

**Minutes of the Governors' Education & Curriculum Committee
for Springwell Community College
Wednesday 21 March 2018**

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

In attendance: Ms S Whitaker, Clerk, Miss H Staton, Deputy Head, Mr S Birks, Assistant Head (for one agenda item), Mrs D Raynor, Assistant Head, Mr J Naylor, Assistant Head and Mrs L Greaves, SPL for MFL (for one agenda item only)

EC1/18 Elect Chair & Vice-Chair

Mrs Swift was elected as Chair of the Education and Curriculum Committee. Mrs Yates was elected as Vice-Chair of the committee.

EC2/18 Presentation from Louise Greaves – Modern Foreign Languages

Mrs Greaves gave an overview of Modern Foreign Languages to Governors.

The Faculty is currently staffed by:

LGR – Faculty leader – (full time)

LST – (Full-time) – 2 days per week at Inkersall Primary teaching KS2

HRU - (0.8 fte)

NWA- (0.4 fte) – teaching GCSE German and acting as a TA the rest of the week

Examination Performance 2017	
Subject	Progress Score
French	-1.53
German	-1.26
Spanish	-2.23
Overall	4

AP4 overall Performance - 2017

	Progress Score			
	Y7	Y8	Y9	Y10
French			-0.56	-0.78
German		0.88	1.81	0.79
Spanish	-0.44	0.72	0.38	-0.28
	3	1	3	3

The PDI Score for round 1 in 2017/18 showed a blanket score of 2 in all subjects.

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On behalf of the board

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on behalf of the Education & Curriculum Committee

Strengths (including reflection on key foci of questioning, engagement, differentiation and priority students) were identified as:

- When progress was good or better it was because there was a positive learning environment with well-planned lessons and carefully crafted WILFS. Students showed good relationships with peers and teachers. There was good and sometimes outstanding questioning.

Areas for development (including reflection on key foci of questioning, engagement, differentiation and priority students) were identified as:

How to get outstanding progress or maintain it:

- Make sure that WAGOLLS show students how to model an answer.
- The stretch and challenge was not great enough to appropriately challenge students, particularly HPA.
- Tasks were not differentiated enough.

The PDI score for round 2 in January/February 2018 gave an average score of 1.75.

During these drop-in sessions, strengths were identified as:

- Differentiation to 4-5 levels
- Carefully crafted WILF's
- Engaging lessons
- Group work
- Challenging tasks

Areas for development were identified as:

- Scaffolding for LPA
- Asking a pupil to introduce the learning in the lesson
- Use time as a starter to reinforce vocabulary for within that lesson
- Use lead learners to help other students who might struggle

Work Scrutiny

Strengths were seen to be that when progress was good or better it was because there were well planned activities that support progress that were being delivered with explicit differentiation. Read through policy was being used strategically throughout the faculty. There was excellent close marking which allowed students to improve their work.

With areas for development being -_How to get outstanding progress or maintain it. Students need improvement modelling consistently. Even though they improve their work it still needs to be further improved so that progress becomes outstanding. The DIRT activities need to be more explicit and students need to be directed to the appropriate improvement activity. Make orange pen improvement explicit.

Scores	Raw Score	GRADE
Overall Faculty score for Round 1 2016-17	2.5	RI
Overall Faculty score for Round 2 2016-17	2	GOOD
Average score 2016-17	2.25	GOOD
Overall Faculty score for Round 1 2017-18	2	GOOD

Mrs Greaves detailed the behaviour in lessons.

Upcoming trips within the Faculty include:

- Castleton intense revision weekend 4th /5th May 2018 – Y 11 students
- Madrid 2018 – Y10/Y11 students
- Barcelona 2019 – Y7-9 students

Mrs Greaves then detailed the 2018 improvement priorities:

- Differentiation in every lesson (INSET)
- More stretch and challenge of HPA (INSET)
- Revision – push for attendance/revision guides at parents' evenings
- Speaking has to be a priority (most KS4 lessons start with a photo card)
- Attending TAG meetings (liaising with other schools)
- Being more aware of students' needs (what skill areas they need to improve) and contacting home ASAP
- Vocabulary – 'quizlet'
- Teaching grammar from Y7 and incorporating all these new skills from the beginning of KS3 by embedding these skills into our SoW
- Praise and rewards (postcards home/Linguist of the month)
- Intervention strategies – phone calls home to parents of students underperforming/with the wrong attitude/lack of HW
- HW- must be followed up and completed- this is much easier with class charts
- Speaking/SoW and new exam techniques are part of the FEIP and also appraisal targets.

The difficulties facing the 2018 cohort were identified as:

- New exams – writing and three parts to the speaking element/different
- AQA don't know grade descriptors nor boundaries
- Revision – MFL low down the priority list
- No more mixing tiers (speaking an issue) HPA
- The rotation languages programme – massive gaps in knowledge leading

to failing exams

- Resources – lack of specimen papers (only 2) no grade boundaries
- Lack of time – to cover course and teach all new skills (Rubrics in TL/Translation/Spontaneity) – may be need to start teaching the course in Y9

A Governor asked whether there is enough time for revision and Mrs Greaves advised that there are only certain evenings available for MFL revision. A Governor asked whether the syllabus is finished and Mrs Greaves advised that she and another member of staff have almost finished but the third teacher is revisiting gaps in the students' learning and there is still a lot of the syllabus to complete.

A Governor asked whether the Faculty works with staff from other schools and Mrs Greaves confirmed that she works with three other schools.

A Governor asked whether the right calibre of student is opting to learn a modern foreign language and Mrs Greaves advised on the whole, but there are a small number of students who have chosen German and she will work with the student to make more suitable options.

In relation to the visitors who speak other languages, a Governor asked whether it would be prudent to concentrate on those languages that are taught in college and Mrs Greaves replied that it is to give the students a taste of other languages.

A Governor asked whether students are issued with revision guides and Mrs Greaves confirmed they received these in November.

A Governor acknowledged the stress that both staff and students are under during the difficult time in changing curriculum.

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

EC3/18 Apologies for absence – agree whether to accept

Governors noted and accepted apologies for absence from Mr P Mann.

EC4/18 Declaration of Interest in any item on the agenda

No Governor declared an interest in the following agenda items.

EC5/18 Confirm the agenda

Change the order of the items on the agenda.

EC6/18 Minutes of the meeting for the Outcomes Committee held on 10 January 2018 – 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.

EC7/18 Matters Arising from the Minutes

The Achievement Board has arrived and the Head advised that it will be erected in the hall by the end of the week.

Mr Birks advised that 60% of the students who dropped to a foundation paper in maths last year achieved a Grade 5, 30% achieved a Grade 4 and 10% achieved a Grade 3. There are more students being entered for the higher paper this year as the college now knows the grade boundaries.

A Governor asked whether any of the students who were entered for a foundation paper last year would have achieved a 6 and Mr Birks advised that it is not known, but they have a grade which has secured their next step in their learning. The Head acknowledged that in hindsight, the SLT were over cautious last year which has been adjusted this year.

EC8/18 Minutes of the meeting for the Student Committee held on 13 December 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.


EC9/18 Matters Arising from the Minutes

The letters were sent to staff.

The letter to the council regarding the S43 gang was not sent and Miss Staton advised that the gang are now causing fewer issues in and around college.

EC10/18 Assessment P2 Update

Mr Birks spoke to the data which had been previously circulated for Governors' attention.

Prior Attainment on entry  means improvement on previous year

Year	Ability
2016	Significantly below average (-1.7)
2017	Below Average (-0.3)
2018	Below Average (-0.5)
2019	Significantly below average (-1.2)
2020	Below Average (-0.2)

Progress Scores

	2015	2016	2017
Overall	-0.52	-0.15	-0.4
Disadvantaged	-0.6	-0.45	-0.7
LPA	-0.57	-0.22	-0.2
MPA	-0.54	-0.05	-0.5
HPA	-0.42	-0.30	-0.5
Boys	-0.72	-0.08	-0.64
Girls	-0.33	-0.22	-0.25
SEN	-0.85	-0.7	-0.83

Attainment

	2015	2016	2017	2018
Overall	33	37.5	42	43.7
Disadvantaged	27.6	29.6	37	38.3
LPA	27.5	21.3	24	26.7
MPA	35	38.6	36	39.3
HPA	35.2	56.4	55	54.7
Boys	30.4	36.6	40.2	41.7
Girls	35.6	38.5	45.9	45.9
SEN	23.28	22.1	28.5	31.4

Basics

	2015	2016	2017	2018
Overall	40	47	54	56
Disadvantaged	25	25	19	39
LPA	0	0	0	6
MPA	36	52	34	41
HPA	89	97	92	88
Boys	34	48	51	49
Girls	44	46	56	61
SEN	24	22	22	29

Progress Slots

	2015	2016	2017
Overall	-0.52	-0.15	-0.4
English	-0.33	-0.2	-0.8
Maths	-0.65	-0.3	-0.5
EBACC	-0.5	-0.1	-0.4
Open	-0.59	-0.1	-0.2

Attainment 8

	2015	2016	2017	2018
Overall	33	37.5	42	43.7
English	7.6	7.9	8	9.38
Maths	6.2	6.7	8	8.19
EBACC	7.8	10	11	12.07
Open	11.3	12.9	14	14.13

KS 3 Percentage on track

	English	Maths	EBACC	Open
Year 9	51%	50%	79%	74%
Year 8	64%	46%	88%	85%
Year 7	47%	66%	70%	80%

A Governor asked whether students are still given a target and whether it is

aspirational or realistic. Mr Birks advised that aspirational grades are set in Year 7 and explained the process of how targets are calculated from their SATs results. A Governor said that parents do not always understand their child's targets and consider them to be unrealistic. The Head advised that there is some variation in the KS2 scores between primary schools is a mitigating factor.

Mr Birks was thanked for his presentation and he duly left the meeting.

EC11/18 Report from Deputy Head

Miss Staton shared her informative report with Governors:

1. Behaviour for Learning

Term 3 2017/18 compared to year to date to Term 3 in previous years as follows:

	First Warning	Second Warning	Final Warning	Classroom Referral
Term 3 2015 – 16	7678	1296 (2592)	245 (735)	228 (912)
Term 3 2016 – 17	3162	664 (1328)	99 (297)	110 (440)
Term 3 2017 - 18	3341	601(1202)	134(402)	152(608)
Reduction/increase	+5%	-9%	+26%	+28%

The data in brackets is the actual number of warnings given in classrooms, for example a classroom referral reflected as being the fourth warning given, as requested by Governors.

The data for Term 3 shows a decrease in sanctions at the lower end of the spectrum (Second Warning) this could be as a result in improved attitudes to learning and less low level disruption within the classroom. It also reflects the fact that students are generally responding to the first warning given (shown as an increase on previous years). The increase in both Final Warnings and Classroom Referrals is concerning and has bucked the trend in behaviour data over recent years.

In regard to Classroom Referrals 122 of the 152 occasions refer to 15 individual students (1.8% of the college population) with each of these students receiving 3 or more Classroom Referrals during the academic year (accounting for 80% of the Classroom Referrals given). 11 of these 15 students are male and of the 15 students 12 are in KS3 with the worst offenders in Year 8. Several have significant learning or behavioural difficulties. For the majority of these students there is a plan and strategies in place to improve their behaviour. Parents/carers of each student has been invited into various meetings to discuss the way forward.

Confidential Right to Learn Faculty Data was shared with Governors.

2. Attitude to Learning

After each data collection the Attitude to Learning and Behaviour for Learning scores for students are collated and analysed. These are then compared to previous data collections to identify any changes in students' attitudes to learning. Whilst this data looks very positive for Assessment Point 1 this academic year (compared to AP4 in the summer term) consideration needs to be given to the consistency of application of A2L and B4L scores. Following discussions with staff, students and parents/carers the way in which we rate A2L and B4L will now be reviewed.

