



THE GRANGE SCHOOL

MINUTES of the meeting of the Governors of The Grange School held at the School on 4 July 2019 at 6.00pm

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

1 PRE- MEETING RECEPTION - INNOVATE

Governors invited Innovate representatives to address the meeting. Innovate provide catering services to the school.

Key points:

- The company has an active Social Impact Programme which is championed by one of the company directors with company and school specific projects. The latter are led by the schools it works with.
- The Social Impact Programme includes projects addressing:
 - the environment – the company uses 100% recyclable plastics but is aiming to be plastic free
 - healthy eating - products reviewed and adapted to include hidden fruit and veg and vegan options
 - social engagement – working with the schools to provide teaching and learning projects and support events.
- Both sales and spend per pupil have increased at the school over the last year.
- Free School Meal uptake has increased from 89% to 94%.

ACTION

- The Catering Manager has held five Student Forums to gain feedback on the offering. Arising from these discussions:
 - The 6th Form offer was refined to reflect their wider experiences.
 - Manager specials have been introduced which offer improved value for money deals/bundles and were well received.
 - The choice of vegetarian and vegan foods is good and continues to expand.
 - Students consider the staff to be helpful and friendly.

- Feedback from the Year7s was excellent. Their wish list included:
 - A larger eating area with more seating
 - Separate lines for grab and go eating and meals – this has been introduced alongside a new till position and the flow has improved.
 - A means of identifying food in the managers’ deal/bundle – a sticker system will be introduced and labelling on shelving improved.
 - More ‘meal deal’ options.
 - A better understanding of why things are priced as they are when compared with supermarket prices.
 - Two lines for KS3 and one for KS4
 - The range of food offered is good, but students tend to stick to what they know.

- To widen their interest in trying different foods Year 7 took part in a blind taste test challenge.

- How the Social Impact Programme is implemented at each school is largely driven by the school and can include the donation of refreshments to support charity events and staff lunches on INSET days.

- The Catering Manager will be running a student competition to name the canteen.

Arising from Governors’ questions, observations and discussion:

- The increase in FSM uptake was attributed to the introduction of the biometric payment system which ensures all FSM users are not identifiable (previously FSM students were provided with a voucher).

- The Catering Manager is working with the Business Manager to try to expand the range and success of recycling in the school; facilities can be provided but students need to be encouraged to use them.

- Governors considered that the spend per pupil, when allowing for inflation, was a flatter growth line than that presented.
- The school does not know definitively which students are fasting, or part fasting, during Ramadan. Whilst use of the canteen may be reduced a lot of students purchase food to be consumed later in the day. The school provides separate areas for fasting students so that they do not have to be around food.
- Mr Durrell provides advice to students on managing exams during Ramadan and the Imam will give exceptions if students make a request.
- Students make their own decisions whether to fast although parental and peer group expectations may be a factor.

Governors thanked the representatives from Innovate who left the meeting at 6.00pm.

Governors adjourned to partake in a buffet reception provided by Innovate.

Governors reconvened at 6.15pm and the Board meeting commenced.

2 SUBJECT REPORT – PSHE/SMSC

Mr Hood, Subject Leader, addressed Governors and drew attention to the impact of the new Ofsted Education Inspection Framework (EIF) and the new RSHE curriculum. The Grange is well placed to respond to these changes.

PSHE/SMSC is a core element of the Personal Development and Wellbeing inspection area. This is a wide subject area and includes life in modern Britain.

- The EIF has greater emphasis on the curriculum and a specific focus on Personal Development which was previously included with Behaviour and is now separate to this.
- Some schools teach PSHE through tutor time; at The Grange PSHE is a discrete, timetabled subject for 1 hour per week for Years 7-11 supported by two specialist teachers.
- A subject review graded provision as Good.
- Teachers are supported by one LSA.
- The school has bought into the Penn Resilience Programme (PRP) for Year 7. The programme is funded by Bucks Public Health with whom the school has a good working relationship. One teacher has been trained, the other will complete the training.

