

Minutes			
<b>Title:</b>	Learning and Teaching Meeting		
<b>Date:</b>	9 <sup>th</sup> May 2016	<b>Time:</b>	5.30pm
<b>Chair:</b>	Colin Crane	<b>Location:</b>	Compass

MEMBERS					
Name	Present /Apologies	Name	Present /Apologies	Name	Present /Apologies
<b>Bob Chamberlain</b>	Apologies Accepted	<b>Rosalind Goldson</b>	✓	<b>Iain Kinnis</b>	Apologies Accepted
<b>Hazel Cole</b>	✓	<b>Kate Grocock</b>	✓	<b>Atika Kohli</b>	✓
<b>Colin Crane (Chair)</b>	✓	<b>Emma Hollis - Brown</b>	Not received or accepted	<b>Jason Scrimshire</b>	✓
<b>Matt Dover</b>	✓	<b>Martin Holt</b>	Apologies Accepted		
<b>Maria Everely</b>	Apologies Accepted	<b>Geoff Hurst</b>	✓		
<b>Carly Harper (Clerk)</b>	✓	<b>Simon Brown (Vice Principal)</b>	✓		

NOTES	
#	Agenda Item
1.	<b>Welcome and Apologies</b>
	1.1 The Clerk confirmed that she had received apologies from MHO, IKI and MEV. The governors accepted these apologies. No apologies were received from EHO.
2.	<b>Declarations of Interest</b>
	2.1 There were no declarations of interest given for tonight's agenda.
3.	<b>Items for AOB</b>
	<ul style="list-style-type: none"> <li>As agreed with the Chair.</li> </ul>
4.	<b>Notes and actions from previous meeting</b>
	4.1 Minutes for the last meeting will be circulated and agreed at the next meeting.
5.	<b>Current Progress of Pupil Premium (PP) Students</b>
	<p>5.1 The Vice Principal circulated confidential information regarding PP students – this was collected in at the end of the meeting. He confirmed the GAP from the previous student outcomes verses national results. The Academy is looking to secure results this year that close the gap significantly. The Academy staff are working hard with identified Year 11 students to raise achievement. The key areas which have been identified to help with this improve are:</p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Raising the grades of PP students – using WAG grades</li> <li>Mentoring every PP student</li> <li>Areas of particular focus for individual students are also identified</li> </ul>

	<p>The VP confirmed that these have been circulated to staff during our raising the grades briefings and staff are aware of the importance of subject links across the school.</p> <p>5.2 The Chair confirmed that he understood why the data presented was related to Year 11 but requested for the next L&amp;T meeting that information was shared for all years and the strategies that the academy will be employing to ensure that students are achieving their full potential. <b>Action: The VP to bring and circulate information regarding PP students and strategies for all years to the next meeting in the Autumn term.</b></p> <p>5.3 The VP did show a booklet of strategies that are personalised for individual students.</p> <p>5.4 A governor asked for confirmation of the PP student numbers in school? This was confirmed by Vice Principal.</p> <p>5.5 The VP circulated a handout which identified High Quality Teaching and Learning for PP students. It was suggested that the governors could visit and use this information to monitor the use of PP funding and the strategies the academy have in place. <b>Action: CCR to visit the academy with a PP focus and report back at the next meeting in the Autumn term.</b></p> <p>5.6 The Chair asked the VP to feedback on marking. The VP confirmed that this was a whole school priority and Team Leaders have a PIP target to improve marking across their faculties. He confirmed that the No Notice Observation (NNO) cycle this term particularly focuses on the quality and frequency of feedback for student improvement. He suggested that if little improvement is shown Senior Leadership Team (SLT) will consider a third way approach. This is an Extended Leadership Team (ELT) agenda item for this Thursday and a focus for ELT strategic planning day.</p> <p>5.7 CF: The Chair stated that all PP students matter and must ensure that we are getting this right from Year 7. The VP confirmed that this is the case but he brought information on the current cohort (Year 11) that can be measured in line with outcomes this summer for the meeting. The academy are implementing strategies earlier in line with the vision 'Every Student Matters' and 'No student will underachieve'. A teaching staff governor confirmed that the PP GAP is being closed and compared to national figures. It was confirmed that all targets are aspirational and individualised for students across the school. In Year 11 students have a SLT mentor who look to support the student to succeed. The VP gave an example of how he is working to support his mentors. Governors confirmed that they understood the PP concept. A teaching staff governors confirmed that mentors were selected at the start of the academic year and plans have been personalised for each student. Q: A governors asked if the reason for these gaps have been identified? The VP confirmed that this has been interrogated. Q: A governor asked if there are any concerns? The VP confirmed that the SLT are working closely to identify potential weak areas. Q: A governors asked if the changes linked to the Multi-Academy Trust (MAT) will affect the PP focus? The VP confirmed that the core business of the school is student achievement and the change to a MAT will not affect this. The teaching staff are working hard to close the gaps earlier. Q: A governor asked if we are doing any additional work where weak points have been identified? The VP confirmed that SLT have intervened earlier with a mentoring strategy. A teaching staff governor confirmed that it is the intention to commence GCSE work in Year 9 from September 2016. Q A governor asked how staff have reacted to student voice feedback and how does this compare with leader's perspective? The VP confirmed that each team focuses on student voice and works to improve areas identified. Q: A governors asked how this is collated? The VP confirmed that this is collated using many methods; METALL's, 1 to 1, lesson observation or via questionnaire. A teaching staff governor gave an explanation of how he used the data that is collected and how staff had found unedited data useful. The student voice leader in each faculty can identify the students and findings can be used to support improvement of learning and teaching. Staff have used this to self-reflect and improve their lessons.</p>
6.	<b>SIDP for Learning and Teaching and monitoring progress</b>
	<p>6.1 The VP circulated a copy of the SIDP to governors. The Chair confirmed that this document would be a good start to base a visit around. A governor confirmed that OFSTED will expect governors to know this information particularly the academy's areas of strengths and weaknesses. It is particularly</p>

	<p>important that governors know how SLT and ELT are interrogating this information and starting to write plans for next year to ensure development in the right areas. The VP confirmed that head of faculties (HOF) will be evaluating and identifying areas to improve for next year after the results have been received in August. These will be linked to the strategic wheel.</p> <p>6.2 The VP confirmed that leaders and HOF RAG (Red, Amber, Green) rate their plans. Q: a governor asked how this is done and what is the reaction of staff? The VP gave a detailed explanation for governors. Q: A governor asked does a member of staff who coaches people, coach more than one member of staff? The VP confirmed that Coaches coach usually up to a maximum of 3 people. Q: A governor asked if coaching is cross-curricular? The VP confirmed that this is sometimes the case i.e. if a coachee has an area to improve they may identify an area of excellence like questioning and work with a different faculty to improve their skills. A teaching staff governor shared a circulated list which identifies area of excellence across the academy. Q: A governor asked if staff were receptive to this? The VP confirmed that this is custom and practice across the school. Q: IS this tracked in anyway? The VP confirmed this is linked to their journey of improvement and evidence shared during the PIP process.</p> <p>6.3 The VP gave an example of how he RAG rated the SIDP. Trips and visits to universities are a high priority with support from Year Heads to help students prepare for interviews and applying for places at the top universities. CF: A governor confirmed that he had supported a Cambridge university visit which was very successful. The VP confirmed that the more we can do and build into lessons such as debating and life skills into tutor programmes this will support students to gain places to the top universities and in turn will benefit the future life chances of them.</p> <p>6.4 Q: A governor asked if students are made aware of the financial implications of going to university? The teaching staff governors confirmed that students are made aware of incentives, bursaries, scholarship and other access to funding. Students are also informed that they should start saving now at the start of Post 16. They also confirmed the types of offers that students have been receiving this year.</p> <p>6.5 Q: A governor asked if the VP is happy that there is no 'Red' highlighting on the SIDP? The VP confirmed yes. He confirmed that progress has been made with effective formative assessment. Red could mean that the action was no longer appropriate, and Red will be present in some evaluations. This agenda has been piloted this year with a small group and has been demonstrated to teaching staff in raising the grades briefings. This will continue to form a part of faculty planning for next year across the school.</p> <p>6.6 CF: A governor spoke about her recent visit where she experienced a 'walk and talk mock exam'; she confirmed that this was inspirational. The VP confirmed that further 'walk and talks' would be available to students during the May half term. CF: A governor confirmed that she would be interested to see the impact of the 'walk and talks' on student outcomes. The VP confirmed that this will occur in exam analysis.</p> <p>6.7 Q: A governor asked what a flight path is? The VP confirmed this is strategy for students to make progress and to identify what they need to do to ensure this success; this will continue to be embedded next year. Q: A governor asked if flight paths are individual? The VP confirmed that they are different in each subject area and students can move between pathways upwards to suit their individual learning styles and needs. This will also be further embedded next year.</p> <p>6.8 Q: A governor asked do faculties also have SIDP's? The VP confirmed these were in place that this is critical for development and focus for each team; they also RAG rate their SIDP to inform their development for the following year.</p> <p>6.9 <b>Action: The Chair to add 'Review of SIDP and focus for 2016-17' to the Learning and Teaching agenda in the Spring term as this will be reviewed by faculties over the summer.</b></p>
7.	<b>Reviewing our SEF</b>
	<p>7.1 The VP circulated the section of the SEF relating to the Learning and Teaching. This shows our strengths and weaknesses in this area. We are saying that we are 'Good' – the reason we are not saying we are outstanding is due to the PP gap. Q: A governor asked if this PP GAP has closed further this summer will this then mean we could go for outstanding? The VP confirmed that we are constantly</p>

