

PRIORY SCHOOL GOVERNING BODY

MINUTES OF THE MEETING HELD ON 2nd May 2013 IN THE CONFERENCE ROOM

Present: Pauline Quinton (Chair), Gaydree Wrigley, Tony Smith (Headteacher), Audrey Whyte, Suzanne Howells, Graham Arr-Jones, Jo Whiteman, Adrian Keitch, Helen Masani, Jack Feintuck (19.15) Brian Moyle, Sarah Hinks, Elena Marquess.

Also in attendance:

Peter Finnegan, Caroline White and Amanda Burgess for presentation.
Lesley Rolf (Clerk)

AGENDA ITEM	MINUTE	ACTION	DUE DATE
Membership	The chair welcomed new Staff Governor Elena Marquess to the governing body and introductions were made.		
Presentation	<p>Amanda Burgess, Peter Finnegan and Caroline White presented the proposal to launch a Committed Giving appeal. The appeal would be presented to new intake Y7 parents.</p> <p>The proposal is aimed to:</p> <ul style="list-style-type: none"> • Improve income generation for community projects • Generate income for school based projects. • Improve income generation through lettings • Generate income through sponsorship • Develop events to support income generation. <p>PF explained that this would be a slow process but would hopefully grow into a sustainable way of securing long term funding. It is also proposed to develop this idea as the Priory Story, connecting with Ex Priory Students to find out where they are now, looking at a range of perspectives from a cross section of people to help demonstrate that there is a rich wealth of talent in our alumni, and we should do all we can to keep the school on track to allow other students to achieve their aspirations.</p> <p>Q. Would not £2.50 a week be a lot of money to ask for some families? <i>Yes for some families it would be but there would be absolutely no obligation for families to pay this amount, this is more to introduce the idea of sustainable fundraising and to ask parents to consider regular payments. PF explained the figure could be changed this was there to illustrate the potential of Committed Giving.</i></p> <p>Q. Would not some parents ask ‘what is Friends of Priory for?’ <i>Yes and that is a relevant point. Friends of Priory would be kept fully updated and the proposal would remain within the charitable aims of Friends of Priory.</i></p> <p>Q should we not be asking to fund something in particular such as ICT? Parents will want to know where the money has</p>		

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	<p>been spent. <i>Yes parents would be informed what the money has been spent on.</i></p> <p>Q Do many other state maintained schools operate this form of donation? <i>Yes there are many in London and other areas throughout the country now.</i></p> <p>It was commented that the pressure on finances in schools requires schools to think differently about fundraising. Some parents were unaware of government cuts to schools funding. Governors felt that the letter to parents should be amended to ensure that it was sensitive to the financial pressures that many families are under. Some local FE Colleges are also operating systems asking for parental contributions. The proposal was approved in principle, the letter will be re-written and should be sent to governors for review before going to out to parents. AW asked for her reservations about the proposal to be noted in the minutes.</p> <p>It was agreed that PF and AJB would re draft the letter and bring it to the next GB meeting. PF and AJB left the meeting.</p>	<p>AJB/PF</p>	<p>Next meeting</p>
	<p>The chair confirmed that she had accepted the resignation of HM who had decided to leave the governing body due to work commitments. HM said that she was sad to leave and had enjoyed being involved with the GB. HM has been a governor for six years and chair of TL committee. The chair thanked HM for all her hard work during her time on the GB, especially on the Learning Walk protocol and governor visits.</p>		
<p>1. Apologies for absence</p>	<p>Apologies for absence were received and accepted from PL and DC</p>		
<p>2. Pecuniary Interest</p>	<p>JW – Headteacher at St Mary's School Bexhill HM – Teacher Learning Support Service ESCC, DC - IT design engineer - Wallands school and Chailey Heritage GW – School Business Manager @ Glenleigh Park Primary Academy SH - Area Coordinator Childrens Centres, ESCC</p>		
<p>3. Minutes of Meeting</p>	<p>The minutes of 31st January 2013 were agreed as a correct record and signed.</p>		
<p>4.. Matters Arising</p>	<p>None</p>		
<p>5. Clerk's Items.</p>	<ul style="list-style-type: none"> • Policy approval by email. The clerk reported that not all governors had responded when she had sent policies out for approval. Usually policies are approved at committees but it is sometimes necessary to approve policies via email. It is imperative that 		

