

**Minutes of the Governors' Outcomes Committee
for Springwell Community College
held on Wednesday 10 January 2018**

Present: Mrs K Bonnett (Chair) Mr C Bonnett Mrs R Matthews
Mrs K Yates Mr I Wingfield (Head)

In attendance: Ms S Whitaker, Clerk and Mr S Birks, Assistant Head. Mrs Johnson was present for the first two agenda items

O205/18 Apologies for Absence

Governors noted and accepted apologies for absence from Mrs M Cauldwell, Mrs H Cheetham, Mrs S Swift and Mr S Pettett.

O206/18 Presentation from Gemma Johnson – update on Science Faculty

Mrs Johnson gave a PowerPoint presentation to Governors on the Science Faculty.

Examination Performance

Subject	Progress Score
Science Core	-0.41
Science Additional	-0.41
Biology	-0.19
Chemistry	0.05
Physics	-0.65
Overall	3

AP4 Performance

Subject	Progress Score			
	Y7	Y8	Y9	Y10
Science Core	-0.18	0.06	-0.22	-0.38
Science Additional	-0.18	0.06	-0.22	-0.38
Biology				0.08
Chemistry				-0.66
Physics				0.27
Overall	3	2	3	3

Mrs Johnson highlighted areas for improvement as:

- The progress of HPA students
- The progress of boys
- Increase attainment in physics

Strategies in place are:

- CPD strategies on how to stretch the most able
- Use of data when planning to ensure that all students are catered for

- Intervention groupings for HPA students
- Motivation of the most able to get the higher grades
- Investigate future curriculum models to ensure HPA students are stretched
- Monitor on PDIs etc, differentiation in mixed ability science groups
- CPD strategies on how to stretch the most able
- Use of data when planning to ensure that all students are catered for
- Increased contact home and intervention planned
- Monitor API

Forecasts for Years 7 – 11

	Progress Score
Year 11	-0.18
Year 10	0.14 (one class missing due to supply)
Year 9	-0.44
Year 8	0.48
Year 7	-0.18

Mrs Johnson advised that with the exception of Year 9, all year groups are expected to improve in terms of progress score this academic year. The fall in progress for Year 9 may be due to the changes to the curriculum based on the new GCSE.

Quality of Teaching & Learning

PDI scores

16/17 2.3

RI

16/17 2.54

R2

17/18 2.5

RI

PDIs

Mrs Johnson advised that there is still a lot of work to do with the quality of lessons across the faculty. The quality of WILFs is something that is being

addressed, as is questioning and differentiation.

The Faculty need to ensure that all lessons are engaging and challenging.

On the most recent inset day, a number of science ‘lessons’ were held where a demonstration of a variety of strategies for differentiation and stretching the most able was delivered.

SciIDEA

Thursday morning briefings are not focussed around teaching and learning. Mrs Johnson is currently launching a ‘SciIDEA’ – where one particular strategy for teaching and learning in science is shared. This will be trialled over the month. It is expected that this can be seen in learning walks/drop ins.

Marking and Feedback

2016/2017 PDI review

Mrs Johnson advised that in the 2016/17 round 1 series of PDIs, there were some severe weaknesses identified within the faculty for marking and feedback. This was mostly due to consistency.

Weaknesses included:

- Organisation of student work (a lack of ‘buy in’ from students to keep books presentable)
- Inconsistencies with the quality of homework (being set and completed)
- Inconsistencies in the quality of written feedback from the teacher
- Inconsistencies in the quality of improvements made by students

Actions taken:

- Adoption of the read-through policy
- All teachers given time to create a marking schedule
- Assessment feedback sheets created to provide opportunities for individualised feedback

Work Scrutiny Scores

16/17 R1	2.5
16/17 R2	2.07
17/18 R1	2.08

2017 Marking and Feedback relaunch

Mrs Johnson advised that following the findings in the 2016/17 Round 1 PDI window, the marking and feedback policy was addressed. Staff were issued with a revised policy that made use of the new read-through initiative.

The policy was more prescriptive in terms of:

- The number of read-throughs required (and where deep feedback is needed)
- The organisation of student books (the same colour books for each year group),
- House-keeping (trackers in books and target stickers being completed)
- Homework (homework is now completed in homework books in ALL years and the structure of homework has been simplified).

Moving forward, Mrs Johnson advised that consistency still needs to improve. Informal book scoops are taking place frequently to support staff in this. Staff also conducted a personal work scrutiny in a recent faculty meeting which raised awareness of their own practices and the requirements of the policy. Homework needs to be set more often and given more gravitas.

Curriculum Overview

Mrs Johnson advised that current areas of focus (and continued improvement) are:

- The new GCSE specification (especially focusing on the updated requirements for practical investigations)
- Rigour at KS3 (to engage students with the demands for GCSE)
- Year 9 reflecting the GCSE
- Schemes of work – Are they engaging, differentiated and challenging?

Areas to develop:

- The intervention plan – How effective is it at present? How can we increase student engagement in intervention?
- Assessments – Do they reflect the nature/rubric of the GCSE exam?
- Schemes of work – Are they engaging, differentiated and challenging?

