

AUTUMN TERM 2019



THE GRANGE SCHOOL

MINUTES of the meeting of the Governors of The Grange School held at the School on 24 October 2019 at 6.00 pm

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

1 SUBJECT LEADER REPORT – SCIENCE

Governors invited Ms Munien to address the meeting.

Ms Munien opened with a range of photographs of students at work on a range of practicals across year groups before addressing the performance and aspirations of the department.

Quality of education:

- The science team is now very strong and is comprised of 8 teachers and 2 technicians. The quality of the teaching team has enabled the Curriculum Co-ordinator to focus on quality assurance and supporting staff to move from good to outstanding provision.
- **KS3:** A new Year 9 curriculum, “Activate 3”, has been well received by students with high levels of engagement and provides a good transition from KS3 to GCSE. The Interventions Co-ordinator is providing support to develop investigation skills. Writing, especially the use of scientific vocabulary and expression, continues to improve.

ACTION

- **KS4:** The department has been supported by the LA; staff have a better understanding of what is required at Foundation and Higher level to enable them to advise students as to the most appropriate level. That said, there are some students who go against advice and elect to take the higher level. The school will abide by student/family choices
- The identification and application of success criteria has improved and informs target setting with students. This has identified a need to revisit and re-enforce and strengthen some aspects taught at KS3. How best to achieve this is being developed.
- Students with additional needs, including the higher ability, are better supported.
- **BTEC Applied Science:** The course has improved and is now more structured enabling the input of earlier interventions.

Outcomes:

- There was a 7% increase on the number of students achieving a grade 9-4 in the combined Triple Science compared with last year. 54% achieved these grades against the national average of 55.4%.
- There was a dip in the number of students achieving 7+ and 5+ within this reflecting the significant number of the higher ability students who elected to take the more testing single science GCSEs.
- There has been significant progress in outcomes. There is a challenge to educate students, and parents, around the benefits of choosing the combined sciences over single science. There is no detrimental impact of choosing combined science on future A level choices, indeed students would achieve better results in the combined than in the single science strengthening their position. That said there is no appetite within the 2020 cohort to take the higher single science exam.
- The school did very well in comparison with other similar schools.

Improvements since 2018:

- Improvements in outcomes were achieved through:
 - Staff training and improvement to the quality and range of practical work.
 - More accurate tracking and assessment through group moderation.
 - Greater differentiation providing support and challenge.

- Offering a wide range of accessible revision sessions.
- Provision of extra tuition time for students completing the higher course before and after school.
- The department has engaged with the EEF report on improving secondary science and is applying the 7 recommendations within this. It also participates in local network meetings to share good practice.
- The quality and range of practicals has increased as a direct consequence of the high quality technicians in the department, new equipment and booking systems.
- Student voice shows students are happy and feel challenged (98 responses from 240 Year 7 and 8s). Survey monkey caps responses at 100.

Aims:

- The following aims have been identified:
 - All teaching to be outstanding to improve outcomes.
 - Close the disadvantage gap, continue to build on the good relationships with Year 10 and Year 11 students to encourage, motivate and support them to achieve.
 - Ensure the gender gap does not reappear
 - Strengthen Physics – this was a very challenging paper; a Physics specialist has been employed and there is investment in books and resources.
 - Improve student engagement with marking and assessment to ensure they understand what they need to do and respond.
- To achieve this:
 - the Curriculum Co-ordinator and Assistant Headteacher with responsibility for Teaching and Learning, are working with staff to improve knowledge and pedagogy.
 - Tracking, assessment and moderation continue to develop.
 - There is a need to address misconceptions to enable students (and parents) to make properly informed decisions on the exam level
 - Continue to focus on improving literacy and scientific vocabulary
 - Address under performance in the classroom with targeted support and interventions.

