

**PART 1 MINUTES OF A MEETING OF THE KING EDWARD VI COMMUNITY COLLEGE, FULL
GOVERNING BOARD HELD ON
Tuesday 23rd JANUARY 2018 IN ROOM 26**

Present:

Kate Wilson - Chair		(KW)
Julie Watson– Parent Governor		(JW)
Wendy Ormsby – Co-opted Governor		(WO)
Alan Salt - Principal		(AS)
Alessandra Ruocco – Parent Governor		(AR)
Michael Young- Foundation Governor		(MY)
Jenna Armitage – Foundation Governor		(JA)
Jacqueline Vaughan – LA Governor		(JV)

Apologies:

Bethan Edwards
Nigel Clark

In attendance:

Matt Redwood – Clerk to governors		(MR)
Alan Neale		
Anne Lawes for item 14		

Ref		Lead
1.1.18.1	<p>Welcome and Apologies The Chair opened the meeting. There were no declarations of interest. Apologies were received and sanctioned from Nigel Clark and Bethan Edwards. The resignation of Bill Geddes was noted. Rebecca Quantrill has not attended or given apologies for the past 6 meetings and it was agreed to remove her as a governor. KW will write to inform her.</p>	KW
1.1.18.2	<p>Matters/Actions Arising Governor link visits. JV and MY have arranged visits to the school. MR to send AR a copy of the CIP. Lead governors. It was agreed that JW will not be the lead governor for site development, this function would be undertaken by the full governing body.</p>	MR
1.1.18.3	<p>Minutes of meeting held on 14th December 2017 Minutes of the meeting on 14th December were agreed</p>	
1.1.18.4	<p>Ofsted Preparation AS outlined that it would be beneficial for the governors to have training/briefings with an outside professional so that they are aware of the likely requirements of the inspection process. AS outlined how little notice the college will receive of inspection. AS will arrange a date for training in February. KW highlighted that Ofsted questions and preparation is available on the Key.</p>	AS

1.1.18.5	<p>Key Performance Indicators for Assessing School Performance</p> <p>AS circulated the Inspection Dashboard Summary Report. He explained the link to Aspire data which is the unvalidated data and the similarities and differences of the two reports.</p> <p>AS outlined the 2016 Progress 8 score of 0.13 which shows that students were achieving a grade higher at GCSE than comparable students nationally. 2017 Progress 8 score is 0.03 so students achieving around the national average.</p> <p>He explained that the reduction is possibly due to new GCSE exams in English and Maths also that the 2017 data is as yet unvalidated and that statistical variance is an element in these scores.</p> <p>AS highlighted the college gender balance as there are more girls than boys in the college. College has higher SEND than national average. The trend is for cohorts to have higher percentages of FSM pupils. Year 11 has 20% and Year 9 has 30%. AS explained that there were higher numbers of in year admissions and these admissions often had higher levels of disadvantage. He explained that if a student did not have a KS2 result they would not be counted in Progress 8 scores – this is about 15 students per year at the college.</p> <p>Attendance/absence statistic is static at 6.1-6.5% across the last 3 years. However, this is against a background of more challenging cohorts in their attendance. Persistent absence has reduced which reflects considerable work by the staff but is still slightly higher than the national although comparable for other schools in the locality.</p> <p>Behaviour, exclusion and attendance statistics are not in Aspire. Fixed term exclusions are well below the national average but this data is based upon 2015-16 data. 2017 fixed term exclusions have increased.</p> <p>Trends over time.</p> <p>Maths performance is good and in Quartile 2.</p> <p>Disadvantaged students attainment is below national average for English, Maths and overall progress. AS highlighted that the disadvantaged pupil gap is against a target that shows the performance of disadvantaged pupils in the college as set against the attainment of students nationally who are not disadvantaged.</p> <p>MFL performance is above national average over time.</p> <p>Science is an important area and has been below national average. It is a focus area in the CIP and has improved over a one year trend. There has been significant work to improve the performance of this faculty over the recent past.</p> <p>Governors asked about timetabling and matching of teachers to student groups. AS outlined how the timetable is carefully managed to ensure the appropriate teacher is timetabled with the appropriate student group to ensure the best outcomes are achieved.</p> <p>Post 16 data has not yet been released to the dashboard so will be reported to a later FGB.</p>	
1.1.18.6	<p>Annual Safeguarding Report</p> <p>Deferred until February</p>	

