

FINAL Minutes Standards & Performance: PWS
24th November 2020 18.00
Meeting held virtually via Microsoft teams
The first S&P meeting of the academic year 2020-2021

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) Debbie Twigger (TB appointed member) Richard Fincher (TB appointed member) Emma Tansley (TB appointed member) * Duncan Furey (Co-opted) Charlotte Krzanicki (Elected Parent Member) Claudia Wade (Chair TB appointed member) Bernard Weiss (Prospective Trustee) Monica Juan (EMAT Compliance / Governance) + Joshua Coleman (CEO: EMAT) Paul Osborne (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>	<p>* ET joined the meeting at 18.35</p> <p>+ MJ joined the meeting at 18.15</p>
2. Apologies.	Apologies received and accepted from Sarah Love (Staff governor). No apologies received from Nigel Hunt (Parent Governor).	
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 from the last meeting.	The minutes of the meeting held on the 11 th February 2020 were agreed to be an accurate representation. CW agreed to sign these electronically on GovernorHub.	CW
6. Action Log from the meeting held on the 11th February 2020.	<p>i. LD to complete additional analysis of the data and benchmarking with other schools regarding the EBacc entry rate. LD advised that the drop seen in Ebacc MFL at PWS is the same when compared to national data. LD highlighted that work is ongoing to improve the entry rate.</p> <p>A governor asked how many students take the EBacc. LD confirmed that in 2019 26% of the year group achieved it in 2020 it's less than 25%. This compares to the national trend. LD highlighted that she is optimistic the number will increase at PWS in the future.</p> <p>The governors asked if there is any documentation available to demonstrate the ongoing work in this area and could it be sent to PO to add to GovernorHub. <i>Post meeting note actioned and added to GovernorHub.</i></p> <p>ii. DF to report back regarding his findings for the increased gap for disadvantaged pupils. DF advised that he has uploaded a monitoring report onto GovernorHub and met with LD and the DA lead to discuss next steps. The DA lead highlighted that the schools approach in quality first teaching is more beneficial than purchasing IT equipment alone. LD advised that the DA gap is very small compared to the national average.</p> <p>iii.. LD to remove the SEN data out of the Mock 2019-20 figures to help give</p>	

	<p>a true result. N/A action closed due to Covid-19.</p> <p>iv. AK to add under section 3 (attendance policy) an area for governors to monitor and support. Done.</p> <p>v. DT PO to add Latest Mock results especially PP, Attendance, EAL to the next S&P agenda. Done.</p> <p>vi. PO to add and year 7 intake to the next LAB agenda. Done.</p>	
<p>7. Achievement: latest results from last year (2019-20)</p> <p>i. Overall</p> <p>ii. LAC</p> <p>iii. PP</p> <p>iv. Boys</p> <p>v. Girls</p> <p>vi. EAL</p> <p>vii. SEND</p> <p>viii. Most able Measured against expected outcomes and targets.</p>	<p>LD highlighted the following from the Headline examination report; <u>KS5 results.</u></p> <ul style="list-style-type: none"> • The grades awarded were the higher of either the Centre Assessed Grade (CAG) or the calculated grade. • 2% of Year 13 grades were increased from the CAG. • Outcomes were much improved from last year – as expected based on mocks and internal tracking data. The CAG reflected these improvements. • National A* to A = 38% (2019 = 25%), so 13% increase and our increase was 9%. • National A* to C = 88% (2019 = 75%), so 13% increase and our increase was 5%. • Increase from mock 2 to results 2020 = 3 APS. • Increase from mock 2 to results 2019= 3.6 APS (so similar trajectory). <p>A governor asked if for some courses (Business studies, English) which had improvement opportunities if action had been taken.</p> <p>LD advised it has for example in English AS levels are now taken to ascertain levels half way through the course and</p>	<p>On GovernorHub</p>

	<p>new staff are involved in the delivery of the A level teaching. For business studies there are some staffing issues with illness but this is being looked at.</p> <p>A governor asked if we know how many pupils didn't make it into their first choice university. LD will obtain the data and will be shared with the board via GovernorHub. <i>Post meeting note, done.</i> LD advised that 81% of pupils went onto University.</p> <p><u>Gender comparison.</u></p> <ul style="list-style-type: none"> • Reduced the gap this year. It may have not been as reduced if actual exams were taken as girls often outperform girls in our school in final performance. Taking into account previous data there are no major concerns. <p><u>KS4 results.</u></p> <ul style="list-style-type: none"> • Our attainment over the last 3 years has been stable and our CAG reflects this. • Attainment 8. 2017 51.9% / 2018 48.2% / 2019 48.8% / 2020 51.9%. • Progress 8 estimate not available for 2020 as there are no national performance tables. • The disadvantaged gap has closed to -12.6% which is impressive. • The gender and SEN have closed. <p>A governor asked for future presentations could the disadvantage gap be compared against national to</p>	
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	<p>give a better measure of closing the gap than comparing solely against the internal gap. LD thanked the governor for the suggestion and will action.</p> <p>A governor asked if LD thinks for the coming year the improved reputation of the school will see more pupils stay onto KS5. LD noted that current evidence indicates this may happen and the greater range of subjects offered many of which are non A level and more vocational is another reason why KS5 pupils study at PWS.</p> <p>A governor asked if the 6th form block is getting close to capacity. JC/LD noted that due to the impact of Covid-19 and travel disruption, the current year 11 may choose to remain in this area. Phase three of the rebuild is in progress and this includes work on capacity in this area</p> <p>A governor asked if retention of pupils with the CAG grade has involved any realignment of expectations. LD highlighted the importance of the grades being accurate. All year 12 pupils completed an assessment task under exam conditions in September. This ensured pupils before the October half term were on the correct course. This year group were also given step up work over the summer holiday.</p>	LD
<p>8. Measurement of Standards:</p> <p>i. How is benchmarking and moderating conducted what are plans for this to occur?</p> <p>ii. Have past systems been reliable? How will the school learn from others?</p>	<p>LD highlighted the following;</p> <p>i & iii</p> <ul style="list-style-type: none"> • Moderation is ongoing with other schools if possible. All staff aware of the required standard. 	

<p>iii. Moderation arrangements.</p> <p>iv. Next AIP visit.</p> <p>v. Governor involvement with AIP team.</p> <p>vi. Update on the plans in place if there are no standard exams in 2021</p>	<ul style="list-style-type: none"> • National benchmarking by target setting (FFT 20) for year 11, and ALPs Minimum Expected Grade (MEG) for year 13. • 4 Matrix ‘share and compare’ – benchmarks with approx. 350 schools nationally. • National benchmarking and moderating systems linked to Pixl – national picture and <p>LD explained how (CAG) were worked out.</p> <p>A governor asked if there were any major anomalies between the CAG and the staff grades.</p> <p>LD highlighted that due to the constant reviewing carried out by the SLT and staff knowledge of their pupils there were no major anomalies. LD noted that when we decided on (CAGs) last summer we took Head of Departments’ recommendations and moderated across all subjects and would repeat this process if necessary.</p> <p>A governor asked if there can be some training made available for governors regarding FFT.</p> <p>MJ thanked the governors for the suggestion and will investigate and report back.</p> <p>MJ advised that there is some data training available in the new year which will be recorded for those who can’t attend.</p> <p>ii. Yes. Predictions have been accurate in past years and the CAG process last year was thorough and accurate. Furthermore, mock results have demonstrated clear progression towards actual results in the past year.</p>	<p style="text-align: center;">MJ</p>
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	<p>iv. First visit was on the 14th October and covered Covid, safeguarding, attendance and behaviour, catch up provision. Next 3 visits will be: 14th December - focus on Social Sciences and MFL departments. 11th January - focus on ADT and CBE deep dive departments 12th January - focus on personal development and (new!) SENDCo.</p> <p>SENDCo lead governor asked if she can attend the 12th January meeting. LD welcomed the suggestion and will facilitate.</p> <p>A governor asked if the AIP reports can/are shared. JC/ LD confirmed governors already can view the reviews but the process will be revised to make this easier for governors to know when and where they can access these reports</p> <p>v. Governors have links to the Academy Improvement Plan and a calendar of monitoring visits.</p> <p>vi. Hoping we will have a set of mock data 'in the bank' by the end of November. This would be used along with teachers' knowledge and professional judgement about the progress pupils would make in a similar way to Summer 2020.</p> <p>A governor asked if LD is happy with the banked results. LD advised that a bubble burst recently but mocks are being taken now completing tomorrow. Once these are done we will have a full set of results giving ranked order and will help identify gaps. There will be another set of mocks in the Spring term.</p>	
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<p>9. 2021 Targets and Catch-up for pupils</p>	<p>LD advised that the goal is for the pupils to aim high in line with FFT 20 or occasionally FFT 5 with a priority to ascertain gaps and instigate intervention.</p> <p>LD noted that Year 7 didn't do any SAT's so CAT (Cognitive Abilities Tests) have been completed and the data used to determine a pupil's flightpath.</p>	
<p>10. PP report: impact of spend and planned actions for the new academic year.</p>	<p>LD summarised last year's review and highlighted where the budget was spent.</p> <p>LD noted that for 2020/21 a lot of the strategies used in the past will be used again as they have been successful.</p> <p>LD highlighted the following;</p> <p><u>i. Quality of teaching.</u></p> <p>Desired outcome is to improve vocabulary to ensure all can access curriculum fully and tailor written responses to topic and audience more expertly.</p> <p>The chosen approach/action is to implement a whole-school approach to teaching tier 2 and tier 3 words.</p> <p>What is the evidence and rationale for this choice? The specific teaching of tier 2 and tier 3 words has been shown to benefit all, but especially benefit DA students.</p> <p>A governor asked if there will/has been any work done on the more enduring impacts from Covid-19 for DA pupils including different strategies.</p> <p>LD advised that academic catch up is available to all pupils and will be rolled out in greater quantities as the year progresses with varying strategies in place.</p> <p>Staff are inviting those specific pupils to take part in these strategies which</p>	<p>On GovernorHub</p>

