



THE GRANGE SCHOOL

MINUTES of the meeting of the Governors of The Grange School held at the School on 3 October 2019 (Curriculum and Personnel Focus) at 6.30 pm

PRESENT:	Mr A Sherwell (Chair of GB)	Mr V Murray (Headteacher)
	Mr M Cardoso	Mr J Parker
	Mr A Hamshere	Mrs Z Sutcliffe
	Mr N Hood	Mr D Waters
	Mrs V Kuht	Ms E Westley
IN ATTENDANCE:	Mrs B Brown	Deputy Headteacher (Curriculum)
	Mr N Golding	Deputy Headteacher (Pastoral)
	Mrs M Mitchell	Clerk
ABSENT:	Mr P Harper	Apologies received and accepted.

1 NOTIFICATION OF ANY OTHER BUSINESS

The following other business was tabled:

- Staff Dismissal Committee
- Ofsted

2 DECLARATIONS OF INTEREST

There were no declarations of interest.

3 MINUTES AND MATTERS ARISING

3.1 MINUTES

The Minutes of the meeting held on 4 July 2019 having been circulated, were confirmed and signed by the Chairman as a correct record and handed to the Headteacher for display at the school.

Headteacher

3.2 MATTERS ARISING

All addressed within the core agenda.

ACTION

BOARD MANAGEMENT AND EFFECTIVENESS

ACTION

4 ANNUAL REVIEWS

4.1 STANDING ORDERS

The Clerk advised that there were no substantive changes to the Standing Orders

Of note:

Governor Allowances Scheme: No changes were proposed; the scheme is appended to the Standing Orders.

Delegations to the Chair and Headteacher: No changes made.

The Governors reviewed and agreed their Standing Orders which will be personalised to the school.

A copy of the Standing Orders would be signed by the Chairman, for retention in the School Office. A copy would be posted on GHub.

Clerk

4.2 TERMS OF REFERENCE/MEMBERSHIP OF COMMITTEES

Terms of Reference:

The Clerk advised that the Terms of Reference and supporting workplans had been updated to reflect the new Ofsted Education Inspection Framework, changes to the Governance Handbook and other policy changes as appropriate.

The Board conducts all core business at Board level but follows the terms of reference to ensure all duties are addressed. Governors agreed to adopt the Terms of Reference.

Governors reviewed the financial delegations which remain unchanged.

The Clerk would ensure that copies of the Terms of Reference were uploaded to GHub.

Clerk

Membership of Committees:

Governors reviewed and agreed the committee membership.

4.3 MEMBERSHIP OF COMMITTEES/WORKING GROUPS

Governors reviewed and agreed the membership of their Committees. The Committee Grid would be published on the school website and on Governor Hub.

Clerk

Governors agreed that, as the school uses the LA admissions services for allocations, in-year placements and appeals, there was no requirement for a separate committee. All matters relating to admissions are managed at Board level and reported by the Headteacher.

Associate members – voting rights

There are no Associate Members at present. Associate Members, when appointed, have votes at committee level but not at Board level.

This information would form part of the statutory information to be included on school websites.

Headteacher

4.4 CODE OF CONDUCT

The Clerk had provided an alternative Code of Conduct for Governors which:

- Reflects the Nolan Principles of Public Life.
- Clarifies the responsibilities of the Board, Headteacher and Governors
- Includes the requirement to publish information
- Includes details on how to manage a breach of the code.

Governors **adopted** the code a copy of which will be placed on GHub.

Clerk

4.5 REVIEW OF COLLABORATION ARRANGEMENTS

It was noted that reciprocal collaborative arrangements could be set up with other schools. This could enable schools to share experience and best practice and create a larger pool of Governors to be available if the Employee Grievance, Staff Dismissal, Staff Dismissal Appeals or Pupil Discipline Committee should need to meet.

Governors agreed that they wished to continue the collaborative agreements with **Mandeville School, Ashmead School and the ALPS partner schools - currently Turnfurlong Infant and Junior Schools.**

4.6 BUSINESS AND PECUNIARY INTERESTS FORM

Governors were asked to complete the Business and Pecuniary Interest declarations on GHub.

