Big Picture’ support materials – personal learning checklist, timelines, maps
 - Excellent revision material produced in school by a TA
- Improve the consistency and impact of marking and feedback.

The latter is a particular focus area in the Ofsted feedback which needs to be strongly evidenced.

Arising from Governors’ questions, observation and discussion:

- The A level cohort has increased significantly from 6 in 2018 to 20 in 2019. This is attributed to staff stability and students’ confidence in the course (this is the fourth year of the new A level course).
- Students achieving top grades in 2018 were the most able; this year the middle group have been stretched to try to achieve higher grades.
- Staff know the students, the barriers to learning and support strategies. The Learner Record is a core document used by all staff, which is constantly updated to reflect changing needs.
- Governors suggested making use of the Bucks County Museum based in the town; they offer a range of events and topics across the year which may be of use and there is no transport cost for visiting it.

- In terms of Progress 8 for 2019 there is a critical mass of 14 students on the Level 3 / 4 boundary; this is a particular focus area to get as many as possible achieving at least L4.
- Whilst there is a lot of discussion and focus on supporting disadvantaged pupils staff, support all pupils, including the most able. High grades were achieved last year and more are expected in 2019.

Mr Waters joined the meeting at 6.30pm.

- The Curriculum Co-Ordinator met with the exam board in the Autumn term to better understand how to support students to achieve the higher grades. This is linked to completing the final 16-mark question on each paper well, using the correct language and source material. There are strong links with literacy and the need to develop a wide vocabulary.

Action:

- **Mr Hammill to explore local history experiences.**

Governors thanked Mr Hammill who left the meeting at 6.35pm.

2 NOTIFICATION OF ANY OTHER BUSINESS

The following was tabled:

- Clerking Contract

3 DECLARATIONS OF INTEREST

There were no declarations of interest apart from the clerk with respect to the AoB item.

4 MINUTES AND MATTERS ARISING

4.1 MINUTES

The Minutes of the meetings held on 25 April and 1 May 2019 having been circulated, were confirmed as a correct record, signed by the Chairman and handed to the Headteacher for display in the school.

4.2 MATTERS ARISING

Mr Golding was unable to attend the meeting. Reports on the impact of part-school weeks on attendance and the stakeholder reports will be circulated for later discussion

**Clerk: Agenda
Mr Golding**

5 STRATEGIC MANAGEMENT

5.1 OFSTED REPORT

The Section 8 Report had been published. The Headteacher had deconstructed the report findings and aligned them to each of the SofA objectives. This was a very powerful and accessible summary of the progress being made, and work still to do.

Arising from Governors' questions, observation and discussion:

- Whilst Governors were aware of the importance of responding to Ofsted they were concerned that the school's focus on developing the individual, the whole person, was not diluted. The Headteacher explained that the school's SEF will be reworked to reflect the new Ofsted EIF and will capture the broader developmental aspects.
- Governors noted that there was clear evidence of progress towards the SofA objectives identified by Sir Robin Bosher, experienced inspector and leading educationalist.
- Alongside progress the future actions required had also been identified.
- The Headteacher explained that, whilst he is confident that PP progress will show improvement this year, it may still be an issue when compared with national expectations. It is clear from observations that all students make good progress in lessons but that this is not always reflected in the exam outcomes.
- There is a lot of stimulus within the classroom; work is needed to identify more clearly the critical knowledge that should be learnt. Focus should be on embedding knowledge not completing tasks. The Think Harder initiative provides tasks to enable students to use their knowledge.
- The modes of delivery and pedagogy are also being looked at to ensure teaching and learning suits varied learning styles.
- Where outcomes do not reflect the progress made in lessons the back story is critical to provide context. As an example, a student with poor attendance, a school refuser in KS3, turned it around in KS4 and achieved good grades.
- The school is focussing hard on raising aspirations; what can be achieved if students engage with learning to enable them to access opportunities.

ACTION

- Governors explored the issuing of setting and the impact of low confidence and self-esteem as barriers to learning.
- In response to a question about setting the Headteacher repeated that, in lessons, it is not possible to differentiate between PP students and non-PP; all make progress during the lessons.
- Staff are aware of the need to increase confidence and resilience for some students where this is a barrier. Additional support is available and different strategies to encourage students to contribute to lessons are used. Hands up and targeted questioning does not work; giving students time to think about a question before giving an answer is productive.
- Staff Governor commented on the wide range of creative suggestions from staff to overcome barriers and support teaching and learning.
- A Parent Governor added that the school gives a very inclusive, strong and clear message around GCSE options choices in terms of providing access to career opportunities. The careers fair and work experience opportunities raise awareness of future career options.
- Whilst the careers fair is very well attended and something that few other local schools did, more representation from white collar professionals – HR, accountancy, legal services – was needed. This had been recognised by the school and will be taken forwards next year.
- Governors also commented positively on the Elevate Programme which enable parents to access revision sessions to support their children.

