

Meeting Minutes
Isca Academy
LGB Performance and Standards
28 September 2016 16.30
Rom F69 Isca Academy

Attendees

Present Initials	Name	Governor Type
RBr	Rachael Brown	Staff Governor
GW	Gina Woodcraft	Trust Governor
AMi	Aimee Mitchell	Headteacher
MTa	Mario Trabucco	Trust Governor

In Attendance Initials	Name	Role
JD	Jo Duffin	Clerk to the Governors
JL	Jon Lunn – left 17.27	Director of Educational Performance TWMAT
SW	Simon Weir – left 17.59	Deputy Headteacher
JP	John Potter – left 17.35	Assistant Headteacher
GK	Gary King	Deputy Headteacher

Absent with Apologies Initials	Name	Role
HC	Helen Crossfield	Trust Governor
NW	Nigel Watts	Trust Governor
MTi	Michael Trimble	Trust Governor
AB	Anthony Boulton	Trust Governor
PG	Paul Gray	Trust Governor
RBe	Ray Beale	Link Trustee

Absent without Apologies Initials	Name	Role
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Meeting Minutes

Item Ref	Business	Action
1.1	Welcome GW welcomed everyone to the meeting.	

1.2	<p>Attendance Apologies for absence were received from HC, MTi, NW, PG, RBe and AB. GW asked JD to re-issue the dates of meetings again to ensure all governors have the dates in their diary.</p>	Action PS1.1 JD/All
1.3	<p>Declarations of Interest Governors were reminded to keep their declaration of business interest form up-to-date. No new declarations of business interest were made.</p>	
1.4	<p>Confirm Vice Chair This item was deferred to the next meeting.</p>	Action PS1.2 JD
1.5	<p>Minutes of Previous meetings JD noted that the minutes of the Teaching and Learning meeting held on 15 June had previously been agreed by NW and AMi. GW signed the minutes as a correct version of the meeting.</p>	
1.6	<p>Matters Arising There were no matters arising.</p>	
1.7	<p>Governor/Clerk Training Needs This item was deferred to the next meeting. AMi noted that AB was offered further training on Safeguarding but confirmed that he has undertaken level 3 safeguarding training so is up-to-date in this area.</p>	Action PS1.3 JD
1.8	<p>Governor Roles This was covered in item 2.1.</p>	
Reporting		
2.1	<p>Programme of Local Governor Visits AMi suggested that a governor is appointed for each objective in the AIP and they meet once per term with the member of staff overseeing each objective eg T&L, Finance, Performance, Safeguarding.</p>	
2.2	<p>Annual External Review AMi advised that Challenge Partners is an external review body that Isca belongs to and schools within the group review each other. The review of Isca will take place on 31 January 2017 and a copy of the report provided to governors.</p>	
Monitoring		
3.1	<p>Trust Policies There were no Trust policies to consider.</p>	
3.2	<p>School Policies Exam Policy: JP noted that some terminology has been changed. It includes mention of school-led and funded reviews with student agreement. Students can pay for a review if they wish. GW asked how many students requested a review this year and SW confirmed that 2 or 3 had and noted that some of the school-led reviews had been successful. The Exam Policy was approved.</p>	