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	<p>governors respond to emails regarding policies.</p> <ul style="list-style-type: none"> • Passwords to email accounts. The clerk reminded governors that if their password should expire they need to ring NH the Information Manager to reset them. 		
<p>6. Committee Reports</p>	<p>The Chairs of committees reported on the strategic issues they had discussed as identified in their minutes. They answered questions for expansion and clarification of the issues raised.</p> <p>Teaching & Learning (HM)</p> <ul style="list-style-type: none"> • SJT Presentation on vulnerable groups • Keyboards • Curriculum reviews <p>Policies approved:</p> <ul style="list-style-type: none"> • Anti bullying • Behaviour • Rewards • Attendance • Homeschool agreement • Exams • Curriculum • Work related learning • Assessment recording & reporting <p>The following new policies were adopted by governors:</p> <ul style="list-style-type: none"> • Registration & Certification (BTEC) Policy • Literacy Policy <p>Action: Closing the Gap Audit and Action Plan re vulnerable groups to be shared with governors</p> <p>Strategic Organisation Committee (GW)</p> <p>Budget</p> <ul style="list-style-type: none"> • Accessibility plan • Safeguarding audit <p>Policies approved:</p> <ul style="list-style-type: none"> • Stress Management • Dignity at work 	<p>Clerk/TS</p>	<p>When available</p>
<p>7. Budget Report</p>	<p>This item was removed as not required at this time.</p>		

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8.HT Report	<p>Governors received the Headteachers Report. Key points discussed:</p> <p>OFSTED Dashboard. Governors reviewed the OFSTED Dashboard in detail through the HT report. The OFSTED Dashboard is a tool designed to help governors question and support the school in evaluation of the schools performance.. It is an overview and should be used alongside the school's own data and RAISEonline which is far more detailed. The Dashboard compares the school against other schools both nationally and with similar schools in four areas: Exam Results, Progress, Closing the Gap and attendance.</p> <p>Exam Results Over all subjects</p> <ul style="list-style-type: none"> - highest quintile (top 20%) compared to all schools - 3rd quintile compared to similar schools <p>Q What is the criteria used to determine which similar schools we are compared to? <i>TS: We don't know. We can tell which schools they are but not why they have been chosen.</i></p> <p>Q Where are we within that quintile? <i>TS: That isn't shown in the OFSTED Dashboard, which is designed to be an overview. More detailed analysis is found in Raiseonline.</i></p> <p>English English performed well compared to similar schools</p> <ul style="list-style-type: none"> - Highest quintile all schools - 2nd quintile similar schools. <p>This was helped by the early entry English exam in January.</p> <p>Maths Maths performed well compared to all schools</p> <ul style="list-style-type: none"> - 2nd quintile all schools - 3rd quintile similar schools <p>Science</p> <ul style="list-style-type: none"> - 2nd quintile all schools - 2nd quintile similar schools <p>Progress English English performed well in both sets of data</p> <ul style="list-style-type: none"> - Highest quintile all schools 		
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- Highest quintile similar schools

Maths

- 2nd quintile all schools
- 3rd quintile similar schools

This demonstrates the effect of the early entry Maths exam, with many students making a strategic choice of settling for a C grade to allow them to revise more fully on other subjects.

Q Does the school support students prioritising subjects?

TS: Yes the school does support early entry and alleviating some pressure, although it does have an impact on data. Students also prioritise at the expense of some courses – anecdotally RS Short Course has been mentioned by some students. RAISEonline data at a deeper level of analysis shows that progress in Maths is strong.

Science data in the Dashboard is on exam entry only.

Closing the gap.

The data in this section confirms the need to focus on improvements in this area. Again it should be remembered that Dashboard is an overview and more detailed information for governors is available in RAISEonline, particularly important for evaluating school performance in this area.

TS reported on what the school is doing to close the gap between disadvantaged and other pupils.

- Participation in LA Audit & actions
- Maths closing the gap project
- Target list of students shared with curriculum leaders
- Training in Wave One teaching for vulnerable groups

Longer term actions included in the School Development Plan include:

- Investment in the Lexia Programme
- Literacy Day activities
- Additional Literacy materials
- Reading recovery programmes
- Revised Literacy policy.

Attendance

The attendance data on the Dashboard shows Priory to be in the 4th quintile compared to all schools.

The school is aware that it needs to focus on this area and is included in the 2 Year closing the gap action plan, parent researchers have been invited to look at this with ESCC.

Data projection.

The schools own data projection ‘live’ data shows that students are getting closer to targets. The gap is closing in Y11.

Q Does that not raise the question again of should we be supporting early entry if performance improves nearer exam time?

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TS: Students have been asked how they feel about early entry and they are whole-heartedly in favour of early entry. It adds to their confidence and reduces the pressure in the summer exam season

Vulnerable groups.

FSM projection data shows the school is above target. We hadn't introduced ever 6 into this data before as this would skew the data.

Q. Is that why the target has gone up?

TS: yes.

Q. What is ever 6?

TS: This is students who have qualified for Free School Meals(FSM) in the last 6 years and therefore bring extra funding.

The data for FSM students is showing an improvement, it should also be remembered that our other students might be doing even better in comparison so the gap does not close as much as we would like and therefore it remains a key focus.

Closing the gap action plan:

- Targets for % of FSM students reaching expected standards in 2013 and 2014
- Targets for % of FSM students achieving expected progress in 2013 and 2014
- Identification of focus students in both cohorts
- Actions to support focus students (including use of Pupil Premium)
- Identification of PWVL consultant support needed up to 1.5 days.

SEN

SEN remains a concern. Y11 SEN cohort is 54 students.

Q Is there a link with SEN performance and attendance?

TS: Yes there is. It is difficult to improve progress for students if they are not in school.

Q Would you hope that if work can be done to improve attendance that this would help the situation.

TS: Yes, certainly.

Individual subjects

The school is aware that there is a drop in the performance of high attaining students which is shown in red in the data projection table.

Q. Are there no students doing Business Studies or Latin this year?

TS: not in Y11 but there are in Y10

Q. There is a big drop in Science – Core and Additional has that improved now?

TS: Yes – core science is done in Y10 and early. This data is March but now core results and resits data is in. If you refer to the graph on P16 of the report you can see that it has improved.

Q. The A-A* data – is the school concerned by this drop?

TS: yes. We are very much aware of it. Much of staff time has to be used to support those most in need which is the vulnerable

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groups – SEN, FSM students. With revision groups staff have prioritised those students possibly at the expense of Gifted and Talented students. There are projects specially aimed at G&T students, there is provision for them but the focus has been on SEN & FSM as these are national priorities (and have resource implications such as justification of use of Pupil Premium).

Q Are there many FSM Gifted and Talented students?

TS: There are some students who are in both categories. This can be produced for the GB

Action: TS & JF (governor for G&T students) will meet with TS to review current programme, workshops etc for G&T students.

TS/JF

Next meeting

Attendance

Attendance shows a slight improvement, which shows that the action the school is taking is having an impact. There are a significant number of absences due to approved educational activities.

Q are there different sanctions for varying degrees of attendance issues such as late arrival?

TS: Yes and also the sanctions are designed to interrupt classes that have already commenced.

Q is data the same used in all schools?

TS: Yes there is set criteria for recording absence.

