

Prince William School

**Minutes of the Local Advisory Board: Standards and Performance meeting held on the 5th
of February 2019 at 18:00**

PWS, Herne Road, Oundle, PE8 4BS

Agenda item	Discussion	Action
1. Present and introductions	<p><u>Present:</u> Liz Dormor (Principal) Debbie Twigger (TB appointed member) Catherine Burbage (Chair: TB appointed) Richard Fincher (TB appointed member) Emma Tansley (TB appointed member) Charlotte Krzanicki (Elected Parent member) Jason Mitchell Bunce (Elected Staff member) Ant Kennedy (Vice Principal: Behaviour)</p> <p>Joshua Coleman (CEO: EMAT) Carole Kirby – minutes – (Head of Governance: EMAT)</p> <p>Introductions were made. CB 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	<p>Apologies had been received and were accepted from Iona Colvin (TB appointed member) and Giles Osborne (EMAT Lead AIP).</p>	
3. Quoracy	<p>The meeting was confirmed as quorate with at least three governors present.</p>	
4. Declarations of interest	<p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p>	
5. Progress and achievement towards targets: update	<p>The documents ‘Summary Tracking of Vulnerable Groups’ and ‘KS3 Headline Tracking’ had been distributed with the agenda for this meeting.</p>	

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	<p>Within the vulnerable groups data over 80% of year 7 groups are either on track or exceeding expectations. There is a gender gap of 5% between males and females with 89% of males and 84% of females on or above target at this point in the year. The gap between disadvantaged students and non-disadvantaged is 8% with 80% of disadvantaged students on or above target and 88% of non-disadvantage students on or above target. There is a gap of -6% for both EAL students and LAC.</p> <p>ED reported that the school aims to have all students to be above 95% attendance. Target setting was explained; the school uses FFT20 targets which would put the school in the top 20 percentile if achieved.</p> <p>It was noted that in years 8 and 9 there is a lot of yellow and red where students are just below or below target.</p> <p>A governor asked how many data points there had been up to this point. Two. The school identifies pupils of concern straight away as soon as they join the school.</p> <p>A governor asked how the students are measured. Through assessments.</p> <p>Is the starting point the data received from the Primaries? Yes. FFT data is also based on KS2 outcomes (SATs results).</p> <p>It was noted that the students in year 7 with low prior attainment were doing particularly well with 95% on track or above target.</p> <p>It was also noted that in year 8 the disadvantaged students and the low prior attainers were not on track and sat below expected achievement. A governor asked if the school knows why this is the case? They are a small cohort so affect the figures greatly as 2-3 pupils can make a big difference.</p> <p>Are there strategies in place to address this? Yes.</p>	

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	<p>The governors looked at the KS3 Headline document. Years 8 and 9 have lots of orange data (representing 50 – 60 % at target or above); this is looking at the EBacc bucket without Art, Dance, Design or Drama. It was noted that girls are performing lower than boys in English in year 8 (45% on target compared with 53% for boys).</p> <p>Some cells on the sheet are currently blank because a new way to track progress has been devised with KR and NIA. The new, complete, version will be available for the next S&P meeting.</p> <p>A governor asked what the flags for concern are. ED stated that the gaps are all small which is pleasing. It appears that all pupils are a little bit behind target so this needs investigating. JC stated that predictions at PWS have historically been very accurate and NIA is using the skills and knowledge that PWS staff have built to ensure their predictions are just as reliable.</p> <p>A governor asked at what point do personal interventions start with pupils. Year 7 – the Head of Department discusses pupil data with a Manager and pupil progress meetings are reviewed to identify appropriate interventions. AK confirmed that the whole range of subjects is reviewed alongside individual subjects so that a holistic picture can be drawn.</p> <p>The governors looked at the document ‘Year 11 mock headlines and commentary’ which had been distributed before this meeting. This document shows the results from the mock exams taken in December and compares them with the mock results and actual results achieved by last year’s year 11 students. The Blue cells show the 2018 mock results and the yellow cells indicate the actual result for 2018. ED went through the context of the cohort:</p>	

