



SPRING TERM 2019

MINUTES of the meeting of the Governors of Sir William Ramsay School held at the School on 26 March 2019 at 18.30

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| PRESENT: | Mr S. Carter (SC) Mr N. Cole (NC) Mr P. Fleming (PF) Mr K. Hughes (KH) | Rev M. Meardon (MM) Mrs J. Irwin (JI) Mrs C. McLintock (CM) (Headteacher) Prof B. Mogford (BM) (Chair) |
| IN ATTENDANCE: | Ms E. Walker (EW) Mr C. Carter (CC) Mrs S. Charlesworth (SCH) Mrs G. Llewellyn (GL) Ms E. Holding (EH) Ms S. Hillier (SH) Mrs E. Wolfenden (LW) | Clerk Deputy Headteacher Deputy SENDCO Assistant Headteacher Assistant Headteacher Assistant Headteacher SENDCO |
| ABSENT: | Mr C. Brown (CB) Mr K. Frost (KF) Mrs N. Sewell (NS) (Prospective Governor) Mr M. Spooner (MS) | Apologies for absence received and accepted Apologies for absence received and accepted Apologies for absence received Apologies for absence received and accepted |

NB. Governors' questions and challenge are highlighted in *italics* throughout these minutes.

The Chair reported that it had been hoped to introduce a prospective governor to the meeting. However, unfortunately Mrs Sewell was unable to attend the meeting tonight as she was unwell.

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| WELCOME AND APOLOGIES FOR ABSENCE The Chair welcomed everyone to the meeting. | ACTION |
| 1 NOTIFICATION OF ANY OTHER BUSINESS There was no other business notified. | |
| 2 DECLARATIONS OF INTEREST There were no interests declared in relation to items on this agenda. Standing declarations are as outlined on the School Website. | |
| 4 MINUTES AND MATTERS ARISING | |
| 4.1 MINUTES The Minutes of the meeting held on 11 December 2018, having been circulated, were confirmed and signed by the Chair as a true and accurate record and would be made available for inspection in the School. | |

4.2 MATTERS ARISING

There were no matters arising not covered elsewhere on the agenda.

5 HEADTEACHER'S REPORT

It was noted that the Headteacher's report had been circulated in advance of the meeting along with the minutes of the last Parent Council meeting.

There have been 2 permanent exclusions.

6 PRESENTATIONS

The Chair welcomed Mrs Wolfenden and Mrs Charlesworth to the meeting. He thanked them for taking the time out to come and talk to governors. The Chair reminded governors that the aim of the presentations was to address some of the key areas arising from the recent Ofsted inspection and about the strategies being put in place to address challenging presentation of some SEND students within school. This information would also give a useful insight into the school context.

6.1 SEND

The following matters were highlighted from the presentation:

- Nationally, in secondary schools, pupils with EHCP's or SEN support are five times more likely to have a permanent exclusion than pupils with no SEND, and pupils with an EHCP are 5 times more likely to receive a fixed term exclusion than those with no SENDs.
- Pupils who have been permanently excluded have worse long term outcomes than their peers, being more likely to develop mental health issues and to become involved in the criminal justice system.
- SEND student needs (those with EHCPs) at SWRs are: Physical Disability 21%, Autistic Spectrum Disorder 19%, Social, Emotional, Mental Health 19% and Speech, Language and Communication 15%.
- Exclusion rates are higher within Buckinghamshire compared to national and this picture is mirrored at SWR.
- Primary school SENDCOs are visiting SWR to talk about improving support systems for those children who come into SWR in Year 7 with or without SENDs identified.
- BCC has agreed that mainstream provision is not suitable for some students who are currently at SWR but there is a lack of specialist provision in Bucks for them. Mrs Wolfenden and Mrs Charlesworth meet regularly with the SEND lead at BCC, a role that has been subject to many staff changes over recent years.
- Often SWR is having to play the role of advocate for a child in finding them a more suitable placement because the parent/carer is unable to or will not.
- Staff invest a huge amount of time in putting a SEND Support Plan together and demonstrating to County that the SEND needs of a pupil have increased in order to meet the threshold for an EHCP.
- Referrals to specialist services – Speech and Language and Occupational Therapy for example, can take up to 20 weeks due to the demand for these services. A referral to CAMHS for a diagnosis can take up to 6 months.

