

8. LGB Strategic Objectives for 2017-2018

Matt Stratton circulated a draft Strategic Plan for 2017-2018, to which he has asked for Governors to respond and feedback by 5th October latest. **ACTION:** Governors.

This document aims to prepare the Governing Body for a potential OFSTED visit this year, by formalising what has been done and lays down future plans in order to demonstrate the ability to govern. It sets out strategic and tactical objectives, expectations for Governors and topics to be discussed at future LGB meetings.

9. Nomination of Governor Strategic Roles

It was proposed that the following Governors provide governance for each of the strategic roles. Any challenges to these proposals should be made to the Chair by the end of September, along with any recommendations to fill the two remaining Governing Body vacancies.

Curriculum and Data – Richard Barlow
Student Council Liaison – James Mansfield
SEND and Disadvantaged Students – Helen Tippet
Safeguarding and Looked After Children – Jo Bennett
Educational Visits – Lisa Freeman
Health and Safety Governor – vacant
Training Liaison Officer – vacant

With regard to a potential OFSTED visit, Matt Stratton confirmed that all mandated areas of governance are covered within the plan, including Finance, whereby the Trust are responsible for setting the budget and the LGB are held accountable for executing it.

10. Provisional Results Analysis 2016-2017

Annika Ghose presented a detailed analysis of provisional Year 11 results, set against a national uncertainty over new GCSEs in English and Maths, a cohort that displayed lower ability on entry than in previous years and a higher than average proportion of students with behavioural, emotional and social difficulties with 2 students educated off site and 3 non timetabled out of a cohort of 100..

Progress 8 headline figures were discussed in full, although official statistics will not be available until the end of September 2017. In response to Governors' questions, Annika Ghose explained that a school's Progress 8 score is usually between -1 and +1, i.e. pupils are achieving one grade less or more in each qualification than similar pupils nationally. Schools with a Progress 8 score of below -0.5 are assessed as below floor level and are not achieving the minimum standard expected and will come under increased scrutiny by OFSTED.

Claire Copeland stated the importance of offering a curriculum that is best suited to the needs of the current cohort of students, rather than focusing purely on achieving a high Ebaac score, which was not a priority for the 2016-2017 groups of students.

It was noted by Governors that attainment figures were accurately predicted, with a substantial improvement in English attainment, and progress remaining steady in Maths attainment. 13 students will have their English paper remarked, as they were a couple of marks away from a higher grade. This is a significant step forward and provides Governors with increased confidence that the school's ability to predict outcomes accurately can be relied on.

In summary, a number of strengths were highlighted, including Art and Art Graphics in top 5% nationally; 100% A*-C grades and 3 levels of progress in French; GCSE PE (top 5%) and BTEC PE (top 20%) and improved provision and progress for SEND students.

In response to Governors' concern, the meeting was informed that coordinators have been appointed to improve progress in key focus areas - Higher Attainers, Pupil Premium and Literacy. Poor progress and attainment was recorded in Drama, Food Technology, Music and Business, along with a significant drop in History attainment, which will feature on this year's School Improvement Plan. In addition, several subjects including Science, received disappointing controlled assessment marks. Hazel Hammond, Student Services Manager, has created a Controlled Assessments Policy to ensure improvements in tracking and increased resources for staff training in this area.

In response to Annika's request for feedback, the Chair commented that the report was much more accessible and reflected the strengths within the analysis data. He extended thanks to Annika Ghose for an excellent presentation, positive explanation of the data and replies to the following Governors' questions.

Q. How many of the current Year 10 and Year 11 students are educated off site?

A. All current Year 11 students are being educated on site and two Year 10 students are currently receiving education off site.

Q. Are there still Heads of Year and if not, who keeps track of each year group?

A. Senior staff currently have responsibility for Heads of Houses, which include a mix of year groups. Department Heads are accountable for their subjects' progress and Annika Ghose oversees collecting and analysing data for each of the Year groups.

11. Review of School Improvement Plan (SIP)

Claire Copeland presented a review of the SIP and explained that teachers are continuing to work hard to improve student outcomes, with higher ability learners and pupil premium students featuring as key areas in the reviewed SIP. Sam Lanfear has been appointed as Literacy Coordinator, to 'improve literacy as a focus of every subject' and the school will receive £10,000 investment for teacher training in 'closing the pupil premium gap', as a result of a successful bid to the SEN Improvement Fund.

In response to Governors challenging how 'improving literacy' is measured, evidence is provided to show that strategies are having an impact. The idea of sending a child's 'reading age' through to parents and requesting their support with their child's reading, could also have an impact on improving literacy. Jo Bennett commented that as a parent her view is that Trafalgar is regarded as a school that firmly addresses bad behaviour and brings students back to be educated on site; this is seen as a really positive step. It is expected that the launch of the Compass Centre will assist in developing a curriculum which supports the needs of all learners.

The meeting was informed that prior to the end of last term, Claire Copeland had visited the Heads of each of the local primary schools and invited them to visit Trafalgar School. She will be encouraging future transition visits for children upwards from Year 3. As a Governor and parent, Jo Bennett remarked on the huge improvement from last year to this year, for the transition into Year 7. She received positive feedback from parents who commented on a much more enjoyable transition experience for their children and felt the new lesson structure was a good baseline for learning.

Claire Copeland was pleased to announce that the new House system and vertical tutor groups, enabling increased focus on students, appears to have been very well received and will continue to be embedded. With support from a strengthened leadership team, Claire is confident that Trafalgar School will continue to improve and progress. Staff and students are working towards achieving Level I Rights Respecting Schools' Award by Easter 2018. In support, Governors will also be attached to a house.

12. Any Other Business

- The original CIF bid for Science Labs included £100K funding for a lift to be installed, however this had to be sacrificed to comply with CIF funding criteria. Steven Labeledz has subsequently met with PCC who have agreed to seek funding for the lift, in return for Trafalgar increasing its PAN (Pupil Admission Number) by 20 places each year, for 3 years from 2020. Governors questioned the surrounding impacts on this to school funding and year intakes and were reassured that there would be no significant financial challenge and that this will only apply to Year 7 student intake. Governors were also assured that this did not impact on the previous agreement reached with PCC on in year transfers.

Proposal: to increase the PAN by 20 places each year, for 3 years from 2020.

Proposed: Matt Stratton

Seconded: Sue Wilson

All agreed

- Following consultation, Claire Copeland presented the Appraisal Policy for Teachers for ratification.

Proposal: to adopt the Appraisal Policy for Teachers.

Proposed: Sue Wilson

Seconded: Jo Bennett

All agreed

The Appraisal Policy for Teachers sets out the process of reviewing performance and pay progression. Governors acknowledged the importance of recognising teachers' achievements and agreed that a letter should be sent from LGB to staff within Departments who have performed above expectations.

ACTION: Matt Stratton to send a letter to staff, recognising their achievements, on behalf of LGB.

Following discussion, Governors stated that they recognise the challenge of staff who have reached the top of the teaching scale and appear to receive no further reward, however confirmed that a performance related bonus is not permissible in education. Opportunities may be available for long-standing teaching staff to progress through leadership and thereby receive increased remuneration, or it may be possible to take time off for training or research purposes. This issue requires further consideration from the Senior Leadership Team and should be reported back to LGB as necessary.

- Governors are encouraged to attend the Open Evening on Wednesday 27th September 2017.

There being no further business the meeting closed at 8.40pm.

Date of next meeting: **Thursday 12th October 2017**

Signed:

Chair

dated:

Summary of Proposals:

Agenda Item	Proposal
<i>Election of Chair</i>	<i>To appoint Matt Stratton as Chair of Trafalgar Local Governing Body.</i>
<i>Election of Vice-Chair</i>	<i>To appoint Sue Wilson as Vice-Chair of Trafalgar Local Governing Body.</i>
<i>Any other business</i>	<i>- To increase the PAN by 20 places, for 3 years from 2020. - To adopt the Appraisal Policy for Teachers.</i>

Summary of Actions:

Agenda Item	Action	Responsible
<i>LGB Strategic Objectives 2017-2018</i>	<i>To review the draft Strategic Plan 2017-2018 and respond to Matt Stratton with any comments.</i>	<i>Governors</i>
<i>Any other business</i>	<i>To send a letter to staff, on behalf of the LGB, recognising their achievements.</i>	<i>Matt Stratton</i>