1.1.18.7	Student Record Keeping This was deferred until a later meeting.	
1.1.18.8	SEND report This was deferred until the February.	
1.1.18.9	Children In Care Report This was deferred until the February meeting.	
1.1.18.10	Annual Health and Safety Report AN reported on the report format which has been circulated to all governors. Governors thanked AN and said that the pro forma was clear and helpful.	
1.1.18.11	Safeguarding Matters None to report	
1.1.18.12	Appoint a Lead Governor For Attendance JW was agreed as the lead governor for attendance. JW to meet FC and agree terms of reference related to the attendance action plan. MR to circulate lead governor areas and faculty links.	
1.1.18.13	Site Development KW outlined the different strands of activity which might affect the future use of the college site. KW stated that D.Chapman's (DC)report would be a useful first step in community engagement. WO supported this view and how DC might be helpful to the college. JW supported the process although her view was that at this stage the process needs to be high level and the governors clear about the roles and responsibilities in this process and that the final decision rests with the FGB. AS urged governors to adopt stage 1 and 2 of the DC report. He felt this would be very useful and collect information from stakeholders in the college to inform the governing boards position on site development. MY supported the views outlined and emphasised the importance of developing some momentum on the development of the site. WO outlined that in her view the approach the college takes towards community engagement will be important in the relationship between any site development and the community. MY stated that it is important to start the process with an understanding of what the college needs into the future. After very significant further debate the governing board unanimously agreed that AS,AN and governor representatives will meet DC to agree starting stage 1 as outlined in the draft consultation plan.	
1.1.18.14	Pupil Premium Impact Report A.Lawes (AL) outlined her role and how the college supports pupil premium pupils. The Pupil Premium Impact strategy is how the college plans to spend funding in 2017-18 to support these pupils. The Pupil Premium Impact Assessment is looking at the impact of college spending and activity on pupil premium students in 2016-2017.	

	<p>AL outlined the split of spending across staff, intervention and resources. AL explained how the college budget of £252k in 2016-17 was calculated. Staffing costs included the contracted staff costs of Pupil Premium co ordinator, enhanced English and Maths teaching, pastoral support and attendance officer. Non-contracted staff costs include Educational Psychologist time, school counsellor and alternative provision.</p> <p>Targeted resources include accelerated reader, holiday and Saturday revision classes, raising aspirations visits, careers advice, FL assistant, V1th form learning mentors and English and Maths catch up resources, Pixies Holt revision and outdoor learning trip.</p> <p>There were also a range of cost neutral interventions e.g Quality First teaching, Pupil Premium hub, rewards and incentives.</p> <p>KW asked how using non uniform days as rewards fitted with students from disadvantaged backgrounds. AS stated that this reward had come from student voice sessions and it was a useful bridge for Yr 11 students seeking to enter the V1th form.</p> <p>Impact Statement</p> <p>AL outlined that the college had a dip in performance for disadvantaged pupils and that improving this was a priority in the CIP. The college reaffirmed its aim to improve the outcomes for disadvantaged pupils. 2016/17 were a challenging cohort. AL outlined how the statistics reflected this group had non attenders and late starters at the college.. AS and AL outlined how these circumstances are outside the influence of the college although the college is working hard with all pupil premium students to improve their outcomes.</p> <p>AL outlined how certain programmes such as Sports studies and targeted support in Science had a significant impact on disadvantaged pupils. AL outlined subject areas where improvements have been made. Current Yr 11 pupil premium cohort had a progress 8 score of <u>-0.26</u> in Yr 10 but this was now <u>-0.09</u> so a positive impact.</p> <p>In Yr11 over 50% of pupil premium students with a KS2 score had improved..</p> <p>The Impact report is on the college website.</p>	
1.1.18.15	<p>Policies for Approval</p> <p>Governors agreed :</p> <p>Exam Access Arrangements</p> <p>Health and Safety policy</p> <p>Admissions Policy was deferred until February meeting</p>	
	<p>The meeting closed at 20.10pm</p> <p>Date of next FGB meeting: Tuesday 27th February. Room 26</p>	

Signed.....

Kate Wilson
Chair of Governors

Date:.....