Arising from Governors' questions, observation and discussion:

- Teachers know their students and can identify those with additional needs, including higher ability, through the Learner Records. Teachers are sharper at identifying and supporting students.
- Governors noted that there will be no single science exams in 2020. Students choose the combined or single science route midway through Year 10; there is no appetite for single science in the current cohort. Students are more likely to achieve higher grades with the combined science. Single science GCSEs are not a prerequisite to A level study.
- More time is needed to deliver the single sciences with teaching provided outside of core hours to those students that want to take them.
- Group moderation is a topic of discussion during the raising standards meetings with subject leaders; it is in place in KS4 but needs strengthening at KS3. Moderation is evidence based and is reflected in the data entries.
- Governors explored how they could be assured that the quality of education had improved. This included:
 - Internally: Peer learning walks across departments, SLT learning walks and oversight by the Deputy Headteacher and Assistant Headteacher T&L. Conversations focus on the strengths of the departments/teachers and areas for development rather than T&L per se.
 - External: fortnightly visits from the “Side By Side” Pupil Champions, half termly reviews by John Bowers, School Improvement Advisor.
- The Curriculum Co-ordinator advised that she felt very well supported by the SLT. Lead Practitioners and Interventions Co-ordinator. She welcomed the decision to appoint a deputy SL.
- Governors were concerned to ensure students were informed and able to make the right decisions regarding the level of exam to take. Staff to make it clear that, to be able to achieve well in the higher papers, students need strong science vocabulary, to be writing using scientific language and structure, know the practicals and be able to retain knowledge.

Governors thanked Ms Munien for her time.



Governors Science
2019.pptx

Ms Munien left the meeting at 6.45pm.

		ACTION
2	<p>NOTIFICATION OF ANY OTHER BUSINESS</p> <p>The following other business was tabled:</p> <ul style="list-style-type: none"> • Cheque Book School 	
3	<p>DECLARATIONS OF INTEREST</p> <p>There were no declarations of interest.</p>	
4	<p>APPOINTMENT OF NEW GOVERNORS</p> <p>Governors co-opted Mrs Dobbie to the Board and appointed Mr Jackson as Associate Member. Governors welcomed Mr Jackson.</p> <p>Voting rights for Associate Members:</p> <p>Governors agreed that Mr Jackson would have voting rights on any committee of which he is a member.</p>	
5	<p>CHAIR'S REPORT</p> <p>The Chair had taken no action under his emergency of delegated powers.</p>	
6	<p>MINUTES AND MATTERS ARISING</p>	
6.1	<p>MINUTES</p> <p>The Minutes of the meeting held on 3 October 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.</p>	Headteacher
6.2	<p>MATTERS ARISING</p>	
6.2.1	<p>SAFEGUARDING (MINUTE 9)</p> <p>The majority of Governors had read the KCSIE and updated the declarations. The Clerk had reminded those that have yet to do so and had also highlighted the requirements in the welcome e-mail to the new members.</p>	Governors
6.2.2	<p>DESTINATION ANALYSIS (MINUTE 14)</p> <p>Not yet available; deferred to the Spring term.</p>	Clerk:Agenda 13.2.20

BOARD MANAGEMENT AND EFFECTIVENESS

7 GOVERNOR MATTERS

7.1 TRAINING

The Development Governor was absent.

Governors discussed the mechanism for applying for training with an associated cost. It was agreed that applications, with details of the course and how to book, would be sent to the Business Manager (copy the Headteacher and Development Governor) to approve and progress. There is no allocated budget for Governor training; previously the school purchased the BLT package but this was no longer available. The Business Manager will provide a termly update on expenditure.

Governors have access to the following training:

- NGA Learning Link – online training
- Local training offered by teaching schools and other governing boards
- Governospace free webinars
- NSPCC – safer recruitment and safeguarding – costs associated
- BEP face to face training – pay as used

Miss Westley indicated that she would be applying to complete Safer Recruitment training.

The school also purchases HASCO training.

The Deputy Headteacher was asked to let Governors know when there was staff training that would also be of value to them either generally or on subjects linked to their specific roles.

