



**Minutes of Achievement & Standards
Monday 27th April 2015 – 6pm**

GOVERNORS PRESENT

NAME	POSITION	PRESENT	APOLOGIES	ABSENT
Mrs Anne Martin (AMA)	Headteacher	✓		
Mr Hereward Tresidder (HTR)	Chair of A&S	✓		
Mr Matt Atkins (MAK)	Staff Governor	✓		
Mr Richard Watson (RWN)	Parent Governor	✓		
Mr Rod Dubrow-Marshall (RDM)	Co-Opted Governor	✓		
Mr Keith Wesley (KWE)	Old Trust Governor	✓		
Mrs J Hart (JHA)	Community Governor	✓		

IN ATTENDANCE

NAME	POSITION	PRESENT	APOLOGIES	ABSENT
Mr Scott Garrity (SGA)	Associate Headteacher	✓		
Mrs Lisa Key (LKE)	Business Manager	✓		
Mrs Jill Machin (JMN)	Assistant Headteacher	✓		
Mr Adrian Harding (AHA)	Assistant Headteacher	✓		
Mrs Barbara Smith (BSM)	Assistant Headteacher	✓		
Miss Simi Bhogal (SBH)	Clerk	✓		

PRESENTATION:	By Emma Robinson (Head of History) and Ciaran Flynn & Aaron Hamer
TIME:	6.00pm – 6.15pm
SUBJECT:	History and the Quality Mark

A presentation took place at the start of the meeting with Emma Robinson (ERO) Curriculum Leader for History; accompanying her were Ciaran Flynn (CFL) and Aaron Hamer (AHR), both History Teachers who both joined in September 2014. Presentation slides are included in the pack.

‘The History Quality Mark’.

This award is accredited by the Historical Association. There are two levels; Silver and Gold. QEGS is going for the gold. This assessment covers 5 areas of criteria, these are: Learning & Teaching, leadership, achievement, curriculum and enrichment.

The strengths of the History department are teaching and learning, curriculum planning, marking and feedback, pupil engagement, leadership and attainment. There are a few areas of development, such as parental engagement, pupil voice and pupil leadership, sharing of good practice, continued curriculum development, teaching and learning and marking and feedback.

29.04.2015 – V1

Signed by Chair of A&S: _____

Printed Name: Hereward Tresidder

ERO discussed parental engagement; this needs to be worthwhile, valuable and accessible. The history department are considering a careers evening with parents, using the expertise of those who have studied History and their career links. It is vital to get parents' responses to pupils' actions on 'next steps'. Parental guidance could be sought on places to visit linked to the curriculum and reading lists linked to the curriculum could be created. This would encourage parental comments and communication.

CFL discussed the Pupil Voice, the creation of a student council; this will initially be led by CFL with students taking over. Students can put themselves forward or the staff may pick suitable students. They will meet five times a year, and will be led by sixth form students. Discussions will take place regarding the curriculum, teaching and learning, enrichment and extra-curricular activities. The sixth formers will then feed back at department meetings.

AHR discussed the sharing of good practice, the department is strong in relation to teaching and learning. This can be further strengthened by sharing good practice and resources and, for example, putting the lessons onto the system. As a scheduled element of department meetings, there is a section for staff to be able to discuss what was good about a lesson and whether any improvements are needed. There are constant paired health checks, staff are able to go into each other's lessons to pick up and share ideas.

Rod Dubrow-Marshall arrived at the meeting at 6.15pm

Q&A

The Governors expressed that this was a good approach to parental engagement. Is there a History club? Yes there is a 'History Club', this runs on Friday lunchtimes which has about 20 to 30 students that attend, it isn't that popular with GCSE students, this could be due to exam pressures. We have battles that go on this club between historical figures where students can role play, we do encourage students for ideas.

The Governors asked what trips take place. Are these only part of GCSEs and what times of the year do these occur? Currently KS4 have a trip as part of the GCSE. We are looking at KS3, perhaps allowing them an experience like visiting battle fields, to help with the curriculum. We have looked at the Industrial Museum in Dudley. It can be difficult for staff to go out on trips due to the restrictions on the calendar.

The Associate Headteacher explained that the school was looking at more collaborative focused visits, so that a number of subjects and departments are covered per trip.

Governors asked whether there was a policy on how many trips students could/should have per year. The Associate Headteacher explained that residential trips are progressive across the years. The school needed to look at day trips.

Governors suggested that perhaps blocking a week out in the calendar for trips may work.

Associate Headteacher – There are some benefits to that, not so good to have a trip week at the end of the year to build on for educational needs, however this is something we are looking at.

The Chair thanked Emma, Ciaran and Aaron for their time in presenting.

ERO, CFL, AHR left the meeting at 6.30pm

Agenda Item:	1 – Apologies
Minute Number:	AS126.15

No apologies

Agenda Item:	2 – Re-appointment of Community Governor (JHA)
Minute Number:	AS127.15

The Chair of Governors had spoken to Jeanette Hart (JHA) and JHA would like to continue for another term as a Community Governor.

This was proposed by the Chair (HTR) and seconded by RWN.

Agenda Item:	3 – Declaration of Interest
Minute Number:	AS128.15

None.

Agenda Item:	4 – Minutes from the last meeting
Minute Number:	AS129.15

Amendments: AS114.15 – take out 'do not' from the second paragraph.
AS119.15 – Insert 'should' in second paragraph.

Subject to the above change, the Governors accepted these minutes as a true and accurate record.

ACTION:	The Chair (HTR) to sign the minutes.
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Agenda Item:	5 – Actions from the last meeting.
Minute Number:	AS130.15

AS114.15 – Terms of Reference, no concerns about the terms of reference had been emailed to the Chair or Clerk.
AS117.15 – A summary of the work scrutiny had been emailed to Governors
AS119.15 – English Lit QA follow up, this will be discussed later in this meeting.
AS121.15 – Audit tool from JHA, this had been enclosed with these papers.
AS121.15 – Performance Update, to be discussed later in this meeting.
AS121.15 – Raising engagement plans, to be discussed later in this meeting.
AS121.15 – RAISEOnline Summary – transition matrices these are included as part of the performance report. To be discussed later in this meeting.

Agenda Item:	6 – Local & National Updates – BSM
Minute Number:	AS131.15

New GCSEs and A Levels

A paper had been sent out to all Governors titled 'Reformed GCSE's and A Levels, An Overview'.

Revised format GCSE's in English Language, English Literature and Maths will be taught in schools in England from September 2015, with the first results due in August 2017. Further subjects will see revised GCSE's introduced over the following two years.

The changes that will be introduced are quite technical and are listed on page one of the paper.

Associate Headteacher – staff are able to split the hours for English. For example, if particular sets need more time in Literature than Language then the hours can be split, between Language and Literature as necessary.

The Governors' attention was brought to page 24 of the paper and the section regarding Modern Foreign Languages. Currently the oral section of the exam is a memory test, while in future all questions in the MFL exam would be asked in the respective foreign language. The Leadership team would ensure that these changes do not affect students by informing and training staff.

The Governors asked whether A Levels were also being reformed. Assistant Headteacher (BSM) – A Levels are also being reformed in September 2015 and 2016, although Maths has been given a further reprieve for a year. Students will be taking reformed A Levels alongside unreformed A Levels. The complication lies in the desire of some universities such as Cambridge requesting AS results as an early guide of ability. Students will still choose four subjects in the main and continue with three in the second year of study.

A discussion took place regarding how subjects are planning and preparing for teaching the old and new structures. Some subjects are weighing up the benefits of sitting AS exams as they may help with interim results and indicators, other subjects are concerned it may not be a true reflection of ability due to the linear nature of a full A level which is meant to take 2 years. The AS level is no longer 50% of the full A level qualification, it is a qualification in its own right.

Other Updates.

Headteacher –An update in regards to Safeguarding has been received. Legal advice had been taken from BrowneJacobson and an explanation of the new 'Disqualification by Association' legislation was read out to all staff last Monday, and explained to Governors present at the meeting.

Agenda Item:	7 – QA Summer Term 2015 - AHA
Minute Number:	AS132.15

Vocational subjects.

A paper titled 'QEGS Departmental QA Process 2014-15' had been sent to Governors prior to the meeting, covering KS4/5 vocational subjects.

The Governors' attention was bought to the areas of concern listed in the paper. These weaknesses which particularly related to Engineering and inconsistencies in planning, delivery and assessment, have been addressed.

The Vocational Quality Nominee is now Barbara Smith, supported by Sam Howson (Vocational Leader).

The vast majority of BTEC's are studied in school. One of the concerns was staff's familiarity with delivery of a subject new to them. However, when Pearson carried out their quality review and development report all was in order, staff were judged to be on top of things and any action points have been or are being addressed.

Governors asked what the safety provisions were for students who were visiting the agricultural school. Assistant Headteacher (AHA) – Risk assessments are carried out and are in place. Ofsted had focused on our risk assessments as we carry out our own.

The Governors' observed that according to this QA, Engineering seems to be a concern. Assistant Headteacher (AHA) – Yes this is in terms of delivery. Staff need additional support in training.

ACTION:

Additional support required for staff in terms of training when delivering subjects for the first time.

English QA follow-up.

Assistant Headteacher (AHA) – brought the Governors attention to pages 40-41 where all the actions bought forward from the QA are listed. Lesson observations had been carried out two weeks previously and some excellent marking and feedback had been seen.

Page 39 of the A Level English Literature Exam Review – The Governors asked for an update on the next steps at the next A&S meeting in June.

ACTION:

AHA to bring an update on the next steps outlined in the A Level English Literature Exam Review – Page 39.

Future QA focus.

Assistant Headteacher (AHA) – This term's whole school QA has commenced. Drop ins for all teaching staff are either under way or planned. There remain some key foci such as boys and PP which are being investigated and followed up. The recent Performance Report has also identified

some key areas for Line Managers to pursue and follow up (see agenda item Performance Report see below).

Agenda Item:	8 – Performance Report – Associate Headteacher
Minute Number:	AS133.15

Papers showing performance data had been emailed to Governors that morning analysing the most recent performance data and copies were available at the meeting.

As this paper was available later than anticipated, Governors were asked if they had any questions about the performance data, to email AHA or SGA and they would be happy to answer these.

Some aspects of producing this report were being handed over to AHA, although it will still be a team approach. The format will remain the same, but more detail had been provided on this occasion. Governors should let the Leadership team know if there was too much.

The Associate Headteacher went through pages 6 & 7 of the performance report with the Governors.

Year 7 (Good/Outstanding)

The weaknesses were discussed.

Governors asked if the weaknesses are passed onto us from the Primary Schools. JHA explained that there are differences between feeder schools, however it would be interesting to see the results of these if possible. The Chair asked if it would be possible to see KS2 results analysed by group across the board.

ACTION:

AHA & DRO to collate information from KS2 data to compare. Data analysis by gender and by subject ie: Maths and English. Are there still gender gaps when the students come to us?

There could be a number of reasons for students' dip in performance between Primary and Secondary, one of which could be the impact of the summer break and retention gaps between boys and girls. These differences are being taken seriously. We have never had such a narrow gap between DSEN and the main cohort.

Year 8 (Good)

The gap in Maths and English needs investigating, although Maths is very challenging early on.

Year 9 (Requires Improvement)

The next steps identified are very detailed and the Leadership Team are picking this up. However, the main weaknesses are listed in this paper.

Governors asked whether the percentage shown was against the target set. It would be good to see the comparison against last year's report. Assistant Headteacher (AHA) – No these are current figures, we have used a balanced score card approach and we are trying to summarise the best way we can.

Associate Headteacher – We will take this feedback on board as to which report style is best to present data.

Year 10 (Requires Improvement)

Further investigations are required of some subjects >50% on/above target projections in: Music, PE, French, German, Childcare, Chemistry, Physics, Art & Design and Computer Science.

Year 11 (Good)

Good projections in PP attainment, indications are above/below threshold. See page 8 of the performance report.

Associate Headteacher – It is very difficult to make year on year comparisons for the later year groups. Examinations changes, shift in grade boundaries, percentage of coursework changes, changes in how we set student targets can all distort the picture.

Most students not on target are within 1 grade of their target. More work is required on the setting of QEGS student and school targets: a review of national data for each subject could identify any ability bands where targets require modification.

Transition Matrices

Associate Headteacher - Page 9 of the performance report shows the transition matrices. The targets are based on levels of progress. We are trying to get more consistent reporting and are looking to change this from the 6 times a year, previously proposed to perhaps 3 as the level of effort for all in producing data that often was unjustified.

Governors suggested that if there was uncertainty in any areas of reporting to either grey this out or to have a comment next to it. Associate Headteacher – the current format of the matrices works at operational level, and is a very useful tool for new line management. It is a picture of where we are now, not truly reflective of where we will be in the summer.

ACTION:

AHA & DRO – consider a comment section on the transition matrices.

KS5 213-15 ALPS Summary

The Associate Headteacher explained the table on page 5 of the performance report. This format has proved useful for both staff and Governors, and will continue to be used. It is based on the ability level of the cohort. The thermometer at the bottom of this page is a good indicator when summarising.

Governors asked whether the projected ALPS 4 LOP for Maths (35%) would be improved on.

Assistant Head (JMN) – The maths figures will go up as the figures show worst case scenarios.
Associate Head – Maths will probably be around the 37-38% as we have allocated more time to Maths and English. In regards to the new GCSE's we have applied the same grade boundaries, English came from a lower point; longer journey that's why targets were not as steep.

Governors concluded by saying that it is good we are being rigorous and that this data is being looked at. Associate Headteacher – We are a lot more informed in setting targets, expect to see more work in this area.

Agenda Item:	9 – Raising Achievement Plans – Associate Headteacher
Minute Number:	AS134.15

The English Literature, Boy's English Language, Maths, German, PE and D&T raising achievement plans had been sent with the papers for information prior to the meeting.

These are used to track and monitor progress with Line Managers. The Headteacher reassured Governors that we will see evidence of progress.

Agenda Item:	10 – Options, Curriculum & Staffing Update – Associate Headteacher
Minute Number:	AS135.15

Options

Both option processes have taken place for years 10 and 11. Year 9 into 10. The curriculum plan was discussed at the last meeting, a broad range is available and the finance behind this can be maintained. We have developed our enrichment options, so that staff can have intervention for Maths and English, as interventions at lunch time and after school were not effective as it is too much for students.

The Chair explained to Governors that he had been into school for a visit last week. He spent period one and five visiting six classes and period two sitting through an entire lesson. It is a very long day both for staff and students. Period 6 was spent going to assembly. The Chair encouraged all governors to do the same as it was very valuable seeing different styles of teaching and the engagement of students in lessons.

Curriculum

Assistant Headteacher (BSM) – EPQ is now an option and a large number are choosing it as an enrichment option. Transition Day is the next key date.

Staffing

Associate Headteacher – We currently review staffing when a member of staff leaves, if we can cover internally then we do.

We currently have funding for 1301 students, in September we should have over 1400 students.

Class size average: KS3 = 26 and KS4 = 24.

The Headteacher assured Governors that this will be discussed in more detail at the Full Board meeting in May.

Governors asked if the timings of the school day would remain the same. The Associate Headteacher explained that this was still a prominent point for discussion, a longer morning does make for a more manageable afternoon. We have no plans to change this. However, the timings of the day do change over the exam period slightly.

Agenda Item:	11 – Policy for Approval: Examinations Policy – Associate Headteacher
Minute Number:	AS136.15

This was an existing policy which has been updated with the new exam processes, and some wording has been changed. The Chair checked that governors present had reviewed the policy.

The Governors approved the Examinations Policy.

ACTION:

The Chair (HTR) to sign front page of Examinations Policy.

Meeting closed at 8.25pm