

**Minutes of the Governing Body for Springwell Community College held on
Wednesday 1 February 2017**

Present: Mr I Wingfield (Head) Mrs H Cheetham Mr C Bonnett
Mrs K Bonnett (Chair of Governors) Mrs M Cauldwell Mr L Garratt
Mrs S Swift (Chair of the meeting) Mrs R Matthews Mr A Sheppard
Mr P Innes Mr P Mann Mr S Pettett

In attendance: Ms S Whitaker, Clerk, Mr P Roberts, SIP (for part of the meeting)

F1117/445 The meeting was chaired by the Vice-Chair of Governors as part of the board's succession planning strategy.

Governing Board membership

I. Co-opt Peter Innes

Mr Roberts was present for this agenda item.

Mrs Bonnett and Mr Wingfield had previously interviewed Mr Innes and recommended that the board co-opt Mr Innes onto the board. Mr Innes left the meeting whilst Governors discussed the Head and Chair's proposal.

Governors **agreed** to co-opt Mr Innes onto the Governing Board.

Mr Innes returned to join the meeting.

II. Mr Mann – Governor Induction

Mr Mann has completed his induction.

III. Receive resignation – Paul Stockdale and Chris Wragg

Governors noted and accepted the resignations from Paul Stockdale as co-opted Governor and Chris Wragg, Associate Member. **ACTION: CLERK TO WRITE TO BOTH**

The Head and Chair will undertake an exit interview with Mr Stockdale. **ACTION: IW/KB**

F1117/446 Apologies for Absence

There were no apologies for absence. All Governors were present.

F1117/447 Declaration of interest in any item on the agenda

No Governor declared an interest in the following agenda items.

FI117/448 Confirm the agenda

Add Paul Roberts, SIRR/QDD
Remove agenda item 7

FI117/449 Minutes of the full Governors' meeting held on 2 November 2016

The minutes, which had been previously circulated for Governors attention were **agreed** as a true record of the meeting and duly signed by the Chair of the meeting on behalf of the Governing Board.

FI117/450 Matters arising from the minutes

All actions from the previous minutes had been completed.

The Clerk will source New Governor Induction training for Mr Innes.
ACTION: CLERK

FI117/451 Minutes of the committee meetings

- I. Strategy committee held on 16 November 2016**
- II. Resource committee held on 7 December 2016**
- III. Outcomes committee held on 4 January 2017**
- IV. Student committee held on 19 October 2016 & 18 January 2017**
- V. Confidential minutes of the Pay Committee held on 7 December 2016**
- VI. Minutes for Publication**

Committee minutes had been previously circulated for Governors' attention and were signed on behalf of the Governors by the Chair of the meeting.

The college can attend the Chamber of Commerce meetings free of charge.

The Clerk will send the minutes for publication to JCT & LG. **ACTION: CLERK**

FI117/452 Headteacher's Report

The Head spoke to his previously circulated report.

This report covers the period 3rd November 2016 until 2nd February 2017

Outcomes

Data collected at Assessment Point 1 (November 2016) indicates the following

	2016 NA	2016 Outcomes	2017 AP1
Progress 8	-0.03	-0.15	-0.19
% 9-5 (A*-C) EM	62	47	29
Attainment 8	49.3	44.3	42.0
% E Bacc	24	11	6
English Progress	0	-0.21	-0.21
% 5-9 (A*-C) English	74	54*	30
English attainment	10.4	9.5	8.8
Maths Progress	0	-0.33	-0.59
% 5-9 (A*-C) Maths	68	55	29
Maths attainment	9.7	8.2	6.7
E-bacc Attainment	13.6	12.0	13.0
E-bacc Progress	0	-0.06	0.04
Open Attainment	15.6	14.7	13.7
Open Progress	0	-0.06	-0.47

In my last report, I informed governors of the difficulties all schools nationally are facing this year in predicting end of year 11 outcomes. The new 9-1 grade GCSEs in English and maths, which the current Year 11 cohort are the first to be examined in, remain something of an unknown quantity. Students have sat sample examination papers provided by the examination boards but at this point we do not have grade boundaries. This means that we cannot accurately assign grades to students.

A Governor asked how the students are coping with the uncertainty around exams and the Head advised quite well and they are showing resilience to the situation, with grades improving.

A Governor asked whether the maths teachers consider the papers to be harder and the Head confirmed that they do. Whilst there is a higher paper and a foundation tier there is also some AS Level work in the higher paper. Mr Sheppard advised that there is an issue in Apprenticeships as a result of the changes.

The AP1 data above reflects this state of uncertainty. We are currently predicting a slight fall in our Progress 8 and Attainment 8 scores. However, the Association of School and College Leaders (ASCL) believe that Attainment 8 scores will fall by 8% nationally and this will mean that we are predicting a relative increase in this measure.

English and maths are both predicted to take a dip in terms of attainment and progress and this brings the % 5-9 in English and maths down to 29%. Some of this is to be expected; only one third of those students nationally who got a grade C last year will get a grade 5 this year. This had led (ASCL) to predict that the national 5-9 in English and maths percentage will fall to 35%. Our own figure is closer to this national average than it has been previously.

Attainment and Progress in the open slots are also down on last year. A large proportion of the Year 11 cohort have now completed the European Computer

Driving Licence (ECDL) qualification and these results are not yet showing in the data. Once they do, and the students' mock exam results in these subjects are entered, it is expected that these measures will begin to show an improvement on last year.

The Head added that around 80% of Year 11s have now passed their ECDL with a mop-up session being held next week for the remaining 20%

A mock Maths exam has been done, which the students did find difficult. **A Governor asked whether mocks have been done in other subjects.** The Head advised that they have and, while they have performed well in many subjects, Geography did not have a good outcome. Miss Staton advised that courses have not yet finished and whilst mocks have been sat, there is still teaching to be delivered before the final exam is taken. **A Governor suggested that this is communicated to parents,** which was discussed.

The Head advised that approximately half of the students did not achieve a grade in Geography, which was discussed. **A Governor asked whether the staff are concerned** and the Head advised that the Head of Humanities is concerned about the performance on those papers. The Head advised that he will update Governors at the next Outcomes meeting. **A Governor asked whether there is anything that they can do** and the Head advised that communication with parents would be helpful. **A Governor asked whether intervention groups are taking place** and Miss Staton advised that they are.. **A Governor suggested that the mock exams** are not referred to as mocks, rather trial exams. No decisions were made on the terminology used.

Possibly the most useful comparison with last year we can make is with the attainment and progress in E-Bacc subjects. This is because there has been no examination change in these subjects. An improvement of one attainment point and 0.1 progress points is encouraging and moves these subjects in line with national figures.

We are currently collecting Assessment Point 2 data from staff and we expect this to show an improvement. In maths, all Year 11 students have been entered for an official mock exam through Edexcel. The marks have been sent off to Edexcel who will run an analysis based on the large number of other schools who have done the same. We are shortly expecting receipt of indicative grades for our students. This will be the first reliable picture we will have been able to get of likely final outcomes in maths. Likewise, in English, full sample examination papers have been sat and these marks have been standardised by an LA consultant. A full presentation of this data will be given at the next Outcomes committee meeting.

In the younger year groups the position is as follows;

	Attainment 8	Progress 8
National 2016	49.3	-0.03
Year 10	38.79	-0.06
Year 9	38.31	0.57
Year 8	33.54	0.57
Year 7	17.21	-0.32

The general pattern is that progress improves as we move down through the year groups. The exception is for Year 7 but Assessment Point 1 was very early in their

college careers and we expect Assessment Point 2 to be more informative.

