



MINSTHORPE ACADEMY TRUST

FULL GOVERNING BODY MEETING

22nd September 2015 @ 4:30PM

T&CC Main Room

THOSE PRESENT OR ABSENT

Mrs B Semper (Chair)	Member Appointed	✓	Mrs A-M Spencer (Vice Chair)	Member Appointed	✓
Mrs T Boughen	Staff Governor	AP	Mr R Henshaw (Principal)	Principal (Ex-officio)	✓
Mrs C Britton	Parent Governor	AP	Mrs A Jarratt	Staff Governor	✓
Mr T Cawthorne	Member Appointed	✓	Mr B Johnson	Parent Governor	AP
Mrs D Davis	Member Appointed	✓	Mr I Oxley	Member Appointed	✓
Mr B Dickinson	Member Appointed	✓	Mrs F Parkin	Member Appointed	✓
Mrs W Evans	Parent Governor	✓	Ms S Williams	Staff Governor	✓

11 /14 Governors present. This meeting is quorate.

ALSO IN ATTENDANCE

Mrs E Fairhurst	Associate Governor (Associate Principal)
Mr M Gilmore	Associate Governor (Vice Principal)
Mrs R Merritt	Associate Governor (Vice Principal)
Mrs C Green	Personnel and HR Director
Mrs K McGowan	Assistant Principal (Achievement and Support)
Mr P Atherton	Data Manager
Mrs H Gaunt	Professional Partner

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Welcome by the Clerk	Action by
<p>Welcome given by the Clerk to Governors and invited guests – Kim McGowan (Assistant Principal), Peter Atherton (Data Manager), Cath Green (Personal and HR Director) and Helen Gaunt (Professional Partner).</p>	
Agenda Item	
1 Election of Chair	
<p>In accordance with Article 83: <i>83 The Governors shall each school year, at their first meeting in that year, elect a chairman and a vice chairman from among their number. A Governor who is employed by the Academy Trust shall not be eligible for election as chairman or vice chairman.</i></p> <p>The names of those proposed for Chair, those proposing and those seconding the proposals were requested.</p> <p>Proposed Mrs Beverley Semper</p> <p>Proposed by Mrs Wendy Evans</p> <p>Seconded by Mrs Debbie Davis</p> <p>As there had been only one proposed and seconded nominee, Mrs Semper was duly elected as Chair of the Governing Body for Minsthorpe Academy. The remainder of the meeting was chaired by Mrs Semper.</p>	
2 Election of Vice Chair	
<p>The names of those proposed for Vice Chair, those proposing and those seconding the proposals were requested.</p> <p>Proposed Mrs Anne Marie Spencer</p> <p>Proposed by Mr Terry Cawthorne</p> <p>Seconded Mr Ian Oxley</p> <p>As there had been only one proposed and seconded nominee, Mrs Spencer was duly elected as Vice Chair of the Governing Body for Minsthorpe Academy.</p>	
3 Apologies for Absence	
<p>Apologies for absence were received from Mrs T Boughen, Mrs C Britton, Mr B Johnson and Mr S Newton</p> <p>Mr Oxley proposed these absences were consented to.</p> <p>Seconded by Mr Cawthorne</p> <p>RESOLVED# 01 The Governors resolved to consent to the absences of Mrs T Boughen, Mrs C Britton, Mr B Johnson and Mr S Newton.</p>	

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<p>4 Conflicts of Interest</p>	
<p>Governors had been notified of the agenda prior to the meeting, and confirmed there were no conflicts of interest.</p>	
<p>5 Minutes of the Meeting held on Tuesday 14th July 2015</p>	
<p>Governors were asked to confirm they had received and read the draft copy of the minutes from the meeting held on the Tuesday 14th July 2015.</p> <p>Question Mr Cawthorne whether the reduction in numbers of TAs and HLTAs and the impact on students would be monitored.</p> <p>Response Mrs McGowan replied the Student SEN Register had been reviewed by the SENCO and Assistant SENCO prior to the restructure taking place. Previously lots of students had been on the register however these had been looked at carefully and removed if their needs did not necessitate this. Historically TAs had been placed primarily in bottom sets however the students in these sets very often do not have needs which require a TA. In short, College is applying a more specific direction of the TAs. Students' statements will indicate whether a TA is required.</p> <p>Mr Cawthorne also requested an updated list of acronyms. Clerk to provide this updated list.</p> <p>Corrections were requested by the Chair, of which there were none.</p> <p>All Governors present confirmed the receipt and accuracy of the minutes, resulting in their approval to be signed as a correct record of the meeting.</p> <p>Mr Cawthorne proposed resolved that the minutes of the meeting held on Tuesday 14th July 2015 be signed as a correct record.</p> <p>Mr Oxley seconded this proposal.</p> <p>RESOLVED # 02 The Governors resolve that the minutes of the meeting held on Tuesday 14th July 2015 be signed as a correct record.</p>	<p>Clerk</p>
<p>6 Minutes of the Meeting held on Tuesday 18th August 2015</p>	
<p>Governors were asked to confirm they had received and read the draft copy of the minutes from the meeting held on the Tuesday 18th August 2015.</p> <p>Confidential item – content removed.</p> <p>Particular corrections were requested by the Chair, of which there were none.</p> <p>All Governors present confirmed the receipt and accuracy of the minutes, resulting in their approval to be signed as a correct record of the meeting.</p>	

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<p>Mrs Evans proposed resolved that the minutes of the meeting held on Tuesday 18th August 2015 be signed as a correct record.</p> <p>Mr Cawthorne seconded this proposal.</p> <p>RESOLVED # 03 The Governors resolve that the minutes of the meeting held on Tuesday 18th August 2015 be signed as a correct record.</p>	
<p>7 Membership Changes</p>	
<p>Chair informed the meeting Gill Earith has resigned as a Member due to the restrictions applied as conditions of forming the MMAT.</p>	
<p>8 Board Changes and Statutory Books and Filings</p>	
<p>Chair informed the meeting Gill Earith has resigned as a Director due to the restrictions applied as conditions of forming the MMAT.</p> <p>The Company Secretary confirmed all necessary entries into the Company's statutory books and file all returns at Companies House arising from the business transacted at the General Meeting had been completed, including:</p> <ul style="list-style-type: none"> - Updating the registers of members and directors; - Filing form(s) TM01. 	
<p>9 Review of the exams results</p>	
<p>Governors were handed a comprehensive pack at the meeting, supported by a detailed presentation of key points. These were:</p> <ul style="list-style-type: none"> - KS3 students both at L5+ and on track - KS5 context given <p>The majority of the time was spent in relation to the summer 2015 KS4 results as this had fallen to 46% of students achieving 5A* - C, a significant and disappointing decrease. Further context was given by data relating to:</p> <ul style="list-style-type: none"> - 26% achieving English Baccalaureate (of the 30% of students taking this pathway) - 67% of students made 3+ levels progress (Expected Progress measure) in English (KS2 – KS4) which places the subject 6% below the proportion that a similar cohort of students nationally would have made in 2014. - 59% of students made 3+ levels of progress in Maths which is 4% below the proportion a similar cohort achieved nationally in 2014. - Strong performing subjects included 4 technology disciplines, both core and additional science, PE and IT. - Weaker performing subjects were noted as mainly Ebacc subjects, which are studied by higher ability students, who had not made the levels progress hoped for. <p>Prediction accuracy had also been an issue this year with both overall and subject level percentages given.</p> <p>Further context given with regards to KS4 results and in relation to KS2 starting points, average point scores (APS) confirming the lower ability of</p>	

the cohort as a whole, which was confirmed as lower than the previous two years with the current Year 11 being weaker still. In addition this is the cohort for which the majority of our primary pyramid schools boycotted the National KS2 SATS, resulting in entry data being based on teacher assessments, which are believed to have been inflated.

Further factors affecting results this year were given as:

- Impact of the Wolf Report (vocational impact) which resulted in reduced equivalencies and effectively lowering the number of students achieving 5A* - C
- The introduction of first entry rules. This is the first cohort not to have the opportunity of multiple entry for exam as in previous years which allowed the best entry/result to be counted.
- Removal of the speaking and listening in English language GCSE, which our College and students did well in.
- Terminal exams for all, removal of the modular system with results resting on the one exam after two or three years of studying.
- Introduction of external exams in vocational subjects.
- High proportion (94%) of students with no KS2 test results – National (30%).
- Poor correlation between students achieving C grades in English and maths. This is much higher than in previous years and is also as a result of the first entry criteria.
- An increased number of students achieving English and maths but not 5 GCSEs.

When national figures are adjusted to display a national figure for a cohort similar to one at MCC as shown in the chart below it puts the outcomes in a more favourable light.

Going forward the measures for KS4 are changing and will be:

From 2016 onwards there will be 5 main headline measures published about schools.

