

ST BARTHOLOMEW'S SCHOOL
MEETING OF THE GOVERNORS' EDUCATION COMMITTEE
WEDNESDAY 8TH MAY, 2019 AT 6.30 PM IN THE WORMESTALL MEETING ROOM

MINUTES

PRESENT:	Catie Colston (CC)	Co-opted Governor, Chair
	Julia Mortimore (JAM)	Headteacher
	David Fitter (DWF)	Deputy Headteacher
	Kate Lefever (KL)	Appointed Governor
	Karen Sadler (KS)	Appointed Governor, Vice-chair of Governors
	Gareth Scourfield (GS)	Parent Governor
	Jeremy Sharpe (JPS)	Deputy Headteacher
	Campbell Smith (CS)	Appointed Governor

IN ATTENDANCE:	Gary Norman (GN)	Parent Governor
	Will Thomas (WT)	Appointed Governor
	Helen Sutherland (HLS)	Clerk to the Governors

1. APOLOGIES:	Patricia Ray (PR)	Co-opted Governor
	Bruce Steiner (BS)	Co-opted Governor

2. DECLARATION OF AOB

Nothing further was added to the agenda.

3. DECLARATION OF BUSINESS INTERESTS

There were no declarations.

4. MINUTES OF THE MEETING HELD 7TH MARCH, 2019

The minutes of the meeting were agreed.

ACTION: CC to sign

5. MATTERS ARISING

Exclusions Reporting

JAM confirmed that a report on exclusions was in last term's Headteacher's Report and there will be one in this term's also.

HLS explained that both the Education Committee's Terms of Reference and the Exclusions Policy give this Committee the delegated authority to consider exclusions data for St. Bart's. If the delegated authority is to change, these documents will need to be updated and a suitable place for scrutiny identified and added to the appropriate agenda.

Governors asked when the scrutiny of exclusions data and information should take place. It was agreed to add this to the next agenda of the Chairs' Committee.

ACTION: HLS

Physical Restraint Reporting

JAM confirmed that the report circulated last time was updated.

IDSR Retention Figures

DWF reported that these figures are still awaited.

6. SEND REVIEW

A report from the Special Educational Needs Co-ordinator (SENCO) Jo Hale (JOH) was circulated in advance of the meeting and this was taken as read. In JOH's absence, DWF highlighted the following:

- One of the main aims of the SEND team has been to take their work into the main body of the school and to support staff more closely in understanding special educational needs and how students can best be supported;
- All teaching staff have received a presentation on Cognitive Ability Tests (CAT) and what they mean, how the results can be used to identify needs and to support students as well as links to Able, Gifted & Talented (AG&T) in addition to SEND;
- Analysis of the 2018 exam results showed that SEND students made less progress in English than in Maths and other EBacc subjects. JPS explained that the reasons for this had been looked into and there are some logical reasons as to why this had happened such as students with Autism Spectrum Disorders (ASD) often do better at Maths. Maths and English faculties have worked together and with Personalised Learning to look at strategies to try to tackle this issue;
- SEND focus meetings have moved to 8.30 am and are working much better in this timeslot by avoiding clashes with other meetings.

Governors asked if there are enough Teaching Assistants (TAs) to deal with the increasing numbers of students requiring individual support. DWF confirmed that TAs are deployed on a daily basis as best needed. There are a higher number of students in Year 7 with Education, Health and Care Plans (EHCPs) this year and there will be an increased number joining St Bart's in September and as recruitment and retention of TAs can be challenging, TA staffing will continue to be an on-going pressure. Higher numbers of students with an EHCP is a trend, rather than a blip. JOH meets with primary school headteachers and it is clear that more students with EHCPs are expected in the future.

JPS added that there are 12 Year 11 students who have single room access arrangements for exams. This means that a TA is needed for each room and provides huge pressure on the allocation of TAs during the exam period.

Governors asked if the Year 11 cohort has always had this level of support from TAs. JPS replied that the need for TA support for this year group has been hugely increased due to exam concessions.

KS noted that there are four students on a part-time timetable or home education and that 1-2-1 support is resource heavy. KS asked at what point can the school say that they can't make adequate provision. DWF explained that if an EHCP is in place, West Berkshire Council can put strategies in place to support

students. Staff will try to have meetings with students to see whether there are any measures that could be introduced to encourage or support students back into mainstream, full-time education. Everything possible is attempted to try to achieve this.

CC asked if, having looked at the number of students involved, St Bart's should be considering a specialist unit such as those at Kennet and Trinity. The Leadership Team (LT) explained that different schools assess special educational needs in different ways and that the units are separate from the main school community in these schools. West Berkshire Council also place students directly into those units. The figures in JOH's report do not disclose how many students assessed as having SEND also have EHCPs. St Bart's is attracting similar numbers of students with EHCPs as other schools.

