



MILLTHORPE SCHOOL

MINUTES OF THE EXECUTIVE COMMITTEE MEETING

**Held Tuesday 11th September 2012 at 6pm
In the School Meeting Room**

Present: Mr Bob Sydes (Chair) Mr Trevor Burton (Headteacher)
Mrs Eileen Robertson Ms Nicola Mitchell
Mr Bill Schofield Mr Don Henson

In Attendance: Miss Amy White (Clerk)
Mr Scott Butterworth (Deputy Head)

		Action
1	<p>Election of Chair</p> <p>Mr Bob Sydes was unanimously elected as Chair of the Executive Committee. Proposed: Mr Don Henson Seconded: Mr Trevor Burton (Headteacher)</p>	
2	<p>Welcome, apologies for absence and declarations of interest</p> <p>The Chair welcomed everyone to the meeting. There were no declarations of interest received.</p>	
3	<p>Minutes of the meeting held on 28th June 2012</p> <p>The minutes had been circulated prior to the meeting. They were agreed as a true and accurate record and were signed by the Chair.</p>	
4	<p>Matters Arising</p> <p>With reference to Action Points:</p> <ol style="list-style-type: none"> 1. Completed 2. Completed and recorded at FGB 3. The Headteacher agreed to bring thank you cards to the Full Governing Body meeting on 20th September for governors to sign. The Chair reported that he had spoken to Sue Pagliaro (Head of Governor Support) regarding the current vacancies on the governing body. Governors were informed that Cllr. Julie Gunnell had been identified as a possible LA governor and the Deputy Headteacher highlighted that Cllr Gunnell had a strong connection with the school. It was agreed that new governors would need to be able to fully commit to the governing body. 4. Completed 5. Completed and on Agenda 6. Clerk to check whether the Governor Allowances Policy had been sent to the Headteacher. Governors agreed it was good to know that there were systems in place regarding allowances. 7. Completed 8. Completed <p>There were no Matters Arising.</p>	<p>Head</p> <p>Clerk</p>

<p>5</p>	<p>Review Terms of Reference <i>Previously distributed.</i></p> <p>Governors reviewed the suggested amendments to the terms of reference and agreed the following:</p> <p><u>Point 1</u> Change from: <i>At least 3 members of the governing body with voting rights.</i> To: <i>The chair of the governing body; vice chair(s) of the governing body; committee chairs; head teacher.</i></p> <p>Remove: <i>It is suggested that this committee might informally invite one or two people with an appropriate financial background, to provide specialist support, on a non voting basis.</i></p> <p><u>Point 6</u> Reword to: <i>The appointment of the chair shall be determined by the committee and reviewed annually.</i></p> <p>Include, at the bottom of the Terms of Reference: <i>Reviewed:</i> <i>Approved:</i></p> <p>Governors discussed that in light of the above amendments Mr Bill Schofield would not currently be eligible to attend the Executive Committee meetings. Mr Schofield reported that he would be putting his name forward for consideration as Vice-Chair of the governing body. If successful he would be eligible to attend the committee meetings.</p> <p>Following further discussion, governors agreed that the Chair of the Full Governing Body should automatically become Chair of the Executive Committee.</p>	
<p>6</p>	<p>GCSE Results</p> <p>The Headteacher acknowledged the national controversy regarding the change of boundary for the English Language GCSE. Governors were informed that the school had written to the parents of the 32 pupils they believed had been affected by this boundary change. The Headteacher further explained that these pupils had been predicted a grade C or above but actually attained a grade D or lower. These 32 pupils were offered the opportunity to re-sit their English Language course or have a re-mark.</p> <p>The Headteacher informed governors that approximately 12 pupils were attending a re-sit meeting as it was critical for them to achieve a grade C or above. Some pupils had accepted the offer of a re-mark but it was discussed that unless the pupil was on a boundary, the grades did not usually go up; though this had happened on some occasions. The Deputy Headteacher advised that parental permission must be sought regarding re-sits and re-marks and the deadline for a decision was 20th September. He further highlighted that a re-mark could also result in down grading.</p> <p>It was discussed that there were demands across the nation for an enquiry into the situation and threats of legal action had been made against Ofqual by some Local Authorities and Trade Unions.</p> <p>Mr Schofield commented that the Welsh exam board had called for a re-mark and it was discussed that some pupils in England, who were on the Welsh board, might not be re-marked. The Headteacher highlighted that the Headteacher Unions and LAs had expressed that it was not fair for the pupils to be treated differently.</p> <p>Considering the GCSE grades achieved by the School, the Headteacher highlighted that 59% of English Language pupils had achieved a grade C or above but the prediction had been 72%. It was further highlighted that the English Literature results for the same pupils and teachers had exceeded the prediction. It was agreed that this further supported the view that the boundary change had affected the English Language results.</p> <p>Focusing on the January prediction that 72% of pupils would achieve grade C or above in</p>	