Governors noted the requirement, effective from 1 September 2015, for governing boards to publish their governors' details and their Register of Interests on the school website.

5 GOVERNOR RECRUITMENT

There are currently vacancies for a Parent and Co-Opted Governor. The Chair has received expressions of interest from two individuals for the co-opted vacancy; details will be circulated when he has all the necessary information. Governors agreed, in principle, the value of appointing one as an Associate Member for succession planning purposes if suitable.

Action:

- Chair to circulate details of volunteer Governors.
- Headteacher to commence Parent campaign after the October half term when new parents have settled into the school.

6 POLICIES

Policies reviewed in line with the school's management schedule had been circulated prior to the meeting.

Governors approved:

- Child Protection Policy

Governors noted that the quality of the Council's Children's Services is a concern. To mitigate this Mr Golding advised that the schools subscribe to Safeguarding Pro and had compared the policy with others.

The Child Protection Governor added that this was a very robust and clear CP policy which has all the right links and signposts any interested parties to the relevant sites for further information and guidance. Taking into account the significant changes which have happened both on a national and local level, the Governor acknowledged how effective Mr Golding and his team have been to roll this out so quickly.

Governors noted:

- Mobile Phone Policy
- Provider Access (Careers)

Whilst changes had been made to the processes underpinning the management of behaviour in school, and the associated toolkit, the philosophy underpinning the policy had not changed. The Behaviour Policy will next be reviewed in 2020.

ACTION

**Chair
Headteacher**

7 BASG AGM 27 NOVEMBER 2019

Governors noted the invitation to attend The Bucks Association of School Governors AGM on Wednesday 27 November 2019 7pm at St Michael's School in High Wycombe.

The guest speaker will be Mick Waters, who is a well-known expert on assessment.



BASG AGM Flyer
(1).pdf

Action:

- **Governors wishing to attend should book [here](#).**

Governors

CORE FUNCTION 1: ENSURING CLARITY OF VISION, ETHOS AND STRATEGIC DIRECTION.**8 VISION REFRESH**

The Headteacher had constructed a draft document based on the outcomes of the stakeholder events held to date. The draft had been circulated and is currently with the Chair for consideration.

Governors commented on the quality of the review process specifically the quantity and quality of staff engagement from across the school.

The Headteacher agreed that the involvement of staff and Governors had resulted in a more thorough and robust process.

Action:

- **Chair to review; draft to be circulated to Governors for consideration at the next meeting.**

Chair
Clerk:Agenda**9 SAFEGUARDING**

Mr Golding reported that:

- The **annual report** had been submitted on time and shared with Governors. There were no significant variations to previous reports.
- Staff had received **training** to ensure they were up to date with KCSIE. Training had been spread across two days and included the 3 year statutory refresher training and training on County Lines. The latter had been particularly valuable and had been repeated for students at assembly.

- All staff sign a **declaration** that they have read KCSIE and feedback on CP in practice. There are 20 staff who will receive the training at the October INSET.
- The **SCR** is up to date. The Child Protection Governor will be visiting later in the term to review the SCR; expectations regarding the SCR are now clearly embedded in the CP Policy.
- The Child Protection Governor is working with the school to identify an appropriate SCR auditing in tool.
- Mr Golding reported that 8 of the 11 areas of the **safeguarding audit** had been completed; there were no significant issues or action points.
- Governors were reminded to complete Safeguarding Training through the Learning Link at least every two years.

Governors noted that Keeping-children-safe-in-education--2019 guidance has been revised and went live on 2 September 2019. All Governors to read.

It was confirmed that all staff had read Part 1 (as a minimum) and the Senior Leadership team had read the whole document.

Governors noted the introduction of multi-agency working and the expectations for all agencies, including schools, in the context of the phasing out of local safeguarding children boards. Details of BCC's response are included.



