



NEW MILLS SCHOOL

MINUTES OF THE FULL BEHAVIOUR, ATTITUDES AND PERSONAL DEVELOPMENT COMMITTEE (online)

Date:	Tuesday 6 th October 2020	
Venue:	Zoom	
Present:	Tyrone Roberts (TR) Felicity Wicks (FW) Sarah Cohen (SC) Kate Axford (KA)	Chair of Committee Parent Governor Chair of Governors HLTA Co-Opted Governor
Apologies:	Maggie Cole (MC)	Co-Opted Governor
Absence:		
In attendance:	Caroline Jesson (CJ) Ian Withers (IW) Emma Adrio (EA) Ed Salter (ES)	Head of School Assistant Head Teacher Assistant Head Teacher Clerk

Meeting started at 6.02

AGENDA ITEM 1	WELCOME & APOLOGIES FOR ABSENCE
Discussion:	<p>Chair welcomed everyone to the meeting and the committee introduced themselves.</p> <p>Focus of this committee is on outcomes and reducing variation around Pupil Premium and the agenda and workplan reflects the work that has been done.</p> <p>Regarding meetings, TR clarified that the suggestion to alter the meeting was in the interest of not time wasting.</p> <p>Apologies from Maggie.</p>



AGENDA ITEM 2	DECLARATION OF INTEREST
Discussion:	None

AGENDA ITEM 3	DECLARATION OF ANY OTHER BUSINESS
Discussion:	None

AGENDA ITEM 4	MINUTES OF THE LAST MEETING (17th MARCH 2020)
Discussion:	CJ: At the meeting there were a lot of SEND papers and policies which will be relevant to the next meeting.

AGENDA ITEM 5	MATTERS ARISING
Discussion:	No matters arising were discussed.

AGENDA ITEM 6	APPOINTMENT OF CHAIR OF COMMITTEE 2020-21
Discussion:	FW proposed, IW seconded. Motion carried. TR will be Chair for 2020-21
Agreed:	TR chair of the Behaviour, Attitudes and Personal Development for 2020-21

AGENDA ITEM 7	REVIEW TERMS OF REFERENCE FOR 2020-21
Action:	This will be circulated for the next meeting.

AGENDA ITEM 8	RESULTS REVIEW
Discussion:	<p>PUPIL PREMIUM</p> <p>CJ gave an overview of the PP data which ES put on share screen.</p> <ul style="list-style-type: none"> • PP: lower percentage of PP this year compared to previous years, so need to be careful with how the data is compared. Higher percentage of boys and SEN pupils within the cohort also worth noting. • Attendance and behaviours statistics: 5% below all students, persistent absence increasing. • PP behaviour record is worse, five times more likely to be in seclusion, C3, C4 etc. <p>One goal for this year is to improve behaviour using inclusion on a one to one basis and various other mechanisms.</p>



Attainment

- Attainment rate is 4 points (half a grade in each subject) higher than last year, which is positive.
- PP compared to all students are slightly below and the attainment 8 gap in grades is larger than expected. The school needs to work out why this is and look at the curriculum reasons for this as it is based off the school assessments.

Q. Are you happy with progress over the last couple of years? Have interventions been effective?

A. Very difficult to say that as each PP cohort is different and usually quite small. Big improvements in basics such as English and Maths. They need one to one support, security and care (Maslow before blooms) before education is focused on which we do well. IW added that cohorts come with unique set of barriers and conditions, which impact the results such as attendance and results.

Q. Would we see something similar at another school of the same size and has this been affected by centre assessed grades?

A. The school went through a rigorous moderation process but results overall are more positive than in the past. It is hard to tell which student might 'wobble' in an exam situation so they had to go off the assessment they had, therefore inflation is consistent.

Q. So the changes put in place/ interventions might have improved the results?

A. Yes, but with the caveat that there was a significant mental health issue for last year cohort.

All the numbers show a similar pattern to the overall attainment numbers. As a caveat, some of the improvements can be put down to only a few students.

Q. Is there a decrease in English for PP?

A. Yes there is. Grades were looked at by the whole English faculty. It was nationally recognised that languages were more harshly marked than English.

Progress

- Progress is the main focus, not attainment. A lot of markers are not usable due to lack of data for last year nationally.
- PP jumped from 8 to 5 but are still below all students in ALPS marks. Particular progress gaps in art, English language and English literature.
- Lots of students met their targets. The ones who didn't are ones who had behavioural interventions, attendance issues etc. Need to look at how to get children in classrooms more but at the time they needed to be taken out for intervention.

SEN

- Similar to PP, cohort is smaller, has fewer girls and more boys this year.
- Attendance is stable but 4% below all students. Behaviour record better than previous years, but more fixed term exclusions. Five times as likely to be in seclusion and have a C4.

SENCO says that SEN pupils' poor behaviour is a sign that they need more cognitive development so this is something the school are focusing on.



