

**ST PETER'S CATHOLIC HIGH SCHOOL  
MEETING OF THE FULL GOVERNING BODY  
HELD ON TUESDAY 12<sup>th</sup> DECEMBER 2017 AT 6.30PM  
(AFTER THE ADMISSIONS COMMITTEE)**

**MINUTES**

**GOVERNORS PRESENT:** Mrs C Chivers (Chair), Mrs R Fisher, Mrs K Pilkington, Mrs D Kenny, Mr D Corner, Mr C Hough, Mr B Morris, Mr A Burrows, Mr A McGlown (HT), Fr B Jackson.

**IN ATTENDANCE:** Mrs H Pinnington (DHT), Ms V Semple (Governor Services), Mrs C White (Clerk)

*Meeting started: 6.20pm*

*Meeting finished: 9.25pm*

**1. OPENING PRAYER**

An opening prayer was conducted at the Admissions Committee by Fr Jackson.

**2. WELCOME TO NEW PARENT GOVERNOR**

Mr Adam Burrows was formally welcomed to the Governing Board at the Admissions Committee.

**4. APOLOGIES FOR ABSENCE**

- 4.1 To receive apologies for absence
- 4.2 To accept apologies for absence
- 4.3 To note Governors not in attendance

Apologies were **RECEIVED** and **ACCEPTED** from Mrs A Doran. Governors **NOTED** that Mrs J Watts was not in attendance.

**5. ITEMS TO BE INCLUDED UNDER ANY OTHER BUSINESS**

Governors **AGREED** to the following items of any other business:

- Staff Update
- Pay Committee membership
- Christmas Celebrations.

**6. DECLARATION OF INTEREST**

Governors were invited to declare whether they have any direct or indirect personal, interest or conflict of interest in any matter which forms part of the agenda for this meeting or was likely to be discussed at this meeting.

No declarations were made.

Staff in attendance were: Mr A McGlown (HT), Mrs D Kenny, Mrs H Pinnington.

### **3. PRESENTATION BY GOVERNOR SERVICES – OFSTED**

Ms Vikki Semple, Senior Governance Officer, Governor Services, Wigan Council was introduced to the Board and gave a 45 minute presentation on preparing for an Ofsted Inspection.

A summary of key points and questions was circulated as part of the presentation.

*Ms Semple left the meeting at this point (7.15pm).*

### **7. HEADTEACHER'S TERMLY REPORT ON SCHOOL IMPROVEMENT**

Governors had reviewed the previously circulated Head teacher report.

#### **7.4 Outcomes for Pupils**

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**Q – What impact have the remarks of exams had on the results?**

A – The remarks have been included in the results presented. There were over 50 grade changes with some changes resulting in two grades higher.

Governors debated the remarks, in particular the quality of marking, costs and the variability in English Literature and English Language.

Governors discussed the impact of five children – four pupil premium children that had extremely difficult personal circumstances and 1 child in dual education for medical reasons. All the children were high or middle attainers at primary school and their poor results made them 'outliers' with a significant impact on the statistical performance of the school. School has clear case studies to demonstrate not only the support provided, the issues and understanding of the impact of their results.

**Q – Does school receive reports on why grades changed?**

A – No. It may be a result of the different marking techniques employed with the 'whole paper' being marked by one person in a remark whereas the original papers were marked by individual questions.

**ACTION:** Head teacher to provide an anonymised summary of remarks on Governor Hub.

The in-school progress methodology was explained. Governors **NOTED** the differences between the optimism in Year 10 after 8 weeks of GCSE teaching for data drops and the final internal data drops that were very accurate. There was a challenge to balance the aspiration of the children and the reality over time of the depth of understanding they can achieve. As a result Mock exams had stronger quality assurance; to ensure that the maximum amount of the course was covered and they would be 'blind marked' against the standardisation grades. There had been no benchmark in 2016 for the grades. Mock results would be shared with parents on 9<sup>th</sup> January 2018. Additional interventions would be made with children that were 2 grades below the minimum estimated grade (MEG).