English Language, the Headteacher expressed that this figure was still disappointing as this did not show an improvement on 2010-11 results.

Governors asked if the boundary change had had an adverse impact on the futures of pupils affected, or if colleges were being sympathetic. The Headteacher answered that some colleges appeared to be taking the situation into consideration. However, there had been reports that some pupils had been unable to secure a place on their chosen course. Considering re-sits, the Deputy Headteacher informed governors that pupils would be under pressure as they would have to complete their re-sit within one year while also completing their other course.

The Headteacher tabled a report on the school's GCSE results and highlighted the following:

- English Literature, French, Drama, Graphic, Geography and History were all showing positive results.
- Mathematics was improving and was out of cause for concern.
- German and Social Care were not performing well and governors were informed that an inadequate Social Care teacher had since left the school.
- Core and Additional Science results were disappointing but Biology and Physics were performing well. Btec Science, though not a GCSE, was also performing well.
- The tabled document projected that Physical Education was not doing well. However, the Headteacher advised that this was reflective of the short course and full course Physical Education results were positive.

Governors acknowledged that the results were generally positive and asked how the school was achieving compared to targets. The Headteacher answered that approximately 65% of pupils had made expected progress. But considering achievement of five A* - C grades, the school had not performed as well as expected. Following further questions, The Headteacher noted that there had been some issues with the 2011 teacher predictions and these issues had been addressed. Considering the information provided within the report, the Headteacher felt the English Language situation had had a significant impact.

Governors asked if there was a year on year consistency for subject results. The Headteacher answered that Science and German were consistently achieving poorer results than other subjects. Subjects such as Graphics trended with more positive results while Food Technology varied year on year. The Headteacher explained that to state a positive trend there should ideally be positive progression over three years.

The Headteacher discussed with governors that a key aim was to improve every subject but with a specific focus on English, Sciences, Mathematics and Languages. It was noted that from these four subjects, students achieved six GCSEs.

With reference to a letter sent to parents regarding improvement for higher achievers, governors asked whether this improvement was across all subjects. The Headteacher reported that evidence suggested that more able pupils were performing better across all subjects but that boundary C/D students were not performing as well. It was further noted that in Biology and Physics the school had achieved and exceeded Fischer Family Trust (FFT) B.

Governors queried whether the school had expected Core Science to do less well due to higher achievers choosing triple science. The Deputy Headteacher answered that not all higher achievers studied triple science as it reduced the number of options they could take. The Headteacher expressed that Core Science needed to be addressed. Of the 71 pupils who had taken core science, 64% were expected to achieve national average; the actual figure had been well below. To highlight an area of success, the Headteacher noted that of the 76 pupil entry for History, 95% achieved a grade C or above. It was agreed that the school needed to ensure that support and intervention was targeted to the right pupils and subjects.

With reference to the history results, governors asked what had been done differently to achieve such positive results for 2011-12. The Deputy Headteacher expressed that in previous years History intake had been higher the skills for GCSE history had not been effectively embedded in Year 9 and results had, therefore, been poorer. For 2011-12, staff had worked very hard to embed these skills and had worked closely as a department to ensure that pupils understood what would be expected. Governors asked if there had been changes to the

teaching staff and were informed that a new teacher had joined the department and been particularly effective in engaging border line pupils. Mr Don Henson remarked that the history course had changed and was based more on project work. This change seemed positive and more engaging.

