

FINAL Minutes Local Advisory Board: PWS
15th November 2022 17.00hrs
Meeting held at Prince William School
The second LAB meeting of the academic year 2022-2023

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

Agenda item	Discussion	Action / Information
1. Present.	<p>Liz Dormor (Headteacher) Antony Kennedy (Deputy Headteacher) Richard Fincher (Co-opted Governor / Chair) Emma Tansley (Co-opted Governor / Vice-Chair) Duncan Furey (Co-opted Governor) Gerald Egbury (Potential Co-opted Governor)</p> <p>Joshua Coleman (CEO: EMAT) John Lawson (EMAT Head of Education) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. RF 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.	PO advised the board that Charlotte Krzanicki (Parent Governor) has resigned from the board.	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.	
5. Minutes of the Academy Local Board meeting held on 27th of September 2022 matters arising not appearing under actions	The minutes of the meetings held on the 27th of September 2022 were agreed to be an accurate representation and signed by RF .	
6. Action Log from the meetings held on the 27th of September 2022.	<p><u>27th September.</u></p> <p>i. PO to diary for meeting 6 agenda an item for LD to give an update on the Race Charter and the LGTBQ+ mark. Ongoing.</p> <p>ii. DF to attend the meetings with AK and the DA pupils and parents to support them improve their attendance. Planned for the 7th of November. Done.</p> <p>iii. PO to ask if another Trust schools SEND lead governor could cover PWS until an appointment has been made. Ongoing. PO advised</p>	<p>i. Ongoing</p> <p>PO</p>

	<p>that there are no governors in other EMAT schools with the capacity to support PWS. PO advised that a new SEND lead Trustee may be joining the board and if they do, he will ask if she can support in the short term.</p> <p>iv. PO to bring the missing lead areas to meeting 2 or 3 for review. Done.</p>	
<p>7. School data updates and reports.</p> <p>i) Performance report.</p> <p>ii) Headteachers report. SIP Curriculum and PP Data Curriculum Safeguarding.</p> <p>iii) Stakeholder surveys</p>	<p><u>i. Performance report.</u> LD/AK highlighted the following.</p> <ul style="list-style-type: none"> Persistent Absence (More than 10%) 17.9%. PA rate is still much higher than pre-covid, but our work is having an impact with more information in the HT report. Number of serious behaviour incidents = 24. <p>A discussion followed around the context of the 24 incidents. JC advised that this category will be removed from future reports and replaced with more suitable/appropriate categories.</p> <p>A governor asked for an update regarding those pupils on a part-time timetable. AK advised that the plan is for them to come back to school on a phased return with home learning supporting in place. AK highlighted that all welfare checks have been done.</p> <p>A governor asked if for the number of teachers able to support others currently 46 a good figure. LD advised it is and is something everyone should be proud of.</p> <p>A discussion followed regarding the suggestion of putting rolling data onto the performance report for certain categories. PO advised that these suggestions came out of the safeguarding training on the 18th of October and have been passed onto the Thompson Team.</p> <p>A governor asked for an update regarding the staffing in the office. AK advised that the team have made progress with managing of registers and ensuring the correct coding is used.</p> <p><u>ii. Headteachers Report</u> LD highlighted the following. <u>School context and summary.</u></p> <ul style="list-style-type: none"> Student numbers have grown noticeably this term, with 1314 now in the school compared with 1240 this time last year (and 1089 in Autumn 2018) The site feels fuller, especially at break and lunch time. The year 7s are noticeably less mature than previous cohorts (lost social and educational 	

