

**Minutes of the Governors Resource Committee for
Whittington Green School held on
Tuesday 26 January 2016**

Present: Mrs T Burnside (Head) Mr B Midgley
 Mrs S Swift (Chair) Mr B Bingham

In attendance: Ms S Whitaker, Clerk and Mr McGowan, Assistant Headteacher

F09/15/16 To receive and if agreed approve apologies for absence

There were no apologies for absence as all committee members were present.

F10/15/16 Declaration of interest – business and personal

No Governor declared an interest in the following agenda items.

F11/15/16 Minutes of the previous meeting held on 20 October 2015

Add 'redundant' to the minutes and with this addition, the minutes were **agreed** as a true record and were duly signed by the Chair on behalf of the committee. The Head advised that Ms Lewin will be teaching History in the absence of a History teacher. A Governor asked whether she can do this to GCSE standard and the Head confirmed that she can.

F12/15/16 Matters arising from the minutes

The Head advised that she has not yet appointed an IT Technician due to the restraints of the budget. A discussion took place around how IT would be covered in the absence of the IT Technician when he is absent from work.

F13/15/16 Financial Issues

I. Budget Update

The Head advised that she had taken month 8 budget figures and added all expected expenditure to the figures together with additional funding which gave a figure of £ deficit in 2016-17. Mrs Burnside advised Governors that this was predicted to rise to £ deficit in the financial year 2017-18.

The Head advised that the predicted deficit is due to falling pupil numbers. The Head advised that whilst there was a growth of approximately 40 students last year, these were students who chose to move schools before being excluded and have brought numerous issues with them.

The Head advised that she is working closely with the SLT to save as much money as possible from this year's budget to increase the anticipated carry forward which currently stands at £

The Head advised that a lecturer from Sheffield Hallam University who recently visited the school commented on how good the behaviour in school is compared to other local schools that she had visited. A Governor asked whether there has been a drop in support from the Multi-agency teams and the Head advised that there has been a marked drop and also an increase in social need within the community which is not being met. A Governor suggested that the Head does case studies in preparation for Ofsted showing where the students with behavioural issues have originated from. The Head agreed that she would do this.

II. S188

The Head spoke to the previously circulated S188 notice which was based on an intake of 55 students into Y7 (September 2016).

	Financial Year 2015-16	Financial Year 2016-17	Financial Year 2017-18
Annual School Budget	2,772,850	2,538,095	2,170,468
Previous Year Balance	170,907	222,256	(130,610)
Sub-total	2,943,757	2,760,351	2,039,858
Projected Expenditure	2,721,501	2,890,962	2,894,606
Projected Balance	222,256	(130,610)	(854,748)

The Head advised Governors of the anticipated income into the school budget. A Governor asked whether Junior Jigsaw is still a funding stream for the school and the Head confirmed that it is providing that all the places are sold.

	Govs Expenditure (Income) Plan 2015-16	Proposed Expenditure (Income) Plan 2016-17	Savings
Supply / Agency staff	£65,000	£55,000	£10,000
Support for Primary Schools		(£5,000)	(£5,000)
Junior Jigsaw	(£47,000)	(£76,000)	£29,000

The Head advised that the scenario shown below is based on the following proposed staffing model for September 2015 which includes all staff currently employed:

	Periods Available	Periods Required	Net
Arts	102	58	+44
Computing	108	62	+46
English	132	127	+5
Humanities	73	78	-5

Maths	164	123	+41
MFL	64	52	+12
PE	64	56	+8
Science	140	126	+14
SEN	20	20	0
Technology	102	62	+40
TOTALS	969	764	+205

A discussion took place around giving a serving English Teacher a recruitment and retention point in order to retain him as he is considering another job. The Head advised that the member of staff is a valuable asset to the English department and his loss would impact on other subjects. Governors **agreed** that the core subjects require the best teachers possible.

Governors noted that there is an area of the pay policy which had not been completed when it was agreed in October and agreed to recommend the following wording:

'The Governing Body will pay retention awards to outstanding teachers of £4500 to be reviewed annually in the circumstances described as 'The post for which the school would probably experience recruitment difficulties if the post were to become vacant, based on prior experience and available information.' **ACTION: CLERK TO ADD TO 'PAY POLICY' TO FG AGENDA**

The Head advised that she has looked at the equality impact statement and asked Governors to note that there are 68% female and 32% male in the departments identified with the staff affected are 58% female and 42% male. The Head will consider ethnicity, and Governors noted that there are less part-time staff in the at-risk cohort and there are no pregnant females identified.

Governors **agreed** that the Head would issue S188 notices.

III. Financial Benchmarking

The Head spoke to tabled financial benchmarking figures and highlighted staffing at Whittington Green School to the other similar sized schools noting that the school has similar levels of staffing to Parkside Community School, whereas Lea Mills has a higher number of more experienced staff. A Governor asked who the Lead Practitioner is in school and the Head advised it is [REDACTED] as she did not fit into other categories as a [REDACTED]

Governors thanked the Head for the benchmarking figures.

IV. Anticipated Student Numbers for entry into September 2016

Governors had already been advised that 55 students were anticipated to join Year 7 in September 2016.

V. Authorise invoices

Governors noted that the Head had paid an invoice for the sum of £6354.60 to Pearson's Coaches for 21 days at £302.60 per day.

An invoice had been sent to both Mary Swanwick and Cavendish Junior School for provision provided by the school. The Head advised that the monies had accidentally been paid into the school's Imprest Account. As such a cheque had been written at the request of the LA for £10450 for the monies to be put back into the school's budget.

The Chair thanked the Head for all the work she is doing on finances.

F14/15/16 Radical Rethink of the Early Help Offer - Proposals for Implementation

The Head had previously circulated the information for Governors' attention advising that she is being used by the LA to encourage the other schools in the county to buy into the Early Help Offer. The school's forum had asked [redacted] if they could retain £3m to put into the MAT teams to ensure continuity. The Head advised that [redacted] had refused this request and advised the LA that they had to devolve the money to school and then request it back.

The Head advised that this is a necessary expense as without all schools pooling their funding, which for WGS is £22k, the staff will not be available to provide the support that the local families and children need.

A Governor asked whether there is the risk that some schools will not see the benefit in re-pooling their funding and the Head advised that there is that risk as it is a per capita amount and some schools will have up to £60k to re-pool.

Governors **agreed** that the £22k would be re-pooled into the Early Help Offer as recommended by the Head.

F15/15/16 Staffing Issues



II. Authorise staff payments

[REDACTED]
[REDACTED] to be paid. Governors agreed that the Head would pay [REDACTED]
[REDACTED] **ACTION: HEAD**

III. DBS – Change

The Head advised that the procedure for DBS checks has changed and the onus could now be put on staff to declare any convictions. A Governor asked whether staff are expected to sign on an annual basis to confirm that their DBS check remains unchanged and the Head advised that she will put this in place.

ACTION: HEAD

Governors **agreed** that DBS checks would continue to be undertaken.

F16/15/16 H&S

I. Review H&S Policy

Mr McGowan had previously circulated the LA's model Health & Safety policy for Governors' attention, advising that by September he anticipates all policies and procedures relating to Health & Safety to be updated and in place. A Governor asked whether there should be a Governor with responsibility for health & safety. It was **agreed** that [REDACTED] would be the named Governor for Health & Safety.

Governors **approved** the Health & Safety Policy as written.

It was noted that the Health & Safety audit has been undertaken this week and this will be brought to the next meeting along with the action plan. **ACTION: NM/CLERK TO ADD TO AGENDA**

II. Premises Issues

There is a lack of emergency lighting in school.

Heating will be moved to Year 3, the boiler is working and needs servicing. The new block heating is working, Governors noted that this will be a three year plan to upgrade the school fixtures and fittings on a rolling programme

Glass audit has not been done since 2008 and all windows have either need to be replaced or have film on them.

Some windows do need replacing.

Potholes are not an issue

There is a leak under the gym floor.

The new block fascias and guttering need replacing as they are dangerous.

A quote was brought for the fascias from £41,014.17 + VAT from Polar Windows.

A discussion took place around the safety of the students and staff until the fascias are replaced. It was agreed that property services would be invited to

visit the school to provide advice. A Governor asked whether there was any match funding available from the county and it was **agreed** that Mr McGowan would speak to property services. **ACTION: NM**

Fire Inspection Visit

Mr McGowan advised that the fire alarm does not work in the sports hall. A quote had been received from property services for £1838

Lights

Mr McGowan advised that the emergency lights need putting in as a matter of urgency. Quotes had been received at a cost of £2400 in the new block and £870 for the school hall.

A Governor asked whether this expenditure was within the Headteacher's limit and it was noted that it was. Governors **approved** the expenditure for new lighting in line with the two quotes for £2400 and £870.

Governors asked whether three quotes should be requested before the decision is taken to go with a particular firm. This was confirmed unless the work is to be completed by the local authority property services department.

The Governors stated that the health and safety of students and staff is paramount, and as such Mr. McGowan was asked to approach the property services department as a matter of urgency.

F17/15/16 Update on Single Status appeals

Governors noted that the single status appeals process has now been finalised

F18/15/16 Any other urgent business

There was no any other business.

F19/15/16 Date and time of next meeting

The next Resource Committee meeting will be held on Tuesday 24 May 2016 at 6.00 p.m.

**Minutes of the Governors Student Committee for
Whittington Green School held on Tuesday 1 March 2016**

Present: Mrs T Burnside (Head) Mrs A Ward
 Mr D Wilders (Chair) Rev J Ward

In attendance: Ms S Whitaker, Clerk, Mrs D Marsden, Assistant Head, Ms H Lewin, Assistant Head, Miss N France, Assistant Head and Mr N McGowan, Assistant Head (for one agenda item only)

S12/16 Elect chair and vice-chair of committee

Mr Wilders was elected as Chair of the committee. Mr Midgley was elected as Vice-Chair in his absence.

S13/16 To receive and if agreed approve apologies for absence

Governors noted and accepted apologies for absence from Mr B Midgley.

S14/16 Declaration of interest – business and personal

No Governor declared an interest in the following agenda item.


S15/16 Minutes of the previous meeting held on 10 November 2015 – to agree accuracy


The previously circulated minutes were **agreed** as a true record of the meeting and were duly signed by the Chair on behalf of the committee.



S16/16 Matters arising from the minutes

The Head advised that there will be a Parents' Evening held in April when students with lower reading ability will prepare and cook a meal for their parents and Literacy will be promoted during the evening.

S17/16 Supporting Literacy at KS3 – Presentation from Helen Lewin

 advised that there is still a good choice of quality reading materials in school, especially in the lower school. All students have a spelling homework with a test each half term. Boys especially have commented that this helps with their literacy and has been seen as a positive intervention.

 advised that the understanding of academic words used in exams has been a focus to help students understand what is required of them.

There is a reading partnership scheme which is run by  HLTA who works on intervention, literacy and reading.  role focuses on reading and she does a lot of small group work. There is an online test which adapts to the students depending on how the student has answered previous questions. This gives a profile

of students and their reading ages and this is being used to identify the students who need targeted intervention.

Inference training is an initiative that has come from the authority and is for students who can read and make sense of simpler texts but struggle with inference in literature. This is done in small groups and the difference seen has been very positive when the students have been retested for their reading age. Teachers have also commented that the targeted students have a better understanding in lessons.

Literature Programme is a second initiative which encourages students to read longer pieces of text and is generally for the students who are good to a point in their reading but who need additional intervention.

[redacted] also does guided reading and writing sessions in small groups and on a 1:1 basis. [redacted] is currently working with a student who has EAL on developing his English.

A Governor asked whether the intervention has a positive impact across other subjects and [redacted] advised that it does. [redacted] advised that English has a systematic approach to addressing literature needs.

[redacted] advised that a youth worker funded through the Big Lottery has funding to do a project for parents to work with their children on reading. [redacted] advised that it is more difficult for those parents who are not readers themselves or those who have literacy issues. [redacted] is hopeful that funding could be secured in order that parents can be supported through school in their reading with the aid of local volunteers from within the community.

A Governor asked whether any work is being done with the primary schools to support the students who are not reading at age related expectations. [redacted] advised that there is a significant difference between the SATs results and the reading test when in Year 7.

[redacted] advised that Year 7 and Year 8 have been tested for their reading ages and 50% of Year 8 have a reading age of 9 years or younger.

A discussion took place around how many children visit the library and it was suggested that a trip is taken to the library to introduce the students to this.

[redacted] offered to come into school to listen to students read. A Governor suggested that a poem or piece of creative writing is put in the Whittington Whisperer when it is published. [redacted] agreed to speak to [redacted] and send out an email asking students who would like a piece of writing published. **ACTION: HL**

The Chair thanked [redacted] for her presentation.

S18/16 Behaviour and Attendance – [REDACTED]
I. Behaviour

[REDACTED] spoke to the previously circulated data for behaviour and Governors noted that on average there are 520 lessons with 166 disruptions every half term and asked Governors to consider this perspective.

[REDACTED] advised that there are two students in Year 7 who account for the majority of disruptions. The Head advised that one of these two students needs specialist assistance which she considers the school cannot provide to meet his needs. [REDACTED] advised that there were 40 students who transferred into the school mid-year, several of whom had received numerous [REDACTED]. Governors noted that these students are taking a lot of resources from other students in terms of staff time and support. [REDACTED] advised that when the 40 'joiners' were removed from the equation, the number of disruptions reduced by over half. [REDACTED] advised that the school has to now consider how to meet the needs of these students in order to engage them positively.

[REDACTED] advised that positive interventions are put in place and the students have chosen 'chip cobs' as their next reward for good behaviour. Pizza Hut gave the school a 50% discount and also deliver for free.

Year 11 are accumulating points which can be exchanged for a discount from the cost of the Prom.

Smoking was then discussed and [REDACTED] advised that smoking has increased with the number of mid-year 'joiners'. The police have been invited to help and students were searched and smoking materials were removed. [REDACTED] advised that whilst some parents were pleased with the intervention, some parents expressed anger at the intervention. A Governor asked whether parents are written to if their child is caught smoking and the Head advised that they are telephoned as it leads to an after-school detention. [REDACTED] advised that staff remain vigilant for students smoking on site.

