

<b>MIDDLEWICH HIGH SCHOOL PROGRESS AND ATTAINMENT COMMITTEE MEETING PART 1 MINUTES</b>		
<b>Date:</b>	<b>Monday 23<sup>rd</sup> May 2022 at 4:00 pm</b>	
<b>Venue:</b>	<b>School</b>	
<b>Present:</b>	<b>Julie Brandreth (JBR)</b> <b>Alan Dixon (ADI)</b> <b>Colin Price (CPR)</b> <b>Heidi Thurland (HTD)</b> <b>Angela Deakin (ADE)</b> <b>Natalie Edwards-Clark (NED)</b> <b>Catherine Broadhurst (CBR)</b>	<b>Chair</b> <b>Co-opted Governor</b> <b>Parent Governor-Chair of Governors</b> <b>Head Teacher</b> <b>Co-opted Governor</b> <b>Co-opted Governor</b> <b>Co-opted Governor</b>
<b>Apologies:</b>	<b>Siobhan Tarbuck (STA)</b> <b>Peter Taylor (PTA)</b>	<b>Staff Governor</b> <b>Parent Governor</b>
<b>Absence:</b>		
<b>In attendance:</b>	<b>Katy Cottrell</b> <b>Emma Grant</b> <b>Charlotte Green (CGR)</b> <b>Cheryl Jackson (CJA)</b>	<b>Assistant Head Teacher</b> <b>Assistant Head Teacher</b> <b>Drama – Subject Lead (agenda item 7 only)</b> <b>Clerk</b>

<b>AGENDA ITEM 1</b>	<b>WELCOME &amp; APOLOGIES</b>
<b>Discussion:</b>	The Chair opened the meeting and welcomed CGR to the meeting. Governors agreed to accept apologies from STA & PTA. The Chair confirmed the meeting was quorate.

<b>AGENDA ITEM 2</b>	<b>CONFLICTS OF INTEREST RELATING TO THE MEETING</b>
<b>Discussion:</b>	There were no declarations of interest declared with the business of the meeting.

<b>AGENDA ITEM 3</b>	<b>ANY OTHER BUSINESS</b>
<b>Discussion:</b>	Governors agreed for the following item of AOB to be discussed: <ul style="list-style-type: none"> <li>Curriculum Policy</li> </ul>

<b>AGENDA ITEM 4</b>	<b>APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING</b>
<b>Discussion:</b>	Governors agreed that the minutes of the previous meeting held on 15 <sup>th</sup> February 2022 were an accurate record.
<b>Decision:</b>	Governors resolved to approve the minutes of the above meeting.
<b>Action:</b>	<b>CPR</b> to sign a copy of the minutes and provide for school for retention.

<b>AGENDA ITEM 5</b>	<b>MATTERS ARISING FROM THE PREVIOUS MEETING</b>
<b>Discussion:</b>	<p>Governors reviewed the action log from the previous meeting and confirmed that any outstanding actions are covered by agenda items for this meeting.</p> <p>The Chair requested an update on the following items that were discussed at the previous meeting:</p> <p><b>Q – Has the updated Compass Evaluation Report been issued showing improved scores for Gatsby BM4 &amp; BM6?</b>  R – The HT noted that the updated report has not yet been issued and will check when it will be available.</p> <p>The Chair commented that BM6 – Workplace Experience is difficult to attain at this time due to the lack of work experience options available.</p> <p><b>Q – Have the plans for the review of the school day been overtaken by the recent White Paper?</b>  R – The HT stated that the new proposed structure is on track for implementation in September 2022 and will be discussed at the next Resources meeting on 13.06.22.</p> <p>It was confirmed that all other actions were met and closed as appropriate.</p>
<b>Action:</b>	The HT to check when the updated Compass Evaluation Report will be available.

<b>AGENDA ITEM 6</b>	<b>GOVERNOR VISITS/REPORTS</b>
<b>Discussion:</b>	<p>There was one Governor Visit Report circulated on Governor Hub prior to the meeting. The report included details of 2 visits by the Careers and Stem Link Governor – ADI.</p> <p><u>Goyt Valley 13.05.22</u>  24 Year 9 students went on the visit which gave them an insight into the landscape of the Peak District and an understanding of HYDR0LOGY. Explanation of the subject and experiment information gathering was led by two volunteers from the Peak District National Park.</p>

	<p><u>STEM 16.05.22</u></p> <p>During the visit to school ADI met with the Careers and I-Value Lead, and the STEM Lead. Plans for future I- Value and Careers Events were discussed as well as developments regarding STEM. He spent time with Year 8, focusing on the areas of employability.</p> <p><b>Q – Why had the School not entered for the Big Bang?</b></p> <p>R – The HT stated that due to the launch of the new Enrichment Programme there had been a delay in sorting out the Big Bang entry. She is expecting more positive engagement in September. The School have enrolled in the Faraday Challenge and the Scalextric Event.</p> <p>ADI commented that during his visit he was disappointed that he had not seen the STEM posters that he had provided to School (Action Ref No. 33) The HT stated that she will follow this up and arrange for them to be displayed in the Science corridor.</p> <p>The Chair commented on the excellent Careers display around the Library.</p> <p>ADI noted that he had provided School with information on the Educational Engineering Grant (Action Ref No. 34). He was asked to clarify if this grant was solely to fund equipment and support for a school project or if it could be used to cover other costs?</p> <p>The Chair thanked ADI for providing the School with the network and contacts to support careers and STEM curriculum development.</p>
<b>Action:</b>	ADI to check on the scope of the Educational Engineering Grant.

<b>AGENDA ITEM 7</b>	<b>SUBJECT PRESENTATION - DRAMA</b>
<b>Discussion:</b>	<p>The Chair thanked CGR for attending the meeting and asked her to introduce herself and give a brief overview of the Drama curriculum.</p> <p>CGR informed Governors that she started at the School in 2017 when the HT introduced Drama to the curriculum. She studied at John Moore’s University in Liverpool. She has a passion for Drama and sharing this with the students.</p> <p>CGR explained that she had based the School curriculum on the Northern Irish National Curriculum as the emphasis on moral and character development fitted better with her plans to provide students with a tool kit to become a ‘skilled person’.</p> <p>She applied the Franklin Method to building the lessons which starts with a simple task and then builds to the end point rather than an immediate focus on the end point. This enables students to offer opinions, learn problem solving skills and become resilient in a safe space.</p> <p>CGR handed out a flow chart which outlined the ‘Curriculum Journey’ and gave a brief explanation of the curriculum covered in each Year Group.</p>

	<p>CGR explained how happy she is that 33 students have chosen GCSE Drama next year and that 65 students went on a trip to the theatre this term. The performance had demonstrated all the skills being taught in Drama lessons and it was very powerful that some of the students were able to recognise this.</p> <p>The Chair commented on CGR’s genuine enthusiasm for the subject and asked her why she chose Drama. She said that she was dyslexic and not strong in writing and spelling, she was good at drama and had found that drama was a good way of expressing herself.</p> <p><b>Q – Do you think colleagues understand the contribution Drama makes to other subjects?</b></p> <p>R – There is discussion in Teaching &amp; Learning meetings and best practice is shared. The understanding will develop as the subject grows in School.</p> <p><b>Q – Are students aware of the written aspect of GCSE Drama?</b></p> <p>R – Students are made fully aware; the syllabus is fully explained. There have been no issues.</p> <p>CPR stated how good it was to hear about a subject that is part of the broadened enrichment curriculum.</p> <p><b>Q – What do you think are the main benefits of Drama?</b></p> <p>R – The subject enables students to be creative, voice ideas, develop confidence and learn to work together.</p> <p><b>Q – What would help you to improve Drama lessons?</b></p> <p>R – Increased curriculum time, improved lighting equipment, a dedicated space for Drama and more trips to the theatre.</p> <p>KCO informed Governors that the theatre trip had been subsidised for those taking Drama and for Year 7 &amp; 8 pupil premium students.</p> <p>The Chair thanked CGR for an informative presentation which gave Governors a good understanding of Drama.</p>
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<b>AGENDA ITEM 8</b>	<b>TEACHING &amp; LEARNING UPDATE</b>
<b>Discussion:</b>	<p>A Teaching &amp; Learning Update was circulated on Governor Hub prior to the meeting.</p> <p>EGR gave a brief recap from previous meetings on the importance of checking for understanding in a lesson and how different strategies have been explored to ensure that this is done in all lessons.</p> <p>As a follow up a Quality &amp; Assurance (Q&amp;A) check was carried out; unexpected ‘drop ins’ to lessons for all teachers had taken place. The following check list of what good teaching looks like was used to assess each lesson:</p>

**Routines: Expectations for Learning**

1. Staff clearly following entry and exit policy
2. PforL established on entry
3. Clear habits and routines with whiteboards
4. Questioning (no opt out, probing, cold call, say it again better)

**Expectations for embedding knowledge:**

5. Meaningful retrieval practice strategies linked to critical knowledge
6. Purposeful use of visualisers for live marking/modelling
7. I, We, You modelling supporting independent practice
8. Systematic checking for understanding at hinge moments (whiteboards, MCQs, questioning)
9. Teaching of tier 2 and 3 vocabulary

The outcomes were 79% of lessons seen were using at least one teaching and learning strategy of which 34% of lessons were using that strategy effectively. 20% of lessons seen weren't using any teaching and learning strategies.

(A list of the stage 1 and stage 2 strategies was included in the Teaching & Learning Update.)

The data was presented to the Heads of Department (HoDs) and feedback was given to each Faculty. The HoDs were then asked to discuss the feedback with their departments and were also given the opportunity to observe lessons with Teaching & Learning Leads to learn how to identify what to look for. Training Middle Leaders is a key to success.

**Q – Is the 20% of teachers not using any teaching and learning strategies spread throughout the school?**

R – Mainly 2 departments and therefore it should be easier to resolve. These departments will be focussed on going forward.

**Q – How long will it take to embed these teaching & learning strategies across the school?**

R – It has taken another local High School 4 years. MHS started 18months ago. However, this has been a disrupted 18 months due to the pandemic.

The HT commented that many staff have now bought in to the new strategies and see the benefits. However, levels of good practice vary across the School. This continues to be addressed with ongoing training and persistence. A large investment of time is required to change the culture and mindset of all. The recruitment of a new, experienced Deputy Head will increase capacity to lead this initiative, ensuring that the process moves to the next stage with more structures and frameworks in place whilst maintaining momentum.

**Q – At what point will the school be delivering excellent teaching & learning?**

R – The stage 1 strategies are a starting point; the stage 2 strategies make a difference.

AGENDA ITEM 9	DATA CAPTURE: Y10 AND Y11
Discussion:	<p><u>Year 11</u> The Trial 2 Year 11 Data Analysis April 2022 document was circulated on Governor Hub prior to the meeting.</p> <p>KCO presented the data and highlighted the following key points:</p> <ul style="list-style-type: none"> <li>• All exams were taken in the Hall under full exam conditions.</li> <li>• All the data has been moderated by the HoDs.</li> <li>• The data has been standardised using a recommended conversion table.</li> <li>• There have been adjustments to exams this year as per the DfE guidelines (e.g. reduced content).</li> <li>• All professional grade assessments are cautious.</li> <li>• A sub level grading system has been used to give a more precise judgement.</li> <li>• Overall, the minimum target v prediction is 0.75 of a grade below and &lt;1 grade below for Pupil Premium (PP) students. This is in line with 2019 data.</li> <li>• Progress 8 scores are 0.5 of a grade below and 1 grade below for PP students.</li> </ul> <p>The HT commented that since Trial 1 data, the cohort had all increased by 0.5 of a grade. The School have addressed the decline in grades despite all the disruption.</p> <ul style="list-style-type: none"> <li>• The impact of in year admissions, dual registered students, SEND students and those students in Alternate Provision is significant for the School. The Foundation are aware of this.</li> <li>• Historic decisions on removing students from subjects (reducing timetables) were taken without full consideration of the impact on the School and on the students. PP students have been disproportionately impacted by this. Future decisions will be more controlled.</li> <li>• All students are expected to sit exams – requests by parents for exam changes are being managed.</li> <li>• The new curriculum will positively impact SEND students.</li> </ul> <p><u>Year 10</u> The Year 10 DD1 Report – March 2022 was circulated on Governor Hub prior to the meeting.</p> <p>KCO presented the data and highlighted the following key points:</p> <ul style="list-style-type: none"> <li>• The Year 10 data – Progress 8 will improve, and highlighted areas of concern will reduce.</li> <li>• All subjects have been RAG rated - the main red areas of concern are in coursework subjects (excluding Art) and Cambridge Nationals. The delivery of coursework in these subjects has been scrutinised and practice has been improved by changing the structure of the lessons.</li> <li>• The number of qualifications available next year will be reduced. The School will focus on improved quality rather than quantity.</li> </ul> <p>The HT reiterated that the School have done well to halt the downward trend in data despite the disruptions.</p>

### National Tutoring Programme (NTP)

Engagement with the NTP has been through 2 routes:

- School Led Model – this model uses MHS teachers. 43 Year 11 disadvantaged students including 12 PP students, 6 x SEND students and 1 x EAL student have received tuition.
- National Tutoring Programme – this model uses a tuition partner. The School have partnered with Tute Education (all practitioners are qualified teachers). 24 Year 10 students including 14 PP students and 2 x SEND students have received tuition. The plan is to have extra tuition sessions for an additional 12 students; this is subject to tutor availability.

There are also a number of students receiving tuition off site.

### **Q – Has all the funding been spent?**

R – This will be discussed further in the Resources meeting on 13.06.22.

The Chair commented that an Ofsted inspection will be looking for the School to demonstrate the success of the additional tuition funding.

The HT noted that the NTP has been a complex process to navigate.

### Pupil Premium Update

The Pupil Premium Attendance Dashboard was circulated on Governor Hub prior to the meeting.

KCO presented the data and highlighted the following key points:

- Overall attendance for this half term is 90% - (PP students is 85.1%).
- Year 7, 9 & 10 attendance has improved.
- Year 8 attendance is impacted by 2 students who have not attended School since Easter. Additional support for these students is in place and progress is being made.

The Local Authority visited School to carry out an Attendance Deep Dive. The School were very impressed with the level of scrutiny and the support delivered. There were 256 students with 90% or less attendance, and each case was analysed.

A flow chart for irregular attendance was distributed to Governors and KCO talked through the new absence process which focuses on early intervention. This includes letters, meetings and consequences that progress in line with number of absences. The 'I' code on the register also triggers action after 7 days of illness, including the request for medical evidence.

KCO informed Governors that there is a massive focus on attendance with a new structure and clearly defined process. The new attendance process will be included in the next newsletter to parents.

The HT noted that the support from the Local Authority had improved and their inclusion in the new process should help to re-engage some students. Also noted was that family holidays were not being authorised and that the new Deputy Head will be fully on board with the new process.

	<p>The Chair commended the School for their rigorous response to absenteeism.</p> <p>The Attendance Link Governor will visit the School to review the new attendance process.</p>
<b>Action:</b>	The Attendance Link Governor will visit the School to review the new attendance process

<b>AGENDA ITEM 10</b>	<b>AOB</b>
<b>Discussion:</b>	<p>The Curriculum Policy was reviewed and approved by the Governors.</p> <p>The Chair thanked KCO for all her work at the School and wished her well in her new role.</p>
<b>Decision:</b>	To approve the Curriculum Policy.

<b>AGENDA ITEM 11</b>	<b>STATEMENT OF IMPACT</b>
<b>Discussion:</b>	<p>Governors helped to move the school forward in this meeting by:</p> <ul style="list-style-type: none"> <li>• The Link Governor for STEM &amp; Careers visiting School and observing Year 8 lessons.</li> <li>• Being fully informed on the Drama curriculum and the impact on students.</li> <li>• Checking on the implementation of the new Teaching &amp; Learning strategies.</li> <li>• Scrutinising the Year 10 and Year 11 Trial 2 data.</li> <li>• Checking on the use of additional funding for disadvantaged students.</li> <li>• Fully supporting the new rigorous approach to attendance.</li> <li>• Reviewing and approving the Curriculum Policy.</li> </ul>

**The meeting closed at 6.35**  
**The meeting moved to the Part 2 Agenda**

**Chair**.....

**Date**.....