

**Minutes of the Outcomes Committee for Springwell Community College  
held on Wednesday 7 June 2017**

**Present:** Mrs M Cauldwell (Chair)      Mrs K Bonnett      Mrs R Matthews  
Mr I Wingfield (Head)      Mr C Bonnett      Mrs S Swift  
Mr S Pettett      Mrs H Cheetham      Mr L Garratt

**In attendance:** Ms S Whitaker, Clerk, Ms L Snowden (for one agenda item), Mr M Livingstone (for two agenda items), Mrs D Rayner and Mr J Naylor (for three agenda items)

**O181/17 Apologies for Absence – agree whether to accept**

Governors noted and accepted apologies for absence from Mr Birks who was on a school trip.

**O182/17 Declaration of Interest in any item on the agenda**

Staff members declared an interest in the matters arising from the confidential minutes of the previous meeting.

**O183/17 Confirm the agenda**

There were no changes to the agenda.

**O184/17 Minutes of the previous meeting held on 5 April 2017 – 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.

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

**O185/17 Matters Arising from the minutes**

Mrs Rayner, Mrs Cheetham, Mr Naylor and Mr Garratt left the meeting whilst matters arising from the confidential minutes were discussed.

The Head updated Governors regarding the change of technicians, staffing and job-shares.

## O186/17 English Report – verbal report

Mrs Snowden gave a verbal update to Governors.

Governors noted that under the new progress 8 score, 4 – 9 will be a standard pass and 5 – 9 will be a strong pass, published in the league tables.

Mrs Snowden advised Governors that 43% are predicted to achieve a strong pass with 64% of students predicted to achieve 4 – 9. Paper 2 was collected in and moderated by Steve Cunningham who agreed with the department's predictions. Mrs Snowden continued to say that marking and standardisation is therefore secure and Year 11 is looking positive.

**The Head asked whether Mr Cunningham had put his findings in writing** and Mrs Snowden advised not but she would ask for this. **ACTION: LS**

Governors noted that the current Year 10 0.04 disadvantaged HPA and boys are working at below expectations. Boys are being engaged through differentiation and time has been allocated at INSET in March for developing this.

**A Governor asked whether there is any data to show progress since the differentiation started** and Mrs Snowden advised that it has only been 2-3 weeks since it has been introduced. Learning walks have shown that this has been used in lessons. Mrs Rayner advised that there were six outstanding and two good lessons observed with some of the lessons from the scheme of work.

Mrs Snowden advised that an outstanding lesson shows all students on task.

A Governor said that from a visit to the department she has found that the new scheme of work has been introduced and more books to engage boys in reading have been requested. **A Governor asked whether there are enough suitable books in the library and whether any money needs investing into purchasing new books.** Mrs Snowden advised that she has been pleased with the amount of resources invested in improving the LRC, but the students are always wanting new books to keep up with current trends and authors. Mrs Cheetham advised that she puts in an order each term to the value of £200. Best value was discussed and it was noted that the official order points are very expensive compared to online shops and supermarkets. A Governor suggested that the budget for books is increased by £500.

Mrs Snowden then advised that Rosie Hennesey has had two periods each week as additional staffing on Year 11 where students are selected for differentiation work on a small group basis. This has also reduced the class for the time-tabled lesson. Student feedback will be sought once the exams have finished but initial feedback so far has been positive.

**A Governor asked whether Y7, 8 and 9 are on target** and Mrs Snowden advised that she had not brought this data to the meeting but that they were at least close to target at this stage.

Mrs Snowden advised that Accelerated Reader challenge will be done and World Book Week was very positive. Two authors are already confirmed as visitors into school for next year's book week. A Year 10 buddy reading scheme has been introduced and **a Governor asked when the students have the opportunity to read**. Mrs Snowden replied that during tutor time ten students with their buddies read in a break out space. Governors noted that in ASPIRE, students are withdrawn for the Lexia reading scheme three times per week.

The Year 10 buddies are students approached by English teachers who are good readers and would benefit from the experience by listening to the Year 7 students read.

**A Governor asked if there is anything Governors can do** and Mrs Snowden advised that the supply member of staff has been really useful.

The Chair thanked Mrs Snowden for her presentation and Mrs Snowden left the meeting.

## **O187/17 Maths Report- verbal report**

Mr Livingstone gave a verbal update to Governors.

There was a tough start to the year when the curriculum changed. The changes are feeding through but not as quickly as hoped. A pilot with Edexcel was done and the data was almost national average, which was good considering the students join the school below national average.

**A Governor asked whether Mr Livingstone had met with other schools who had piloted the Edexcel paper** and he confirmed that he meets regularly with other local schools. A national survey of maths reports has gone out and another local school is entering fewer HPA students than national for higher

papers.

Mr Livingstone advised that some students were entered for a lower paper in order to ensure they achieve a grade. The college has tried mixing exam boards but Mr Livingstone advised that it is simpler to use one exam board.

**A Governor asked how many papers the students sit** and it was noted three. Mr Livingstone advised that the Higher paper is very difficult with multiple skills to solve one problem needed. **A Governor asked whether there has been any feedback from the students and parents** and Mr Livingstone advised that some parents weren't happy, having invested in a private tutor. Most parents were happy to have their child entered for the Foundation paper. **A Governor asked whether there is any mileage in tutoring tutors when schemes change** and Mr Livingstone advised that it could be looked at but most tutors are retired teachers who do not take on board the changes.

**A Governor asked how many parents pay for a private tutor** and Mr Livingstone replied less than 10% of parents.

Mr Livingstone advised that in September he will be concentrating on parental engagement using methods such as a twitter page, letters home etc. Mr Livingstone advised that Mymaths will be used with papers going home to parents.

**A Governor asked whether evening classes for parents has been considered** and Mrs Rayner advised that it has been done in the past where parents come in at 3pm. A Governor suggested a video presentation and Mr Livingstone advised that free resources are available on the college website. Year 11 will be given a pack of guided revision with a timetable and student engagement will then be gathered.

A Governor said parents have been encouraged this year and Mr Livingstone advised that he has hosted pie and pea suppers but very few parents turned up. There is an issue where the maths team is not seen in the best light in the community and he needs to work on this. **A Governor asked whether athletics is still done** and Mr Livingstone confirmed it is, although there will only be three primary schools this time going to the final.

Governors noted that girls are now outperforming the boys. **A Governor asked whether the boys have dropped or the girls improved** and Mr Livingstone advised that the mentoring of girls has worked. Boys do not respond well to moving groups and Mr Livingstone advised that he tries not

to move boys into different groups wherever possible.

The Chair thanked Mr Livingstone for his update and Mr Livingstone left the meeting.

### **O188/17 PP update – verbal report**

Mr Naylor advised Governors that in-school pupil premium students now have to be compared to national pupil premium students.

National pupil premium last year 42.72 non-pupil premium last year was 52.27, a gap of 9.55 nationally.

Last year the college was 36.7 so the college's gap was 15.57

AP3 data now shows 38.5 so the college's gap has reduced to 13.77

Governors noted that overall, progress is improving for the Pupil Premium children, and non-pupil premium children are also improving with a slight widening of the gap.

Attainment is the same, both are going up with a slight widening of the gap.  
**A Governor asked how close is the college to its own targets** and the Head advised that the targets for next year will be reviewed. A 6% gap was always very ambitious. The Head agreed that whilst it is narrowing, there is still more work to do.

The general picture from AP data pupil premium V non- pupil premium in college gap has narrowed in Years 10, 9 and 7 and has remained the same for Y8

**A Governor asked whether the good work being done with Year 11 needs to be done with the lower year groups.** Mr Naylor advised that it is being done and it is only Year 8 where an impact has not been seen.

**A Governor asked whether the college is happy that intervention work is the best way to reduce the gaps** and Mr Naylor advised that it would be reviewed in August after the GCSE results come in.

**A Governor asked whether Mr Naylor has looked at the Sutton Trust paper for reducing gaps** and Mr Naylor confirmed he has and that it is his first port of call.