	<p>will naturally ensure the DA pupils obtain the support they need. On top of this is PWS aware of the mental and emotional support some pupils do/may need and the pastoral team along with the Hub and external counselling are available. JC reiterated the importance to normalise as much as possible the current situation for pupils but to be careful not to diminish the impact of Covid-19. JC explained to the governors that the EMAT PP forum has a new Chair who is keen to move it forward and plans to meet all of the PP leads.</p> <p>A governor asked if the DA number is 169 and is the Lead for DA able to see the dashboard.</p> <p>AK advised that the DA number is now 202.</p> <p>LD advised that the dashboard is nearly complete and once done will be shared.</p> <p><u>ii. Targeted support.</u></p> <p>Desired outcome is for the attendance of students eligible for Pupil Premium, especially those eligible for Free School Meals, improves further.</p> <p>Desired outcome to improve communication with DA parents/ carers by Inviting them to a drop in session (and a free cup of chocolate or similar!) in a venue local to them (Oundle, Thrapston, Corby).</p> <p>A governor asked if the success seen in reducing poor attendance success by direct involvement with parents can continue with Covid-19.</p> <p>AK advised that parents have been coming into school along with phone calls and emails. This communication/</p>	
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	<p>support is targeted at DA pupils with attendance lower than 90%.</p> <p>A governor asked how many parents have chosen to home educate their children. AK advised it is two families, three children in total.</p> <p>A governor asked for an update regarding the pupils who need IT equipment. LD advised that a full survey was completed this term to ascertain the current situation. All of the Yr11 who recently self-isolated who required IT equipment received it. On top of this we have applied for 20 Vodafone SIM cards with free internet access. JC acknowledged the hard work that has gone into supplying laptops, desktops and dongles across the trust and this is under constant review. LD advised that the PP and strategy report is on the school's website.</p>	
<p>11. Quality of Teaching: Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.</p>	<p>LD advised that this is based on a number of factors including lesson drop in and book reviews which are completed throughout the year. Support is then put in place and this is similar to previous years.</p> <p>A governor asked if you report to the full governing board the percentage of good or better teaching. LD advised that this is done by means of how many teachers can support someone else.</p> <p>A governor asked if PWS report the number of staff on a performance plan. LD advised this is done and includes both informal and formal plans.</p>	

	<p>A governor asked for more detail regarding the support package for new staff who joined in September. LD advised that they had an induction day in the summer and a thorough full induction process which was completed recently. On top of this the SLT complete observations and if required additional support is put in place. NQT have also received support as per previous years. LD noted that PWS is operating as close to normal as possible.</p> <p>A governor asked what NQT programme are they accessing. LD advised that prior to the national lockdown there was support including external coaches. Since the lockdown the school has supported them with internal trained staff members.</p>	
<p>12. Covid update and impact on Curriculum provision: Changes made to provision as a result of lost learning Curriculum provision: 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 advised that the biggest change to the school day is the introduction of the 3 x 100 minute daily lessons. This is working very well and has received positive feedback from teachers and pupils. One of the major benefits is to help keep the lessons as normal as possible.</p> <p>LD highlighted the relatively small changes made to the curriculum including P.E which now teach less team sports and more individual sports.</p> <p>LD noted the importance of keeping lessons as normal as normal as possible for pupils.</p> <p>A governor asked if there are any pupils being encouraged to reduce the number of subjects they take because of the disruption caused by Covid-19.</p>	

