

Agenda and Actions

Date: Monday 03 February 2025

Present: Justyna Kimpian, Katie Foster, Jack Maguire, Kevin McDonnell, Rhiannon Eglin (Chair and Minutes), Dot Hodgson, Beatrice Andrews (online)

Apologies:

Next meeting Monday 16 June 2025

	Agenda / items for this meeting	Lead
1	Progress in KS3-4	KF
2	English Deep Dive	KF
2. 1	Reading interventions	
3	Careers events (feedback from staff and pupils)	
4	Update on outside space	
5	PPG report	KM

	Agenda item / Notes	Next Visible Actions	✓
	Minutes Outstanding Outcomes	It would still be good for Governors to visit NCC for partnership placements	

		and this will be delegated to Katie. However, it will be paused for this term. To look at this as an option again in the summer term, and to have it as an agenda item. Pathways have been disrupted with the merger of Bsix to NCC	
1.	Progress in KS3-4 flight path. Using the term stages as opposed to years. Q. Beatrice - How does this compare to previous years and being slightly over and under ambitious in certain places is being looked at. A. The methodology of setting for pathways is looking at where students are at regarding NC expectations. In secondary schools students will often learn at a slower pace, so this is taken into consideration as well. The first ambition is to maintain the flight path and the higher ambition is that they learn more rapidly than at primary school which is bucking the trend. KM. The comparison between cohorts is difficult to spot trends in, as they are so different from each other. KF Q. Was this surprising data or did it confirm? A. It confirmed what we already knew We are wanting to make sure we remove any of the barriers that children come into the setting with. Jack. Q. Please could you elaborate on the children who cannot access the courses A. This is not because the courses are not accessible, but that the children had challenges attending the sessions. One joined later in the year and didn't have the body of work to contribute.	For KS4 English and Maths, in FS, Step up or GCSE 100% are on track to achieve or exceed their flight path. English is combined scores. 2 children are not working at a level of independence to achieve art and food tech but are attending sessions. Action: To look at a child across all years.	
	2. English Deep Dive		

	Reading, Writing and Speaking and listening are all focused on each term. Sometimes one more than the other. Drama is now being incorporated into Year 7 English. Looking to get more diverse authors on the curriculum. Always conscious of building skills towards FS and GCSEs which is built into all writing tasks. Working towards a play being built into year groups. This is helping with speaking and listening. In year 10, 11 and 12 this is looked at as an accreditation, so we need to prepare children for this earlier. Lots of reviewing is taking place, reflecting on whether children are engaging or not with certain books. Books are based on a theme. Governors looked at medium term plans in English and were showed how work is being submitted via technology based platforms. Work has been done on evidencing work Q. Could you look at how these link with unit awards and potentially looking at arts award. This isn't being looked at in English as they already follow an accreditation. However, there is still potential for more of a focus on this in the future. Q. How do you link the curriculum planning to SOLO? A. SOLO is on each of the tasks. It depends on the task - sometimes this is built into the planning in the medium term. It also depends on how long the SOLO will go on for. The assessment isn't based on SOLO but the learning process is. We are looking more at "we are learning to" as an opening thought for the students. Q. How do you record children's work where they may type or record speech? A. This gets printed out and added to books. There are not many children who rely on technology to write. 2.1 - Reading Interventions		
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	Reading impact report was provided to Governors. One of the biggest gaps being faced was around comprehension. In that students word reading was very low in comparison to their actual understanding. A lot of students were understanding more if something was read to them, or if they used a reading pen. This made Students feel self conscious and become avoidant about reading. 12 students were identified as a targeted group for children whose comprehension was a lot higher than their reading. Fresh Start - Ruth Miskin (a programme for older students based off of read write inc) was used for these students. Progress was found for all but 2 of the students. All students demonstrated more confidence in reading. This prompted a deeper dive into looking at what the school wants the children to learn across all subjects as reading impacts across the board. Q. How long were the 1:1 sessions? A. 20 minutes 2 or 3 times a week or 1 hour a week, or a group session. It varied. Students in KS4 and 5 are targeted if there are any concerns they will not achieve the qualification. Students really want to speak to Heather about things as she has built such a strong connection with the children. Heather has also helped to link children to better working relationships with teachers.		
	3. Careers events (feedback from staff and pupils) A vast array of organisations and outside professionals offer training and education opportunities for children in the school. This is across all year groups. There are entrepreneur opportunities for selling products grown. Students in Y10 take part in a volunteer youth team. Children plan routes and food when they take part in this. Year 12 have work experience with Mildred's. The Mouth that Roars has also supported this and created a film about the volunteer work experience.	Idea: For there to be an alumni wall about where young people are once they have left the school. Action for this to be implemented.	

	Q. There is a lot on offer. However, what more can we do and how can governors support? Looking to recruit a governor who is an owner of a local business. Maybe there is someone in Mildred's? A. We could do with more people coming in to talk about their jobs. It would be good to ask children and the careers team what they would like. The school chef is offering a morning to all year 10 students working with him for experience. The chef then fills out a form about the positive feedback about the child in the work environment. Requests have been asked for more information about Post 16 offers.		
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	4. Update on outside space New tables have been bought for the outside space. These will be painted with bright colours in the Spring/Summer. Raised beds have been turned into a sensory garden and a project where students are involved in planting bulbs. There is a gardening club taking place at lunch times with some of the year 10 students. Out the front there are new raised beds dedicated to food tech. Benches have been provided for when the weather is nicer students could sit outside. Further ideas for space on the cards which will be brought back to Governors.	Action: To do another go fund me page to help support further action for the outside space.	
	5. PPG Report - KM To be read and any questions to be shared with KM and RE. Will need to look at how the Maths intervention is covered. Refreshing approach to restorative practice and SALT have supported this significantly - to bring back to future governing body.		

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