	<p>Attainment</p> <ul style="list-style-type: none"> • Attainment 8 is slightly higher than on entry, but lower than all students. 17 points behind so it is an issue. • Specific attainment - attainment gap significant in Maths, so again need to do some work to drive up this figure. Neither faculties stack up well for their SEN cohort. <p>Progress</p> <ul style="list-style-type: none"> • Again, not able to use Progress 8 and didn't have ALPS grades previously, but is better than PP but not as good as all students. • Good progress for sciences and English SEN students (19 of them) were below by 1 grade. • The school are taking steps by putting data into the teachers' hands to show specific SEN needs for each child to help them in their planning. <p>Q. Has there been a reduction in support staff with the cuts? A. Have gained HLTA staff. TA team stretches to support EHCP students <i>and</i> SEN students.</p> <p>TR thanked CJ for her work in presenting the documents in such an easy to read form.</p> <p>TR asked if some of the papers would be better in the Quality of Education committee as this committee is focused on closing the gap?</p> <p>CJ, IW and EA explained that they bring all PP relevant documents to this committee, not just teaching as a method of intervention. There are 3 types of waves of intervention: 1. Teaching and Learning (classroom based). Waves 2.&3 are Additional individual student support – it would be the latter that would be the focus of this group as a form of intervention and the need for that student.</p> <p>TR reminded the committee to think of items that will need to be raised in the FGB</p>
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AGENDA ITEM 9	DATA REPORT – STUDENT VOICE
Discussion:	Covered in agenda item 12 - Student Development Focus

AGENDA ITEM 10	SAFEGUARDING UPDATE
Discussion:	<p>IW gave an overview of the safeguarding document, which is based on an audit that has a grading system. Anything that is a 3 or 4 goes into the action plan as we want to move in to Good or Outstanding sections:</p> <ul style="list-style-type: none"> • Statutorily compliant as a school, so everything else is to do with improving safeguarding. <p>TR stated that Safeguarding and provision commitment from staff is very clear and believes it could be classed as outstanding if more literature proving this is produced.</p> <p>Q. Are the timeframes deliverable given the current climate? A. Anything that has term 1 dates on it are from previous years that have not been actioned</p>



	so have priority. KA complimented safeguarding team on quick response for an issue she raised at an earlier date..
Action:	IW and TR will go through the action plan together at a later date.

AGENDA ITEM 11	BEHAVIOUR & ATTITUDES FOCUS – PUPIL PREMIUM REVIEW & PLAN
Discussion:	<p>IW gave an overview of the PP impact report. This format comes from the Education Endowment Fund as a statutory document, but has been amended to give impact statement and narrative to provide context.</p> <ul style="list-style-type: none"> Highlighted the SISRA collaboration figures column – does give a sense of where we are nationally. Academic barriers for future attainment in PP were classed into five sections; A) lack of desire for success B) poor understanding of own neuroplasticity C) vocabulary deficit D) low attendance and E) poor parental engagement. The plan was written in first term of 19/20 but COVID-19 curtailed a lot of what we did – didn't manage to fulfil all of the actions so have carried forward to this year. A) Wider wellbeing of PP students focused on with praise and a coherent sense of direction by embedding positivity. Aimed for a positive reinforcement ratio of 5:1 but achieved 6:1, although non-PP students were 13:1. This is due to a number of factors. Used a wellbeing tracker during lockdown and monitored it on a weekly basis. Number of students from PP were 27% of all reports. 100% of PP students went on to college/ apprenticeships/ training. D) Ofsted and Government won't be using last year's attendance figures. <p>The committee agreed that it was great to have a positive focus on certain students/ case studies of PP success stories and to show how impactful the inclusion element is alongside Family Support Workers, Counselling and the Bridge.</p> <p>Q. Do you have an in-school counsellor? A. We buy in from Beacon counselling services and have additionally secured three undergrad students for 100 hours of their placements.</p>
Agreed:	All agreed the impact statement and PP plan should go through for approval at next FGB. FW asked to 'share this' in the next FGB folder

AGENDA ITEM 12	STUDENT DEVELOPMENT FOCUS
Discussion:	<p>Student Development Overview including 5R's, CEIAG, SMSC/British Values, Health (mental, physical)</p> <p>EA showed a summary of focus areas from Student Development Summary:</p> <ul style="list-style-type: none"> Pupil Voice: Last one was done remotely and only 210 students responded so the data is skewed. This one is being done differently – in all IT lessons for KS3&4 so will have a more comprehensive set of results.



	<ul style="list-style-type: none"> • Looked at parental engagement, particularly in the virtual climate. Open evening taking place on Thursday with videos from each different department and placed on an interactive map. Additionally, a survey is going out to parents and increased use of twitter and Facebook. Reach of Facebook has gone up 38% and the school wants to include more positive praise and to showcase student work. • School council and student leadership: Had to alter school council to make COVID secure. Also looking at how to run events, healthy eating etc. Students lead a lot of these groups. • Transition: Sam Clarkson has done excellently here. Videos circulated, weekly communications etc. Already come up with an action plan for 2021 which will be responsive based on what they can do in school. • Tutorials and assembly programmes (Emma Maslin) – a lot is fed from the pupil voice so they can say what they want to see in their tutorials programmes. • Intervention covers some of this as well – looking at how we can use data to identify cohorts that require interventions for best possible outcomes. <p>TR complimented EA on this work and the good feedback they have received.</p>
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AGENDA ITEM 13	POLICIES/PROCEDURE FOR REVIEW/APPROVAL
Discussion:	<p>Mobile Phone Policy - minor change about times of day and changed wording to 'smart devices'</p> <p>Behaviour Policy – main policy for normal times (COVID policy sits on top of this).</p>
Agreed:	Policies are approved

AGENDA ITEM 14	ANY OTHER BUSINESS
Discussion:	<p>Terms of Reference - Comments by email to approve</p> <p>Governor visits – PP visit between 06/10/20 and 09/03/21 (IWI) SEND visit between 17/11/20 and 18/05/21 (CJE & SEN Team) SD visit between 09/03/21 and 18/05/21 (EAD & SD Team)</p> <p>Reports and data from committee meeting as basis for visit. To include some pupil voice sessions (focus TBC).</p> <p>Email the right person for each date visit.</p> <p>Nothing to escalate to FGB for a wider discussion.</p>
Action:	TR to email out Terms of Reference



AGENDA ITEM 15	DATE OF NEXT MEETING
Discussion:	Tuesday 17 November 2020

The Meeting finished at 6.33pm