

**ST PETER'S CATHOLIC HIGH SCHOOL
MEETING OF THE FULL GOVERNING BODY
HELD ON TUESDAY 27 MARCH 2018 AT 6.00PM**

MINUTES

GOVERNORS PRESENT: Mrs C Chivers (Chair), Mrs A Doran, Mrs D Kenny, Mr D Corner, Mr C Hough, Mr B Morris, Mr A Burrows, Mr A McGlown (HT), Fr B Jackson, Mrs J Watts.

IN ATTENDANCE: Mrs H Pinnington (DHT), Mr T Carroll (Acting Clerk)

1. OPENING PRAYER

The opening prayer was led by Fr Jackson.

2. APOLOGIES FOR ABSENCE

- 2.1 To receive apologies for absence
- 2.2 To accept apologies for absence
- 2.3 To note Governors not in attendance

Apologies were **RECEIVED** and **ACCEPTED** from Mrs K Pilkington.

3. ITEMS TO BE INCLUDED UNDER ANY OTHER BUSINESS

None

4. DECLARATION OF INTEREST

Governors were invited to declare whether they had any direct or indirect personal, interest or conflict of interest in any matter which formed 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 (DHT).

5. HEADTEACHER'S TERMLY REPORT ON SCHOOL IMPROVEMENT

Governors had reviewed the previously circulated Head teacher's report.

Outcomes for Pupils

Mr McGlown opened the discussion by explaining that, for the new GCSEs, teachers had sample assessment materials and mark schemes, but no indication of where grade boundaries would lie.

He provided an illustration showing how, following discussion and comparison across the PIXL group of 260 schools, it had emerged that a mark of 32/70 in one science test would place the student close to the top 10% nationally, and that a score of 18/70 would place a student in the top 50%. In other tests/examinations, the grade boundaries were quite different.

In contexts like this it was only possible to be confident that children were improving their marks as they went through the year - estimating Attainment 8 averages was very difficult, and Progress 8 even more so. For that reason, in presenting data to governors he was including the old benchmarks of C and above and A and above for Year 11 as well as the new level 4+ and level 7+. Mr McGlown tabled the latest version of the data dashboard circulated with the agenda. For years 7-9, it was possible to be confident about the data, for years 10 and 11 it was more difficult.

Q. Is the persistent absence in Year 11 a small number of children?

A. Yes – and there is improvement in some cases but not in others.

Q. How concerned are you about this, given the impact of a small number of students on last year's results?

A. There is a concern that the progress of students eligible for Pupil Premium (PP) in Year 11 will not be strong. There are only 13 students in this group, and each individual represents a significant percentage. Several of these have issues with attendance, or complex needs. A great deal of work is being done with them, but it is not possible to be confident that they can improve on the outcomes of last year's group.

Mr McGlown was confident that the Year 11 cohort as a whole would have a positive Progress 8 outcome, but not those eligible for Pupil Premium. He would be reasonably satisfied for this specific cohort if the PP group equalled or bettered the national average of -0.4.

Q. When are the mock examinations? Is there time to react to the results.

A. The last set of mock exams for this year had recently been completed. There was time to use the outcomes of these in the last few weeks' teaching.

Q. In years 7-9, Pupil Premium students are making more progress. What are the reasons for this?

A. There are more eligible students in each year, which means that individuals have a smaller impact. The school is more confident in the Key Stage 3 data, and it has been a priority to increase the visibility of Pupil Premium students in the minds of staff (e.g. through the monitoring process). In Year 10 also, PP students were attaining well.

Q. What is the balance of boys and girls in Year 11?

A. In the year group, about equal, but more boys than girls are in the PP group (about 8 of 13).

Q. How many are in the Year 10 PP group.

A. Twenty-three. The larger group was an advantage in terms of the school's overall performance data.

Q. What intervention work is being done in Year 11?

A. Targeted support is being provided as appropriate to both PP and non-PP students. Examination preparation will be provided after Easter for all. Each PP student has a mentor from the Senior Leadership Team. There would be an Easter

School in the second week of the holidays to which all PP students had been invited, along with any students who were underperforming. Extension sessions targeted at the same pupils were taking place each Friday.

Q. What is the uptake of the Easter School?

A. This is quite good. It has been advertised both to students and directly to parents. A similar school would be organised for summer half term.

As well as these initiatives teachers were increasingly targeting intervention in normal lessons. A training day in January had focussed on planning lessons differently to meet the needs of PP students and those who were underachieving.

Mr McGlown reminded governors of the changed challenges students were facing, including more exams, longer exams and no coursework in most subjects. Because there had been no trialling of exams, some of them were flawed, leading even able children to feel that they were failing. He was confident that St Peter's would perform well nationally, but the children would be needlessly anxious.

Q. What issues are there with the maths questions?

Mrs Kenny explained that many of these were problem solving questions, which were not always accessible to children with limited ability to cope with questions several sentences in length, even if they were competent in the mathematical skills being tested. There had been considerable discussion among staff about this, but the only solution was to try to give them plenty of practice. A governor suggested that some students may need emotional support in meeting these challenges.

