

**Litherland High School**  
**Part of the Heath Family Trust**  
**Full Governing Body Meeting held on**  
**Wednesday 24<sup>th</sup> January 2018 at 5.45 pm**

<p><u>Present:</u></p> <p>RP Rob Pritchard, Chair  RR Rob Rogers, Principal Litherland High School  AB Adele Browne, Parent Governor  JB Joanne Butcher, Parent Governor  RC Ronnie Cowen, Parent Governor  SP Suzanne Pomford, Parent Governor  FMF Frank McFarlane, Business/Community Governor  TMK Tracy McKeating, Business/Community Governor  SM Suzanne Mainwaring, Business/Community Governor  IM Ian Mitchell, Business/Community Governor  KL Karen Lynskey, Education Governor  CMU Carmel Murphy, Non-Teaching Staff Governor  ABE Alison Bennett, Teaching Staff Governor  LK Linda Kinsella, Clerk to the Governors</p> <p>Also present: nil</p>		<p><u>Apologies:</u></p> <p>DR Daniel Rankin,  Business/Community Governor</p>		<p>Non attenders:</p> <p>nil</p>	
Items	Discussion	Action	Who	When	Accountability – key questions to be asked at next FGB meeting
31) Departmental Presentation: Science	Mr Barrett, Subject Leader of Science outlined to Governors his Summer Departmental results and gave headline figures for the previous years. He informed the Governors that the students either opt to take separate Sciences and those who do not opt will take Core and Additional Science.				

	<p>2017 saw a dip in results, with A*-C dropping from 93.3% in 2016 to 52.1% in 2017. There was almost a 40% differential between national figures and three separate Sciences.</p> <p>Mr Barrett explained that in 2016 we consolidated two classes into one, with those students sitting Triple Sciences (Physics, Chemistry and Biology) and those who school felt would struggle were encouraged to take Core and Additional thus inflating these results.</p> <p>In 2015 borderline students were entered into BTEC therefore those who sat GCSE did so with us knowing they were getting a good Science result.</p> <p>In 2017 with the full cohort sitting, Mr Barrett described the difficulties that he faced and what went wrong and what are he is doing to address.</p> <p>When he joined school in 2016 the main issues were identified:</p> <ul style="list-style-type: none"> <li>• There had been inadequate and poor teaching combination - we have dealt with the issues and will continue to face and address.</li> <li>• Staff absence had a knock on effect, and the motivation and confidence of the students fell.</li> <li>• There are very high demands placed on students who sit six exams.</li> </ul> <p>He had also identified:</p> <ul style="list-style-type: none"> <li>• Some weaknesses in the quality of Teaching and Learning.</li> <li>• Staff absence and leavers, with different supply cover therefore lack of continuity hence failure to inspire students.</li> <li>• Poor quality of Scheme of Work.</li> <li>• Insufficient revision time.</li> </ul> <p>Mr Barrett, has now a prepared plan of action:</p> <ul style="list-style-type: none"> <li>• 5 Year plan bespoke to each year group.</li> <li>• Y9 Trilogy which gives students a 3 term breakdown – of what will be taught in each category.</li> <li>• Communicating fully and informing students on a lesson by lesson basis – every lesson has a set of criteria.</li> </ul> <p>Mr Barrett explained that Science now has differentiated testing based on exam board criteria which is in each student’s book. The process is that</p>				
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	<p>students demonstrate they have understood the learning objectives set, and complete a topic in full, building within the programme understanding and catch up.</p> <p>He felt that students were not resilient as they could be, however they continue to improve. The Department is actively encouraging students to be resilient and find out for themselves which helps considerably in the long run. Staff encourage peer assessment and this does assist in benchmarking. Going forward students should be positioning themselves in class and know how to improve. Lesson assessment records are banded, and the Department is robust in assessment and teachers are required to demonstrate how students have improved. There are teacher feedback posters around classrooms and teacher feedback gives the students information on how they are progressing. There was previously a lack of accountability and as a consequence when a student failed, staff may have been unsure as to why, now we have the information available and the data why.</p> <p>The areas of development:</p> <ul style="list-style-type: none"> <li>• Continue to demand the highest teaching standards.</li> <li>• Strive to create an exciting, innovative and engaging curriculum.</li> <li>• Need for teacher, student and parental engagement as the new GCSE is more difficult.</li> <li>• Develop KS3 programme to ensure seamless transition in Y9. KS3 would previously included coursework, now a linear approach with 6 exams in the hall, which is tough.</li> <li>• The need to close the gap between PP/Non PP students.</li> </ul> <p>Risks:</p> <ul style="list-style-type: none"> <li>• As the coursework element has been removed. Students are expected to sit 6 exams, totalling 7.5 hours for trilogy, or 10.5 hours for separates.</li> <li>• The numeracy elements have doubled across all subjects and students expected to recall 23 individual scientific formulas.</li> </ul> <p>Opportunities:</p>				
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	<ul style="list-style-type: none"> <li>• Staff accept that they need to continually change with a strong desire for continuous improvement.</li> <li>• We have 3 years to complete a KS4 GCSE programme that is fit for purpose and Department is taking action to improve quality of staff Teaching &amp; Learning.</li> <li>• New Schemes of Learning introduced for KS3 and KS4.</li> <li>• There are single teacher classes which have been introduced therefore greater accountability.</li> </ul> <p>There was an opportunity for Governors to ask questions. RC concerned we may have let some students down in the past and was disappointed if students were taught negatively. He said he would have liked to see a more positive approach. FMF responded that he had heard positivity, and that Mr Barrett had been honest from start and that there is no quick fix but continual improvement over 3 years. SM wanted to know about those students scoring consistently low, and what the Subject Leader is doing? KBA informed that students access the school support available. This includes dedicated teachers who now have been given the tools; parental contact, study support two days per week and intervention programmes. KBA explained that due to an absent colleague, he has taken on an additional Y11 class so to minimise disruption. The Department is putting many resources into Y11, but mindful that if you focus solely on Y11 then you can create problems further down the line. The negative element is a factual representation on performance last year. However any lack of engagement, motivation etc. there was little evidence of it previously, and now there is. The Chair agreed that there were some negative elements to the presentation and the Governors were not happy with the results. Results could suggest some staff may not be here in the future. The Chair was pleased that the Subject Leader had now given the Department a framework to deliver against. RP requested an update for next Governors meeting on where students are.</p>	Science results update	RR/KBA	Next FGB	
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	<p>Chair agreed that in 2016 when students were streamed to their ability and where they were best suited, it was absolutely the right decision. KBA explained the rationale of when students sit separates, and they are then examined on their skill in each area. On core papers, students will average over three subjects. If overall under achieving, this will be averaged in three subjects.</p> <p>The current Y11 cohort will be finished after half term and students will have March – May to revisit subjects. This GCSE is tough but students have a better chance to achieve.</p> <p>There was robust challenge from the Governors, they were concerned but were reassured of Subject Leader’s plan going forward. FMF added that Science exams can be extremely difficult and lots of schools are not good in this area, and he is encouraged from what the Leader has said today.</p> <p>TMK added at the end of day parental perception is vital, and the confidence the Subject Leader can give to parents and the Governing Body. The Chair is happy with the plan and structure and way forward. It is a 3 year programme and systems in are place for the current Y10.</p> <p>RR added that school and the students had been very unfortunate with two Science staff leaving mid-year 2016/17.</p>				
32) Finance - standing item	Finance will move to Part 2 of the Agenda.				
33) Welcome and Apologies for Absence	The Chair welcomed all Governors to the meeting and informed that he is stepping down as Chair and will hand over during the coming months. Governors were very sorry to hear his decision.				
34) Agree Minutes of last FGB Meeting and matters arising	<p>Minutes from 29/11/17 were agreed as an accurate record. RP proposed and SM seconded.</p> <ul style="list-style-type: none"> <li>• Provide Curriculum model – will be discussed at tonight’s meeting (separate agenda item).</li> <li>• Presentations – ongoing throughout the academic year.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Contact MAT Safeguarding Lead – RR has actioned this and awaiting information re: annual safeguarding report.</li> <li>• Governors’ Action plan – RR has a template document which he will bring to the next meeting.</li> <li>• Sub Committees – see Agenda item.</li> <li>• Safeguarding Policy – TMK will conduct final review.</li> <li>• Quality Mark – FMF was asked for his opinion in his capacity as NLG. It can be a great deal of commitment, work and expense. RP confident doing well as a Governing Body and Governors need to consolidate position in school before digressing, therefore will not be considered at the moment.</li> <li>• Change PAN – Actioned by RR.</li> <li>• Teacher pay review – Actioned by RR.</li> <li>• Governor attendance – DR has been unable to attend due to training commitments. RP to contact DR re: tenure and if he intends to return.</li> </ul>	Governors’ Action Plan	RR	Next FGB	
		Contact Governor (DR)	RP	By Next FGB	
35) Curriculum Model	RR provided further information re: the Curriculum Model to Governors in advance of the meeting. He explained the two week timetable and how the current Y10 going into next year Y11 will remain untouched. Y9 going into Y10 will remain untouched bar the sport qualification. All students taking history, however moving forward only 70% will carry on and a proportion will undertake BTEC and Leisure & Tourism qualification. The Y8s going into Y9, a decision will be made for MFL to move from core to options. The hours will be distributed within options as level of rigour has increased; and Maths, English and Science will gain hours. The question as to why the decision was taken given good subject performance in MFL. RR informed that it is not the same qualification as previously, therefore RR is trying to create optimum results for the school and its students. If the results prove different, he will re-instate as core. Chair noted that the focus will be on English, Maths, Science and EBacc. SM noted that the Leader of MFL spoke about the increased rigour in examination at the previous Departmental presentation.				
36) Leadership of Governance	As informed at the beginning of the meeting, Mr Pritchard will be stepping down as Chair. The Leadership going forward will be discussed at the next Full Governors.	Governor Leadership	RP/RR	Next FGB	

<p>37) Sub Committees (allocate dates &amp; confirm Chairs of Committee)</p>	<p>The Sub Committee Model has now been agreed. There are three dates remaining this this academic year: 28 February (Achievement and Standards/Teaching and Learning), 2 May (Behaviour, Welfare and Attendance), 20 June (Achievement and Standards/Teaching and Learning). Start time will be 5.30 p.m. Clerk to Governors will circulate agenda from SLT lead and minute meetings. Due to Sub Committee meetings held on different dates, Governors may wish to attend more than one, and they are welcome to do so.</p> <p>Achievement &amp; Standards / Teaching, Learning &amp; Assessment - <u>RP/(or Vice Chair) to CHAIR</u> RP ABE SP JB KL TMK DR IM + ABR</p> <p>Behaviour Welfare Attendance &amp; Safeguarding - <u>FMF to CHAIR</u> FMF CMU ABR RC SM + SP JB.</p>	<p>Circulate Sub Committee Agenda</p>	<p>Clerk</p>	<p>Prior to each Sub Committee</p>	
<p>38) Principal's Report</p>	<p>Principal's report was circulated in advance to Governors and included data summary report from Ofsted.</p> <ul style="list-style-type: none"> <li>• RR reported that the Teachers' Pay Review Panel had been held and reported on the status of staff pay awards. Pay statements have gone out to all teaching staff and pay backdated accordingly.</li> <li>• The INSET day primary programme (KS3 Wasted Years) was well received and Part 2 took place on 5<sup>th</sup> February.</li> <li>• Attendance – there was a query from Governors if the statistics page included off site students, RR confirmed that it did. There was discussion regarding provision at IMPACT, and the Chair was very clear that expectations and standards in school should be mirrored by other providers. TMK informed that she is a Governor at IMPACT and outlined what would be deemed as good practice.</li> </ul> <p>RR confirmed that the number of students on alternative pathways had decreased. Chair questioned on statistics for attendance/PA. RR informed that by removing the 10 students from the figures,</p>				

	<p>figures increase by 1% taking us almost at national average figures. There was discussion regarding PA students and reasoning behind absence e.g. due to student sickness, other health issues, and students moving outside the borough. TMK questioned on complementary education students and how school keeps in contact and ensures reviews are organised and attended. FMF informed that he is reassured that CMU visits regularly and discusses individual students and case studies. FMF has met with CMU and spoken about the procedure when she goes in re: attendance, progress, targets and challenge. TMK stressed the importance about keeping close contact with our children.</p> <p>IM questioned RR on confidence levels on RAP plan actions. CMU confirmed that in addition to the attendance team, we are providing a whole school approach to attendance to include Tutors, Behaviour Welfare Officers, Heads of Year, all with their specific cohort, they know what they have to do, when to do it and are accountable.</p> <p>Current attendance is currently around 92%. There is still a great deal of work to be done to increase to 95%. The MyEd app supports the staff and parents with this process. Staff and students use all available opportunities to encourage parents to download and use the APP.</p> <p>Governors were heartened that attendance procedures are tightening and improved strata shows parents and students that school cares. The Chair confirmed that attendance/PA is in the RAP and is a school focus.</p> <ul style="list-style-type: none"> <li>• Chair noted improvement in class behaviour, and some students are no longer in the school community. School took action to address issues and that is why there was the need for recent permanent exclusions. FMF confirmed that during his time as Chair of the Discipline Committee there has not been one permanent exclusion that he hasn't agreed with.</li> </ul>				
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	<ul style="list-style-type: none"> <li>The RAP is due to be reviewed again by MAT. Chair informed that there has been challenge on the RAP and that it is a rigorous process.</li> </ul>				
39) Term dates and allocation of INSET days 18/19	<p>There are 5 INSET days to allocate. RR proposed 3<sup>rd</sup> September, 4<sup>th</sup> September, 19<sup>th</sup> October, 22<sup>nd</sup> July and 23<sup>rd</sup> July. He suggested the final two INSET be exchanged by staff for 4 twilight sessions over the course of the year for staff wellbeing and other projects. Agreed by Governors, and staff will be consulted.</p>	Staff opinion on twilight INSET	RR	asap	
40) SEN – standing item	<p>SEN as a standing item will now go through the relevant Sub Committee and items reported back to Full Governors.</p>				
41) Safeguarding 175 Audit	<p>Safeguarding – Annual Section 175 Audit has been completed in house. RR drew attention to KCSIE documentation sent to Governors in advance to read in full. There was an opportunity to ask questions. To follow this up, TMK will undertake refresher Safeguarding training at the next Full Governors. Final audit report will be shared with Governors.</p>	<p>Training Section 175 Audit</p>	<p>All Governors Clerk</p>	<p>Next FGB Next FGB</p>	
42) AOB	<ul style="list-style-type: none"> <li>Ofsted. Governors discussed potential future Ofsted visit. Chair asked Governors to review RAP and school documentation. Normally 3-4 Governors will be asked to attend a meeting during an inspection, usually Chair and Chairs of Committee, and Inspectors will be probing about school. TMK confirmed process is about self-evaluation, with areas feeding into Governor Action Plan. Chair is confident Governors can demonstrate school is moving forward.</li> <li>Sporting Events and Achievements in school – National Cup - students are down to the last 16 – playing Sandbach in the next round. Also, two students have been invited on the pitch as flag bearers during the National Anthem for Wales v England Rugby @ Twickenham. RR directed Governors to school Facebook and Twitter pages to see regular school updates.</li> </ul>				

43) Date of next meeting	Wednesday 14 <sup>th</sup> March 2018 @ 5.45 p.m.				
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**Signed (Chair):** \_\_\_\_\_

**Date:** \_\_\_\_\_