



CANON LEE SCHOOL

**Minutes of the Attainment & Learning Committee meeting
held on Wednesday 14th September 2016 at 5pm in the Conference Room**

Present:	Helen Dowds (Acting Principal) Rob Orr Donna McMahon	
In attendance:	John Kesterton (Vice Chair of Governors) Sarah Byrne (Local Authority Governor) Frances Johnston (Vice Principal, Welfare) Matt Halifax (Vice Principal, Performance) Liz Hardy (Vice Principal, Key Stage 4) Jess Swarbrick (Clerk – Governor Support Officer)	
		ACTION
1.	<p>Welcome, apologies for absence and declarations of interest John Kesterton welcomed everyone to the meeting. There were no apologies for absence or declarations of interest.</p> <p>John explained that Paul Black, Chair of Governors was not available to attend the meeting and had asked John to act as Committee Chair. The Clerk advised that John would be able to lead the meeting, but as he was not an elected member of the committee, he would not have voting rights in the event of any decisions being made.</p>	
2.	<p>Minutes of the Education Committee meeting held on 12th July 2016 Previously distributed. It was noted that the minutes of the Education Committee had been received and agreed by the full governing body at their meeting in July.</p> <p>There were no action points or matters arising.</p>	
3.	<p>Arrangements for the committee – name change and committee chair</p> <p>3.1 Committee Name With reference to the change of committee name from “Education” to “Attainment and Learning”, a question was raised as to whether this was a decision which had already been made, or whether it was possible for further discussion. It was noted that the word “attainment” seemed to indicate a focus on outcomes only, whereas using a word such as “achievement” would cover the progress made by pupils towards these outcomes as well. Governors noted that the broad focus of the former Education Committee may be covered more with a name such as “Achievement and Learning”. The Principal advised that although the committee name changes had been minuted at the full governing body meeting in July, they had not been formally adopted. It was suggested that this could be raised as a matter for discussion at the full governing body meeting on 21st September.</p> <p>3.2 Committee Chair It was agreed that this item should be carried forward for discussion at the next full governing body meeting, following agreement of committee membership for this academic year.</p>	FGB
4.	<p>Results – a full de-brief of the 2016 outcomes Matt Halifax tabled a report to governors on GCSE Performance Analysis, and provided a Powerpoint presentation. Matt explained that the report included information which had</p>	

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been presented to staff at the start of the autumn term, and also to the School Improvement Partner.

[Sarah Byrne joined the meeting at 5.10pm]

Matt advised that the school had achieved 53.4% A*-C including English and Maths, and with re-marks coming in, this had increased to 55.3%. It was noted that the DfE target for this measure was 56%, and the school's results represented a continued improvement in attainment towards the national figure.

Matt advised that Progress 8 results also showed an ever improving figure. He noted that some re-marks were coming in for these results also. Governors noted that progress measures were against 2015 figures, and were therefore likely to change following the publication of national figures. The Principal noted, however, that it was anticipated that this change would be drastic, as the school would move in comparison with all other schools nationally.

It was noted that the school's results had been recognised as a significant improvement by the LA Assistant Director Maxine Squire. Governors welcomed this recognition.

Matt outlined the key comparisons of this year to the previous, as highlighted in the report provided to governors. Matt noted that the figures were reassuring, in particular the positive Progress 8 residual for SEND pupils, which was higher than predicted. Matt highlighted the narrowing gap in Pupil Premium performance, though it was noted that there was more work to be done in this area also. Governors noted that the Pupil Premium action plan had been in place since February, meaning that the impact of this must be seen this year.

Governors noted that the EBacc residual was positive, with a significant improvement from 2015.

It was noted that the May 2016 predictions when compared against the actual results showed the accuracy of the tracking data now in place for attainment. The progress measure predictions were less accurate but getting closer.

