

**PWS Academy**

**FINAL Minutes of the 1<sup>st</sup> S&P meeting 2019/20 held on the 22nd October 2019 at 18:00  
PWS Academy, Herne Road, Oundle PE8 4BS**

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present	<p><b><u>Present:</u></b>  <b>Liz Dormor</b> (Headteacher)  <b>Antony Kennedy</b> (Deputy Headteacher)  <b>Jason Mitchell Bunce</b> (Elected staff member)</p> <p><b>Claudia Wade</b> (Chair)  <b>Charlotte Krzanicki</b> (Elected Parent Member)  <b>Catherine Burbage</b> (TB appointed)  <b>Emma Tansley</b> (TB appointed)  <b>Debbie Twigger</b> (TB appointed)  <b>Richard Fincher</b> (TB appointed)</p> <p><b>Joshua Coleman</b> (CEO: EMAT)  <b>Giles Osborne</b> (EMAT Lead AIP)  <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies	There were no apologies to record.	
3. Quoracy.	The meeting was quorate.	
4. i. Declarations of interest. ii. Clerk to ensure all Governors have signed this years Declaration of Interest form.	<p>i. There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p> <p>ii. PO obtained signatures for all present. Any signatures still outstanding will be collected at the next meeting.</p>	<b>PO</b>

5. Minutes of the last S&P meeting held 29/04/19 and matters arising not on this agenda.	i. Add community engagement item to agenda for next full board meeting. <b>Done.</b> ii. LD highlighted there is some updated data for priority 4 which will be shared. <b>Done.</b>	
6. Minutes from the last meeting.	The minutes of the meeting held on the 5 <sup>th</sup> February 2019 were agreed to be an accurate representation and were signed by the Chair.	
7. Achievement: latest results from last year (2018-19) Overall LAC PP Boys Girls EAL SEND Most able Measured against expected outcomes and targets set last year as well as national data and comparative schools.	<p>LD gave an update using the HT report to Standard Committee Oct '19 / Item 6 Analysis of results v targets and predictions GCSE 2019 / Analysis of results v targets Y13 2019 reports. LD reported that she is very happy with the results for the girls and boys although LD pointed out the girls are outperforming the boys.</p> <p><u>HT report to Standard Committee Oct '19</u> LD highlighted that; Key Stage 4 Summary of Results 2019 compared with National data. <b>PWS 2019 / National average 2018</b> All <b>48.8</b> / 46.5 Girls <b>53.1</b> / 49.2 Boys <b>44.2</b> / 43.6</p> <p>Key Stage 4 Summary of Results 2019 compared with Target. <b>PWS 2019 / Target</b> All <b>48.8</b> / 48.1 Girls <b>53.1</b> / 51.6 Boys <b>44.2</b> / 44.2</p> <p>Key Stage 5 Summary of Results 2019 compared with National data. <b>PWS 2019 / National average 2018</b> All <b>56%</b> / 52% (2018)</p> <p>Summary of Results 2019 by compared with targets. The estimated</p>	<i>Full reports on GovernorHub</i>

