**SHENFIELD HIGH SCHOOL**

**Minutes of Governors’ School Standards and Performance Meeting**

**held on Tuesday 17th October 2023**

**at 4.30pm**

Present:

Mr Julian Beard, Mrs Jane Swettenham, Mr David Churchill, Mr Gary Haines, Mrs Karuna Shaunak-Hobbs, Mr Stuart Roberts, Mrs Katharine Boulton, Miss Clare Costello, Mrs Jane Martin

Apologies: Mrs Jo Grady, Mrs Clare Hoddy

Minutes taken by: Recording, typed up by Annie Bolitho

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|  | **Welcome and Apologies**Apologies were received from Mrs Jo Grady and Mrs Clare Hoddy |
|  | **Matters from previous minutes**Request made for list of all staff training delivered on INSET Days to date and future planned staff training. CCO confirmed 4/9/23 was statutory training on GDPR, Safeguarding Health and Safety. Staff were also trained on school priorities for this year and SEND students and SEND team. A twilight is planned to discuss adjustments to the behaviour policy. There has also been a Careers twilight session delivered.The update on the sixth form attendance was discussed and CCO confirmed that the new systems are working well.The review of PREP was raised and this will be further discussed within SLT. JMA is putting together data from Edulink.SEND students are having more regular assessment reviews in Maths.RDR is working on further assessment data.Attendance – has a reward scheme been introduced as previously discussed? CCO confirmed this has been introduced.Neville will attend the S&P Meeting to discuss Maths in January.CCO - Year 11 is a challenging year academically and also with anxiety and behaviour – there are 46 more boys than girls. Year group has been RAG rated. Year 10 present no major concerns. Year 9 is also a challenging year group so their curriculum is being looked at. We are looking at changing the caretaker’s house into a vocational centre to give breathing space from the mainstream education, Princes Trust, mentoring, work experience. Year 8 has six challenging SEND students. Year 7 are settling in well. Are the most able students impacted by the additional SEND challenges in a year group? CCO confirmed that learning is impacted at times. A pathway model will support the various challenges presented. |
|  | **Matters Arising**Minutes approved as a true and accurate record. |
|  | **Business Declarations of Interest**One person confirmed they will submit their forms |
|  | **Review S&P Terms of Reference**Clerking was raised as a concern.Ensure classrooms are free of any indoctrination – how can this be monitored and demonstrated? Curriculum and monitoring activities including Student Voice will provide evidence of this.Student Discipline Committee – requires re-writing, does not reflect DfE guidance on permanent exclusions and suspensions. Minutes are stated that they will be made available to anyone on Governing Body which was discussed as a concern. Is redacting a student’s name sufficient or should this be removed from the documents. Discussion about removing this. The Chair reports to the appropriate monitoring meeting, it is enough to give details on Gender, SEN, length of exclusion and reason for exclusion (disruptive behaviour etc.). References to FTE which should now read Suspensions. Phrasing was discussed and a change to “having considered”. Paragraph 5 wording requires further explanation of the term “formal capacity” of the Governor.The DfE guidance provides a clear outline and advises that if the suspension, in conjunction with previous suspensions, takes the student’s days out of school to above 15 in any one term, then the Governing Board must convene a meeting of the Student Discipline Committee to discuss reinstatement. Above five school days, with parental representations, the Student Discipline Committee must be reconvened and if a student will miss a public exam due to a suspension, the Student Discipline Committee must be reconvened within 15 days of receiving notice and reasonable steps must be taken before the date of the examination. To be redrafted and recirculated before December’s FGB.All of this is to be stated that it will be superseded by DfE guidance, should it be changed mid year.CCO confirmed that the rationale for any decision on suspension – always stick to wording in the guidance.In December CCO will be completing training to sit on independent review panels. |
|  | **Admissions Criteria**Year should be changed on the policy to 2025-26. Mountnessing has been added to this year’s criteria. Priority B has an additional “1” which is to be removed.Bentley St Paul’s is now in same Academy Trust as St Mary’s Mountnessing.Current Year 7, no admissions went below Category 4.Capital S in supplementary form on word “School”. |
|  | **Equality, Inclusion & Diversity Policy**Draft has been produced by DJB. Amendments were raised. Updated DfE Guidance on School to be added. Monitoring – recommendation to publish information on the diversity of Board and members but if this is done, it must be regularly updated. Discussion was held but no one had strong views so it was agreed to leave this off the website at this stage.Ensure Governor information on school website is up to date and accurate. |
|  | **School Attainment**JMA drew attention to the following:Context of the Year 11 cohort on the document was discussed.2023 returning to 2019 standards – the bell curve has been removed.English increase and Maths increase were discussed. 9-5 in Maths should be a focus.Page 12 on the report – looking at Maths and English separately, the performance is very similar. National figures were also discussed.Page 11 – comparison with local schools and in Essex – why are other local schools performing better? CCO – it is the cohorts in each school, Shenfield has so many more SEND students. Also students with high mobility, high medical, high anxiety all played a part in that cohort.Disadvantaged student issues were also discussed, including whether there is a work ethic in the family, supportive network around the student, etc. Our results are relatively better for the disadvantaged students, how can we improve outcomes for non-disadvantaged students? Progress 8 will provide additional information to build up this picture.Page 14 – Ofsted focus, big improvements have been madePage 1 – subjects where improvements have been made.KS5 – realistic picture is that this cohort were lower than national, but improvement on mocks was seen. Cohort were apathetic and disengaged coming out of the pandemic and they were impacted by having to spend their GCSE year partly at home.Page 23 – similar to other local schools A\*-B, above on A\*-C.Page 28 – BTEC attainment is much higher than other local schoolsWhat are we doing going forward? All subject leaders have been given national targets and current cohort grades. Percentages have been discussed with each subject leader.JMA – line managing Maths and introducing new systems and working closely with English.CCO – line managing Science.SLT have a focus group of students and they have met with parents and put an academic plan in place. Maths, English and Science are being offered to targeted students following Mocks. These are “Red” students who are potentially affecting their peers in the classroom negatively. “Amber” students will be targeted next with interventions. A wide range of abilities, based on individual progress data.Sixth Form Taster Day in December to work towards keeping hold of our top grade students.Student Prior Attainment data is being shared with staff.Would we ever introduce focus groups for high ability? – JMA confirmed that the focus group includes all levels of ability. What about the well-behaved, under the radar students? JMA confirmed students are all being monitored and will be added to the focus group if they are performing below their ability level.Interventions are being delivered during form time. Year 11 revision timetable is offered in addition to these interventions. Registers are kept to confirm which students are attending each session. Engagement is improving. If they are “Red” students, it is compulsory.Governors wanted it to be recorded that in amongst all the grilling of the data, there should be a “Well Done” said too for all the hard work.Is there something Governors can do internally to congratulate departments who are doing well so that colleagues can see the appreciation? – Identifying subjects who have done well is helpful, but the cohorts do have a bearing on results.CCO & JMA have looked at all the subject reviews. Cross department work is happening and also good practice is being delivered in CPD. CPD – priority of lessons is a focus. How prescriptive is this, is there a framework for all lessons? Expectations for start and end of lessons are the first point that all staff are expected to adhere to. Lesson Obs, monitoring and quality assurance are all part of this process.How the targets were identified in the report were discussed. JMA confirmed it is looking at historic data and current cohort data.How are subjects other than Maths, English, Science being monitored including the Arts and History which has not been a strength historically. History was described as currently being a work in progress.Thanks were expressed to JMA for all the work put into this report. |
|  | **Any Other Business**Pupil Premium Strategy 2023-24 – now being headed up by DJB. To be circulated before the next FGB in December.Monitoring Visit – 7th December – volunteers requested.Code of Conduct Business Declaration to be completed by all.Ofsted Report by GHA. Ofsted asked what went well and concerns were raised. What changes have you made since the last Ofsted? Have we addressed some of the concerns? Discussion around quality of education. They did not choose departments, but asked us where we would like to take them. They asked which teachers were on a support plan and confirmed they would like to visit them. Didn’t deep dive Maths just English, Science and a couple of others. No discussion on data in the whole two days which was a surprise. This may change for future Ofsted inspections once results from summer 2023 are published. Lessons – they were looking for evidence of both intent and implementation. Intent - Give examples of why you have sequenced in lessons. Implementation – consistency and ensuring and checking students’ understanding.Regarding the 90 minute phone call – the entire SLT were in the room during the call, only GHA and Exec Head spoke. SLT had white boards to write up relevant points that were pertinent to the discussion while the calls were proceeding to provide additional information to those colleagues on the call. Content – is it a spiral curriculum? How do you re-visit topics? How are skills developed in KS3 and revisited in KS4?They wanted to give ticks to all areas and were not looking to catch you out. When concerns appeared, that is when they continued to ask further questions and we needed to provide additional information.Governors – inspectors were happy to meet Governors remotely where needed. Question included - did they understand the school, did they understand the strategic priorities of the school, could they state what the school is attempting to do in the future?Ofsted can’t crystal ball and gaze into the future. They were happy to hear what we are currently doing and what we plan to do in the future. Important to provide clarity of direction of travel.School’s Career Provision is being discussed and this will be circulated |
|  | **Date of next meeting**16th January 2024Possibly moving to a different day of the week in the future. |

The recording of the meeting lasted for one hour, 16 minutes

**Circulation List:**

Mr Julian Beard, Mrs Jane Swettenham, Mr David Churchill, Mrs Clare Hoddy, Mrs Jo Gray,

Mr Gary Haines, Mrs Karuna Shaunak-Hobbs, Mr Stuart Roberts, Mrs Katharine Boulton, Miss Clare Costello, Mrs Jane Martin, Mr DJ Barron, Mr Ben Clifford, Mr Richard Drew, Mr Andy Cooke,

Mr Jonathan Sands, Mr Jamie Rigg