



**Minutes of Achievement & Standards
Monday 25th January 2016 – 6pm**

PRESENT

NAME	POSITION	PRESENT	APOLOGIES	ABSENT
Mrs A Martin (AMA)	Head Teacher	✓		
Mr M Atkins (MAK)	Staff Governor	✓		
Mr R Watson (RWN)	Parent Governor	✓		
Mr R Dubrow-Marshall (RDM)	Co-Opted Governor		✓	
Mr K Wesley (KWE)	Chair & Old Trust Governor	✓		
Mrs J Hart (JHA)	Community Governor	✓		
Mr S Garrity (SGA)	Associate Head	✓		
Mrs L Key (LKE)	Business Manager	✓		
Mrs J Machin (JMN)	Assistant Headteacher	✓		
Mr A Harding (AHA)	Assistant Headteacher	✓		
Mrs B Smith (BSM)	Assistant Headteacher	✓		
Miss S Bhogal (SBH)	Clerk	✓		

RWN mentioned to the SGA that the certificates in reception are out of date. SGA assured RWN that all insurances are in place, the certificates have not been displayed yet.

ACTION:

LKE to chase the out of date certificates on display, in reception, and replace with up to date ones.

Agenda Item No:	1
Agenda Item:	Apologies
Minute Number:	AS14.16

RDM had sent his apologies prior to the meeting.

The Governors accepted his apology.

Agenda Item No:	2
Agenda Item:	Declaration of Interest
Minute Number:	AS15.16

None.

Queen Elizabeth's Grammar School, Ashbourne Academy
Minutes of Achievement & Standards dated Monday 25th January 2016

Agenda Item No:	3
Agenda Item:	Minutes from the last meeting dated 21.09.16
Minute Number:	AS16.16

The minutes from the last meeting were accepted as a true and record. The Chair thanked the Clerk for her concise minutes, stating that the meeting had been captured well.

Agenda Item No:	4
Agenda Item:	Actions from the last meeting dated 21.09.16
Minute Number:	AS17.16

All actions from the last meeting have been completed.

The Chair asked if we had made any changes to Numeracy and Literacy in light of staff leaving (Miss Amy Wood – Numeracy). The Headteacher assured Governors that staffing in these areas is in hand, Miss Towers has relocated and Miss Betty will return in summer.

Agenda Item No:	5
Agenda Item:	Local and National updates
Minute Number:	AS18.16

Most of the local and national updates will be picked up later in the meeting and are covered in the following agenda items.

The Associate Headteacher added that the national recruitment drive has been capped in PE and History as there are too many teachers in these subject areas. If you are a PE Teacher you must have a strong second subject.

The Government have also emphasised that there needs to be as much time dedicated to vocational subjects as there is for academic subjects.

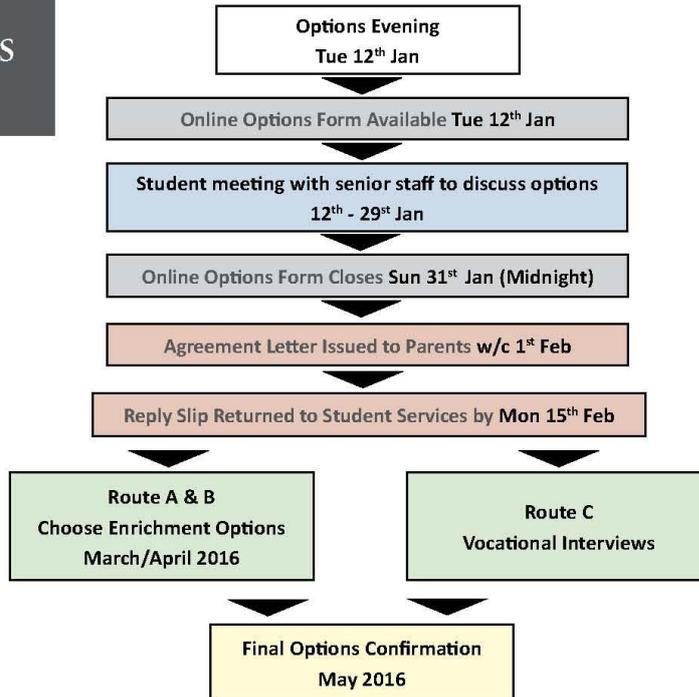
Agenda Item No:	6
Agenda Item:	Curriculum Plan
Minute Number:	AS19.16

