

## William Ellis School Governing Body

Minutes of a meeting of the Governing Body of William Ellis School held at the school on Wednesday 9<sup>th</sup> September 2015 at 5.30pm

### Constitution and Attendance

Co-opted Governors (3)	Parent Governor (3)	Head Teacher (1) Staff Governors (1)	Foundation (11)	Associate Members (1)	Local Authority (1)
Laura Concannon Pandora Kay- Kreizman 1 vacancy	Paul Tiffen* Jonny Wood Imogen Sharp	Sam White  Claire Ozkaya	Abdi Ahmed* Richard Ault Ronke Coote Karen Dunnell Julia Eccleshare Lee Elliot-Major Prof. Conor Gearty Vernon King Huw Meyrick Fiona Millar Daniel Monk	Omar Harmon*	Georgia Gould

\*not present

**Apologies for absence:** Abdi Ahmed, Omar Harmon, Paul Tiffen

**Also in attendance:** Matthew Scott – Assistant Headteacher  
Mark Vickers – Camden Professional Partner

**Clerk:** Jenny Perring

### Committees

Personnel & Resources	School Improvement	Pay
Richard Ault – CHAIR Omar Harmon Vernon King Huw Merrick Fiona Millar Paul Tiffen Sam White Jonny Woolf	Abdi Ahmed Ronke Coote Julia Eccleshare Lee Elliot-Major - CHAIR Prof. Conor Gearty Georgia Gould - VICE CHAIR Fiona Millar – VICE CHAIR Claire Ozkaya Sam White	Richard Ault Huw Meyrick Jonny Woolf
<b>Committees for exclusions, staff disciplinary and appeals etc. are to be formed by the Chair as and when required.</b>		

### Special Responsibilities

Safeguarding	Literacy	SEND	Behaviour	Narrowing the gap
Ronke Coote	Julia Eccleshare	Imogen Sharp	?	Georgia Gould

The meeting started quorate at 5.30pm.

## 1. Welcome, Introductions and Apologies for Absence

Governors were welcomed to the meeting, in particular the two new Governors Daniel Monk and Karen Dunnell and introductions were made.

Apologies for absence were received from :- Abdi Ahmed, Omar Harmon and Paul Tiffen.

**Resolved:** to accept apologies received for absence

## 2. Declaration of Interests

There were no declarations of interest.

## 3. Governing Body Elections.

Elections were held for Chair and Vice Chair of the Full Governing Body. Terms were set at 2 years for both positions, with expiry dates being 9<sup>th</sup> September 2017. Fiona Millar was re-elected as Chair. Professor Conor Gearty was re-elected as Vice Chair.

Following a discussion it was decided that points 4 and 5 of the agenda should be changed round in order that the Head Teacher's report was dealt with before the CPP report.

## 4. Head Teachers Report

**A document titled 'Initial Analysis of the Key Stage 4 Public Examination Results 2015' was circulated to all Governors prior to the meeting.**

It was explained to Governors that the Head Teacher's report would focus on the school's recent exam results and in particular the GCSE results. It was agreed that due to time constraints AS and A level results would be covered briefly and then dealt with in depth by the School Improvement Committee.

**ACTION: Detailed analysis of AS and A level results to be undertaken by the School Improvement Committee at the next Committee meeting and reported back to the FGB.**

The Headteacher informed Governors that the GCSE results were disappointing compared to last year's strong headline figure but that term had started positively. The first day back had been a Friday and despite this attendance was at 97%, with 123 of the expected 125 pupils in year 7 arriving, 2 having moved. The school is fully staffed and the mood is very good, with new staff saying they feel supported. Thanks were expressed to Governors who came to the staff drinks reception.

### AS and A level results

The Headteacher spoke briefly about the AS and A level results, explaining that the proportion of A\* to B grades was lower than last year but that the pupils had a lower attainment on entry profile than in 2014. However, the proportion of A & A\* to remained level with last year and the school was relatively pleased with this. AS levels were an improvement on last year with more than 90% of pupils achieving A-E compared with 76% in 2014, and a higher proportion achieving A and B grades. Where there were high levels of U's for example in Maths and Chemistry, meetings had been held with teaching staff to establish why. The results in philosophy were disappointing and could be down to the change in the course last year. Papers were being recalled to see if this was the case.

Governors asked what happens to those who fail. The headteacher explained that it depends on the reason for the fail. Some restart the year, some leave with support and career advice. In response to a Governors question the Headteacher explained that 5 B's at GCSE were required for entry onto a full a level course but there are a range of other pathways in la swap.

The Chair clarified that although the exam results were available, pupils progress and value added scores were not yet and these were equally important.

**ACTION – a full report on AS and level results to be produced for Governors when pupil progress and added value scores are available.**

### **GCSE Results**

Governors were referred to the data contained in 'Initial Analysis of the Key Stage 4 Public Examination Results 2015'. The prediction had been 61%, but only 54% of pupils achieved A\*-C at GCSE compared with 66% last year. However, if you looked at their prior attainment this was lower than last year's cohort.