- Instead of just managing behaviour, the school's approach is to be more proactive and less reactive - investing time in understanding why the pupils are behaving as they do.
- Risk Management Plans are developed and colour coded and both parents and teachers contribute. They are shared so that all staff know about a child's difficulties and strategies to overcome these.

A governor asked if the school has been able to calculate the overall risk to the school and give an oversight into whether this risk is increasing? This would give the evidence of any change in the school's culture/composition and evidence for additional resourcing. Mrs Wolfenden suggested that this might be the next steps for SWR.

- Attitude to Learning for Year 10 EHCP boys is a concern and specialists are working with SWR to find additional ways to motivate these boys. Part of this analysis is to help teachers to understand what a good Attitude for Learning would look like for a child with ASD.

Are there any common triggers of poor behaviour in pupils with ASDs? It is not uncommon for a child with ASDs to not want their parent/carer to be told about their behaviours, some do not respond well to shouting and they often have a strong sense of fairness. Year 9 can be where the difficulties begin to present themselves as the level and complexity of the work increases with the GCSE curriculum.

How do you feedback your knowledge about behaviour triggers to other teachers?

The school works hard to ensure that this information is shared to other teachers through email and also on Sims.

- An ABC Chart was shared with governors. This helps a child to know how to behave in certain situations. It is individualised and has been very successful.
- Behaviours are reducing as the interventions are proving to be successful.

Does the student sign up to this approach?

It was confirmed that the approach and interventions are very much seen as a partnership arrangements. Teachers would be made fully aware of the individualised approach for each child.

How do you convince the parents to come on board with this approach?

It was explained that, usually, by the time the school has agreed this approach that the parents are already fully involved and on board. SWR staff work hard building relationships with parents. In cases where exclusion is necessary, the school makes it clear to parents and students that all reasonable steps have been taken to avoid this outcome and that exclusion is very much a last resort.

The Chair thanked Mrs Wolfenden and Mrs Charlesworth for their informative presentation and for all their hard work in relation to

children with SENDs at SWR school. He confirmed that the issues raised would be developed further at future meetings.

Mrs Wolfenden and Mrs Charlesworth left the meeting at 19.21.

ACTION: Mrs McLintock stated that she would talk to Mrs Wolfenden about how frequently to report to governors going forward.

CM

6.2 SAFEGUARDING

Ms Holding explained that she had been appointed as the Designated Safeguarding Lead at school and, as such, has strategic oversight of safeguarding matters. She explained that she meets weekly with Mrs Hilton, Deputy Safeguarding Lead. Ms Holding highlighted the following:

- The investment of staff time into safeguarding matters is enormous and this has been compounded recently by poor organization of multi-agency meetings by BCC.
- All staff have been trained to use 'My Concern' and new processes are now embedded. Staff are working with the primary schools to ensure all information is transferred onto 'My Concern'.
- Ms Holding explained the rationale and process involved in 'creating a team around the child' and how information is restricted to staff.

A governor asked who manages who has access to safeguarding information and how it is reviewed?

Ms Holding explained that this is the role of the DSL and Deputy DSL. 'My Concern' sets reminders to review permissions also.

A governor asked if 'My Concern' is used for any concerns or just those about safeguarding matters?

It was explained that it's use is for safeguarding matters only although staff are encouraged to log all concerns if they think they may be safeguarding related. Information cannot be removed from the system.

Spot checks are undertaken of the information held on My Concern. Mrs Hilton and Ms Holding review updates on each of the students. Training is all up to date and staff will receive half-termly emails to keep them up to date and aware of safeguarding issues. The Theatre production on County Lines will be shown to Year 9 pupils and parents are kept informed through articles in the newsletter.