Mr Hood reported that he had attended a professional meeting at which Tim Edmunds, Director of Policy at the NGA, spoke about Wellbeing for Leaders and Staff. He will publish the slides on GHub.

Actions:

- | | |
|---|------------------|
| ➤ Governors to apply for “pay as used” training through the Business Manager. | Governors |
| ➤ Mrs Brown to establish the value of HASCO training to Governors and how to grant access. | Mrs Brown |
| ➤ Mrs Brown to consider how to alert Governors to staff training which may be of use. | Mrs Brown |
| ➤ Mr Hood to post the wellbeing presentation. | Mr Hood |

- **Clerk to place all internet links in one place for ease of access.**

7.2 GOVERNOR SEF ACTION PLAN

The Chair had posted the updated action plan and summarised the position.

All actions were either complete or ongoing.

Governors signed off the action plan but agreed to conduct a SEF every two years and to review the way that the Governing Board is working at the last meeting of every Summer Term to ensure that it is operating as effectively as possible.

Action:

- **Complete a Governor SEF Summer 2020 (Governance Review completed 2018).**
- **To review the functioning of the Governing Board at the final meeting of each Summer Term**

**Clerk:Summer
agenda**

8 POLICIES

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

Governors **determined** the:

- **Admissions Policy**

Governors **noted** the:

- **Drugs Incident Management Policy**

Whilst the Drugs Incident Management Policy did not require board approval Governors explored the need for this policy in school.

The Headteacher confirmed that there are very few drugs related incidents in school. Governors discussed the impact of drugs outside school and the safeguarding implications. The Safeguarding Governor commented that she had been impressed by the level of shared intelligence within the school and with relevant outside agencies on these issues, when discussing safeguarding with the DSL. Staff are very aware of those students with vulnerabilities outside the school environment.

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

ACTION

9 VISION AND VALUES REFRESH

The draft statement will be shared with staff after the half-term break. Mr Waters and Mrs Sutcliffe had contributed to the draft which will be shared with Governors for their comment.

Action:

- **Headteacher to circulate the draft statement.**

Headteacher

10 SofA – IMPACT



The Grange School SofA Update Impact Statement of Action October 2019 (1).pp

The Headteacher had prepared a presentation which explained the accuracy, vagaries and impact of the Progress 8 (P8) measure which he stressed was NOT a measure of the quality of education in the school.

Of note:

- There is an improving three-year P8 trend for the school as a whole and every interest group within it – disadvantaged, SEND, high, medium and low ability groups. Attainment 8 is also on an upward trend. Every indicator is positive.
- The Headteacher showed a graphical presentation of all schools in the country and where they sit around the national average boundaries (0 plus or minus 0.25).
- The school has moved up 542 places since 2017 at which point P8 was -0.72 (well below); it is now -0.33. There are 178 schools with a P8 score between -0.33 and -0.25 (the bottom of the average range).
- Governors noted the significant improvement over the last two years and the very small margins involved.
- The Headteacher highlighted the limitations to P8:
 - the lack of contextual information
 - the fact that only students on roll in January Year 11 are included (this encourages off-rolling prior to the January census).

- The ability of schools, should they wish, to manipulate options and choices so that students take subjects that will be more successful for the school but not necessarily be best for the individual. This is not the approach taken by The Grange; the best interests of the student take priority.
 - The impact of outliers on small cohorts/groups.
 - The impact of 2 year or 3 year KS4.
- The new framework addresses this in part – focussing on the quality and breadth of the curriculum offer but does not mitigate all of the above.
 - There is significant variation across interest groups – schools could look to recruit students from specific groups where good progress can be quickly achieved e.g. high ability EAL students.
 - The Grange school has the students' best interests at the core of the decision making which presents a risk to P8 as highlighted above. A challenging and ambitious curriculum is offered which means something to the students, parents and employers. The curriculum is academic, business focussed and creative.
 - EBacc take up is also improving over time (there was a dip in 2018 which was unintended consequence of options block changes). Progress for EBacc has improved to the equivalent of half a grade per student per subject taken.
 - 89% of students are taking 4 of the 5 EBacc components (43% nationally). The proportion of SEND students taking 4 of the 5 components is also higher than national.
 - RS is not currently included in the EBacc. It is a popular subject for The Grange students and, were it to be included the school's take up would significantly increase.