Whole School Curriculum Plan & Year 9 Options

A copy of the curriculum plan was enclosed in the papers sent to Governors, which is a copy of the plan given out at the last A&S meeting. This outlines the lesson allocations and the rationale behind it. This is useful when looking at the options process as laid out on page 13. The main purpose behind this is so that parents and students are well informed of the different routes and the choices available to them. The Leadership Team are meeting with the students to help and advice regarding their choices, the deadline for the students is Sunday 31st January 2016. As of this morning 54% had completed their choices, about 35% have gone for route A.

The options process and the routes is shown below:

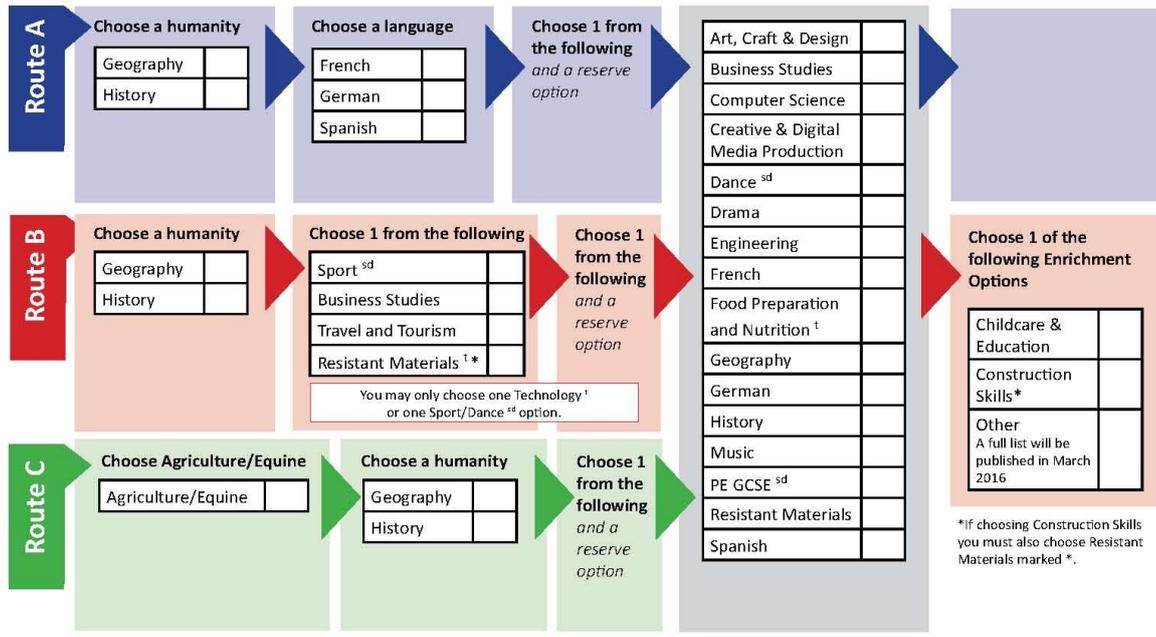
AN OVERVIEW OF THE OPTIONS PROCESS



OPTION CHOICES FOR COURSES IN YEARS 10 & 11

Please complete and retain this copy of the form for your own reference and complete the online version on the intranet no later than Sun 31st Jan 2016.

Route A is strongly recommended to students wishing to pursue further study at Sixth Form, FE College and possibly beyond at university. Students who opt for Route A will be eligible for the English Baccalaureate.