% lesson disrupted	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Whole Year
Whole College	4.4	6	5.8	6.6	5.6	4.4	5.3
Science	3	5	3.5	5.3	6.6	4.4	4.4

Strengths:

- Most permanent members of staff are using the behaviour management system
- Where -1's are used, they are effective at solving behaviour issues

Areas of focus:

- Utilise -1 and -2 for key staff
- Ensure consistency in the application of the behaviour policy across the faculty (especially in the number of -1 incidents)
- Ensure staff are accurate in the use of A2L/B4L data when reporting

The Science FEIP

- Priorities for improvement 2017/18 and onwards

Outcomes

- Results at KS4 – improving the attainment of the most able
- Use intervention effectively

Teaching and Learning

- Engagement of students in lessons
- Increasing the level of challenge in lessons
- Ensuring differentiated resources are used throughout lessons
- Ensuring homework is set consistently
- Improving the consistency of read-throughs
- Insisting on high quality improvements made by students, post read-through

Assessment

- Ensuring accuracy of assessments (especially in relation to the rubric)

Leadership

- Clearly define roles and responsibilities for KS3 and KS4 leads
- Maintain high levels of presence and support in the faculty
- Celebrate successes

PDBW

- Ensure consistency when using the behaviour system
- Ensure reporting data is used consistently

The Head advised that the core and average progress scores are a little better than maths and a lot better than English. The quality of teaching in those three areas does match with the results.

Mrs Johnson was thanked for her presentation and she duly left the meeting.

O207/18 Declaration of Interest in any item on the agenda

No Governor declared an interest in the following agenda items.

O208/18 Confirm the agenda

There were no amendments to the agenda.

O209/18 Minutes of the previous meeting held on 13 September 2017

The previously circulated minutes were **agreed** as a true record of the meeting and were duly signed on behalf of the Outcomes Committee.

O210/18 Matters Arising

O197/17 - Mr Birks will email Governors the results for the students who were entered for the lower maths paper. **ACTION: SB**

O200/17 - The meeting was held on 3 October but only two Governors attended.

A long discussion took place around how to promote the college's results. The Head advised he will erect an Achievements Board. **ACTION: HEAD**

O211/18 Assessment Point I

Mr Birks spoke to his previously circulated paper, highlighting areas for Governors' attention.

Year 11 Progress

	Progress 8 Score	Maths Progress 8	English Progress 8	EBACC Element	Open Element
All	-0.30	-0.297	-0.455	0.067	-0.552
Boys	-0.42	-0.17	-0.85	0.14	-0.87
Girls	-0.16	-0.43	-0.04	-0.01	-0.22
Disadvantaged	-0.33	-0.08	-0.56	-0.08	-0.60
Non-	-0.27	-0.47	-0.37	0.18	-0.51
Sen Support	-0.39	-0.23	-0.32	-0.34	-0.60
Statemented	0.11	0.04	-0.16	0.36	0.07
Non-Sen	0.39	0.81	0.00	0.67	0.07
LPA	0.31	0.61	0.44	0.30	0.05
MPA	-0.34	-0.41	-0.54	0.07	-0.57
HPA	-0.44	-0.45	-0.64	-0.01	-0.73

Year 11 Attainment

	Attainment Score	Maths Attainment	English Attainment	EBACC Attainment	Open Attainment
All	44.45	8.57	9.19	13.26	13.44
Boys	41.44	8.51	7.97	13.02	11.95
Girls	47.61	8.63	10.47	13.51	15.01
Disadvantaged	39.32	8.01	8.04	11.20	12.06
Non-	48.49	9.00	10.09	14.87	14.53
Sen Support	33.61	6.54	7.59	8.72	10.77
Statemented	27.72	4.62	5.54	7.79	9.78
Non-Sen	48.64	10.26	9.59	14.10	14.69
LPA	29.09	5.63	6.84	7.00	9.63
MPA	38.60	7.08	8.05	11.37	12.11
HPA	56.64	11.35	11.35	17.61	16.32

Areas for investigation are:

- Performance of the open element, which is being impacted upon by there being no ECDL Qualification
- Performance of English impact of the withdrawal of controlled assessment.
- Overall performance of the HPA students.
- Performance of boys within English and the open element.
- MPA performance in English and the open element.

Mr Birks advised that the next data collection will show the results from the mock GCSE exams.

Year 10 Progress

Progress	Progress 8 Score	Maths Progress 8	English Progress 8	EBACC Element	Open Element
All	-0.27	-0.1	0.24	-0.27	-0.71
Boys	-0.68	-0.6	-0.12	-0.52	-1.28
Girls	0.01	-0.1	0.56	-0.06	-0.20
Disadvantaged	-0.42	-0.36	0.14	-0.45	-0.79
Non-	-0.16	0.07	0.32	-0.15	-0.65

Sen Support	-0.22	0.11	0.14	-0.18	-0.72
Statemented	0.02	0.35	0.12	0.07	-0.31
Non-Sen	-0.29	-0.2	0.29	-0.32	-0.71
LPA	-0.01	0.14	0.38	0.27	-0.65
MPA	-0.17	-0.1	0.36	-0.23	-0.51
HPA	-0.58	-0.24	-0.05	-0.62	-1.11

Year 10 Attainment

	Attainment Score	Maths Attainment	English Attainment	EBACC Attainment	Open Attainment
All	43.4	6.4	11.4	12.7	12.9
Boys	40.0	6.9	10.5	12.0	10.6
Girls	46.3	6.1	12.1	13.3	14.8
Disadvantaged	38.1	5.0	10.5	10.9	11.7
Non-Sen Support	47.0	7.4	12.0	13.9	13.7
Statemented	34.0	4.9	9.1	9.9	10.1
Non-Sen	22.3	2.3	6.0	6.4	7.7
LPA	47.7	7.2	12.4	14.0	14.1
MPA	23.81	2.04	7.20	7.80	6.77
MPA	41.06	5.60	11.09	11.54	12.84
HPA	57.44	10.20	14.04	17.27	15.93

Areas for investigation:

- Performance of the open element, again being impacted upon by no ECDL element.
- Performance of HPA students particularly in the EBACC and Open elements.
- Performance of boys.

A Governor asked whether English Literature could be taken in Year 10 again and Mr Birks advised that it could be considered but it is a proven fact that students do not perform as well when entered a year early for GCSEs. A Governor asked whether other schools are entering students early and Mr Birks advised generally not. The Head added that writing skills are developed in that additional year. Mr Birks added that there is a positive to entering for literature a year early as it allows for concentration on English language in Year 11. Mr Birks advised for the Progress score that the better of either language is taken and doubled. A Governor asked whether there is any mileage in extending the school day and adding an additional lesson. This was discussed and it was noted that detriment to staff has to be considered. The Head advised that the balance of the curriculum could be visited as English, maths and science makes up 70% of

the progress score but it is not taught for 70% of the timetable.

A Governor asked whether employers could speak to Year 11 students to embed the necessity for good GCSE figures. Mr Birks advised that students' self-confidence and aspirations need to be improved on. Mrs Yates offered to work with Mr Naylor on the employer/student talks.

Year 9

	Overall	Maths	English
All	-0.13	-0.21	-0.08
Disadvantaged	-0.2	-0.3	-0.14
Others	-0.09	-0.15	-0.03
LPA	0.12	0.2	0.17
MPA	-0.12	-0.18	0.2
HPA	-0.21	-0.36	-0.24

Year 8

	Overall	Maths	English
All	0.06	-0.97	-0.34
Disadvantaged	-0.1	-1.27	-0.38
Others	0.19	-0.74	-0.36
LPA	0.42	-0.51	0.2
MPA	0.01	-1.2	-0.4
HPA	0.03	-0.73	-0.45

Year 7

	Overall	Maths	English
All	-0.36	-1.09	-0.55
Disadvantaged	-0.33	-0.99	-0.44
Others	-0.39	-1.17	-0.65
LPA	-0.17	-0.41	0
MPA	-0.41	-1.23	-0.68
HPA	-0.44	-1.13	-0.57

Areas for investigation:

- HPA performance within all year groups.
- MPA performance within year 9.
- Performance of maths within year 8.
- English performance year 8 MPA and HPA.
- Performance of year 7 students as they adapt to secondary school.

Mr Birks was thanked for his detailed presentation.

O212/18 Plan for Disadvantaged Students and Review of 2016/17

Mr Naylor had previously circulated both the Pupil Premium Strategy Statement and the Pupil Premium Plan for Governors attention. For the academic year 2017/18 the total premium received was £297,855. Governors noted that of the 807 pupils, 352 (43.6%) were eligible for pupil premium.

A Governor asked whether there is much academic learning in the BIC and the Head advised that the support is good but they are lacking restorative and reflective work due to the lack of staffing in the BIC.

A Governor asked whether the Head intends to bring the successes and failures for rates of progress in English, maths and science of pupil premium students to Governors. The Head advised that it will be covered in next year's evaluation which Governors will have sight of.

A Governor asked whether careers advice is satisfactory and the Head advised that it is working well for this academic year.

The Head advised that he will invite a group of Governors into college when Russ Barr will be attending.

Governors noted that student attendance is above national average and the Head attributed this to the employment of an in-house attendance officer. A Governor asked whether 0.4 is enough for the pupil premium students and the Head advised that it could be more.

Mr Naylor was thanked in his absence for the reports.

O213/18 Staffing

I. Update on staffing

The Head advised that there is a full complement of staff. Mrs Johnson is continuing with Head of Science, with Mrs Addison continuing with Year 11 achievements until she leaves at Easter.

O214/18 What have we done at today's meeting towards achieving the CIP objectives?

- ✚ Interrogated the pupil premium strategy.
- ✚ Received and interrogated the data from assessment period 1.
- ✚ Received and monitored the workings of the Science Faculty

O215/18 Date and Time of Next Meeting

The next meeting will be that of the Education and Curriculum Committee and will be held on Wednesday 21 March 2018 at 4.00 p.m.