



Present: Sophie Boyack (Chair)
Phil Grundy (Principal)
Tracy Penfold
Claudine Crossley
Christina Edward
Andy Sikora

Also present: Tom Capewell and Nick Hyde (Deputy Principals)
Tim Morris (Company Secretary)
Debbie Ladds (Minute taker)

Action summary

1.3	Review the Schedule of Delegation related to the Vice Chair attending the committee.
4.1	Principal to review 'work matches curriculum intent' to include KS3 and KS4.
4.2	January meeting agenda to include SEF section on behaviour and attitudes and a section will be selected for the May meeting in due course.
5.1	Claudine Crossley to meet with SENDCo each term and report back to committee.
5.2	Tracy Penfold to confirm the Development links with Ginette Hogan, Alan Benton and Jonathan Kemp.
5.3	Trustees to provide brief update reports for the December Trustee Board meeting on their Development links.
6.1.1	Claudine Crossley to review the SEND Policy updates before the full Board ratifies the policy.
8.2	Staff to check the on line data related to the percentage of PP and SEND pupils.
8.4	Trustee to meet some excluded pupils at some point in the future.
11.1	The Principal to confirm the SIP will focus on the quality of teaching and learning in January/February 2020 and behaviour for learning in April/May 2020.
11.2	Tracy Penfold to review the resume of the person the SIP suggested might take on the role.
12.1	Date of Next Meeting is Monday 27 January 2020, 7-9pm.

1 Welcome and Apologies for Absence

- 1.1 The Chair, Sophie Boyack welcomed all those present to the meeting and thanked Tracy Penfold for chairing the committee previously.
- 1.2 Apologies were accepted from Jonathan Kemp and Ginette Hogan.
- 1.3 It was agreed to review the Scheme of Delegation related to the Vice Chair attending the committee.

ACTION: Review the Scheme of Delegation related to the Vice Chair attending the committee.

2 Declarations of Interest

- 2.1 There was nothing to declare in regards to agenda items.

3 Minutes

- 3.1 The minutes of the meeting held on 20 May 2019 were agreed and signed by the Chair.

3.2 Matters Arising

- 3.2.1 All actions had been completed and there were no matters arising.

4 SEF Context, Overview and Section 2

A detailed discussion took place around different aspects of the SEF with Trustees asking searching questions about each section.

- 4.1 The Principal provided the context, together with an overview of the SEF and the detail of Section 2, Quality of Education. The document was in line with the new Ofsted Framework. He invited feedback, questions and discussion. Trustees raised the following questions and observations.

Q1: Is it feasible to observe every teacher three times a year?

A: We are aiming for that. Over the last two years we have been strategic, targeting subject areas not doing as well but it is important all colleagues receive feedback. It's also a chance to see great practice and share that.

Q2: Do you have Departmental observations?

A: Observations include Subject leaders / Key stage leaders. We encourage cross over and moderation.

Q3: Is there any dissatisfaction amongst staff after the GCSE results? Is there a sense of negativity?

A: Staff feel more positive now and about the current Year 11. There is no sense of negativity.

Q4: As the after school revision uptake was comparatively low last year, have you considered how to target that this year?

A: Parents are clearer now than previously, for example on the non-negotiables of behaviour and what students are expected to do. There are about 30/240 students we are concerned about. We have allocated across SLT who will meet them with their parents to talk things through.

Q5: Of those 30 students, does it include upper prior attainers?

A: Yes, at least half are in that category. We have tried to group 'types' of students with staff and the approach we will take. We need to provide the right advice in the right situation.

Q6: Will it be helpful to do that earlier? Is Year 11 too late?

A: It has to be relevant and not too distant. Years 10 and 11 have a clear picture of an external measure but in Year 8 it's more difficult as it's three years away.

Q7: Do you feel you need to drill down into KS2 curriculum?

A: Yes, with the new Ofsted Framework it's not just about the course, but how does that fit into children's lives? We need to identify what we know about the children when they arrive. For example, we should find out what languages they were taught in Primary school and for how long.

Q8: Should there be a slightly different offer in the curriculum regarding GCSEs and BTECs?

A: Yes, we have a range of courses included at KS4, but not completely different routes. We have the broadest KS4 curriculum in Waltham Forest.

Q9 On the 'non-negotiables', are they working?

A: Yes, from what we have observed around the school related to discipline and behaviour. We have a collaborative and collective approach which is having a positive impact; Statistics show exclusions spiked in November for the last two years. The non-negotiables are very helpful, and we train staff in how to use them.

Q10 Work matches curriculum intent' only refers to A levels. Why?

A: Probably due to the focus of the staff member who wrote that section. I am happy to review it and include KS3 and KS4.

Q11: 'Teaching environment and resources' it says you will map out a clear plan. Is there a timescale for that to be done?

A: We are looking to see what else we can do with the additional funding we received last year, we invested some in classrooms and signage but we don't yet know what funding will be in place for next summer. There is room for further developments.

4.2 The Principal thanked Trustees for their contributions and explained there were four other sections of the SEF. He invited ideas for how Trustees could become more engaged in the work and how he could make it more accessible. Trustees found the document presented to be accessible and agreed each committee meeting would consider a section of the SEF. January would cover behaviour and attitudes and a section could be selected for the May meeting in due course.

ACTION: January meeting agenda to include SEF section on behaviour and attitudes and a section will be selected for the May meeting in due course.

5 Links Behind School Development Priorities and Trustee Link Confirmation

5.1 The Principal introduced a Summary of the School Priorities for 2019-20 and a paper on Potential Trustee Development Links 2019-20 which included the most pertinent piece of work that was measurable for each member of the SLMT. He had included three key subjects: English, Maths and History. He explained that Trustees could then be linked to priorities. He invited questions:

Q1: Claudine Crossley asked as I am the PP and SEND link, I am linked into the PP work but less so for SEND. I was surprised to see SEND on the agenda as I should be involved in any changes to the policy and I need an understanding of how the budget is allocated. I suggest termly meeting with the SENDCo.

A: Sophie Boyack responded - The link is very important, and I suggest actioning meetings before committee meetings so you can report back to us.

ACTION: Meet with SENDCo each term and report back to committee.

Q2: Why are English, Maths and History specifically chosen for Link Trustees?

A: Maths and English have less progress than Science and are doubled. History has a large number of students and low results for KS4.

Q: What about KS3?

A: That's in the SEF and it refers to the History DDP. This document is a link to some, not all, priorities

5.2 The following links were agreed:

Objectives/staff		Trustee link
Nigel	Nigel & Jon C	Tracy
Tom	Tom & Sam	Sophie
John		Christina
Cally		Claudine
Nick		Ginette
Tim		Andy
Phil	Phil & Irfan	Tracy
Victoria		Sophie
Alison		Ginette
Summaya		Jon
Richard		Alan

ACTION: Tracy to confirm the links with Ginette Hogan, Alan Benton and Jonathan Kemp.

- 5.3 It was agreed that brief update reports would be provided for the Full Board so all Trustees received updates and could ask questions. It was agreed to provide the first update reports at the December meeting.

ACTION: Trustees.

- 5.4 The Principal explained this agenda had been structured to allow for discussion on key items early in the agenda. This was also highlighted on the agenda. Trustees agreed the format was useful and should be repeated.

6 Policies

6.1 SEND Policy Updates

- 6.1.1 It was agreed that Claudine Crossley would review the updates before the full Board ratifies the policy.

ACTION: Claudine Crossley to review the SEND Policy updates before the full Board ratifies the policy.

6.2 SEND Provision

- 6.2.1 The Principal explained they had restructured the provision and appointed two colleagues who both started in September. This had increased capacity and the volume of students to work with. It was also useful for succession planning.

7 Update on Results

7.1 KS4

- 7.1.1 Nick Hyde presented the data for KS4 highlighting the Progress 8 score was -0.09, average. He provided headline measures and measures by student group. For example only 15 students were in 'low prior attainment'; the 'Open' P8 score was -0.28 and included English Literature. SEN students had progress of -0.35 compared to -0.01 for non-SEN students, 24 re-marks were successful and students went up a grade.

7.2 KS3

- 7.2.1 Nick Hyde referred to the tables for Years 7, 8 and 9. Year 7 was at +0.01, Year 8 at +0.06 and Year 9 at +0.09. This compared pupils to their targets from KS2 data and was not externally measured. It allowed comparison of subjects and pupil groupings, and was useful for staff to identify what to expect.

- Q1 Is MintClass used?

A: Yes, all teaching staff have been trained on MintClass and spent time in September designing their seating plans. All appropriate data such as SEND, PP etc is on MintClass.

Q2 Do you check that teachers are using MintClass?

A: Yes, we check and it is used if someone is covering a class, you can also use it so that you know your students better.

7.3 KS5

7.3.1 Tom Capewell explained there was no change to the KS5 data at present. Updates were due in late November/December.

8 **Exclusion and Inclusion Update**

8.1 Tom Capewell spoke to the report. He highlighted that 42 PP students were still on roll who had inclusions or exclusions last year. Of which, six had served a fixed term exclusion this year. 16 SEND students were still on roll who had inclusions or exclusions last year and six of them had also served a fixed term exclusion this year. All had intensive support in place. Three students were PP and SEND, one in Year 11 and two in Year 10.

8.2 Claudine Crossley noted that the data available online at the DfE was different to the data presented by staff in terms of the percentage of PP and SEND pupils.

ACTION: Staff to check the on line data related to the percentage of PP and SEND pupils.

8.3 Trustees asked if some of the PP funding could be used to break down the barriers to learning. It was explained that some of the funding was already used for mentors, interventions and ensuring appropriate revision books / KS4 books were in the internal exclusion unit. It relied on staff knowing the students really well and ensuring the proportionate use for funding for them. The challenge for SLMT and Trustees was whether there were more things to do for this group to try to reverse exclusions for them. Not to discriminate but to understand the complex issues they face.

8.4 The Chair explained she had met four pupils to discuss their experience of exclusions with. Ryan Jervis as part of his review of the Principal's Performance management. She was also reviewing the paper trail to see why they arrived there. Two were PP and SEND. In summary she thought they had difficulty taking responsibility for their actions. It was suggested this exercise be repeated in the future.

ACTION: Trustee to meet excluded pupils at some point in the future.

9 **Schedule of Business for Academy Effectiveness Committee**

9.1 Tim Morris presented the updated Schedule of Business for information. It guided the agenda setting for the meetings. This was noted by Trustees.

10 **Update on Attendance and Persistent Absent Plan**

10.1 The Principal explained Trustees had the document and could identify what was in place and what was being addressed. There was a short discussion about the use of detention and whether it acted as a deterrent. It was recognised that there were a variety of reasons for lateness, only about 1-1.5% of pupils were persistent and repeatedly late and the reasons for lateness varied. The Principal indicated that starting the school day later usually resulted in the same pupils being late regardless of the start time, though there was research about this. It was confirmed that attendance was recorded at each lesson, and if that was not done, then teachers were followed up.

11 SIP Planning Report

- 11.1 The Principal proposed that the SIP focused on the quality of teaching and learning in January/February 2020 and behaviour for learning in April/May 2020. This would mean a third visit. Trustees agreed.

ACTION: Principal.

- 11.2 Trustees discussed Ryan Jervis standing down as the SIP at the end of the academic year and agreed the Chair of the Board would review the resume of the person he suggested might take on the role.

ACTION: Tracy Penfold.

12 Date of Next Meeting

- 12.1 Monday 27 January 2020, 7-9pm.

12.2 Agenda items

- 12.2.1 Please refer to the Schedule of Business presented under agenda item 9.

13 Chair's Action

- 13.1 No action was reported.

14 Any Other Business

14.1 Agenda item 8.2

- 14.1.1 Nick Hyde reported that he had checked the online data, SEND was different and PP was not yet there so the data would be checked.

14.2 Feedback on the open evening

- 14.2.1 Trustees reported good feedback. They were impressed with the atmosphere, the Year 8 student's speech was stunning, and the Head Boy and Head Girl were very good too. There was positive feedback on the new prospectus. Trustees were thanked for attending.

The meeting closed at 9.30pm.

Chair: (print)

..... (sign)

Date: