

William Ellis School Governing Body

Minutes of a meeting of the Governing Body of William Ellis School held at the school on Thursday 10th December 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 Woolf 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, Jonny Woolf, Richard Ault, Pandora Kay-Kreizman, Ronke Coote and Lee Elliot-Major

Also in attendance: Matthew Scott – Assistant Headteacher
Peter Lee – Deputy Head Teacher

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
Committees for exclusions, staff disciplinary and appeals etc. are to be formed by the Chair as and when required.		

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.

Apologies for absence were received from :- Abdi Ahmed, Omar Harmon, Jonny Woolf, Richard Ault, Pandora Kay-Kreizman and Lee Elliot-Major

Resolved: to accept apologies received for absence

2. Declaration of Interests

There were no declarations of interest.

**3. Membership of the Governing Body
Register of Business Interests and Disqualification Declaration**

The school confirmed that all Governor's required details were now on the website, however not all Governors were sure they had signed the Register of Interests Declaration.

ACTION: Clerk to send out Register of Interests Declaration to all Governors in order that they can be collated and held at the school in the form of a register.

Governing Body Vacancies

There is one co-opted Governor vacancy. The school has someone in mind to approach.

ACTION: School to arrange to speak to potential new co-opted Governor.

Governing Body Committees

Governors discussed the Governing Body committees and decided they were happy with the current membership and the structure, feeling they were working well.

It was **agreed** committees should review their Terms of Reference in the New Year.

It was confirmed that the review and adoption of policies was delegated to committees, together with the budget which is delegated to the Personnel and Finance Committee.

ACTION: Committees to review their Terms of Reference in the New Year.

4. Minutes of Previous Meeting

Draft minutes of the previous FGB meeting held on Tuesday 9th September 2015 were circulated prior to the meeting. After discussion these minutes were **agreed** as a true record and signed by the Chair.

5. Matters arising from the Minutes (not covered elsewhere on the agenda)

There were no matters arising.

6. Chair's Notices and Actions

The Chair put to the Governing Body the proposal raised in the School Improvement Committee meeting, that the role should be increased to 130 to make the school more financially viable. Concerns were raised about space and problems occurring as pupils moved around the school. It was discussed that another option could be to decrease the role by 5 and become a 4 form entry school, but this would result in higher class sizes and staff reductions. Governors **agreed** that they needed to see a cost/benefit analysis before a final decision could be made, however as the consultation period for 2017 ended at the end of January 2016 it was **resolved** that in the short term the school should apply to increase its numbers. It was felt that due to the primary school bulge the school would not experience any problems filling the spaces and by September 17 the school building works would be finished providing the extra space needed.

ACTION: School to produce a cost/benefit analysis of moving to 4-form entry vs 5-form
ACTION: School to submit the proposal to increase the role to 130.

The Chair informed Governors that a shared use agreement needed to be obtained from Camden in respect to part of the school building, however, this had not been forthcoming. Despite this Camden were insisting the building license should be signed. Governors discussed this and the fact that an agreement had been reached between the two schools concerned but not yet finalised. It was **resolved** that the Chair should not sign the license agreement until the shared use agreement had been produced and she was direct by the Governing Body not to do so.

ACTION: Chair to inform Camden of the Governing Body's Decision

7. Report by the Headteacher

It was **agreed** to postpone detailed analysis of the draft SEF until the New Year.

SEF SUMMARY

A document titled 'William Ellis School – Summary self evaluation – version 12-2015 ' was circulated to all Governors prior to the meeting.

Governors were referred to the SEF summary. The Head teacher informed them that the overall judgement was a grade 2 meaning 'Good' and that this was based on the 5 main areas, plus destinations and spiritual and moral development. He explained that the destination information for year 11 was good but that for yr 13 was not so reliable. The yr 11 information was collated by Camden but no so for the yr 13 and it was difficult to obtain. The school appreciated however its importance in relation to Ofsted and were trying to improve its collection. In future the Government was planning to use tax information.