Achievement and Behaviour

TS reported that the school is continuing to award many more achievement points than behaviour logs, illustrated by the ratios. Y11 students are working hard to get achievement points.

Governors commented on how well students are doing and that parents appreciate the emails they receive about their children's achievements at school.

Exclusions

Although exactly the same number of students were excluded compared to this time last year the students were excluded for longer periods this year.

Q why were girls excluded for longer periods though fewer times?

TS: This was due to two particular students who have now been found alternative places as this was not a beneficial environment for them. One girl was excluded for ten days.

Q Would it not be better to use internal exclusion more where possible?

TS: The school does try internal exclusion where possible but with more challenging students, the school has to exclude them to get the support needed from external agencies.

Curriculum

TS reported that the Options process had been completed. There

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would be no Latin or Travel & Tourism next year. The curriculum is leaner due to funding, the school cannot afford to run some courses with a very small number of students.

Q Do you have a minimum number?

TS: Yes – 10 but sometimes we can make a viable group with less for example with Languages. That is not possible with Latin.

Q Is that a trend?

TS: yes it might be. It could be an effect of the EBacc on student choices, however quite a few opted for classics.

Progression Data (Cohort 2009/10)

32 Y11 students from the year 2009-10 were classified as 'Education destination not sustained' – not in continuous education from October to March. There could be a variety of reasons for this – Not in Employment, Education or Training (NEET) or on a gap year, or other reasons. The school now has a much stronger level of CEIAG in place now which should have an impact on this data in the future. This data could be a useful 'baseline' to measure improvements with regard to Post 16 Progression.

Extra Curricular activities.

TS reported on trips and visits.

Q Is there a way to make it easier for parents to pay for trips and visits, what is the current situation with parent pay?

TS: Parent pay has been problematic. The school does inform parents of trips at the beginning of the year. This has been brought up at Parent Voice Group and at Parent Forums and is going to be reviewed by SLT.

Curriculum Area Reviews and the quality of teaching.

TS reported that the school is continuing the focus to support teachers in the delivery of 'outstanding lessons' using the guidance from the new Ofsted Framework. The key areas to develop are:

- Teaching for Progress
- Effective use of assessment (& feedback)
- Developing greater independence and resilience
- Embedding literacy.

Data shows there is improvement.

At the time the report was produced there was data from 86 lesson observations of which 91% were good or better. 8 lessons were graded as needing improvement.

Q When there is concern about a teacher is there some intervention put in place straight away after the CA review?

TS: yes a programme of intensive support is put in place as soon as possible.

The SDP was added into the HT report to show progress to date on each aspect. Governors should review the SDP at the next meeting.

Action – SDP to go on the next agenda

Clerk

By next meeting

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	The chair thanked TS for a thorough and informative report.		
9. Confidential Item	Governors please refer to Part 2 minutes		
10. Governor Training	Governors reported on training they had attended. <ul style="list-style-type: none"> • EM – induction training. • GW PQ – RAISEonline training • LDR – Unit 4 (final unit) clerks accreditation. • SH – CP training 		
11. Governor updates	Governors reported on recent events and trips attended <ul style="list-style-type: none"> • AK -Amnesty trip to Houses of Parliament Very good trip, very well organised, students' behaviour was exemplary. Action: PQ to write to PT congratulating him and the students on the success of the trip. <ul style="list-style-type: none"> • PQ – Governor visit to the Eco Group Group made of mainly girls. Governors advised to view the latest project outside the staffroom. • PQ – Governor visit to attend the School Council meeting. PQ was disappointed to realise that the School Council is unaware of the role of the Governing Body. The School Council suggested that governors took an assembly. Action: Clerk to put this item on the next agenda. <ul style="list-style-type: none"> • PQ - Meeting with Headboy & Headgirl impressed with maturity and questions not good reflection didn't know who she was 	Clerk	By next FGB

The meeting closed at 20.45
Next meeting is on 27/06/2013

Signed..... (Chair)
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Date