- Mental Health Investigated is a new resource for Year 9.
- Staff attend the PSHE Forum and are members of the PSHE Association.
- The new RSHE guidance requires school to write, and consult upon, a new policy. The content of the curriculum is prescribed but schools have a choice in how it is delivered.
- Parents will be invited to an information/consultation evening to meet staff and see the new resources.
- There are specific roles for Governors within the new EIF which includes the need to teach RSHE in a way which is accessible to all students.

Arising from Governors' questions, observations and discussion:

- The PRP is based on cognitive behaviour; understanding what you do and why. 65% of students reported that they enjoyed, and benefitted from, the programme. Of note:
 - Girls were more positive about the programme than boys.
 - Students enjoyed the role plays, learning how feelings impact behaviour and the fact that there was no writing.
 - Some found listening difficult and others where not clear why they are learning about it.
- Governors were assured that feedback would be followed up to ensure students understood the skills taught, and how to use them to build resilience.
- There is no coordinated county response or support for the implementation of RSHE; the LA has not reached out to the school. Students will continue to be supported in accordance with their needs; there are no additional resources to support implementation.

Mr Parker joined the meeting at 6.35pm.

- The Headteacher added that the specialist teachers provide good quality, consistent provision. The challenge is identifying good quality resources which are age appropriate and right for the school.
- Governors observed that the consultation/information exercise with parents should look to mitigate the risk of heterosexual bias. The consultation will be on the timing and pacing of the curriculum which will be delivered in a frank, objective and balanced way with the flexibility to

adjust to meet the needs of the cohort.

- The PRP is focused on understanding, and coping with, different relationships throughout life; emotional resilience.
- Feedback from pilot inspections of the new framework have highlighted areas of interest around:
 - where and when PSHE is taught including risky behaviours, sexual exploitation and County Lines.
 - Curriculum plans for KS3 and KS4
 - Whole school provision
 - Related clubs and who attends

Action:

- **Mr Hood to provide details of how the school will consult with parents and the rationale underpinning delivery of the RSHE curriculum so that Governors are properly informed.**
- **Headteacher to ensure attendance at enrichment clubs is monitored.**
- **PSHE/SMSC Governor to follow up on the presentation and understand RSHE implementation.**
- **Clerk to update the PSHE/SMSC Guidance for Governors.**

Mr Hood

Headteacher

PSHE Governor

Governors thanked Mr Hood who re-joined the meeting at 6.55pm.

Clerk

3 NOTIFICATION OF ANY OTHER BUSINESS

No other business was tabled.

4 DECLARATIONS OF INTEREST

There were no declarations of pecuniary interest.

5 MINUTES AND MATTERS ARISING

5.1 MINUTES

The Minutes of the meetings held on 10 June 2019 having been circulated, were confirmed as a correct record, signed by the Chairman and handed to the Headteacher for display in the school.

Headteacher

5.2 MATTERS ARISING

All addressed within the core agenda.

6 OUTCOMES – KS3 PROGRESS REPORT

The summary report had been posted on GHub prior to the meeting; it highlighted strengths and areas for development. The Outcomes Governor had met with the Deputy Headteacher on 12 May to review data and the source information to better understand how the data is constructed.

Of note:

- **Year 7:** There are no specific group related issues but there are differences in teaching groups for English. These have been reviewed with the Head of English, the Deputy Headteacher and Interventions Co-ordinator. Additional intervention sessions have been introduced in the morning and the teaching team will be strengthened with two new, experienced teachers in September and the return of Mrs Williams as Subject Leader.