The Head Teacher went on to explain that the SEF was currently over 40 pages long and was designed to cover the new inspection framework. It would be reduced, but work on it had been delayed by a computer virus. The school had now changed its systems in order to protect against this in future.

The Head Teacher highlighted to Governors that a Google Drive had been set up containing all documents, so that they could be accessed by Governors in the event of an Ofsted visit.

In terms of the Ofsted framework, it was pointed out that 'Effectiveness' of leadership and management was a new focus and also 'assessment'; a very important part of which was feedback and pupils' response to feedback. The school had identified the four main areas for improvement under Quality of Teaching, Learning and Assessment as being:-

- the learning and preparation for formal assessment in KS4 BTEC courses.
- Progress, particularly at KSt3 by stretching and challenging all students.
- the impact and consistency of feedback and marking
- embedding the WES learner attributes, helping students develop stronger autonomous learning skills.

Turning to page to p2 of the summary the Head Teacher informed Governors that the most important aspect of personal development, behaviour and welfare at the moment was radicalisation and the promotion of British values and that training was being organised for Governors on these areas.

In relation to outcomes, areas for improvement had been identified (as detailed on the summary) but the school felt there were enough good results to validate a 'good' judgement in this area.

Governors then engaged in a discussion on radicalisation. Concerns had been raised over a prayer group where inappropriate discussions had been taking place. This group was now being effectively monitored but it had been felt that pupils needed a place for open discussion of difficult subjects. As a result a 'forum' had been set up which would start with an introduction session on Islam.

It was also felt by the school that there may need to be more time devoted to radicalisation and associated issues in P.S.H.E and R.E.

TERMLY REPORT

A document titled 'Termly Report to the Governing Body Autumn 2015 ' was circulated to all Governors prior to the meeting.

Following on from the discussion about radicalisation, Governors were referred to page 11 which details what has been done so far by the school in relation to the 'prevent' strategy and Governors **agreed** that the school was dealing with the subject very well. They discussed the difficulty in getting the balance right and felt that the best way to deal with it was by combining moral, ethical and social issues. The Headteacher talked Governors through the reporting procedure and informed them that staff would be receiving further training.

It was highlighted that the safeguarding review, considered at the Personnel and Resources Committee, had made recommendations in relation to Governors and safeguarding, including the recommendation that the Safeguarding Governor should receive further training and that all Governors should receive some training to update them on safeguarding matters relevant to Governors.

Governors were then referred to page 4 of the report and the Head Teacher described the changes in the line management of the senior leadership team, pointing out that there were now less people but the team was working well and it was also felt there was a lot of potential amongst the middle leaders.

In relation to 'quality of teaching' Izzy Jones, Assistant Headteacher, Teaching and Learning, will provide a full report to the SIC in spring and will also address 'life without levels'. The year 7 parents evening is taking place this evening and it would be seen how the removal of levels was received by parents. A thorough assessment of yr 7 strengths and weaknesses has been done and the pupils have been divided into 5 groups. This is still a work in progress. A discussion followed on the difficulties encountered, for example in setting markers and start points etc. Staff governors felt that the problem area will be middle groups, those who were working at expected level would form the bulk of the students and the difficulty would be showing pupils making progress within that band.

Governors suggested it would be useful for them to look at one pupil to understand how the new system would work.

Governors asked the headteacher how he felt the development of feedback was progressing. He responded that the key issue was getting students to develop the practice of responding to feedback this was taking time but this is much more in evidence than it used to be..

Governors asked whether the school would understand the attainment of students coming through from primary given that there would be no SATs. The Headteacher informed them that the Camden primary schools were working on a united system and that that would form part of the children's baseline. He stressed that Izzy would cover this in her report.

In response to a question about the E-safety policy the Head Teacher agreed that this need to come back for consideration.