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	<p>All subjects are GCSE (reformed 1 to 9) with the exception of BTEC courses in business and sport.</p> <ul style="list-style-type: none"> • Students took GCSE RE at the end of year 10. The average performance was a grade 4 (APS 4.22). These grades have been included in the figures. • Prior ability of this year is an average Key Stage 2 of 28.9 and is the same as the national average. This compares to year 11 of 2018 who had prior ability of 28.1 (national average 28.7). • The year group has 6 students without prior attainment figures. These will not count in the Progress 8 score. • Attendance of the year group is currently good at 96%. There are 3 long term non-attenders (compared to 5 last year). <p>Attainment:</p> <ul style="list-style-type: none"> • Current overall attainment is 0.05 of a grade lower compared to this time last year. To reach target attainment, on average students will need to improve by just under $\frac{3}{4}$ of a grade. • There is a gender attainment gap that is slightly larger than large year. Boys attainment, in particular the higher ability remains a key focus of our intervention work. • The attainment gap between disadvantaged and non-disadvantaged students is currently less than a grade and smaller than the 2018 GCSE outcome. It should be noted that the gap widened slightly last year between the mock exams and the actual exams. • The attainment gap is slightly larger for students who are eligible for free school meals (and ever 6) • Closing this attainment gap remains a key focus through our dedicated Lead Practitioner and Year 11 tutor group. 	

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	<p>ED explained that all students received mock examination results on the first day of this term. This involved students opening enveloped results and each having a one to one discussion with a senior member of staff. This was followed up in the same week with Year 11 Parents evening which was well attended. The Principal has already delivered an assembly which addressed key points of feedback from the mock examinations. These will be followed up later in the term by other assemblies from senior members of staff. Subject leaders are meeting with senior line managers to discuss progress and interventions. Each student will be receiving an individual Progress 8 scorecard to enable them to track their progress. The year 11 tutor team and head of year will also be meeting to discuss tutor groups of students and making any changes based upon gaps in attainment. After school and lunchtime intervention sessions are being coordinated into an overall list for students and parents. A second set of mock examinations will be taking place at the end of February.</p> <p>A governor noted that boys have not performed as well as last year's cohort: was this anticipated? The whole year group is not quite at target.</p> <p>A governor asked whether a measurement of 0.1 is significant. ED explained that some cells have been coded red because the students are performing below last year's results. This is significant because, based on prior attainment, this cohort should do better than last year's cohort. We know we can improve progress for these students before they sit their exams but we need to ensure it is rapid progress.</p> <p>A governor asked if this is the year group that was the first cohort to arrive at PWS</p>	

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	<p>instead of attending middle school when NCC changed to a two tier system in this area. Yes, these students would have been in middle school until year 9. This cohort has also had a lot of staff changes and tracking has changed alongside the changes to the GCSE system and the introduction of progress 8.</p> <p>ED stated that revision tip sessions and revision booklets are in place and revision clubs are available to all students. Revision is also incorporated in to Tutor time and tutor groups are based on the level of support required.</p> <p>The governors looked at the document 'Year 11 mocks APS by subject' which had been distributed before this meeting. This document explains the confidence level of the interventions and assessments in closing the gap to target. A governor commented that a recurring theme for slower progress than expected is staffing of a subject.</p> <p>A governor noted that the sciences are a little below expected with a gaps between -1.02 to 2.33 between progress to date and target. ED reported that this has been addressed through timetable changes making the staffing more stable and consistent. There have also been staffing issues in Design, Resistant Materials and Catering. Religious Studies is now a discrete option.</p> <p>A governor asked if a target of 5 is quite good. Yes, it is quite high.</p> <p>A governor asked if the school is considering Catering and Design as sixth form options. Yes, they are offered; no-one has chosen Catering yet.</p> <p>ED stated that there are more mock exams planned for after the half term in February</p>	