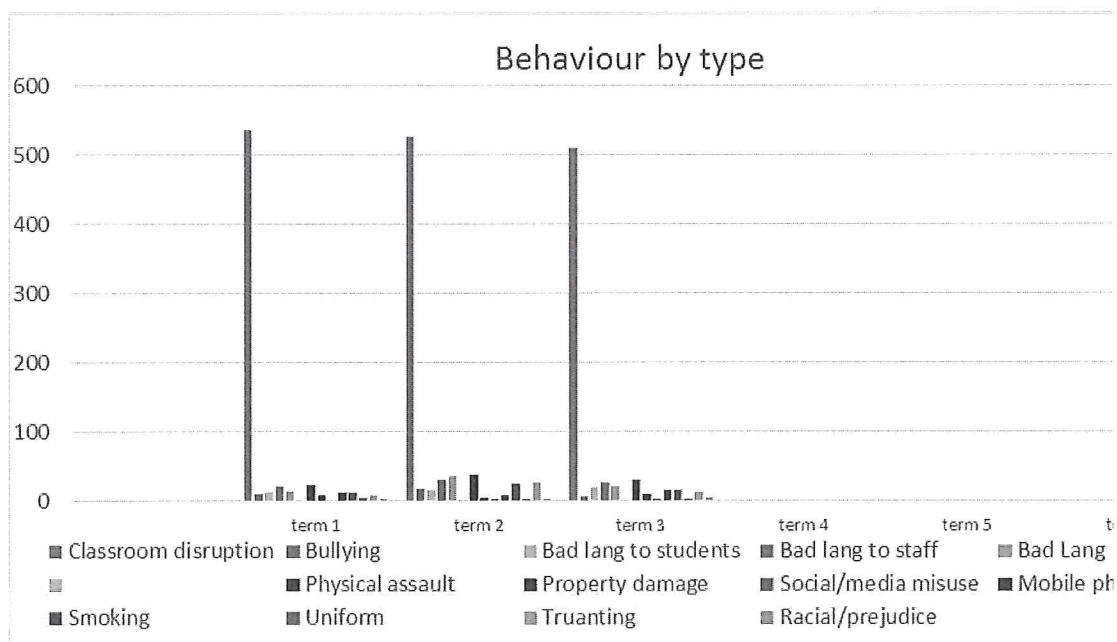
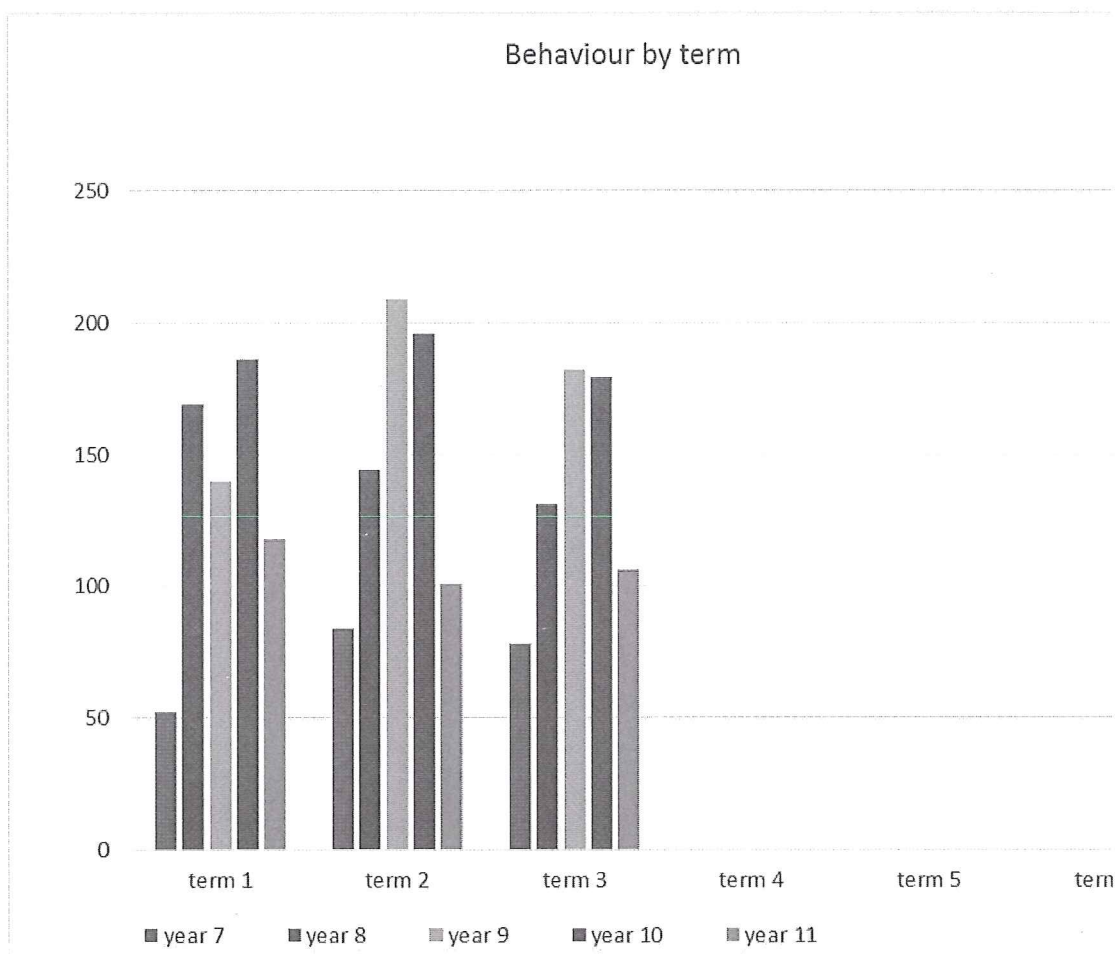
Internal exclusions are no longer done and this has been done as isolation until 4pm. The number of isolations has risen as a result of this and [REDACTED] advised that there is a member of staff on call at every lesson and any student removed for disruption/poor behaviour is taken to the isolation room. The Head advised that there has also been an increase in fixed term exclusions as there is lower tolerance of poor behaviour in school. A Governor asked whether parents object to their child being kept behind after school and [REDACTED] advised that there is an odd one or two but generally parents are supportive of the school. [REDACTED] advised that the new lower tolerance has made an impact on some students and [REDACTED] advised that two students in particular who joined the school following permanent exclusion from their previous school are predicted to leave with GCSEs.

[REDACTED] advised that seven students have had 17 fixed term exclusion. Governors noted that more non-pupil premium children are excluded than pupil premium children.

Behaviour overview

	term 1	term 2	term 3	term 4	term 5	term 6
year 7	52	84	78			
year 8	169	144	131			
year 9	140	209	182			
year 10	186	196	179			
year 11	118	101	106			
whole school	665	734	676	0	0	0

	term 1	term 2	term 3	term 4	term 5	term 6
Classroom disruption	536	527	511			
Bullying	11	17	6			
Bad lang to students	12	16	20			
Bad lang to staff	21	30	26			
Bad Lang	14	36	21			
Physical assault	23	37	30			
Property damage	9	4	10			
Social/media misuse	0	3	2			
Mobile phone	12	9	15			
Smoking	12	24	16			
Uniform	5	2	2			
Truanting	8	27	12			
Racial/prejudice	2	2	5			



A Governor asked whether staff are using e-portal to log events and Mrs Marsden advised that there are still some staff who do not add any but this is improving and the majority of staff do report incidents.

II. Attendance

Mrs. Marsden spoke to her previously circulated report and highlighted areas of interest for Governors attention.

A Governor asked whether the changing of the school day to have registration in period for has had an impact.