	<p>Communication and Language Policy (formerly known as the Literacy Policy): AMi confirmed that Carrie is looking at the new GCSE specifications and language required and introducing this from Year 7 along with cross curricular links. This area needs strengthening and the method of achieving this is outlined in the policy. MTa asked about library use. RBr confirmed that the library is used by whole classes with some lessons taking place in the library; it is also used at lunch time but this could be improved. Governors discussed time for mandatory silent reading and the benefits of this. The policy was approved.</p> <p>Teaching and Learning Policy and feedback guidelines (appendix) were distributed by GK and approved.</p>	
3.3	<p>Review Data Package</p> <p>JL introduced his role as Director of Educational Performance for the Trust. JL guided governors through the unvalidated GCSE results for 2016 using shared data from the Dartmoor TSA and SWTSA:</p> <ul style="list-style-type: none"> • There has been a drop in the number of A* - C and A* and A grades nationally • Isca has one of the lowest APS on entry of the 36 schools • Low percentage FSM /SEN affects primarily attainment. Within Devon Isca is high in terms of the percentage of children within these two groups • Attainment of EBacc – the higher ability you have correlates directly to EBacc success. Isca is 21% which is very good • Basics combined English and Maths score – higher intake (APS on entry) results in a higher English and Maths A*-C score. Torquay is doing very well in English and Maths and AMi expressed an interest in visiting this school or finding out what they are doing to achieve this as they have a similar APS on entry to us • Progress – there is no correlation with this. Churston has the highest intake but is not adding as much value in terms of progress as Isca. New floor is below -0.5 for OFSTED to visit the school within the year. Isca has a very good progress 8 score • Attainment 8 - only Torquay is doing better than Isca when comparing APS on entry to the attainment 8 score • Disadvantaged students - if progress is fair there should be very little gap but there are huge gaps here. However, one child can make a big difference • Every disadvantaged measure was measured against the national 'other' but the DfE has recognised this isn't a fair comparison so it's now measured against the national disadvantaged score. Isca is above the national average. • The key focus for OFSTED this year is how high ability disadvantaged students are performing. AMi confirmed that Isca knows who the children are, they all have a plan and there's an action plan alongside this • The key message is that everyone should do well • The new system for Year 11 is to measure prior attainment against the best 8. This shows where low ability students attain more as schools optimise their curriculum for P8. <p>GW asked if there are any vocational subjects in EBacc and JL advised that there are none, they are all GCSEs. However, there is a method to allow all but the stated students an opportunity to undertake Double Science using a BTEC style of learning. JL advised that all three open subjects can be vocational. AMi added that there needs to be more opportunities across the Trust suited to low ability</p>	

students to maximise curriculum planning and resources. This will be based on the cohort each year. SW added that some of these courses are being used on an intervention basis at the moment.

JL advised that the data needs to be checked to ascertain why the P8 high ability score has come down so significantly.

JP summarised:

- Attainment 8 for disadvantaged is -0.03 which is under last year's national average of -0.07
- Maths disadvantaged students did better than last year. They had good teaching throughout their time at Isca
- EBacc is a minus figure for disadvantaged students so this is an area to look at – Progress 8
- Open slots for disadvantaged students were positive at 0.05. English is a negative figure but still above the national average
- P8 – this is due to strong performance in English, Maths and ECDL. RE was also a strong performer and this is taken by all students. Areas being looked at include Humanities and Core/Additional Science. Languages made a significant improvement in their results but there is still work to do. Work is also required in some of the Technology and Computing subjects. PA results were fantastic.

AMi confirmed that all departments have department development plans and some are support plans which are only different in terms of the support they can access. In the last few years there has been some instability in teaching and low curriculum time at KS3 which is now impacting. These areas need the best support available to ensure they can progress, but it may take time. There is a need to reduce internal variation and improve progress for all, it's about inclusion and early intervention. This will be alongside improvements in CPD and T&L, hence the Deputy Headteacher roles in T&L and Inclusion.

GW asked how the new style GCSE results are being received by employers and AMi advised that they don't yet understand it. GK advised that he is looking at working with the Exeter Chamber of Commerce. AMi added that Isca prepares students well for communicating, interviews etc.

It was confirmed that JL will prepare data across the Trust and organise training for governors to outline the use of data in the governor role and with OFSTED.

3.4 **Monitor Attendance**
 AMi referred to questions asked by HC via email.

Exclusions – SW advised that individual members of staff don't have the expertise to fix the complex mental health issues being faced by students. Isca relies on external therapeutic assistance. Isca has increased its provision to help and now has an on-line tool that is being used by the students and is being developed further by early help.

Ready to Learn means some children are hitting the limits quicker but this does also mean that they are receiving support quicker. There have already been some fantastic results from Ready to Learn. **GW asked about how the restorative**

