

Minutes Local Advisory Board: PWS
24th January 2023 17.00hrs
Meeting held at Prince William School
The third 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) Emma Tansley (Co-opted Governor / Vice-Chair) Duncan Furey (Co-opted Governor) Gerald Egbury (Co-opted Governor) Joanne Giddings (Staff Governor) Kate Whittlesey (Observer/Potential Trustee)</p> <p>Joshua Coleman (CEO: EMAT) Juliette Pierson (EMAT Head of Governance & Compliance) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. ET 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 received and accepted from Richard Fincher (Co-opted Governor / Chair). PO advised the board that Joanne Giddings has been appointed as the new staff governor.</p>	
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 LAB meeting held on 15th of November 2022 matters arising not appearing under actions	The minutes of the meetings held on the 15th of November 2022 were agreed to be an accurate representation and signed by ET .	
6. Action Log from the meetings held on the 15th of November 2022.	<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. PO to ask the potential new trustee if they are appointed can they support the board regarding SEND support until new</p>	i. PO

<p>The Performance Report for Autumn 2</p> <p>Student progress data spreadsheets</p> <p>Updated School Improvement Plan (for info only)</p>	<p>A governor asked if all of the relevant safeguarding/follow up checks are done with DA pupils. AK confirmed they are.</p> <p><u>Bullying.</u></p> <ul style="list-style-type: none"> • The school conducted extensive work in anti-bullying week in November with 2 weeks of assemblies and tutor time combining to give consistent messages. Messages to students about the definition of bullying and how to deal with this are on-going. • Staff have received guidance on what is and is not bullying. • The school is establishing an LGBTQ+ group with our colleagues from Service 6 and is also providing a safe space with someone to talk to run by 6th form students and overseen by a member of staff. <p>A governor asked what the primary reason for the LGTBQ+ group is. AK advised it is to offer support and PWS pupils are very accepting of their peers' choices.</p> <ul style="list-style-type: none"> • Racist incidents – there was one serious incidence of racism by a year 8 boy who had repeatedly used unacceptable racist language. The boy was suspended, and parents attended at reintegration with the school at which they explained what they are putting in place to challenge this behaviour. The school has also put intervention in place. • There were 3 other reports of racist attitudes being shown, although there was some repeat of reporting made in the first term towards a particular year 7 boy. The school has had information that the more diverse communities within the area consider PWS to be a highly desirable place for students to attend because of the lack of racism and the promotion of diversity within the school. However, we will continue to work hard to ensure that all students are safe from any such behaviour. <p>A discussion followed regarding the good reputations PWS has within the local community and this can be seen in the increases in pupil numbers.</p> <p><u>Behaviour and exclusions/suspensions.</u></p> <p>A governor asked for an update regarding the isolation room. AK advised that the use of the isolation room was considerably down on previous years, and this may be part of the cause of the suspension spike. The number of pupils who use the isolation room</p>	
---	---	--

is very small currently 6 but takes up a lot of staff time. The change in the location of the isolation room into the 6th form area has increased the refusal to go to isolation among some students and this may need review. Furthermore, as a team, we decided to try to minimise the use of isolation following the Covid lockdown to avoid lost learning time. While this has worked in reducing the use of isolation, we need to reflect on the balance between isolation and suspension.

This will be discussed with TB when he visits school on the 27th January.

The governor followed up and asked if the pupils who wander around the corridors are monitored by staff.

AK confirmed they are.

LD added that the number of pupils who need to use this facility has increased post CV-19.

Staffing issues.

LD highlighted the following.

- Staffing is still a challenge.
- A Science teacher is now on maternity leave, and we have three other teachers who will be going on maternity leave in May/June. We are advertising to replace them with temporary contracts.

A governor asked if the use of agencies may be required to cover maternity leave.

LD advised that this would be an option and the challenge to recruit quality staff is a national issue.

Data Headlines.

LD highlighted the following.

Year 11 and 13 mocks.

- The year 11s all collected their mock results from a senior member of staff and then discussed their results with them. The students completed a form about what they were going to do to improve further, and the member of staff completed a form about any further support the school could provide. The students also received their progress 8 cards which shows them their progress 8 score – a measure of how much progress they have made compared with the progress they are expected to have made given their KS2 attainment.
- We have reassigned some mentors for the DA students in Y11 as the mock results showed that some who had mentors did not need them as much as some who didn't.