Governors discussed Disadvantaged pupils and how to ensure that there was sufficient progress. There was a raised profile of Disadvantaged pupils in school and interventions to support their attainment and progress.

**Q – Were Disadvantaged (DA) pupils supported to the detriment of Non-disadvantaged pupils?**

A – No. DA pupils had specific funding allocated to them as part of the Pupil Premium. The small cohort numbers resulted in Non DA pupils being incorporated into the support.

The engagement of DA parents and half termly reviews of specific Pupil Premium groups and interventions were core components of the actions in school. There were 12 DA children in Year 11 all with bespoke support to address their individual challenges. The in-school gap between DA and Non-DA was not close; however the performance of DA pupils was against Non-DA national results.

2018 Targets (page 3).

**Q – Were the targets realistic?**

A – Yes for the cohort and they were challenging.

## **7.2 Quality of Teaching, Learning and Assessment**

### Quality of Teaching Review

Teachers with action plans had been reviewed at the Pay Committee and their individual action plans were developed in partnership with the Head of Dept and SLT to address one element of teaching practice. Four teachers were attending coaching training and there was an aspiration in school to increase capacity and improve teaching practice through coaching.

**Q – How long did it take to demonstrate improvement?**

A – It was dependant on the element or issue for improvement. There were not necessarily quick fixes with the method – Identify, Coach/Train, Embed.

**Q – Have additional observations been undertaken?**

A – The cycle of observations finishes at the end of February. The first observations were of Year 11 teachers linked to other aspects of quality of teaching review – progress of pupils, lesson observations, work scrutiny, deadlines etc.

**Q – Why was the results not outstanding if the majority of teaching in the school was outstanding?**

A – There were cohort specific issues and the outcomes do not reflect the standard of teaching received.

**Q- Were the Teaching and Learning judgements correct?**

A – Yes, they were deemed correct and a review by the School Improvement Partner had been undertaken and in-school data assessment for 2015 and 2016 suggested the judgements to be accurate.

The Self Evaluation of the school had highlighted this issue with some elements Good.

**Q – Was the departmental summary robust?**

A – A whole review of the school had been undertaken and the SLT had two years' experience of the system and it was adopting a more robust and tougher approach. The School Improvement Partner would undertake a learning walk with the department heads and provide a departmental summary.

Governors discussed the issues experienced in some departments over time.

**Q – When would data pertinent to this academic year be available?**

A – A report of the Mock Exams would be available for the Spring Student Progress meeting. The DHT reported on the data drop processes for Years 9 and 10.

Governors were concerned that there may be insufficient time to:

- (a) address any challenges identified from the data drop
- (b) make a positive impact and change or turnaround the results.

Governors **NOTED** that the implications of the changes in measures focuses on Progress and thus the emphasis on the best outcomes for every child.

**ACTIONS:** (1) In year data to date to be presented at the next Student Progress committee; (2) Mock Exam data to be presented with results and actions arising.

### **7.3 Personal Development, Behaviour and Welfare**

#### Attendance

**Q – Were the Persistence Absence (PA) figures high?**

A – At this point in the school year it was an average of 12% with overall school attendance just below the target of 96.8% at 96.69%. PA was pupils with less than 90% attendance which could be accounted by holiday or illness of a week or more at this point. The percentage will reduce over time.

**Q – If there was a long term medical illness would this be classed as PA?**

A – Yes, even if they were dual educated or educated off site, checks were made regarding attendance as they impacted on the school figures.

Governors **NOTED** that attendance was good and improving especially for Disadvantaged groups.

There were now two bullying incidents and eight exclusions.

Governors **NOTED** the Catholic Life of School and the excellent report from the Head Girl on behalf of the School Council, especially with regard to Transport and LGBTQ issues and mental health. The changes to the all-weather pitch lighting had been undertaken in response to neighbour feedback and the polling station had moved to the Book Recycle (old Library).

## **8. SAFEGUARDING**

### **8.1 DfE information - Preventing and tackling bullying**

Governors **NOTED** the information and that there was very little repeat bullying in school.