Governors warned against the tendency to blame the pupils when results went down, but for the school to take credit when the results went up. In response the headteacher clarified that he wasn't seeking to do this. The results were disappointing despite the fact that the pupils were very focussed, very well supported and their attendance was good. Therefore it was clear there was an issue. The achievement of 5 GCSE's at A\*-C – Maths, English and 3 others was the measure for moving on. The most significant contribution to the fall in the headline figure was the failure of a number of boys to achieve a C grade in subjects beyond english and maths in the way that had been expected.

The accuracy of the picture the data presented, and the interpretation of statistic generally, was raised and discussed by Governors. It was agreed that the picture could be misleading as this was a small school and large distortions could be caused by 2 or 3 results. Governors suggested that a separate system be developed for the school to help with analysis and understanding of data in situations such as these. It was agreed this would be helpful.

**ACTION - the school to consider how it presents data on progress.**

Governors sought clarification on how prior attainment was measured and how this was taken into account by the FFT. The Head Teacher explained that prior attainment was judged from the SATs results, level 5 being high, 4 being middle and 3 being low, and that the FFT split pupils into 20 bands based on socio-economic backgrounds. Governors went on to ask why the predictions were wrong. Governors were referred to page 3 and were informed that pupils had achieved the targets in the core subjects and that 34% (39% last year) had achieved the English Baccalaureate, highlighting the subjects that boys at William Ellis do.

Governors were then guided through the progress results on page 4 and 5 and it was pointed out to them that the number of pupils achieving the expected 3 levels of progress was exceeding the Fisher Family Trust prediction. The progress in english and maths for 2014 was a significant improvement on the previous year and the progress for boys in 2015 who entered on levels 4 and 5 remained strong. English progress was down slightly but still good; this could be down to the change in the boundary for grades C and D in the GCSE, which had affected many schools. In maths the progress looks strong apart from the pupils with low prior attainment but this wont be certain until national figures are available for comparison.

**ACTION – the governing body will return to this analysis once the Raiseonline is available for the 2015 results.**

Mark Vickers, the School Improvement Partner, pointed out to Governors that there was far more focus placed on progress under the new framework and therefore this data was very beneficial.

Governors stressed the need for the school to define 'exceptionally good progress', so that results could be assessed against that, rather than focus being on the headline data.

Governors were then referred to page 6 of the report where performance in different subjects was analysed. The Head Teacher highlighted the fact that the key differences were in vocational type courses, for example Travel and Tourism, Business BTEC where there had been large drops in the percentage of pupils achieving A\* - C. He went on to explain that this year there had been an exam element to the course, which was a new development. This had had a big impact. Governors challenged the Headmaster on why pupils had not been prepared for this, as the staff must have known about the changes in the course. The Headteacher agreed with this and conceded that the poorer performance had not been predicted (as could be seen on page 10 Results – Prediction comparison) . Overall the results were 24% lower than predicted for A\*-C grades for these subjects.

The impact of the exam paper had not been fully appreciated. Meetings had been held with staff and more preparation times for exams would now be implemented.

Governors queried whether the extra tuition given to pupils as a result of the push on Maths and English this year had resulted in other subjects falling behind and there was general agreement that good progress must be achieved across the board.

The provisional Value Added Score was then looked at on page 9. It was felt that the value added score would be similar to last year and in line with the National figure. For the benefit of new Governors the progress 8 score was briefly explained, in that it is a points system which measures progress between key-stage 2 and 4, in eight subjects with Maths and English being double counted.

**ACTION – value added to be scrutinised in the december meeting when raiseonline is available.**

The Governors then went on to consider the performance of student groups as detailed on page 8. The Headteacher highlighted SEND pupils as an area of concern. He explained that they were a small group but that they needed to be focused on both as a group and as individuals and the school would be starting an analysis of individuals and their performances soon. It was agreed that the School Improvement Committee should look at SEND results in more detail.

**ACTION – school improvement committee to look in detail at the send results.**

Governors were very pleased to note that there was little difference between the achievement and progress of pupil premium and non pupil premium children, particularly as the schools priority is to focus on disadvantaged PUPILS. However, warnings were also given about relying too much on this way of identifying disadvantaged pupils i.e. using the entitlement to free school meals in the last 6 years rule. Governors felt that some disadvantaged children were missed, as they fell into the non-pupil premium category because of their family income. It was agreed that identifying every pupil with possible barriers to learning is an important part of the school's pastoral support.