From the data sets below the only area that falls below 'good' is NWB male students which can be explain by the fact that this is a very small number of students.

2016/17 AP4 Collection	Pupil Premium	NWB	Male	Female	Year Group	HPA
Year 7 ATL	2.18	2.16	2.19	1.94	2.07	1.93
Year 7 B4L	2.14	2.09	2.13	1.93	2.03	1.94
Year 8 ATL	2.05	1.53	2.03	1.94	1.99	1.86
Year 8 B4L	1.99	1.53	1.98	1.89	1.94	1.85
Year 9 ATL	2.10	2.28	2.09	1.87	1.98	1.83
Year 9 B4L	2.01	2.19	2.03	1.79	1.91	1.79
Year 10 ATL	2.16	1.76	2.09	1.88	2.02	1.83
Year 10 B4L	2.03	1.68	1.95	1.77	1.89	1.73
Year 11 ATL	2.22	1.90	2.16	1.93	2.05	1.81
Year 11 B4L	1.88	1.80	1.92	1.65	1.82	1.66

2017/18 AP1 Collection	Pupil Premium	NWB	Male	Female	Year Group	HPA
Year 7 ATL	2.23	2.19	2.24	2.09	2.17	2.09
Year 7 B4L	2.05	2.05	2.11	1.91	2.01	1.95
Year 8 ATL	2.43	2.18	2.41	2.18	2.30	2.18
Year 8 B4L	2.28	2.05	2.27	2.02	2.15	2.05
Year 9 ATL	2.41	2.16	2.47	2.25	2.37	2.33
Year 9 B4L	2.08	1.92	2.14	1.99	2.08	2.01
Year 10 ATL	2.36	2.55	2.38	2.21	2.29	2.21
Year 10 B4L	2.06	2.09	2.11	1.94	2.02	2.03

3. Attendance

*Comparative Attendance Data Trends to Term 3
All on roll*

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Trend
Average Attendance	94.5	95	94.9	95.8	94.8	94.1	↓
Male	95	95.8	95.2	95.8	94.7	94.1	↓
Female	94.4	94.3	94.6	95.8	95.0	94.1	↓
SEN K	92.4	91	92.3	94.6	93.1	92.8	↓
SEN S	-	-	-	87.4	92.0	94.1	↑
HPA	96.7	97.4	96.9	97.9	97.7	97.0	↓

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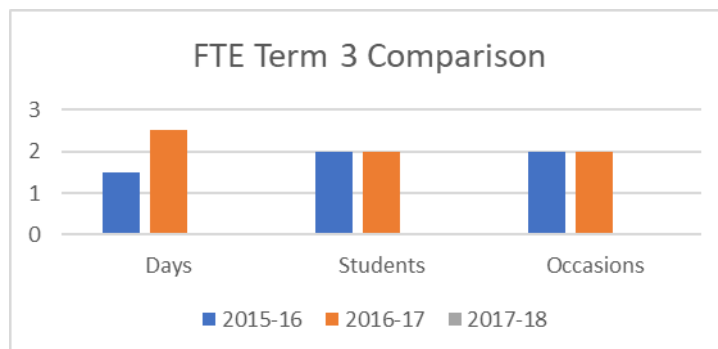
PP	92.9	92.6	92.5	94.6	93.5	92.9	↓
Non-PP	-	-	-	96.6	95.8	95.0	↓
CLA	95.8	87.8	95.2	96.6	79.9	94.4	↑
EAL	97	96.9	99	99	99	98.1	↓
NWB	94.7	94.1	92.5	87.8	81.8	80.8	↓
PA 90%	15	12.3	12.3	8.8	10.2	13.0	↑
PA 85%	6.4	5.1	5.6	4.3	4.7	6.4	↑
Unauthorised Absence	1.1	1.3	1.2	0.9	1.4	1.4	
Lates		1.7	1.6	1.2	0.9	1.2	↑

The attendance data for the academic year to date is slightly below where we would like it to be however this is impacted upon by a winter virus that affected students and staff alike. A discussion at the area inclusion strategy has reflected a similar trend in all schools locally during Term 3.