	<p>experiences over Covid) and that has created some challenges with behaviour. This year group has an unusually high proportion of SEND and EHCP students and some of those individuals have very high and complex needs, including medical needs which have created particularly challenging situations for the staff who have risen to the challenge.</p> <ul style="list-style-type: none"> • Whole school EAL 5%, Year 7. 8%. • AK noted that 258 lessons have been lost due to holidays fines have been issued when appropriate. <p>A governor asked if the year 7 pupils with an EHCP arrived with a statement. LD advised they did and SEND funding.</p> <p>The governor followed up and asked if the demands of the year 7s as expected. LD noted that the demands were expected and planned for but are still a challenge with the number of EAL, SEND and EHCP pupils.</p> <p>A governor asked if information has gone out to parents regarding the criteria needed to be applicable for free school meals. LD advised that information has been sent out including the criteria to receive free school meals. The demand for breakfast club has increased and the feedback from those who attend, and their parents is very positive.</p> <p>The governor followed up and asked if a register is completed for the breakfast club. LD noted that no register is done. DF added that space is limited, and pupils are helping out supporting the provision including washing up.</p> <p>A discussion followed regarding what additional support could be sought for the breakfast club. It was agreed that the school would approach local supermarket to see if they can assist.</p> <ul style="list-style-type: none"> • For attendance comparisons of the proportion of PWS students who are Persistently Absent (PA) with the national averages show that we are very close to national, but year 9 are of particular concern. <p>A governor asked if the PA students are being supported to help improve their attendance. AK advised they are and if suitable the opportunity of an alternative provision is investigated with full parental involvement.</p> <p>A governor asked for an update on the attendance action plan.</p>	LD
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AK confirmed that it is working well, and some items will be carried over into the updated version.

Behaviour incidents.

- There were 1327 incidents reported on SIMS this period. Most were relating to attitudes to learning, homework, and students not being ready to learn. This is a significant rise on last year but is in line with 2019 when there were 1223 from a slightly smaller cohort. 23.5% of these were allocated to DA students. The gender divide remains at approximately 2:1 for boys to girls appearing in the data. 629 of these incidents resulted in a C2 sanction compared to 354 C3s and fewer of the other sanctions available.

Suspensions and exclusions.

- The main reasons were persistent disruptive behaviour (often refusing to stay in lessons), physical assault against other students, and verbal abuse of staff. However, there were also lengthy suspensions for a student who brought alcohol into school on two occasions, and 2 students involved in bullying on the buses. Overall, it has been a challenging period with a number of students in year 11 being unwilling to engage effectively with the school and some challenges from a small number of students in other year groups, including the new year 7s.

Data Headlines.

- KS4 results progress 8. PWS .24, local authority average score for state-funded schools is 0.02. The average score for all state-funded schools in England is -0.03.
- Gaps between performance of Disadvantaged (DA) and non-disadvantaged students comparing 2019 with 2022 show that, although our 5+ in English and Maths gap closed between 2019 and 2022, all other gaps widened considerably and our A8 gap is now worse than the national gap. This is in sharp contrast to the A8 and P8 gaps of 2019 which were considerably better than the national and shows a greater widening of the gaps than the national position. We are confident that this reflects the strong practice in the classroom to support DA students which was lost during the lockdowns and that now we have returned (hopefully!) to consistent face-to-face teaching we will be able to restore our previous position, though it may take two years to do so. Attendance of DA students will be a major factor in this too.
- DA v Non-DA GAPS.

DA v Non-DA GAPS	4+ in Eng & Ma		5+ in Eng & Ma		Attainment 8		Progress 8	
	PWS	National	PWS	National	PWS	National	PWS	National
2019	29%		30%	25.2%	12.9	13.6	-0.21	-0.58
2022	46%		26%	27.3%	18.9	15.1	-0.7	-0.7

- Year 11. The data shared is based on teacher assessed working at grades. These will largely have been based on internal assessments, any coursework, and end of year 10 examinations. The next set of data will be based on more formal mock examinations. The current attainment is the same as at this time last year. However, as the cohort are more able, the current progress estimate is lower. The difference in progress in gender and between SEN and Non-SEN students are quite small, but the Disadvantaged gap is wider than at this time last year. Work has already started on a mentoring programme for these students, and many are also involved in the National Tutor Programme. All students in the year group have already been involved in a revision workshop and had additional revision guidance during tutor time. Following the upcoming mock examinations there will be a series of subject interventions planned.

A governor asked for more information regarding the progress 8 data.

LD advised that the whole cohort has a slightly better prior attainment than last year. This year's mocks will help give greater understanding of their current attainment, progress and expected grades.

AK added that this cohort approached the mocks with a good attitude, and this is seen in the work in lessons.