1. BASICS – the proportion of students achieving a good pass in English and maths.
2. EBACC – the proportion of students achieving a good pass in English, maths, a humanity, a modern foreign language and two sciences.
3. Attainment 8 – Average attainment across 8 subjects
4. Progress 8 – The average amount of progress made from KS2 across 8 subjects. This is the measure College needs to excel at the most. This measure removes the boundaries of C/D. Staff are and need to be cognisant of the fact every grade, whether up or down, counts towards the College figure.
5. A destinations measures (to be announced).

An explanation of the new numerical grading system was given to the meeting and included illustrations to address the proposed conversion points (ie. 5 = C+/B-).

Short videos were shown to further explain both Progress 8 and Attainment 8.

Further explanation about projected Progress 8 measures in relation to MCC were given in that moving forward, progress 8 outcomes appear positive, however these can only be based on 2014 national attainment estimates which will change as schools change curriculums.

The impact on the Ebacc coverage of the early options process was clarified.

Moving Forward

Mr Gilmore detailed the plans currently being formulated and the work already underway to address the issues College had identified. These were:

- The creation of a Y11 Action Plan to focus directly on year 11 and address the current issues.
- To improve the accuracy of predictive college data
- To improve exams skills/techniques in students
- To create a 'Progress Team' with a direct focus on Y11
- To link staff appraisal to Progress 8 outcomes
- To extend intervention strategies

Question

Mrs Spencer asked how many exam markers there were in College and in which subjects.

Response

Mr Gilmore confirmed there were a number of markers already and that this information was to be pulled together, no exact number was to hand.

Mr Henshaw added the intention was to work with other schools and reciprocate the service, to share moderation and expertise outside of MCC.

Question and Response

Mrs Semper asked how soon this would begin, Mr Gilmore responded that it had already started. Before half term work should have been standardised and the mock exam papers from Year 10 reviewed and adjusted if necessary. Mr Henshaw explained how the CTL Maths had used an algorithm to work backwards and adjust grades accordingly. This will identify appropriate target groups. Some other Curriculum Areas do this already and this good practice should be shared further across other subjects.

Question

Mrs Evans asked whether these changes will impact on the students, by applying more pressure. Some students are working at much lower than their predicted grades, is there a point at which College say that they will not achieve their target grade, and that they are shooting too high.

Response

Mr Gilmore replied he did not think so, and that the measures proposed would strengthen intervention and support to help get the students over the line. Mrs McGowan added there was a fine line between raising aspirations and being realistic. However support is available to ease the pressure students may feel, these included the Support for Achievement Mentors. Mrs McGowan added that for a long time the College's ethos and motto had been 'no child left behind'.

A discussion took place around the pressure felt by students during exam season and the work to be undertaken by College to improve this, such as building in more time to enhance exam skills. The Principal added the Government's' (both coalition and Conservative) view that end of course exams should be high pressure and high value is impacting on students and College will help students to overcome any disadvantage with regards to developing examination skills. Staff development will form part of this approach, along with arming students with the ethos they need to work hard to get better. Miss Williams reminded Governors of the workshops taking place at during Year 11 Parents' Evening where parents will be given advice with regards to strategies to support their children at home.

Mrs Spencer commented that there needs to be constructive feedback on homework, with marking being of a developmental nature. Mrs Spencer also added it would be interesting to see the correlation between Learning and Teaching and results.

Question

Mrs Spencer requested confirmation of some data on page 13 of the pack handed out to Governors, regarding the forecasts for results, what these figures were based on, would these require adjusting and are they invalid.

Response

College confirmed these were based on the Assessment Point 3 data collection during Year 10, these students are now in Year 11. These have not yet been adjusted and probably will change following the work to be undertaken before half term. Refinement of the predictions will take place and these figures will be adjusted.

Question

Mrs Spencer added the disappointing results will impact on the students moving into Post 16 and the requirement for them to re-sit Maths and English. Has College factored sufficient time into the Post 16 timetable, if so what are the numbers for students re-sitting, the class sizes and are Autumn resits still available.

Response

Mr Gilmore confirmed there 40 students for both Maths and English, that these were being taught in two groups and it was a requirement that these lessons are appropriately timetabled in, which College has done. English are considering entering some students in the Autumn, however math resits will take the full year. The Principal added the fine margins are such that if these 40 students had achieved Maths and/or English the College's percentage for 5 A*-C would be at 60%. A strategic remark is underway for those students who were 1 or 2 marks away from achieving a 'C'.

Question

Mr Cawthorne suggested a close look was required at the pastoral aspect of college for year 11, reviewing the support both at College and at home as some parents are not capable of providing what is required at home.

Response

Mr Gilmore added the Action Plan had a strong pastoral element to it, with requirements to know both the behavioural and support aspects.

Question

Mrs Davis asked with regards to transition from primaries going forward, what would College be using for benchmarking in the future.

Response

The Data Manager confirmed the KS2 SATS boycott was a one year phenomenon and now all current students have these results from primary. Mr Gilmore added over 5 years ago College had systems which used KS2 outcomes as starting points, regardless of inflated teachers' assessments. Since then College has been carrying out a series of baseline tests to use alongside the KS2 results. Now College has 2 years' worth of baseline data. It has come to light that on average Teacher Assessments are 0.5 above KS2 test results and so with 96% of the 2015 cohort being without KS2 results, the inflation of the Teacher Assessments has been key. The Principal added the work to be undertaken with primaries will ensure the gradings reflects the flight path, eventually helping to shape how the primaries work.

Question

Mrs Davis asked as a result of the high levels of pressure felt by students during the end of year exam season, are the access arrangements in place for those who need them and do the students in question know how to access this support?

Response

Mrs McGowan advised that the access arrangements have recently been overhauled. College used to use external providers however College staff have now been trained up and access will be provided based on reading ability alone.

Question

Mrs Davis enquired after the intervention arrangements.

Response

Mrs McGowan gave detailed information regarding the intervention currently taking place for all way down to Year 7 and from the Catch-up Premium.

This includes:

- catch-up for < L4
- Learning Support sessions for <L3
- intervention for <L3 and L4

Question

Mrs Davis asked whether with regards to the QASER process, and in view of subjects underperforming would there be a change of focus to particular areas?

Response

Mrs Fairhurst explained the College were still working on the CSP in light of the results, Leadership are working on the Year 11 Action Plan, along with individual team action plans which will be prepopulated with some focus areas. LT Links will cross reference these plans in achievement meetings currently being held. Issues will be in action plans, written large.

<p>Chair asked for further questions, of which there were none. Chair thanked those involved for their presentations and contributions.</p>	
<p>10 Professional Partner - Report to Governors</p>	
<p>Mrs Gaunt gave a little background to her relationship with MCC and the purpose of her role as a Professional Partner. During her time as the College's Professional Partner Mrs Gaunt has met with a number of Leaders and Heads of Departments and produced a number of reports for Leaders. In addition Mrs Gaunt has delivered observation training with College staff prior to her appointment as Professional Partner.</p> <p>Mrs Gaunt had waited to complete her report to Governors to ensure the Summer 2015 outcomes were included. The report included as many areas for development as strengths.</p> <p>Mrs Gaunt acknowledged the Leaders within school she had worked with were definitely disappointed with the results and are aware changes need to be made. Leaders at Minsthorpe know what needs to be done and have the capacity to do so.</p> <p><u>KS3</u> Mrs Gaunt reported a pretty healthy picture for KS3. She acknowledged the forming of the MMAT has taken a huge amount of time and effort, along with a lot of work to persuade primaries to join. Mrs Gaunt added she had seen a lot of MMATs fail before they have started.</p> <p><u>KS5</u> College have already identified areas for development, however it is too soon to see the impact of these changes. The new Director of Post 16 has introduced a raft of changes in the department, seeing recruitment increase from 96 to 144. This shows the Information, Advice and Guidance (IAG) processes are strong and feedback so far is positive. Post 16 Leaders are very, very clear what is expected of students, with teachers and form tutors already changing practises. These changes may not come through in this year's Year 13. Maths and English resits are a key feature. This provision needs to be good quality to see improvements for students.</p> <p><u>KS4</u> Mrs Gaunt chose not to dwell on the outcomes, however directed Governors to the report provided and the text highlighted in yellow and referring to the Inspection Dashboard. Each point was referred to individually, with background given. Other points raised in the report and addressed included:</p> <ul style="list-style-type: none"> - Gaps with disadvantaged students, SEN and non-SEN - Attendance is still a concern - CSP, ensure this covers the areas for improvement from the raised during the last inspection. - Coasting schools – further clarification given to this definition and the timescales which may impact on MCC. - Value Added – keep an eye on Post 16 Academic value added 	

Mrs Gaunt had included in her report the OFSTED descriptors for 'Good' indicating in red where college was deemed vulnerable, with Mrs Gaunt's additional comments in purple text.
Mrs Gaunt added if OFSTED were to walk into College tomorrow it would be about the students in College now, in Years 7 - 13 and their progress. OFSTED would be questioning whether the College's data could be relied upon.

Mrs Gaunt confirmed she had looked a plans drawn up by College and actions to address areas of concern were in train already. These actions should really be embedded and not just for this particular year group.

Mrs Gaunt had also noted her recommendations for College within the report to Governors and commented further on a small number of these.

Mrs Gaunt closed her report to Governors by quoting the College's current Self Evaluation (SEF) judgements and commented on each. Mrs Gaunt supports all the SEF judgements, including the Overall Effectiveness which had been judged by College as '3'. The lesson observation figure of 94% good or better needs to be qualified, and including QA of classes alongside books and outcomes.

Mrs Gaunt summarised her visits to College, adding she hoped the reports had been useful and what the Governors had expected from her. If not Mrs Gaunt requested further instruction.

Chair requested questions for Mrs Gaunt for Governors.

Question

Mrs Davis sought clarification of the Quality of Teaching, Learning and Assessment judgement (3) querying how Governors were informed in July teaching was at 91.5%.

Response

Mrs Gaunt replied when a school judges the quality of teaching it has to show impact on outcomes. Good and outstanding schools look at work scrutiny, outcomes and progress in addition to lesson observations. Some teachers go to pieces when observed, however some 'pull it out of the bag' for this lesson only. At the time the percentage of observations alone judged to be good was correct.

Mr Oxley requested it be minuted that he had full confidence on the College and its Leadership, adding he considered this year's results to be a blip. Governors were asked not to forget that some individual students had done fantastically well and College should be congratulated for those results. Teachers should be encouraged to keep morale up, they must feel they have had the rug pulled from under them, with the results and the new rules to work to.

The Principal added this had been his message on the first day back for teachers, no gimmicks or games with the figures but just to do things correctly. The Principal added we were living in a world of hyper accountability and College will adjust accordingly. The Leadership Team have developed a detailed plan for Year 11 to deepen the learning of our

<p>students, to create the right climate, and for students not to have a fear of exams.</p> <p>The College now has a 1 year plan for year 11 to run alongside the 3 year plan for College as a whole.</p>	
<p>11 SCITT Investigation Summary and Outcome</p>	
<p>Confidential item – content removed</p>	
<p>12 Policy Approvals (minor amends)</p> <p>Leave of Absence Policy Questions were requested, of which there were none.</p> <p>Chair sought a proposer and seconder for the approval of the Leave of Absence Policy.</p> <p>Mrs W Evans proposed, Mr Cawthorne seconded.</p> <p>RESOLVED # 04 Governors resolved to approve the Leave of Absence policy for immediate implementation.</p> <p>Recruitment and Selection Policy</p> <p>Questions were requested.</p> <p>Question and Response Mrs Spencer enquired after the prohibition Checks (page 6). Mrs Green clarified this was check to ensure future teaching staff (including SCITT) had not been barred from teaching. This is an online check and applied only to teaching staff and introduces another layer of safeguarding.</p> <p>Chair sought a proposer and seconder for the approval of the Recruitment and Selection Policy.</p> <p>Mrs Spencer proposed, Mrs Parkin seconded.</p> <p>The approval of both policies were supported by a full show of hands.</p> <p>RESOLVED # 05 Governors resolved to approve the Recruitment and Selection Policy for immediate implementation.</p>	
<p>13 Confirmation of Time and Date of Next FGB Meetings</p> <p>Tuesday, 8th December 2015 @ 4:30 in the T&CC (Accountants' Report and Budget Approval)</p> <p>Tuesday, 15th December 2015 @ 4:30 in the T&CC</p> <p>Governors noted the date of the next meetings of the Full Governing Body</p>	

<p>14 Confidential Items</p> <p>Remove any reference to the SCITT Investigation in items 6 and 11</p>	
<p>AOB Principal's Report – The Principal The Principal requested Governors consider the items they wish to be addressed as part of the Principal's Report. At the FGB meeting in July, Governors had been provided with a document from The Key which listed suggested topics and items to be included in the Principal's report.</p> <p>Governors Christmas Meal – Chair Brief discussion around the date and venue of the above meal. Chair to investigate possibilities and return to Governors with options.</p>	<p>Chair</p>
<p>The meeting closed at 6:35pm</p>	

Signed as a correct record.

Beverley L Semper

Mrs B Semper
 Chair of Governors

For Publication