Attendance remains a high priority. We have continued to apply our very rigorous attendance procedures and have seen, with a number of cases, some success. We hold termly attendance panels thanks to the support of Governors and also refer cases for prosecution. The one family due to stand trial in January 2018 was disappointing pulled by the Local Authority at the very last minute.

Our Education Attendance Officer continues to work with students and families on preventative measures as well as punitive measures. First day absence house visits are undertaken for vulnerable students or those with concerning attendance. On several occasions now joint visits have been undertaken by the EAO and local PCSO to add support to our cause.

4. Exclusions



Term 3 Comparative Data

Term 3	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Days	20.5	0	5	1.5	2.5	0
Students	8	0	3	2	2	0
Occasions	11	0	4	2	2	0

There were no fixed term exclusions during Term 3.

YTD	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Days	41	12.5	9	8.5	5.5	16
Students	18	3	6	8	4	7
Occasions	20	8	11	8	5	11

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The number of fixed-term external exclusions (FTE) are showing an increase overall compared to the previous years. The 16 occasions in the year to date can be attributed to 7 separate students of which two have since been permanently excluded and one been electively home educated. The remaining 4 students who have accrued FTEs are varying distances through the pathway to exclusion. Fixed term exclusions are usually as a result of persistent failure to follow the College Code of Conduct or as a result of a serious incident such as a violent, unprovoked assault or when all college strategies to manage persistent disruptive behaviour have been exhausted.

Every FTE is considered under its own circumstances. It is always a last resort to use FTE as a sanction however, sometimes the unpredictable nature of a student's behaviour results in a FTE being the only viable option available to us. We remain well below the national average for Fixed Term Exclusions.

Permanent Exclusions

We have, in 2017-18, permanently excluded three students as a result of; persistent disruptive behaviour (2 x male) and physical assault (1 x male). The decisions made by the Headteacher were upheld by the Governors' Disciplinary Panels and were not challenged by either the Local Authority or the families of the students.

We remain above the national average for permanent exclusions however many Local Authorities no longer allow for permanent exclusions to formally take place instead buying-in the services of PRUs at a fixed price to its schools. Derbyshire is currently looking at alternatives to the current system which would be a concern for Springwell.

Internal Seclusion (BIC)

Term 3	2014-15	2015-16	2016-17	2017-18
Days	67	71	74	73
Students	40	41	50	32
Occasions	51	63	62	57
Modified Occ	40	33	42	36

The internal exclusion (BIC) data shows a static trend compared to the previous year. Students who receive an internal exclusion for failure to attend detentions are detained until 4.30 pm and spend the last 1½ hours in the detention itself. This means they do not avoid the punishment they originally failed to complete. In addition to this they then complete the original sanction on a separate occasion.

Term 3	2014-15	2015-16	2016-17	2017-18
Days	233.5	220	264	244
Students	139	123	153	117
Occasions	183	189	232	201
Modified Occ	149	104	116	116

The BIC data for the year to date (Term 1 – 3 inclusive) shows a slight decrease on previous years.

4. Children in Care (CiC)

In 2017-18, Term 3, we had 4 Children in Care on roll.

Attendance

The attendance of CiC on the whole was excellent (above 96%) with 2 students achieving 100% attendance.

Circumstances and attainment of the Children in care was shared with Governors.

5. Racist Incidents

Academic Year	Number of incidents
2014/15	6
2015/16	4
2016/17	3
2017/18	2

7. Admissions/Leavers

Admissions to Date

Academic Year	Number of Admissions
2017-18	15 (+8)

In year admissions place an increased burden on the college in terms of administration, staff time and funding. For those not on roll by October we do not receive funding for up to a full academic year. Those students on roll in January, on census day, are students for which we are accountable in terms of results. In year admission students often have to access different curriculums and exam boards from their previous schools and require more pastoral care and time.

The +8 refers to; Managed Moves, Local Authority Roll (Yr 11) and Deferred Exclusions from neighbouring schools. To date one of these has been successful and five unsuccessful.

We were successful in an appeal earlier this month (second occasion in the last 7 years) for a Year 10 student wishing to return to Springwell.

Leavers 2017-18

Number of Students Off Roll	Reason
1	Successful Managed Move
3	Permanent Exclusion
0	Assisted Transfer Process (ATP)
0	Child Missing From Education (CME)
4	Elective Home Education (EHE)
4	In Year Transfers Out of Area
5	In Year Transfers In Area
(4)	Unsuccessful Managed Move
0	Unsuccessful DET
17(+4)	Total No. Students

This leaves us with a net loss of 2 students to date.

There has been a notable increase in the number of families choosing to electively home educate their child both at Springwell and within the Local Authority.

The only concerning 'leavers' (PEX not included) would be In Year Transfers within our local area as these are families who are choosing, for whatever reason, to move their child to another local school without a move of house.

When an In-Year Transfer out of Springwell is registered the parents/carer of the student are invited in to discuss the reasons and to see if there is anything specifically that could be changed.

8. Search and Confiscation

Search and Confiscation Summary

Search and Confiscation Summary

	2014-15	2015-16	2016-17	2017-18
Term 1	61	20	10	17
Term 2	38	10	24	49
Term 3	4	15	10	26
	103	45	44	92

Of the 92 occasions of search and confiscation so far this academic year 90 have proven to be successful in terms of the confiscation of banned items. All searches are carried out in line with the DfE 'Guidance on Search and Confiscation', 2012, updated in December 2017.

A Governor asked who can search, why and what for. Miss Staton advised that the policy is followed and detailed this for Governors.

9. Positive Handling

There have been three incidents of positive handling during the academic year to date.

10. Kudos Rewards

Kudos points continue to be allocated to students as part of our reward system. The value of a kudos point has not been shared with students but is currently set at 2.5p and there are rewards ranging from 50 kudos to 2500 kudos.

8. Anti-Bullying Work

Safer Internet Day 2017:

- All tutor groups completed the #shareaheart pledge (top tips/ dos and don'ts)
- AB team supported students at lunchtime to secure privacy setting on social media
- Visited Poolsbrook and Staveley Juniors to lead a workshop on internet safety.
- Daily updates on social media to give students/parents advice and support

GCSE Anti-Bullying Dance:

- A mix of yr10 and 11 performed a contemporary dance at Chesterfield Secondary Dance Festival. They were selected to represent Chesterfield at County level and performed at Deda in the Interface competition.
- This performance is being entered in the Youth Sport competition and is available to be toured around local primary/secondary schools.
- Current year 10 GCSE dancers are creating part 2 of our shadows dance and will hopefully be performed at year 6 transition day.

Diana Award training

- We hosted an official training day by anti-Bullying Pro during October and we had over 100 students trained up to become anti-bullying ambassadors. 25 Springwell students were trained.

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On behalf of the board

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on behalf of the Education & Curriculum Committee

Up skills training

- We hosted a regional training day that allowed students to be refreshed with anti-bullying trains. Over 100 students came to take part in this event.

Primary School Support

Miss Hoyle has been working closely with Poolsbrook and Inkersall Primary at setting up an anti-bullying team and helping them through their first year of planning and developing awareness. They have also been to the upskills training.

Kindness campaign/ Mental health support (heads together).

- The AB team are currently planning activities to support our students in being kind to each other and promoting mental health awareness. This is being linked to PE and the positive impact sport can have on your emotional well-being. Either a week of activities or link to sports day.

Theatre in Education

- The AB team and GCSE drama students are going on tour to perform at 5 local primary schools (Heath, Staveley, Poolsbrook, Inkersall, Stubbin Wood, Brimington) to support the transition from primary into secondary. This will link in with our year 6 transition days.

LGBT Champions Training

- Co-ordinated by Mrs Donnelly (SPL Yr 10) and Mr Jacques (Personal Development Co-ordinator).
- Trained/funded by the local authority.
- Training undertaken at weekends and cascaded back into college.

Bullying Logs	Sept	October	November	December	January	Feb
Name calling	6	1	7	3	2	5
Physical	1	1			1	
Cyber			1	1	1	
Racial						
H/phobic	1					
Disability						
Total	8	2	8	4	4	5

A Governor asked who will be the anti-bullying co-ordinator and Miss Staton advised that this will be decided once the SI88 process is completed.

8. Safeguarding

'MyConcern' continues to be well utilised by all colleagues within the college. With over 800 concerns logged to date and 13 referrals made to Social Care so far this academic year.

The college is kept abreast of changes through careful research and notifications, through the Derbyshire Safeguarding Children Board, Designated Safeguarding Leads forums, through AIS meetings and from the Child Protection Manager for Schools, Debbie Peacock.

A third member of staff, Mrs C Selby SPL Year 7, has now undertaken the Designated Safeguarding Lead training and as such ensures that we remain compliant by having one trained DSL on the college site at anytime. This is also helping to share the load in terms of triaging and addressing safeguarding concerns

raised on a daily basis.

Safeguarding via the e-safety curriculum is becoming a larger focus, as well as an Ofsted focus, and we have responded to this by joining a 'Digital Champion' scheme and this will be a strand of the Safeguarding aspect of the College Improvement Plan.

Mental health and well-being is becoming a more prominent safeguarding concern and is high on the DfE agenda. As a college we actively promote support for students experiencing poor mental health however we have to acknowledge that we do not employ qualified counsellors or mental health workers. We have established a student group of 'Anti-Stigma' ambassadors to support the campaign surrounding mental health. They have held two "well-being Wednesday" as outreach activities which has encouraged students to think positively, consider their peers' mental well-being and also establish compliments boxes in order to nominate friends. Whilst these are small scale activities they are building the foundations that it is ok to talk about mental health.

Safeguarding Action Plan Progress Update

Ref	When	Who	What	Update
LI.1	June 2017	HST	Complete S175 Safeguarding Audit	Completed
LI.2	July 2017	HST	Ratification of S175 Safeguarding Audit at Governing Body meeting	Completed
LI.3	September 2017	HST	Incorporate Safeguarding action plan into CIP	Completed
LI.4	September 2017	HST	Safeguarding training for all staff, including ancillary staff	Completed
LI.5	Term 1	HST	Establish version control on all college policies	On Going
LI.6	Term 1	HST	Produce a S807 Police Request file	Completed
LI.7	Term 1	HST	Establish secure log of SCR checks	On Going
LI.8	Term 1	HST	Ensure DBS liaison with Mitie is succinct	On Going
LI.9	Term 1	HST	Incorporate EHE into Governor Committee meetings	Completed
LI.10	Term 1	CHO	Review recording of bullying incidents	Completed
LI.11	Term 2	HST	Develop safe method of return for visitor lanyards	Completed
LI.12	Term 2	HST	Establish robust 'lockdown' strategy for whole college	On Going

Mrs Raynor and Mr Naylor joined the meeting during this agenda item.

The Chair thanked Miss Staton for her report and she duly left the meeting.

ECI2/18 CIP Impact Outcomes

Mr Naylor had previously circulated the progress towards planned actions for Governors' attention.

Signed
On behalf of the board

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Signed
on behalf of the Education & Curriculum Committee

A Governor asked what the statement 'blogs not yet written' means and Mr Naylor advised that once books have been read by students, they will be asked to write a blog about the book.

Mr Naylor advised that the Brilliant Club was initially successful but there was a high drop-out. Lessons were learned and more appropriate subjects with older students were used and this has proved to be more successful. The work is done in conjunction with Sheffield University. A Governor asked whether the pieces of work could be added to the website and this will be investigated. **ACTION: JN**

A Governor asked about the issues regarding SEN data and what has been done to rectify them. Mr Naylor advised that there was a delay with the data and Mr Birks is currently working on this. An update will be brought to the next meeting. **ACTION: JN**

A Governor asked how the pupil premium students are doing and Mr Naylor advised that there is a lot of work being done on small group intervention in English, Maths and Science. A Governor asked whether the gap is narrowing and Mr Naylor advised that it is moving in the right direction. Attainment is narrowing to be in line with national. Mr Naylor detailed the improvements that have been made in the core subjects. The cohort is slightly weaker than the previous year.