	<ul style="list-style-type: none"> • The DA lead has had one-to-one meetings with 12 identified DA students in Y11 to devise a personalised 'route to success' with each of them to show them that it is still possible to achieve well if they start working now. • 77% of all the year 11s have at least one catch up session offered to them in Jan/Feb. <p>A governor asked if the DA pupils participate in setting their goals. LD confirmed they are and work closely with a member of staff.</p> <p>The governor followed up and asked how the pupils re-acted to the target setting. LD advised very well, and the use of imagery made the progress they need to make easier to understand and engage with. AK added that he has seen pupils check their flightpath which is good to see that self-ownership.</p> <ul style="list-style-type: none"> • The Y13s also had mock results interviews in a similar way, and several had subsequently had further meetings with the Head of Sixth Form. There are also several revision sessions being provided for them as they prepare for their second mocks. <p>A governor asked if the revision sessions are conducted in school hours. LD noted they are after school.</p> <p><u>Headline tracking all years capture 1 unless stated.</u></p> <ul style="list-style-type: none"> • Year 7. Late release of national target setting data means that data can not be analysed until capture 2. • Year 8. No significant gaps between groups. • Year 9. Gender, SEN, and SEN&DA gaps growing. • Year 10. DA gap larger than in KS3. Combination of impact of some new option subjects and further behind in some core subjects. • Year 11. Overall P8 similar to same point last year. DA gap wider. Work started on mentoring and NTP for many of these students. Some pupils will not engage with the additional support offered. Year 11 capture 2. Overall P8 improved from capture 1 but not as high as this time last year. DA and SEN gaps increasing - interventions taking place. • Year 12. No significant concerns. Any discrepancies between groups due to low numbers of students. 	
--	--	--

	<ul style="list-style-type: none"> Year 13. Overall VA similar to this time last year. Under performing students identified and being worked with prior to first mock exams. Year 13 capture 2. VA estimate higher than this time last year. Gender gap being monitored, and key students identified and discussed. The support strategies for DA pupils start at year 7 and the breakfast club remains very popular, supportive and has a great atmosphere. <p>A governor asked for an update regarding the Brilliant club. LD advised they went to Cambridge last week and the feedback received was very positive. For some pupils, the visit opened their eyes to university life and may alter some pupils plans for further education.</p> <p>The governor followed up and asked if other universities may be visited. LD confirmed they will.</p> <p>A governor asked if the headline tracking all years data will be shared again. LD confirmed yes and will include capture 2 for all years.</p> <p><u>Year 11 headlines.</u></p> <ul style="list-style-type: none"> Capture 2 Commentary: This data is based on mock exams taken during November. Where vocational subjects did not complete a mock, it is based on ongoing assessment of coursework and any completed exam units. Attainment has improved from capture 1 and is fairly similar to the levels at the same point last year. However, as the cohort has higher prior attainment levels, the progress estimate is lower. It should be noted that grade boundaries and examinations in 2023 will be back to pre-pandemic levels. As a result, grade boundaries for mocks will likely have been higher than this time last year. The gender gap does not remain a concern, but the difference between SEN and non-SEN students has grown. The Disadvantaged gap has also grown and remains a significant area of the intervention and ongoing work. All students received results and an interview with a senior member of staff, there has been a year 11 online parent evening and a full programme of subject interventions has started and will continue until the second mock examinations which are in the Spring term. In addition, all heads of subject have met with the Deputy Head to discuss results and next steps. A key group of disadvantaged students have met with the lead DA teacher to discuss 	
--	--	--

	<p>actions and the majority of this group are also working with a staff mentor.</p> <ul style="list-style-type: none"> • Attainment 2022 46.5 / 2023 46.1. <p>A governor asked if the school is pushing for a higher proportion of A/A* grades.</p> <p>LD confirmed they are and for year 13 this work is at an advanced stage for year 11 there are some improvements to make, and these are known and being worked on.</p> <p>A governor asked for an update regarding the number of pupils applying for year 12.</p> <p>LD confirmed it is currently 154 although not all will join but the this is very positive and shows the progress PWS has made in recent years.</p> <p><u>Year 13 headlines.</u></p> <ul style="list-style-type: none"> • Capture 2 Commentary: The overall headline measures of average point score (APS) and grade %s indicate an improvement for the capture 1 point. This has particularly been driven by an increase in A* and A grades. There is also a low number of U grades at this point. The estimated value-added score is better than the same time last year. It is also apparent that boys are not doing as well as girls and this is being monitored. • ALPS Quality Indicator 2022 4 / 2023 mocks predict 5 expect this to go to 4 with a longer-term plan of 3. <p>A governor asked for an update regarding the staffing in the sixth form.</p> <p>LD advised that some subjects are struggling with their ALPS scores for example business which is currently 8 last year it was 7. This subject is moderated and is a focus.</p> <p>Sciences are strong and economics is improving. The take up for sciences in year 12 is very strong for example 30 wanting to do physics in 2023-2024.</p> <p>The leadership in the sixth form is very strong and staffing is secure.</p> <p>A governor asked why LD thinks physics is so popular.</p> <p>LD thinks it is to do with the strong teaching.</p> <p><u>Progress/barriers in relation to SIP priorities.</u></p> <p>The governors noted the detail in the report and had no questions at this time.</p> <p><u>Curriculum development and enrichment.</u></p>	
--	--	--

