

Wednesday 4 October 2023
Conference Room E13 Worthing High School

Neil Ambrose
Adrian Cook - Head of School
Sasha Scambler

Invited Guests Pan Panayiotou - CEO SDET / WHS Exec HT
 Scott Swift - Deputy Headteacher
 Sarah Jones - Chief Finance & Operating Officer

Richard Cohen - Chair of Trustees
Ian Hughes - Vice Chair of Trustees

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6.	<p>Minutes of WHS LGB meeting 12 July 2023</p> <p><u>Item 8 Head of School's report: Quality of education.</u> JGU queried "there was disparity in the confidence of subject leaders in owning that narrative". HoS explained that it was about needing more confidence in driving the narrative, being able to tell its story.</p> <p><u>Meeting location.</u> The Chair questioned why, having been agreed at the previous meeting to hold the LGB in a classroom, we were back in E13. The Clerk explained that Facilities had been unable to set-up the classroom in the time available. This would be sorted out for the next meeting.</p> <p>The minutes were approved as an accurate record.</p>	HoS / Clerk
7.	<p>Matters arising from item 6</p> <p><u>Teaching and learning report:</u> <i>CFOO to check whether TLR allowances need Trustee approval.</i> CFOO confirmed that Trustee approval of TLR allowances was required. They were in the Pay Policy but it was out of date: it would be updated before the next SPPC meeting.</p> <p><u>Literacy action plan:</u> <i>HoS to look in more detail at comprehension with regard to literacy teaching, and possibly fewer tests.</i> HoS believed the query was about less frequent testing on AR. The rationale for AR was that it encouraged reading for pleasure rather than reading to pass a test, and that had not been made clear.</p> <p><u>Attendance:</u> <i>IHU requested a copy of the public letter from the CEO Alliance with regard to GPs.</i> The CEO would forward a copy.</p> <p><u>Staffing report:</u> <i>CFOO to run a full report on staff absence last year by term.</i> CFOO had updated her report in the shared Google drive.</p> <p><u>Governor enquiries:</u> <i>Governors to provide summaries of their enquiry reports from the last year for the first meeting of the new academic year on 27 September 2023.</i> Those who had not yet done so would share their reports.</p> <p><u>Policies for approval:</u> <i>Governors to provide feedback on policies presented for approval at the 12 July 2023 meeting.</i> Addressed later in the meeting.</p>	CEO
8.	<p>CEO's verbal update</p> <p>The CEO expressed huge thanks to CFOO and ASI for their work in completing the free school bid for the special school and submitting it by the deadline.</p> <p>SEE PART 2 MINUTES</p> <p><u>SSC.</u> The plans had gone to WSCC architects and they were now looking at costing models. Should WSCC want to commence the project by the end of this academic year the school would need to be acutely aware of the issues such as moving classes into temporary classrooms particularly as these appeared to be in short supply. The school would have to be guided by WSCC if it was not possible to secure any temporary spaces.</p> <p>JBU asked if support from the Governors would help. The CEO said it was not necessary at the moment but any offer of support would be highly appreciated.</p> <p><u>Industrial action.</u> With regards to teaching staff, industrial action had ceased. A 6.5% pay award had been recommended, of which the school would have to fund 3.5%.</p> <p>Support staff were still without a pay award and this would cause significant issues. Governors should be aware that the CEO could not say with any certainty that the school would not see industrial action from support staff.</p>	

Staffing. The school was almost fully staffed apart from some maternity leave absences which the CEO expected to be filled by the end of term. The start back to school had been very positive having recruited well qualified staff and training up new staff.

Open days. The CEO thanked Governors for their support. Feedback from parents was positive and they liked the fact that they could attend during the day rather than an evening.

There was a need to be mindful that the pressure on school places would continue as the effect of the drop in the birth rate started to come through. This was reflected in terms of what information was shared with parents. Data was always a challenge and there would be conversations with other colleagues in the locality to the effect that if schools were vying for the same children, it was necessary to be really clear of what was said and how it was said.

Ofsted inspection at C&P. A draft report had been issued following the Ofsted inspection carried out a couple of weeks ago. The CEO said it was a fair reflection of where the school was at that time. In discussion about the process of the actual visit the observation was that trying to apply the very cumbersome framework that was applied to a large secondary school did not sit well with a very small rural primary school. The inspectors were very complimentary about what they saw and the parent view feedback was very positive.

Oscar Romero. The CEO advised that Oscar Romero had been given permission to have a sixth form. For various reasons e.g., lack of funding, SSC, this was not something that WHS would consider.

9. 1. Head of School's Report

2023 academic outcome review

HoS said there were both promising and disappointing areas in the results. They needed to be understood in the context of the challenges of that year faced by students and teachers. It was a bulge year and the more complex challenges that came with that showed in the outcome.

At the end of the academic year Educas had said outcomes would be worse than in 2022 and should be compared with 2019. However, feedback from meetings with subject leaders indicated that grade boundaries were higher than they were in 2019, and that put students at a disadvantage from the start.

HoS explained the data contained in the Year11 mock results outcomes spreadsheet. One column showed outcomes based on 2019 p8 calculation and the other was based on 2022 p8 calculation. It was not yet known which would be used but the general feeling was that 2019 would be the more likely option.

Referring to the DP summary, HoS said that the DP cohort last year was very mixed. He illustrated how an individual student could impact the overall outcome. MPA boys achieved positive progress because they attended school regularly. MPA girls' progress was negative - 0.82, with one pupil managing only 11.18% despite the school's best efforts. LPA students performed better, with the boys just about making positive progress and the girls achieving +0.1.

This year the whole cohort, not just DP students. was very different. Work on developing the curriculum together with intervention work and enrichment offers had a positive impact on closing the gap with HPA boys. HPA girls did very well.

HoS showed Governors a poster to be displayed in classrooms setting out the key priorities 2023/24. It was about teaching styles, knowledge, attendance, and ensuring that behaviour and standards in lessons enabled students to engage with those lessons.

The other side of the poster illustrated for staff 1) outstanding outcomes, 2) outstanding attendance, 3) outstanding behaviour and schools. Attendance was a whole school focus and there was a lot of work going on to positively engage with all stakeholders.

In response to a query from RCO, HoS said the focus was on ensuring that the curriculum engaged the students so that they continued to behave better.

CPD

HoS explained that the CPD programme would focus on behaviour standards, attendance, and key pedagogical elements. Department level CPD married whole school focus with department outcomes. Individual CPD married individual teachers' results with outcomes and the school's priority areas. These three layers would exist alongside coaching and peer to peer mentoring observation.

One of the key focuses would be the culture shift inside the school to move to adaptive teaching; Governors would need to be aware of this when carrying out their enquiry visits. The previous focus on differentiation had shifted because it was unsustainable in the current climate, with the more complex needs of students. It was acknowledged that there was a need for differentiated work for some students, particularly in a school with an SSC, but the trend was to adaptive teaching. It was a key focus for CPD because it would mean that individual learning plans for SEN students would be better implemented and HPA students would receive the attention needed to push them further.

This would be a considerable change for those teachers in the school who trained in the differentiation method. It was about practical approaches that could be shared throughout the school and would have impact for students. The question for Governors to ask of subject leaders when on their enquiry visits would be where would you see adaptive teaching most clearly and who needs to develop it. HoS would reflect that on the feedback forms for Governors.

There needed to be assurance that students were retaining information, and building new knowledge on prior knowledge. Students would spend five minutes every evening noting down the key takeaways and key words from their lessons. HoS went on to describe how parents were also able to engage with the process. What it was doing and supporting was really significant.

The staff uptake of the CPD offered by Action your Potential was gratifying. There had been some teething problems with students engaging with study capture but not as many as had embraced it.