A Governor asked whether testing is done before the work begins in order to give a clear picture of how much progress is made. Mr Naylor confirmed that this is the case.

The Head advised that whilst the disadvantaged cohort did better than last year, they have not made as much progress and there is a strong case to evidence why this is.

A Governor asked about Ofsted's comment in January that data was not responded to quickly enough and Mr Naylor advised that review and change was not done quickly enough, which he has given a lot of thought to and discussed with the Head. Mr Naylor advised Governors that he has focused plans as to how intervention is used and what outcomes are expected. Mr Naylor advised that interventions that did not prove to be successful were also documented.

A Governor asked that page numbers are incorporated into the Section column for ease of access and Mr Naylor agreed to add this to his updates. **ACTION; JN**

EC13/18 CIP Impact: Teaching, Learning and Assessment

Mrs Raynor had previously circulated the CIP Impact for Governors' attention and invited questions.

A Governor asked how it is known whether the level of engagement is having an impact. Mrs Raynor advised that a lot of work has been done with teachers on

differentiation and challenge and objectives can be seen for students of all abilities. Evidence of improvements in student's work can be seen in their work as staff are following the marking and feedback policy. The vast majority of students can be seen engaging with their lessons.

A Governor asked how many and what is being done about them. Mrs Raynor advised that staff know where those students are and it is rare to see a student out of a classroom during walkabouts.

The Head advised that staff are being encouraged to speak less and allow students to engage in lessons more. **A Governor asked whether staff will be more confident during the next Ofsted visit** and Mrs Raynor advised that a lot of work has been done with CPD and each Faculty Leader has their own CPD plan. A lot is based around differentiation and challenge.

A Governor asked at what point Mrs Raynor and the Head go into lessons and Mrs Raynor advised it is during the lesson, not at the beginning.

EC14/18 Safeguarding (Standing Item)

I. Review and adopt the following policies:

i. Tackling & Extremism Policy

It was **agreed** that a review of the Extremism work is brought to the next Education & Curriculum Committee. **ACTION: CLERK TO ADD TO AGENDA**

ii. Drug Policy

A Governor asked whether there is a School Nurse and Miss Staton advised that there is an NHS nurse who comes into college but she is not employed by the college.

iii. Physical Intervention Policy

iv. Complaints Procedure

v. Complaints Summary

vi. Guidance on Searching, Screening and Confiscation V2

Change Miss Staton's name to 'Deputy Headteacher'

vii. Management of Allegations V2

Governors **agreed** to adopt the policies, which had been previously circulated for their attention, noting that they form part of the Safeguarding Portfolio.

Page numbers will be added to all policies. **ACTION: HS**

Governors **agreed** to adopt all seven policies following any changes that were

highlighted having been made.

ECI5/18 Lockdown and Evacuation

Miss Staton advised that conversations are ongoing with MITIE who have still not put anything in place. The ICT Team have been in communication with SLT to form an alarm/staff alert. Students have been advised in assembly of what they need to do if there is an amber or red alert. A practice has been held and within five minutes all areas were clear and checked. Police were involved and gave useful feedback. Another lockdown drill will be held, next time with no notice. Miss Staton advised that the students were very well behaved during the drill.

A Governor asked whether this was a college idea or a statutory requirement and Miss Staton advised that it is good practice to prepare for such incidents.

ECI6/18 Policies for review and Approval:

I. Harassment and Bullying Procedure VI (LA Policy – part of the Personnel Handbook)

Governors **agreed** to adopt the previously circulated policy as written.

ECI7/18 What have we done at today's meeting towards achieving the CIP objectives?

- Received updates and questioned Mrs Raynor and Mr Naylor on two key areas of the CIP
- Received an update from MFL
- Agreed and updated policies
- Learned about how the college plans to deal with Lockdown in an emergency

ECI8/18 Date and Time of Next Meeting

The next Education and Curriculum Committee meeting will be held on Wednesday 20 June 2018 at 4.00 p.m.