



**PART ONE MINUTES
OF STUDENT LEARNING & WELLBEING COMMITTEE MEETING
WHITBY HIGH SCHOOL**

Date:	Wednesday 23rd November 2016, 16:00	
Venue:	S2, Whitby High School	
Present:	A Claydon B Heeley C Hibbert C Palmer G Morris H Chambers	Co-opted Governor Headteacher Co-opted Governor Staff Governor Co-opted Governor Associate Governor
Apologies:	P Lewis	Partnership Governor
Absent:	None	
In attendance:	E Barford H Hill K Cunliffe S Gray (part meeting)	Deputy Headteacher Assistant Headteacher Clerk Deputy Headteacher

AGENDA ITEM 1	WELCOME & APOLOGIES FOR ABSENCE	
Discussion:	The meeting Chair (C Hibbert) welcomed all to the meeting. The apologies of P Lewis were received.	
Decision:	RESOLVED: that the apologies of the above named governor be accepted.	

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY INTEREST	
Discussion:	There were no changes to the declarations of the previous meeting.	

AGENDA ITEM 3	DECLARATION OF ANY OTHER BUSINESS	
Discussion:	None.	

AGENDA ITEM 4	MINUTES OF THE LAST MEETING (28th September 2016)	Enc 1
Discussion:	Governors reviewed the minutes which were circulated prior to the meeting.	
Decision:	RESOLVED: that the minutes be accepted as a true and accurate record. All agreed. The Chair signed the minutes.	

AGENDA ITEM 5	MATTERS ARISING FROM MINUTES	
Discussion:	<p>Actions carried forward from 28/09/16 agenda</p> <p><u>Item 5 – Matters arising</u></p> <ul style="list-style-type: none"> • EB to write to Year 10 parents explaining changes October 2016 • Re Children in Care – SG: HH will send out an annual report Complete. • Re School policies, to make agreed amendments to policies then upload to School website • Ongoing review of Special Educational Needs (SEN), especially categorisation (SG) • To consider contracting a new site manager to accelerate progress on the new build, and put in succession planning/continuity (BH) <p><u>Item 7 - 2016 Outcomes – review</u></p> <ul style="list-style-type: none"> • Student numbers to be added to performance data before circulation to Governors (E Barford) Complete. • Senior Leadership Team to prepare and present a presentation for the November Committee meeting, regarding Progress8 response options (B Heeley; see agenda item 6) • Progress8 response to next Committee agenda (Clerk; see agenda item 6) <p><u>Item 9 – SEND report to parents & Governors 2015/16</u></p> <ul style="list-style-type: none"> • Governors to forward questions regarding the new SEN & Disability Policy to the Committee Chair (Governors) Complete. <p>At this point during the meeting, items 10 and 12 were completed before returning to the agenda order at item 6.</p>	

AGENDA ITEM 6	PROGRESS8 RESPONSE OPTIONS	
Discussion:	<p>At this point S Gray left the meeting.</p> <p>E Barford presented the School's response to Progress8 performance, with key points summarised below.</p> <p>The School's Progress8 figure for 2015/16 is -0.29. The School is therefore set to receive letter from the Regional Schools Commissioner (RSC) as a 'coasting' school, despite this being the best year so far in many measures.</p> <p>The School has analysed performance in detail and found that there are more students outlying at the lower end of Progress8 performance than the higher end, which skews the result in this direction. Such outliers usually coincides with other issues such as sporadic attendance or alternative provision off site.</p> <p>Strategy 1 proposes a change in curricula to maximise Progress8 outcomes. However, this is not a quick fix, as the current year 10 and 11 students are already on their courses.</p> <p>Strategy 2 involves supplementary activity with the current year 10 and 11 cohorts to gain some 'quick wins'.</p> <p><u>A focus on marginal students</u> Marginal students fall on the grade boundary and so focussed effort could move them up to the next grade.</p>	

This is being achieved through the holding of regular Raising Standards meetings with the Heads of Departments which are specifically related to Progress8. These meetings discuss intervention strategies and review their implementation.
A lot of students fall into this category however, so only a certain amount of resource can be directed towards this activity.

QUESTION: Do students within this category know who they are themselves?

ANSWER: No. Student are categorised and prioritised based on various factors within the school (for example, Pupil Premium), but this is not shared with them.

A Governor proposed that the information could be framed supportively, as a means of motivating students.

E Barford stated that such conversations do already take place.

QUESTION: Is there any parental involvement in supporting this activity?

ANSWER: No, but that the School does try to engage parents more generally.

ECDL

This year, the whole cohort will be entered to complete the ECDL. Only around half of the cohort last year were entered. Students have responded very positively, and IT results are also going up, which is thought to be due to a re-engagement in IT subjects more generally. Employers are feeding back that the qualification is valued.

QUESTION: What is ECDL?

ANSWER: The acronym stands for European Computer Driving Licence, which is a Europe-wide qualification covering basic IT skills across the commonly encountered software packages.

E Barford stated that the students perform very well in undertaking the ECDL, and it validates the hard work of the IT Department. There is a cost implication, but the return on this investment is significant with an almost 100% success rate to date.

QUESTION: Is the qualification assessed?

ANSWER: Yes, there is a series of online tests, from-which results are instant, which is also received well by the students.

GCSE General Studies

Entry to this subject is being considered for some students for the first time. The subject is particularly suited to students who have low or sporadic attendance. However, assessment methods are in a familiar format similar to other subjects. For example, involving comprehension exercises or multiple-choice questionnaires.

VCERTS

The I-achieve software package has been purchased, which leads to VCERTS qualifications. These qualifications are equivalent to GCSE, and undertaken entirely online, which some students find very engaging. Limited specialist teaching is required so students can work independently, which is positive for students who are not in mainstream lessons, and therefore spend their time within the study support centre. Business Studies is underway, and good feedback has been received from students so far.

QUESTION: Is this being used with year 10 or 11 students?

ANSWER: Both years, or worked towards less intensively across the two years.

AS Level Creative Writing

Some of the most able students will be entered for the above subject. This counts highly towards Progress8, as it is particularly highly weighted. Only very small number of students would complete this course, if they were interested. The Head of English has experience of this at a previous school, with good results.

Improved access arrangements

Some students' examination access arrangements are explicit on their Education, Health and Care (EHC) Plans, but there are other students who might benefit from similar interventions but currently do not receive them. Options include the use of a prompter, which does not require a formal submission to be arranged. This might be used, for example, where a student has difficulty maintaining attention due to a wandering mind, or where a student gets stuck ruminating over a single question.

QUESTION: What does a prompter do?

ANSWER: They might support a student by directing their attention and offering encouragement, perhaps suggesting they leave a difficult question and come back to it later. A prompter cannot complete the work or read questions for the student.

A Governor noted that Dragon Speaking software is available for dictation.

A Governor stated that the rules are that if a student uses a particular support mechanism in the normal classroom environment, a school might apply to use that intervention during an exam.

E Barford noted that for a prompter an application is not required, but it must be documented that it is in the SENCO's opinion, a need. Prompters are only one option, but it is the aim of Whitby to ensure student needs are fully met by taking a more systematic approach to identifying needs.

Changes to pathways for 2017

Year 9 students taking their option choices after Christmas will be offered two Band options. Whitby offers a particularly broad curriculum, so there is room to narrow this without compromising choice.

Able children will be encouraged to use the EBacc (Band P) curriculum, as at present. Other students will follow a Progress8 pathway (Band A), which will automatically fill all slots for Progress8. However, the School will still reserve the option to offer a bespoke set of options where needs require it.

QUESTION: How many students would be expected to take each Band?

ANSWER: Currently around 50% of students take the EBacc curriculum, and the intention is to remain around this level.

The main difference in Band P is that there would be one less option, so that more time can be devoted within timetabling to the EBacc subjects.

QUESTION: Does the School have sufficient capacity to run all of the open subjects listed?

ANSWER: Yes, but it is currently considering offering a BTEC level 2 in performing arts, so students wanting to choose related subjects (music, drama, etc.) could all be catered for within this single subject.

QUESTION: Why do the humanities subjects appear in both the EBacc and open lists?

ANSWER: This enables students to take both subjects if they choose.

E Barford stated that the School will be introducing Ancient History, which counts towards the EBacc, and maximises choice. In addition, Computer Science has been dropped as this counts as a Progress8 'science' subject. As students at Whitby already take Dual Award Science as a core subject, this is redundant.

A Governor noted that the School has always prioritised student choice, but that their hands have been tied somewhat in this case.

E Barford noted that the new system will not result in fewer qualifications for students; they will actually receive more qualifications, but the choices will be slightly restricted.

A Governor stated that the School still offers a significant range of subject areas.

	<p>B Heeley noted that the changes might lead to a need to re-align staff expertise. E Barford confirmed that some subjects may become marginal and run only in years when they are sufficiently subscribed, or operate with fewer classes, and some subjects may require additional staff, such as languages.</p> <p>Governors agreed that they were happy with the strategies presented, which appear to be very thorough.</p>
--	--

AGENDA ITEM 7	SAFEGUARDING		
Discussion:	<p>A typing error was noted on the meeting agenda within this item.</p> <p>H Hill provided a verbal update to Governors. A discussion of the Facebook page entitled Pride in the Port had taken place this week in relation to school bullying. It began with a plea from a parent to ask children to be considerate, but did not mention Whitby. However, as the discussion progressed, Whitby was named in relation to this issue. The School had started to pro-actively contact parents who had mentioned issues at Whitby within the discussion to offer support. The School are taking this issue very seriously because they want to address any issues that may not have come to their attention.</p> <p>A Governor suggested that the School review and draw attention to the social media policy – ACTION.</p> <p>QUESTION: Are all staff are now PREVENT trained? ANSWER: Yes.</p>		
Action:	What: Review of the School Social Media Policy to be undertaken	Who: HH	By when: Spring term

AGENDA ITEM 8	CHILDREN IN CARE		
Discussion:	<p>H Hill provided a verbal report to Governors.</p> <p>There are currently 13 students at the School, with 5 in year 11. Most are progressing well and benefitting from additional support.</p> <p>2 children received awards on the presentation evening which was very nice to see.</p>		

AGENDA ITEM 9	ATTENDANCE		
Discussion:	<p>B Heeley noted that attendance is currently good, despite some issues with year 11 girls and year 7. A full report will be provided to the December Full Governing Body meeting as part of the Headteacher's Report.</p>		

AGENDA ITEM 10	STUDENT DISCIPLINE		
Discussion:	<p>Documented in part 2 of the minutes</p>		

AGENDA ITEM 11	IN-YEAR TRANSFERS	
Discussion:	<p>H Hill provided a verbal report to Governors during the meeting. Since September, 20 in-year transfers had been received, and the Fair Access Panel is working well.</p> <p>B Heeley noted recent changes to the Panel in that there are now separate Panels for the Ellesmere Port and Chester cluster, and Vale Royal and Chester cluster. This works well as it is more specific.</p>	

AGENDA ITEM 12	ANY OTHER BUSINESS	
Discussion:	<p>Policy review <u>Unreasonable Complaints Policy</u> Copies of the draft Policy were circulated to Governors during the meeting; this Policy had been developed in response to DfE advice to manage isolated cases of unreasonable complaints. This is already briefly noted within the current Complaints Policy, but this separate Policy expands on this.</p> <p>QUESTION: Clarification was requested of the terminology used on page 4 of “serial or persistent marking”. ANSWER: This is DfE terminology, and refers to cases where a complainant or complainants are known as a serial complainer.</p> <p>A Governor recommended that before the bullet points on page 4, “any one of these” be inserted.</p> <p>QUESTION: Does the Policy enable the School to stop complaints from being made? ANSWER: The School could refuse to investigate complaints that are submitted, but there is a need to ensure that responses made within the policy are reasonable. The Governing Body can hear a Panel meeting without the complainant(s) present, but that they may still submit written evidence.</p> <p>A Governor suggested that a change be made to include “the complaint will not be progressed in the presence of the complainant(s)”.</p> <p>A Governor suggested that a line be included at the end to note that if at any stage anyone feels threatened, that the procedure may be halted.</p> <p>A Governor suggested that in the very last line, this statement be clarified by inserting “for the complainant(s)”.</p> <p>The Policy will be amended as suggested above, and then circulated it to all Governors with deadline of Friday 25th November 2016 for questions/comments.</p> <p>Subject to the above-suggested amendments, Governors voted unanimously to agree the Policy – RESOLVED.</p> <p><u>SEND Update</u></p> <p>This is to be added as a standing item to future agendas – ACTION.</p> <p>QUESTION: A Governor stated that regarding the Learning Support restructure, concerns had been brought to her attention that the team at present is unable to meet all EHC plan requirements due to staff shortages. In light of planned further reductions, how it would be ensured that all responsibilities are covered?</p>	

	<p>ANSWER: The current review is not about reducing staffing, but the review has resulted in a rationalisation. However, the School still has the biggest Learning Support Department in the County. EHC provision is not part of the restructure, but this issue would be investigated and reported to Governors in the Spring Term – ACTION.</p> <p>SEND funding reduced by around £25k last year. Although the School received adjustments to offset this, it is still down £145k overall. It was found within the Learning Support Department that there was a mismatch between Teaching Assistance (TA) provision and needs. For example, staff were not available on certain days, although needs remained at these times. In looking at skill sets, EHC's were put to one side, and then the remaining provision was restructured.</p> <p>A Governor noted that if a child was entitled to a one-to-one TA in class, it had been reported that that TA might be allocated to three students. This should not occur. Where a student is allocated 100% support, this means 100% of time devoted to them. However, organisation has been an issue in the past as there have been incidents where two TAs turned up at once for one child. The restructure will address this.</p> <p>S Gray left the meeting at this point (17:00).</p>		
Decision:	RESOLVED: that subject to Full Governors review, the Unreasonable Complaints Policy be agreed and implemented.		
Action:	What: SEND update to be added as a standing agenda item to this Committee	Who: Clerk	By when: Spring term
	EHC provision to be investigated and reported back to Governors	SG	Spring term
	EHC investigation outcome to be itemised for Spring meeting	Clerk	Spring term

AGENDA ITEM 11	DATE/TIME OF NEXT MEETING	
Discussion:	Wednesday 8 th March 2017, 16:45.	

Please refer to the part two confidential minutes for Governors' attention only.

There being no further items for discussion the meeting closed at 18:00.