Arising from Governors' questions, observation and discussion:

- Students are at the core of the decision making in school.
- Governors explored the options for assessing the success of the wider curriculum offer for students; there is no similar grouping for the business/creative subjects to compare with EBacc.
- The worth and value of the curriculum is assessed by Ofsted. Ofsted and the DfE have come together to promote EBacc.

- Governors supported the Headteachers stance on offering a broad and balanced curriculum that met the needs of students and did not 'game' the system. The school is equally focussed on producing confident, responsible, respectful and community minded individuals with the knowledge and skills to embrace the next steps of their lives as it is on securing good academic outcomes.

Mr Waters left the meeting at 8.00pm.

- Governors recognised the risk factor in doing the right thing for the students and not manipulating choices for the benefit of school measures.
- The careers fair is a good example of the school reflecting this ethos with careers on show representing a wide range of abilities and interests.
- The Headteacher highlighted the impact of outliers on small cohorts; three students joined in Year 11 with low attendance and/or achievement. The impact of these students (-9.63) was to depress the P8 measure to such a degree that 31 students needed 96 grade increases across their subjects to compensate. This was unachievable.
- Two of these joiners were as a result of a managed move from another school whose P8 measure improved as a result.

Governors thanked the Headteacher for the presentation and the ensuing discussion which did underline the vagaries of P8 and its role in judging performance.

11 ADMISSIONS

The Headteacher reported that Years 7 and 8 are full and have waiting lists. There have also been a number of successful applications under the fair access rules.

The schools purchase the LA's admissions appeals service.

Three students who left the school in Year 12 have since returned.

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 SEND



SEN ANNUAL
REPORT 2018-19.doc

ACTION

The SEND Annual Report had been published on the website and made available to Governors.

Action:

- **SEND Governor to complete a visit and report to the first meeting of the Spring Term.**

Mrs Sutcliffe

13 INSET DATES

2020-21;

Governors noted and agreed the LA's proposed dates of:

- Tuesday 1 September 2020
- Monday 4 January 2021

And agreed the following dates proposed by the school:

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

The Deputy Headteacher advised Governors that the LA continues to set part week start and finishes to terms which do impact on attendance as previously discussed. It is not possible to restructure the INSET dates to mitigate this without seriously compromising the quality and effectiveness of staff training which needs to be delivered at the right time in the school year to have an impact.

Governors were concerned that the LA has not sought to reduce the part weeks but agreed the school's position.

14 DATES AND TIMES OF FUTURE MEETINGS

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

- Monday 18 November 2019 at 6.30pm – Finance (Pay Cttee at 5.30pm)
- Thursday 5 December 2019 at 6.00pm – English
- Thursday 16 January 2020 at 6.30pm – Curriculum and standards
- Thursday 13 February 2020 at 6.00pm – 6th Form
- Monday 9 March 2020 at 6.30pm – Finance
- Thursday 26 March at 6.00pm – subject tbc

All Clerked.

All Governors

15 ANY OTHER BUSINESS

ACTION

15.1 CHEQUE BOOK SCHOOL



Cheque book
school.docx

Item deferred to the next meeting.

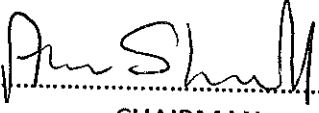
Clerk:Agenda
18.11.19

Action:

- **Governors to read the rationale and raise any questions with the Business Manager prior to the meeting.**

Governors

The meeting closed at 8.30pm.

Signed  Date 18/11/19.
CHAIRMAN