Matt highlighted to governors the school's results against Fischer Family Trust (FFT) estimates. It was noted that the average expected results for A*-C including English and Maths was 63%, though based on previous performance, FFT had predicted 43% for Canon Lee. Governors noted that the actual figure of 55.3% showed how the school was bucking this trend with significant improvement. Governors agreed that whilst not yet on a par with the national average, these figures demonstrated the upward trend based on previous performance.

Matt provided governors with comparative data from 2015 and 2016. He explained that in terms of raw outcomes, the 2016 figures were lower, but there was a positive message in terms of progress and ever improving outcomes. The Principal explained that these figures were not in the public domain, as they had been calculated by applying 2016 rules to the 2015 data set, in order to get a like for like comparison. The Principal further explained that the different cohorts' ability also needed to be taken into account when looking at the data. She advised that whilst attainment figures were higher for 2015, progress had increased in 2016. In 2015, 53% had achieved A*-C incl. English and Maths, where the expected figure had been 70%; in 2016, 55% had achieved this where the expected figure had been 43%.

Governors considered the results analysis by key sub-groups, as provided in the report. It was noted that HMI had challenged the school about what was being done in terms of interventions for specific groups, in particular middle ability boys who were persistent absentees, and governors asked for further information about what action had been taken. Matt Halifax advised that boys' performance was a concern on both attainment and progress measures, and that this was still an area of continued focus. He further advised that middle ability students were also a focus, as they had not made similar improvement compared with lower ability students.

Governors noted that the clear breakdown of data by sub groups meant that it was possible to see straightaway where the issues were, and which key areas to focus on. It was further noted, however, that there may be issues in different areas depending on the cohort. Matt advised that the school had a breakdown of the previous Year 10s (current Year 11s) to ensure that interventions were targeted appropriately this year.

To put the results into context, Matt emphasised that they showed a significant improvement, but they still were not satisfactory in terms of the position that the school needed to be. The Principal advised that results for English were down in all areas, and encouraged governors to challenge the reasons for this negative residual. Governors asked for further information about this, and challenged what was being done to improve results for this year.

The Principal noted that staffing in English in 2015-16 had been turbulent, with no consistency for pupils. It was further noted that there had been an issue with a lack of substance to schemes of work for the new GCSE framework.

In response to governors' challenge about what action was being taken, the Principal advised that she had contacted Archbishop Holgate's School and they had agreed to share all their resources for English, which would be available soon. In addition, the Principal advised that an advert had gone out today for a new Leader of English, which would be tied to the Communications post.

A question was raised as to whether any existing team member would be able to take on the Leader of English role. The Principal advised that it was expected that this would need to be a full time role, and there were currently no full time permanent members of the English department.

The Principal advised that the focus on line management, resources and recruiting quality staff were all being addressed through the above actions. Governors agreed that it was important to continue to monitor the effectiveness of these actions, and this should remain as a standing item on the committee's agenda. It was also agreed that Maths should be monitored as a standing item in the same way, as there were also some concerns about stability of staffing in this department.

A question was raised about the results in a number of subjects such as Art and Health & Social Care, where results had been lower than expected. Matt advised that he would cover this point later in his presentation.

It was noted that the overall results were not those of a school in Special Measures, but were not those of a Good school either, rather one Requiring Improvement. The Principal noted that like for like, students would probably have performed better in other York schools. It was agreed that this was a hard message to take, but one that needed to be acknowledged and addressed. The Principal advised that continuous steps were being taken every day to get things right, and that this was beginning to gain momentum and show impact.

Matt outlined a number of further areas of continuous focus, as identified by the 2016 results. He noted that the "open" bucket subjects had not contributed as much value as in previous years, and this would need to be addressed. In particular, subjects such as Graphics, DT and Health & Social Care had been hit hard by stricter moderations and grade boundary shifts. Matt advised that the school was taking action, with re-moderation going through in some cases.