	<p>conversations are going and SW advised that for most it's a conversation they would like to have. There is no script of questions, students fill in a form which prompts the conversation. GW asked how it is being received by the children. SW advised that those who have been in the isolation room agree with why they're in there. Last year by this point there were 529 disruptive reports, this year the figure is 99.</p> <p>AMi advised that it is too early to report on attendance. The focus this year is on vulnerable children and their attendance, which is an objective in the AIP. Attendance at the end of last year demonstrated a 5 year upward trend and was above the national figure.</p>	
3.5	<p>Monitor Impact of Pupil Premium Detailed plans will be presented at the next meeting. Governors need to check that the School is using the money correctly and that this is leading to progress of children who are in receipt of PP.</p>	Action PS1.4 JD
3.6	<p>Inclusion Update SW referred to HC's questions about the number of children in the School with SEMH being higher in the earlier years. SW confirmed that it varies from cohort to cohort and the system has become much better at identifying mental health issues. There is a record of every child with extra provision and this can be accessed by staff and has been costed. Other information can be found in the HT report regarding this section.</p>	
3.7	<p>Safeguarding Update AMi confirmed that AB is our safeguarding governor and is working with SW and Kate. The local authority has carried out an audit and a further audit is planned in November when AB will be in attendance. CPOMS is in place to track and log safeguarding and behaviour concerns. Reports go on CPOMS but a pink form is still used for allegations concerning staff. Safeguarding training was carried out at the start of the year.</p> <p>AMi is exploring WRAP training: whether updates are required and if this is still an annual requirement.</p> <p>AMi confirmed that there been no significant safeguarding referrals so far this year.</p>	
3.8	<p>Headteacher's Report AMi summarised the content and how it changes each time. It is important to note the activity since the last report.</p>	
3.9	<p>Teaching and Learning Update GK distributed Line Management Business Cycle 2016/2017 and Teaching and Learning Vision to Reality and advised that phase 1 is well under way. The system outlined on page 2 is the important part; it focuses on a closer relationship between the heads of departments and SLT. GW asked about homework and AMi advised that this is due to be booked at imminently. MTa asked about complaints received about homework and AMi advised that it varies from not enough to too much and the meaningfulness of homework. GK has asked each department to formulate their homework policy within whole school guidelines. GW asked about how long standing teachers respond to this but GK noted that it's too early to comment. AMi advised that a lot of marking is taking place but sometimes in vein as it is not impacting on student progress; it needs to have an impact. GK will select practitioners to run CPD</p>	

	sessions and they will take place on a termly basis in response to feedback.	
3.10	<p>Middle Leader Input</p> <p>AMi referred to the extended academy leadership posts and suggested that one of the appointees attends a meeting each term and presents their project. They are middle leaders and governors are free to attend the interview panel for the posts if available.</p>	Action PS 1.5 JD
3.11	<p>Academy Improvement Plan</p> <p>AMi reported that the AIP has been written very recently. The RAG progress column will be colour coded with narrative and this will be reviewed at each meeting. There is no progress to report at the moment. Link governors can feedback on their objective. GW asked about student involvement and AMi confirmed that there is student involvement in elements as appropriate.</p>	
3.12	<p>Parent Consultation Arrangements</p> <p>AMi explained that the plan is to carry out the OFSTED survey once a term with all feedback from parents followed up. With significant changes to exams information sessions will be offered. Parent governors will also be able to report back. MTa asked about how feedback is received by the School and AMi confirmed that it is via SurveyMonkey. Records are kept and the School ensures that parents are happy with the action taken. The School also looks at social media, feedback from primary schools and anecdotal feedback. GW asked if there is a satisfaction survey with Year 7 and AMi noted that there is a meet the tutor slot before they start, Year 7 parent evenings and the OFSTED survey. MTa asked if any measurement is taken and AMi advised that it is not measured. RBr said that is important to consider how to increase the number of parents who feedback.</p>	
3.13	<p>National Developments in Curriculum</p> <p>AMi said that this will be centred around checking that the curriculum is fit for purpose and that the School is meeting statutory requirements. There is a need to increase EBacc uptake without decreasing breadth. The challenge is the nature of the staff body eg part time staff restricts timetable changes but possible changes are being modelled. There will be a full update at the next meeting.</p>	Action PS1.6 JD
3.14	<p>How the Curriculum is Taught, Evaluated and Resources</p> <p>This has been covered under other headings and at the Finance and Resources meeting. HC's question re forecasting and actual data was covered in the quality analysis. Unfortunately, it will not be possible to fix the dates of learning walks in advance as the QA process has now changed.</p>	
Information		
4.1	There was no further information to disseminate	

Date of Next Meetings

5.1	30 November 2016 11 January 2017 8 March 2017 10 May 2017 14 June 2017	
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Minutes by: Jo Duffin

Signed by Chair: Date :