

Meeting Time	5.30pm	Venue	Meeting Room P6, Uffculme School
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Attendees	Initials	Attendees	Initials
Miss N Able	NAB	Mrs J Larcombe	JLA
Mr J Berry	JBE	Mr M Travers	MTR
Mrs J Dentith	JDE	Dr C Wigley	CWI
Dr H Devine-Wright	HDW		
Mrs L Heath	LHE		

Apologies	Reason	Initials	Absent without Apology	Initials
Mrs A Lachlan		ALA		

In Attendance	Initials
Mr A Blackburn	ABL
Mr C Lepper (for item 1)	CLE
Mrs L Mitchell	LMI

The meeting was preceded by a training session on Early Help and Early Help for Mental Health, delivered by Chris Lepper, Deputy Headteacher.

## 1. Behaviour

CLE referred to the report on Behaviour and Attendance for the Autumn Term. It shows a generally settled pattern which he talked through.

- 1.1 Incidents of bullying are less than half the previous autumn term, which is a reflection of the work put in with students. There was only one multiple perpetrator of bullying. CLE explained the system for recording behaviour incidents.
  - 1.2 **HDW questioned how sexting is recorded – it is not recorded as bullying but as safeguarding. There were seven incidents last year. Police may be called in to talk to pupils because sending indecent images is the distribution of child pornography. Their intervention can be very effective. The latest advice from the Chief Constables' Association is that police will issue warnings where the sexting is between people of very different ages. Sexting may be between pupils, or more dangerously a pupil may send images to adults. In such a case there is a six-week programme of work about healthy relationships which the school's Welfare Officer will work through with the child.**
  - 1.3 **JLA questioned how staff find out about sexting incidents – it may be because the child tells them, a concerned friend or parent reports it or a teacher overhears pupils talking.**
  - 1.4 **JLA questioned the level of racist incidents. CLE responded that they vary greatly – last year there were 7 in the whole year and there have been 4 so far this year. How they are dealt with depends on what is found when the incidents are unpicked with the pupils. All are treated seriously and will result in an internal or external exclusion.**
  - 1.5 The reduction in incident slips since last year was noted. It is predominantly because of the over-reporting of homework failures last year when homework was a performance management target for all staff.
  - 1.6 The other main category of incident slips is disruptive behaviour, which covers a whole range of incidents.
  - 1.7 HDW referred to the high level of disruptive behaviour in Year 9. A few pupils are responsible for many of the slips.
  - 1.8 The percentage of Pupil Premium students with incident slips is stable.
  - 1.9 Time Out – has fallen as 3 pupils who were being sent to TO a lot are not now.
  - 1.10 Exclusion rate is very low.
  - 1.11 Attendance figures in the HT report are more up to date (to Friday).
  - 1.12 Attendance figures are amazing, both in a regional and national context. **MTR questioned why this is. CLE replied it is a combination of the value put on education by our parents, their support and the effective intervention by our staff when pupils' attendance is low.**
  - 1.13 JLA expressed concern about the group of Year 11 students whose attendance is not as good as it could be. CLE agreed but explained that most are in situations where it is not appropriate to initiate the fast track process (which would lead to parents being summoned). JLA questioned the impact this will have on results. CLE replied that there are 2 students at the moment who will not sit 8 GCSEs. ABL explained that the DfE now have a process where a school can apply for a pupil to be removed from their data if there is a valid reason, with evidence, for them being unable to take their exams. The school has to do what is best for the child and cases are managed carefully on an individual basis.
- CLE was thanked for his report and left the meeting.

## 2. Apologies for absence

ALA.

## 3. Declaration of Business Interests

No business interests relevant to agenda items were declared.

## 4. Minutes of Previous Meeting

The minutes of the previous meeting held 21 November 2017 were agreed as a true record of the meeting and signed by the Chair.