BucksSafeguarding
Multi-agencyArrang

As a reminder, the 3 safeguarding partners are:

- Local authority (LA)
- Clinical commissioning group within the LA
- Chief office of police within the LA

Arising from Governors' questions, observation and discussion:

- Governors acknowledged the effective systems now in place for tracking staff training.
- Governors commended the school for raising awareness of County Lines with staff and pupils.

ACTION

- Governors noted that the LA is offering Wrap training – details had been posted on GHub.
- The Child Protection Governor commented on the strong partnership working between health and education.
- There have been 15 referrals in total of which a number resulted in Children in Need or Child Protection Plans. Some were repeat referrals. The school works closely with other schools with siblings to ensure all are aware of issues.

Action:

- **Governors were reminded to read KCSIE and update the declarations on GHub.** **Governors**
- **Governors to complete Safeguarding Training, if not completed within the last two years, and update their training record on GHub. A copy of the certificate should be passed to the Development Governor.** **Governors**
- **Governors to complete WRAP training if not already done so.** **Governors**
- **Governors can access a briefing on County Lines [here](#).** **Governors**

10 APPENDIX 1 ADMISSION ARRANGEMENTS – SEPTEMBER 2021

LA Admissions Policy: The supporting Appendix was noted, and governors agreed that they did not wish to comment on any aspects of the Local Authority’s proposed Admission Policy and arrangements. Neither would they request that any changes to the current arrangements be incorporated in the consultation document, nor did they wish to comment on the current rules or request a change to the admission number.

School Admissions Policy: The Headteacher advised that no changes were required. There are no changes to the Admissions Code. The policy will be updated and presented to Governors to be determined and submitted to the LA. The Admissions Policy was last consulted on in 2017 when changes to the school’s catchment were proposed.

**Headteacher
Clerk Agenda:
5.12.19**

11 ADVICE FOR SCHOOLS ON HOW TO PREPARE FOR BREXIT

Governors noted that the Department for Education has published [guidance](#) for schools on areas to consider when preparing for Brexit. This includes GDPR, staffing, pupils from the EU, school places and travel to the EU.

There is an e-mail alert sign-up within the guidance which will flag any changes or updates to the guidance.

As per the request from Lord Agnew parents will be reminded to register for settled status, where applicable.

Arising from Governors' questions, observation and discussion:

- Recruitment from the EU may prove more difficult; recruitment from commonwealth countries is not affected (even if they are in the EU).
- Actions to take when planning overseas school trips will be affected and is covered in the guidance. The Evolve system should be updated to reflect these changes relating specifically to health insurance.

CORE FUNCTION 2: HOLDING THE HEADTEACHER TO ACCOUNT FOR THE EDUCATIONAL PERFORMANCE OF THE SCHOOL AND ITS PUPILS, AND THE PERFORMANCE AND MANAGEMENT OF STAFF.

12 2019 RESULTS ANALYSIS



Item 12 KS5



Item 12 KS4 Analysis



Item 12_ Outcomes
Report Oct 2019 Res

Overview 2019.docx 2019 results.docx

Mrs Brown circulated reports prior to the meeting, A number of questions from Governors had been received both during the review meeting with the Outcomes Governor and in response to the wider posting.

The presentation Outcomes Summary report will be updated to reflect these and re-issued when the unvalidated data is published by the DfE in October 2019.

There had been issues with the reporting of BTEC results nationally which has impacted on the accuracy of progress data; this will be addressed in the updated report. For the purposes of analysis, the school's own progress data had been included.

Mrs Brown gave the following summary of the unvalidated data:

KS4:

- Progress 8 was better than expected at -0.32 (predicted -0.4). Both Maths and English performed better than expected; students struggled nationally with these subjects this year.
- Progress is improving over time; students on average achieve a third of a grade lower than national compared with three quarters of a grade lower in 2017.