Arising from Governors' questions, observation and discussion:

- Differences in outcomes for teaching groups reflect in part the cohort and in part teaching and learning. Issues were identified during KS3 work scrutiny and learning walks; one member of staff has left the school and the replacement is receiving additional support to ensure they meet the standards expected by the school. Students are receiving targeted support where appropriate.
- Progress is evident in the homework checks – what has been set and completed.
- The school tracks relative performance over time. A suitable tracking system for KS3 has now been identified which will provide indicative Progress 8 scores and performance of a cohort across the data entry points.
- The data management system is developing and will support student tracking, teaching and learning and the impact of interventions and wider groups. Data can be analysed at different levels for use by teachers, Subject Leaders, Year Group Leaders and Deputy Headteacher.
- There will be 3, not 5, data entry points in future in line with best practice. This will improve the accuracy of assessment as there will be more time to embed learning, undertake moderation and provide evidence between data points.

Actions:

- **Outcomes Governor and Deputy Headteacher to scrutinise the data to ensure it is accurate. A similar report will be produced for the same period next year for comparison purposes.**
- **Outcomes Governor and Deputy Headteacher to develop reporting formats to meet the needs of Governors and staff.**

Outcomes Governor

Deputy Headteacher

Governors agreed to take Item 9 - Recruitment to enable the Deputy Headteacher to leave the meeting.

9 STAFFING UPDATE

Recruitment: An update had been posted on GHub.

Of note:

- All new staff attended the New Staff Day on 9 July.
- All positions are filled for September 2019:
 - **Science:** Positive changes, an experienced teacher joined the school in May, an NQT who trained with the school has joined the team and an experienced teacher is joining in September. The gender balance has improved with the new appointments.
 - **Maths:** Fully staffed.

Arising from Governors' questions, observation and discussion:

- Staffing in subject areas with raising attainment plans was discussed:
 - Humanities – stabilised in 2018/19
 - Science – new appointments for 2019/20
 - Technology – needs to stabilise
 - Computing – technicalities of the subject make recruitment challenging
 - Art – maternity cover is in place
 - PE – support staff and leadership and management continue to develop.
 - Maths – two strong NQT appointments.
- The new Behaviour Toolkit will help staff settle into the school with clear expectations for students.

- New 6th Form, KS3 and KS4 leaders have been appointed. The leadership team is strong.
- The school has a good reputation for pastoral care which it will continue to build upon. The Deputy Headteacher (Pastoral) is briefing all new starters.
- The school has thorough recruitment processes in place, supported by Governors. In addition to external recruitment there is positive progression internally and recruitment and retention is good.

Mrs Brown left the meeting at 7.25pm.

7 SEF – LEADERSHIP AND MANAGEMENT

The Headteacher advised that the SEF is going through a process of change to align with the new EIF; the SEF will be aligned to the framework not the more detailed handbook.

The Headteacher shared a comparative analysis of the old and new Ofsted frameworks:

- In both frameworks:
 - Vision and values
 - Curriculum
 - Careers (stronger in the EIF)
 - Safeguarding
 - Equality
- In the EIF handbook but not the framework:
 - Performance management
 - British Values
- Not in either the framework or handbook:
 - Self-evaluation – the school will continue to self-evaluate as good practice.

The new format evaluation will report against intent, implementation and impact – whether an aspect is strong, what evidence is present and what that evidence is a consequence of. No judgements will be made in the document but an oral judgement will be provided to Governors as a measure of performance.

Safeguarding: The 2017 inspection identified safeguarding as a strength within the school; the staff are relentless in protecting their young people. The school has identified a rise in those self-harming. Students who exhibit this behaviour are well supported; the underlying reasons are varied and complex.

Arising from Governors' questions, observation and discussion:

- The Safeguarding Governor commented that schools are trying to cope with increasing demand for pastoral support against a severe shortage in professional support from CAMHS and social care. Society is applying more pressures and expectations on young people.
- The Headteacher explained that it is right that schools identify students with additional needs but it not their role to support them where that support goes beyond what can reasonably be seen as normal practice by staff. There are changes to partnership working arrangements with the specialist areas due to come into force in September 2019 however details are lacking.
- That said the Headteacher added that, through the vision and values work, it had become clear that The Grange is 'more than a school' in how it promotes education, community and friendships.
- The Safeguarding Governor stated that it was important for organisations to safeguard young people within the context of their environment; there is little they can do to address external influences.
- The Headteacher added that the school spends a lot of time and resources on non-statutory provision such as Stapleton House. The school is focussed on education, consequence and restoration.