Analysis of Extra-Curricular Activities Autumn Term 2022.

- The vast majority have undertaken at least one activity in school – at the end of Term 2 there were only 24 students out of the whole student population that had not undertaken any enhancing activity outside classroom lessons. Of these 24 students, 9 students are school refusers.
- At the end of Term 1, about 19% of the student population had taken part in only 1 activity. At the end of Term 2, this number has reduced to 8.1% with most of these students' involvement coming from:
The Careers Fair & The Inter house Christmas PE competitions
- One of the next steps is to encourage as many pupils as possible to partake in an activity out of school.

A governor asked for out of school activities will there be subsidies for DA pupils.

LD noted that the school subsidises DA pupils as much as possible for example the Brilliant club which was cost free.

Certain trips that have particular educational benefit will be targeted to receive subsidy i.e. the upcoming Black Country Museum.

The governor followed up and asked how much a subsidised ticket would cost.

LD advised it would be £10 instead of £25.

JG added that staff have also raised money for DA pupils through charity events and the school will support these pupils as much as possible.

A governor asked for an update regarding the GSCE and A level choices for years 9, 11 and 12.

LD advised that years 11 has been done year 9 options evening is on the 9th March and completed forms to be handed in before Easter.

The governor followed up and asked for an update regarding the current year 7 intake numbers for September 2023.

LD advised that it is too early to give any meaningful figures but with the PAN at 240 that will almost certainly be the pupil number.

A discussion followed regarding the 240 PAN the requirement to follow health and safety guidelines, the potential to take on pupils mid-year and the contingencies in place if required.

LD noted that staffing requirements will be known once final numbers are known.

Safeguarding.

A governor asked for those pupils on a part time timetable is a date known when they will return full time.

AK advised that the plan is to have all of these pupils back full time as soon as possible and most are on a short-term part time timetable. Each case is managed on an individual basis and examples of why pupils go part time are illness and mental health issues.

A governor asked for an update regarding the Hub.

AK/JG noted that the Hub has gone to a wave approach and each pupil has a support plan in place.

The governor followed up and asked what external support is used.

AK advised that there is extensive support available which is case dependent which includes Serenity and Service 6.

A governor asked for an update on the pupils registered as a suicide risk.

AK noted that one is on a high-level risk assessment and the other has left the school as they have moved out of the area.

The governor followed up and asked how staff are coping.

LD noted that they are under pressure and sometimes feel their support is not always understood by the relevant parents. The staff are supported by the school and the trust which is welcome.

The governor asked for an update regarding the pupil with epilepsy.

LD advised that the need for supervision has been accessed and subsequently decreased but is still appropriate for the needs of the pupil.

A governor asked for an update regarding the pupil who was at danger of being permanently excluded.

AK advised that alternative options were utilised which meant the need to a permanent exclusion was not required.

The governors noted how positive it was for a PEX to be averted.

ii. Performance Reports.

A governor noted the staff absence data which had increased from autumn 1 and asked for the reasons.

LD advised the primary reasons on top of the information in the report were due to various sickness bugs and general coughs and colds.

The governor followed up and asked if absence rates have improved post-Christmas.

