



**Meeting of Student Experience and Outcomes Committee
Wednesday 27th November 2013
School Library
4.30pm**

MINUTES

Governor Members Present: Richard Bradford, Emma Farrell, Alison Frost, Jeremy Holtom.

Officers Present: Richard Baker, Teresa Carter (Clerk), Andrea Cumming, Liz Uren, Paul Watson

Others in Attendance: Loretta Lloyd, Derek Swindells

Agenda items

Action

Note - The Clerk chaired the meeting for items 1a, 1b and 1c

1 Introductions

- a) **Apologies for Absence**
Apologies for absence received from Jennifer John and Rosamond Lomax.
- b) **Declarations of Interest**
None
- c) **Appointment of Chair of Committee**

AGREEMENT - The Student Experience and Outcomes Committee appointed Emma Farrell and Jennifer John as joint chair of committee for one year.

Emma Farrell chaired the remainder of the meeting.

- d) **Appointment of Vice Chair of Committee**
With the appointment of two committee chairs a vice chair was not considered necessary.
- e) **Review of Agenda and Any Other Business Requests**

2 Last meeting Dated 22nd May 2013

- a) **Approval of Minutes**
The Student Experience and Outcomes Committee reviewed and approved four pages of minutes from the meeting held on 22nd May 2013. The Chair signed them as confirmation of their accuracy.
- b) **Matters Arising Not Included Elsewhere on Agenda**
 - Emma Farrell was planning to attend the next SEF meeting looking at achievement.
 - Students would be invited to attend committee meetings when items of relevance to them were included on the agenda. The Chair of Governors had met with the Deputy Head responsible for student voice to discuss ways that students could be involved in consultations.

3 Main Strategic Items

- a) **Report on Y9 Work Scrutiny**
Liz Uren led on this item and tabled a summary report on year 9 work scrutiny that had been part of the actions to improve quality of teaching and learning within the raising attainment plan.

Signature.....Date.....

- The first no notice work scrutiny of the year took place in October using work books from selected student groups with a range of high, medium and low level assessed work examined.
- All departments were included though some assessments were reliant on feedback observations where workbooks were not used.
- Overall the findings confirmed good marking, clear responses to students work, looked after well presented books and comment on areas for improvement.
- Outstanding practices were noted in the English department with dialogic marking and built in lesson time to allow students to take action on feedback received.
- In maths there was little written evidence of feedback within the books but very good oral feedback had been observed. A common strategy was being developed within the department.
- The first work scrutiny took some time and it had not been possible to incorporate student interviews on this occasion.

Liz Uren left the meeting

b) Monitoring Progress at KS3

Andrea Cummings gave a presentation on student progress and intervention in key stage three.

- The expected progress in key stage three was 2 levels of progress and Dorothy Stringer key stage 3 students were targeted with 2 sub levels of progress each year.
- Data provided demonstrated improving percentages of children making 2 sub levels each year.
- An extract from the detailed student progress monitoring records showed governors the level of information held for each student and provided to form tutors and heads of department after each data collection.
- The definition of attitude to learning within the student progress reports had been updated in line with Ofsted criteria and now provided parents with a clearer indicator of their child's attitude at school.
- Positive attitude for learning was known to impact on the value added progress of students and two initiatives were planned for to help improve this area. These identified as the stringer learning awards and stringer diploma and both of which would recognise student effort.

c) SEN Update

Paul Watson advised Governors of national changes to the approach to special educational needs and disability.

- Brighton and Hove authority had been one of seven acting as pathfinders of new initiatives and were therefore ahead on implementation.
- Labelling of levels of needs a school action, school action plus etc. were to be removed and behaviour would not be an identified on its own as special educational need.
- Education, health and care plans around each child would be developed with personal budgets for core elements of the plans.
- Each school was required to publish a local offer outlining what was available within the SEN provision. The school had developed an offer document and would be inviting interested parents to review it to check if it was a fair representation of the service provided.

Governors asked questions about the impact changes on the school's delivery of SEN provision. The following information was provided:

- Funding arrangements for SEN had changed anyway with a core amount allocated for each child and top ups on application.
- Resources had been audited and the SEN team felt that they were in a good position to enable all students to access the curriculum.
- Schools would be unable to manage requests from parents for very individualised support on request and there was likely to be a range of options allocated following consultation with parents.

Signature.....Date.....

- Across agency working was currently available through the common assessment framework and new complex arrangements would not be required.

5.37pm Paul Watson left the meeting

d) Changes to the KS3/KS4 curriculum

Richard Bradford gave a presentation on the known national changes to curriculum at key stages 3 and 4.

- Governors were advised that levels in key stage 3 would no longer exist and that professionals were free to measure progress and achievement by other methods. As the same was happening at key stage 2 secondary schools would probably have to carry out some base line assessment on entry to enable progress to be measured.
- A revised grading system for GCSEs was being introduced and they would be linear with exams as the main method of assessment. Student achievement would be assessed in 8 subjects including English and maths, 3 further Ebacc subjects and 3 other high value qualifications. The school performance publication requirements would be amended in line with changes in assessment.
- The implications on the school were that year 9 options would need to be carefully considered and students given appropriate guidance about their chances of success in optional subjects.

e) Safeguarding update

It was reported that there had been no safeguarding incidents and that training was up to date.

4 Other Governance and Regular Items

a) Strategic Priorities 2013 -16

It was agreed that as a high number of priorities within the school's strategic plan fell within the committee responsibilities it would take some time to review the impact on committee work and that therefore the task would be delegated to the Committee Chairs to undertake and feedback.

b) Homework

Discussion of this item incorporated in 5b below.

5 Policies and Other Documents for Review/Approval

a) Committee Terms of Reference

AGREEMENT - The Student Experience and Outcomes Committee approved the amended terms of reference as presented.

b) Homework Policy

c) Behaviour Policy

AGREEMENT - The Student Experience and Outcomes Committee approved both the homework and behaviour policy as presented.

6 Consent Agenda Items

None

7 Any Other Business

None

Meeting ended at 6.15pm

Date of next meeting - 10th March 2013

Signature.....Date.....