Considering vulnerable groups, as shown on page 32 of the tabled document, the Headteacher reported that the main groups presenting concerns were School Action Plus and Free School Meals (FSM). The Headteacher explained that School Action Plus pupils had some educational needs and received support from external organisations. In order to improve the support within school there would be more TA focus for pupils in this cohort.

Focusing on pupils receiving FSM, the Headteacher reported that he had discussed his concerns with Maxine Squire (School Improvement Partner) who had acknowledged that this cohort had presented concerns across the city.

It was discussed that FSM pupils in the school also had additional needs that were impacting on the results for the cohort. Governors asked if these additional needs were recognised elsewhere and the Headteacher replied that the pupils did present in the figures for multiple cohorts.

The Deputy Headteacher further reported that the additional needs of pupils accessing FSM were not usually learning needs but other needs or disruptions. The Headteacher further clarified that not all pupils on FSM were from deprived families and that support was targeted to the individual pupil.

Governors further reviewed the information provided and noted that lower FFT bands seemed to be showing a significant improvement. The Headteacher acknowledged the improvement but explained that some of the pupils in the lower attainment bands were not presenting as they had fallen off the band. The Headteacher explained that this was not a result of inadequate teaching but was due to such issues as the pupils not completing their exams due to family issues. Governors were informed that this issue would be further documented in RaiseOnline but the Headteacher wanted governors to be aware that it was already being addressed.

Considering the results and trends, the Headteacher expressed that the school needed to improve targeting and intervention.

One area for improvement was highlighted as revision sessions. The Headteacher explained that attendance started well but declined as the sessions progressed. Governors were informed that of the 46 German candidates, only 4 attended the final revision session. An e-mail had been sent to parents but it was considered that the school should be approaching the pupils directly.

Governors asked if teachers were responsible for identifying pupil tracking and intervention. The Headteacher replied that teachers submitted predictions for their pupils and strategies and categories were developed from these predictions.

The Headteacher advised governors that prior to the boundary change, teachers had been confident of the new marking specification that had been introduced. It was noted that the exam specification for June had been the same as the specification in January, but the boundary had been changed. Governors asked if any pupils had been submitted in January. The Headteacher answered that no pupils had been submitted in 2011-12 but some might be in the future as they would have the opportunity to resubmit in June should there be any problems with the January submission.

Governors discussed that it was important to carefully consider which pupils would be submitted for January exams to ensure that early submission was not detrimental to the pupil. Governors further enquired if early submission was being considered just for English or across all subjects. The Headteacher advised that it would be across all subjects, particularly Mathematics, and all pupils would receive the support needed.

The Headteacher advised governors that the tabled report had been produced assuming the January predictions and an up to date version would be available for the Full Governing Body meeting on 20th September. Governors returned the report to the Headteacher.

Governors thanked the Headteacher for his report on the GCSE results.

School Improvement Plan

The Headteacher tabled the School Improvement Plan (SIP) and explained that it had been rewritten since it was started in June. It was noted that the aim was to reduce the Plan in order to focus on key areas for maximum impact. Governors were further informed that the Plan might receive some additional changes throughout the year.

SP1: Improve achievement through high quality first wave teaching

The Headteacher highlighted the key areas of focus for this priority as below:

- Satisfactory teaching would be targeted and teaching would be improved.
- Professional learning would become more practical and reflective (plan, do, reflect, repeat) and would link to performance management reviews.
- Teacher Learning Communities (TLC) would continue to provide support.
- Heads of departments would receive training to help develop teaching across their department.
- Support would be given through peer observations.
- Online text books were being considered as pupils would be able to access them from home and they were some financial benefit also.