SofA: The most recent inspection judged the SofA to be Good and fit for purpose with very clear presentation and content. This will continue to be developed as the core improvement document.

Ofsted EIF: The new framework focusses highly on:

- An inclusive education
- Knowledgeable teachers with good pedagogy
- Learners complete a programme of study
- Stakeholder engagement
- Teacher workload
- Behaviour/bullying
- Governance
- Accountability – the old framework drive workload, the focus on outcomes narrowed the curriculum and put pressure on staff. There still remains a need to have challenging professional conversations with staff around performance management.
- Equality and statutory provisions
- Safeguarding

Arising from Governors' questions, observation and discussion:

- CPD: Governors referred to the staff survey results, specifically the staff response regarding support for CPD and meeting staffs' needs.
- The school is responding to this:
 - Consideration is being given as to how to better use directed time and the scope to increase twilight sessions.
 - Leaders and managers identify training needs; the SLT need to create time to share and develop subject knowledge, to build the specialism as well as leadership skills.
 - Subject audits will be conducted to identify gaps and develop a strategy to address them.

Action:

- Headteacher to include details of why students have left the school in exam years before completing the programme of study in future Headteacher Reports.

Headteacher

8 STRATEGIC MANAGEMENT

8.1 HEADTEACHER REPORT

The report had been published on GHub and some questions submitted prior to the meeting. The Headteacher highlighted aspects of the report:

Context: There are high levels of mobility in the area; typically between 40 and 50 students at the school move schools each year. These include in-year transfers, family relocations, decisions to home educate (4 at the school) and permanent exclusions (2 this year). The school needs to understand why students leave and where they go to and to be certain they have arrived at their destination under safeguarding.

There are 650 children being home educated in Bucks. Partnerships between schools, social care and SEND are crucial to safeguard those not attending school.

After meeting note: Proposals to introduce an LA register of those being home educated and more formal mechanisms to support home educators were the subject of a consultation which closed on 24 June 2019. Details can be found [here](#).

Other points to note regarding context:

- There is a gender imbalance in the upper school.

- SEND levels are above national average although those with EHCPs is in line with national. SEND in the LA is in crisis; there is no support for schools.
- The number of Pupil Premium students is higher in the lower school with an increasing overlap between PP and SEND. These pupils should be better served as the interventions will address all overlapping needs.

Achievement: Discussed at previous meetings in terms of progress and outcomes led by the Deputy Headteacher (Curriculum).

Teaching and Learning; Addressed in the report to Governors provided by Mrs Bright, Assistant Headteacher. Of note:

- Thinking Hard has had a good impact it provides teachers with:
 - Readily accessible strategies to provide students with challenge
 - Techniques to develop active learners who use and apply their knowledge.
- This is a good initiative which will be retained and has been embraced by staff who are excited to come forwards and share their experiences.

Behaviour: The number of students excluded is lower than the national average and lower than last year (2.8% in 2019 and 5.5% in 2018). The majority of exclusions are repeat offenders.

The appointment of the Deputy Headteacher (Pastoral) has been excellent and very effective.

Arising from Governors' questions, observation and discussion:

- Governors commented that improvements in behaviour are evidenced in the staff survey results where behaviour was hardly mentioned this year compared with last year.
- Students with behavioural challenges are supported; staff try to establish the underlying reasons for the behaviour.

Attendance: There is a 3 year improving trend; the school is now in line with national expectations. This has required significant effort from a very focussed team.