	<p>L3VA measures for all, boys and girls are listed below, which is an indication of how they performed compared with their targets. Group Estimated L3VA All (67) +0.06 Boys (33) 0.00 Girls (34) +0.11</p> <p><b>A governor asked if lower prior attainment are mainly boys.</b> LD didn't have the information to hand and offered to investigate and report back.</p> <p><b>A governor asked what action is in place to close the gap between girls and boys.</b> LD highlighted the work going on in this area including how the boys progress is closely monitored along with the use of mentors, gender specific revision strategies sessions and a continued focus on seeking out ways to inspire boys with learning.</p> <p><b>A governor asked if parents are aware of this work.</b> LD commented that they are but there is room for improvement to increase their understanding.</p> <p><b>A governor asked if NIA and PWS share best practice.</b> LD confirmed they do but GO is investigating if this can be improved even further.</p> <p><b>All of the governors noted the fantastic results achieved by the girls and all involved should be very proud of these figures.</b> LD/AK thanked the governors for their feedback.</p>	<p>LD</p>
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	<p>JC gave an update on the outside expertise EMAT are using in English and Maths to support where needed. <b>A discussion followed regarding why some boys switch off from reading and at what age this occurs.</b></p> <p><b>A governor noted the progress PP boys and girls are making.</b></p> <p><b>A discussion followed regarding the DfE tables checking data estimates information. All noted how positive this data is.</b></p> <p><b>A discussion followed regarding reliability of predictions compared to outcomes.</b> LD explained why there is sometimes a difference and the work Simon Woodhouse (Deputy Headteacher) is doing in this area.</p> <p><b>A governor asked do we know why the outcomes for French were so much better than for Spanish. Additionally, are plans to increase the number of foreign languages taught.</b> LD gave some reasons why the results in French were so much better than in Spanish. LD confirmed that she would like to increase the number but this is not practical at the moment. Liz also highlighted the ongoing work to increase the number of pupils choosing MFL.</p> <p><b>A governor observed that in science the results for Physics are not as good as they are for Chemistry and Biology do, we know why this is.</b> LD explained that the number of students choosing Physics tends to be limited by those choosing just Maths and Sciences, whereas Biology and</p>	
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	<p>Chemistry are also often combined with a greater variety of other subjects, such as Psychology, Sociology, Dance, PE, and this will result in greater numbers taking those subjects.</p> <p><b>A discussion followed regarding the criteria used for selecting students to attend the sixth form.</b> LD explained the criteria used.</p> <p><b>A governor asked when are targets set.</b> LD confirmed they are set at the beginning of the course.</p> <p>AK gave some background on the work he is doing in relation to interventions.</p> <p><b>A governor asked if there was an issue with the English Literature A level.</b> LD advised that the exam board feedback admitted that the wording of one of the questions didn't allow the students to elaborate on a debate. Also, one student was criticised for not studying sufficient poetry, despite the choice of poems being agreed with the exam board previously.</p> <p><u>Analysis of results v targets Y13 2019</u> <u>Analysis of results v targets and predictions GCSE 2019</u> LD gave an overview of the data and invited questions/comments.</p> <p><b>A governor asked if there is a minimum number of students for a course to start.</b> LD confirmed it is five. This is why Music, Spanish and some BTEC courses weren't run this year.</p>	
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	<b>All of the governors thanked LD/AK for the information supplied.</b>	
<p><b>8. Measurement of Standards:</b></p> <p>i. How is benchmarking and moderation conducted or what are plans for this to occur?</p> <p>ii. Have past systems been reliable? How will the school learn from others?</p> <p>iii. Moderation arrangements</p> <p>iv. Next AIP visit? Governor involvement with AIP team meeting to agree AIP</p>	<p><i>It was decided to combine agenda items 8 and 9 using <u>the feedback from exam board.</u></i></p> <p>LD gave an update on how moderating works which includes;</p> <ul style="list-style-type: none"> <li>▪ Vigorous moderation within departments, with teachers moderating each other's marking/judgments.</li> <li>▪ Most departments have some form of moderation with other local schools</li> <li>▪ Working closely with NIA when applicable.</li> </ul> <p>These systems are under constant review to ensure best practice.</p> <p>LD explained how useful, detailed and constructive the information in the feedback from exam boards document was.</p> <p>LD gave an overview of how target setting and tracking operate including the use of a flight path for students. Simon Woodhouse will highlight any student below their flightpath so the appropriate actions / support can be put into place.</p> <p><b>A governor asked if parents are aware of the flightpath and how often is the flightpath reviewed.</b></p> <p>LD confirmed they are. The flightpath is reviewed annually but can be reviewed earlier if required. These earlier reviews are very rare as the targets are aspirational.</p> <p>LD gave guidance on what information relating to a students flightpath is shared with them.</p>	<p><i>Full report on GovernorHub</i></p>

	<p><b>A governor asked if the flightpath starting point (i.e. prior attainment) shows any difference between the different feeder schools.</b> LD confirmed no patterns are visible to date.</p> <p><b>A governor asked if assessments are done on entry to PWS.</b> AK confirmed they are in some departments where relevant. LD confirmed for students with dyslexia the feeder schools inform us or teacher referrals which are passed to the SENCO.</p> <p><b>A governor asked why do some students have no data when they've joined PWS.</b> LD explained that this will be because these students have come from abroad. AK highlighted the importance of regular meetings with heads of house to discuss the data drops as they explore if there are any students who show underachievement across several subjects.</p>	
<p><b>9. Targets for pupils: are they realistic, SMART and aspirational?</b></p>	<p>Combined with agenda point 8.</p>	
<p>10. PP report: impact of spend and planned actions for the new academic year.</p>	<p>LD gave an update which showed the progress made and invited questions.</p> <p><b>The governor commented the excellent data in this report and asked if LD could elaborate on how these figures have been achieved and are, they transferable.</b> LD thanked the governors for their comments and advised it has taken 2 years of hard work to get to where we are today. It is crucial teachers know</p>	

	<p>their students and understand what does and doesn't work. LD confirmed they could be transferred to SEND and maybe boys and this is something we are working on this year.</p> <p><b>A discussion followed regarding the amount of PP students at PWS compared to the national average.</b></p>	
<p><b>11. Quality of Teaching:</b> Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.</p>	<p>LD advised that all members of staff receive one observation if this meets the required standard no more observations are planned. If the observation highlights training opportunities additional observations are arranged.</p> <p>LD advised that the observations feed into the staff's appraisal and that teachers' appraisal objectives are linked to the school's improvement targets. Lesson observations are paired where possible (2 people observing together) to quality assure the process. Additionally, we try to do a lesson drop in on every teacher every 3 weeks. These are not linked to appraisal.</p> <p>There are tick sheets from these sessions drop ins and with the information goes to LD who reviews and manages accordingly records and analyses patterns which are fed back to staff. Patterns observed identify further training needs.</p> <p>LD discussed the benefit of the department reviews which are a great tool to scrutinise each department looking at amongst other areas curriculum. LD gave some background information to the new deep dives which are starting shortly.</p> <p>LD advised that staff appraisal</p>	



	<p>objectives are linked to the school's improvement plan and that CPD priorities are derived from those.</p> <p><b>A governor asked if there is a CPD budget.</b> LD confirmed there is.</p> <p>JMB gave an update on the training available to the staff. JMB noted the large amount of in-house training available along with close participation with local schools in regards to training.</p> <p><b>A governor asked what support do NQTs receive and what is the retention level for NQTs.</b> LD advised that a member of the extended leadership team is responsible for this. Each NQT has an individual training programme, and each NQT has a subject-specific mentor as well as the guidance of the NQT mentor from the extended leadership team. LD advised the retention level is very good with many NQT staying at PWS until they are ready for promotion.</p> <p><b>A governor asked if you use school direct.</b> <i>School Direct (salaried) is an employment-based route for high quality graduates, typically with at least three years' experience of transferable work history. These providers work closely with a university or school-centred initial teacher training (SCITT) consortium, that is able to certify successful trainees. They have a timetable for 4 days a week and study on the 5th day.</i> LD confirmed that we do not have anyone doing that route currently. However, LD confirmed that there is currently a trainee who is completing</p>	
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	<p>the School's Direct non-salaried route, which means we do not pay her (she has a grant) and she does not have a timetable, but she is completing most of her classroom teaching practice at PWS and hope to gain employment here from September.</p> <p><b>A governor asked what grade would you give for SEF.</b> LD advised she feels this would be good across the school.</p>	
<p><b>12. Curriculum provision:</b> How do we know that what is in place is effective? Why was it chosen? What are the expected outcomes for pupils? How are parents informed and assisted with helping pupils at home?</p>	<p>LD asked the governors to look at the school website and review the information there and is happy to answer any questions they have.</p> <p>LD gave some feedback about the parent information evening for years 10-13 which was held at the start of the year. These four evenings (one for each of Y10, 11 12 &amp; 13) were incredibly well received and very productive.</p> <p><b>A governor asked if there have been any changes with curriculum.</b> LD advised that after review the English curriculum has been tweaked to make it more appealing to boys at no detriment to girls.</p>	
<p><b>13. Safeguarding matters inc:</b> i. Pupil attendance ii. Exclusions iii. Children missing education iv. Private fostering v. Behaviour vi. All staff signed KCSiE part one?</p>	<p><b>AK gave an update on;</b> <b>i. Pupil attendance</b> On Monday 14th October, attendance stood at 96.16%. Year 7 are the best attending year group on 97.23%. The lowest attenders are in the 6th form.</p> <p><b>A governor asked if sixth form students should be in school full time.</b> AK confirmed they are and there has been an improvement in the ethos</p>	<p><i>Full report on GovernorHub</i></p>

	<p>shown by the sixth formers regarding the expectations required of them. 100 days have been lost to unauthorised family holidays already this academic year. A discussion followed whether the fines faced by parents of children regarding unauthorised family holidays are too small to deter them from taking their children out of school in term time.</p> <p><b>ii. Exclusions</b> There have been 2 permanent exclusions so far this year. There have been 5 students excluded for a total of 17 days so far this term.</p> <p><b>iii. Children missing education</b> 0</p> <p><b>iv. Private fostering.</b> 0</p> <p><b>v. Safeguarding report.</b> AK gave an update highlighting Autumn 1 data including the work taking place regarding the low level of interventions.</p> <p><b>A governor asked for an update regarding the no touch protocol.</b> AK explained that the protocol is working well with examples showing how it is reducing poor conduct during unstructured time, such as lunchtime. AK explained that he will use appropriate language when he visits feeder schools regarding this protocol.</p> <p>AK gave an update on my concern and how well it's working.</p> <p><b>vi. All staff signed KCSiE part one</b> AK advised all members of staff (apart from those on maternity leave) have signed the latest KCSiE.</p>	
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14. Any other business. i. Signatures for code of conduct / KCSiE	i. PO obtained signatures for all present. Any signatures still outstanding will be collected at the next meeting.	<b>PO</b>
15. Date of next meeting.	28/11/20 at 18:00 - Full Board. 24/02/20 at 18:00 - S&P. 26/03/20 at 18:00 - Full Board. 03/06/20 at 18.00 - S&P. 08/07/20 at 18:00 - Full Board (EOY)	All note dates calendar appointment has been sent

**The meeting closed at 20.05**

<p>Minutes agreed as a true representation and signed</p> <p>Signature</p> <p>Print Name</p> <p>Date</p>
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**Actions from the meeting at PWS Academy held 22/10/19**

<b>Action</b>	<b>Owner</b>
1. LD to investigate and report back if lower prior attainment are mainly boys. Page 3.	LD
2. PO to ensure at the next meeting all governors have completed their declarations of interest and signed the KCSiE and code of conduct. Page 1 and 10.	PO