

**MIDDLEWICH HIGH SCHOOL
PROGRESS AND ATTAINMENT COMMITTEE MEETING
PART 1 MINUTES**

Date:	Monday 15th November 2021 at 4:00 pm	
Venue:	Virtual Meeting using Google Meet	
Present:	Julie Brandreth (JBR) Alan Dixon (ADI) Colin Price (CPR) Heidi Thurland (HTD) Mike Finney (MFI) Angela Deakin (ADE) Natalie Edwards-Clark (NED) Peter Taylor (PTA) Siobhan Tarbuck (STA)	Chair Co-opted Governor Parent Governor-Chair of Governors Head Teacher Co-opted Governor – joined at 4.12pm Co-opted Governor Co-opted Governor Parent Governor Staff Governor
Apologies:	Catherine Broadhurst (CBR)	Co-opted Governor
Absence:		
In attendance:	Sue Pomeroy (SPO) Cheryl Jackson (CJA) Katy Cottrell (KCO) Emma Grant (EGR)	Senior Clerk Clerk Assistant Headteacher Assistant Headteacher
GENDA ITEM 1	WELCOME & APOLOGIES	
Discussion:	<p>The chair opened the meeting, confirmed it was quorate and welcomed the governing body.</p> <p>Peter Taylor, Natalie Edwards-Clark and Siobhan Tarbuck were welcomed to their first committee meeting.</p> <p>Governors agreed to accept apologies from CBR.</p>	

AGENDA ITEM 2	DECLARATION OF INTEREST (PECUNIARY OR OTHERWISE)
Discussion:	There were no declarations of interest declared with the business of the meeting.

AGENDA ITEM 3	APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING
Discussion:	Governors agreed that the minutes of the previous meeting held on 5 th July 2021 were an accurate record. The Chair will sign a copy and provide to the school for retention.
Decision:	Governors resolved to approve the minutes of the above meeting
Action:	Chair to sign a copy of the minutes and provide for school for retention.

AGENDA ITEM 4	MATTERS ARISING FROM THE PREVIOUS MEETING
Discussion:	<p>Governors reviewed the actions from the previous meeting and the following matters arising were discussed:</p> <ul style="list-style-type: none"> ● Careers & STEM is progressing well. Governors understand the Gatsby Benchmarks and what the school is aiming to achieve in terms of careers. JBR suggested further updates at the next meeting to assess and evaluate impact of the project in year 2 would be beneficial. The outstanding actions points will be addressed then. ● Teachers Assessed Grades – literacy impact action will be addressed in the Teaching & Learning presentation (agenda item 7) later in the meeting ● Disadvantaged Students Attendance – this has now been taken on by ADE and has been discussed in the Resources meeting and will also be addressed in The Pupil Premium presentation (agenda item 8) later in the meeting. ● Policy Amendments – HTD confirmed that all suggested amendments were made.
Action:	<ul style="list-style-type: none"> ● Presentation on Careers & STEM to be an agenda item for the next Progress & Attainment meeting in the Spring Term with focus on: <ul style="list-style-type: none"> a) The Compass Tool b) Implementation of Gatsby Benchmarks to date
Decision	<ul style="list-style-type: none"> ● That all other actions were met and closed as appropriate.

AGENDA ITEM 5	GOVERNOR VISITS/REPORTS
Discussion:	<p>JBR visited the school 22.10.21. Three reports were circulated prior to the meeting via Governor Hub:</p> <ul style="list-style-type: none"> ● Curriculum ● Pupil Premium ● Wellbeing <p><u>Curriculum</u></p> <p>In reference to the paper the P&A Committee had accepted, November 2020 – “Suggested priorities for the work of the P&A Committee, 2020-21” – the Committee had deferred the “Teaching and Learning Strategies” training considering the pandemic had prevented visits to classrooms. JBR met with EGR to discuss the next steps.</p> <p>JBR reflected on previous P&A meetings and her suggestion that Governors needed to focus on the 4 main areas considered the building blocks for progress and attainment of students.</p> <ul style="list-style-type: none"> ● Curriculum Design – reviewed & discussed ● Target Setting - reviewed & discussed (update later in the meeting) ● Interventions for children with additional needs, including Pupil Premium -reviewed & discussed ● Teaching & Learning <p>Teaching and Learning is the focus of this meeting and will enable Governors to fully understand what Teaching & Learning looks like in a typical MHS classroom. Ofsted look for ‘typicality’ in the classroom and commonalities (ie. are learning outcomes dependant on a particular teacher?). It is important Governors undertake some training and are educated on the language used in the classroom for them to carry out effective future Learning Walks and respond to Ofsted questions.</p>

	<p>The presentation on Teaching & Learning schedule for later in the meeting (agenda item 7) will be considered as a contribution towards such Governor training.</p> <p><u>Pupil Premium</u> JBR met with KCO to discuss the Pupil Premium Strategy Statement and to set the agenda for the November 2021 P & A meeting. This was noted as particularly important as the Government has changed the template that the school must use for reporting. A draft of this will be presented at the meeting (agenda item 8)</p> <p>Also discussed was target setting for vulnerable students and whether using pupil premium can enable these students to make extra progress to narrow the gap. This will also be addressed in agenda item 8 .HTD confirmed that ‘narrow the gap’ rather than ‘close the gap’ is the correct terminology to use.</p> <p>25% of MHS students qualify for Pupil Premium and it is therefore important that all Governors are conscious of Pupil Premium access in all areas of school.</p> <p><u>Wellbeing</u> JBR attended ‘Hot Chocolate & Cakes’ with Year 7 cross country superstars and commented on how heartening it was to be able to talk to such confident and articulate students. Also noted that their new uniform looked smart and comfortable. JBR commented that this event demonstrated the positive impact of social interaction on students and staff wellbeing after 18 months of disruption to the Covid-19 pandemic. CPR commented on how important it is and how much fun it is to visit school to meet students and staff and how he is looking forward to more of these visits being possible soon.</p>
Decision:	<ul style="list-style-type: none"> • Governors agreed that ‘narrow the gap’ is the correct terminology to be used • Governors resolved to accept the above reports.

AGENDA ITEM 6	BASELINE TARGET SETTING
Discussion:	<p>The Baseline Target Setting presentation was circulated prior to the meeting on Governor Hub. KCO talked through the presentation and highlighted the following matters:</p> <ul style="list-style-type: none"> • Every student has a minimum target set using national benchmarks (Fisher Family Trust - FFT) • Only exceptions to this are some SEND students whose targets were reviewed and adjusted according to individual needs and profile – these changes were agreed with SLT. • Adjustment was required because FFT is contextualised in terms of a student’s prior attainment, gender, and month of birth but not in terms of disadvantaged or SEND. • Governors were asked to note that the Ebacc cohort in Year 11 is small, hence the lower figure. <p>Q. What is the difference between a standard pass and a strong pass? R. Standard pass is grade 4s or above. Strong pass is grade 5s or above across all Ebacc measures</p> <ul style="list-style-type: none"> • KCO talked through the case study in the presentation which illustrated that KS2 baseline testing is not always an accurate assessment of future attainment for pupil premium students and therefore impacts future target setting and expectations, often leading to the gap widening. • Attainment levels for some pupil premium students need addressing by doing ‘Uplift’ – this means targets are elevated in line with non-pupil premium students to narrow the gap.

- This is a long-term process and needs to be implemented through the school.
- Currently baseline assessing Year7 using CAT4 assessment (as KS2 assessment not available) as part of target setting, which then feeds into FFT.
- Projections generated from FFT will be analysed and uplifted for pupil premium students

Q. How do CAT4 results work with KS2 results?

R. Both sets of results can run in parallel and can complement each other. The school is using CAT4 as KS2 results not available for current Year7.

Q. What is CAT4?

R. CAT4 is a collation of 3 assessments which test cognitive ability. FFT & CAT4 are working in partnership in the absence of KS2 results.

Q. Will CAT4 give us a set of data that will inform the targets that will narrow the gap.

R. Yes

Q. Is the school able to aggregate the targets for cohorts of students to see if all students (both pupil premium and non-pupil premium) achieved their targets would the gap be narrowed and, if not, adjust again as necessary?

R. Yes, but care must be taken to ensure that projections show a historic grade distribution and that these targets will narrow the gap. Some may need to be assessed and adjusted in house to uplift and address the attainment gap.

Focus should be on achieving the uplift target and therefore there would be no benefit in communicating minimum targets. Any concerns can be addressed on an individual basis.

HTD– commented that all targets would be ambitious but achievable and in line with the national expectation for pupil premium students. The curriculum and Quality First Teaching will be the main factors in MHS -working to narrow that gap.

Q. What happens at the end of KS3 when grades for KS4 are historically adjusted – will FFT continue to work with these students’ CAT4 results through to Year11?

R. CAT4 can provide intelligent target setting which adjusts year on year. However, the school prioritises FFT 20 as this sets more ambitious targets.

HTD – commented that the introduction of Year9 SATs is currently being discussed by the government. If that happens, such data would be used by FFT to inform KS4 targets.

Q. When Year7s start at MHS are targets set purely from KS2 results?

R. National benchmarking through FFT is purely SATs. However, information received from transition can inform adjustments to targets. Quality of information received from schools in the last 2 years has improved but can be variable.

Q. Do we retest students who have KS2 results to validate them after a period in school?

R. No, the school does base line assessments in each subject area to identify any gaps in knowledge against the curriculum.

Q. Is CAT4 completely new?

R. No, it’s been available for several years.

Q. When did the school administer the CAT4 tests?

R. Mid October

	<p>Q. Do you think that 6 weeks in the classroom impacted the CAT4 results? R. No because this is testing cognitive ability not knowledge. Other types of assessments were carried out to assess knowledge and all results were collated.</p> <p>Q. Should the school continue to use CAT4? R. There is a cost involved, so that would have to be considered.</p> <ul style="list-style-type: none"> • Governors commented that it is important to ensure the school is being ambitious and that students are motivated by their targets. <p>Q. Will the school be able to target the funding for the disadvantaged students? R. Yes, as we will be able to use pupil premium for the National Tutoring or any other initiative that will support them to achieve the best outcomes.</p> <p>Q. Is the school able to individualise support for disadvantaged students? R. Yes, each subject is considered, and support is tailored – this is already in place.</p> <p>Q. How is this new support system different to the current one? R. The school is looking to narrow the gaps in content knowledge and the assessments at subject level will determine where this support is required. This year the school has invested heavily in curriculum development and Teaching & Learning. They will make the biggest difference and this will be covered further in the Teaching & Learning Update.</p> <p>CPR – In summary, KCO is looking at data and seeing where the gaps are and the new curriculum and investment in CPD has improved the performance of the teachers.</p>
Action:	<ul style="list-style-type: none"> • KCO to check if CAT4 will be supported by FFT going forward and update Governors.

AGENDA ITEM 7	TEACHING & LEARNING UPDATE
Discussion:	<p>The Teaching & Learning Update was presented by EGR.</p> <ul style="list-style-type: none"> • Governors had requested information on what a lesson at MHS typically looks like. • EGR explained that all lessons are based on the TEEP framework (Teacher Effectiveness Enhancement Program). It is used by teachers as a guide to plan lessons. The lesson or series of lessons should actively engage students in their learning. Teachers will move back and forth using the framework flexibly as they determine what is best to meet the needs of their students. • TEEP framework stages are: <u>Prepare for Learning</u> – this can be done in several ways and teachers try to vary how they do this. ‘Retrieval’ of information from previous lessons can be checked using different methods and teachers will vary what they use. Student Voice confirmed that this is happening. <p><u>Agree Learning Intentions</u> - lists and enquiry questions are used to outline what the student will be expected to learn, and the success criteria may be shared at this stage.</p> <p><u>Present New Information</u> – this information may come in the form of reading or a focus question or direct instruction (explanation from an expert). New vocabulary may be introduced here. Teachers need to be aware of potential ‘cognitive overload’ at this stage and step by step delivery is encouraged.</p>

Student Voice confirmed that in some lessons this is still an issue. EGR confirmed that this will be a focus for future CPD sessions

As new information is presented, it is important to keep checking understanding before moving on— these are known as '**hinge moments**'.

Construct Meaning – this is the stage when students 'have a go' at one or more '**building blocks**'. The teachers may demonstrate what is expected first.

Apply to Demonstrate - this is where students work by themselves applying what they have learnt to complete the task.

Review - this is where teachers check students' learning at the end of the lesson.

- Several examples were presented from different curriculum areas for each of the TEEP framework stages.
- MHS are currently focussing upon 4 Teaching & Learning strategies:
 - Checking Understanding
 - Retrieval
 - Improving Questioning
 - Avoiding Cognitive Overload
- Student Voice Feedback on the 4 Teaching & Learning strategies:
 - Checking Understanding – area needs further work
 - Retrieval – firmly embedded
 - Improving Questioning - ongoing
 - Cognitive Overload– needs further investigation with students

Q. What does TEEP stand for?

R. Teacher Effectiveness Enhancement Program

HTD suggested that it would be better known as 'Best Practice Framework'

- JBR commented that the presentation clearly explained what typicality means for MHS and thanked EGR for the presentation and was confident that Governors would now be able to recognise good practice in the classroom. It also gives SLT and middle leaders a tool kit to monitor and support teachers across all subjects. The framework will also be another way to highlight any issues for pupil premium students, especially gaps in learning due to absence.

Q. Are all lessons across the curriculum following this structure?

R. The structure can be varied, as not all lessons need to incorporate all stages of the framework. The key is to ensure that the school focuses on the 4 Teaching & Learning strategies, specifically 'Checking Understanding' which is particularly important for pupil premium students so that they keep up with the curriculum so that the gaps do not widen.

CPR stated that students understand structure and recognise routine and if they know what to expect it can minimise disruption – the TEEP framework will facilitate this. Students will arrive at lessons calm and ready to start learning. Standardisation is very important, good for students and teachers.

	<ul style="list-style-type: none"> Students need regular testing to check knowledge, especially of most critical areas that are required to move learning forward. Teachers should be practising proactive retrieval to specifically target students or knowledge areas. <p>Q. How do you induct new, experienced teachers and ECTs?</p> <p>R. Experienced teachers have TEEP refresher training. ECTs are inducted with TEEP practices from the start and attend specific training sessions and collaborative planning within curriculum areas.</p> <p>Q. Do you feel confident that TEEP practices are happening in the classrooms?</p> <p>R. Confident about retrieval happening and phases of the lesson but as already stated, less confident about systematic checking for understanding; this is an area of development being addressed in performance management & CPD.</p> <p>JBR thanked EGR for the presentation and commented that all Governors should now feel well informed about Teaching & Learning practices in the classroom.</p>
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AGENDA ITEM 8	PUPIL PREMIUM STRATEGY
Discussion:	<p>The new Template for Pupil Premium Strategy was circulated prior to the meeting on Governor Hub. KCO spoke about the template and highlighted the following matters:</p> <ul style="list-style-type: none"> New template has been provided by DfE and must be published before 31/12/21. The draft has been circulated and feedback received resulting in the need for further amendments, particularly around some of the language used. KCO attended an ASCL (Association of School & College Leaders) training session about the completion of this document KCO talked through the vision, key principles, challenges and outcomes (full details available in the presentation) This is a 3-year plan The School is referencing the EEF (Education Endowment Fund) Research on pupil premium to inform the strategy. Outcomes are being cross referenced with the School Development Plan <p>Q. Persistent absence figures for pupil premium students do not accurately reflect the school's position as the comparative data is out of date?</p> <p>R. The data to be used is the latest available. Therefore, a more positive statement will be included to address this concern.</p> <p>HTD – Amendments will include adjustments to several statements, so the tone is more balanced in the final draft.</p> <p>JBR mentioned research that suggested that the practical reality of some students' living space can also impact attainment (no quiet space to work) - offering a solution to this should be included in this document.</p> <ul style="list-style-type: none"> It was suggested that lack of parental support is also a factor in under achievement. All costs are not fully budgeted yet; majority of pupil premium funding will be focused on teaching and learning. Heavy investment within CPD for teachers. 3 x Achievement Leads will be focussing on the data and identifying the challenges they have and then supporting them with various intervention options.

	<ul style="list-style-type: none"> • Pastoral Leads focus on careers and college applications. • Raising awareness of pupil premium students in school is a standard agenda item for SLT meeting. 4 students are reviewed each week whose needs and circumstances are all very different. • Governors commented that it is very important that the individual needs of each pupil premium student are recognised and noted that around 16% of students who are entitled to Free School Meals do not claim. PP funding is not ring-fenced for students claiming FSM. It can be allocated to all disadvantaged students. • Targeted academic interventions have been set up. These include National Tutoring Program, Reading Groups, Assertive Mentoring, Home Learning. • SEND student attendance is being addressed by the attendance team who provide each student with a key worker. • Careers work and future pathways initiative is about working to achieve 0% NEET. This has received good feedback from Student Voice. • Teachers’ Reading Club has been established, where teachers read a book and then recommend it to students – this is all teachers, not just English teachers. • Refining and targeting interventions is the key. Research from the Sutton Trust identifies success is to do a few things well. <p>Q. Quiet space after school for students to study is a great idea. How can the school address the challenges around transport?</p> <p>R. We may be able to use pupil premium funding for this if it will have an impact – breaking down the challenges is the key.</p> <p>JBR thanked KCO for her presentation and hard work in preparing the Pupil Premium Strategy document.</p> <p>Governors agreed to accept the draft with the outstanding amendments so that it can be published prior to the next P&A meeting in February.</p>
Decision	<ul style="list-style-type: none"> • Governors resolved to approve the draft Pupil Premium Strategy document subject to the required amendments
Action:	<ul style="list-style-type: none"> • Clarification of responsibilities of the recruitment and retention of the 3 Achievement Leads to be included in the Pupil Premium Strategy document.

AGENDA ITEM 9	POLICIES FOR APPROVAL
Discussion:	<p><u>Attendance Policy</u></p> <p>Q. What is an RM?</p> <p>R. RM is Restorative Meeting – this should be defined in full on first use in the policy.</p> <p>Q. pg 4 – over what period is 19 days for persistent absence?</p> <p>R. The school year. However, once a student’s attendance is below 90% it would be classed as persistent absence.</p> <p>Q. Should exceptional circumstances be defined for approving absence?</p> <p>R. No; continue with Headteacher’s discretion.</p> <p><u>Exams Policy</u></p>

	<p>Q. pg 6 – should Keeping Children Safe In Education (KCSIE) be mentioned? R. No, as KCSIE falls under the umbrella of ongoing safeguarding training as per our Child Protection and Safeguarding Policy.</p> <p>Q. pg 5 bullet 7 - misconduct brought to the attention of the AB R. AB is Awarding Body – this should be defined in full on first use in the policy.</p>
Decision	Governors resolved to approve Attendance Policy and Exams Policy pending amendments listed above.

AGENDA ITEM 10	AOB
Discussion:	MFI noted that ‘Sexting’ needs to be included in the Anti Bullying Policy
Action	Amendment to be made to the policy

AGENDA ITEM 11	STATEMENT OF IMPACT
Discussion:	<ul style="list-style-type: none"> • Governors gained stronger understanding of Teaching & Learning in the school which will enable more effective monitoring of quality of feedback. • Governors fully understand what the pupil premium is and how this is allocated within the school. • Governors approved the Pupil Premium Strategy, subject to the indicated amendments. • Governors understand what interventions the school is delivering to ‘narrow the gap’. • Governors are fully informed about how the school is setting targets for students this year in the absence of KS2 data and how uplifting targets for Pupil Premium students will help to accelerate their rates of progress.

AGENDA ITEM 21	DATE AND TIME OF NEXT MEETING
Discussion:	The date and time of the next meeting of the Progress & Attainment Committee was confirmed as 15/02/2021 4.00pm

There were no part two agenda items.

The meeting closed at 6.38pm

Chair.....

Date.....