Arising from Governors' questions, observation and discussion:

- The Attendance Governor commented that the school has a coherent approach to attendance.

- The attendance officer, reception and Stapleton House staff work as a team to provide a joined-up approach. The strategies and results are impressive.
- The Ofsted HMI had commented that the improvement in attendance was excellent; securing a 2% improvement in 15 months in a large school was a significant achievement.

Side by Side: At previous meetings the Headteacher had expressed concern over the viability of the initiative in future years; the LA have confirmed that it will continue. However, there is a need for the LA to communicate to schools the ongoing arrangements for maintaining Side By Side as key personnel are leaving and are mostly not being replaced.

Staff involved need to have the credibility, integrity, knowledge and skill to deliver the programme.

Teacher Workload: As touched on earlier in the meeting, the reduction in data entry points for KS3 will have a positive impact on workload. The data entry points will align with the raising standards meetings and provide enough time in between meetings to be able to show a difference.

In addition, efforts are being made to reduce the number of timetabled lessons from 45 out of 50 to 42 out of 50. There are legacy and funding issues to overcome to achieve this for all staff. The reduction in lessons will enable departments to complete CPD around teaching and learning in directed time and to introduce marking sessions whereby staff mark, in a group, during directed time. There is significant benefit in marking in a team.

Governors discussed the impact of the rolling timetable whereby year groups at KS3 move up at Summer 2 when the Year 11's leaves. This places the 'gain time' in Year 7 and not Year 11. The benefit to the Year 9 students is clear as they embark on the GCSE curriculum and are re-energised and focussed with a smoother transition to Year 10.

Whilst SLT and Governors consider this to be the right approach there will be a discussion with staff.

8.2 TRUST UPDATE

The minutes had been posted on GHub.

Of note:

- The Trust continues to liaise with the Broughton Schools; changes in leadership have meant that the time is not yet right for them.

- The Chair and Headteacher are visiting Cressex School, also a Co-operative Trust School, to share information and ideas on how to grow community involvement.

8.3 VISION REFRESH

The planned meeting had been deferred; an update will be provided to the next meeting.

Clerk:Agenda

8.4 GOVERNOR ACTION PLAN

The Chair had circulated the updated action plan which showed that all actions had been addressed or were ongoing.

Action:

- **Governors to review the action plan and post any comments, questions or observations on GHub to be seen by all with a view to signing off the action plan at the next meeting.**

Governors
Clerk:Agenda

8.5 GOVERNOR APPOINTMENTS

All appointments to commence 1 September 2019. Appointments made this term to enable those taking on new roles to prepare over the summer break and handover this term.

Appointment of Chair:

In line with the procedures agreed by the Governing Board, **Mr Sherwell** was elected as Chair for a period of one year and until no later than 31 December 2020. Mr Sherwell that he intended that, barring unforeseen circumstances, this would be his last year as Chair.

Appointment of Vice-Chair:

In line with the procedures agreed by the Governing Board **Mr Hamshere** and **Mrs Sutcliffe** were elected as Vice Chairs for a period of one year and until no later than 31 December 2020. In the event that the Chair is not available, Mrs Sutcliffe should be approached in the first instance.

Governor roles:

- | | |
|-------------------------|---------------|
| • Development Governor: | Mr Parker |
| • SEND Governor: | Mrs Sutcliffe |
| • Outcomes Governor: | Mr Waters |
| • Attendance Governor: | Mr Parker |
| • Literacy Governor: | Mr Harper |
| • Maths Governor: | Mrs Sutcliffe |

- Safeguarding/Child Protection Governor: Mrs Westley
- Equalities/Diversity Governor Mrs Westley
- PSHE/SMSC Mrs Westley
- Educational Visits Governor Mr Hood
- Premises/Health and Safety Mr Harper
- Careers Governor Mr Hamshere
- GDPR Governor Mr Cardoso
- ICT/Website Governor Mr Cardoso
- Bursary Governor Mr Sherwell

Performance Management Governors were confirmed as Mr Sherwell, Mrs Sutcliffe and Mr Hamshere.

There remains a vacancy for a Parent Governor (to be advertised in the Autumn term) and a Co-opted Governor.

9 STAFFING UPDATE

9.2 EXIT SURVEYS

A summary of the findings of the exist surveys carried out to date had been posted in GHub by the Chair. Staff commented on the caring environment and support for staff.

Action:

- **Deputy Headteacher to ensure all leavers receive the survey. Completed surveys reviewed by the Chair.**

**Mrs Brown
Chair**

9.3 STAFF SURVEY

An analysis of the results had been posted on GHub.

Of note:

- The 2018 survey was used but some questions were removed where there was considered to be overlap/duplication.
- Specific comments had been directed to the Headteacher and addressed.
- The reduction in negative comments about behaviour was significant.
- SLT support and communication could be improved.
- Workload is considered to be too high.

- The physical environment could be better and is improving.
- CPD – a focus area for staff who want more access.
- Staff's perception that they receive regular feedback on their work objectives was poor despite a comprehensive robust performance management system being in operation with both formal and informal feedback. The wording of the question will be reviewed next year.

Actions:

- SLT will review the results in detail and determine the response.
- Mrs Sutcliffe will write a response to staff re-enforcing the availability of the Staff Bullying and Harassment Policy.

Mrs Brown

Mrs Sutcliffe

Arising from Governors' questions, observation and discussion:

- 84 of the 140 staff (60%); whilst this is a drop on last year the response rate is high.
- A number of questions were blank.

10 DELEGATED REPORTS - GOVERNORS
10.1 REPORT OF CHAIR

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.

10.2 SEND

The Chair is covering this role; a report had been posted on GHUB.

The SENDCo is very experienced and currently works part-time on a semi-retirement plan; the Assistant Headteacher is also experienced and is retiring next year. Succession planning for these key roles is a priority.

Headteacher

10.3 SAFEGUARDING GOVERNOR

The June meetings was rescheduled for 8 July; a report will be posted on GHUB.

Action:

- Governors who have not done so to complete safeguarding training and provide certificates to the Development Governor.

Governors

- **Governors to read the updated KCSIE and update the declaration on GHub.** **Governors**
- **Governors to update DBS declarations on GHub.** **Governors**

10.4 DEVELOPMENT GOVERNOR

Sources of training had been shared through GHub. The school will have membership of the NGA and access to the NGA Learning Link suite of 50 modules; membership is funded by the LA.

Action:

- **The Development Governor will be undertaking a piece of work to establish preferred learning styles – face to face or on-line – to better identify a range of training to suit all needs.** **Development Governor**
- **Whole Governing Board training on data will be organised for 2019/20.** **Development Governor**
- **Governors to update their training records on GHub as they complete training.** **Governors**

10.5 CAREERS GOVERNOR

The Careers Governor will be meeting with the school lead on 19 July to complete the end year review/follow up.

Action:

- **A report will be produced for consideration at the next meeting.** **Mr Hamshere
Clerk:Agenda**

10.6 OTHER MONITORING AND EVALUATION VISIT REPORTS

There had been no other visits.

11 POLICY REVIEWS

The Drugs Incident and Disruptive Visitors policy are not yet available.

Clerk: Agenda

12 DATES AND TIMES OF FUTURE MEETINGS

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

- Thursday 3 October 2019 at 6.30pm – Curriculum
- Thursday 24 October 2019 at 6.00pm – Strategy – Science
- Monday 18 November 2019 (preceded by Pay Cttee) at 6.30pm – Resources

- Thursday 5 December 2019 at 6.00pm – Strategy - English

All Clerked

13 ANY OTHER BUSINESS

There was no other business.

The meeting closed at 9.00pm

Signed Ahr Sheriff Date 30/19
CHAIRMAN