## 5. Matters Arising from those minutes

- 5.1 4.3 – NAB will undertake a student voice exercise on the impact of CPD in the second half of the summer term when there has been time for the training to be reflected in teachers' practice.
- 5.2 11.1 - 17% of PP students are persistent absentees (compared to 6% of all students). On data to last week.
- 5.3 14.2 – Behaviour Policy was agreed by email.

## 6. Authorisation for Foreign and Residential Trips

Since the last meeting governors gave their authorisation by email for trips to China, Skiing December 2018 and History Residential to London to go ahead. Unfortunately, the China trip will not run because insufficient students wanted to go. Hopefully it will be offered again next year.

## 7. Headteacher's Report

LHE highlighted from her report:

- 7.1 Years 7 & 8 are the fullest. Most years are boy-heavy.
- 7.2 Attendance – pupil premium is lower than for the whole school population, but is still pretty good.
- 7.3 One pupil on the SEN Code of Practice transferred to another school. Parents were unhappy with the provision at Uffculme but this was not communicated so issues could not be resolved.
- 7.4 LHE is working with Mrs Hawkins on 'deep dives' on some students and as a result some additional strategies for those students have been identified.
- 7.5 Pupil Premium – continues to be monitored by Mr Roberts, Heads of Year and Heads of Department. At the end of each reporting cycle the HoY attends a SLT meeting to give a presentation on their year groups which always includes PP students and the strategies in place for them, how effective they are and what else may be needed.
- 7.6 Mock exams have just taken place with Year 11 – do not have the results yet.
- 7.7 In addition to the staff changes reported, an appointment has been made to the RE post today.
- 7.8 Staff absences – first time reported. Support staff seems high – majority is in the cleaning and catering teams rather than office staff or classroom support. LHE will include a breakdown in the next report. Teacher absence is low at the moment.
- 7.9 Behaviour. So far this term there have been 2 fixed term exclusions relating to drug incidents, 3 more incidents of racist abuse and one of sexting. There have been no referrals to Channel for Preventing Radicalisation.
- 7.10 A data audit has been carried out in preparation for the new General Data Protection Regulations. The report and recommendations are yet to be received.

- 7.11 Parental Complaints – LHE explained how a complaint is dealt with. **HDW questioned why parents do not tend to take up the offer of going through the formal complaints process. LHE responded that some decline because they are happy with the way the school deals with their complaint. The last formal complaint was received about eighteen months ago, which was dealt with successfully by the Chair of Governors.**
- 7.12 **MTR questioned what the maximum number on roll would be. If all years were full on the new PAN of 208 there would be 1040.**
- 7.13 LHE informed governors that she recently attended a meeting with other local HTs and Devon County Council to look at the impact on school places of new housing developments in the area. LHE was thanked for her report. Governors find the new format concise and informative.

## 8. School Improvement Plan

LHE explained that SLT reviewed the SIP for 2017-2019 at their meeting on 24 January. Progress measure is 3 (achieved) to 1 (started). It was requested that timings of reviews and changes to progress be added. JLA commented on the progress notes and said they were very helpful. JLA asked all governors to go through the SIP especially on their portfolio areas and liaise with LHE or their link SLT if they have any questions. The SIP should be used to identify focus for school visits.

## 9. Reports from Portfolio Holders

### 9.1 Safeguarding, Behaviour and Attendance

CWI and JLA had a very useful meeting with Chris Lepper and went through all the processes that are in place. They were very happy and have confidence in the way things are running at the moment.

### 9.2 SEND

JDE met Mrs Hawkins (LHA) to familiarise herself with how the dept is run and look at her concerns. Funding and the change to Element 3 funding is a major concern. LHA runs a very efficient provision and team. Looked at the 'deep dives' referred to earlier. LHA always feels there is more they could do for students but given the funding the department received she deploys it as efficiently as she can and is as responsive as she can be in dealing with parental concerns.