SP2: Improve achievement through accurate identification and intervention of poor progress

The Headteacher highlighted the areas below as ways of achieving priority 2:

- Monitoring of pupil progress would be improved by reintroducing race diagrams. It was clarified that pupils or classes could be highlighted on these diagrams and when trialed they had been well received by staff.
- Departmental interventions and revision sessions would continue with specific FSM and School Action Plus tracking and support.
- Ensure that departments have a clearer understanding of procedures of intervention.

SP3: Improve behaviour and achievement through out new pastoral and inclusion structure:

Governors were informed that there was a new structure in place to promote behaviour which was working well. It was noted that this priority would be supported by the following initiatives and focus areas:

- Improve participation in the three Houses (Saxon, Roman and Viking) and get pupils enthusiastic about their house.
- Student Support Officers would provide first line response to incidents and help mentor pupils.
- Creating a Climate for Learning in which it is outlined to all staff and pupils the behaviour that is expected. The school would ensure that all members of staff were consistent in creating this environment.

The Deputy Headteacher explained that feedback had been received regarding the Positive Achievement System and it was felt that responsibility had been taken away from heads of departments and teachers. In response to this, more responsibility was being given back to heads of departments and teachers to allow for a more consistent and direct impact on behaviour issues.

It was discussed that Directors of Achievement would be supported in developing their role so they have a greater impact on raising attainment. Teachers would be responsible for initial impact in their subject but pastoral leaders would become involved if a pupil was continually failing to engage. Governors were informed that a program was being put in place to support teachers in identifying reasons for disengagement and ways of addressing these issues. The Headteacher commented that alternative curriculum options were also being discussed.

SP4: Improve out monitoring and evaluation through very clear procedures for middle leaders

The Headteacher reported that there would be some focus on the basics of monitoring and evaluation and further training would be given to middle leaders. This would ensure that middle leader meetings were focused and productive. A clear and accurate picture of the quality of teaching would be created and the SLT would observe lessons for one hour a week; 8 hours of observation a week in total. The Headteacher explained that a cycle of monitoring and evaluation was being developed.

The Deputy Headteacher left the meeting at 7.15pm

	<p><i>SP6: Communicate well with our parents and our community</i> The Headteacher highlighted that there had been significant developments in this priority during 2011-12. Further to the SIP, the Headteacher reported that a survey had been carried out regarding the school Reception. The feedback had been reasonably positive and some areas would be improved. Considering the publication 'Millthorpien' it was agreed to aim for wider circulation.</p> <p><i>SP7: Develop the school environment to improve the student experience</i> It was noted that areas for focus regarding this priority included:</p> <ul style="list-style-type: none"> Improving Health and Safety which had not been an area of strength. This would be assisted by the introduction of a Health and Safety Committee. Collaborative work with the Co-operative Schools Trust. It was discussed that the Trust was for schools and academies and the LA were also interested to see what was developed. Should academy status not be the best option for the school, it was considered that the Trust might be more in line with the school ethos. <p><i>SP5: Continue to improve the effectiveness of governance</i> The Headteacher highlighted that this priority had not been completed and invited governors to take responsibility for writing this section. Governors agreed this would be a positive exercise.</p> <p>Some focus ideas had been suggested for this priority (on page 17 of the SIP) and governors discussed statutory policies. It was highlighted that statutory policies were in place and the Headteacher asked if he could receive six weeks advanced notice regarding any policies that needed reviewing. It was agreed that the two vice-chairs would look into developing a system for further monitoring policies.</p> <p>Governors expressed their appreciation and thanks to the Headteacher for a positive and sophisticated School Improvement Plan. It was agreed that there had been various issues throughout the last year and the SIP was addressing these and taking things forward.</p>	
9	<p>Planning work programme for committees <i>This item was taken before item 8.</i></p> <p>In light of the new School Improvement Plan, governors discussed their previous agreement that named governors would be responsible for monitoring areas of the SIP. The Headteacher highlighted that within the SIP he had suggested governor committees that could monitor each section but he was happy for governors to change these suggestions.</p> <p>The Chair commented that it would still be a positive step to link every governor with part of the SIP. It was agreed that chairs of committees would review the SIP and the membership of their committee before naming governors to monitor sections. This action would be included as an objective in the governance section of the SIP.</p> <p>The Clerk agreed to circulate the current committee membership list and full governing body list.</p> <p>Considering a planning work programme, it was noted that agendas needed to be distributed at least seven days before meetings and the Headteacher asked if committee chairs could meet with him three weeks before a meeting to agree the agenda.</p> <p>Governors enquired about policy reviews and it was discussed that the schedule of policies would need reviewing to ensure that policies could be reviewed by the Headteacher six weeks prior to meetings. The Clerk agreed to resend the schedule of policies to the committee with a date and version number. The Headteacher highlighted that policies were not always uploaded to the school website following approval. It was agreed that a governor objective could be to take responsibility for monitoring this. The Chair suggested that policies be delegated to specific members of committees to distribute the workload. Governors agreed to consider SIP and policy links during committee meetings.</p> <p>The Chair expressed that it was important for every governor to engage with the SIP and have an area of responsibility to ensure that governors were actively holding the school to account.</p>	<p>Committee Chairs</p> <p>Clerk</p> <p>Clerk</p>