Current school numbers:

	Whole school	Year 7	Year 8	Year 9	Year 10	Year 11
Total	399	78	64	67	83	107
Girls	174	36	30	27	36	45
Boys	225	42	34	40	47	62

e (Term 1/2/3 accumulative):

	Overall attendance			Over 95%			Under 90%		
	All %	Girls %	Boys %	All %	Girls %	Boys %	All %	Girls %	Boys %
Whole school	94.74	95.24	94.34	68.92	70.11	68.00	10.78	6.90	13.78
Year 7	96.31	97.11	95.60	73.08	75.00	71.43	7.69	2.78	11.90
Year 8	96.61	96.33	96.68	81.25	83.33	79.41	9.38	6.67	11.76
Year 9	95.75	96.20	95.45	71.64	74.07	75.00	11.94	11.11	15.00
Year 10	95.09	95.66	94.64	63.86	61.11	65.96	14.46	2.41	21.28
Year 11	91.62	92.14	91.23	61.68	62.22	61.29	21.50	20.00	22.58

From this data it can clearly be seen that:

- Year 11 are a huge concern – both girls and boys. This year group were the worst attenders last year when in year 10. Letters have been sent home to all students below 90%, home visits have been made but we still struggle with this year group. Several students in this year have had referrals to external agencies (including CAHMS).
- Persistent absenteeism has now changed from 85% to 90% but as of yet no other school have published their figures so we cannot comment if we are below/above average.

	authorised absence %	unauthorised absence %	total absence %
Whole school	4.23	1.03	5.26
Pupil premium	6	2.22	8.22
Non-pupil premium	3.17	0.33	3.5

- *Pupil Premium absence is far greater than non-pupil premium. We send letters home for PP students at 92% rather than the recommended 90%.*

	SEND	NON SEND	LAC	NOT LAC	Girls	Boys	PP	NOT PP	Joiner
Number of students	69	330	5	394	175	225	148	251	64
overall % attendance	89.50	95.81	95.71	94.73	95.24	94.34	91.78	96.51	91.75
95% or more	50.72	72.73	80	68.78	70.11	68.00	50.00	80.08	50.00
under 90% attendance	30.43	10.91	20.00	14.21	6.90	13.78	26.35	7.17	26.56

The main points raised by this data are:

- *Joiners significantly reduce our whole school attendance*
- *SEND students have a much lower attendance than non-SEND students*
- *Girls have a slightly better attendance than boys – the opposite of last school year.*
- *PP students have a far lower attendance than non-PP students.*

Key points for 2015.16

- *Earlier intervention is required due to the persistent absence figure changing from 85% to 90%*
- *Year Leaders need to work much more closely with PP students and their families in order to reduce this gap (4.73% difference)*
- *We need to involve external agencies (MAT) much earlier with our joining families*
- *Year Leaders need to liaise closely with the SEND Co-ordinator (LSC) after each fortnightly attendance meeting to keep her informed of the SEND students' attendance.*

Current weekly attendance for 2015.2016:

Week	Dates WC	Weekly Attendance	Week	Dates WC	Ongoing Attendance
1	07/09/2015	97.76	1	07/09/2015	97.76
2	14/09/2015	96.41	2	14/09/2015	97.09
3	21/09/2015	95.65	3	21/09/2015	96.61
4	28/09/2015	95.87	4	28/09/2015	96.42

5	05/10/2015	94.38	5	05/10/2015	96.01
6	12/10/2015	95.03	6	12/10/2015	95.85
7	19/10/2015	93.63	7	19/10/2015	95.57
8	02/11/2015	94.18	8	02/11/2015	95.39
9	09/11/2015	96.43	9	09/11/2015	95.51
10	16/11/2015	95.4	10	16/11/2015	95.5
11	23/11/2015	93.83	11	23/11/2015	95.35
12	30/11/2015	93.5	12	30/11/2015	95.23
13	07/12/2015	93.96	13	07/12/2015	95.13
14	14/12/2015	94.44	14	14/12/2015	95.08
15	04/01/2016	94.96	15	04/01/2016	95.07
16	11/01/2016	93.45	16	11/01/2016	94.97
17	18/01/2016	92.98	17	18/01/2016	94.85
18	25/01/2016	94.22	18	25/01/2016	94.85
19	01/02/2016	93.64	19	01/02/2016	94.75
20	08/02/2016	93.67	20	08/02/2016	94.7

The Chair thanked [REDACTED] for her reports.

SI9/16 **Brilliant Club – [REDACTED]**

The Head spoke to the previously circulated report which had been provided by [REDACTED], Co-ordinator of Gifted and Talented Students.

The Brilliant Club is an organisation which aims to provide challenge to more able students, particularly those who may come from a background where higher education isn't an automatic consideration. They run a programme called 'The Scholars Programme' which runs for groups of 12 students at a cost of £160 per student which aims to work at a level above the students' current Key Stage and which focuses on a subject which is not part of the normal school curriculum.

After a meeting between interested Headteachers of local schools, WGS became part of the 'Be Brilliant' group with Springwell Community College, Heritage School and Eckington High School. Each school chose 3 students to enrol on 'The Scholars Programme' with at least one of the 3 students being a Pupil Premium student. I took the role of 'Lead Teacher' in the project to facilitate the arrangements between the 4 schools and liaise with The Brilliant Club. As part of The Scholars Programme, the students receive 5 tutorials with a PhD tutor, who has a specialism in the area of study which the group had chosen. In our case, the chosen focus was STEM subjects and the tutor assigned to us, [REDACTED], is a micro-biologist, with a particular interest in the beneficial effects of bacteria. After these

tutorials, the students will complete a 2,000 word assignment with guidance from the tutor during a feedback tutorial and then the work is then marked and allocated a grade which mirrors degree classifications. They also then participate in an award ceremony.

At Whittington Green, I launched the project with all of our more able students in Y9 and invited them to apply for a place by saying why they were interested in the project and how they thought it would be beneficial to them. I had 7 applications for 3 places and chose the students based on their letters, current grades and target grades and also their eligibility as a pupil premium student. The 3 students then attended on 26th February 2016, a Launch Event at the University of Sheffield. During the day, the students met their tutor and received their first tutorial. They also had a session about The University of Sheffield itself and about what being a student at University is like. After lunch, they had a tour of The University of Sheffield including the Union, the library and the various buildings where students are taught. The students from WGS as well as those from the other schools found the day interesting and enjoyable.

The students will receive the remainder of their tutorials during March in groups of 6. WGS is paired with Eckington and so the students will receive 2 tutorials at WGS and the other 2 at Eckington. They will be accompanied by a member of staff. The other 2 schools have a similar arrangement between themselves. Tutorials will last for 1 hour on a Wednesday afternoon (varying times to avoid missing the same lesson) and the students will also be given an additional hour to complete any research or homework which supports the tutorial. This will be taken from different subjects including PE and PSHE. The assignment will be completed during the first week of the Easter holidays and should be submitted by 6th April. The feedback session is arranged for May.

The Chair extended thanks to 

S20/16 Data Collection (from previous meeting)

The Head spoke to the previously circulated data and advised Governors that the figures are looking positive. The Head advised that from the data a cohort of pupil premium Year 11 students have been identified as needing intervention and mentors have been allocated to work with these students. Progress 8 for the whole cohort is 0.08 which is an acceptable figure. The Progress 8 figure for pupil premium students does need to be closed and show a positive rather than a negative figure. The Head highlighted that there is still a big difference in progress between boys and girls, with girls progressing better than boys. The boys are all pupil premium children and if a difference can be made for this cohort of boys it will close gaps in several groups. A Governor asked whether the cohort of students identified is the same as those previously identified and the Head advised that the original cohort has been added to.

A Governor asked whether marking is more accurate and the Head advised that teachers are showing caution.

Cohort Summary	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Cohort	ALL	107	100	107	100
	N	64	59.8	64	59.8
	Y	43	40.2	43	40.2
Average Total Points	ALL	370.8		364.76	
	N	397.5		390.8	
	Y	331.07		326	
Average Total Capped8	ALL	311.96		307.28	
	N	331.56		326.5	
	Y	282.79		278.67	
Average Total Capped8 inc EM	ALL	311.57		304.52	
	N	331.28		324.31	
	Y	282.23		275.07	
Average Total Capped8 +EM	ALL	391.23		380.31	
	N	415.91		405.38	
	Y	354.51		343	
Average Total Capped8 GCSE Only	ALL	310.88		306.17	
	N	331.19		326.22	
	Y	280.65		276.33	
Average Grade Per Student	ALL	C-		D+	
	N	C		C	
	Y	D		D-	
Average Points Per Grade Per Student	ALL	37.47		36.57	
	N	39.8		39.04	
	Y	34.01		32.88	
Average Grade Per Student (Capped at Best 8)	ALL	C-		C-	
	N	C+		C	
	Y	D+		D	
Average Points Per Grade Per Student (Capped at Best 8)	ALL	39		38.41	
	N	41.45		40.81	
	Y	35.35		34.83	
KS2 / Progress Summary	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Average Core KS2 Level Per Student	ALL	4b		4b	
	N	4b		4b	
	Y	4c		4c	
Average Core KS2 APS per Student	ALL	26.82		26.82	
	N	27.85		27.85	
	Y	25.29		25.29	

Average Core KS2 Levels of Progress per Eligible Student	ALL	2.96		2.55	
	N	3.19		2.8	
	Y	2.62		2.17	

Basic Measures	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students with at least 1 qualification	ALL	107	100	106	99.1
	N	64	100	64	100
	Y	43	100	42	97.7
Basics Level 2 (A*-C in Eng & Mat) *	ALL	62	57.9	51	47.7

* In 2016, students taking the English lang/lit pair now only require an entry in one (at C or above) to be eligible for the English component of the Basics L2 measure.

	N	45	70.3	36	56.3
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* In 2016, students taking the English lang/lit pair now only require an entry in one (at C or above) to be eligible for the English component of the Basics L2 measure.

	Y	17	39.5	15	34.9
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* In 2016, students taking the English lang/lit pair now only require an entry in one (at C or above) to be eligible for the English component of the Basics L2 measure.

Progress/Attainment 8	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Average Total Attainment 8	ALL	48.58		46.8	
	N	52.63		50.8	
	Y	42.57		40.85	
Average Attainment 8 Grade	ALL	4.86		4.68	
	N	5.26		5.08	
	Y	4.26		4.08	
Average Estimated Attainment 8	ALL	47.76		47.76	
	N	50.83		50.83	
	Y	43.2		43.2	
Average Total Progress 8	ALL	0.08		-0.1	
	N	0.18		0	
	Y	-0.06		-0.23	
Progress 8 Upper Confidence Limit	ALL	0.28		0.11	
	N	0.44		0.26	
	Y	0.26		0.08	
Progress 8 Lower Confidence Limit	ALL	-0.12		-0.3	
	N	-0.08		-0.26	
	Y	-0.38		-0.55	
Pupils Included (Progress 8 Coverage)	ALL	107	100	107	100
	N	64	100	64	100
	Y	43	100	43	100

5 A*-C Measures	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students with 5 x A*-C	ALL	67	62.6	62	57.9
	N	44	68.8	42	65.6
	Y	23	53.5	20	46.5
Students with 5 x A*-C GCSE ONLY	ALL	66	61.7	61	57
	N	43	67.2	41	64.1
	Y	23	53.5	20	46.5
Students with 5 x A*-C inc English & Maths	ALL	57	53.3	48	44.9
	N	40	62.5	33	51.6
	Y	17	39.5	15	34.9
Students with 5 x A*-C inc English & Maths GCSE ONLY	ALL	57	53.3	48	44.9
	N	40	62.5	33	51.6
	Y	17	39.5	15	34.9
Students with 5 x A*-C inc English, Maths & Science	ALL	56	52.3	47	43.9
	N	39	60.9	32	50
	Y	17	39.5	15	34.9
Students with 5 x A*-C inc Science	ALL	63	58.9	58	54.2
	N	42	65.6	39	60.9
	Y	21	48.8	19	44.2
E-Bacc Total Measure	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students Entered For the E-BACC	ALL	30	28	33	30.8
	N	21	32.8	23	35.9
	Y	9	20.9	10	23.3
Students in COHORT Achieving the E-BACC	ALL	21	19.6	20	18.7
	N	16	25	14	21.9
	Y	5	11.6	6	14
Progress Measures	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students making 3+ LOP in English	ALL	89	83.2	83	77.6
	N	57	89.1	55	85.9
	Y	32	74.4	28	65.1
Students making 4+ LOP in English	ALL	48	44.9	48	44.9
	N	34	53.1	33	51.6
	Y	14	32.6	15	34.9
Pupils included in English progress measure	ALL	107	100	107	100
	N	64	100	64	100
	Y	43	100	43	100

Students making 3+ LOP in Maths	ALL	61	57	42	39.3
	N	41	64.1	28	43.8
	Y	20	46.5	14	32.6
Students making 4+ LOP in Maths	ALL	34	31.8	14	13.1
	N	25	39.1	10	15.6
	Y	9	20.9	4	9.3
Pupils included in Maths progress measure	ALL	107	100	107	100
	N	64	100	64	100
	Y	43	100	43	100

Value Added Total Measure	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Capped8 +EM VA Score	ALL	1004.238		993.313	
	N	1009.546		999.015	
	Y	996.339		984.827	
Capped8 +EM Upper Confidence Limit	ALL	1018.313		1007.388	
	N	1027.744		1017.213	
	Y	1018.541		1007.029	
Capped8 +EM Lower Confidence Limit	ALL	990.164		979.239	
	N	991.347		980.816	
	Y	974.137		962.625	
Capped8 +EM Pupils Included (Coverage)	ALL	107	100	107	100
	N	64	100	64	100
	Y	43	100	43	100

The Chair thanked the Head for her report on data.

S21/I6 Any other urgent business

I. Progression Report

The Head advised that of last year's Year 11, 85% are in full time education of which 21% A Levels, training not employed 2.5%, employment 12.5%, and no NEET.

II. Separated Parents Policy

Governors noted that the policy is a Local Authority policy. [REDACTED] advised that [REDACTED] has been into school and advised that the policy is approved as written by Governors. Governors **approved** the policy.

III. Private Fostering Policy

Governors noted that the policy is a Local Authority policy. [REDACTED] advised that [REDACTED] has been into school and advised that the policy is approved as

written by Governors. Governors **approved** the policy.

IV. Invoice from Pearson's Coaches

Governors **approved** expenditure of an invoice to Pearson's Coaches for £6052 for January.

V. Agree expenditure for Guttering – [REDACTED] was present for this agenda item.

[REDACTED] advised that the Fascia and Guttering has been deemed dangerous and a health & safety hazard. Three quotes have been obtained to replace the guttering.

- Broadoake £49,600.
- Polar Windows £41014.17 +VAT
- MTF Roofing £12,272

[REDACTED] recommended to Governors that three sides at a cost of £12,272 are replaced during the Easter holidays with the back of school being replaced in the next financial year. The Head advised that the Finance Committee discussed this and were concerned that the guttering could injure someone passing under it. Governors **approved** the expenditure of £12,272 with MTF Roofing to replace three sides of the guttering during the Easter holidays.

S22/16 Date and time of next meeting

The next student committee meeting will be held in the academic year 2016/17.

**Minutes of the Governing Board Meeting
for Whittington Green School
held on Tuesday 8 March 2016**

Present: Mrs T Burnside (Head) Mrs S Swift Mr J Kay
 Mr B Midgley (Chair) Mrs A Ward Mrs N France
 Rev J Morris Mr B Bingham Mrs G Widerman

In attendance: Ms S Whitaker, Clerk, Ms H Lewin, Assistant Head, Mrs D Marsden and Mr N McGowan, Assistant Head

36/16 1. To receive and if agreed approve apologies for absence

Governors noted and accepted apologies for absence from Mr D Wilders.