**Q – How often were staff trained in preventing and tackling bullying?**

A – Regularly. Staff had just received anti bullying and LGBT training.

**ACTION:** Invitations to future safeguarding training for senior staff to be extended to Governors.

### **8.2 Safeguarding Policy for review and approval**

Governors had reviewed the Safeguarding Policy uploaded to Governor Hub.

**Q – How did school manage the use of staff personal mobiles?**

A – Staff were trusted to use their mobiles appropriately in school. They were not permitted to record or take any images with their personal mobiles; school equipment (e.g. iPads or cameras) was to be used (for example sports events or awards). Personal mobiles were available for staff to use in classrooms for diary management and work related information.

Para 1.4 of the policy was highlighted by the Chair of Governors outlining that Safeguarding was everyone's responsibility.

Governors **APPROVED** the policy.

## **9. FINANCIAL MANAGEMENT**

### **9.1 Report from Chair of Finance**

The Chair of the Finance and Premises Committee gave a brief verbal update. Despite a number of unexpected expenditures, the 2017/18 budget was on track. The 2018/19 budget was anticipated to balance following an increase in funding and the staff reorganisation.

The 2019/20 budget was estimated to have a £250,000 deficit. There were a number of potential big items of expenditure to plan, including £90,000 for new boilers; an inspection and report were pending.

The budget setting process will be a key consideration for the Spring Term and a plan of action will be required to counter the 2019/20 budget deficit (and £500,000 deficit in 2020/21).

Governors discussed the potential impact on staffing, as the highest proportion of the budget costs, and **NOTED** the potential need for difficult and big decisions. The Head teacher indicated that staffing for 2018/19 would be clearer from the New Year with a clearer picture of the academic staff profile in February.

Governors shared the Head teacher's aspiration to make as few cost savings and changes that would impact on the students. Governors **NOTED** that the budget cycle planning was year by year and that it was not strategic to plan only one year ahead.

**Q – Was it fair to staff to leave any staff reorganisation decisions to the Summer term?**

A – Staff changes would need to be notified by June in the summer term and an action plan would be prepared in the Spring term.

Governors **NOTED** that there was no longer a three year funding settlement and that there would be a need to rely on LCVAP and The Devolved Capital Formula (DFC) for discrete maintenance projects such as new boilers. The Head teacher indicated that there was scope for £250,000 savings.

**ACTION:** An action plan for 2019/20 to be prepared by SLT to inform the 2018/19 budget setting process in the Spring term.

## **10. GOVERNANCE ITEMS**

### **10.1 To consider Governor reports**

- a. Modern Foreign Languages
- b. Learning walk
- c. Link meeting

Governors received in advance of the meeting three Governor reports.

Mr D Corner gave a brief overview of the learning walk with the Head of Department for Modern Foreign Languages highlighting the calm, positive, confident atmosphere which was a fantastic climate for learning. Governors discussed importance of visits, including the SLT link roles, to gain a real day experience of school life.

Governors **NOTED** the information.

### **10.2 To consider Governor/Governing Body training and development**

The Chair led a discussion on training and development. The presentation (Item 3) and the coaching session from School Improvement Adviser were considered extremely useful. The Chair proposed a future training or away session to develop knowledge and encouraged Governors to consider both Governor Services and Archdiocese training courses.

**ACTIONS:** (1) Clerk to update training records for Ofsted preparation training; (2) Clerk and Chair to coordinate an away half day session with Governor Services.

### **10.3 Governing Body Membership and contact details including DBS checks/updates**

There were no vacancies and the DBS checks had been completed for the new Parent Governor.

## **11. POLICIES FOR REVIEW AND APPROVAL**

### **11.1 Pay Policy (ratification of Personnel Committee decision).**

Governors **RATIFIED** the approval of the Pay Policy.

### **11.2 Careers Education Information and Advice Guidance Policy (CEIAG)**

The Head teacher indicated that Careers advice in school was strong and the school was seeking to achieve their gold award. As part of the requirement was a CEIAG policy that had been circulated in advance of the meeting. Mrs J Watts had agreed to be the Careers Link Governor, meeting with career staff and the CEIAG assessor.

Governors **NOTED** the information.

## **12. SCHOOL ITEMS**

### **12.1 School Working Pattern**

2018/19 – Proposed 3<sup>rd</sup> inset day Friday 28<sup>th</sup> June 2019  
2019/20 – Proposed 3<sup>rd</sup> inset day Friday 26<sup>th</sup> June 2020

Governors **AGREED** the school working pattern.

### **12.2 Privacy Notices**

Staff  
Parents and Pupils

Governors had received prior to the meeting the Privacy Notices that were required as part of current legislation. Preparation for the General Data Protection Regulations (GDPR) was ongoing.

#### **Q – Was the school ready for GDPR?**

A – A huge amount of work was required. There had been a lack of guidance and support from both the Local Authority and the Archdiocese.

Governors **NOTED** the information.

## **13. GOVERNING BODY MINUTES**

### **13.1 Approval of the minutes**

Governors **AGREED** that the minutes of the Governing Body meeting held on 12<sup>th</sup> September 2017 be signed as a correct record by the Chairperson and **AUTHORISED** their publication in accordance with the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

### **13.2 Matters arising from the Governing Body minutes.**

*Correction:* Mrs D Kenny to be included as a Governor Present.

### 8.11 Website Compliance

A Governor had not been able to access Parent View from the website.

**ACTION:** School to follow up Parent View link on website.

### 13.2 Update on School Improvement Trust

Two governors were on the Trust Board; one from an Archdiocese school, one from a religious order school. Two areas were being developed through a business partnership role:

- (a) Procurement with SBMs encouraged to attend termly meetings to identify cost savings.
- (b) A review of the third party training provision for the Apprentice Levy.

**ACTION:** Annual Report produced by the Archdiocese to be circulated to Governors.

## 14. COMMITTEE MINUTES (enclosure)

14.1 To receive of the minutes of the following committees:

Student Progress/Curriculum	17 <sup>th</sup> October 2017
Personnel	21 <sup>st</sup> November 2017
Finance & Premises	28 <sup>th</sup> November 2017

### 14.2 Matters arising from the Committee minutes.

*Personnel Item 8.1* correction: Mr Charles Lowry.

*Personnel Confidential 6.1 (5)* would be covered as part of the AOB.

*Personnel Confidential 6.2 Staff Absences*

**Q – Does school monitor staff sickness and repeated instances of sickness?**

A – Yes, school follows the sickness procedures carefully and consults with HR with any Stage 1 triggers.

*Personnel Confidential Item 10 – Feedback – deemed confidential for the minutes.*

There were no matters arising from Student Progress and Finance & Premises.

Governors **NOTED** that the school improvement information had been included within the Head teacher's report.

## 15. CORRESPONDENCE

There were no items of correspondence.

*Mrs D Kenny and Mrs H Pinnington left the meeting at this point (9.10pm)*



## **16. ANY OTHER BUSINESS**

### **16.1 Staff Update**

This item was deemed confidential for the purpose of the minutes.

### **16.2 Pay Committee Membership**

Governors **AGREED** to Mrs C Chivers and Mr C Hough to stand in for the absent Pay Committee members, Mrs A Doran and Mrs J Watts, to enable the Pay Committee held after the meeting to be quorate.

### **16.3 Christmas Celebrations**

The Head teacher invited Governors to attend the school's Christmas Celebrations:  
Wednesday 20<sup>th</sup> December at 6pm in the Theatre  
Friday 22<sup>nd</sup> December at 11am in the Sports Hall.

## **17. CONFIDENTIALITY**

Item 16.1 was deemed confidential for the purpose of the minutes.

## **18. DATES OF NEXT MEETINGS**

SPRING – Tuesday 27<sup>th</sup> March 2017 at 6pm  
SUMMER – Tuesday 10<sup>th</sup> July 2017 at 6pm

Governors **NOTED** the dates of the next meetings.

*Meeting closed at 9.25pm.*