Governors noted a number of subjects where results had been particularly high performing, notably EBacc subjects including Science, German and Geography. It was further noted that Drama, PE, Media and Textiles also maintained strong outcomes. Governors agreed that it would be fitting to write a letter of congratulations to curriculum leaders from the governing body in recognition of this performance. John agreed to raise this at the full governing body meeting on 21st September.

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	<p>Exit-2017</p> <p>Matt then outlined the significant changes to performance measures taking place in 2017, with A*-C being replaced by 9-5. It was noted that this would be a distinct step up rather than an equivalent performance measure. Governors noted that FFT predictive data showed 37% as an aspirational average, though the school's previous profile had indicated a predicted figure of 16%. The Principal noted that based on 2016 results, this figure had already increased, and it was likely that the school's FFT benchmark would increase accordingly when new figures were published in November.</p> <p>The Principal further advised that the School Development Plan target for 2017 was 43%. She explained that if the school could make the same acceleration of progress plus a bit more, that target was achievable. It was agreed that it would be very disappointing to be below the predicted average of 37%, as the school still needed to continue an upward journey of improvement.</p> <p>Governors thanked Matt for his report.</p>	
5.	<p>Ofsted Priorities update</p> <p>Matt Halifax presented an update on the whole school priorities, based on key foci from Ofsted. The seven key themes, which had been RAG rated were outlined as follows:</p> <ul style="list-style-type: none"> - Marking and Feedback (red) - Challenge (amber) - High Expectations (amber) - Standards of Presentation (green) - Attitudes to Learning (green) - Literacy (amber) - TAs (green) <p>Matt advised that these seven key themes from the Section 5 inspection had been shared and discussed with all staff.</p> <p>With reference to expectations, governors noted that these were often lower in those individuals not historically expected to do well. It was agreed that this was important to identify, and to adapt planning and resources so they were aspirational for all groups. Governors noted that this led back again to the middle-achieving cohort, and the need to ensure that they performed to the best of their ability.</p> <p>Matt advised that the focused work on teaching and learning was aimed at facilitating staff to be able to focus on a whole cohort, not just specific sub-groups. He added that target setting work would ensure that the performance of each individual pupil was monitored and tracked.</p> <p>Governors thanked Matt for his update. It was noted that an electronic copy of the presentation would be circulated with the minutes.</p>	Clerk
6.	<p>SEN Review</p> <p>Fran Johnston provided an update for governors, advising there had been a focus on SEND arrangements prior to the summer. She reported that the restructure was now complete, with two staff having left at the end of the summer term. Fran advised that the school was currently recruiting for three TA1 positions and one TA3, for support with social, emotional and behavioural needs. The Principal further reported that a TA2 had resigned on 14th September, meaning that there would need to be additional recruitment to fill that post also.</p> <p>Fran reported that there was now a new area for SEN in school alongside Seclusion. She advised that this new space was working well, with staff supporting each other and using the area effectively. Fran advised that when full staffed, it was expected that this would be a strong team.</p> <p>Governors asked for further information about how the school was managing the gaps in staffing. Fran advised that this was difficult at present, but it would be a case of going</p>	

