

GOVERNOR SERVICES: EDUCATION IMPROVEMENT

ASHTON COMMUNITY SCIENCE COLLEGE (06104)

Minutes of the meeting of the Curriculum, Standards, Personnel and Student Welfare Committee held in school on Wednesday, 16 October 2024 at 4.30pm

Present:	Mr M Catterall (Chair) Mr J Swindells Mr W Clarke Mr S Fern Mr D Hird Mrs J Hoyle Mr O Mollart Honorary Alderman, Mr B Rollo Miss S Asquith (Headteacher)
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		<u>ACTION</u>
24.28	Apologies for Absence Apologies for absence were received and accepted from Mr D Maddox.	
24.29	Election of Chair Mr Catterall was re-elected as chair of the committee until the first committee meeting of the Autumn term 2025.	
24.30	Election of Vice-Chair Mr Hird was re-elected as vice-chair of the committee until the first committee meeting of the Autumn term 2025.	
24.31	Declaration of Interests Mr Hird declared an interest with working for Eric Wright Group who provided services to the school and the headteacher declared an interest with Ezee Environmental who also provided services to the school. It was agreed that if a conflict of interest arose, these governors would remove themselves from the meeting	

24.32 Minutes of the Last Meeting

The minutes of the last meeting held on Wednesday 15 May 2024, having been circulated, were approved as a correct record and were signed by the chair.

24.33 Matters Arising from the Minutes

There were no matters arising from the minutes.

24.34 Committee Terms of Reference

Governors reviewed the current terms of reference and it was agreed that a control sheet would be added to the front so that any reviews would be made clear.

The existing terms of reference for the committee were re-adopted for 2024/25 without any other amendments.

A copy of the revised terms of reference would be attached to the minutes for formal approval by the governing body.

GB agenda**24.35 Analysis of School Performance Data**

Mrs Hoyle provided an overview of the latest analysis of school performance data which had been issued to governors and reference was made to the following headlines:

Progress 8 in SISRA and FFT (Family Fischer Trust) may change when validated to a lower number, but still expected to be statistically insignificant.

The EBACC entries were still the strongest areas, with Maths and the open subjects being the weakest areas, which would need to be a focus for the coming year.

Governors were reminded of how the FFT provided a comparison against other schools and it was noted that the school was below national within this dataset, so it was expected that the progress would also be below national. It was noted that a Progress 8 score of zero would indicate that the school was doing as it should.

Governors considered how the three action areas in the document all linked to improving progress and how governors had questioned the Heads of Department at the RAP meetings.

It was noted that the SISRA graphic showed a positive trend over the last three years, which linked to the continued development and improvements to the curriculum since 2019, however there was still more work to be done.

Governors' attention was drawn to the summary of progress across all subjects and in particular the strongest progress being made. It was noted that the higher the SPI, the students had made better progress and that not all weaker progress was statistically significant.

It was suggested that governors should look at the progress as well as pupil attainment and how the attainment might be significantly below national averages, but that the progress in some areas was in line with or better than national.

Governors were informed of how the school was pleased with the current position and recognised that there were still areas to continue to improve and would strive for this, with a Progress 8 of 0.25 being the ambition.

A governor observed that the school's improvement journey would take time, but that the impact was clear and that the current strategies were working.

A governor questioned what the school would need to do to improve further and Mrs Hoyle suggested that an increase in the attainment in Maths was needed, how stronger staff attendance and increased consistency for pupils was needed in English, that Sports Science needed to review the weightings of the exam work to coursework and that Creative iMedia needed to spend more time on exam work.

Governors were assured of how there were action plans in place in all subject areas to address the changes needed.

In answer to a question, Mrs Hoyle described how staff were on board with the improvement strategies and that extra revision sessions had already begun running Monday to Thursday until 4:30pm, which was a big commitment from both staff and pupils.

Following a discussion, governors recognised the work staff were putting in and the positive impact this had on outcomes. Governors also linked the pastoral care the school was providing to the pupil attainment and progress and commended the school for this.

Governors were reminded of how the validated data would be published in November 2024 and a governor urged the school to "not sit back on their laurels".

Mrs Hoyle highlighted how there would be no Progress 8 measures for the next two years due to the lack of KS2 data following the pandemic. Governors were assured of how the school was working on an internal mechanism to track progress through revised targets, which would then need to be reviewed further to make sure that they were realistic.

In answer to a question, it was confirmed that the capabilities of students to progress were to some extent limited for example with a standard deviation curve answer, but that the new targets were challenging so would encourage teachers to aim higher.

In response to a question about mixed ability classes, governors noted the challenges this presented and how French for example, was a subject that was tiered entry but was taught as mixed ability. Governors considered the need to ensure that "glass ceilings" weren't put in place which might inhibit pupil progress.

A governor noted the forensic way the RAP meetings analysed the data and held leaders to account and governors discussed the importance of the results continuing to improve in the light of the new school build in 2027 and how parents were interested in pupil outcomes and questioned staff at Open Evenings etc.

24.36 School Improvement Plan 2024/25

The School Improvement Plan for 2024/25 was presented and accepted by governors.

24.37 Curriculum Update

Mrs Hoyle provided governors with a more detailed explanation of the documents she had presented.

It was reported that the GCSE exams were already being prepared for with Year 10 and Year 11 Information Evenings being held for parents and a revision timetable already underway.

Governors were informed of how some “spare” staffing hours had been identified, so the school had put the English staff back into Reading lessons, had created interventions with subject specialists in Maths, and had offered an additional PPA to some staff on a rota basis. It was noted that a Full Time Equivalent (FTE) member of staff received 4 over the year, and that this was pro-rata for part time staff.

Mrs Hoyle explained how the GCSE option subjects were currently under consideration and that the Options Evening would be held in January.

Governors were advised of how Quality Assurance (QA) further strengthened the curriculum and how leaders at all levels could talk knowledgeably about QE, prompted by RAG rated grid based on Ofsted framework.

Reference was made to the RAP meetings which governors were thanked for attending and a summary document of these meetings was provided.

It was reported that subject reviews were taking place throughout the year which provided a triangulated approach to the QA.

Governors were informed of the number of pupils on Alternative Provision (AP) and that although there were still some pupils out on AP, how this was reducing in number.

Governors received a brief update on Personal Development and the BUD provision (Bridge, Unit, Deaf provision) in school and it was reported that personalised pathways were in place for all SEND pupils in order to improve outcomes.

24.38 Quality of Teaching

Mrs Hoyle presented a report from Mrs Pilkington, Assistant Headteacher on the quality of teaching and learning and included a summary of CPD, key areas of focus and how the key messages were implemented.

In answer to a question regarding the success of the "Ashton Way" governors were informed of how this had been successful to some extent with a consistent start and end to lessons, improved transitions round school, a rise in staff expectations and staff being more visible.

It was noted that Ashton Way for staff and pupils, would continue to be a focus to sustain momentum and ensure it is embedded.

A governor raised a question about the impact of staff wearing Hi Viz and whether this had made an impact indoors as well as out and governors were informed of how there had been a positive impact overall and that Year 7 pupils particularly appreciated the staff presence and felt safe because of it.

In response to a question regarding the "outlawing" of mobile phones governors were reminded of how mobile phones were not allowed to be turned on in school, and that on the whole this was adhered to by pupils.

Governors were informed of how the pupils were better now than they ever were in adhering to this, and didn't tend to use mobile phones in school, instead conversing with each other.

It was reiterated how the school upheld this standard, which was embedded, and it was noted that the school still picked up issues of inappropriate use of technology outside school but not from within.

Governors were also asked to note that staff were not allowed mobile phones in student areas, to model the expectation.

Thanks were expressed to Mrs Pilkington for her report.

24.39 Student Update

Mr Clarke informed governors of how he was pleased to report that last year's attendance data had been in line with or above national averages and that most pleasing had been the Year 11 attendance, which was significantly above national average, which bucked the trend. It was reported that the school also sat in Quintile 4 for FSM so to be in line with national average was particularly pleasing.

A governor questioned how the school compared to the other local schools and it was reported that there was no actual data on this but that Corpus Christi Catholic High School was the lead in the district for attendance, and was in the top 1% nationally.

Governors were alerted to a complaint about how the school was pursuing attendance based rewards, which was discussed and a governor commented that the Government was pushing attendance, so it was actually a national issue not just a school issue. Governors acknowledged the success of positive human traits and that it was therefore appropriate for the school to continue the attendance based rewards.

Mr Clarke highlighted how the number of term time holidays had significantly increased over the last two years, and how the price gap between the cost of holidays during term time was a consequential factor for families.

Governors were reminded of how the school followed the local authority guidelines with Fixed Penalty Notices being issued where the evidential period was met.

It was noted that the Government guidelines had also changed since August, and that the headteacher no longer had discretion to authorise holidays using the holiday code, which now must be authorised as an absence.

It was reported that Persistent Absences (PA) remained an issue in school and that 90% attendance was the PA threshold. Governors were informed of how Pupil Premium students formed a high proportion of the PA students and how strategies drawn from the Local authority EBSA toolkit were adopted in school, with some success.

Governors were informed of how the return of Miss Cannon to her substantive role in school and linked to attendance was having a positive impact, and that staff had been successfully appointed to the behaviour team, a Family Liaison Officer role (FLO) and an internal secondment to the attendance team.

Governors received an update on suspensions and exclusions and it was reported that the number of suspensions continued to fall, but exclusions were stubbornly high. It was suggested that the lack of external agency support was a factor for this and that the reasons for any recent permanent exclusions were largely due to persistent disruptive behaviour rather than one off serious incidents.

In answer to a question about how the school would manage the current drive to keep pupils in school and reduce exclusions, governors were assured of how the school currently did all it could to manage suspensions and permanent exclusions and would continue to do this. It was noted that the governors held leaders to account at any pupil disciplinary panel meetings and that the school would need to continue to weigh up the cost-benefit of keeping any disruptive pupils in school.

It was also noted that there were currently a limited number of alternative places that pupils could attend when any placements broke down.

Governors considered the impact of Elective Home Education (EHE) pupils returning to school and in response to a question about the impact on the workload of teachers, governors were advised how this was significant, and that it could sometimes be impossible for pupils to catch up.

A governor raised a question regarding the average length of time pupils were Electively Home Educated for and it was suggested that this could be anything from 3 days to 18 months. It was reported that respite places were sought at the Pupil RU (Larches House) but that these places were not always available and how the school was also having to admit new to area pupils.

In answer to further question, governors were informed there were no pupils who had returned from EHE having worked at home, without significant gaps in knowledge.

After further discussion, a governor outlined the expectation of EHE for parents and pupils, and noted that if they returned to school without education having taken place, how these pupils negatively impacted on other pupils in school because of the resources they then take up to address any gaps in learning.

24.40 Staffing Update

This item was deemed confidential and was minuted as such.

24.41 Educational Visits

The committee received a report on recent educational visits in relation to the impact and benefits for pupils and it was reported that three educational visits had been delivered so far this term, which had all been evaluated on Evolve, the school's online management system and included a Geography field work trip, a deaf pupils visit to Weeton St Michael's and a history trip to France (which left on 17th October).

Governors were reminded of how the local authority had a very robust approach to educational visits, which was strongly followed in school by the Educational Visits Coordinator (EVC).

It was noted that the number of trips abroad had risen from one to three.

24.42 Policies and Procedures

Governors are asked to review and approve related policies as per the review cycle it was noted that all policies had a control sheet on the front so all changes could be seen.

Governors were reminded that the policies to be approved were all local authority model policies, which had been personalised to the school but not changed.

A governor raised a question regarding the ratios of boys: girls with EHCP 's which the Deputy Headteacher was requested to explore further.

Governors reviewed and approved the following policies:

Curriculum Policies:

- British Values Policy
- Curriculum Policy
- PSHE Policy
- SMSC Policy
- Teaching & Learning Policy

Personnel Policies:

- Addressing Bullying Policy
- Child Protection & Safeguarding Policy
- Access arrangements
- Accessibility Policy
- Behaviour Policy
- SEND Policy and Local Offer

24.43 Confidentiality

Governors were reminded that all matters discussed at committee meetings were not for general discussion outside the meeting.

The committee considered whether any items discussed were required to be recorded in the minutes as confidential; that is, that should not be made available to the general public should a request be received to view governing body papers

For the purpose of the minutes it was agreed that item 24.40 was deemed confidential and was minuted as such.

24.44 Date and Time of Next Meeting

It was noted that the next committee meeting would be held in school at 4.30pm on Wednesday 17 January 2025

Governors were thanked for their attendance and the chair closed the meeting.

APPENDIX A

ASHTON COMMUNITY SCIENCE COLLEGE

Curriculum, Standards, Personnel and Student Welfare Committee

Committee Terms of Reference

Version Control

Named Owner:	Curriculum, Standards, Personnel and Student Welfare Committee
Last Review:	October 2024
Next Scheduled Review:	October 2025
Overview of Amendments to this Version:	Inclusion of control sheet.

ASHTON COMMUNITY SCIENCE COLLEGE

Curriculum, Standards, Personnel and Student Welfare Committee

Regulations

1. Membership

The committee will elect a chair from within its own membership. The Chair / Deputy Chair can only perform the role of Chair of the Committee, in line with and cannot exceed his/her term of office.

Non-voting participants may be invited to meetings by the committee as and when required.

The committee shall have such associate members, non-voting, as the governing body shall appoint. The committee may make recommendations for these appointments.

The Committee shall consist of a minimum of four Governors and the Headteacher. The Senior Leaders with Personnel responsibility and Curriculum responsibility may be Associate members but will not have voting rights unless they are co-opted governors. The Chair is to be elected by members of the Committee; s/he must not be employed at the School.

2. Quorum

A Quorum shall be a minimum of three Governors, not more than one of these being employed at the School, plus the Headteacher or his/her nominated representative. Associate members will not count for a quorum.

3. Meetings

The Committee shall meet as necessary, but not less than once per term. Two weeks notice shall be given of the date and general purpose of the meeting.

4. Terms of Reference

The Committee will have delegated powers relating to:

Curriculum

- (i) advise the Governing Body on the School's Curriculum Policy
- (ii) work with the Senior Leader (Curriculum) and Heads of Faculty to monitor the regular review of the School Improvement Plan and to receive an annual evaluation
- (iii) through dialogue with staff, provide information about how the curriculum is delivered
- (iv) review National Curriculum assessments
- (v) review and approve annual targets
- (vi) where necessary, make recommendations to the Resources Committee on resource levels for curriculum implementation
- (vii) review the provision of Collective Worship and Religious Education
- (viii) review the Policy and provision for Sex Education
- (ix) ensure that all statutory information is published as required

Staff

- (i) Appointments
- (ii) Job descriptions and supervision of these
- (iii) Staff development and general welfare
- (iv) Financial aspects of staffing through liaison with the Resources Committee

b) Pupils

- (i) Welfare, including safety (through liaison with the Resources Committee).
- (ii) Care and guidance, including independent information advice and guidance regarding future pathways
- (iii) Discipline and attendance
- (iv) SEND, including the involvement of outside agencies, such as the local authority, psychologists, social workers.

c) Community

- (i) Relationships with neighbours
- (ii) Activities or events which involve the local or wider community.

5. Revision

These powers will be reviewed annually at the Autumn term meeting.

6. Disagreements between Committees

Any disputes between committees will be resolved by the full Governing Body.



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ASHTON COMMUNITY SCIENCE COLLEGE (06104)

CONFIDENTIAL

Minutes of the meeting of the Curriculum, Standards, Personnel and Student Welfare Committee held in school on Wednesday, 16 October 2024 at 4.30pm

ACTION

24.40 Staffing

The headteacher provided governors with an update on staffing in school and reported that there were currently four member of staff on long term absence (two who were hopefully due to return to school next term and two that were expected to return around Easter time.

It was reported that there had been 20 new starters in school since the last meeting which included 7 x teachers, 7 x TAs, 2 x behaviour support staff, an exams officer, a groundsman, a cleaner, and the new School Business Manager. There had also been one new appointment since September of a Behaviour Support Mentor, who was due to start on 11 November 2024.

Governors were informed of how casual contracts had been advertised for additional casual lettings staff and that the school had employed an intern in DT for a year.

The headteacher described how there had been one resignation from a teacher with effect from 2 December 2024, and that this role would be replaced by supply in the short term, with the vacancy being advertised in the Spring term which would hopefully increase the calibre of applicants. There had also been one TA resignation at the end of September, which had been with immediate effect and one TA resignation at the end of October.

Governors were also informed of how there had been 13 leavers since the last meeting and one staff disciplinary matter since September, which had resulted in a final written warning.

