

# Barley Lane School Safeguarding, Behaviour, Teaching & Learning Committee Meeting 2

## (Part 1 Minutes)

# DRAFT

Date / Time:	23 <sup>rd</sup> March 2016 at 17.00	Location:	Barley Lane School
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Attendees:	Initials:	Governor Type:
Damian Furniss	DF	AGOV
Simon Robinson	SR	STF

Attendees:	Initials:	Governor Type:
Michael MacCourt	MM	STH

Apologies:	Initials:	Reason:
Caroline Westacott	CW	Unwell

Absent without Apology:	Initials:

In Attendance:	Initials:	
Kirsty Forbes	KF	Clerk
Dave Jones	DJ	Associate Member
Vicci Wood	VW	Potential Governor

Minutes To:
Attendees
Website

Min. No.	Actions & Decisions:	Owner:	Date Due:
2/1.1	<p><b>Apologies &amp; Business Interests</b> Apologies were received and accepted from CW. No business interests were declared. VW was welcomed to the meeting as a potential Governor.</p>		
2/2.1	<p><b>Minutes of the Meeting 20/01/2016</b> The minutes were agreed as a correct record and signed accordingly by the Chair.</p>		
2/2.2	<p><b>Minute 1/2.6</b> DJ had bought a couple of the learning journals used for the pupils to the meeting. One journal was for a Year 11 pupil and one for a Year 10 pupil. The journal highlights curriculum packages, attendance trends and communications with external agencies and colleges. Governors are able to take a look at these at the end of the meeting or during a visit to the school. The Governor who carries out a work place visit may find it beneficial to look through a learning journal before undertaking their visit.</p>		
2/2.3	<p><b>Other Matters Arising</b> DJ updated the Committee on an action from FGB regarding the DBS checks and risk assessments for the farm work placement. WH is now leading on this and making sure that all assessments are in place. DJ advised that the question as to whether DBS checks are done has not yet been answered but school have decided to go ahead and do this and it will be in place shortly. DF discussed options for incorporating an offsite visit to a work experience setting into his Governor visit in the summer term and asked DJ to consider where a Governor visit might add most value and provide most insight into the wider program. KF will check with CW to see if she is still able to carry out a visit. <span style="color: red;">Email sent 24/03/16.</span></p>	<p style="text-align: center;"><b>DJ</b></p> <p style="text-align: center;"><b>KF</b></p>	<p style="text-align: center;">ASAP</p> <p style="text-align: center;">ASAP</p>
2/3.1	<p><b>Leadership &amp; Management</b> MM highlighted that some adjustments had been made to the SIP document in response to the feedback from the Babcock/SENTient peer review visit including the addition of prompts for Governors. Current School Improvement activity remains unchanged. MH has now been given the role of PSHE/ASD co-ordinator and has stepped onto the corridor which is working well. SR has conducted his key leadership function for Quality of Teaching (QoT) to be reported in agenda item 2/3.2. Governance (as part of leadership) continues to be tweaked and has developed sharing through a number of visits which have been made by Governors. The inspection by Babcock and the SENTient Trust had highlighted the need for more Governor visits throughout the year and this</p>		

	<p>is improving.</p> <p>The operation of the school is a challenge with many high risk pupils and measures for the stability of good behaviour are in place and working. DF noted that he had seen this on his visit recently and recommended that all Governors visit the school to experience an entire school day as it shows the different styles of leadership used.</p> <p>MM thought the key point to note was that the school remains stable and Governance is now becoming more embedded. The impacts of the actions already taken have been very positive. One of the areas the visit from Babcock and the SENTient Trust picked up on was to extend the remit for middle management which, in BL case, would be the subject leaders. This notion was expressed to these staff and they are now taking a deeper look at what they are able to do in order to make sure they are on top of all the details they need to know for inspection. A leadership issue for MM and SR is to challenge those middle managers and get them to respond. DF told the Committee that he had spoken with some of the subject leaders during his visit and asked some questions pertinent questions in relation to progress and attainment and those staff were able to respond with well thought through answers.</p> <p>MM explained that Jackie Warne also wanted BL to embrace the notion of what they thought 'Outstanding' would look like at BL. MM advised that this had been carried out by the staff and pointed Governors to the display. MM noted that this has helped to raise the bar for staff at BL.</p>		
2/3.2	<p><b>Teaching &amp; Learning</b></p> <p>MM advised that self evaluation and peer evaluation had taken place. SR has carried out lesson observations and will now look at the assessment and outcomes as part of the QoT. In some cases seeing 'Good' lessons does not always mean there is consistency. MM explained that there have been some explicit suggestions of concerns from support staff about the QoT in some classes and in the past there has been some over estimation of the QoT in the school. DF asked what range of information the school would look at to evidence consistency as one lesson observation only gives singular view at a point in time. SR advised that he takes the opinions of pupils and support staff and uses evidence of the work produced within a lesson. MM noted that leaders are always in and out of lessons and it is clear to them that those teachers who require improvement are often the ones who might not find being managed to their liking. MM has had to make clear that he, as line manager, is there to pick up on issues and offer support. MM also pointed out that BL are able to pick up on inconsistent teaching through the FFT data as this provides a prediction of what each pupil should achieve at GCSE and if these grades are not being attained and progress is not being made then it is clear something is not right and would point towards teaching that requires improvement. These staff have to acknowledge that there are issues that need addressing and the range of evidence is there to support these judgements in the same way it is there to support good or outstanding teaching.</p> <p>SR explained that 11/16 teaching staff are operating well with good teaching, positive classroom environment and well marked books. DF noted that the ethos of the school is one of the most powerful aspects at BL and this was shown through the teaching in the classroom. MM highlighted that the school have recently had to adjust some processes of operation due to some negative behaviour and this has worked well.</p> <p>SR explained that teachers are moving on to look more closely at what 'Requires Improvement' looks like so that they are able to pick up on any issues and this has highlighted clearly that staff who have no control of the class and are not in charge are more likely not to have a good environment for teaching and learning. Poor behaviour needs to be controlled through a stern approach but with a light touch feel but with no negative impact which can be difficult.</p> <p>SR explained that those teachers identified as requiring improvement are being given support and many are committed to improvement. Staff have responded positively to the support they have been given. DF asked if these teachers have accepted the judgements they were given. MM advised that they have. DF asked if all the teachers have the potential to improve. MM advised that the majority do have the potential to improve. One teacher has been given very specific areas to work on and will be given the time to work on these improvements. DF asked what encouragement is given to those teachers requiring improvement to become good or outstanding. MM explained that all teachers want to do a good job for the children and strive to be good/outstanding and have good commitment and determination to improve. All the staff are very aspirational and MM expects all teachers to be at least 'Good'. DF asked if there were any particular subject areas where teaching was not as good. MM noted that Maths had been problematic this year and that SR will be teaching Maths more from next year. The Maths outcomes at Key Stage 4 are directly related to the teaching. DF felt anyone looking at the Maths outcomes would ask questions as to why this had changed and what intervention the</p>		

	<p>school has put in place. DF noted that he had seen real ability among learners in Maths and believed they could achieve better outcomes. MM noted that the exam for Maths is a disadvantage to many of the pupils as there is no modular work. Many pupils are terrified of sitting exams and although the school offer different ways of taking these exams it is still very difficult. DF had spoken to SR about taking more tests on a regular basis as a way of practising for pupils so that they become more accustomed to exams and therefore less apprehensive. DF asked if the changes to assessment in English would put BL in a similar situation. MM believed it might. SR explained that BL have introduced the NCFE Maths but unfortunately this is not recognised by colleges and they want to see GCSEs. VW asked if special arrangements are in place for the students to take exams. MM advised that they are and BL take all the arrangements possible to get the best they can for the students.</p>		
2/3.3	<p><b>Personal Development, Behaviour &amp; Welfare</b></p> <p>DF asked if there were any specific issues that needed to be brought to the attention of Committee at this point in the term. MM advised there had been no significant developments or spikes that were worrying at present.</p> <p>DJ explained that conversations about behaviour are now part of the daily rolling program at BL. Figures for this half term match those for last half term and any incidents are not of particular concern. The major incidents that BL are accustomed to are those amongst pupils. The record keeping demonstrates that there is high vigilance.</p> <p>MM asked if there had been any injuries or complaints. DJ advised there had not and any holding has been minor. DF had looked through the records and could clearly see the follow through from action to outcome. Any recording issues were for minor incidents and the quality of recording is excellent. DJ noted that all incidents of holding are within the safe range. There were some question marks around practice, for example, one pupil needs their own personal space and this practice was not followed by one teacher who encroached on the pupils personal space which led to an incident occurring.</p> <p>MM asked DJ if he could be reassured that the majority of children not being held. DJ explained that 6 pupils were held this half term and this has been due to changes in their curriculum. Overall the trend is showing a decline in holding.</p> <p>SR asked if there are any classrooms where there are more occasions of holding. DJ did not feel there was a classroom that particularly risky but did highlight that there is one teacher who holds children more often but this is reflected in the reports and there is always a good reason behind the need to hold. DF had positively seen the sharing of insights into particular children at staff meetings including any difference in the context of incidents and what could be done to make positive changes.</p> <p>MM asked DJ if there was anything to note from Key Stage 2. DJ advised that one allegation had been made by a pupil of holding but no physical intervention was actually made. MM noted that children do sometimes make these allegations but the school have good CCTV as a back up.</p> <p>MM asked DJ if he was confident with the accuracy of reporting. DJ advised that he is very happy with the reporting.</p>		
2/3.4	<p><b>Outcomes for Pupils</b></p> <p><u>Minute 1/2.1</u> - MM had provided the detail of the questionnaires discussed at the last meeting. MM explained that pupils were honest with their opinions and what is interesting and correlates with the QoT is the staff that pupils would choose to confide in. DF thought it also correlated with his impressions during his visit of the good rapport between staff and pupils and the good control of the classes which aids in providing good QoT. DF was also struck by the consistency of the approach to teaching and the wide range of personalities throughout the school. Pupils would see staff in different ways which is why they would sometimes choose specific people to speak with. The pupils will benefit from that mix of personalities</p> <p><u>Minute 1/2.5</u> – Mid Year Progress &amp; Attainment</p> <p><b>Key Stage 2</b> - SR reported that the progress at the end of KS2 should be 1.5 sub levels per year. The school now has data that goes back 3 years so it is easier to track the progress they are making. The following key points were noted and questions raised:</p> <ul style="list-style-type: none"> <li>• Science - In the last academic year over 60% of pupils made good or better progress. 3 pupils did not make good progress.</li> <li>• English – Over 70% of pupils made good or better progress.</li> <li>• Maths – 100% of pupils made good or better progress.</li> <li>• DF asked if one teacher teaches all subject in KS2. SR confirmed this was correct.</li> <li>• DF asked how BL can make improvements in Science. SR advised that in previous year’s children in KS2 had been taught Science by a specialist Science teacher in the lab but this is now not always the case due to the teachers leadership responsibilities.</li> </ul>		

- At the mid point of 2015/16 4 out of 21 pupils in KS2 are not on track to make progress in Maths, 2 in English and 2 in Science. This is due to a number of issues and strategies have been put in place to help support these pupils.
- **MM asked how many pupils made at least good progress at the end of KS2 last year.** SR adv 6/8 pupils made good or better progress in English, all pupils achieved this in Maths and 5/8 pupils made good or better progress in Science. MM thought this was data was reassuring.
- **MM asked what the most positive headline is.** SR believed it was in Maths as all pupils made at least good progress in the last academic year and over the last 3 years.
- **DF thought the key questions to ask are why is Maths excelling and what can we learn from Maths to help improve Science.** MM thought that further discussion would be required with the lead teacher for Science in order to see if it is possible to up skill the teachers in the KS2 unit. It may also be possible that the lead teacher for Science might have the capacity to teach some lessons in KS2 or aid in the training of KS2 teachers.

**Key Stage 3** – The following points were noted and questions raised:

- SR advised at this point out of 29 pupils the number currently not on track to make progress are; English 9, Science 9, Maths 2, D&T 2, Art 5, PE 4 and Humanities 14. Some of these pupils have been timetabled to do extra lessons and strategies have been put in place to provide additional support and interventions.
- Assessment will be the next challenge and next year end of Key Stage assessments will be carried and externally marked in order give BL more secure benchmarking data. DF thought that using external judgements would be highly beneficial. SR agreed that it will help because sometimes incorrect judgements made at KS3 can affect what progress looks like at KS4.
- DF asked how BL are able to check the patterns of unreliability with assessment. MM explained that in the past BL have relied upon the final outcomes in order to see if this matched with assessment. If staff are able to identify the broad strokes to improve upon assessment then this should help to improve results.
- DF was aware that it is difficult in a school with small cohorts to get a good reflection of progress but thought that BL were doing well. VW noted that there is also little comparison for the school compared to other maintained schools.

**Key Stage 4** – The following key points were highlighted and questions raised:

- FFT provides a best prediction for each child. SR showed the Committee the FFT chart which linked actual grades with the FFT predictions and whether these predictions were met and within what range. SR gave an example of an average predicted grade from FFT for one pupil who was predicted grade 'U' but actually achieved a grade 'G'. **MM asked what 2.6 meant.** SR advised that this is the difference between the points of the grades.
- DF noted that the other important analysis that BL do is following the pupils through from the school to further education/work as this provides good data to apply back into school life.
- MM highlighted that it was frustrating for BL that GCSEs that are taken early and PE do not count towards the overall attainment at GCSE as the data shows that only 30% of pupils leave the school the 5 GCSEs grade A-G whereas the school know that this figure is actually 6/7 children.

**Pupil Premium and Children in Care** – In Maths, 67% of children in receipt of pupil premium are making at least good progress with 40% making outstanding progress. In English 70% are making at least good progress and 15% outstanding. In Science 41% have made at least good progress and 7% outstanding. Children in receipt of pupil premium and children in care out perform all the other children in the school. MM was pleased to hear this story.

MM asked SR to come back to him with the best stories from the data so that he could be reassured and feel more fluent in the data. MM noted that the school need to learn to improve from the information supplied.

MM thought that some of the data from many years ago showed that assessment may have not been accurate and the fact that the data is now more consistent shows that assessment is becoming more rigorous. MM felt there are many positive stories and DF agreed that this is what makes BL so special.

**MM asked SR what he thought the most uncomfortable question would be.** SR thought it could be behind the teaching and what the school are doing to make improvements as this would overlap with QoT and professional development. MM clarified that he will need to look more closely at Science in KS2/3. SR noted that improvements are now being seen in the data for

MM

13/07/16

	Science as previously assessment had been inaccurate.		
2/3.5	<b>Babcock/SENTient Visit</b> MM noted that the report was favourable and provided some constructive criticism which BL will now focus on. The report had been mentioned throughout the meeting.		
2/3.6	<b>Safeguarding Report</b> MM updated the Committee to advise that risk assessments have now been carried out in relation to Child Sexual Exploitation the school will continue to revisit this on a half termly basis. More staff have done the PREVENT training online & the Channel training through the police online. MM highlighted 2 key issues: 1) There had been a complete failure of child protection when a supply teacher had used inappropriate language and MM was unaware until much later. DF had seen the actions that had taken place and was happy with the schools response to this. 2) Another pressing case is the issue with a run away child who is now back in Devon but has returned to a setting which is not beneficial to him. MM is working with the authorities on this matter.		
2/4.1	<b>Behaviour Policy</b> DF had seen the policy and was happy to recommend it for approval as it reflected the requested clarification regarding in what circumstances permanent exclusions might be considered as an appropriate response. The SBTL Committee agreed to adopt the policy.		
2/4.2	<b>Guidance on Reasonable Force</b> CW had seen the policy and was happy to recommend the policy for approval. The SBTL Committee agreed to adopt the policy. CW thought the school may be interested in looking at the guidance supplied by Hereford County who have published a paper titled "Use of force and positive handling, Guidance for Schools 2012". This has been drawn up by the Directorate of Children's Wellbeing Additional Needs Service and is a recommended read to further the information in the document we have. The link is: <a href="http://www.herefordshire.gov.uk/media/7161739/use_of_force_and_positive_handling_hereford.doc">www.herefordshire.gov.uk/media/7161739/use_of_force_and_positive_handling_hereford.doc</a>		
2/AOB	<b>Part 2</b> The Committee agreed to move to Part 2 and all staff left the meeting.		
	Meeting Closed: 19.21		

<b>Next Meeting:</b>			
<b>Date / Time:</b>	13 <sup>th</sup> July 2016 at 17.00	<b>Location:</b>	Barley Lane School