The Safeguarding Policy will be reviewed and amended next term. The fact that High Wycombe has been identified as an area of concern regarding suicide by school aged children will be referenced in the policy. The references to PREVENT will also be strengthen in the policy.

The chair thanked Ms Holding for her presentation.

7 ACTION PLAN 2019-2020

The Action Plan for 2019-20 was adopted.

A governor commented that the overall Plan was strong but that the objectives lacked timeframes. Some of the targets needed to be less general and more specific also.

Mrs McLintock stated that she would take on board these comments.

CM

A governor asked if everything had been signed off from the previous Action Plan?

Mrs McLintock explained that any outstanding actions have been rolled forward to the current plan.

ACTION: it was agreed to include, as an item on the next FGB meeting agenda, a summary of action completed and outstanding from the previous plan.

CM
FGB Agenda

8 ACTION PLAN MONITORING REPORTS AND GOVERNOR LEARNING WALKS

8.1 OBJECTIVE 1 - To ensure that boys make at least good progress in English Language and Literature

Mr Stuart Carter, Governor Lead, reported that he had met with Ms Holding at the end of February and again on 25 March. He had looked at the marking in the books and at the strategies that had been put in place which were good but needed resourcing to be effective. Recruitment to vacancies in English is proving to be difficult.

Mrs Holding reported that a new Head of English would be starting at May half-term. Progress in this part of the Action Plan is on track with the exception of the areas highlighted in red which related to resourcing.

8.2 OBJECTIVE 2 - To improve the literacy of boys across the school.

In the absence of Mr Frost, Governor Lead, Mrs Hillier updated as follows:

- The Driver Youth Trust has been engaged with a view to improving literacy through CPD and workshops. However, since the initial audit they have had staffing issues and no consultant available to assign to SWR School. This is delaying progress on this part of the Action Plan and so other options are being investigated, including engaging Aspire.

How much will it cost for Aspire to support SWR for these areas?

Mrs McLintock reported that this would be 7 days worth of support. The cost is £10000 in total but it is heavily subsidised by DYT so the actual costs to SWRS is £1000 plus any internal cover costs associated with the training.

Is there a Plan B?

It was explained that this would be considered once the school has heard back from Aspire.

- The Reading Scheme has been reviewed. Ralph Batten had commented that it was a comprehensive programme but needed to be dissected further. Training has been undertaken with student reading mentors and LSAs. Some SWR students have very low reading levels. On average the students are increasing their reading age by 4 months from being part of this programme – which is higher than the Sutton Trust averages.
- Aspire will be working with SWR staff on 24 April regarding reluctant writers – with the aim of pushing the more able as well as lower ability students.
- Written oracy is also a focus for action.

The Chair thanked Mrs Hillier for her feedback.

8.3 OBJECTIVE 3 - To ensure that all students make at least good progress in Geography.

Mr Chris Carter reported back in the absence of Mr Brown, Governor Lead. He highlighted the following:

- This part of the Plan was drawn up in collaboration with the Head of Geography at Beaconsfield High School and it is pleasing to see how much progress has been made to date.
- The analysis of Mock results has led to more positive outcomes being predicted for the Geography students. The impact of poor outcomes is significant for SWR as well as the students as it is a very popular option.

Will the Side By Side project be funded next year?

Mrs McLintock reported that this was unclear for academies. As a result she was talking directly with Beaconsfield High School regarding on-going support where needed – currently in Geography and also in History for the duration of the maternity leave of the Head of History.

8.4 OBJECTIVE 4 - To ensure that the more able students are challenged in the classrooms.

Mrs Irwin, Governor Lead, apologised that she had not yet been able to share her report with governors. She would do so as soon as it was finalised. Mrs Irwin updated as follows:

- She had looked at the actions and asked challenging questions (as outlined in her report) of the school as advised by Ralph Batten.
- The school had been clear and confident in its responses regarding how the actions would be addressed and monitored.
- All actions are moving forward well. There is one red milestone regarding embedding understanding of all staff and Mrs Irwin reported that she would monitor this part of the Action Plan closely but was confident that it would soon move to amber
- The part of the Action Plan (4.6) focusing on leadership in the Sixth Form will be addressed more thoroughly when the Head of Sixth Form returns from maternity leave.