Governors asked what measures were in place if the school felt the student had made the wrong choice. We would ring home and we would discuss this with the student and the parents. On some occasions the students have good reasons for selecting vocational subjects, it is fair to say that students are thinking differently, they are more interested in apprenticeships, not going to university because of the large costs involved. A lot of students are considering subjects such as Childcare and Business Studies as there is a lot of employment in these sectors, it is also areas of business that are prominent here in Ashbourne.

We had an attendance of 88% for the options evening and parents were asking many questions. We have also followed up with students and parents that were unable to attend.

Governors asked about the implications of not taking a MFL (Modern Foreign Language) at GCSE especially if this is something that the student does not excel in. The Associate Headteacher explained that while we cannot predict the future, and the government is setting a targets for students doing EBACC, we as a school need to make it desirable for students to opt for a language. The specification for Languages has changed, in that you no longer have to memorise and recite large pieces of work, but you are marked on your conversational technique.

JHA explained that at Primary level they are looking at formalising a scheme to promote Languages. The Associate Head explained that at Secondary level it is hard to staff these subjects, other school are offering languages such as Polish and Urdu, but we need to be more aware of how we recruit, the numbers of foreign nationals coming here to teach has declined, and this is probably due to salaries.

Year 11 Options (6th form)

BSM handed out an example of a 6th form application form, this shows the 4 blocks:

BLOCK A	BLOCK B	BLOCK C	BLOCK D	ADDITIONAL COURSE AS/EPQ/CORE MATHS
Art & Design CT	Art & Design	Art & Design CT	Art & Design CT	Business Studies
Biology	Biology	Business BTEC	Business BTEC	Core Maths
Business BTEC	Business Studies	Geography	Chemistry	EPQ
Economics	Chemistry	History	Drama and Theatre	Further Maths
English Literature	Computer Science	Maths	French	Geography
Geography	Economics	Psychology	Further Maths	History
Maths	English Language	Religious Studies	German	Maths
Physics	Maths	Spanish	History	Psychology
Sport BTEC	Psychology	Sport BTEC	Sociology	Sociology
	Science BTEC		Sport BTEC	
			Sport and PE	

The blocking structure is maintained and most students will select from 3 blocks and take on a core subject, Core Maths is very popular. In KS3 we do encourage students to mix vocational subjects with the academics subjects as this is in the students' best interest. We feel that we have offered the students what they requested, we have reduced the number of AS subjects that are being offered and Languages have appeared as full A Levels.

Governors asked if we had students requesting subjects that we do not offer. Yes there have been a couple of requests, but we are making things fit for the student, whilst still maintaining a balance. We have seen decreases in Sociology and History and Physics and Business Studies has seen a massive growth as well as Further Maths.

BSM also explained to Governors that we have had 26 applications from students from other schools, she has a phone call scheduled with two families, one of which is currently based in Beijing and the other in Hong Kong.

Governors asked BSM were we were with A level reforms. She explained that we are halfway through this reform, the challenge has been co-teaching with the new specification especially as we have no grade boundaries. All specifications have been approved with the exception Maths. Maths is scheduled to change in a further years' time.

BSM also stated that we will see an increasing trend in students opting for vocational courses, our problem is what to offer in this area. The Headteacher also informed Governors that Burton College is no longer offering A Levels.

Governors asked if we were happy that if other schools are making these changes, then our reputation may be of a school that offers A Levels. The Associate Headteacher explained that we need controlled growth, we are currently showing as top in A Levels and Vocational subjects as listed in the Derby Evening Telegraph last week. A Levels is our unique selling point.

A discussion took place regarding the entry requirements, certain subjects like Physics and Maths have an entry criteria; an A at GCSE level could be required. We need to be encouraging students to do well at GCSE level as this will only help when studying A Levels. Students also need to consider the entry requirements when opting for universities.

The Chair thanked BSM and MAK for their time in explaining the year 11 options process.

Agenda Item No:	7
Agenda Item:	School Targets and New Data Analysis
Minute Number:	AS20.16

New Data Analysis

A handout was sent prior to the meeting, and hard copies were also available at the meeting showing the way the new analysis would look on paper, it also shows trend data.