KS asked about the Progress 8 prediction for Year 11 SEND students. DWF replied that the figure is expected to be negative and is hugely affected by one outlier.

Governors thanked JOH for her report.

7. CURRICULUM UPDATE

JPS' paper was circulated in advance of the meeting. The following were highlighted:

- The Curriculum Statement will be updated in the Autumn Term to reflect the three "I"s: Intent, Implementation and Impact. **ACTION: JPS**
- KS3 Curriculum: this is listed for review in the SDP this year. As part of this review, faculties will be producing curriculum maps to show the progression and spread of their curriculum area. The Summer Term Academic Board Conference will be looking at this as part of the whole school curriculum and a number of cross-curricular themes.
- KS4 Options: choices have now been processed and only nine students were unable to be accommodated with their first choice subject combinations.
- Y8- Y9 Choices: there was a significant increase in the number of students choosing Geography, with Drama losing the most and a small decrease across Expressive Arts. There has been a fall in the number of students choosing French and this will be looked into.

CC asked if there are any subjects in danger of disappearing as they are not being chosen. JPS replied that there are no subjects at risk: Humanities are holding up well, the numbers opting for Business Studies at KS4 is increasing and whilst the number of students opting for Expressive Arts subjects is decreasing the numbers taking these subjects are still very healthy when compared with other schools.

KS asked about the alternative offering at KS5 for Lower Achieving Pupils (LAPs). JPS explained that, as things stand at the moment, there may not be enough students to run the Access Course. Students do not always confirm that they will be taking up a place that has been offered so numbers will not be confirmed until after the summer's results are announced. JAM and JPS confirmed that a decision on running the course won't be made until September when numbers are known. The decision will be based on the numbers that would like to take the course. There are usually around 12 students who take up the Access course. GN asked if there is a minimum number that would determine if the course runs. JPS

suggested that once single figures are reached, consideration will be given as to whether the course goes ahead.

KS asked about the implications of not running the Access Course. JPS replied that income would be lost for those students but staff will be released to support more interventions across the school. The Travel & Tourism course would not run. GN asked if the course could be run again the following year. JPS confirmed that it could but that there would need to be a plan for staffing.

GN asked what happens to students if the Access Course does not run. JPS responded that there is a weakness in the local offer to pick these students up.

GN asked if other schools run a similar access course. JPS replied that they don't. In addition, it is accepted that there are often one or two students on the course for whom it might not be the right route but it is better for them to continue within the school environment.

In response to a question from KS, JPS confirmed that the decision on whether to run the Access Course would not be affected by whether they are all St Bart's students or all external students.

KS asked if Governors should be part of the decision on whether to run the course. JAM explained that it is usually a management decision that is taken over the summer but it was agreed that Governors would be notified of the decision. **ACTION: JAM**

Faculty Structure Review

The Faculty Structure Review is ongoing, with initial changes planned for September.

Off-rolling & Alternative Provision

In response to a query raised ahead of the meeting, JPS explained the following terms:

Off-rolling

This is a term that is increasingly adopted when schools remove students from their roll illegally. It is claimed that some schools are doing this to improve overall exam results. St Bart's does not do this. It is always ensured that a student who is excluded has a place elsewhere.

JAM added that there are an increasing number of parents who are electing to Home Educate. Very occasionally this happens when a student is at risk of permanent exclusion. In most cases, the school advises parents against choosing home education.

CC asked about the number of students who could be expected to leave and start home education. JAM replied that there is usually just one student; there have been seven so far this year. They are spread across the years with different profiles (there is no trend or common pattern) and none of the families have been encouraged to take this course of action. Alternative options have been suggested but declined. All families have been met with.

CC asked if a similar scenario is seen at other schools. JAM confirmed that other schools in West Berkshire are noticing a similar pattern.

Alternative Provision

This refers to students on roll but partly or wholly educated elsewhere. This can refer to a student who is part of a football academy but more commonly refers to students who attend the iCollege. There is a cost to St Bart's for placing a student at the iCollege.

8. PRIORITY GROUPS UPDATES

LAPs Figures & Data

DWF confirmed that the figure in the papers for the last meeting should have been 39, showing a small drop-off. The error was a typo.

Able, Gifted & Talented

DWF explained:

- Anne Wenlock is the Able, Gifted & Talented (A,G&T) Leader and is line managed by Kathy Hersh;
- The school-wide strategy is to ensure high expectations from all students including those identified as being A,G&T;
- This includes aspirational target setting and a reporting system that encourages a culture of high expectations;
- Teaching & Learning strategies ensure that there is challenge and stretching across the whole school through staff training, learning walks and sharing of best practice which is fed back through the Academic Board;
- Possible mechanisms to further strengthen provision include a training session for staff, a CPD option and including as a distinct area in next year's SDP;
- Specific opportunities and experiences for students include the Brilliant Club: Student Voice on this has been very positive, it is for Years 7 – 9 and the criteria is very strict regarding who can be selected to take part with the focus being on Disadvantaged Students, a number of trips take place in order to widen horizons such as to the Ashmolean.