Governors recognised the breadth of activities in place to build resilience and confidence, and to raise aspirations, but considered that the current system of university fees, and associated living costs, was a barrier to college based further education. Many students, who may have the ability to access further education and the careers that flow from that, find university financially prohibitive.

The school works hard and does everything within its power, to enable students to achieve their potential.

Action:

- **Headteacher to include the Ofsted/SofA summary in the school newsletter to enable parents to better understand how the school is improving.**

Headteacher

Oral Feedback:

The Chair added that, during the oral feedback to the inspection, it was made clear that, under the new framework:

- inspections will look at all outcomes and support for all students with protected characteristics and not just PP.
- book looks to demonstrate progress will replace scrutiny of in year data
- narrowing the gap will be a key focus

In response the Headteacher advised that he is trying to create more time for effective, impactful marking within teachers' directed time.

Arising from Governors' questions, observation and discussion:

- Governors asked what other schools did to support effective marking whilst minimising the impact on teacher workload, specifically technological solutions. These included:
 - A marking app.
 - Whole class feedback – summarising key points which will impact on learning
 - Using google docs to submit work and mark on-line

The Deputy Headteacher advised that the school is exploring options and that, whilst technology has a place, students need to be able to write coherently and at length to be successful in the current exam structure.

A lot of work nationally, and in school, is being done on effective marking and teacher workload.

Mrs Brown needed to leave the meeting at 7.30pm; to facilitate this, items requiring her input were taken here.

6. SUBJECT REVIEWS

Updated RAPS had been circulated.

The Deputy Headteacher thanked the Chair for attending the staff meeting on 20 June; this had been welcomed by staff.

Arising from Governors' questions, observation and discussion:

- **Art:** Two documents had been circulated; the first was the original RAP and the second was a supplementary RAP introduced by the current Subject Leader, in place to cover maternity leave, and reflects good practices and experience at her previous school.
- Within this improving exam results is a key priority; there will be some progress in 2018/19 but the journey will continue into next year.
- The new SL has already had a significant impact.
- **Geography:** more work is to be done to evidence the impact of self and peer assessment.
- Future RAPS will have clearer impact statements and less narrative.
- Governors requested that RAPs also include a curriculum-based Student Voice; their response to the changes.

Two further points were raised which require more investigation.

Action:

- **Questions and responses will be published on GHub.**
- **Review RAP format to include:**
 - **Clearer impact statements**
 - **Student voice – consideration needed on how to achieve this**

Deputy
Headteacher

Governors commented that it was clear from the RAPs that there is a lot of activity; the hope is that the results reflect this.

10 INSET DATES 20/21

Governors noted the two recommended dates of :

- Tuesday 1 September 2020
- Monday 4 January 2021

And agreed:

- Wednesday 2 September 2020
- Friday 23 October 2020
- Monday 7 June 2021

Governors again commented on the poor decision making of the LA when setting term dates which result in significantly shorter part-weeks at the start of term which encourages poor attendance as some families extend holidays to achieve reduced prices.

The September INSET dates are critical for staff training.

The Headteacher advised that there is no way of mitigating the impact of INSET dates on attendance without compromising the integrity of the training.

Mrs Brown left the meeting at 7.35pm.

5.2 VISION REFRESH

The working group will next meet on 19 June 2019.

5.3 STATEMENT OF ACTION

Addressed during discussion at Item 5.1.

5.4 GOVERNOR APPOINTMENTS

Governors noted that appointments are made at the last meeting of the term in readiness for the start of the Autumn Term.

Nominations for Chair and Vice-Chair can be made to the Clerk, in advance of the meeting, or at the meeting. The process is one of self-nomination.

Governors are allocated to link roles and to wider SEF related areas.

Details are available on the Committee Grid and Monitoring and Evaluation schedule.

Any governor interested in taking on a role, if it is already allocated, should talk to the Governor concerned and the Chair.

