



**Minutes of Achievement & Standards
Monday 19th January 2015 – 6.00pm**

GOVERNORS PRESENT

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

IN ATTENDANCE

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

PRESENTATION

Sam Howson (SHO) (Pastoral Support Officer) and a group of students came to present on vocational courses offered by Queen Elizabeth Grammar School at Key stage 4 and 5. HTR introduced everyone around the table. Sam Howson introduced the year 10 students:

1. Teagan Wright – DART Equine
2. Leonie Shenton – Hair and Beauty
3. Dominic Simpson-Allsopp – Construction

Presentation given by SHO is attached to the minutes. She explained:

- Offering vocational courses has improved the balance of the curriculum.
- All qualifications have to be effective, and respond to industry needs and local needs of our students. This embodied the WOLF report, which looked at vocational education for 14 and upwards and asked the question if it was fit for purpose, and suggested it was not. Most students coming out of school were not fit for industry with the qualification they had taken.

A discussion took place between SHO, the governors and the students.

Leonie explained to the governors that she had chosen Hair and Beauty, and attended college one day a week, catching the bus unaccompanied at 8.20am to Buxton and her day being 9.30am-5.30pm. She thoroughly enjoys her day, especially as it is a practical session. She is currently studying how to do manicures. Her ambition is to own her own beauty salon.

SHO explained that level one (which is what Leonie is studying) is not evidence based and does not count as an attainment. Level two is a two year course based in a classroom and is too great a commitment to fit in. Nevertheless, the course is worthwhile as it will get the students onto an apprenticeship or into college.

KWE asked if a level 1 was a two year course and SHO replied that it was.

HTR asked Leonie if she had any contacts for jobs in town.

No not as yet. The facilities at the college are good and she liked the uniform provided.

Dom answered questions about his course and explained that joinery was his favourite aspect. Two members of staff accompany them, they are taught with other students from different schools and he is happy. Dom is interested in learning new skills so that he can achieve different things in his life.

Teagan said she studies at the equestrian centre, mucking out and carrying out general yard duties. She doesn't do any riding and is taught by the yard manager. Her parents drive her to and from the yard. This level 2 course is evidence based, portfolio building with photographs along with written evidence and feedback from the teacher. Her ambition is to own her own livery yard.

These courses also offer a chance to learn good social skills.

SHO explained that there is a new TECHBAC course delivered by Derby College, which SGA explained was more streamlined to aid progression and is more employment-oriented for example in Construction and Land Based apprenticeships. Derby College are also responsible in finding work placements on this course as well. The fastest growing industries in this area are conservation and environmental, with leisure parks like Alton Towers following. RDM said that spas were also an area of potential.

JHA thought it good for students to mix with people from different cultures and backgrounds.

BSM believed that vocational courses will benefit students as work experience in a practical environment. The feedback from students was that spending all day in a classroom could get boring.

RDM believed that pathways for Quarrying and Spa work are also very good, especially for learning management skills.

HTR said that this was a good initiative and thanked the students and SHO.

AHA also thanked SHO for the amazing job she had done on vocational courses.

SHO and the students left at 6.35pm.

Agenda Item:	2: Apologies
Minute Number:	AS113.15

Richard Watson.
The governors accepted his apology.

Agenda Item:	3: Terms of Reference
Minute Number:	AS114.15

HTR asked everyone to take this document home and any concerns to be sent to SBH and to cc HTR into these emails and we will resolve these at the next meeting.

ACTION:	<i>All governors to email SBH cc HTR with any concerns before the next Academy Board meeting (15.06.2015) to be resolved then.</i>
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RDM asked if these were agreed every year. SGA stated that these have to be reviewed every 3 years, not annually.

Post Meeting Note: After further investigation the Terms of Reference should be reviewed annually.

Agenda Item:	4: Declaration of Interest
Minute Number:	AS115.15

RDM mentioned that he was on the board at UTC Derby, recruiting students in this area.