The Chair suggested that study capture worked well when a child had listened in the lesson, noted the key points, and written everything down. It was less effective if the child had not followed the lesson or grasped the key points; they were likely to write down a lot less. HoS responded that it was not a change of approach but a requirement for consistency in the lessons. Explicit vocabulary teaching was fundamental to being able to achieve this. All lessons across the school now finished with a key takeaway. Research showed that explicit content teaching yielded the best results, and as a bare minimum the student had retained the facts they needed. With lower ability students it was about habit, but just engaging with the memory of their lesson had an advantage and improved confidence.

The Chair commented that the two key areas of HPA boys and SEN had done better compared to where they were. She asked if, from an Ofsted perspective, there were any other key priorities.

HoS responded that this particular data set had highlighted different areas such as MPA attainment and reflected a very unique cohort rather than predicting a trend. Unfortunately, the indication from the Year 10 end of year test was that HPA boys still needed a push, but LPA and MPA were looking healthy.

Attendance.

HoS acknowledged the scale of the problem. The approach being developed was the family / school relationship, using the tutor to broker it. Tutors had received training about how to make the first email contact with the family. Other interventions included ThoughtFull, a CBT-type programme, and staff had done a lot of work on relationships, reassuring students returning to school after a period of absence.

The current data showed WHS with 94.34% attendance, compared to 92.7% nationally, and 90.0% in the south east. The target was to be 2% above the national.

In terms of intensive support, pastoral leaders were working one-to-one with students and capturing case studies which showed they had improved attendance but might not have stopped persistent absenteeism; this had significantly impacted the life chances of that child. HoS advised that those case studies would be in the Ofsted readiness folder when completed.

Behaviour and attitudes / Personal development

SSW said that last year one of the real lessons learned was with the Year 11s and the value that was placed on the relationships between students and staff, and staff and parents. Looking into why they made up nearly a third of all suspensions issued, it was because the relationships were not there with that year group. The fact was that they were adversely affected by the pandemic and were not in the building.

SSW wanted to share with the Governors on an annual basis the attendance data which showed the peaks and troughs throughout the year. The most disappointing thing last year was the significant number of suspensions in a crucial year when students needed to be in school to prepare for their GCSEs but just did not care about their education. A number of students presented negatively throughout the year.

Relationships between staff and students in the current Year 11 were much improved with a significant reduction in high-challenge behaviours, and evidence of high levels of motivation. SSW made special mention of Martin Fisher, Careers Manager, who worked extremely hard with Year 11 to reduce the number of students that would not be going on to some kind of further education or other development.

SSW drew Governors' attention to the table Exclusions - 4-year trend'. WHS had been below the national levels for permanent exclusions and fixed period exclusions since 2018-19. That indicated that WHS was bucking the trend but last year saw the highest number of suspensions for four years. This was partly due to some poor decision-making in a couple of trips, causing multiple suspensions to be issued. The disaffection of the Year 11s also had a significant impact.

The Chair commented that the safeguarding report had mentioned a range of incidents around sexual behaviours, and that misogyny and gender bias were highlighted in staff surveys. She said it would be very useful have a breakdown of these incidents. SSW advised that this was not possible because it was not a category that WSCC covered. Whenever the school issued a suspension, it had to indicate categories and was not allowed to create its own within those categories.

Staff and students were saying that misogyny and gender bias was an issue, and under the WSCC categories that people were being recorded under, a whole series of issues had come up that could be linked to gender bias and misogyny. Where, in data going back several years, was that collated in order to comment on what appeared to be a growing issue?

SSW explained that the category of gender bias and misogyny had only recently been created. The data would have been extracted from CPOMS where previously it would have been logged per particular incident, in line with KCSIE. The school now reported peer on peer abuse and that was why there appeared to be a sudden surge in cases of misogyny and gender bias. It was now built into the RSHE programme and being addressed with students.

SSW explained that the data indicated that many of the incidents were down to the Year 11s and they were reticent to engage in any educational work around misogynistic behaviour. The Chair said the student survey that had highlighted the issue was for Years 7 to 10; the fact that it was highlighted by Years 7 to 10, and by staff, suggested that there was an issue that the Governors may want to look at.

HoS said there were a number of curricular project-focused and staff training elements that could be presented to Governors in terms of what was being done. CEO said that the next time there was a survey there should be a baseline of what had happened and that could be shared with Governors.

The Chair asked if was a question of low incidences or low reports. SSW said it was the former because students reported continuously.

Referring to the HoS report, RCO asked about the involvement of senior staff in C2s, and how many they had to deal with. SSW replied that it had spiked at 77 the previous week. He was motivated by the extent to which it was de-escalating situations and preventing a C2 from converting to a C3. There was discussion around how perceptions around de-escalation and First Call had changed from being a sign of weakness to being part of a team.

Curriculum

In the interests of ensuring that the curriculum responded to the data in terms of safeguarding and behaviour, the school had established year team PSHE teachers making it possible to establish year group teams and identify support for a team should there be any spikes in misogynistic behaviour, for example. Having been implemented the focus now was on quality assuring the delivery because there was a team of non-specialists delivering PSHE and they needed to feel confident and well-supported in the role.

SDP

The self-evaluation of the behaviour and standards element of the school development plan was in draft but it was accurate in terms of targets and where the school had been judged to be:

- Quality of education: good
- Behaviour and standards: outstanding
- Personal development: good
- Leadership and management outstanding

HoS believed that by tightening-up on recording incidences of positive engagement from DP students, it would be possible to rate personal development as outstanding.

Quality of education.

Work on the sequencing of curriculum work was ongoing. The deadline was Christmas, and the aim was for a new sequence curriculum to be available within each subject on the website in the new calendar year. There was discussion on the complexities of curriculum design.

2. Resource management

CFOO was unable to give details of the current FMR because the audit was currently ongoing. Instead, she shared what she believed would be the top line outcome for the last academic year. The plan was to add about £13.k to the reserves but within that £100k was ring-fenced - unspent people premium, some tutoring monies that would need to be repaid, some SEN funding for staffing to carry forward. This was still within the reserves policy. There was a better understanding of the spend and the reserves were in a good place.

CFOO was working on the financial monitoring report for September. The 6.5% pay award, had been budgeted for and the shortfall was covered. It should not have a significant negative impact bearing in mind that it had been a bulge year in terms of student numbers. This year it would be important to shore up finances and ensure a robust budget for 2024/25.

As expected, Clapham & Patching went into deficit having spent their reserves and a bit more. They also went further into Worthing High's reserves which was expected because of the lagged funding. A sustained rebuilding strategy would be adopted. However, a central charge of 5% of their GAG funding had been built into the budget; if this was removed, C&P could potentially break even.

There was a £53k underspend in pupil premium: there would be a much more targeted approach this year.

Staff absence

The trend was downward. Industrial action had a big influence, accounting for 171 days overall making a total of about 1400. All absences were now being uploaded onto the new HR system which would provide more insight and enable the absences to be costed to see how much they were costing the school.

JBU asked if absences were decreasing because of the Staff Wellbeing Charter. The consensus was that small things such as early finish on SR evenings, and staff endeavouring to book appointments outside of working hours, were making a difference.

The Chair asked what would be done with the cost information calculated for working days lost. CFOO said it would inform, for example, the cost to the school of a member of staff attending a medical appointment. It would also show the impact on timetabling cover slots. HoS said that it revealed the impact of, for example, timetabling cover slots on staff timetables. It also showed how much money was saved by using specialism staff to cover the gaps in the timetable.

There was further discussion about staff absence and the reasons or circumstances behind it. CEO said the issue was making sure that staff could be looked after from a wellbeing perspective.

CFOO explained that taking the costing to another level, where a member of teaching staff had a TLR, the cost to the school was not just the additional salary but also the cost of the time being released from class. That was the level of detail she wanted to attain with Every.

JBU asked if the expectation for next year was that the increase in staff salaries would be taken account of by the increase in the grant. CFOO confirmed that the grant being awarded for the teacher pay award would be absorbed into the GAG funding but there tended to be a lag of about two years. The latest support staff pay award had been rejected by the Unions; it was supposed to have been in place from April. It would not be absorbed into GAG because it was determined by councils, not government.

There was discussion as to what the support staff pay award might be and how it would impact the finances. CFOO said she very much doubted that there would be any industrial action as not many support staff were involved in the unions.

Staffing

CFOO went through the staff changes in detail (as per the CFOO report).

Trust development

The HR system, Every, was now live and had been populated. The aim was to upload model job descriptions, person specs, etc., which would help with recruitment and onboarding of staff.

The single central record (SCR) had also been loaded making it possible to confirm whether a DBS check had been cleared or not.

Toilet refurbishment project

Trustees had approved the staff toilet refurbishment project together with an additional £30k because the quotes had come in above budget. Work would start in half-term week for about four weeks.

	<p><u>Premises</u></p> <p>The premises team had done extremely well and achieved a record year with income generation of £78k and a forecast to bring in more next year. The plan was to set up a sinking fund from the lettings income to refurbish the all-weather pitch at the Glynn Owen over the next few years.</p> <p><u>3. Governor enquiries</u></p> <p>HoS said that Governors should continue with their current subjects and contact their SLT leads with their availability. The SLT lead would then update the SLT so that they would be aware of when Governors would be coming in and what they would be looking at. He was aware that things might shift when new Governors were appointed. The CEO said it would be helpful for new Governors to shadow existing Governors on link visits.</p> <p><u>4. Other business</u></p> <p><u>Trips and visits</u></p> <p>The school was waiting for documents for the 2025 trip to Iceland. It was noted that the trip had been approved.</p> <p>CEO advised Governors of a potential shift in the ski trip venue for next year. The school was looking to change the agreed provider because the proposed accommodation did not meet expected standards.</p>	
10.	<p>Clerking matters</p> <p>The clerk had not received any training requests or been made aware of any training completed this academic year so far. She would continue to send Governors details of relevant courses.</p> <p>CEO asked the Clerk to contact ASI as a matter of urgency with regard to the annual safeguarding training for Governors and Trustees. The Clerk would contact ASI again for details of dates and times.</p>	Clerk
11.	<p>Policies for Review</p> <p><u>Health & Safety Policy</u>. Presented for information. CFOO advised that it would be a Trust policy and had been approved by Trustees. JBU commented on errors including page numbering and inconsistent formatting. CFOO explained that such problems often occurred when uploading documents from Word to Google. The document had been created on a template from the internal auditor. CFOO asked JBU to forward his corrections; she would correct the Policy and add the details of first aiders at WHS to the table on the front.</p> <p><u>First Aid Assessment</u>. In response to a query from the Chair it was advised that Student Services were assigned to maintain a stock of first aid kits.</p> <p>Policies presented for approval at the 12 July 2023 meeting:</p> <ul style="list-style-type: none"> Most Able Policy PSHE and Citizenship Policy Relationships and Sex Policy Travel Plan <p>Governors had been asked to submit their feedback at the end of the academic year for their comments to be uploaded. It was advised that all feedback had been incorporated.</p> <p>Governors approved the policies listed above.</p>	CFO
12.	<p>Chair's actions</p> <p>The Chair had nothing to report.</p>	

13.	Any other business There was no other business.	
14.	Agreed actions from the meeting <ul style="list-style-type: none"> • HoS/Clerk to make arrangements to meet in B9 for the next meeting. • CEO and HoS to arrange meetings with prospective parent governors. • Clerk to contact member of staff re EOI for the staff governor role. • CEO to supply copy of open letter from locality heads to GPs for IHU's information. • Governors to arrange their link meetings (new governors may benefit from shadowing). • CFOO to make amendments to Health & Safety policy. • Clerk to contact ASI re annual mandatory safeguarding update training for Trustees and Governors. 	
15.	Dates and Times of remaining GB Meetings for Academic Year 2023/24 <ul style="list-style-type: none"> • 6 December 2023 • 7 February 2024 • 20 March 2024 • 15 May 2024 • 10 July 2024 <p>All meetings commence at 1600.</p>	
	The Chair thanked everyone for attending and closed the meeting at 1758.	

Chair

Date