	<p>striving and pushing towards outstanding. The descriptors show that there is evidence to support the judgement. Q: A governor asked how do we measure if we are outstanding? The VP confirmed that this is compared across the subject areas and meets an overall judgement. Q: A governors asked what is the experience and buy in from teachers? The VP confirmed that SLT have a good understanding of what constitutes the levels of good and outstanding lessons though individual lessons are not judged. Good practice is shared across the school and where required teaching staff are supported to improve their teaching and classroom practice. Q: A governor asked is teaching staff are the same for media and creative imedia? The VP confirmed that the subjects are taught by different staff.</p> <p>7.2 The VP confirmed that during the recent Challenge Partners visit – they saw strong practice in the areas we put forward as ‘areas of excellence’. This good practice is being shared across the whole school.</p> <p>7.3 CF A governor raised that Ofsted look at timely student interventions and Q: asked what is the school doing to progress areas that require improvement? The VP confirmed that SLT and ELT are working closely to ensure progress is made and that the right type of interventions are in place i.e. during tutor time. Q: A governor asked do students choose the Wednesday top-up interventions they attend? The VP confirmed that they are targeted and a timetable of interventions is in place. Q: A governor asked have the SLT identified any major weakness at this time that could impact the results? The VP confirmed that the teams are working hard to close the GAPs across the board and improve stretch and challenge. The VP spoke about individual subject areas. Q: A governor asked what are our big strengths? The VP confirmed that the actual quality of learning and teaching on a daily basis is showing that students are receiving a constantly good experience; interventions are completed in a timely manner; and progress is strong in English and Maths.</p>
8.	<p><b>Marking and Home Learning Policies</b></p> <p>8.1 The VP confirmed that a full review of the Marking Policy will be completed in the Autumn term. He shared information about the formative feedback sheet and its usage by staff. The Academy is testing ways to reduce workload for teachers using some of the strategies in the formative feedback document to ensure students receive quality feedback to support their progress and improvement. Q: A governor asked if the use of technology is helping to support this improvement in student feedback? The VP confirmed this was the case. The VP gave an example of how ‘purple box’ marking is used. This shows development of student across the year and how this can then be applied to the rest of the task. This agenda is about having high impact without increasing workload. Samina O’Malley (English) has been researching and developing ideas for staff this year to improve formative feedback and reduce workload during this academic year.</p>
9.	<p><b>Governor Visits</b></p> <p>9.1 The Chair confirmed that Governors should have or be in the process of visiting the school. The Chair will be visiting regarding Pupil Premium and another governor has requested to observer the walk and talk mock exam during this term.</p> <p>9.2 The Chair confirmed that new Governors may wish to take part in the following events and if so should contact the school to confirm their attendance and support:</p> <ul style="list-style-type: none"> <li>• Desford Carnival on the 15<sup>th</sup> May</li> <li>• Higher Education Fayre on the 24<sup>th</sup> June</li> <li>• Open Day on the 25<sup>th</sup> June</li> </ul>
10.	<p><b>Budget</b></p> <p>10.1 The VP circulated the latest information regarding the expenditure for Learning and Teaching. The governors discuss possible cost savings, bursaries, and how the money had been used this year. The VP confirmed a possible overspend for professional development but this would be discussed and confirmed at governor’s finance committee meeting. Overall the VP is on track with the current budget.</p>

11.	<b>Overview of tonight's meeting</b>
	<p>11.1 The committee confirmed the following overview from tonight's meeting:</p> <ul style="list-style-type: none"> <li>• Vision for Pupil Premium confirmed. Governors impact is that all committee members know what the vision is.</li> <li>• Identify the strengths and weakness of the SEF. Governors impact is that they must challenge for future improvement.</li> <li>• Identifying at a future meeting increased challenge for Year 7 &amp; 8 including strategies for raising the grades and the use of Pupil Premium funding for early targeting. <b>Action: The VP to bring information to share with governors to show Pupil Premium trends relating to WAG 1, 2 and 3. Also to bring information of Pupil Premium strategy for Key Stage 3 and how they are progressing.</b></li> <li>• Influence of governors and their next steps.</li> </ul>
12.	<b>Any Other Business (under section 3)</b> <ul style="list-style-type: none"> <li>• The CoG gave an overview of the Strategic Planning Day taking place on the 8th June. Any governors who are interested in attending should contact the Principal's PA.</li> <li>• The committee members discussed the remit and the Chair will share any changes with the Clerk for the website. <b>Action: The Chair to send information to the Clerk.</b></li> <li>• Possible governor visit should assess the effectiveness of the marking policy.</li> <li>• A teaching governors shared information regarding the mock referendum taking place with Post 16 Studebts. <b>Action: Results to be shared by teaching staff governor with the Clerk.</b></li> <li>•</li> </ul>
	<b>Next Meeting</b> <ul style="list-style-type: none"> <li>• Monday, 10<sup>th</sup> October 2016</li> </ul>

## MINUTES AGREED &amp; SIGNED

Chair  
Signature:

Colin Crane

Date: