

<p>5. Yr 7 transition survey</p> <p>The survey results were circulated. VP reported that this had been done via Survey Monkey and was successful with 73 responses received. Some actions were shown on the report, including bringing the Y7 parent evening forward, and holding a Y7 parent meeting about Duddle and Progresso. Q: Parents need more information if it is their first child in secondary school. A: Information is given at the end of year 6 and parents can bring any queries to the first parent meeting.</p>	
<p>6. Clare Lawton ALT update</p> <p>Clare gave a presentation about Anglian Learning. Governors asked questions.</p> <p>Q: How is communication managed across the MAT? A: There will be a meeting of all the LGB chairs shortly and a section could be included in the newsletters about Anglian Learning.</p> <p>Q: What financial benefits have you seen? A: There are some economies of scale, eg cleaning services and the catering contract, but the main benefit is through closer collaboration such as being able to obtain HR advice through the MAT. KM noted the MAT had allowed for the introduction of a more rigorous financial accounting system. Detailed financial reports for the individual schools would soon be available and would allow more comparison. Q: Will the central costs of running the MAT increase as it gets larger? A: Not for individual schools, but when the Primary Hub comes online there will be additional contributions from the primary schools. The key benefits of the MAT are the educational opportunities. The Trust supports and maintains the connection with each individual school through the LGBs. Q: What is the pace of change within the MAT? A: In a year or two we will have expanded primary school numbers to form the first Primary School Hub (3 or more schools) and will be considering a second Primary Hub and taking on other schools at the secondary level. We are proud that we are a MAT comprising good schools and we aspire to increase the size of the MAT to make it financially viable and educationally strong. Q: How will the Primary Hub affect children moving through the system? A: It will provide continuity in education provision and facilitate transition from primary to secondary. Ideally, the primary schools will be feeder schools for the secondary schools. Q: Is it easy to resist failing schools joining the MAT? A: We have not had any requests relating to failing schools. It would also depend on distance and what the particular problems were for the school. Q: Do you see any changes to the governance structure as the MAT grows? A: Larger MATs tend to have more complex structures, or reduced number of LGBs, but we have no plans to do that. It is important for schools to manage their own governance. The Trust Board members have a good range of expertise in all the areas required. The Board is not representative of the new schools in the same way as the LGBs, it is an organisational structure.</p> <p>Governors thanked Clare for her presentation.</p>	
<p>7. Link Governor reports</p> <p>Reports from KM and SSag were circulated. KM reported that he was impressed by the child protection reports that had been prepared for the governor visit. Governors thanked VP for her work on this and for training some of the other CP leads within the MAT.</p> <p>Action: Governors to complete their visit and write up reports by the next meeting.</p> <p>SSag reported that SS and AL were doing a great job with school communications and marketing. However, it was noted that the Parent Forum was no longer running at BVC or at other schools within the MAT. Some other schools had parent representatives who augmented the parent governor role. SSag circulated a paper about the possible role of parent representatives. There was discussion about the pros and cons of such a role. DC reminded governors that questionnaires are sent out at parents evening and there are links via the Friends' Association.</p> <p>Action: Schedule a discussion at the next meeting about school communication with parents.</p>	<p>All</p> <p>SS</p>

8. KPI – DP1 yr 11, Behaviour/Attendance report, Staff update

DP1 Yr 11: JB introduced the DP1 data. This showed the comparison with National figures and is also used to form the V Groups. Progress 8 gives the projected scores based on students of similar ability. That figures will change throughout the year as the cohort moves towards target. Governors asked questions. **Q**: Is the monitoring the same for students doing GCSEs in Year 10, eg English and should we have a Data Point earlier?. **A**: The monitoring process is reviewed every year and the English teams are revising the Schemes of Work. The planning for the Data Points was done in July and the decision was made in September. **Q**: Are there V Groups for Year 10? **A**: Intervention is happening in lessons all the time. V Groups are for Year 11 for students who need more intervention over and above what is done in the lessons. There are equivalents of the V Groups for Y10 students. **Q**: Do the students in Year 10 know their targets? **A**: They have had interventions from Year 7 and the gaps are monitored from Y9 when the work reflects the GCSEs. JB explained the targets for subjects at the end of Y11. The aim was to provide good quality first teaching in tailored lessons for pupils. It was noted that some students were retaking the English GCSE. **Q**: On the subject specific data – all the sciences are quite below target. What is the reason? **A**: There is no specification for the exam yet. The targets were set using comparisons with the old GCSEs, but as grade boundaries are not known it is difficult to be accurate. **Q**: Why are the targets the same for all three sciences? **A**: The target has to be done for 'Science' as a whole, rather than individual subjects. This may be revised when more information is available, eg from the exam papers in September.

Behaviour and attendance: VP outlined the information previously circulated. There had been no exclusions, but isolations had increased for the reasons given in the report. Staff were effectively logging behaviour and students also receive positive reinforcement in the form of merits. The new Year 7s had settled in well.

Attendance: It was noted that the criteria for persistent absenteeism (PA) was only 3 days absence at this stage in the term. Five students were on reduced timetables due to mental health issues. The PA figure was the same as this time last year due to a number of medical needs students and more students taking unauthorised holiday including PP students. The gap between PP and whole school attendance is an area of focus. Governors asked questions.

Q: How many PP do we have? **A**: About 10%. **Q**: What other measures have been taken to reduce absence? **A**: More action around positive reinforcement, eg with PP, if they have had good attendance they get a fast track pass to the front of the dinner queue. We have done a training session with a spotlight on attendance and are working with parents to emphasise the importance of being in school. There is also "Late Gate" monitoring which has been stepped up this year.

Staff update: DC gave a verbal report on forthcoming staffing changes. Governors noted the change of CAL from January and that this would be communicated to parents. Governors were informed that staff sickness and absence continued to be monitored and action was taken in the event of a concern. DC reported on progress with the appraisal. It was noted that the appraisal guidance for staff would be circulated earlier next year.

9. Safeguarding and SEN report

Received for information. No comments.

10. Curriculum review (initial discussion, decision to be made at next mtg)

DC reported on the draft document previously circulated. There was clear rationale for reviewing the organisation of the KS4 curriculum, including harder exams, 30% more content moved from A levels, and more detailed mastery of the subject being required. DC had met with middle leaders to talk through the priorities. Doodle and doodle classroom were being used to plan lessons based on starting points of students. Reassessing and coming back to topics on a regular basis was very time consuming. DC outlined the different models proposed with differing costs. These were sent to staff on Monday and were discussed in groups.

<p>Governors discussed the proposals and asked questions. KM reported that at the recent MAT Board meeting, there was discussion about the importance of education focussing on academic performance and producing rounded individuals. Q: Since universities only require 8 GCSEs, is there a need to do 11 or 12 subjects, when students could do 9 really well. A: This is something that the university admissions tutors need to make clarify.</p> <p>It was felt that doing fewer GCSEs would enable students to get higher grades and allow more time for other elements including enrichment. Care would be needed over which options were removed and the reasons for doing so. Q: What was the response from staff feedback? A: There was concern about the implications and which subjects would be dropped, but acceptance that change is necessary. SSag noted that Year 9 students were often undecided about what they wanted to do. Apart from one, all governors present were in favour of doing fewer GCSEs. Governors asked if these should be started in Year 9.</p> <p>Action: To bring to the next meeting options for doing fewer GCSEs and consider whether GCSEs courses should start in Year 9.</p> <p>Q: Has Music been replaced with Music Technology? A: The options are reviewed each year and the Music GCSE will run if there is enough demand for it.</p>	<p>DC</p>
<p>11. AOB</p> <p>SM suggested holding the governors' 'Christmas' dinner in January rather than after a December governance meeting.</p> <p>Action: To arrange a date for the governors' meal in January.</p> <p>DC recommend the annual Christmas card with £50 for staff. The money could be found from the budget, approximately £4,500-£5,000.</p> <p>The Christmas card with £50 for staff was approved.</p> <p>There was no other business.</p>	<p>SS</p>