Q. Are you relatively confident that the students will do well, and should hold their own compared with other schools nationally?

A. Yes – the staff have worked hard, and worked with colleagues in other schools. They have got the teaching well organised, and they know who needs help. However, it was not possible to be sure what results would be – as publicly acknowledged by Ofsted's National Director for School Inspections. Next year, there would be more to base estimates on.

Q. Is there a big change to teaching?

A. Children have to think what they are doing, and how to apply their knowledge. There is at present no significant bank of questions to test with.

Personal Development, Behaviour and Welfare

Governors asked for clarification in relation to the fixed-term exclusions reported by the Headteacher, particularly in relation to whether any of the students might incur more than 15 days' exclusion. Mr McGlown reported that the school was seeking to secure extra support for some students facing difficult circumstances.

Q. Is there crossover between the disadvantaged groups listed?

A. Yes, there is. The school is very aware if a student is in one of these groups. Often, it is appropriate to apply the same strategies across groups. The school has a relatively high percentage of children looked after because the Local Authority has to place these children in good or outstanding schools. There are some individuals

who have multiple disadvantages, and these make up a significant percentage of children eligible for Pupil Premium.

Q. Do you receive many requests for holidays in term time?

A. There are requests, but these are normally refused unless there are exceptional circumstances (e.g. a family funeral).

Q. Are all requests logged, to see if there is a correlation with a later absence?

A. Yes.

Mr McGlown acknowledged that it was not surprising that families requested holidays when prices were so much lower in term time. There were also issues when holiday patterns did not match.

Mrs Pinnington reminded governors that the school had a new attendance strategy. This had been in place for a few months, and ensured that the school now had a consistent approach.

Quality of Teaching, Learning and Assessment

The Headteacher reported that scrutiny of samples of student work had shown that marking and feedback were good or better, both for Pupil Premium and non-Pupil Premium students. The frequency of marking/feedback was improved, but there were some related issues with management of workload.

Q. Was this a large enough sample?

A. There is a specific methodology. The Senior Leadership Team had spent over a day on this exercise.

Q. Did teachers get any warning?

A. They knew a week in advance that the exercise was to take place, but were only told the day before which students had been selected.

Mr McGlown stressed that managers looked at students' books all the time. In addition, a key focus of the exercise had been to look at student response to feedback, and it was not possible to create that the day before.

Mrs Pinnington pointed out that the table included in the report showed a three-year journey of improvement. The robustness of tasks had improved, and good practice had been shared and embedded. Where a need for improvement had been identified, action had been taken and feedback/support provided. The data had been used to triangulate evidence (e.g. from learning walks, student achievement data) and had helped managers/departments to discuss and set targets. An example of this was identifying that, in some subjects, too much writing was demanded in formative tasks.

Q. What is the average amount of time spent teaching per week?

A. Teachers normally teach 25 lessons in a 30 lesson week. In some subjects teachers have more classes than in others. For example, an English teacher might have 6 classes, a geography or history teacher 17. This has implications for workload. The expectation is that students get feedback approximately every six lessons.

Q. How much time is given to reflect on feedback?

A. This varied – it could be time in class, or repeating the work at home, or applying the learning to another task. It depended on the nature of the feedback. The important thing was that the students acted on the feedback.

Q. If a student shows improvement in response to feedback, is this acknowledged?

A. The expectation is that this would be marked and commented on.

Effectiveness of Leadership and Management

Q. What impact on teaching will there be when the 7 staff undertake the senior/middle leadership training?

A. The training includes 3 full days out of school, and a lot of work in the teachers' own time. The school will need to plan cover – but the training is being provided free because of the school's membership of the Archdiocese of Liverpool Secondary Schools' Improvement Trust (ALSSIT), which gives access to £8000 worth of training.

Q. How do you ensure that Pupil Premium students are able to access trips and events?

A. Subsidies are offered to these students (e.g. 50% of the cost of the skiing trip), and some local events are provided free.

Governors expressed interest in seeing the uptake of opportunities by Pupil Premium students, and those with SEND, in future reports. Mr McGlown acknowledged that this would be a good idea, but was concerned that the report might be difficult to generate. Anecdotally, these groups of students were well-represented.

The report from the School Improvement Partner (SIP) was not yet available. The delay was in waiting for school data from the second set of Year 11 mocks and was not the fault of the SIP.

Self Evaluation (SEF)

An executive summary of the SEF had been circulated with the agenda. The SIP had influenced the format and had helped school to make their judgements. Governors liked the clear identification of areas for improvement under "Even better if...".

Q. Are the relevant points included in the School Improvement Plan?

A. Yes, as actions.

Q. Are you confident in the "outstanding (1)" judgements?

A. Some areas are graded 1/2 (outstanding/good) based on detailed discussions with the SIP following the 2017 outcomes. In Ofsted's current methodology, the school's data would put it on the cusp of "outstanding" and "good". This would be the focus of an inspection if one were to take place in the near future.

6. SAFEGUARDING

Mrs A Doran was appointed Safeguarding Governor.

There were no safeguarding issues in school, apart from those reported in the Student Progress and Curriculum Committee minutes.

Action: The Headteacher to arrange for the web site to be updated, and for Mrs Doran to be sent the Behaviour and Safety report.

7. FINANCIAL MANAGEMENT

7.1 Levels of Delegation

The Scheme of Financial Administration (SOFA) had been approved by the Finance and Premises Committee on 20 March. Governors **approved** the levels of delegation recommended by the Committee.

7.2 Schools Financial Value Standard (SVFS)

Governors **approved** the school's 2018 SVFS submission, which had been circulated with the agenda.

7.3 2018/19 Budget

Governors noted that the budget position for the current year and for 2018/19 was better than had earlier been anticipated. This was the result of careful management, particularly by the School Business Manager. Budgets from 2019/20 onwards would be much more challenging, in all schools.

Governors **approved** the school budget for 2018/19, which had been circulated with the agenda.

8. EFFECTIVE GOVERNANCE

8.1 To consider Governor reports

- The Chair had recently met the Headteacher to discuss the SEF. A report of the visit would be circulated.
- JW was preparing a report of her visit to discuss SEND. This had been a really positive visit.
- JW had met the careers education and guidance team. The school had received a gold award for inspiring information, advice and guidance.
- BM had completed a report on health and safety, which was circulated with the agenda. Insurers were paying for the recent damage caused by a burst pipe.
- AB had conducted a school web site review. His report was circulated with the agenda. He had concluded that the web site was good overall, and had made a number of recommendations for improvement, which were being actioned.

Governors **NOTED** the information.

8.2 To consider Governor/Governing Board training and development

The Chair recommended the training provided by Wigan Council Governor Services, as detailed in the booklet and on GovernorHub.

It was **agreed** that the previously-discussed training for governors on Ofsted preparation should take place next term. An evening session was considered to be the best option.

8.3 Governing Body Membership

Governors **noted** that Mrs Ruth Fisher had resigned from the Governing Board, and that Father Bernard Jackson had indicated his intention to resign at the end of the academic year.

Following consultations with the Archdiocese, it was **agreed** that processes for the recruitment of two new Foundation Governors should take place simultaneously, beginning as soon as possible after Easter.

Governors expressed the wish that, if possible, a Catholic Priest should be appointed to the Board. However, it was recognised that availability may be limited because of priests' existing commitments.

Mr Clive Hough had kindly indicated his willingness to continue after his current term of office as Local Authority governor ended in July 2018. A formal nomination from the Local Authority for Mr Hough to be appointed for a further term of office was anticipated in due course.

It was **agreed** that the appointment of a Vice Chair to replace Mrs Fisher should be deferred to September 2018.

8.4 Committee Terms of Reference

To ensure that the work of the Committees was carried out in a way that was consistent with employee conditions of service, it was **agreed** that the following wording be added to the Terms of Reference for all committees of the Governing Board:

“These Terms of Reference should be read and considered in conjunction with the Scheme of Delegation for Staffing Matters (which in turn is based on the Conditions of Service for School Teachers in England and Wales – the Burgundy Book). Where appropriate, liaison with other committees (Finance and Premises, Personnel) may be required”.

9. LA ITEMS

9.1 Governor Services

(The Acting Clerk withdrew from the meeting for this item).

Governors agreed to purchase the following services for 2018/19 from Wigan Governor Services:

- Governor Services: Training and Support
- NGA Membership

- NGA Learning Link
- Wigan Governors' Forum
- Governor Services: Clerking Service

Clerking services were required for the main meetings of the Full Governing Body and Committees. It was agreed that clerking requirements for any additional meetings, including Pay Committee and Budget Setting meetings, would be decided on an ad hoc basis.

(The Acting Clerk rejoined the meeting).

10. SCHOOL ITEMS

10.1 School Improvement Trust

The Headteacher tabled the Archdiocesan Annual Report from the Director of Schools and Colleges. He highlighted the fact that the ALSSIT had been established, involving 34 Catholic schools and colleges. It was the biggest such trust in the country. Advantages included the fact that it was possible, as a trust, to bid for money for school improvement (e.g. £500k to improve science across the archdiocese). As a large group, it was also easier to have an effective dialogue with exam boards, etc.

11. GOVERNING BODY MINUTES

11.1 Approval of the minutes

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

11.2 Matters arising from the Governing Body minutes.

There were no matters arising.

12. COMMITTEE MINUTES (enclosure)

12.1 To receive draft minutes of the following committees:

Student Progress/Curriculum	6 February 2018
Personnel	13 February 2018
Finance & Premises	20 March 2018

Governors **noted** the draft minutes of the committees.

13. CORRESPONDENCE

There were no items of correspondence.

14. ANY OTHER BUSINESS

There was no other business.

15. CONFIDENTIALITY

No items were deemed confidential for the purpose of the minutes.

16. DATES OF NEXT MEETINGS

FGB	10 July 2017 at 6pm
Personnel	15 May at 6pm
Finance and Premises	5 June at 6pm
Student Progress and Curriculum	26 June at 5.30pm

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

Meeting closed at 8.00pm.