KS asked if Ofsted are likely to challenge on this area. DWF replied that it isn't expected to be a specific line of enquiry but stretch and challenge of A,G&T students may be noted if it is seen in lessons. KS added that Governors should note where they see students stretched and challenged during link visits.

ACTION: All Governors

CC reported that Kathy Hersh will be running a session on A,G&T that will be attended by PR and GN.

DWF added that students may fit the criteria for A,G&T in one particular area but not in others.

Report Planning

Reports for the next meeting are as per the Annual Work Plan.

9. SAFEGUARDING

JAM confirmed that there is nothing to draw Governors' attention to at this time.

10. OFSTED UPDATE

JAM reported that a fellow headteacher had undertaken some preparation work with staff. There had been very positive feedback on this session.

CC noted that Governors had also held a session and KS reiterated the need for everyone to provide input into the question and answer document as soon as possible.

ACTION: All Governors

11. GOVERNOR MONITORING VISITS

The following reports were circulated in advance of the meeting and taken as read:

Academic Board Visit – KS & CC – 29th January, 2019

The following areas were covered during the meeting:

- The new draft inspection framework;
- Faculty Structure Review;
- Work Scrutiny;
- Sixth Form Issues;
- Budget.

Data Governor Visit – GS – 7th March, 2019

- A current focus is on attendance data;
- The Data Management Group meets three times a year and is responsible for identifying the data requirements of the school;
- Additional tools eg 4Matrix for GCSE and ALPs for A-level are being used increasingly by staff.

SEND – KS – 25th February, 2019

- A number of actions were identified during this visit for Governors, including:
 - o During link visits Governors could ask teaching staff how they reflect Individual Student Achievement Plan (ISAP) strategies in class,
 - o how lessons are dyslexia friendly;
 - o Possibly assessing metrics whilst bearing in mind that some groups are very small so data can be skewed by one or two outliers.
- Some students are “double-disadvantaged” so interventions really make a difference;
- Training for staff is key.

Sixth Form – KS & CC – 6th March, 2019

- This was a very thorough visit but it may be helpful to re-visit in order to gain further understanding of particular lines of enquiry.

Good practice session – CC – 29th April, 2019

- Staff from Maths, BCS and PE met to discuss their marking and feedback systems;
- There have been innovative uses of technology (eg QR codes to follow up specific elements of a subject in Maths) whilst being careful to ensure that the mobile phone policy is not infringed.

Governors were invited to attend the Academic Board and House Heads meetings this term.

ACTION: CC & KL to undertake a Careers Link Visit this term.

12. PAN INCREASE IMPLICATIONS

Feedback on this year's increase

JAM reported that this had been discussed by the Academic Board. Faculty co-ordinators were asked for any feedback. Aside from ensuring that there are enough tables and chairs for larger groups, staff have mentioned concerns about being able to spend enough time with students in lower sets, particularly in Maths and English.

PR had emailed in a query about how parents' evening appointments will be managed if there are the same number of slots available but more students to report on. JAM explained that the Year 7 Parents' Evening has yet to take place and there have been no reports of issues from the Year 8 Parents' Evening. Staff will contact parents if they are on the waiting list for an appointment. Vulnerable families have appointments organised by Houses first, as they are often the ones most in need of the time.

Potential Implications of a further increase

Apart from the issues above, no additional concerns about further increases have been raised.

13. RISK REGISTER

The Risk Register, along with a key, was circulated in advance.

JAM reported that it had been re-ordered, reviewed and updated.

HLS explained that Governors need to look at the risks allocated to the Education Committee and, if they have any queries, they should raise them, paying particular attention to those risks that still have a high score after mitigations have been put in place.

14. POLICIES FOR APPROVAL

Careers Guidance & Education

This was agreed but will have a further review next term as this is an area of change at the moment.

ACTION: HLS to prepare for FGB

Equality Policy

This was agreed pending some updates to wording.

ACTION: HLS to update and prepare for FGB

Relationship & Sex Education Policy

This Policy was deferred to the next meeting.

ACTION: HLS to add to agenda.

Social Media Policy

The Policy was agreed.

ACTION: HLS to prepare for FGB

It was also agreed that the draft Social Media Policy should be added to the website until the updated one is agreed by the FGB later this term.

ACTION: HLS

15. STAKEHOLDER ENGAGEMENT

It was agreed, due to the time, that the Chairs’ Group would be asked to consider this item.

16. AOB

Nothing further was added to the agenda.

These minutes are subject to final approval by the Education Committee at its next meeting.

SignedDate

Chair of the Education Committee