- Year 13. The GCSE grades were awarded for these students by a Teacher Assessed Grade (TAG). Whilst the prior attainment is slightly higher than some previous years, it is slightly lower than last year. The current grades are based on internal assessments from teachers and the Average Point Score is slightly higher than at this stage last year. Other measures are also very similar to this time last year, but the UCAS teacher predictions are significantly higher this year. The UCAS predictions last year were quite accurate when compared to the actual outcomes, but there will need to be larger improvements this year to reach these figures. Some key underperforming students have already been identified

and are being closely monitored and supported by the Sixth Form team and were discussed in a recent middle leaders meeting. There will be further interventions post the upcoming mock exams, in particular to focus on achieving more higher grades (A and A*). It should also be noted that exams this year will be normal without any modifications but lack of actual GCSE results in 2021 will mean that there will not be an added value score.

- Cause for Concern data.

After the first few weeks of the year, we ask teachers to record any students who are “cause for concern” in years 7, 10 and 12 – the year groups that are new to each key stage. These concerns may be associated with behaviour or effort. It is interesting to note that there is an increase in the proportion of Y10 students who are cause for concern, but particularly noteworthy to see that the proportion of year 7s causing concern has almost doubled. This reflects a general feeling that this cohort is less mature and less prepared for secondary school than previous cohorts, probably an impact of not having had full face-to-face education in years 5 and 6.

	This Year		Last Year	
	Number	% of Year Group	Number	% of Year Group
Year 7	31	11%	15	6%
Year 10	56	26%	45	22%
Year 12	5	5%	15	15%

A governor asked how many pupils are in year 12.

LD advised it is 96. Some of the pupils are anxious regarding exams due to the effects of CV-19, the school is supporting with these anxieties.

A governor asked when the year 13's will be doing their mocks.

LD confirmed that they are currently doing them.

A governor asked for an update regarding PWS FFT comparisons for attendance.

LD advised that the national rolling data is 92.2%, PWS is 93.5% and improving.

A governor asked if the school is confident the investments being made in DA pupils will help close the gap.

LD confirmed she is, but it may take some time.

Progress/barriers in relation to SIP priorities.

- Quality of Education. The work Heads of Department are doing to review their curriculums is considerably more complex than originally realised, so we have modified the deadlines for this work to make them more realistic. We are giving staff more time off timetable, more time to work with Katy Russell from the central team and will dedicate as much of the January INSET day as possible to this work. We hope it will still be complete by Easter, but the 'mini' deadlines before that have been removed.

Behaviour and Attitudes. The work with an LGBTQ+ group has started, but an issue they have found is that we need to be careful where we get our advice from. SL is leading on this.

Leadership and Management. Our EAL strategy is embryonic currently. We have staff identified to implement aspects of the strategy, but they need training. The RACE charter mark is important work, but we cannot see us getting to that until the summer term. Work to support vulnerable groups (SEND and DA) to make better progress is constant, supported by rigorous data analysis. As stated above, we are providing HoDs with as much time as we can for their curriculum review work, and we continue to try to support staff workload and wellbeing as much as possible.

Sixth Form. The Head of Sixth Form is working on the PD curriculum to ensure it is well sequenced and relates to the PD curriculum in year 7 – 11. As with other curriculum work, this is a very substantial piece of work. Careers and next-steps guidance is progressing well, as is take up of extra- and super-curricular activities.

A governor noted the excellent feedback they had heard regarding the recent career day and wanted to congratulate all concerned. A governor added that the current alumni data base has over 3000 contacts and is s a great knowledge base.

Safeguarding.

- It has been a busy and complex period for the safeguarding team. There have been 131 referrals through My Concern in this time with the majority being for mental health concerns, including self-harm and suicidal thoughts and attempts. The safeguarding team meets weekly, and cases are dealt with in terms of perceived level of need.