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	<p>when more interventions can be put into place if required.</p> <p>A governor asked if the revision timetable is online. Yes, for English and Maths; other subjects will be added soon.</p> <p>How do students using school transport access the revision sessions? ED stated that it can be a problem for some students who cannot get home without the school transport. There are also lunchtime sessions offered and staff also deliver revision sessions at Thrapston so that some pupils can access them there.</p> <p>The school utilises a quadrant to display where students sit in terms of progress and effort and staff use this enhance their awareness of which students can be stretched further.</p> <p>A governor asked what the prediction is for this year; is it a dip in progress 8? There might be a small dip but should be good overall.</p> <p>Governors looked at the document 'Year 13 mocks headlines and commentary' which had been distributed before this meeting. ED explained that within ALPS blue is cold and red is hot, therefore good. It was noticed that English Language has an ALPS score of 8 with a secure judgement about data reliability. Governors noted that English Language is a very technical subject. There is confidence that staff will be able to close the gap in Humanities and Science and Art is much better this year.</p> <p>A governor asked about the ALPs scoring system. It is a national initiative but numbers can be skewed by small cohorts. It calculates a minimum target grade for each student and gives one grade across all subjects so it doesn't take account of individual strengths in particular subjects.</p>	

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	<p>Is there any information about how to interpret the ALPs information? Yes, ED will send it out.</p> <p>Governors looked at the ALPs ‘thermometer’. Mocks for Year 13 will occur again in March.</p> <p>Governors looked at the ISDR and the areas to investigate which had been distributed before this meeting. It was noted that the number of students taking the full EBacc is 24% which is low; the government target is for 75% of students to take the full EBacc by 2020. Media Studies is no longer offered. With regard to behaviour the current rate of overall absence is 4.66% against a national figure of 4.91%; the current rate of total fixed term exclusions is 2.2% compared with a national figure of 2.71% in schools with a similar level of deprivation; the current rate of repeat exclusions is 0.28% compared with the national figure of 0.95%; there have been three permanent exclusions compared to a national figure of 2 for similar schools.</p> <p>A governor asked if the new science block has assisted with staff recruitment. ED stated that the school is fully staffed and the new block projects a professional image which must help with recruitment.</p>	<p>ED send out ALPs explanatory info’</p>
<p>6. Review of SEF and ADP</p>	<p>ED reported that she is currently working on the SEF as it is a live document; it had been distributed to the board with the agenda for this meeting.</p> <p>A governor asked if the school had to have everything ‘ticked off’ as met to be regarded as ‘good’. It is a best-fit approach. The data would suggest that the school is good; the team have worked hard to turn it around. Governors suggested ED should pitch the school at good with working towards outstanding. There was a discussion with regard to making judgements ensuring consistency of high quality teaching and the</p>	

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	<p>capacity of the leadership team to address any weakness.</p> <p>The Trust is offering some 'dry runs' to validate the judgements of school leadership. The governors expressed the view that they are pleased with ED's review of departments which are having a positive impact. The school leadership has demonstrated that it is making accurate judgements about the QTLA.</p> <p>A governor asked if parents can be informed about student assessment and feedback. There is a system in place through the books using the yellow boxes.</p> <p>The ADP was reviewed by exception. There was a discussion about the priority areas and actions towards addressing each of these.</p>	
7. Pupil Premium update	<p>The PP Strategy had been distributed with the agenda for this meeting. Red shows the National figures and green the disadvantaged.</p> <p>A governor asked how the amounts spent have been worked out. As a proportion of staff time.</p> <p>Can pupils see the seating plans to identify the PP children? No, they are not identifiable; a range of other things are highlighted so it would be difficult to determine who the PP students are.</p> <p>Do we know if all families that are eligible for the Premium are claiming it? We think so; this a piece of work that is ongoing. We will review it in April and July.</p> <p>A discussion followed about the areas of the strategy ragged yellow. It was noted that breakfast club had not been as successful as</p>	