- The aim is for all teachers to be ambitious, pushing up the expectations of our students.

How do we know who the able students are?

Mrs Llewellyn explained that the school no longer holds static lists of students who are considered to be more able. Instead, the subject teams are asked for their feedback to ensure that all students are covered and for all subjects.

8.5 OBJECTIVE 5 - To improve out of lesson behaviours.

Mr Chris Carter reported in the absence of Mr Brown, Lead Governor. He highlighted the following:

- Out of class behaviour deteriorated during the second half of the Autumn term and SWR is trying to change the school culture, systems and structures to address this.
- The focus is on being kind to one another and encouraging a culture of respect. Assemblies have been held to introduce and embed this. Signs are included around the school and the School Council have had a big role in developing and promoting the positive mantras. Bullying is also a part of this. There are more activities at lunchtime to keep the students engaged including the fact that the ICT Suites have been available for use, supervised by staff, by Year 8 pupils and this has already had a big impact on the number of incidents reported between periods 5-8. These measures are proving to be very effective but are staff intensive.
- Another focus will be to reduce the incidence of students being removed from lessons and sent to pastoral support.
- The technology department have produced tokens which are given out and placed in tutor group boxes in recognition of respectful behaviour. Boxes are opened termly and the tutor groups with the most tokens will be able to choose a charity to donate to and the class will also be entitled to a pizza lunch.

How will you know if these strategies are working?

It was explained that the strategies have been designed to be simple and to promote buy-in from staff. The data is already showing a significant reduction in incidents which demonstrates that these strategies are having a significant impact. The data is all collected on SIMs and is now more robust.

- SWR has signed up for the Anti-Bullying Quality Mark and a self-evaluation and audit will be the starting point. Mr Brown will be involved in this. Bullying is now being recorded more accurately within SIMs to enable better tracking. Now, it is possible to extract reports from SIMs showing details of the perpetrators and also the victims. As expected, the incidents of bullying have increased which demonstrates that they are being recorded by staff with greater accuracy.

Have we undertaken a bullying survey of pupils recently?

It was explained that this had last been conducted in the summer term 2018.

- Other strategies include the shortening of the lunchtime, as agreed by governors, and the wearing of high visibility jackets by staff during break times. This makes staff more visible and stops the escalation of events.
- Mr Carter is leading on the day to day management of behaviour and Ms Hillier is concentrating on the strategic management of behaviour including policies and procedures. A new pastoral leader – Harriet Morrison – has also been appointed.

Is there any comparative data at County level or nationally?

It was explained that there is no benchmarking data; the only behaviour data against which comparisons can be made is in relation to exclusions. The issue regarding the behaviour of students in unstructured time is common to most schools. There are more students with SENDs at SWR so statistically the school is more likely to have a greater number of behavioural incidents.

Mrs Hillier explained her 'big spreadsheet' to governors, the aim of which is to capture behaviour, attitudes to learning, attendance, punctuality in a proactive way. This enables the most vulnerable students to be quickly identified.

ACTION: It was agreed to share this spreadsheet with governors at a future meeting.

Do we track Pupil Premium students against behaviours?

It was explained that the school does not do this, but does track them in relation to exclusions.

Mr Carter, Ms Holding, Mrs Llewellyn and Mrs Hillier were thanked for their attendance. The y left the meeting at 20.40

8.6 OBJECTIVE 6 - To develop a Post-16 strategy that secures provision and ensures viability.

Mr Cole, Governor Lead, reported back and highlighted the following:

- Mrs Irwin, Prof Mogford, Rev Meardon, Mrs McLintock, Mrs Dell and him had brainstormed this objective and looked at choices available to SWR.
- Financially the current Sixth Form is unsustainable – 200 students being the break-even number.
- It is important for SWR to have a Sixth Form but it could focus specifically on Technology, the Performing Arts and Science.
- The Sixth Form needs to have a Unique Selling Point, rather than an offer which is similar to other schools locally.
- Next steps will include exploring strengths and weaknesses of the viable options for the Sixth Form by undertaking a SWOT Analysis with costed solutions.

- Consultation with stakeholders will be essential but this might be delayed until the school is further forward with possible future options.
- The Government's recent announcement to review BTEC qualifications in the light of A Levels and T Levels will need to be taken into consideration.

Is limiting the subjects likely to limit the number of students attracted to the Sixth Form?

It was accepted that this was possible and would be part of the considerations going forward.

What would make students remain at SWR?

It was acknowledged that in a selective system, the best attaining A level students often go on to Sixth Form provision in local grammar schools which is frustrating. Others go to College. SWR needs to think of ways to encourage students to remain here as well as attracting students from elsewhere.

Mr Hughes stated that the staff are talking about the viability of the Sixth Form because they are aware that numbers are dropping. Having a viable Sixth Form is also a recruitment and retention incentive for staff wanting to teach A Levels and BTECs.

It was acknowledged that for all these reasons there needs to be a strategic plan for the Sixth Form. A further update will be given at the next meeting.

9 REPORTS FROM COMMITTEES

9.1 FINANCE, PREMISES, HEALTH AND SAFETY

The Minutes of the meeting held on 12 February 19 were noted. Mr Cole reported that the school is on track to achieve a break-even position.

9.2 PERSONNEL

The Minutes of the meeting held on 28 February 19 were noted.

9.3 PAY

The Minutes of the meeting held on 28 February 19 were noted. Mr Carter confirmed that all the appropriate systems were working well in relation to staff pay.

9.4 CURRICULUM

It was noted that the next scheduled meeting of the Curriculum Committee would be held on 4 April (having been rescheduled from 11 March 19).

10 REPORT FROM DEVELOPMENT GOVERNOR

10.1 REVIEW OF GOVERNANCE

Mr Fleming reported that a first draft of the report from the Review of Governance had been received. Once this had been checked for accuracy, it would be shared more widely and discussed.

10.2 GENERAL TRAINING

Mr Fleming alerted governors to some further Safeguarding training and development training for the Chair of Governors (and aspiring Chairs). He would circulate the details via GovernorHub.

11 REPORT FROM SAFEGUARDING GOVERNOR

Governors noted that, although Mr Brown, Safeguarding Governor, was not present, he had circulated his report in advance of the meeting.

12 OTHER REPORTS – WHERE NOT COVERED AT COMMITTEES

Mr Stuart Carter reported that he had given an update on GDPR compliance at the last Finance, Premises, Health and Safety Committee meeting. The ICT Meeting had been postponed and would be rearranged. Mr Carter would report back to the next meeting.

FGB agenda

13 POLICY REVIEWS AND APPROVAL

There were no policies for review and approval according to the Policy Review Schedule.

14 DATES AND TIMES OF MEETINGS

It was noted that the date of the next was 9 July 2019, in accordance with the agreed meeting schedule.

15 ANY OTHER BUSINESS

Mr Cole asked for his congratulations to be passed on to the students and staff who had been involved in the recent School of Rock production which he had attended and considered to be outstanding.

16 EVALUATION OF MEETING

Governors confirmed that the meeting was conducted in an open manner and that all governors were invited to participate and contribute to discussions. It was confirmed that all members of the Governing Body would have access to these minutes.

In terms of impact at this meeting, governors:

- Received and questioned presentations given to address some of the key areas arising from the recent Ofsted inspection – SEND, Safeguarding and Behaviour.
- Approved the Action Plan for 2019-20 and received feedback from the link governors and SLT members about progress to date towards these strategic objectives.

The meeting closed at 20.30

Signed Date

CHAIR