The systems are better this year, Mr Naylor wants it to be more rapid, science and English need to be narrower, there is more of a focus, students understand it better.

**A Governor asked what feedback has been received from the students** and Mr Naylor advised it is mixed. It is more popular lower down school as the older students see intervention work in core subjects being a reduction of time spent in their option subjects.

**A Governor asked how it will be monitored that students in Y10 and Y11 do not miss essential lessons.** The Head advised that a block of intervention will only be done for 20-weeks maximum.

**A Governor asked how much is being done with HPA students** and Mr Naylor advised that they are being caught from Year 7, with staff being very focused on LPA, MPA and HPA students to ensure groups are planned well.

The Chair thanked Mr Naylor for his update and Mr Naylor left the meeting.

#### **O189/17 Data – Assessment Point 3 update**

Mrs Rayner spoke to the previously circulated report. **A Governor asked whether science was improving** and Mrs Rayner advised not which is worrying. There were three outstanding, two good, three not so good and three requires improvement lessons observed. Mrs Rayner advised Governors of how much monitoring, mentoring and intervention is put in before capability is triggered.

*My last report to you was in the form of a summing up of Round One of our MER (monitoring, evaluation and review) which incorporated PDIs Work scrutiny and progress. In our calendar and schedule of quality assurance, we are just starting our final work scrutiny but have recently finished our second round of Progress Drop-ins and I would like to report on those. The second round of PDIs was the most comprehensive ever. There were 73 observations conducted and many of our staff had two PDIs. The window given was the same as last time. Staff were told that they would be having an observation in the following week with no more detail given. Again the PDIs were standardised with Faculty Leaders by Leonie Gilham (T and L lead Practitioner), Ian and myself. The rest of the observations were carried out by faculty leaders after they had 'passed' standardisation.*

- *You will note that the results are once again pleasing in many ways.*
- *We are really proud of the increase in outstanding observations to 35%*

*(24% in R1)*

- *All English observations were good or outstanding with an Outstanding result overall*
- *Nearly all Humanities observations were good or outstanding*
- *There is no difference now between specialist and none specialists in PDI performance*
- *Science performed poorly (2 teachers in formal support and 1 of those is on Final Stage before capability)*
- *Science is the only faculty that did not meet the good benchmark*
- *We have two outstanding faculties*

*After the last round of PDIs we again asked colleagues to give us their views on the process. We also met with union representatives who shared some concerns around the notice. Their responses are as follows*

*We were pleased with this. No one can say that they enjoy this process but we secure typicality and balance this with pressure. What we can say is that there has been a rise in the quantity of the observations done but an improvement in the quality of what we have seen. All teachers that do not reach their Good benchmark are seen again. If they don't reach it in that revisit they are supported. What was very gratifying was that we saw the impact of our CPD and Faculty delivered CPD in some of the outstanding observations.*

*We currently have three colleagues on formal support. One is in PE and two are in science. One colleague has graduated from the programme with flying colours and sustained this by scoring a 2 in both of his Round 2 PDIs.*

**A Governor asked how the marking scheme is working in improving literacy** and Mrs Rayner advised that literacy is still being taught and marking is being done in literacy but the narrative is not being done when marking.

The Chair thanked Mrs Rayner for her report.

### **O190/17 Assessment Point 3 Report**

The Head spoke to Mr Birks' paper on AP3 which showed the overall progress score for Year 11 at -0.32 which is based on last year's formula which has changed from A\*-G to 1-9.

The Head advised that the data can be used to show progress in English which is doing better than maths. Three of the four English papers have now been sat.

The EBACC score and Progress Score are also hit by the change in how these are graded, however the formulas are still assuming a 5 for an E etc.