Governors liked the way this was presented, and how the information was available on one sheet.

Target Setting

SGA had highlighted in red all the key points for Governors to read regarding target setting. The headline measures that will appear in the performance tables will be:

1. Progress across 8 subjects
2. Attainment across the same 8 subjects

3. Percentage of pupils achieving the threshold in English and mathematics (currently a C grade, grade 5 when new GCSEs in English and mathematics are first reported in performance tables in 2017)
4. Percentage of pupils achieving the English Baccalaureate
5. We plan to introduce a fifth headline measure to show the percentage of pupils who went on to sustained education, employment or training during the year after they finished their key stage 4 qualifications. We currently publish education destination information in the performance tables and all destination information as experimental statistics. We will implement this headline measure once we are sure the statistics are robust.

A discussion took place regarding the Progress 8 and Attainment 8 measures:

Progress 8 – key points:

1. From 2016, the headline indicator of school performance determining the floor standard will be Progress 8.
2. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school.
3. A Progress 8 score will be calculated for each pupil by comparing their achievement - their Attainment 8 score - with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
4. Data for 2015 results will be provided in due course to schools not opting in early. We are not publishing this information as it reflects curriculum decisions that schools made before Progress 8 was announced and we do not want schools to be judged on a measure which they were not aware of when pupils started their courses.

Attainment 8 – Key points:

1. Attainment 8 will measure the achievement of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list
2. The point score scale for performance table measures in 2016 will change from the current 16-58 scale to a 1-8 point scale, where 1 is equivalent to a Grade G GCSE and an increase in one point represents an increase of one GCSE grade up to 8, which is equivalent to an A* GCSE. Different grades in non-GCSE qualifications will also be given a score on this scale.
3. In 2017, reformed GCSE qualifications in English and mathematics will be included for the first time in the Progress 8 measure. Further reformed GCSEs will be introduced in 2018 and 2019.
4. These qualifications will have a new grading scale that uses the numbers 1 to 9 to identify levels of performance (as will other reformed GCSEs once they are introduced over the following two years). Points will be allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures.

Floor and National Standards

- In 2016, a school will be below the floor standard if it's Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero. If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.
- Schools in which pupils make on average one grade more progress than the national average (a Progress 8 score of +1.0 or above) will be exempt from routine inspections by Ofsted in the year following the publication of the final performance tables.

Therefore, is +1.0 the new 'outstanding'? I am sure some schools will be 'outstanding' with a score below 1.0 but not below 0.5??

- The current 'expected progress' measure will no longer appear in performance tables from 2016. The system of levels that underpins this measure has been removed, and so this measure is being phased out.

The Associate Headteacher discussed his thoughts on targets and data, with the Governors:

1. P8 targets are not based on ability, it is all relative and so we could set the same targets for all year groups, or we could take into account % and ability of boys and PP and consider those challenges and narrowing those gaps over time? Eg. Current Yr11 PP are sig less able than NonPP, current Yr10 PP are almost as able as NonPP. The other thing to consider is that in setting whole school targets they will mask some better and worse outcomes eg. Girls could have positive P8 score and Boys negative, overall it could be 0.0. Nevertheless, we will need a whole school target. Suggested Whole School Targets for P8 'Good' threshold 0.0, 'Outstanding' threshold 0.25.
2. The table below shows the ability of each of our current year groups. The grade column refers to the average grade they are expected to get ie. A8 (average of their 8 grades). Again for whole school targets I would suggest that for A8 targets 'Good' threshold would be to achieve the A8 expected outcome, 'Outstanding' could/would be exceed by ½ grade, minimum threshold would be no less than ½ grade below expected?
3. % of students achieving English and Maths GCSE C+ in 2016 and 5+ 2017 onwards is already calculated by the DfE based on their KS2 scores: Yr11 83% and Yr10 89%. These are high figures and we will need to continue to improve outcomes to achieve them, the last 3 years our highest has been 68%, English is the challenge here.
4. % achieving Ebacc, again we have data on this: Yr11 43% and Yr10 40%, MFL and Science outcomes are the challenge for us here.
5. Sustained Education, Employment with Training (ie. No NEETS), our target should be 100%!

	grade	A8	Cohort			PP			Non PP		
			Cohort All	Cohort M	Cohort F	PP All	PP M	PP F	NonPP All	NonPP M	NonPP F
Y11 Av. Fine Level	C	51	4.7	4.7	4.7	4.7	4	4.7	4.8	4.8	4.7
Y10 Av. Fine Level	B	60	5.1	5	5.1	5	5.1	5	5.1	5	5.2
Y9 Av. Fine Level	C/B	55	4.9	4.8	4.9	4.6	4.6	4.6	4.9	4.8	5.0
Y8 Av. Fine Level	C/B	55	4.9	4.9	5.0	4.6	4.8	4.3	5.0	4.9	5.1
Y7 Av. Fine Level	B	57	5.0	5.0	5.0	4.7	4.8	4.5	5.0	5.0	5.1

Current Yr11 are the weakest cohort we currently have, targeting an average C grade for A8

Governors were encouraged that the Leadership team have grasped this, the community and parents have to trust that QEGS are taking this on board and will continue to analyse this information. The Associate Headteacher explained that most schools are not even looking at this at present, we are confident to present this to Governors and to show what we predict. We are still ensuring our students on 3, 4 and 5 levels of progress, this is good for promoting targets, and will be how the school is judged.

The box at the top of this page shows our current year groups and highlights what the year groups would be expected to achieve on Progress 8.

Agenda Item No:	8
Agenda Item:	Performance Report including an update on Intervention
Minute Number:	AS21.16

The performance report showing an overview of all year groups was sent to Governors prior to the meeting. The graphs and tables for each year group (also enclosed in the pack) are all positive and are based on where the students are now, and where they are predicted to be.

Governors asked what sort of measures had been used. Internal assessments determined the data.

The priorities are PP (Pupil Premium) boys, identifying their needs and offering planned support. All staff are to have PP Boys as appraisal targets. The year 9 options process offers a new curriculum, increased English and focused intervention in Enrichment time. We also are considering a change to year 9 existing curriculum for Easter 2016. The focus of the current intervention is ensuring that students achieve target grades in both English and Maths. The second authentic mock assessments are scheduled for March to review progress between December and March. All Curriculum Leaders will be meeting with SGA, AMA and BSM to discuss mock results, interventions and projections.

Subjects with negative residuals (-1.0+) have reassessed raising achievement plans and/or planned 13 week raising achievement plans. These include; Science, core and additional, Dance and Drama, Art, GCSE PE, French, History and Computer Science.

The Chair stated that this committee is in full support of the work being carried out by the Leadership Team.

The Associate Headteacher explained to Governors that we currently have a very challenging year 11 cohort, there are 32 PP students and 17 of them are boys. We have 10 students (5%) who do not attend school full time; for reasons such as behaviour or personal family reasons. **Governors asked if we maintain parental engagement with these families.** We are struggling but are continually trying.

Intervention

Amy Barto (Intervention Co-ordinator) had included a paper evaluated the intervention booster sessions. This paper outlined the areas of concern, along with the actions, their impact and the current status. Our objective is to reduce intervention, dealing with any problems as soon as they arise.

There were no questions from the Governors regarding this paper.

Sixth Form

BSM handed out two papers at the meeting showing year 12 and 13 results, these showed the subjects and the associated percentages of students that are above ALPS, achieving ALPS and below ALPS. The tables also show the number of students with a grade, the number above, on and below ALPS. Every student has the same ALPS target regardless of subject. The data shown to Governors is currently raw data. Generally speaking it is a very positive picture, Chemistry is a concern, and Economics and Geography generally predict lower scores. We are closely monitoring the students who are underperforming at AS. The worry is the number of students that are receiving unconditional offers from universities, we believe that once students receive these offers, then generally they stop trying.

Governors asked if students continue to receive these, will they not face problems later on. BSM explained that by receiving these, the students don't seem to try as hard, as they have already secured a place, the incentive is taken away from them.

Raising Achievement Plans

AHA is currently going through the data for students that are on intervention. The residual data does tell us a lot. We have drilled this down, class by class and identified the students that are bringing this subject down, we have identified the issues and have asked the relevant subjects to start a RAP (Raising Achievement Plan). We want to make this data about real students and to identify that the Curriculum Leaders and Class Teachers can do.

The Chair thanked AHA for his hard work in this area.

Agenda Item No:	9
Agenda Item:	Teaching & Learning
Minute Number:	AS22.16

New Procedure and Foci

The Foci is based on our vision and values statement, refining what we see in classrooms:

At QEGS, Teachers

QUESTION – to check that all students are learning

EXPLORE – strategies to engage and challenge students and stimulate their curiosity

GIVE – students time to apply and consolidate learning and act on feedback

SUCCEED – in ensuring that all students know how to make progress and fulfil their potential

This will go up in every classroom and our website.

The Chair commended the Leadership Team in supporting class teachers with these vision and values.

The procedure titled 'QEGS TLA Essentials' was also sent to Governors prior to the meeting.

The Governors were happy with this procedure, and had no further questions.

Performance Report – TLA summary

AHA went through the key points of the performance report and the structured support information with the Governors. Key points:

28.01.16 – V1

Signed by Chair of A&S: _____

Printed Name: Keith Wesley

- Monitoring continues to be rigorous and regular with focus on 'typicality' via unannounced drop ins.
- Drop in and work scrutiny protocols reviewed and revised September 2015 to reflect updated Ofsted framework grade descriptors.
- New protocols also ensure that staff feedback relates to 'authentic' opportunities for students to apply knowledge, understanding and skills, ensuring links between formative and summative assessment.
- Current whole-school judgements determined by evidence of 'typicality' gathered via observations, work scrutiny and student voice carried out by the leadership team and other senior line managers (quality assured by SIP/HMI) based on 89 drop ins to date of existing and new staff, NQTs, School Direct, unqualified and supply staff (Autumn Term 2015).
- Internal monitoring has evidenced improvements in lesson quality over time based on contemporary Ofsted criteria: Oct 2012 58% Good/Outstanding; Jan 2013 69%; April 2013 69%; June 2013 80%; Oct 2013 83%; Dec 2013 84%; March 2014 84%; July 2014 84%; December 2014 85%; July 2015 91%; December 2015 90%.
- In the vast majority of lessons there was substantial evidence that typically: teacher expectations are high, students are engaged and challenged.
- Revised protocols now also facilitate the comprehensive collation of evidence relating to Teachers' Standards and the performance of individual staff; observations, work scrutiny and student voice (October/November 2015) indicate that Teachers' Standards are 'typically' being met in nearly 90% lessons. This monitoring not only ensures that specific areas of individual underperformance are identified and can be challenged, but also ensures staff are more engaged in their own professional development, as observation feedback involves them defining and/or agreeing specific targets linked to Teachers' Standards to enhance their own practice, with links to the appraisal process.
- Where standards are not being met, staff are being closely monitored (including follow up drop ins and work scrutiny) and supported by colleagues within their own department; one member of staff is currently on a Structured Support Programme (review date w/c February 22nd 2016).

The example of the structured support plan included in the papers shows an example of how we raise the standards of a member of staff that is on a SSP (Structured Support Plan)

The Chair concluded by saying that this document and exercise is very important for both parties, as this helps to put procedures and further CPD training into place.

The Associate Headteacher had identified pages from the Raise Online document that were relevant to Governors. He will PDF this and electronically send this to the A&S committee, he asked Governors to keep in mind that the data on raise Online is still unvalidated.

There being no other business the meeting closed at 7.46pm