2. Co-opt

 advised Governors of the skills that she could bring to the Governing Body. Governors **agreed** to co-opt onto the Governing Board.

ACTION: CLERK TO NOTIFY GOVERNOR SUPPORT

37/16 Declaration of interest – business and personal

 declared an interest in agenda item 51/16.

38/16 Minutes of the previous meeting held on 9 December 2015

The previously circulated minutes were **agreed** as a true record of the meeting and were duly signed by the Chair on behalf of the Governing Board.

39/16 Matters arising from the minutes

Governors were reminded to undertake Prevent Training and send the certificate to the Headteacher. **ACTION: ALL GOVERNORS**

The Chair advised that he has started working on the impact statement and will ensure this is completed and added to the school's website. **ACTION: CHAIR**

40/16 Minutes of the Resource Committee Meeting held on 26 January 2016

The minutes of the Resource Committee meeting held on 26 January 2016 had been previously circulated for Governors' attention and were duly signed by the Chair on behalf of the Governing Board.

41/16 Minutes of the Student Committee Meeting held on 1 March 2016

The minutes of the Student Committee meeting held on 1 March 2016 had been previously circulated for Governors' attention and were duly signed by the Chair on behalf of the Governing Board.

42/16 Headteacher's Report to Governors

The Head had previously circulated her report for Governors' attention and drew Governors' attention to the progress data, advising that she is confident of achieving a figure of 57%

Data Collection and Analysis

Since the last Headteacher's report, 2 data collections have taken place. DC2 was for the whole school and included comments and intervention notes for all those students not on track to achieve their target at the end of the year. Some issues around the timeliness, accuracy and consistency in the messages given to parents and students via the report arose. A systematic checking process was put in place to ensure good quality reports were sent home. Data collection 3 was completed promptly.

The process with DC2 did result in a discussion with staff who did raise some issues about the report to parents, which we are in the process of addressing via SLT and the parent forum meeting in February. Discussions have centred around the fact that we report KS2 result which is not aligned to the levels at KS3 due to the more rigorous KS3 curriculum now in place and this causes some confusion. Also discussed was how the reporting of levels is still not clear with some parents and is also not in line with what our primaries do. Staff at WGS were particularly concerned about the yes/no on target column. The plan is to work with our primaries in the summer and move to reporting the progress towards the predicted GCSE target grade from the beginning of Y7. This links very much to the assessment without levels agenda and staff will be given INSET time in June 2016 to look at the core skills and knowledge required for progression and to develop descriptors which will summarise a student's progress towards their targets in each subject area.

In addition to the tracking and monitoring which takes place at a class teacher and curriculum leader level, DC2 data was used to identify our critical cohort of students. We focussed upon those who were close to, but not secure to achieve 5 A*s to C including English and Maths. This group was discussed at wider SLT and each child was allocated a senior member of staff as a mentor. Parents were informed by letter of why this was happening and all the students were collected together and told why they were part of this critical cohort. The information was also shared with all members of staff and a display created just outside of the staff room to reinforce the message. Students are receiving a wide range of support and intervention from their mentors and progress is reviewed regularly. It seems, at this stage, to be having a positive impact as at DC3 13 of the 17 students improved and are more likely to achieve 5 GCSEs (including English and Maths – 11 have improved their maths predicted grade). A further critical cohort of students has also been identified using the Progress 8 criteria, focussed on improving the attainment of disadvantaged boys as these are an area of particular concern and these will also have additional support.

Basic Measures	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students with at least 1 qualification	ALL	107	100	106	99.1
	N	64	100	64	100
	Y	43	100	42	97.7
Basics Level 2 (A*-C in Eng & Mat) *	ALL	62	57.9	51	47.7
	N	45	70.3	36	56.3
	Y	17	39.5	15	34.9
Progress/Attainment 8	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Average Total Attainment 8	ALL	48.58		46.8	
	N	52.63		50.8	
	Y	42.57		40.85	
Average Attainment 8 Grade	ALL	4.86		4.68	
	N	5.26		5.08	
	Y	4.26		4.08	
Average Estimated Attainment 8	ALL	47.76		47.76	
	N	50.83		50.83	
	Y	43.2		43.2	
Average Total Progress 8	ALL	0.08		-0.1	
	N	0.18		0	
	Y	-0.06		-0.23	
Progress 8 Upper Confidence Limit	ALL	0.28		0.11	
	N	0.44		0.26	
	Y	0.26		0.08	
Progress 8 Lower Confidence Limit	ALL	-0.12		-0.3	
	N	-0.08		-0.26	
	Y	-0.38		-0.55	
5 A*-C Measures	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students with 5 x A*-C	ALL	67	62.6	62	57.9
	N	44	68.8	42	65.6
	Y	23	53.5	20	46.5
Students with 5 x A*-C GCSE ONLY	ALL	66	61.7	61	57
	N	43	67.2	41	64.1
	Y	23	53.5	20	46.5
Students with 5 x A*-C inc English & Maths	ALL	57	53.3	48	44.9
	N	40	62.5	33	51.6
	Y	17	39.5	15	34.9

Students with 5 x A*-C inc English, Maths & Science	ALL	56	52.3	47	43.9
	N	39	60.9	32	50
	Y	17	39.5	15	34.9

E-Bacc Total Measure	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students in COHORT Achieving the E-BACC	ALL	21	19.6	20	18.7
	N	16	25	14	21.9
	Y	5	11.6	6	14

Progress Measures	FSM Ever 6	Total	Percent	Y11 DC2 JAN 16 Total	Y11 DC2 JAN 16 Percent
Students making 3+ LOP in English	ALL	89	83.2	83	77.6
	N	57	89.1	55	85.9
	Y	32	74.4	28	65.1
Students making 4+ LOP in English	ALL	48	44.9	48	44.9
	N	34	53.1	33	51.6
	Y	14	32.6	15	34.9
Students making 3+ LOP in Maths	ALL	61	57	42	39.3
	N	41	64.1	28	43.8
	Y	20	46.5	14	32.6
Students making 4+ LOP in Maths	ALL	34	31.8	14	13.1
	N	25	39.1	10	15.6
	Y	9	20.9	4	9.3

2015/16

Subject targets % (from transitional matrices)

	TARGET A*-C	DC3	TARGET A*/A	DC3	TARGET 3LP	DC3	TARGET 4LP	DC3
Art	71	47	13	0	74	53	44	20
Child Development	42	58	8	15	48	65	21	35
English	61	76	11	17	67	83	30	37
English lit	61	70	11	19	64	78	30	40
Computer Studies	56	59	10	2	60	50	25	16
Food	60	48	15	0	63	80	33	16
Geography	64	62	20	20	58	64	29	31
H+SC	76	52	27	11	75	63	45	30
ICT	70	75	27	25	67	70	39	35
Maths	66	60	23	23	64	57	23	31
PE	66	67	19	5	61	67	32	10

Product Design	50	45	8	5	50	40	22	5
Science (Additional)	57	62	9	16	54	57	18	21
Science (Further Additional)	83	93	23	48	63	93	28	55

A Governor asked whether the teacher has been overly cautious with her predictions and advised that caution has been seen in the predictions. There has been a rise in progress in Geography and the Head advised that moderation training and subject training has been put in for the staff in this department. The Maths data has been based on exams that students have undertaken already. Students are attending intervention lessons with 25 Y10 students attending a lunchtime intervention earlier in the week. The Head advised that students' attitude to learning is positive in maths and they do want to achieve a good result.

A Governor advised that the predicted 4 levels of progress is evidence of good teaching if the results are obtained.

A Governor advised that inevitably there has been a period of time when good practice has been embedded.

The Head advised that one student is predicted not to achieve EBACC.

Ms Lewin spoke to the data 2 collection advising that there has been issues around accuracy and work has been done to ensure curriculum leaders are checking the data.

Conversations have been had with parents around assessing without levels and it has been suggested that the new grade descriptors are started in Y7 and that primary assessment is followed on in order that parents understand their child's progression across key stages. The INSET in June has been proposed to consolidate the work that staff have already started on this. It was **agreed** that Assessment without Levels would be discussed in more detail at the next Student Committee meeting.

ACTION: CLERK TO ADD TO NEXT AGENDA

Data collection 2 has been used to identify a critical cohort in Y11 as mentioned by the Head at the beginning of her report.

The Head advised that the total progress 8 is 0.08 and the figure to aim for is 0. The Head advised that it is hoped that pupil premium which is at 0.06 is brought up to 0 or above.

Ms Lewin advised that students have been shown their data and it has been advertised with staff. A larger input into a smaller number of students is showing positive results.

Mr McGowan spoke to the teaching section of the report *The two main areas from Term 1 and 2 identified for improvement were the lack of regular written feedback and getting students to act on feedback. Starting on 10/02/16 the sharing good practice emphasis has changed from engagement to marking and feedback and this is already in*

having impact as there has been an increase from 75% of lessons observed previously where students receive regular written feedback to 88% and an increase from 40% of lessons where all students acted on their written feedback to 67%. There has been significant improvement in marking and feedback in Science which was highlighted in previous learning walks as being weak – credit should go to the curriculum leader for this. With the emphasis of the CPD sessions this term being on marking and feedback the percentages listed above should further improve.'

The Head advised that in student voice the students said that books were marked regularly and feedback given which they were able to act upon.

Governors noted that the LA [redacted] is working to support staff in the department to improve the overall quality of teaching.

Mr McGowan advised that teaching and learning groups have been led by:

- Lesson Study – Nick McGowan
- Challenge, Pace & Questioning – [redacted]
- Boys Literacy, Engagement & Aspiration – [redacted]

The 3 CPD sessions at Netherthorpe have now been completed, a total of 22 members of staff attended the sessions and positive feedback has been received particularly about the course on Innovative Independence. All staff who attended have been asked to share their experiences in the various department meetings they attend.

[redacted]

Literacy had been discussed at the Student Committee and the Head had included information within her report for those Governors who had not been present. A Governor asked whether boys joined the school with a lower level of literacy than girls and Ms Lewin advised that generally they do.

Mrs Marsden advised that Year 11 have below 92% attendance and pupil premium students are lower than non-pupil premium. Mrs Marsden advised that she is working with the Head to ensure that everyone is accountable for attendance and systems are being put in place to improve attendance. A Governor asked whether the students with poor attendance are key students in terms of results and Mrs Marsden advised that there are six in Year 11 whose attendance is a cause for concern. A Governor asked whether any of those six are predicted to achieve 5 A*-C and the Head advised that there is one but the other five have outside agencies involved. Mrs Marsden advised that home visits are undertaken. A Governor asked whether the school is receiving any support from the EWO and Mrs Marsden advised that the EWO has been replaced by a member of the Multi-Agency Team and no support has been

received recently. A Governor asked whether any EWO time is being paid for from the school's budget and the Head advised not.

Mrs Marsden gave an overview of behaviour and reported that there are over 40 mid-year joiners who have all brought issues with them. A Governor asked whether any improvement has been seen in this cohort's behaviour since joining the school and the Head advised that some of their poor behaviour is so embedded that it will be a slow process.

Mrs Marsden advised that she has been looking at the rewards system to promote good behaviour. The Head advised that students are having their cards stamped and a sum of cash will be donated towards the prom ticket for every full card.

Mrs Marsden advised that the mental health of a lot of students is declining and there is very little external support available for these students. The Amy Winehouse project will be coming into school. This is a project aimed at raising the awareness of the dangers of drugs and alcohol. Staff and councillors from the project are coming into school to:

- Deliver an assembly to all year groups raising awareness.
- Deliver an interactive workshop with Y9/10

Mrs Marsden then detailed from the previously circulated report, the intervention work that is being done with students.

In School Counselling:

We have a councillor that works in school on Wednesdays, from Positive 4 Young People (P4YP)

She has worked with students by offering individual 1:1 sessions as well as working with students in small groups – usually groups of 6. So far this year 22 students have had 1:1 support and a further 12 have working in group sessions.

Youth Club:

We have a Youth Worker (from the local MAT team) that provides a youth club session on a Wednesday afternoon, 3:00pm until 4:00pm. The aim of this is to develop relationships and team work between students and is aimed at Key Stage 3.

The Art of Brilliance:

This is a project aimed at raising student resilience, confidence and motivation. It focuses on the positives and being the best that you can.

- *They are coming in to deliver whole school INSET to staff on what they will be doing with the students.*
- *They will then come in to deliver a 2 house workshop to Y7/8 students*
- *A further session will be help with the students later on in the year to embed the training that took place during the workshop*

Student and Family Support worker (SFSW):

Description of the role:

Supporting students and their families by:

- *Working closely with SLT, Year Leaders, Safeguarding lead and the isolation team to*

identify students at risk of exclusion and in need of support.

- Undertaking 1:1 sessions around a range of issues such as student behaviour, peer relationships and the family.
- Group work – two nurture groups and one behaviour management group. Focus on team work, social skills and behaviour.
- Working with parents – regular contact through meetings, telephone calls and the option of home visits if needed. Ensuring that the school and the family have up to date information and working together to support the student.
- Started peer mentoring with a year 7 and year 11 student. If successful will look to pairing more students.
- Multi-disciplinary working – working with external agencies such as MAT, CAMHS and Stop Smoking Derbyshire.

The Head advised that the SFSW worker is shared between three schools and has been paid from additional funding. The Head advised that she has spoken to [REDACTED] to ascertain whether the funding is still available next year and advised that she would like to extend the contract with the SFSW working across the primary schools within the cluster. A Governor asked how much time the SFSW currently spends in school and Mrs Marsden advised that she currently has between two and three days in WGS.

A Governor asked whether she has enough hours to work with students and Mrs Marsden advised that the intervention is structured and she sends for pupils from lessons. A Governor asked for examples of the work that the SFSW does and Mrs Marsden advised that she has helped one student access smoking cessation, she undertakes circus skills, attends meetings with parents, social skills with students. Governors **agreed** that the Head should move towards retaining the SFSW.

	Year 7	Year 8	Year 9
1:1 Sessions Total since Sept (regular sessions)	7	6	-
1:1 Sessions Current caseload (regular sessions)	5	3	
1:1 Sessions Sept - Feb (short-term, 1-3 sessions)	3	-	3
Group Work	9	3	-
Additional support – Peer mentoring, Stop Smoking, Circus Skills			

The Head advised that in addition the homelessness project is coming into school to help the students consider their lifestyle choices.

A Governor asked how the refurbishment of the toilets is coming on and the Head advised that the work has started.

The Head detailed staffing changes for Governors' benefit.

The Chair thanked the Head for her informative report.

43/16 QDD Review 10 + 11 December 2015

The Head had previously circulated the QDD review for Governors' attention. The Chair asked the Head if there were any surprises within the report and the Head advised not.