**ACTION - The school will continue to develop its system of assessment, personal support and monitoring.**

## **5. CPP Report – Mark Vickers**

**Camden Professional Partner Annual Report 2014-2015 was circulated prior to the meeting.**

It was explained to Governors that Mr Mark Vickers's report was based on the school's 2014 results, and that he had visited the school today to update the report and to incorporate the New Inspection Framework and how the school could be evaluated under that new framework. The Chair felt this timing of this visit and Mr Vickers's verbal report to Governors was unfortunate, saying too long a period had passed between the production of the written report and these taking place. Mr Vickers explained that unfortunately he had not been able to attend the governor's meeting in July and he would be happy to visit sooner after each report. It was agreed that for this years data, the visit should be held in spring or summer.

**ACTION: School and Mr Vickers to time table production of report and a subsequent visit for spring/summer 2016.**

Mr Vickers ran through his background for the benefit of the governors and explained that while he provided a link between the school and the Local Authority his role was as a Professional Partner and he was therefore able to provide an external view. He explained that he would visit the school once a term with particular focus on support, challenge and performance management. A report would then be produced for the school and the Local Authority and the school could use this to validate the schools own self evaluation. He went on to say that under the previous OFSTED framework the school was classed as 'Good' and he concurred with that. He also felt the school had accurately identified their improvement priorities and that the appropriate level of rigour and challenge was given by the Governing Body.

Governors asked whether he felt he had been dealing with the school long enough to form an accurate judgement. He replied that clearly the longer you worked with a school the easier it is to make judgements, but that his visit had been thorough and carried out like an inspection. He had now been through the new framework and the SEF and felt the school was looking good in all areas and outstanding in a number. He felt more work was required in the area of teaching, learning and assessment as there had been a change in the OFSTED criteria and the school needed to back up

its self evaluation with more evidence. Governors agreed that the schools focus must be on teaching and learning.

Governors asked Mr Vickers whether he could give three ways in which the school could move from 'good' to 'outstanding'. In response he provide the following focus points:-

1. Consistency of teaching and the link to exceptional progress.
2. The change in the profile of students in this year's year 7 - they are higher attainers this year and teachers must make sure they meet their needs in order that they can make exceptional progress.
3. Ensuring leadership capacity – can everything be covered by the leadership as it stands at the moment?

He went on to say that when he spoke to them the boys had raised issues about stretch and challenge. The Chair agreed that this matched concerns raised by parents.

Governors asked whether the school improvement plan currently addressed these three points. Mr Vickers said he felt it did but that particular attention must be paid to year 7 and high achievers across the board.

Governors discussed again the need for 'exceptional progress' to be quantified, so that progress could be measured against this marker and Governors could be confident the focus was on progress and not only attainment.

In response to this discussion, the Headteacher explained that the term had already started with the focus being on stretch and challenge in key stage 3 and a days training had been held for staff on encouraging independent learning. In addition all teachers were starting to assess all their pupils in year 7 in order to identify what the boys can do now. Progress could then be measured from this base position. The assessment would take into account KS2 results, reading tests and CAT scores and profiles would be in place for each pupil by half term.

Governors asked how this would be translated into a framework for Governors. The Head Teacher replied this would be ready for Governors after Christmas.

**ACTION: At the first FGB meeting in the Spring Term the Head Teacher will report to the FGB on how the school will be quantifying and reporting on progress and will present the Progress Framework.**

Governors then discussed the need for assessment systems to be accurate now that levels had gone, in order that there were no surprises when it came to results.

**ACTION – School Improvement Committee to look at progress and assessment without levels in greater detail in the spring term.**

## **6. Chairs' and Governors' Items**

**Skills Audit** – Complete.

**Governors details for school website** – These had been collected and were being added to the website.

## **7. Minutes of Previous Meeting**

**Draft minutes of the previous meeting held on Tuesday 7<sup>th</sup> July 2015 were circulated prior to the meeting.**

After discussion the minutes of the meeting held on Tuesday 7<sup>th</sup> July 2015 were agreed as a true record and signed by the Chair.

There were no matters arising.

## **8. Any Other Urgent Business**

Governors' attention was drawn to a new book on Terrorism and Radicalisation. A copy of which will be held at the school for those who wish to read it.

draft

The Head Teacher would like to invite Conor Gearty to a discussion with pupils about British Values. The date and time to be confirmed.

Governors expressed concerns that clear communication with parents was still a problem. It was pointed out that the school website was currently being re-designed and updated and that this should help, and that the work on the website was being overseen by the Resources Committee. **ACTION: the Head Teacher to prepare a presentation for the Resources Committee on the new website this term.**

Thanks were expressed to Imogen Sharp for taking over the SEN Governor role.

New Governors were invite to attend any committee meetings they had an interest in, before deciding which they may like to join.

The Head Teacher invited Governors to join him on a tour of the building at the end of the meeting. There had been a lot of building work undertaken over the summer, including renovation of the gym, 4 science labs, 7 classrooms and the construction of a new library.

**9. Date and Time of Future meetings**

The next full governing Body meeting will be held at 5.30pm on Thursday 10<sup>th</sup> December 2015

The meeting closed at 7.36 pm

Signed..... Date:.....

Chair of the Governing Body