Arising from Governors' questions and observations:

- **Progress** is moving in the right direction; whilst there is an argument that it should be faster, there is sustained progress over time.
- The Headteacher highlighted that a recent study has shown the 65% of schools have **accelerated KS3** (reducing from 3 years to 2 years) to create a 3 Year KS4. This is counter to the need to provide a broad, balanced and deep curriculum and narrows the offering too early.
- In addition this means that 230 hours of teaching time is then given to GCSE's which are designed to be delivered in 150 hours. This is a questionable use of teaching time, teaching to the test, and will be challenged by Ofsted under the new framework.
- Whilst results may improve as a result of 50% more teaching time the school does not subscribe to this approach which is detrimental to lower ability students and the non-core experience. English, Maths and Science are not affected as they are taught to all students across all 5 years of KS3 and 4.
- The KS3 experience is a core element of the school's curriculum offering which was described in detail in the Spring 2019 Headteacher Report. There is a clear rationale for providing a 3 year KS3.
- All subjects should be aiming for at least a zero score in progress and a grade 9-4 at GCSE; if there is underperformance this will be addressed through the Raising Standards Meetings with each subject.
- The Chair relayed his experience at a recent **Ofsted inspection** and confirmed that that there was no discussion around internal data during the inspection. The team had reviewed the published data to identify lines of enquiry/deep dive. The focus was on:
 - What are the school's strengths and weaknesses?
 - Do you have a broad curriculum which develops the strengths and addresses the weaknesses?
 - Are all stakeholders on board – do staff, pupils and parents all understand what the school is aiming for and their part in achieving it
 - Will the improvement plans deliver and what is the evidence?
- Schools still need data to identify and understand gaps and inform their delivery and long-term strategy.

- The summary report provided by Mrs Brown also referred to the Governor's training on data and the areas to work on identified in the IDSR.
- Governors were concerned that predictions are not accurate in some subjects.
- This has been the subject of discussion in the Raising Standards Meetings. There is no single, common factor affecting the accuracy of predictions which occurs in pockets within subjects but a strategy is being developed to:
 - Improve the accuracy of the quality assurance process and strengthen the evidence base
 - introduce moderation within a subject so teachers don't mark their own students' mocks, as an example, to guard against subconscious positive bias and a desire to 'encourage' and motivate students.
 - Subjects with defined answers such as Maths have greater accuracy, there is less consistency where there is interpretation.
- **Forecasts** for 2019/20 will be presented to the December meeting. Governors questioned the process for validating these predictions which will include focussed, evidence based work-scrutiny, learning walks and mock results for year 11.
- Governors explored the **Science** results where the success of the single sciences was not reflected in the Trilogy. Miss Brown explained that actually there was improvement in the 9-4 Trilogy which had improved by 10% and was now in line with national and the progress score for two 9-4 grades in Science had improved. The Triple Science offer is being reviewed; this is a demanding course. It is better for students' future choices to secure two strong science passes rather than three less strong. There is no issue moving from the Trilogy Science to a single science A Level.
- **PE** performed well at BTEC but less well at GCSE linked to coursework and exam structure. There is no GCSE PE with the current Year 10 cohort. The aspiration is to return to offering both GCSE and BTEC but only if they can both be successful. There will be a subject review of PE this term.
- **Computing** will also have a subject review this term. Governors noted that Cambnat (Cambridge National) will no longer be offered.
- Both Subject Leaders for **Humanities** were disappointed with results. A lot has already changed in these subjects and there is movement in the right direction. Focus is on achieving consistency across the department.

- Governors discussed the value of using external assessment and the peer group network to support subjects with RAPs in place. The Headteacher advised that the school would not be re-commissioning the Humanities Side By Side support which had been spasmodic and of little value. Other options are being considered including Teaching Schools, local networks and pupil champions.
- There has been a significant shift in the nature of GCSE's which now require much greater retention and recall of knowledge. Student's ability to retain and recall information diminishes as they progress through the course and the amount of information increases.
- The Thinking Hard strategy to deliver challenge will continue.

KS5:**Summary position:**

- There has been a reduction in the average grade from C- to D+.
- BTEC performance remains strong.
- Going forwards there will be a focus on ensuring students really understand the requirements of the course and what they are taking on.