	<p>LD confirmed they are.</p> <p>A governor noted the addition of mental health data in the report and asked if it was new. LD confirmed it is and is a useful addition.</p> <p>A governor asked how mental health concerns are managed in school. AK advised that full support is given which includes referrals to school counselling for support. Teachers are best placed in school to notice and raise any concerns.</p> <p>The governor followed up and asked for some examples of what behaviour would highlight to a teacher a concern. AK advised that some examples would include self-harming, food related anxieties, suicidal thoughts/attempts.</p> <p>A governor noted the Number of Child-on-child Abuse Incidents (Total) increase from 21 to 36 in autumn term and asked what the reasons for the increases was. LD advised that one of the primary reasons was due to CV-19 as some of the year 7 pupils were not full prepared for secondary school and some of their behaviour is relatively childish and some issues regarding socialising with their peers. Procedures are in place to improve the behaviour.</p> <p>The governors congratulated LD on the number of Community and Parental Engagement activities being run and how great it is to see these increase post CV-19.</p>	
<p>8. Pupil and staff survey results and school actions/next steps.</p>	<p>Summary analysis of survey data Feb, June, and Nov '22. Parent/carer. LD highlighted the following.</p> <ul style="list-style-type: none"> • Overall results are very positive. • A focus area is “The school communicates with me effectively about my child’s progress.” This will be helped once all of the planned additions to the website around curriculum are in place which is due around Easter. <p>A governor asked if the addition of the curriculum work onto the website will be communicated to parents. LD advised it will be.</p> <p>Student.</p> <ul style="list-style-type: none"> • Overall results are good. • The results from “is bullying a problem at your school?” were not as hoped. Work has been done and is ongoing 	

	<p>around perception. TB will speak to pupils during his visit to try and gather more feedback.</p> <ul style="list-style-type: none"> Information has been sent to parents/carers following the surveys. <p>A governor asked what the response rate for these surveys was. LD advised for pupils it was 31% for parents 28.4%. The governors noted the high level of replies.</p> <p>PWS Staff Survey November 2022.</p> <ul style="list-style-type: none"> A lot of unsure for future surveys the use of the unsure option may be reduces/removed, and the questions reviewed. Only 29 out of a possible 120 responses which is an improvement on previous surveys but not as good as expected. The main takeaways are behaviour and wellbeing. For “Leaders have created a climate in which staff are trusted to take risks and innovation in ways that are right for the pupils.” the replies were a surprise. PWS has a strong climate of professional development i.e. the walkthroughs which is bespoke for all teachers. Leadership feedback was positive. <p>A governor asked if staff see the results. LD advised they will do, and next steps will be shared with the LAB at the next meeting.</p>	LD
<p>9. Governor visit / AIP visits</p> <p>i. Governor visits</p> <p>ii. AIP visits for information only</p> <p>iii. Whole school review</p>	<p>i. RF visit from the 21st October 2022 looking at Leadership and Curriculum. In the report RF noted that the Head will share examples of the curriculum plans. LD confirmed this was done in the November meeting.</p> <p>ET visit from the 21st November 2022 looking at safeguarding. In the report ET noted that the review of the student survey follow up response would be helpful to discuss and closed out the concern. All agreed this has been actioned in point 8. AK added for the SCR JL (EMAT Head of Education) has supported the transfer of this to the Trust version and the SCR is compliant.</p> <p>ii/iii. LD advised that all departments have received an external review. They are very useful and are all positive and highlight areas for improvement which is always welcome. LD added that personal development has been highlighted and will be a focus area.</p>	

	<p>A governor asked if these reports are shared with the department leads. LD confirmed they are and are welcomed.</p> <p>iii. Completed last week including sixth form which GE attended. GE added that he found the visit very useful and there was a lot of information shared that will help him in his role.</p>	
10. Any other business	<p>A governor asked for an update regarding the industrial action planned for the 1st February. LD advised that despite the best efforts of the staff and EMAT unfortunately we will have to close key stage 3. If a pupil in that key stage must come in due to safeguarding concerns this will be facilitated.</p> <p>The governor followed up and asked how many strike days are planned in total and has the plans for the 1st February been communicated to parents. LD noted there are a planned four strike days including the 1st February and information regarding the 1st February has been shared with parents.</p> <p>A governor asked what LD thinks the parents reaction will be. LD noted that she is unsure at this stage.</p> <p>A governor asked what the plans are for the other EMAT schools. JC advised that currently all Primary schools are planning to be fully open, and NIA are planning to close key stage 3.</p> <p>A governor asked what the plans are for free school meal pupils. LD confirmed there are proposals for 88 pupils who will receive a food parcel on the evening of the 31st January. There will need careful consideration to make sure this is managed sensitively, and individual pupils food requirements are met.</p>	
11. Dates of meetings for the year:	<p>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</p>	Calendar appointment have been sent

The meeting closed at 18.50

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

Actions from the virtual meeting for PWS held 24/01/2023

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 2.	PO
3. PO to add the links to the prompts for safeguarding and SEND onto the governor visit form. Page 2.	PO
4. PO to pass on the transport contact details to the governors. PO. Page 2.	PO
5. LD to share staff survey actions/next steps at the next meeting. Page11.	LD