	<p>back to basics. She explained that there were systems in place which were effective, but these needed to be revisited and refreshed with both pupils and staff.</p> <p>Governors asked how strategies were being tracked for effectiveness and impact. Fran explained that at present there was no Behaviour Manager in place at present, meaning that different staff were covering the role in Seclusion. She advised that this made tracking difficult at this point, but that full monitoring and tracking systems would be implemented once this role was filled.</p>	
7.	<p>Attendance & Exclusions data</p> <p>7.1 Exclusions</p> <p>Fran Johnston tabled information for governors, outlining comparative exclusion data for all York schools. It was noted that there had been 105 fixed term exclusions at Canon Lee over the last twelve months. Governors further noted that whilst this was high, the figure was higher at other York schools with a similar demographic.</p> <p>Fran advised that the target for 2016-17 was to reduce this figure by one third by the end of the year, to around 70. In response to a question about whether it would be fairer to be proportional in predictions, Fran advised that it was still necessary to publish a figure, and that a reduction of one third would be a fair indication of improvement.</p> <p>It was noted, however, that with a change in Principal, it would not be unexpected for the number of exclusions to go up initially, as pupils may challenge and push back during this settling in period.</p> <p>Fran reported that putting basic expectations in place for pupils had worked so far, but there was a need to make sure that all staff were applying these consistently. Governors agreed that this came back again to teaching and learning – if pupils were fully engaged, behaviour was likely to improve.</p> <p>It was noted that a breakdown of exclusion data by sub-group was available, and this has been scrutinised in detail by the committee in the summer term.</p> <p>7.2 Attendance</p> <p>Fran tabled and presented information relating to attendance. She outlined the Fast Track Cycle, the system for monitoring pupils with attendance less than 90%. Fran advised that the school had issued the most fixed term penalty notices for absence in the city, and had taken the most parents to court. She advised that this had been very effective for some persistent absentees. Fran also summarised the school's intervention system, which had been discussed at the previous meeting.</p> <p>Governors noted the attendance figures for 2015-16, with overall attendance not 93.94% and persistent absentees between 8 and 9%. For comparison, Fran also tabled attendance figures for the first week of this term. It was noted it was hard to make a clear comparison at this stage, though Fran advised that strategies to promote whole school attendance had significantly impacted 1.4% from two years ago.</p> <p>The Principal noted that there were two pupils who had gone on a religious pilgrimage and had not yet returned. She advised that she had sought advice from the LA and was following procedure in this issue.</p> <p>In response to a question about promoting attendance, Fran advised that form tutors were aware of their role and progress leaders were involved if a pupil's attendance fell below 90%.</p> <p>Governors questioned whether additional work was being done with persistent absentees in Year 11. Fran confirmed that there was a close scrutiny of Year 11 attendance. She noted that at this point in the term it was tricky to identify persistent absentees, but parents of pupils whose attendance was below 90% were already been contacted by the Attendance Officer.</p> <p>It was agreed that significant progress had been made in terms of attendance, though</p>	

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	there was still a lot of work to be done.	
8.	<p>Year 11 Intervention plan</p> <p>Liz Hardy tabled and presented information on interventions for Year 11 pupils. She outlined the types of intervention which had been used in 2015/16 and highlighted those which had been successful.</p> <p>It was noted that there were three main types of intervention which had been put in place the previous year – in lesson, in lesson with support and outside of lesson time. Liz emphasised the importance of teaching and learning, targeting the needs of pupils in lessons with specific support tailored to these needs. Liz further highlighted the support from the Senior Leadership Team in changing class groups and teachers where needed to enable better progression.</p> <p>In terms of what could be done for 2016-17 to improve interventions further, Liz outlined a number of key points which were planned. She explained that this presentation had also been given to staff at the start of term. A number of key points were noted, including:</p> <ul style="list-style-type: none"> * Walking talking Mark – looking at examiners' thought processes and what they may be looking for in an exam answer. Modelling the process and visualising effective answers. It was noted that this was successful for some subjects, such as English and History, but not Maths. * Revision targets and goals throughout the year, not just in the lead-up to the exam period * Mock sessions to prepare for exam conditions. Year 10 pupils sat mock exams in Summer 2016, and their results have been used to produce a personal proforma for analysis and feedback. <p>In addition, Liz advised that there would be a planned team challenge activity focused on boys' intervention. It was noted that the 2016-17 cohort was particularly boy-heavy, and this was a particular issue to address based on previous years' performance.</p> <p>Governors particularly welcomed the introduction of a personal mentor for all Year 11 pupils, to encourage aspiration.</p> <p>Liz then provided information on "The War Board" which had been produced by Brett Anderson, Progress Leader for Year 11. She explained that this was a graphical representation of key performance indicators for every student in the cohort. Governors agreed this was a really useful tool, enabling close monitoring and tracking of all students. Liz advised that each entry was being put together with input from all staff.</p> <p>Governors noted the breakdown of predicted data provided, showing 30.4% of the current cohort were on target to make expected progress or above. It was further noted that 20.6% were currently predicted to be within half a grade of expected progress, and 6.8% were predicted to be two or more grades away from making expected progress.</p> <p>The Principal advised that if these figures indicated the actual expected outcomes at the end of the year, this was a serious issue. She added, however, that she felt there were some concerns that staff were being misrepresentative in their predictions, with some reluctant to predict an A*.</p> <p>Governors noted that there could be something self-fulfilling about this reluctance to predict higher grades. If staff were reluctant to predict them, pupils would not aspire to them.</p> <p>With reference again to the current predicted data, the Principal advised that these were closer to being a current grade data set rather than actual predictive data. She further advised that SLT would be monitoring the next data set for this and challenging staff accordingly.</p> <p>The Principal noted that it should be possible to track a shifting picture from this report throughout the year. Governors noted that it could be a useful graphical depiction to</p>	

	<p>show pupils, particularly boys, introducing the competitive element of comparisons. Liz noted that Brett Anderson was already working on something similar to emphasise this idea of competition and encourage engagement with boys.</p> <p>Governors also noted the report on Year 11 attendance, which had been provided in the same format. It was noted that attendance was significantly lower for underachievers, with 46% of the cohort below 95%.</p> <p>Governors agreed that there were significant challenges here to address. It was noted that the visual reports outlining this data were very clear and helpful in monitoring these issues. Governors requested that this format be used for regular monitoring at this committee throughout the year.</p>	
<p>9.</p>	<p>Any Other Business</p> <p>9.1 Meeting Dates</p> <p>Donna McMahon advised that she would be unable to attend meetings on a Wednesday evening, as she had university commitments on that day for the year. It was noted that the draft meeting dates which had been circulated would be discussed in more detail at the full governing body meeting on 21st September. It was agreed that this issue should be raised there for further discussion.</p> <p>9.2 Educational Visit to Sicily</p> <p>Proposal previously distributed. The Principal apologised to governors for the late submission of this proposal, and noted that in future any applications for proposed school visits and trips would be presented to governors before the start of the school year.</p> <p>The Principal advised that this would be a repeat of the very successful trip to Sicily the previous year, and could be potentially run with just Canon Lee or in partnership with Manor CE Academy. The Principal recommended approval of the proposal, preferably as a joint trip with Manor. Governors approved the proposal unanimously.</p> <p>The Principal advised that any applications for the 2017-18 academic year would be presented to governors in December 2016.</p>	
<p>10.</p>	<p>Dates and times of future meetings</p> <p>The following draft dates were noted, subject to discussion and approval at the next full governing body meeting:</p> <ul style="list-style-type: none"> * Wednesday 19th October 2016. 5pm * Wednesday 30th November 2016, 5pm * Wednesday 11th January 2017, 5pm * Wednesday 1st March 2017, 5pm * Wednesday 5th April 2017, 5pm * Wednesday 10th May 2017, 5pm * Wednesday 14th June 2017, 5pm * Wednesday 12th July 2017, 5pm 	

The meeting closed at 6.50pm.

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Date

**ACTION PLAN FOLLOWING ATTAINMENT & LEARNING COMMITTEE MEETING 14TH
SEPTEMBER 2016**

	Action	Agenda	Person	Date
1.	Discuss change of committee name at FGB	3.1	JK to raise	21/09/16
2.	Letter of congratulations to curriculum leaders in high performing subjects	4	JK to raise at FGB	21/09/16
3.	Circulate results/priorities presentation with minutes	5	Clerk	With minutes

Items for next Agenda:

- English and Maths (focus on effectiveness of actions to improve)