Teaching, learning and assessment

In the last report, I informed governors that, following an initial “front loading” of CPD on questioning and differentiation, teachers had then been trained as coaches and paired up with colleagues to do some joint developmental work in these areas. Since then we have completed an initial coaching cycle. Teachers met their co-coaches to identify specific areas each would like to work on. Then they observed each other (or if that was not possible, they arranged to have their lessons filmed). Finally, a review meeting was held to discuss the improvements made. This cycle will be repeated twice more over the academic year and initial feedback received to date suggests that we should see improvement in these focus areas in the next round of lesson observations, calendared for next term.

Last term we completed lesson observations for all teachers. The judgements from these lessons have now been analysed. 86% of lessons observed were judged to be good or better, with 24% of lessons outstanding. Of the 5 lessons which required improvement, three colleagues improved to good when re-observed within two weeks of their initial observation. The two colleagues who did not improve were both then offered additional support. One of these had made the necessary improvements and the second is still being supported but is also responding well to this. The overall average judgement (based on the 1-4 scale where 1 is outstanding and 4 is inadequate) has improved from 2.1 to 1.9 and teaching is now judged to be good or better in all nine faculties. We would say that the good judgement is not yet secure in maths and science. In Art, Design and Technology teaching is outstanding.

A Governor asked how teachers feel about lesson observations and the Head advised that they understand the need to do them.

More recently we have conducted a deep work scrutiny across the college. The average score (on the same scale) has improved to 1.86 with all faculties judged as good. One colleague received an inadequate judgement and is now being supported through an action plan. The aim is that the teacher will receive good judgements in the next scrutiny in the summer term.

The limiting factor in judging teaching, learning and assessment as good is the progress made by students. Until we can judge this to be good we cannot judge that teaching overall is having the required impact.

Another development this year has been to clarify the routes through our support packages for teachers who are not delivering good lessons routinely. Our initial aim is to provide comprehensive support to teachers experiencing difficulties but, where improvements do not follow, there is a clear path to capability proceedings.

A Governor said it is important that all staff support their colleagues and the Head confirmed that they are.

A Governor asked what is different about a deep work scrutiny and the Head advised that it involves looking at a lot of different aspects of the marking and at more books, also to look at what the books say about the progress of the student. **A Governor asked whether the students are invited to put their comments in** and the Head confirmed that they do and this is in purple pen.

Personal development, behaviour and welfare

Data from terms 1 and 2 shows that behaviour is continuing to improve. Over the full period from September to December the number of warnings and sanctions for disruptive behaviour fell by 27% and the number of detentions given fell by 9%. The analysis also shows that a student will experience disruption to their learning in 1.3 lessons out of 25 on average.

A Governor said she was in school earlier this week and there was no-one in the BIC. She also asked Year 8 students at a recent parents' evening how often their lessons were disrupted and she was advised one per fortnight at most and this was short-lived until a senior member of staff came to sort out the issue.

Unfortunately, one student was permanently excluded in the autumn term but governors agreed that the college had no other choice in this case. Fixed Term exclusions were down slightly on the previous year and the number of internal seclusions in the Behaviour Improvement Centre (BIC) has stabilised after a sharp fall between the autumn terms of 2014 and 2015. I am not concerned that the number of internal seclusions has not fallen – this sanction is a very effective one and it helps to avoid the use of external exclusions.

Attendance in the autumn term is down slightly on the previous year although it remains in line with the national average. The college continues to approach the issue of attendance robustly and the impact our own attendance officer is having through home visits and targeted intervention is clear. Good attendance to college continues to be rewarded with bonus Kudos Points and entry in to a prize draw. The decrease can be explained by two factors. The first is that we have had an increase in term time holidays, probably caused by recent stories in the media about the issue. Secondly and in common with our local primary schools, there have been more cases than usual of sickness bugs this term.

The college is involved in a number of initiatives to improve how our students are safeguarded. There has been updated guidance issued on how colleges should deal with "sexting". We are also hosting a performance of Leicestershire police's "Kayleigh's story" which encourages students to consider the risks of meeting people online. Professional support will then be available to support any student who wishes to discuss their own experiences of this.

We have recently introduced MyConcern, an online safeguarding system which will allow us to track safeguarding issues more effectively, analyse patterns and intervene earlier where necessary.

Our anti-bullying ambassadors continue to have a high profile around the college. In anti-bullying week, as part of the #SPEAKSHARESTOP campaign, they visited primary schools across Chesterfield to deliver anti-bullying workshops which highlighted awareness of the issues around bullying and how to tackle them. Not for the first time our students were featured on the Peak FM breakfast show and they conducted themselves, as always, with confidence and maturity. In college, they have been running a campaign entitled #promiseofhope which aims to raise awareness and tackle issues around homophobic bullying. We are currently preparing students for next week's safer internet day where, in keeping with the forthcoming "Kayleigh's story" presentation, we will tackle the issue of how to deal with approaches from strangers online.

Leadership and Management

The college was visited by Derbyshire County Council's audit team on November 18th 2016. The report made a relatively small number of minor recommendations to improve our practice. Sue Liddle has produced an action plan to respond to these recommendations and this will be presented to the Resources Committee later this month. It is encouraging to know that our systems and procedures stand up well to this high level of scrutiny.

Trevor Riddiough made his last visit to the college at the end of November. He has emphasised the importance of the 2017 results which will to a large extent determine the outcome of the next inspection. He has identified that, between now and the examination period, maths needs a last push and English also needs some additional intervention capacity. We have secured the services of Mick Jarvis to run a maths intervention group with high ability students. This will complement the maths intervention programmes already in place. In addition, we have created more capacity in English by off-loading some A-Level teaching to Shirebrook, and re-allocating this time to Year 11 intervention.

Governors and SLT are continuing to familiarise themselves with the various Multi-Academy Trusts operating in the area. Views on the two we have heard from so far will be discussed this evening and at the Strategy Committee meeting on 8th March.

We have been invited by Derbyshire County Council to a Team Around the School meeting to discuss the 2017-18 budget. This will take place on 9th February and an update will be given at the Resources Committee meeting on 22nd February.

We recently launched a consultation with parents about the college's uniform policy for 2017-18. This has now closed and we will be bringing a recommendation to the Resources Committee meeting on 22nd February.

The college continues to be fully staffed on the teaching side, with two temporary colleagues doing excellent jobs of covering for maternity leaves in languages and English. A third maternity leave, this time in science, will begin after Easter and an advertisement has been placed for cover. We have had one resignation in languages and again, an advertisement has been placed for a replacement.

A Governor asked which language and the Head advised German.

A resignation has been received from a science technician and this post has been advertised and filled today. The Headteacher's PA has accepted a job and we are expecting a resignation shortly once formalities have been completed.

The Chair thanked the Head for his informative report.

FI 117/453 Chair's Report

The Chair had nothing to add that was not covered on the agenda.

FI 117/454 Budget Update

It was **agreed** that this will go to the resource committee meeting.

F1117/455 Academisation

The Head advised that the Trent Academies Group were unable to offer the college the opportunity to join their MAT. **A Governor asked whether the Head could ask for feedback** and the Head advised that it was due mainly to the PFI and the geographical distance between the schools.

A Governor asked how the academisation process would work. The Chair advised that it can be triggered by results, but the college is looking in order that there is choice rather than being forced into joining a MAT.

A Governor asked whether there are timescales and the Chair advised that the timescales are open and Governors are using the time to find a MAT. The Head advised that the summer's results are important as these will determine whether the college can be judged good by Ofsted.

The Head explained the different academy conversions available to a school.

The Head advised that the Chief Executive from Two Counties Trust are speaking to SLT on Friday. They are based across Notts. and Derbyshire and are based at Ashfield School, Kirkby in Ashfield.

No decisions were made as to whether to pursue academy status by joining a MAT and Governors will continue to consider all options available to them.

A full discussion around what the Governors have seen so far will be held at the Strategy Committee meeting on Wednesday 8th March 2017, which all Governors are invited to attend.

F1117/456 Year 7 intake 2017

This was removed from the agenda.

F1117/457 Ratify SFVS

Governors considered the responses within the SFVS and **agreed** to ratify it as written. The Chair signed the SFVS which the Clerk will return to the LA.
ACTION: CLERK

F1117/458 Housekeeping

There was nothing to report under this agenda item, which Governors agreed would no longer be a standing item.

FI117/459 Governor Training including:

I. Feedback from other training attended

The Clerk has updated the skills matrix which was circulated to Governors. A Governor who had attended the British Values training suggested that Mr Jacques gave a presentation to the Student Committee. **ACTION: CLERK TO ADD TO STUDENT AGENDA**

II. Identify training needs

Miss Staton asked that all Governors make themselves available for the Safeguarding Training on 1 March 2017. **ACTION: ALL GOVERNORS**

The Chair asked that Governors give consideration to what training they would like to see next year.

III. Attendance at in-house training

The Chair encouraged all Governors to take advantage of the in-house training.

The Head advised that Neil Beeson is leaving the LA and it was **agreed** that the Governors write to thank him for his service. **ACTION: CLERK**

FI117/460 Governor Visits

I. Visit reports

The Chair asked Governors whether they are up to date with their visits and if not then could they please contact their relevant person in college to arrange a visit. **ACTION: ALL GOVERNORS**

II. Plan future visits

It was **agreed** that Governors would send their completed visit forms to the Head, who would then send them to the Clerk for adding to Moodle with the appendices for each Full Governors' meeting. **ACTION: ALL GOVERNORS**

It was **agreed** that the Chair would revisit the schedule. **ACTION: CHAIR**

FI117/461 Correspondence

The Clerk had distributed the new Governor Handbook.

FI117/462 Paul Roberts – SIRR – This was done at the beginning of the meeting

The SIRR had been previously circulated for Governors' attention. Mr

Roberts drew Governors' attention to the following points from the QDD/SIRR:

Springwell CC now is a very different place to where it was twelve months ago. It hadn't then been inspected and the school was in a very uncertain situation with regard to what the future might bring. I know the Governors and staff are very ambitious for the students and it is in a much secure and stronger position than twelve months ago.

3.3% persistent absence. Not only is this much lower than the national average, which is an incredible achievement, and is the result of a lot of hard work, it is a very low figure. It is not always the case in areas of high deprivation. Attendance figures 95.6% is a good improvement and is also above the national average. Attendance for disadvantaged is at national average, which is good considering the school has a higher than national average number of disadvantaged children. Mr Roberts then drew Governors' attention to the suggested actions by Ofsted and the college's response which was all detailed in the SIRR.

Mr Roberts then proceeded to read the SIRR to Governors.

A Governor asked what the timetable is for knowing what the progress score will be and Mr Roberts advised the national picture will be January/February. Governors acknowledged that it is a difficult time for students and staff due to the changes made by the DfE.

Mr Roberts advised in respect of the SES: *The school's self-evaluation is insightful and accurate because it is based on robust and reliable evidence and judgements can be supported by triangulation through data, documentation, lesson observations and pupil voice activities.*

Link Adviser Judgement of The Development State of The School

The college has made significant steps forward over the past twelve months. It has secured an Ofsted judgement of Requires Improvement at a time when this was by no means certain and has avoided designation as a Coasting School. Improvements are based on robust self-evaluation processes and are precisely planned and well targeted. As a consequence, issues are identified quickly and appropriate action is taken in a timely fashion, which avoids delays and maintains the momentum of improvement. All levels of leadership, as well as at classroom teacher level, see the college as moving positively in the direction of being judged Good by Ofsted and the evidence supports this view.

The Head thanked Mr Roberts for his time. A Governor said that as a college they cannot become complacent but this is the best QDD that has been seen for a number of years and the college is able to build on this.

The Chair thanked Mr Roberts for his feedback and Mr Roberts left the

meeting.

F1117/463 Date and Time of Next Meeting

The next Full Governors meeting will be held on Wednesday 10 May 2017 at 6.00 p.m.