	<p>LD advised that this has not happened but after the mock results a very small number of pupils may need to review the subjects they are taking. LD noted the school will decide if this is required.</p> <p>A governor asked if pupils fully concentrate during the 100 minute lessons and is the use of the 100 minute lessons going to be reviewed post Covid-19.</p> <p>LD highlighted the importance of planning for all lessons but this is even more crucial for a 100-minute lesson. Pupils are encouraged to complete a brief aerobic session mid lessons including games to keep their attention span high.</p> <p>LD highlighted how well the 100 minute lessons are going and they will be reviewed post Covid-19.</p> <p>The governors thanked LD and her team for the work they have done and flexibility shown regarding curriculum</p> <p>The governors asked to have the curriculum added to the next S&P agenda.</p>	PO
<p>13. Training reminder & Housekeeping</p> <p>i. Data training 7th January 16.00-18.00 via Teams.</p> <p>ii. Signatures required for EMAT Code of conduct 2020, Safeguarding Policy 2020 and Keeping children safe in education (KCSiE).</p> <p>iii. Pen portrait.</p>	<p>PO went through the training EMAT has planned for the coming months and the overdue signatures required from governors for housekeeping items.</p> <p>PO will send out an email to all governors clarifying all of these points</p>	PO
<p>14. Student Behaviour and Attendance.</p>	<p>AK advised that:</p> <ul style="list-style-type: none"> • Absence 5.43%. • XCoded 5.04% • Persistent absence 11.6% 	On GovernorHub

	<ul style="list-style-type: none"> • Persistently absent for DA pupils is down. • AK noted that in the current climate the attendance figure is good. • Behaviour is good. AK went through a recent incident regarding a pupil. • AK advised that he is in regular communication with other East Northamptonshire schools and student behaviour at PWS is good in comparison. • AK noted the hard work being carried out by the Pastoral team and the huge benefit of now having two Welfare officers and thanked EMAT for facilitating this. • The HUB is being well used by pupils. <p>A governor asked if/has the HUB got more space. LD/AK advised they have been given more space next to the current HUB. In the near future this will be knocked through to make one large HUB area.</p> <p>A governor asked if PWS are being supported by outside agencies. AK advised they are by the school nurse, a local organisation and a local charity. This area is a strength within the school.</p> <p>A governor asked if there is a pupil who may get up to 15 days on multiple exclusions. AK doesn't think this will happen.</p> <p>The Chair asked if there is any additional data, Covid-19 updates AK/LD would like to share. AK/LD noted that all of these areas have been covered.</p>	
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	<p>A governor asked for an update regarding the SENCO vacancy. LD advised they have appointed a replacement who will complete all of the relevant training as soon as possible.</p>	
16. Any other business	<p>The governors asked if Covid-19 catch up premium can be added to the next S&P agenda.</p> <p>A governor asked if the parent, pupil, staff questionnaires have a specific time for completion. LD advised these had been intended to be completed but due to Covid-19 this has not happened. They will take place as soon as possible.</p>	PO
16. Dates of meetings for the year:	<p>12/01/21 at 18:00 Full Board. 16/03/21 at 18:00 S&P* 20/04/21 at 18:00 Full Board. 22/06/21 at 18:00 S&P* 13/07/21 at 18:00 Full Board.</p> <p><i>* Due to uncertainty around the dates for next year's data drops the last two S&P dates may be subject to change</i></p>	

The meeting closed at 19.47

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

Actions from the virtual meeting for PWS held 24/11/20

Action	Owner
1. CW to electronically sign the 11 th February minutes on GovernorHub. Page 2.	CW
2. LD to include for future presentations the disadvantage gap compared against national to give a better measure of closing the gap. Page 5.	LD
3. MJ to investigate if there can be training organised for governors regarding FFT. Page 6.	MJ
4. PO to add curriculum to the next S&P agenda. Page 12.	PO
5. PO to send a list of all of the upcoming EMAT training dates and who still needs to complete the start of year housekeeping signing to all governors. Page 12.	PO
6. PO to add Covid-19 catch up premium to the next S&P agenda. Page 14.	PO