Arising from Governors' questions and observations:

- Governors supported the school's position that it should offer a broad, good quality offer to cater for a range of abilities and interests.
- In line with lessons learned at KS4 the quality assurance process will be strengthened and more exam board preparations.
- Parent Evenings for Year 12 and 13 used to be combined; they have now been split to ensure the timing reflects the needs of both groups appropriately.

Clerk's Note: Extract from previous minutes explaining the Attainment 8 calculations:

The A8 score is comprised of three 'buckets' of subjects:

- **Bucket 1 (B1)** – English (the best of the English Literature and English Language results) and Maths. These score double and comprise 40% over the overall score.

ACTION

- **Bucket 2 (B2)** – 3 of the EBacc subjects of Science, Humanities, languages and ICT. (30% of the overall score)
- **Bucket 3 (B3)** – 3 of the remaining EBacc subjects not included/counted in Bucket 2, the English result not used in Bucket 1 and any other subjects e.g. Art, Dram, Music, PE. (30% of the overall score)

Action:

- **Mrs Brown to update and publish the summaries when the unvalidated data is available.**

Mrs Brown

Governors thanked Mrs Brown for a comprehensive report.

13 SUBJECT REVIEWS

Raising Attainment Plans are in place for:

- PE
- Computing
- Art
- Geography
- History

The focus of the RAPs is being made sharper and narrower to ensure improvements are made; previously they were quite broad and tried to deliver too much too quickly.

In addition the frequency of the progress reviews will increase and the format of reports will be sharpened.

Arising from Governors' questions, observation and discussion:

- French will not have a RAP; the Head of Department and teaching team are strong and have a clear plan of what needs to be done. MFL across the school is positive.
- There was a reduction in the number of students taking languages in 2019. The take up for Languages in 2019 was 31% which was the unintended consequence of a change to the options to encourage more students to take EBacc. However in 2020 the take up of languages has increased to 41% and in 2021 to 48%. This has led to the take up for EBacc improving in 2020 to 29% and in 2021 it is 38%.
- Revised subject RAPs will be posted on GHub.

Clerk:Agenda

Mrs Brown

- Subject Leader reports to Governors will be finalised at the December meeting.

Mr Waters left the meeting at 8.00pm.

14 CURRICULUM UPDATE

There are no changes to the curriculum provision.

The Careers Governor will circulate his report.

Governors requested the destination analysis at the last meeting of the term if it is available.

Action:

- Mr Hamshere to circulate his report.
- Headteacher to compile the destination analysis.

Mr Hamshere
Headteacher
Clerk:Agenda

15 SEF: BEHAVIOUR AND ATTITUDES



Item 15 Behaviour
and Attendance rep

Mr Golding had circulated an annual summary report and had met with the link Governors earlier in the week to review it. The report had been amended to include questions and requests from governors including information on managed moves.

More detailed termly analysis will be provided in January, May and July.

Mr Golding summarized the 2018-19 data:

Exclusion:

- There had been two **permanent exclusions**, this is below the National Average.
- The number of **fixed period exclusions** has reduced significantly but is still above the National Average. It would be below if one specific student was not included.
- Of the key groups four are below National. The FMS6 group is above National but contains a very small number of students with complex needs; they are being supported. If this group was removed from the data, then all measures would be below National.

- There have been 9 **managed moves** into the school and 9 out of the school of which 7 were successful. Of those that returned to the school all but two saw an improvement in behaviour and attitudes. The two who did not improve were permanently excluded.
- The criteria for moves managed by the LA has changed; the school uses this but also works informally with other schools to move students below this threshold but where a move of school may be beneficial.
- The Chair added that, in the recent inspection at another school where he is Chair, the inspectors looked at one case in exhaustive detail to test the school's policy and approach.
- There are 13 students in **alternative provision** at Aspire; some are full time others are on the 12-week KS3 programme, one student is on part time provision awaiting a place at a special school and 1 is being home taught.
- Of the 13 at Aspire 6 are in Year 11 and will finish at the end of the year.
- Better use is being made of inclusion to both support students and prevent escalation and as an alternative to exclusion. Improvements to the environment and the appointment of a Behaviour Mentor has shifted the focus from punitive to supportive

Inclusion:

- The change of use is so significant that it is not possible to compare data with previous years.
- PP students are now included in the data.
- Inclusion is now used more than exclusion.

Attendance:

- At Easter the school was in line with national expectations but dropped below this over the summer term. Whilst the Year 11s, Eid and part week at the end of the summer term were issues the biggest factor is the level of persistent absence.
- Tackling persistent absence is a priority, however the ability to influence it when it is linked to mental and/or physical health is limited.
- The impact of part-week's attendance at either side of school holidays accounted for 0.1% of the absence, up from 0.08% in 2017-18.

- Whilst this appears to be a low percentage it equates to a significant number of days lost in a school of this size.

Progress from the 2018-19 Report:

- The majority of the actions and targets identified in the end of year report last year have been achieved and are in place.
- Reducing persistent absence has been partially achieved but remains a priority.
- Rewards and sanctions have been reviewed and the behaviour toolkit updated accordingly. The structure is there but is not yet fully embedded. Staff training will continue to ensure consistency in the application of the Behaviour Policy and toolkit.

Next steps:

- Significant changes made in 2018-19; focus this year is to embed these changes and focus on consistency.

Pastoral provision:

- This is the subject of a separate report which will be posted on GHub. Governors were invited to submit questions to Mr Golding.
- Mr Golding and Mr Hood (PSHE Lead) had met to review and develop the curriculum beyond the academic and support for personal development.

Arising from Governors' questions, observation and discussion:

- The transport issues at the start of this academic year had not impacted attendance as students are local and don't use the transport.
- The reasons for the drop in students between Year 10 and Year 11 and within Year 11 are known; some move schools as a result of changes in family circumstances, one is being home educated.
- In terms of the impact of mobility on safeguarding, if a student cannot be located the MASH team are engaged immediately. The school would know the reasons for moving a student as files cannot be transferred until the new school is in place.
- There is a good relationship with the school's Police Liaison Officer who is based in the school one day a week.

ACTION

- Students that turn 16 after the GCSE's have been completed are counted towards the school attendance until the 30 June and remain on the school role until 31 August if they do not return for 6th Form.
- Calls to SLT have not reduced yet however the SLT was used previously for serious incidents; this has changed and their involvement is now much wider and used to de-escalate. The calls to SLT are expected to reduce over time. There are clear consequences for poor behaviour – removal, sanction and recorded.
- In terms of Ofsted, absence levels are still too high but the remainder of measures are below national average. The Headteacher added that the appalling SEND service in the county is impacting students and the school as students are not assessed quickly enough and alternative provision in special schools is limited.

Action:

- **Governors to submit any questions on the pastoral update (to be published) and the Behaviour Report to Mr Golding.**

Governors

Note: The questions submitted before the meeting, and answers, are attached to the end of these minutes.

16 COMPLIANCE

Mr Cardoso will complete a website audit this term and liaise with the Communications and Marketing Manager accordingly.

**Mr Cardoso
Clerk:Agenda
5.12.19**

17 GOVERNOR MONITORING AND EVALUATION

The M&E Visit plan was agreed.



Gov Vist plan
2019-20.docx

CORE FUNCTION 3: OVERSEEING THE FINANCIAL PERFORMANCE OF THE SCHOOL AND MAKING SURE ITS MONEY IS WELL SPENT

18 STAFFING

18.1 Mrs Brown had circulated a staffing summary.



Item 18 Staffing
Update September 2

The following points were highlighted:

Autumn Term 3.10.19

- There was a strong range of new staff; all have settled well into the school and have appreciated the support they have received.

18.2 EXIT SURVEYS

The Chair had reviewed the exit surveys completed and fed back to the Headteacher on specific issues; there were no generic issues requiring action.

18.3 WELLBEING SURVEY

Nothing to add to discussions at the previous meeting.