	<ul style="list-style-type: none"> • There have been a number of Multi-Agency Safeguarding Hub (MASH) referrals done for a range of issues including a complex sexual assault case that took place outside school. Supervision has been offered to the safeguarding team and the majority of the team has accepted this. • All staff have received their Trust safeguarding training session this half term. All have been asked to confirm their knowledge of KCSiE 2022 and the new Trust PWS Safeguarding policy. • The Single Central Record is up to date and complete. It was checked on Friday 21st October and there were no gaps. There are some new invigilators and one new member of staff who need to complete the school safeguarding training which will be done within the next two weeks. <p>A governor asked if pupil data goes onto the SCR. AK confirmed the SCR is for staff only.</p> <ul style="list-style-type: none"> • The Trust survey suggested that students do not have a trusted adult to speak to if something is troubling them and this is also borne out in this survey where only 48% of students state that they know who to talk to. This is disappointing as the safeguarding team did a number of presentations to students about who they could talk to. Further investigations will be conducted including the use of a small sample group to help gather more information and aid next steps. <p>HT summary points/other comments.</p> <ul style="list-style-type: none"> • Now CV-19 restrictions have been relaxed the number of trips has increased. <p>A governor asked if all of the pupils who want to go onto a trip can do if funding is an issue. LD noted that as much support as possible is offered but it is not always possible to achieve 100%.</p> <p>The governor followed up and asked how many DA pupils go on trips. LD did not have that information to hand but will bring it to the next meeting.</p> <p><u>iii. Stakeholder surveys.</u> PO advised that the parent/carers and pupil surveys are currently live, and the results will be shared at the next meeting.</p>	<p>LD/AK</p> <p>LD</p>
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<p>8. Governor & AIP visits</p> <p>i. Governors to feedback from their recent visits for items for boards attention.</p> <p>ii. AIP visits for questions only.</p>	<p>i. The governors highlighted the following from their visit.</p> <ul style="list-style-type: none"> • ET. Safeguarding. General uplift in disclosures being dealt with well. New member of staff urgently needed in the hub after a resignation over the summer to alleviate workload. <p>LD highlighted that she is aware of the demands in the hub and is investigating options to support them.</p> <ul style="list-style-type: none"> • RF noted that he has conducted a visit primarily to meet the new DA lead and was pleased to see the support in the department has continued to improve. RF advised that his report would follow. <p>A discussion followed around the visit form and PO was asked if he can get the links to suggested questions to ask added to the form, so it is easier for governors to have these to hand.</p> <p>ii. The governors noted the level of detail in the reports and had no questions at this time.</p> <p>LD noted the staff warmly welcomed the visits and fully engage with the feedback.</p>	<p>PO</p>
<p>9. SEND profile and funding update</p>	<p>LD highlighted the following.</p> <ul style="list-style-type: none"> • For national benchmarks PWS is on or below in all categories apart from Cognition and Learning (national 40% PWS 50%). One reason could be that we have a disproportionate number of students arriving with a 'diagnosis' of dyslexia from Primary Schools. The validity and reliability of some private reports commissioned by Primary schools has been called into question by Educational Psychologists and last year a parent had to pay for their child to be reassessed as the report was not accepted by a university. Our SENDCo discussed this with primary school SENDCos during transition visits in the summer term. <p>A governor asked if the school re-test pupils.</p> <p>LD confirmed they do in year 9. A lot of work has been done during inset days in this area.</p> <ul style="list-style-type: none"> • Gender and Broad Areas of Need. There is a very large number of females identified with Cognition and Learning Needs and a very low number of females identified with Communication and Interaction needs. The latter is particularly in contrast to the whole school data and raises important questions about gender and identification of need. • Male Cognition and Learning is much more in line with the National average for all areas of Need. This suggests identification of males is more accurate (in line with national 	

	<p>data) and work needs to be done specifically in redressing the gender gap for identification (and subsequent support).</p> <ul style="list-style-type: none"> The SEND notional budget is £424,010 (8% of school grant). The higher needs funding is currently estimated as £61,280 (estimate £45,500 for Y7). Teaching staff £84,273. Professional services and interventions £50,000. Teaching staff £84,273 Educational support staff £245,175 Readers/scribes £18,329 Admin staff £24,308 Break/lunch duties £2,287 Equipment and resources £22,000 Professional services and interventions £50,000. Staff training £5,000 	
<p>10. Pupil Premium Strategy Report.</p>	<p>LD highlighted the following from the report. Pupil premium strategy outcomes.</p> <ul style="list-style-type: none"> Reading ages. The standardised score from reading tests completed at the start of the academic year and a year later demonstrate that the DA students, on average, made more progress than their peers. Attendance data. The attendance of 'all' students over the year (to end of May, when exams started) was 91.76% and 24.0% of 'all' students were Persistently Absent. The attendance of PP students over the same period were 87.47% and 43.1% of PP students were Persistently Absent. The mental and emotional impact of the national lockdowns has had a significant negative effect on many students in this year group. Their attendance was poor, and they were far less engaged with lessons. Improving the attendance of the disadvantaged students was a key priority, and our work in this area was significantly hindered by the continuing impact of the pandemic. This work will need to continue in order to reverse the trend of worsening attendance. <p>The governors had no questions at this time and thanked LD/AK for the level of detail in the SEND and PP reports.</p>	
<p>11. Policies for governors to view and vote to adopt.</p> <p>i. Attendance & Punctuality ii. Educational Visits policy</p> <p>Policy for information only. i. Safeguarding policy</p>	<p>The governors unanimously ratified the Attendance and Punctuality and the Educational Visits Policy.</p> <p>The governors noted the updated safeguarding policy.</p>	