## Headline Figures year 11

• Overall Progress Score -0.32 • Maths Score: -0.3 • English Score: 0.01 • EBACC Score: -0.56 • Open Score: -0.3

Key Groups • HPA: -0.54 • MPA: -0.36 • LPA: 0.4

*Maths and English as discussed at AP2, our external validation of maths and English performance indicate that English performance is broadly in line with the national performance, and that maths is broadly in line but on the lower side. We have also recently conducted a final maths assessment and that has given us the following attainment figures: 9-5 EM 24-34% 9-4 EM 51 -60% The range is caused by the change in assessment to 1-9 and we don't have 100% confidence as to where the grade boundaries lie.*

*EBAC • Performance in science is below expectation but discussions indicate work is required on accuracy of assessment. • Performance in languages is also below expectation particularly in French and Spanish. • Geography performance is still below expectations Open • ECDL has made a significant contribution and we still have a number of students to get through the qualification.*

*• Targets within the open slot are challenging due to the inclusion of ECDL and similar subjects. This caused student targets to rise at the start of year 11.*

*Headline Figures Year 10 • Overall -0.1 • Maths -0.3 • English 0.04 • EBACC 0.01 • Open -0.2 Key Groups • HPA: -0.3 • MPA: -0.04 • LPA: 0.44*

*Headline Figures Year 9 • Overall • Maths • English • EBACC • Open Key Groups • HPA: • MPA: • LPA:*

*Headline Figures Year 8 • Overall 0.09 • Maths -0.84 • English -0.34 • EBACC 0.38 • Open 0.68 • Key Groups • HPA: -0.07 • MPA: 0.1 • LPA: 0.73*

*Headline Figures Year 7 • Overall: -0.08 • Maths -0.82 • English -0.31 • EBACC 0.06 • Open 0.44 Key Groups • HPA: -0.14 • MPA: -0.15 • LPA: 0.52*

**A Governor asked whether the students have enough aspirations to strive to achieve their best in exams.** The Head advised that he has been reading a student voice that staff have done with HPA students and they want to do well and understand how important good GCSE results are. HPAs are generally not doing as well as LPAs and MPAs.

**A Governor asked whether enough efforts have been put into HPAs** and the

Head advised possibly not historically but certainly now they are having as much intervention as LPA and MPA students.

A discussion took place around the different ability of students in classes for whom teachers are having to ensure differentiation is in place for in each lesson.

A Governor asked whether there are any other major changes and the Head advised that controlled assessment has been removed from most subjects. A Governor asked whether the standard has been raised and the Head confirmed it has. The papers will be taken away for marking. A Governor asked whether staff will have any opportunity to learn how papers are marked and the Head advised that they will get the experience.

A Governor asked whether the new marking system will have a detrimental effect on the science results and the Head advised that he expects science to stay stable and they will know more in September.

The Chair thanked the Head and Mr Birks in his absence for the update.

## **O191/17 CIP Impact for Teaching & Learning**

Mrs Rayner spoke to the previously circulated CIP Impact Statement and invited questions.

A Governor asked why HPA profiles were not completed and Mrs Rayner advised that there are more HPA profiles and her idea was for them to create their own learning profile. To do that with a significant number of students would mean they would have to do by themselves. Mrs Rayner advised that this was not a realistic idea. Panels of HPA students have been taken and their comments distilled into an A4 sheet in every teacher's profile file.

Mrs Rayner advised that CPD has been delivered on replicating. Work has been done on expectations with TAs on INSET as they were unaware of the expectations of staff. The top nine TA standards were chosen to help students make progress and these are now in a document. Questioning is the first standard. Targets for improvement are set and CPD is given to improve those targets. Mrs Rayner advised that she does not know how this sits legally as it is not linked to pay. A discussion took place around how effective TAs are in improving progress and Mrs Rayner advised that research done by the Sutton Trust is very damning. The Head advised that the quality of TA

support does vary.

A Governor asked whether a degree is required to be a TA and the Head advised not, but sometimes a person may work as a TA for a year before going on to train as teachers.

The Head advised that the college does not have an excess of TAs, and who are mainly in place for students with SEN.

A discussion took place around what Faculty Leaders will expect of TAs.

### **O192/17 Date and Time of Next Meeting**

The next Outcomes Committee meeting will be held on Wednesday 13 September 2017 at 4.00 p.m.