19 SFVS

Governors noted the new format and additional questions and reporting requirements. The deadline for submission to the LA has been put back to 28 February 2020 to align with the first submission of the draft financial plan which will in turn inform the additional financial summary report within the SFVS.

Governors considered the recommendation that they receive a minimum of 6 financial reports for discussion and **agreed** that the current arrangements of 3 reports per annum were sufficient with the option to increase the frequency if there were particular issues or concerns.

20 DATES AND TIMES OF FUTURE MEETINGS

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

- Thursday 24 October 2019 **at 6.00pm – Science**
- Monday 18 November 2019 at 6.30pm – Finance (Pay Cttee at 5.30pm)
- Thursday 5 December 2019 **at 6.00pm – English**

All Clerked.

21 ANY OTHER BUSINESS

21.1 STAFF DISMISSAL HEARING

The Chair advised that a Staff Dismissal Panel was required. The Clerk will approach Mandeville School in the event that the panel cannot be populated from within the Board.

All Governors

21.2 OFSTED

The Chair reported on his experiences at another school which has just been inspected under the new framework. Reference has been made to this throughout the meeting.

In summary:

- The process was fair, robust and transparent.
- No reference was made to internal data. Indeed, the Inspectors refused to look at it when offered
- Focus was on establishing if the school understood its problems, had a solution and could evidence impact.
- Significant time was given to exploring the wider curriculum including a deep dive into History and PE provision.
- That all stakeholders understood and shared the school's vision and spoke with one voice from pupils, to staff and parents was a key element in getting a favourable result.
- There was a clear ethos in the school and understanding of what was needed and how to deliver improvement.

The culture of The Grange School encapsulates the principles supported in the new framework.

The Grange School's inspection window is 2020 with a recommendation from the Section 8 inspection that this be after the 2020 exams.

The meeting closed at 9.00pm.

Signed Am Shukh Date 24/10/19
CHAIRMAN

QUESTIONS AND ANSWERS: BEHAVIOUR AND ATTENDANCE REPORT

Managed moves – a couple of the dates look to be 17-18, is this a 2 year report?

Student 9 started at The Grange in June 18 in the summer term but when he returned in September, he showed some improvements and had met some targets but not all, so the placement was extended rather than ended. Sadly, at the agreed extension point review, He had declined in most areas and the move was terminated.

Student 11 – Similar to Student 9, the placement was extended – as this student was in Y11, we felt the upheaval of returning to J Collett would have detrimental impact on his success, so extended a few times . It was worth it, he had some success and ended Y11 well.

Student 13 – John Collett extended the placement. Don't know much more about this one, never met him as the placement started before my time and was reviewed and signed off by Catherine Bright.

Student 14 – Applied and was accepted at UTC at the start of Y10, didn't like it so returned on 10th March 2018. He completed Y11 in July 2019. He shouldn't be on this list!

Alternative provision – of those on 12 week programmes have any come to the end of programme and returned to school? If so, was that successful?

Student I - started on the 27th June – the review last week was not positive for a return to mainstream at the end of 12 weeks.

Student J - started at The Grange as an in year transfer on 29th April, accrued 6 exclusions and started at Blueprint on 1st July! At her first review, the possibility of a phased return was discussed, but again, quite early into the process.

Student K – doesn't exist..... I looked back at the document I took this information from, it is a poor copy and paste duplicate of student J. Apologies, a typo!

Roll change list –

A number of the dates suggest the students left post GCSE (I may well have the dates/year groups wrong) so are they shown because they moved to a different school as opposed to college/apprenticeship/other training?

A number of the students that left at the end of July did so in Y10, but are part of the on / off roll for KS4 students.

One student is repeating Y10 at UTC, so effectively left us at the end of Y10 to join Y10 September 19
Some students were late starters to the school which means their start date was not at normal entry i.e.: September in Y7

Several of the parental choice moves also seem to have been in the final few months before GCSEs. This seems slightly odd because of issues around exam boards etc, is there a bigger story here?

Same as point 1 above. No Y11s left after the exam period.