Roles which must be filled, and are currently vacant, are:

- Vice-Chair Resources
- SEND
- Equality and Diversity
- English

Mr Parker has taken on Behaviour (to include Attendance) and will monitor the SEF: Behaviour section supported by Mrs Kuht.

<p>Mr Waters is currently H&S Governor but, on completing the work linked the H&S audit this year, would be happy to pass this role to Mr Harper whose skills and experience would be of value in this area.</p>	<p>ACTION</p>
<p>Governors can take on more than one role.</p>	
<p>Governors discussed how to raise the role of the Governing Board with staff.</p>	
<p>Action:</p>	<p>Governors</p>
<ul style="list-style-type: none"> • Governors to review requirements and advise the Chair of their preferences prior to appointments at the last meeting of the term. 	<p>Governors</p>
<ul style="list-style-type: none"> • Governors wishing to attend staff briefings to liaise with Mrs Brown. 	
<p>6 SUBJECT REVIEWS</p>	
<p>Discussed earlier in the meeting.</p>	
<p>7 DELEGATED REPORTS - GOVERNORS</p>	
<p>7.1 REPORT OF CHAIR</p>	
<p>The Chair circulates regular briefings to ensure Governors are aware of emerging priorities and developments in school and related events that he may have attended. In particular it was noted that he had authorised the purchase of continued access for 19/20 to Governor Hub</p>	
<p>7.2 SAFEGUARDING GOVERNOR</p>	
<p>The Safeguarding Governor meets half termly with the DSL; a report on the recent meeting will be circulated in due course.</p>	
<p>Of note:</p>	
<ul style="list-style-type: none"> • The Single Central Record has been audited. 	
<ul style="list-style-type: none"> • The process for identifying new Governors for DBS checks and removing old ones is working well. 	
<ul style="list-style-type: none"> • A member of staff has spent a significant amount of time developing an electronic recording system to ensure staff read the KCSIE and code of conduct. 	<p>Governors</p>
<ul style="list-style-type: none"> • Recommendations and lessons learned from the recent exclusion hearings, in terms of safeguarding and tightening processes, have been discussed. The process in school is clear, robust, fair and legal. 	

ACTION

- The DSL is exploring how to assess the impact of Ramadan on students, especially during the exam period, and how to support them.
- The Safeguarding Governor will complete Safer Recruitment training.
- There is one Looked After Child in school.

Action:

- **Governors who have not done so to complete safeguarding training and provide certificates to the Development Governor.**
- **DSL to complete the annual return by 6 September.**
- **Governors to be alert to changes in the KCSIE document as soon as they are published in the Autumn term.**

Governors

Mr Golding

Governors

6.6 MONITORING AND EVALUATION VISIT REPORTS

The Careers Governor report, discussed at the previous meeting, had been published.

Action:

- **Careers Governor to complete a follow up visit; Careers Fair to identify career paths leading from further and higher education choices including more 'professional' roles.**

7 OTHER MATTERS

7.1 DFE GOVERNANCE HANDBOOK

Governors noted that the Governance Handbook had been updated with the following areas strengthened:

- Parent engagement
- Managing staff workload (see also [DfE Resources to Support Governing Boards in Reducing Teacher Workload](#))
- Clerking standards
- Access to ASP

In addition Governors noted that the new [Ofsted Education Inspection Framework](#) has now been published.

ACTION

Action:

- Clerk to review the terms of reference for 2019/20 to take account of relevant changes. **Clerk**
- Ensure any review of structures, practices and procedures arising from the Governor SEF exercise take account of these core documents. **Governors**

Mr Waters left the meeting at 8.00pm.

9 POLICY REVIEWS

Governors noted that the following policies had been reviewed by the school:

- Complaints – based on updated DfE guidance

Other policies to be reviewed this term:

- Drugs Education and Incident Management
- Computer Usage and Internet Code of Practice

10 DATES AND TIMES OF FUTURE MEETINGS

The following dates and times of future meetings had previously been agreed:

- Monday 10 June 2019 at 6.30pm – Finance Focus - Maths (moved from 23 May)
- Thursday 4 July 2019 at **6.00pm** – Strategy – PSHE/SMSC

All Clerked


11 ANY OTHER BUSINESS

The Clerk left the meeting at 8.05pm.

11.1 CLERKING CONTRACT

Governors discussed and agreed the revised contract.

The meeting closed at 8.10pm

Signed  Date 10/6/19
CHAIRMAN