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	<p>hoped due to the timing of school transport. The school does provide toast before exams.</p> <p>A governor asked if the school had had an independent PP Review. Yes, last year. It was very positive.</p> <p>A governor asked if the number of disadvantaged pupils is increasing or consistent. It is consistent at approximately 12-14%.</p>	
8. Safeguarding matters	<p>The governors reviewed the 'Overview and Actions Behaviour Tracking' document which had been distributed with this agenda. AK reported that the way behaviour is tracked has changed and it is now much easier to record patterns of behaviour. Exclusions last term were high but lower than last year. There is some concern about a small number of issues around bullying and there is a planned set of assemblies to address this; the Head of House is also working on strategies to address this.</p> <p>A governor asked how the school addresses online bullying. There have not been many incidents of online bullying raised. There have only been very small numbers of cyber bullying reported.</p> <p>Governors queried whether this is because it is not happening or because it is not reported. AK stated that students believe that the school deals effectively with bullying when it is raised. The school needs to also encourage parents to review what their children are looking at online. There has been poor parental engagement with information sessions on E-safety provided by the school.</p> <p>Governors asked if ED can add cyber bullying and e-safety in the Principal's report to governors. Yes. Last half term there was one incident recorded.</p>	ED add commentary re cyber bullying

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	<p>A governor asked if there were any permanent exclusions on the horizon. No and the school will work hard to try to ensure that none arise. There is one pupil who is showing some very violent tendencies but we will start the EHC process with them.</p> <p>The school's Anti-Bullying Policy had been distributed with the agenda for this meeting and the governors agreed unanimously to ratify the Policy.</p>	<p>and e-safety to Principal's report.</p>
9. Ofsted readiness	<p>It was agreed that Ofsted readiness had been encompassed within earlier parts of the meeting. The Trust will review schools likely to be inspected this year and CKirby will deliver Ofsted training for governors with a separate session for PWS due to travelling distance. Post meeting note – arranged for March the 5th at 18:00.</p>	<p>GB – note Ofsted session for governors 05/03/19 at 18:00</p>
10. Any Other Business	<p>Charlotte K was appointed Lead governor for Priority are 3 on the Academy Development Plan. Charlotte will visit school on the 5th of April at 09:15 to 09:30.</p> <p>Priority item 5 will be updated at the next meeting. CK add to agenda. ED to email Joni and CB for a discussion about community engagement.</p> <p>It was agreed to hold another S&P meeting on 29/04/19 at 18:00 – CK will send a calendar invite.</p> <p>CK agreed to give a demonstration about how GovernorHub works at the next meeting following its purchase.</p>	<p>ChK – gov monitoring visit 05/04</p> <p>CK – add item to agenda</p> <p>ED to engage JA and CB re community engagement</p> <p>CK – send invite for S&P meeting</p> <p>CK – add GovernorHub to agenda once purchased</p>
11. Dates of next meeting	<p>19/03/19 at 18:00 – Full Board 29/04/19 at 18:00 - Standards</p>	<p>All note dates</p>

Agenda item	Discussion	Action
	11/06/19 at 18:00 – Full Board 10/07/19 at 18:00 – EOY full Board	

FEMINAL

Actions from the PWS S&P meeting held on the 05/02/19

Action	Owner
1. Send out ALPs explanatory info' to governors	ED
2. ED add commentary re cyber bullying and e-safety to Principal's report	ED
3. Note Ofsted session for governors 05/03/19 at 18:00	Governors
4. Attend governor monitoring visit 05/04	CKrz
5. Add community engagement item to agenda for next meeting	CK
6. Engage JA and CB re community engagement strategy	ED
7. Send invite for S&P meeting	CK
8. Add GovernorHub demo to agenda	CK

Actions from the S&P meeting held 05/02/19 at PWS

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Send out ALPs explanatory info'	ED
Add commentary re cyber bullying and e-safety to Principal's report	ED
GB – note Ofsted session for governors 05/03/19 at 18:00	governors
Gov monitoring visit 05/04	Charlotte K
Add item around community engagement to agenda	CK
Engage JA and CB re community engagement	ED
Send invite for S&P meeting	CK
Add GovernorHub to agenda once purchased	CK