	<i>The Deputy Headteacher returned to the meeting at 7.40pm.</i>	
8	<p>Agenda for FGB</p> <p>It was agreed that the GCSE results would be an agenda item for the Full Governing Body meeting on 20th September and this would include a twenty minute presentation. Governors asked if the final paper or a high level summary could be produced to send to governors with the agenda on Thursday 13th September. The Headteacher expressed that this would be an extremely difficult deadline but all papers would be available on the night and earlier where possible. Governors discussed the importance on receiving papers prior to meetings to allow sufficient time for digesting the information and forming questions.</p> <p>Considering GCSE results on the agenda, it was highlighted that due to the national political issue, the item would require sufficient time for questions. It was noted that time would be available in the meeting to ask questions and the Quality and Curriculum Committee would review the results and situation in further detail. It was agreed that all governors would be invited to attend the Quality and Curriculum Committee meeting so there was the opportunity to further discuss the item and ask questions.</p> <p>Other items for the Full Governing Body meeting included appointment of community governor, Richard Bridge, and a verbal update of the academy situation. It was noted that there was a meeting specifically for a discussion on academy status on 8th November.</p>	
10	<p>Training</p> <p>The Chair updated governors that Maxine Squire had agreed to carry out governor training in October. This training would focus on the new Ofsted framework and performance and statistics. The Chair agreed to circulate the dates.</p> <p>The Chair further reported that he had spoken to Sue Pagliaro (Governance Service Manager) regarding bespoke training for chairs of committees and Ms Pagliaro had recommended Jane Lewis, National Leader of Governance. Governors discussed the bespoke training and their desired focus of managing meeting and workload. The Chair would speak further to Ms Pagliaro regarding the options available.</p> <p>It was noted that the Year 6 Open Evening was to be held on 2nd October from 7pm-9pm and governor presence was encouraged.</p>	Chair
11	<p>Dates of future meetings</p> <p>Thursday 22nd November 2012 Thursday 10th January 2013 Tuesday 26th February 2013 Thursday 9th May 2013 Tuesday 25th June 2013</p> <p>Meeting end time 8.00pm</p>	
	<p>_____</p> <p>Mr Bob Sydes Chair of Executive Committee</p>	<p>_____</p> <p>Date Signed</p>

**Action Plan following the Meeting of the Executive Committee Meeting
Held on Tuesday 11th September 2012**

	Action	Agenda	Person	Date
	Review committee membership and the SIP to identify key governors to monitor the SIP.	9	Chairs of Committees	First committee meeting
	Circulate current committee membership list and full governing body list to committee members.	9	Clerk	ASAP
	Cross reference policy schedule with statutory list and add date and version number to document.	9	Clerk	ASAP
	E-mail October Ofsted training dates to all governors.	10	Chair	ASAP

Standing Items:

- FGB Agenda items
- Reports from Committees

Items for Future Meetings: