

SPRING TERM 2020



THE GRANGE SCHOOL

MINUTES of the meeting of the Governors of **The Grange School** held at the School on **16 January 2020 (Curriculum and Personnel Focus)** at 6.30 pm

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

Mr Hamshere in the Chair.

1 NOTIFICATION OF ANY OTHER BUSINESS

No other business was tabled.

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 5 December 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.

3.2 MATTERS ARISING

All addressed within the core agenda.

ACTION

Headteacher

BOARD MANAGEMENT AND EFFECTIVENESS

4 GOVERNOR MATTERS

Membership:

Ms Westley had notified the Chair that she would be stepping down at the end of this meeting. Governors recognised her valuable contribution and recorded their thanks for her support.

There had been no interest in the Parent Governor vacancy. Governors reviewed the membership and:

- Appointed Mr Cardoso as Parent Governor.
- Co-opted Mr Jackson (currently an Associate Member) to the Board.

There remains a vacancy for a co-opted Governor.

Action:

- **Governors to consider their contacts.**
- **Clerk to explore Inspiring Governance.**

Governors
Clerk

Governor Roles and committee membership: Governors reviewed the impact of Ms Westley's resignation and made the following appointments:

- Child Protection Governor – Mrs Dobbie
- PSHCE/SMSC – Mr Jackson
- Diversity – Mr Jackson

Roles will be revisited with the appointment of additional Governors and, in any event, at the end of the academic year).

There is a need to strengthen membership of the Appraisal and Pay Committee.

Action:

- **Governors to advise the Chair if they would want to join the Pay Committee.**

Governors
Clerk:Agenda

5 POLICIES

Policies are reviewed in line with the school's policy management schedule; no policies were presented to this meeting.

CORE FUNCTION 1: ENSURING CLARITY OF VISION, ETHOS AND STRATEGIC DIRECTION.**6 VISION REFRESH**

The proposed vision had been amended to reflect feedback from stakeholders and the final draft had been circulated.

Arising from Governors' questions, observation and discussion:

- Student Voice had been very positive.
- The WE CAN philosophy and wording remain in place – it is at the centre of the school, is understood by all stakeholders and remains fit for purpose being both meaningful and memorable.

Governors **agreed** the school vision which will now be formally promoted to staff, students and parents.

7 SAFEGUARDING

Mr Golding reported that:

- The **SCR** is up to date. The Child Protection Governor had visited at the end of the Autumn Term.
- 11 **MARF referrals** had been made; all had met the threshold and appropriate support had been put in place including Early Help, Child in Need and CP plans as necessary.
- Two referrals had been made to the LADO; one had been accepted and one was below threshold.
- 169 of the 185 staff have been **trained**; the remaining staff will receive training this term. All teaching and pastoral staff training is up to date.
- **Challenges:**
 - The mechanism for accessing **external services** has changed. Previously the school accessed providers directly this is no longer the case; MARFS are now required.
 - There has been an increase in **e-welfare** notifications; this is the mechanism through which every adult in the school can raise a concern about any aspect of a student e.g. behaviour, physical appearance, interactions.

- The notifications are reviewed daily and investigated to ensure early recognition of an issue and a prompt response.
 - **Self-harm** is increasing nationally and is a concern. Referrals are made to CAMHS but they do not have the resources to meet the need. The school has developed some expertise and support for mental health internally and works closely with parents to support them to access external services. There is a national shortage of professionals supporting mental health in children and adolescents.
- **Priorities:**
 - **Support:** In recognition of the long lead times to access external services locally more emphasis will be placed on signposting students and parents to support options beyond school staff.
 - Staff are being trained in **mental health** and self-harm in the context of their roles in school.
 - The school makes use of **on-line services** for young people such as [Kooth](#); they have been invited into school to raise awareness with students who can then contact them directly.

The Headteacher added that there have been 53 CPOMS notifications in 2 days. CPOMS enables all concerns to be logged and collated; incidents seen in isolation may not be a concern but when collated together can present a different picture. The systems and processes in place support early identification.

Arising from Governors' questions, observation and discussion:

- The LADO determines the threshold for action; the school will always refer where there is a concern.
- There is no comparative safeguarding data across schools; 11 MARFS is not exceptional. No concerns have been raised by the LADO on the school's management of CP.
- The increase in e-welfare notifications is attributed to the ease with which staff can use the system and staffs' confidence in doing so. The system is robust; analysis shows similar concerns being raised by multiple adults for a student indicating both a consistency and confidence in recognising, and acting on, potential indicators/concerns.

ACTION

- Students also feel able to talk to adults in the school; a number of concerns have been raised through conversations with students. The changes to Stapleton House have contributed to this. In addition the LSA teams are strong and have the time to listen to students.

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.

8 SEF QUALITY OF EDUCATION

Implementation and Impact reports had been posted prior to the meeting however, in the unforeseen absence of the AHT with responsibility for teaching Governors agreed to defer the discussion to the next meeting.

Clerk:Agenda

Action:

- **Governors to submit any questions on the reports to Mrs Brown prior to the meeting.**

Governors

9 IDSR

Mrs Brown had posted the IDSR and the school's response to the areas of interest/lines of enquiry were highlighted. This will inform the Whole Governing Board Training which is in the process of being organised as requested by Governors.

Details of possible dates will be shared through GHub and a consensus taken.

10 SUBJECT REVIEWS

Raising Attainment Plans are in place for:

- PE
- Computing
- Art
- Geography
- History

Updated summary reports had been posted prior to the meeting. All subjects are using the same succinct, high level reporting format which was welcomed by Governors. Independent subject reviews of both Art and ICT/Computing have taken place; recommendations will be included in the RAPs.

Mrs Brown added that it is clear from the IDSR that there is a need to improve progress in certain subjects and open options, to be able to demonstrate value added. The RAPs are an important element in delivering that improvement.

A range of measures have been put in place to support subject leaders and to improve accountability. External advisors have provided support at group and individual level to leaders to help them to improve practice and identify what elements will make a difference to student outcomes.

Arising from Governors' questions, observation and discussion:

- The school supports a programme of continuous improvement, reviewing and modifying practices as necessary. There have been changes to the implementation of the curriculum – teaching, marking and feedback practices – the challenge is to be clear what is having the most impact and what needs to be further modified including ensuring students respond to the quality of the input from staff.
- Measures are in place to ensure staff are held to account for their areas of responsibility. Middle Leaders are open to scrutiny; both external advisors have expressed confidence that the staff know what needs to be done.
- There have been some staff changes and recruitment challenges, notably in Geography, which can impact the improvement journey.
- The independent subject reviews highlighted the need to ensure that good practice and knowledge is shared across the team and that there is consistency in teaching and learning. Changes have been made to learning walk format to accommodate this; Subject Leaders will accompany a member of the SLT to provide the subject expertise and identify strengths and training needs. The aim is for every member within a subject team to be performing at the same standard.
- The school's data management system supports group analysis which is closely monitored. The current focus is to challenge and push the more able students. To support this teachers are being asked to identify 5 students and what they are going to do to move them forwards. The focus group will change as necessary.

11 BEHAVIOUR, ATTITUDES AND ATTENDANCE

Mr Golding had posted a termly report prior to the meeting.

Of note:

- There were no permanent exclusions last term but the number of Fixed Term Exclusions had increased on the previous term. Exclusions are the last resort. Half of the Autumn Term exclusions were generated by 9 students all of whom will be accessing alternative provision next term (6 going to Aspire, 2 moving to a special school and one completing a managed move).
- These students have had a significant impact on staff and students; the moves are in the students', and the schools', best interests.
- 4 students are attending the Blueprint 12 week programme to improve behaviour; some may learn from the experience and return to the school; others may be unable to adjust and require a longer term placement. The school works hard to give students the opportunity to change their behaviour and remain in school.
- Managed moves provide a valuable mechanism for offering students a 'fresh start' and opportunity to change behaviours which are leading to exclusion. The school has received two students and placed three successfully with other schools. A further two students are currently on a trial managed move.
- 16 students are currently attending the PRU seven of whom are in Year 11. The school also engages with the Prince's Trust, a charity providing alternative education for those not able to succeed in a school setting. This is accessed with support from Social Care.
- The **Inclusion Room** is being used to good effect. Of the 175 inclusions last term 75 involved PP students. There is an increased focus on preventative work and mentoring to try to address this.
- **Attendance** for 2018/19 was lower than the previous year and back in line with 2016/17. Persistent absence continues to be the main concern with the first twelve students attending alternative provision full time and showed as 0 against the school.
- Attendance in the Autumn Term dipped as a result of significant and sustained illness; the school was affected by the norovirus with 385 absences on the last two days of the term.
- Governors noted that, in the Autumn Term, just 3 days absence would result in 94.3% attendance, below national average.
- Of 14 students engaged in alternative provision attendance improved for all but 2 of them; alternative provision can positively impact on a students' attendance and outcomes.

- **Priorities:**

- Embed the behaviour toolkit with all staff so that there is a consistent approach across the school; this is supported by ongoing CPD.
- The new mobile phone policy has had a positive response from students and will embed.
- The pastoral programme is being strengthened to give a joined up message through tutor time, assembly and pastoral lessons.
- Improvements to those areas identified in the IDSR are being progressed although changes to reporting make comparison meaningless. Previously exclusions with multiple elements had been recorded as 'unspecified'; the main reason will now be recorded.
- Improve attendance; more work required to unpick the data.

Arising from Governors' questions, observation and discussion:

- Governors noted that **exclusions** in the Summer Term tend to be higher however Autumn 2019 was similarly high reflecting the impact of the 9 students discussed previously.
- Mr Golding explained that students' behaviour records are 'wiped clean' each academic year; students can change a lot over the summer break and it is important for them to be given a fresh start and the opportunity to be better.
- The same process of escalation is used; whilst this may result in the student being at the school longer this is consistent with the school's inclusive and supportive ethos. Only in the event that all other measures have been exhausted will exclusion be considered.
- Similarly **alternative provision** is only considered when the school is certain that it can not meet a students' needs without detriment to others. The evidence suggests that alternative provision has a positive impact both on the student who is transferred and the peer group that remains at the school.
- Governors recognised that there is the potential for the void left by those moving on to be filled. Mr Godling is also aware and is monitoring the situation.
- The level of FTE remains below National Average and is expected to reduce in the Spring and Autumn Terms.

ACTION

- Governors noted that the use of high-viz vests by staff on break duty was a significant improvement enabling both adults and students to quickly identify someone to go to if necessary. Mr Golding added that Student Voice indicated that they valued this change.
- **Managed moves** may be unsuccessful if their behaviour is unacceptable to the trial school in which case the school will not accept the student. In some cases a place has been offered but the student has chosen to return to The Grange.
- Governors understood that, whilst attending alternative provision, the PRU, students are dual registered and the school with outcomes and attendance recorded against both settings. Students complete English, Maths and Science and a limited range of option choices to suit their needs. The exam officers at the respective settings work closely together, there is an open dialogue; the priority is for students to access the right courses to support their future life choices.
- Destination data for dual registered students is monitored; the careers team track all students not in education or training.
- Data predications for the summer results include those attending the PRU but a zero assumption is made as the school cannot make an informed view of likely outcomes and a worst case scenario is prudent.
- All files have been transferred to new settings for students who have left the school over the term. This includes safeguarding information where appropriate.
- 20 students have left the school and 39 have joined; the school is required to accept 3% above PAN per year group if directed to do so by the LA. Whilst some may join with issues/concerns the majority are joining as a result of family relocations. There is significant development in the town creating pressure on school places.
- A new secondary school is planned for Kingsbrook estate; the impact on The Grange School is not clear as planning school places is an inexact science however the new school is expected to be filled by children from the new developments with little impact on The Grange. There is no scope to increase places at The Grange.
- Governors questioned the impact of the behaviour strategy on improving the low level disruption highlighted in the Ofsted report. This is difficult to quantify; regular student feedback is informing staff training to improve consistency.

ACTION

- The traffic light system is very clear and visual The situation is being monitored.

Action:

- Mr Golding to review attendance data to identify the impact of dual registration. Mr Golding
- Future attendance reports to highlight significant events impacting attendance e.g. norovirus. Mr Golding
- Mr Parker and Mrs Kuhl to complete a follow up report for presentation at the last meeting of the term. Mr Parker/Mrs Kuhl

12 STAKEHOLDER ENGAGEMENT

Mr Golding had posted a summary report prior to the meeting.

Students:

- Student Voice is significant; there were 15 opportunities for students to contribute on things ranging from the refreshed vision, supporting the more able and LGBTQ support. In addition there is periodic feedback on issues such as the canteen and Inclusion provision.

Parents:

- Consultation evenings have been held; good attendance and generally positive responses from parents.
- Behaviour was highlighted as an issue for Year 8 and is being unpicked; there were 68 respondents.

Community:

- The school has strong links with the local community and works with local organisations to support students and enhance provision.
- Concerns raised by neighbours are addressed appropriately including engaging the police if necessary. The school is well supported by the police.

Complaints: The Chair advised that a Stage 2 complaint had been received and an Independent Investigating Officer appointed.

Arising from Governors' questions, observation and discussion:

- Internal behaviour data has not highlighted Year 8 as being a concern.

ACTION

Comparison with the previous year's survey would be useful to establish if there is a trend or change of view.

- Returns were generally positive; no specific themes or concerns beyond the Year 8.
- Governors suggested that the school's immediate neighbours should be canvassed for their views in the same way as other stakeholders. Whilst students, parents and staff are formally canvassed for their views the immediate neighbours are not. The students are ambassadors for the school and affect the school's reputation. The school's ethos is one of co-operation and community; canvassing views would demonstrate this.

Action:

- **Mr Golding to develop a more structured and centrally co-ordinated approach to exploring Student Voice. Engagement and intent are good but systems could be improved.**
- **Year 8 parent results to be compared with the results from the same year group last year.**
- **Improve attendance at parent events by improving access:**
 - **Multi-lingual information**
 - **Formal 'you said, we did' feedback through the newsletter.**
- **Mr Golding to conduct a community survey.**

All for Mr Golding

13 BURSARIES

A report had been posted. All applications were in order. Whilst the total grants exceeded the statutory requirements by a small amount the decision was taken to honour all applications in full.

14 GOVERNOR MONITORING AND EVALUATION

Governors were reminded of the visits to take place this term.

The SEND Governor had circulated her report and highlighted the need to support and succession plan for the current SENDCo.

The SEND Governor will be meeting with students to obtain their views on SEND later this term.

Action:

- **Governors to complete visits in line with the annual plan; reports to be circulated.**

Governors

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

15 STAFFING

15.1 RECRUITMENT

Mrs Brown advised Governors that she would be providing details of forthcoming interviews and requested Governor support for the interviews.

The following positions are being advertised:

- Geography teacher – vacant post, challenging recruitment
- Assistant Headteacher – Support for Learning, commencing 1.9.20
- Year Team Leader roles – Key Stage Leaders are currently covering both roles; separation is needed for accountability purposes.
- Maths Lead practitioner – re-advertising
- Maths teacher – linked to above
- SENDCo Support – internal appointment at 0.6FTE to give 1.2 FTE SEND staffing
- Art Technology teacher – currently covered through long term supply.

Permanent staffing is quite stable; there is significantly less long term supply than previous years.

15.2 EXIT SURVEYS

No exit surveys completed.

15.3 WELLBEING SURVEY

Survey to be conducted Spring 2. Mrs Sutcliffe and Mr Parker to review questions to ask with a view to supporting year on year comparison and highlighting current foci.

OTHER MATTERS OF ADMINISTRATION

16 DATES AND TIMES OF FUTURE MEETINGS

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

- Thursday 13 February 2020 **at 6.00pm** – 6th Form
- Monday 9 March 2020 at 6.30pm – Finance
- Thursday 26 March 2020 **at 600pm** – Art

All Clerked.

All Governors

ACTION

17 ANY OTHER BUSINESS

There was no other business.

18 HEADTEACHER PERFORMANCE MANAGEMENT

Deferred to the next meeting.

The meeting closed at 8.32pm.

Signed *AL Shewell* Date *13/2/2020*
CHAIRMAN