A Governor asked what area needs the most attention and the Head advised progress in [redacted] and the QA report has been completed which shows the impact in terms of developing schemes of work. The Head continued to say that every book is consistent in terms of assessment and feedback. Governors noted that expectations of staff are higher and the Head of [redacted] undertakes checks of other lessons to ensure that everyone is doing what is expected of them.

A Governor asked whether staff have had sight of the QDD report and the Head advised not, that it is for SLT and Governors. A member of staff said staff are aware of the report and interventions have been put in place as a result of the QDD. An overview of the report has been shared verbally with staff in staff meetings. A Governor asked when [redacted] is due to visit again and the Head advised on the 18 March.

A Governor asked whether the exercise was useful and the Chair advised that [redacted] has recognised that the school has to make rapid progress and the Head and staff are already aware of that. The Head advised that the exercise causes staff to rethink issues and it is therefore useful.

A Governor asked when Ofsted are next due and the Head advised [redacted]

44/16 SEND Updated Action Plan

The SEND updated action plan had been previously circulated for their attention. Mrs Marsden advised that the TAs have taken ownership of the action plan and are very enthusiastic. The aim is that the TAs will feed back to teaching staff. A Governor asked whether the impact will be measured.

[redacted] advised that she had updated the action plan, continuing to say that individual sheets have been set up for those children without an EHCP or Statement of SEN and the sheets explain what the strengths and weaknesses are of those students and what helps and works for them.

45/16 Key Priority 4 – Governors Action Plan

Governors **agreed** to adopt the action plan as written. It was agreed that this would be added to each agenda until complete. **ACTION: CLERK TO ADD TO NEXT AGENDA**

Governors **agreed** that with effect from September, the new agenda focusing on school improvement would be used.

46/16 Governing Body Audit – Exercise for whole GB to complete together

Governors considered responses to the NGA's '20 questions every governing board should ask itself'

Governing Board Effectiveness

Right skills: Do we have the right skills on the governing board?

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?

The skills audit will be undertaken for future appointments and will be added to the next agenda for the whole Governing Board to undertake to identify skills gaps.

ACTION: CLERK TO ADD TO AGENDA/ALL GOVERNORS TO COMPLETE (sent 18.3.16)

Effectiveness: Are we as effective as we could be?

2. How well do we understand our roles and responsibilities, including what it means to be strategic?

Governors agreed that as a collective board the Governors had a good understanding of their roles and responsibilities and what it means to be strategic.

3. **Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?**

Yes, the Clerk is accredited and experienced.

4. **Is the size, composition and committee structure of our governing board conducive to effective working?**

Yes – there is still a vacancy for a parent governor and this will be advertised for after the skills audit has been undertaken. **ACTION: CLERK TO SEND HEAD INFORMATION ON WHAT IT TAKES TO BE A PARENT GOVERNOR**

5. **How do we make use of good practice from across the country?**

The Governing Board are members of the NGA. In addition, the Clerk is a member of the DGP. The school subscribes to the DCC model agenda. Clerk works for other schools. Governors and the Clerk attend national and regional training.

Role of the chair: Does our chair show strong and effective leadership?

6. **Do we carry out a regular 360° review of the chair's performance and elect the chair each year?**

No, but the 360 degree review will be done in September.

- 7. Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?**

Governors are mindful of this.

- 8. Does the chair carry out an annual review of each governor's contribution to the board's performance?**

This will be undertaken from the new academic year.

Vision, ethos and strategy

Strategy: Does the school have a clear vision and strategic priorities?

- 9. Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?**

The school's vision will be revisited in the new academic year

- 10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?**

Agendas will be driven by the SIP and KPIs from the new academic year

- 11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?**

It will be implemented from September.

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

- 12. How well do we listen to, understand and respond to our pupils, parents and staff?**

Through Student Voice and Parent Forum, Governors attend both. There is a Staff Voice every term. The link Governor visits offer the opportunity to speak to staff. A discussion took place around how the views are responded to. The parent and students' opinions are taken into account and issues such as uniform and toilets have been changed as a result of these. In July the Head has each year group in the hall to discuss what is going well, what needs improving. In September the feedback is given to students on changes that have been made.

Governors agreed that they do listen to, understand and respond well.

- 13. How do we make regular reports on the work of the governing board to our parents and local community?**

The website is kept updated. The Chair is currently working on the Impact Statement.

14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

Moderation work; rethink of early help; CPD with Netherthorpe School; Student Support Worker is shared between three schools; WGS is a member of the Chesterfield and Bolsover Learning Community; Part of the NE Derbyshire Partnership; the four Headteachers share good practice and the Heads of Departments also meet to share good practice. Governors attend LA briefing sessions. The Head is part of the school's finance group and the Secondary Heads consultative group. WGS is a Pilot school in the rethink of Early Help.

Effective accountability

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

There is a Student Committee of the Governing Board where data is reported to Governors and scrutinized. Governors considered that they do hold the school leaders to account.


16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

Yes and Governor visit forms are completed to evidence this.

17. How well does our policy review schedule work and how do we ensure compliance?

Not good currently but it will be in place by September.

18. Do we know how effective performance management of all staff is within the school?

Yes there is a Governors' Performance Management/Appraisal committee who consider performance management. The SIP,  supports the Governors on HT PM.

19. Are our financial management systems robust so we can ensure best value for money?

Yes, SFVS completed and Governors satisfied that procedures are in place.

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?

In terms of hard attainment data, the school has not improved as much as Governors would like. In terms of the GB holding the SLT to account in terms of results, finance, progress and support the Governing Board has made a much stronger contribution. The profile of Governors has been raised. Governors have appointed a good Headteacher who is making progress in management. Governors are proactive in holding teachers to account. The Governors feel able to challenge.

47/16 SFVS – Agree response/Chair to sign off

Governors considered the responses within the SFVS and **agreed** to adopt it as written.

Governors approved the Roles and Responsibilities document, noting that due to staffing changes this would need amending. Governors **agreed** that this would be taken to the next meeting when amended. **ACTION: HEAD/CLERK TO ADD TO AGENDA**

48/16 Website Audit – Agree Governor to lead on this

Mr McGowan confirmed that the website was audited and does meet legal requirements.

It was **agreed** that the Clerk would work with Mrs Swift on documents and Mr Midgley would undertake an audit of the website. **ACTION: CLERK/SS/BM**

49/16 Buy Back of Traded Services from LA

This will be carried forward to the next meeting. **ACTION: HEAD/CLERK**

50/16 Service Level Agreement – Grounds Maintenance

Governors **agreed** that the grounds maintenance would be bought back from the LA.

51/16 SI88 Update



There is a separate confidential item.

52/16 Governor training

I. Receive feedback on training attended

No Governor had attended training since the last meeting.

II. Identify future training needs

 and  are booked to attend Finance training on 12 April 2016.

53/16 Governor visits into school

Several Governors had undertaken visits and shared their visit forms with colleagues.

54/16 Correspondence

There was no correspondence presented to Governors.

55/16 Any other urgent business

- I. The Head proposed that collaborative working with the primaries is done and Governors agreed to this.
- II. Governors considered paying the living wage and agreed that this would be paid to those staff who are not already paid the living wage.

56/16 What have we achieved tonight that will help the students in our school?

- Made decisions with regard to staffing to avoid a redundancy situation whilst ensuring that delivery of all subjects is not affected.
- Appointed a new Governor to strengthen the skills on the Governing Board
- Agreed to focus agendas around school improvement from 1 September 2016

57/16 Date and time of next meeting

The next meeting will be held on Tuesday 3 May 2016 at 6.00 p.m.