<p>12. EMAT Updates (for information only) to include.</p> <p>i. Financial overview</p> <p>ii. H&S overview.</p>	<p>i. JC advised that the budget is stable with no issues.</p> <p>A discussion followed around the use of GAG funding and the benefits of it. LD highlighted that the school currently has 280 pupils in year 7. In 2023 this will drop to 240.</p> <p>ii. JC advised that the school is 100% compliant on all of the regulatory checks and tests and there are no areas for concern.</p> <p>A governor asked if there are any concerns regarding black mold. JC confirmed there are no concerns regarding black mold.</p> <p>A governor asked if the Estates team could give an update in meeting 3 regarding Radon gas and if there are any concerns for PWS.</p> <p>JC gave an update regarding the building works and highlighted the following.</p> <ul style="list-style-type: none"> • The costs have increased by approximately 50% which has meant there has been some variation to the plans. • The goal is to achieve a build as close as possible to the original plans. • All avenues are being utilised to see if the local authority can help minimise the gap. <p>A governor asked if Morgan Stanley are still the main contractor. JC confirmed they are and will remain so. The increase in prices is outside of their control.</p> <p>ET offered to assist in any way possible. JC thanked ET for the offer.</p>	<p>KH/PO</p>
<p>13. Any other business</p>	<p>A governor asked if there are any issues regarding pupil bus passes. LD confirmed there are, and the school has nearly exhausted all avenues to try and rectify them and would welcome any support from the board.</p> <p>The governors offered to assist in any way possible. PO to pass on the transport contact details to the governors.</p> <p>A discussion followed around potential strikes and how this would impact the opening of the school. LD advised that she would do everything possible to keep the school open, but this will depend on how many teachers go on strike.</p> <p>PO asked GE if he wanted to continue to be considered for the position of Co-opted governor.</p>	<p>PO</p>

	GE confirmed he did. GE left the room. The governors unanimously voted GE onto the board.	
14. Dates of meetings for the year:	2022-2023 meeting dates. 24/01/2023 17.00 PWS 3 In school 07/03/2023 17.00 PWS 4 Teams or school TBC 25/04/2023 17.00 PWS 5 In school 13/06/2023 17.00 PWS 6 Teams or school TBC 18/07/2023 17.00 PWS 7 In school	Calendar appointments have been sent

The meeting closed at 19.17

Minutes agreed as a true representation and signed
Signature
Print Name
Date

Actions from the virtual meeting for PWS held 15/11/2022

Action	Owner
1. PO to diary for meeting 6 agenda an item for LD to give an update on the Race Charter and the LGBTQ+ mark. Page 1.	PO
2. PO to ask the potential new trustee if they are appointed can they support the board regarding SEND support until new governors are recruited. Page 1.	PO
3. LD to investigate if local supermarkets can support the breakfast club. Page 3.	LD
4. AK/LD to investigate if using a small pupil sample group would help gather more information and aid next steps regarding pupils saying they do not have a trusted adult to speak to if something is troubling them. Page 8.	AK/LD
5. LD to share the figures for the number of DA pupils who go on school trips. Page 8.	LD
6. PO to add the links to the prompts for safeguarding and SEND onto the governor visit form. Page 9.	PO

7. The Estates team to give an update in meeting 3 regarding Radon gas and if there are any concerns at PWS. Page 11.	KH/PO
8. PO to pass on the transport contact details to the governors. Page 11.	PO

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