ACTION: e-safety policy to be reviewed by the School Improvement Committee

Governors then looked at Appendix A of the termly report and the Targets for 2016. The Headteacher explained that he considered these to be achievable but demanding. The school has similar, high expectations for progress in Maths and English so both targets of 75% making expected progress and with Maths being particularly strong the 'more than expected progress' had been set at 42%. 'More than' percentage for open subjects had been set lower at 35% ..

He went on explain that William Ellis is part of the Progress8 pilot scheme. Governors asked for further explanation of the Progress 8. They were reminded that it covered 8 subjects divided into three categories, one category contains Maths and English Lang or English Lit, the next category contains 3 EBacc subjects and the final category is the 'open element', 3 other subjects from an approved list. The national average score was 0 and a value over 1 would be outstanding. The lowest possible score was -1. William Ellis was looking for a 0.01 score when results were finalised and the target for 2016 was 0.25.

Governors **agreed** that further explanation would be beneficial.

ACTION: Headteacher to email all Governors with an explanation of progress 8.

The targets were **approved** by the Governing Body.

Governors then considered the term dates on the final page of the report. They noted these had been set to match the LaeSWAP dates (and the other Camden secondary schools) but would differ from the local authority's dates for schools. Concern was raised over the problems this could cause for parents. The dates were **approved** and it was **agreed** governors' concerns should be communicated to Camden.

ACTION: School to write to Camden re concerns over dates differing between schools.

8. GCSE Data Analysis - RAISEonline, Governor Dashboard, FFT governor analysis

The following documents were circulated to all Governors prior to the meeting:-

- Ofsted RAISEonline 2015 Summary Report
- W.E.S RAISEonline 2015 summary
- FFT aspire Governor Dashboard
- W.E.S Inspection Dashboard
- Outcomes 2015 – A summary of External Data Analysis

The senior leadership team acknowledged that there was a lot of data being provided but felt that it was important to make available to Governors to consider.

Matthew Scott the Assistant Head Teacher presented the data to Governors in the form of the following brief run through of RAISEonline, pointing them to the important pages.

Key points from RAISEonline

Governors were guided to the pages which are particularly relevant to their role. Figures are highlighted when values are significantly higher (sig +) than the national average (green) or when they are significantly lower (blue).

- Context of the school (page 12) – WES is a mid-sized secondary school, that is in top 20% of schools in terms level of deprivation, numbers of students eligible for FSM, from ethnic minority groups and whose first language is not English.
- Prior attainment: it was noted that current Y11, Y10 and Y8 are all green (sig +)

The substantial discussion focused on attainment, progress measures and closing the gap;

Attainment (pages 23 – 43)

- Proportion gaining 5 or more A* - C including English and maths is down on last year (which was sig+) and slightly below national average but not sig-.
- Attainment in maths is sig +
- When relative attainment is compared in school;
 - ICT, French, maths, drama, additional science and physics are all sig+
 - DT and applied science are sig-
- Overall attainment of disadvantaged/FSM students is sig+
- Attainment in languages is sig-. However WES enters a much broader range of prior attainment for languages than is typical nationally. Progress measures for languages are sound.

Progress (pages 44 – 60)

- No elements of KS2 to 4 value added are highlighted as either sig+ or sig-; the school expects maths to be sig+ when two missing GCSE results are included (pg44)
- Comparing the progress of groups with the group nationally:
 - Bangladeshi boys are highlighted as sig- relative to national progress of Bangladeshi boys and girls – this is a group which make better progress than the average nationally, they were not a group highlighted last year. (pg45)
 - Students with whose first language is other than English is also sig-, this is also a group that make better progress than average nationally
- Students with statement/EHC plan are highlighted sig- because their progress was less than the national average for all students (not though when compared with statements/EHC plans).

- Subject areas:
 - Progress for disadvantaged/FSM is sig+ in maths
 - Progress sig- in languages for students from 3 ethnic backgrounds
 - Expected progress of disadvantaged/FSM is sig+ in both English and maths
 - Expected progress in English is also sig+ for BOYS and SEND support (K)

Closing Gaps

From 5 out of 6 starting points the proportion of disadvantaged KS4 students making or exceeding expected progress in English and maths was similar to that of other students nationally. On page 71, 7 boxes are highlighted yellow showing progress at or above national figures.

Progress 8 (Pages 67-69)

These are new tables and only provided in our case because we are part of the Progress8 pilot. This measure will be compulsory for all schools from 2016

- Overall progress8 showing as slightly negative at the moment (-0.04)
- It is in the “open element” where progress is less (-0.32)
- Maths and the EBacc element are both positive (+0.15 & + 0.12 respectively)
- Progress of SEND with statement/EHC plan is significantly and consistently (except maths) negative

These trends are reflected in the other two reports.

The Chair commented that the open element was a pity but otherwise the performance was very strong and Governors agreed that the progress of disadvantaged pupils was outstanding.

Mr Scott warned that there were concerns about the progress of the current year 11 disadvantaged pupils. It was felt that there would be a wider gap in progress than with this cohort. Now interventions in Maths were starting much earlier in Key Stage 3 and small group interventions were being put in place in yr 11. The school was also considering whether some pupils should be withdrawn from certain subjects in order to increase grades in the remaining subjects.

Governors raised concerns about the presentation of such a large amount of data and indicated they would welcome suggestions on simplification.

Governors expressed their appreciation to staff for the effort put in and the positive outcomes achieved in a time of huge change and they acknowledged the pressure staff were under.

9. Parent Communication

Governors were informed that a questionnaire had been compiled for parents to complete about the school. Those for year 9 had been returned and there had been a good response with 88% being completed. The yr 7 questionnaires would be distributed tonight. The questionnaire reflects the questions on the parent view website and is therefore useful information for the school to have.

So far the responses have been very positive with the majority of parents saying their children feel safe at school and stating they would recommend the school to others. The poorest results were for communication between the school and parents, with particular concerns around homework. The school was already taking action on this and a SIMs learning portal had been set up with lots of information on including homework, attendance, timetables, and parents could be emailed from the database. There is also now an emphasis on communication in the weekly staff briefings, staff are chasing parent emails and the school was in consultation with parents on the new website.

The next step will be to provide direct emails for staff. This will require training for staff in regards to responding and data protection. Governors expressed concern over the extra work involved for staff in responding to emails and how the expectations of parents would have to be managed. Governors also discussed the rights of parents to access detail about their children and **agreed** the situation would need monitoring.

Governors expressed their thanks to parents who raised issues and felt this was a good example of the school responding to parents' concerns.

Governors were then shown the format of the new website, noting that a big feature was the newsletter page and that a Facebook page was also on trial which linked to this news letter. They stressed that it was most important to keep the website up to date.

10. Reports from Committees

School Improvement Committee (SIC)
Personnel and Resources Committee (PRC)

Reports were not given as the Chairs of the Committees were both absent from the meeting and Governors felt most points had been covered already.

11. Governor Training and Development

The school has signed up to a full package of training from Camden and Camden will keep a log of training done.

12. Date and Time of Future meetings

The next full governing Body meeting will be held at 5.30pm on Thursday 3rd March 2016

13. Any Other Business

Governors were informed that there had been complaints from yr 7 and 8 in regards to the quality of the school meals. Staff felt this was a misconception, there were plenty of healthy options available it was just that the pupils weren't choosing them. In order to address this parents would be invited into the canteen at morning break and then asked to meet with the canteen staff and catering company.

Staff were also concerned about the food and fizzy drinks which pupils were bringing in to school. As the type of food and drink pupils consumed affected their behaviour this was an important issue to tackle and it was felt a clear message need to go out to parents.

The meeting closed at 7.30 pm

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

Chair of the Governing Body