Agenda Item:	5: Minutes from the last meeting (15.09.15)
Minute Number:	AS116.15

These minutes were accepted and the chair will sign a copy.

ACTION:	<i>HTR to sign the minutes.</i>
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Agenda Item:	6: Matters Arising
Minute Number:	AS117.15

A discussion took place regarding work scrutiny. SLT will be carrying out scrutinies and following up any concerns raised during drop-ins across all subjects. They will focus mainly on Yr 9 KS3, boys, most able and pupil premium. It's the same scrutiny as before but with a more direct focus. HTR said that we need feedback on these drop-ins. SGA explained that AHA has a summary for the next two terms.

ACTION:	<i>SBH to email summary from AHA to governors.</i>
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HTR asked if the staff knew that drop-ins would be happening. AHA explained that staff knew that they were taking place, but did not know which specific lessons. The schedule only stated that books will be looked at. SGA explained that it is important that we are not always testing, but developing as well so that Curriculum Leaders are involved in different ways.

Agenda Item:	7: Local and national updates
Minute Number:	AS118.15

AMA had tabled a comprehensive summary of local and national issues and changes. A paper on the Teaching Schools was also distributed.

HTR asked if anyone had any comments on the document enclosed.

AMA: Explained that the school is applying to be a part of the Teaching Schools project.

SGA: We have also been identified by the SSAT as a leader in development of character mark. We have given ideas, as to how to audit, we have also outlined some strategies in relation to character education, use of tutor time, the role of tutors, wellbeing lessons and have put together two bids. The first being an award and the second a grant both from the DfE.

MBA (Matt Bawden) is also supporting Aldercar School. HTR asked how much of his time this took up. SGA replied it is about 15 hours a month, and QEGS is paid £50 per hour. QEGS is happy to share his expertise and advice with partner schools.

JHA noted the comments regarding key stage 3 assessments, and Nicky Morgan's email to Headteacher's.

A major concern of those present was the errors in GCSE marking, and that there is little quality control. SGA said that this was a minefield. Discovery Academy had resubmitted every paper and 38% of the marks went up.

HTR asked where the problem lay. SGA said that there are not enough people to mark the papers well, and inadequate guidelines. Claire Warden had asked questions on how to mark but was simply told to do what she thought was right. MAK also said that even recent graduates are asked to mark and to just follow a mark scheme. SGA said that teachers are looking more closely at students' results and if they are not what they are expecting then they are being challenged.

Agenda Item:	8: English Literature QA Report
Minute Number:	AS119.15

AHA gave out a hand out titled Quality of Teaching. HTR commented that the last QA report of the English department as a whole in the Autumn Term 2014 was not a satisfactory one.

HTR asked those present whether the meeting should wait for the head teacher to arrive before discussing this item further.

This agenda item was postponed until AMA arrived, but is noted here.

HTR confirmed that everyone had read the QA report. The key points were:

- There appear to be strengths and we are moving in the right direction.

- There are some positive points in some comments received from examiners regarding coursework, however there was no evidence of providing feedback, which was a key issue raised in the original QA.
- Two students complained that feedback was limited and delayed.
- The lesson observations/scrutiny continued to show fundamental weaknesses.

The issues go back as far as 2009 and were still areas for concern. This came down to leadership and management in the department not driving the changes that need to be addressed. The team had to get the basics right.

The actions proposed were reviewed and were considered appropriate to address the problems.

HTR asked that we make sure we apply the school SWANS policy. AMA said that marking and feedback was being closely monitored, and that most members of the team had adopted it. The next check is in four weeks (Feb ½ term).

BSM also stated that assessment of the requirements of the new exam specifications will be crucial and that a plan is in place to ensure that. AHA also explained that the action list in the QA is not in priority order.

Note was taken of SAL's comments which she had asked to be considered in assessing the QA.

The governors supported the actions in the QA report.

ACTION:	<i>AHA to bring back results after the check in 4 weeks' time to the next A&S meeting on 27th April 2015</i>
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Agenda Item:	9: Curriculum a) Curriculum Plan 2015-2016 b) Staffing (associated changes)
Minute Number:	AS120.15

SGA had presented a proposed curriculum plan to be adopted from summer 2015. Key changes were extra time in English, Maths and Computing with various optional subjects allotted less.

BSM said that progress data suggested that year 7 were doing well. SGA believed that the plan facilitated much better staffing of the timetable.

In justifying the reallocation of time to the meeting, SGA explained that the new English and Maths GCSE's are a lot tougher. Years 10 and 11 have four extra lessons of enrichments a fortnight.

HTR expressed concern regarding PE, in that Year 10 and 11 who do not take PE as an enrichment will only get one hour of PE a week.

SGA agreed that compulsory PE is down from three hours a fortnight, but that there is no recommendation for KS4, and the minimum is one hour a week.

HTR had concerns that PE has gone down by a third and that there is a continuing trend of cutting PE; amongst other things it is a character building element of the curriculum. SGA explained that Technology has also lost an hour. Students were still getting a good variety. HTR asked if we were giving more time to core subjects because we are judged on them.

RDM questioned how many had chosen PE as an additional option. SGA: approximately 100/220, the others had opted for DIY, cooking/catering, music etc. So year 10 and 11 students are receiving one hour of PE a week unless they opt for it in enrichment, which about half do.

To summarise, Year 7 and 8 receive 4 hours of PE every 2 weeks; Year 9 have 3 hours every 2 weeks and Years 10 and 11 receive 2 hrs. KS5 can opt into involvement in sport and we have good numbers in football and rugby.

RDM asked if there is a PE enrichment option in Year 12, SGA: Yes.

JHA thought that students who are keen will of course always choose to pick up sports in their own time and enrichment.

HTR asked if intervention for other subjects occurs during PE. SGA replied by saying that intervention comes out of non-examined lessons. Previously up to 85 students have come out of PE for intervention, but with this new curriculum model, students will come out of enrichment, not the basic PE time. So the current year 10 model is fit for purpose and PE is protected.

JHA observed that it is difficult to fit everything in, and we have done the best with what we have. KWE also said that our hands are tied with the amount of time given to core subjects, and asked what the current levels for the core subjects were. SGA replied by saying 360 hours for GCSEs.

The standard of numeracy and literacy received in Primary schools is not always maintained when the students get here. The new GCSE in Maths is the most important GCSE to have, followed by English, Humanities, and Languages. At the bottom we have Arts and creative subjects. Some schools have gone with 10 lessons of Maths and English and some schools have wiped out GCSE PE altogether. We have not bowed to these pressures.

The conclusion of the meeting was that the proposed curriculum changes should be adopted.

AMA arrived at the meeting at 7.30pm.

As AMA had arrived at the meeting HTR went back to discuss agenda item 8. See above.

Agenda Item:	10: Performance a) Performance Report Years 7-13 b) Intervention in Action
Minute Number:	AS121.15

SGA had tabled papers analysing performance in years 7 to 13, combined with a SWANS commentary on the performance of each year.

The tables had been plotted based on a point system, which was distorted by the new, harder Maths GCSE. There will be another update at the next A&S meeting on the commentaries. Year 9 KS3

indicates that students' progress is not as strong as years 7 and 8 and review of the year 9 flightpath is underway.

Boys' rising curve is not as steep as the girls. SLT are trying to get the input right instead of intervention. KWE asked if this was an engagement problem. SGA believed that boys place less value on doing well. We need to give them a vision of that value. JHA said that she had recently seen an audit tool to assess boys' attitudes in secondary schools, it was really useful tool to see how boys see themselves. She would forward this.

ACTION:	<i>JHA to send the audit tool to governors.</i>
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ACTION:	<i>SGA to provide a performance update at the next A&S meeting.</i>
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AMA said that it may be a good idea to carry out a QA on boys. BSM said that there is a gap in boys and girls when they go to university as well.

RDM asked if the Maths intervention would have an effect in the Maths Summer results. SGA: Yes.

Jill Machin had reported an increase of 9% from this time last year for A* to C. There has been an attainment boost, progress has been a challenge, and so we are focusing on intervention to address these points. The next projection data will be available after February ½ term. KWE said that the maths department has been very positive. SGA highlighted the table in the appendix where the intervention detail is.

An analysis of cohorts by their KS2 results in Maths and English shows stark differences between year groups. Year 9 are more able in Maths than English, while year 10 is the opposite. We are closing the gap in DSEN and pupil premium.

Agenda Item:	11: RAISEOnline Summary
Minute Number:	AS122.15

SGA: 40 sections of the data received from the Government contained errors. The inspection teams experienced a lot of problems. This makes it difficult to work out the national data.

The attainment of students coming in, is the only correct Government data. However, QEGS exam data was accurate. The revised data revealed no new concerns. (Please see the front sheet attached to the RAISEOnline data) RDM asked if Derbyshire's figures were accurate. AMA said that SLT couldn't know, they were as accurate as they could be, and they reflect the best results and not the first results (in contrast with RAISE). HTR highlighted the weaknesses at the bottom of the page. AMA said that these were being dealt with and that they are targeted in RAP's. SGA would bring an update on RAP's at the next A&S meeting.

ACTION:	<i>SGA to bring an update on the RAP's to the next A&S meeting 27.04.15.</i>
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AMA asked if there were any other questions. HTR asked what the highlighted green numbers were at the bottom of page 2. SGA said that these were the national figures. HTR stated that English is

below the national average in some sub-levels and there is an enormous gap for pupil premium. SGA and AMA agreed and confirmed it was a focus area; projections are getting better.

RDM mentioned the table at the top of page two, saying that we need fewer in orange for 3A, 3B, 4C – is this reflected in PP. SGA said that if it helps he can bring transition matrices to the next meeting.

ACTION:

SGA to bring transition matrices to the next A&S meeting 27.04.15

Agenda Item:	12: Exams Policy Review/Approval
Minute Number:	AS123.15

Exams Policy – HTR

Changes to note:

Page 3 – put in responsibilities for Associate Headteacher.

Page 4 – put in that the CL's will inform the Examinations officer of any change and that formal notification is needed.

Page 5 – 3.2 Timetables to add in that draft timetable be sent to CL's to check.

4.1 Entries – who signs off and who makes the final decision, CL send to exams officer and SGA has final say.

Page 7 – change sentence 'The recruitment of invigilators is the responsibility of the exams officer'.

ACTION:

SBH to make these changes to the policy.

KWE proposed the Exams Policy to be approved once the changes have been made.

RDM seconded this.

Subject to these changes the Governors approved the Examination Policy.

Agenda Item:	13: Predictions, how GCSE results turned out against predictions
Minute Number:	AS124.15

A brief discussion was held to revisit the accuracy of predicted GCSE results. The discussion was postponed to a later meeting as no new data was available. However SGA observed that projected outcomes for the new GCSE's were difficult to gauge. It would be more important to identify which students required intervention.

Agenda Item:	14: Quality of Teaching and Learning
Minute Number:	AS125.15

HTR noted that according to the paper there were 94 drop ins in October. AHA said that as a result of this, some staff are receiving peer coaching and further support in targeted areas, this is being monitored.

AMA said that a reason for this could be the staff not being up to speed with policies.

AHA brought the governors attention to the second page where there is a post-Ofsted summary and actions list.

AMA reported that a member of staff that was on a structured programme has now resigned. In science there is another member of staff on two structured phases, these being 'Attendance Management' and 'Structured Support', Browne Jacobson are involved with this.

AMA explained that if staff ask how they were graded during drop ins then they were told, the feedback was highlighted in green on this paper. SLT graded them all. The appraisal is not graded on one drop in. RDM asked whether, if concerns were revealed, a second drop in was scheduled, and AMA confirmed that it was.

AMA advised the governors that Steve Cartlidge will be coming in again to train middle leaders. The peer coaching programme is less formal and very helpful.

Meeting closed at 8.30pm