**MTR questioned how it could be possible for staff to be unaware of parents' concerns about SEN provision. LHE said that other than the HT, the SENDCO is the member of staff most challenged by parents: it can be very difficult to meet parental expectations. Such cases would be reviewed to see if anything else could have done. Relationships can be very intense and sometimes they break down.** However, most relationships with parents are very good – JBE confirmed that in his experience the input from the department and the communication is excellent. JLA commented on how JDE's report triangulated with LHE's.

### 9.3 Stakeholder Engagement

JBE reported on his recent meeting with ABL. Informally there is a good level of engagement with all groups. There is some work being done with middle management and a review of the student council is needed to ensure they are engaging fully with their cohorts. Informal communication with parents is good and the 'My Learning' software that is being introduced over this year will enable targeted questionnaires and information dissemination.

**HDW questioned how parents with no access to technology will be impacted. ABL confirmed that the software will not replace anything already in place, but will be an additional resource.** JLA and JBE will write another piece for the newsletter.

Currently if parents wish to contact governors it is done via the clerk or chair. There was discussion about whether governors' email addresses should be made public and it was agreed that they should not.

#### 9.4 Teaching and Learning

HDW met with NAB who provided a comprehensive update.

All portfolio holders were thanked for their reports.

### 10. Data

#### 10.1 Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR)

ABL explained that there are two major data reports which show very similar data: ASP, produced by the DfE, and IDSR produced by Ofsted. IDSR is the document used by Ofsted Inspectors.

ABL talked through the IDSR highlighting a number of points:

- Areas to investigate may be positive or negative.
- All Progress 8 scores are in the top quintile.
- The school could easily justify the ECDL IT course. Progress 8 without it only decreased to 0.88. The main curriculum is now almost all GCSEs.
- Contextual data shows Uffculme is a fairly standard school. It is a school of choice for many parents of children with SEN.
- There is no prior attainment data for Year 7 because of the move to new scaled scores at KS2.
- Current Year 11's prior attainment is significantly lower than last years. Though results are expected to be lower, progress might not be, because of lower starting points.
- Attendance is incredibly strong and is down to the amazing work Mr Lepper and the pastoral team do with the students.
- Progress 8 – for all trends over time Uffculme was in the top 1% of the country in both 2016 and 2017. Low prior attainment group in Maths was the only discrepancy – was identified and addressed.
- **JDE questioned what made the change in the high KS2 in maths. ABL explained that there are a number of factors including the change in KS4 qualifications with the introduction of the more rigorous GCSE (including the new Grade 9). The school's entry policy has therefore changed – previously the most able students took GCSE in Yr 10 and an AS equivalent in Yr11. Curriculum time has also been increased slightly so pupils can show what they are capable of.**
- MTR congratulated the school on the excellent figures. **He questioned whether the high achieving disadvantaged students are a cohort that are not doing as well. ABL explained that it is statistically a very small cohort but is still an area of focus. JLA referred to the Headteacher's report and questioned why, for Progress 8, the school is 28<sup>th</sup> overall but 35<sup>th</sup> for disadvantaged pupils. ABL explained that whilst the school does exceptionally well with this cohort in terms of progress there can still be a small gap between that made by them and other students**
- **LHE mentioned that next year we are likely to see the school slip down the ranking, not because of any lack of success within the school, but simply because the new qualification system awards more league table points for the higher grades and so it is likely progress 8 scores for selective schools will increase next year as most subjects move to the 1-9 grading scale and the effective ceiling on attainment of higher ability pupils is removed.** It was noted that the school has the Aspire programme and mentoring have been relaunched to support and challenge more able students in the school

- Positive steps forward have been made in MFL with stronger focus on grammar and vocabulary in years 7 and 8. The school is reviewing how MFL is structured at KS3.
- **MTR questioned the fall in Progress 8 in MFL from 2016 to 2017. ABL responded that there was an issue with the marking of German writing paper. Uffculme appealed a large number of scripts as did many other schools. It was also a smaller cohort than the previous year. The data does not allow identification of different languages. The Head of MFL has arranged to visit a number of other schools which have better progress. Nationally pupils achieve a grade lower in languages than in other subjects. There is also a disparity in how pupils achieve in the language they start first at KS3, which is part of the reason for the review of MFL at KS3 previously mentioned. There is no easy solution but SLT and the dept are working on it. Any changes will need time to have an effect. The dept are pursuing everything they can.**
- Basics measure is pupils achieving 4+ in English and Maths. From this year it will be 5+. Expected close to 70% 5+ and the lower figure was mainly down to matching (ie pupils getting one and not the other). Staff are conscious of this and departments are exchanging information and working together.
- **NAB questioned whether there is any way of identifying vocational subjects in the Open bucket subjects as opposed to GCSEs. ABL responded that it is not possible in this document, though the data is available elsewhere. Uffculme mostly provides GCSEs.**
- Any further questions to be emailed to ABL.

## 10.2 Year 11

- The data distributed is based on the recent year 11 reporting point, with attainment and progress calculated using last summer's statistics.
- The table indicates how many students will potentially rely on each subject in their 'buckets'.
- This year it is particularly difficult for teachers to judge likely outcomes for students as they have no idea where the grade boundaries will be, except in English and Maths and the few subjects which are still on the old system.
- ABL noted that it is expected that the national data will drop significantly this year in the subjects going to 1-9. The hope is that as happened this year with English and Maths, that Uffculme will not drop as much as happens nationally
- **MTR questioned why Uffculme might drop less. LHE explained it is because student and staff work incredibly hard and work together and so are a bit more resilient. Also the school and it's staff are really well informed about Progress 8 and how it works – far better than many others. Much of this is down to the work that ABL does.**
- Any further questions to be emailed to ABL or followed up at the Learning Walk on 27 February.

## 11. Policies:

- 11.1 **Homework (for information)** – SLT revised January 2018.
- 11.2 **Exams (for information)** – SLT revised January 2018.
- 11.3 **Provider Access Policy Statement (for information)** – SLT revised January 2018.
- 11.4 **Acceptable Use** – non-staff governors signed their agreement to the AUP and were then issued with school email addresses.
- 11.5 **Sex, Relationships Education** – NAB explained that though this policy is due for renewal, there is significant work being done at government level which will result in major changes. The consultation ends in a few weeks and so it had been agreed to defer the review of the SRE policy until this is

complete. It will be rewritten and brought to governors either in the summer term or September at the latest.

11.6 **Governor Induction** – JLA to add about AUP etc.

## 12. Proposal for a School Dog

LHE informed governors that a member of the English Dept has made a proposal to train a dog as a therapy dog to join lower ability English lessons (or be in the library if none are timetabled). She has done extensive research with a charity which would help with training. Governors discussed the proposal at length and concluded that, while recognising the research and the advantages a therapy dog could bring, a classroom was not the right environment for a dog. There is a great deal of evidence to support therapy animals however it should be in an environment designed to be therapeutic and one which pupils could opt into. Governors would be open to considering another proposal for a school dog in the future.

## 13. Any Other Business

- 13.1 Exclusion Training – a session has been provisionally booked for 5.30pm on Thursday 15 March. Recent legislation has changed Governors' responsibilities considerably so all available should attend.
- 13.2 Safer Recruitment – Clerk to remind TAS that a refresher is needed.

## 14. Impact of Meeting

- Ensure clarity of vision, ethos and strategic direction: the LGB asked relevant questions throughout the meeting where they required additional details to those provided by reports.
- Hold the Headteacher to account for the educational performance of the school: the LGB reviewed the data in ASP and IDSR, which was excellent. Data from the recent Year 11 reporting point was discussed.

There being no further business the meeting ended at 8.10pm.

## Actions

- 7 – LHE to include breakdown of categories of support staff in absence levels in next HT report.
- 8 – revision dates to be added to SIP.
- 11 – Chair to revise Governor Induction policy.
- 13 – Clerk to confirm Exclusion Training session – all available governors should attend.
- 13 – Clerk to liaise with TAS on safer recruitment refresher training.