



**Minutes of St. Gregory the Great Full Academy Committee meeting held on  
Thursday 3<sup>rd</sup> December 2015 at 4.00pm in the school**

	<p><b>Present:</b> Margaret Madden (MM) Foundation/Chair (to 6.00pm) Pita Enriquez Harris (PH) Foundation Khurshid Ahmed (KA) Staff Robert Bennett (RB) Parent (acting Chair from 6.00pm) Myfanwy Brown (MB) Foundation Dervilla Maher (DM) Foundation James Oates (JM) Parent Marcella McCarthy (MMc) Principal</p>	
	<p><b>In attendance:</b> Sandra Cromey (SC) Clerk Br. Colin Edwards (CE) Observer Br. Benedict (B) Observer Kerry Simmonds (KS) DBMAC Rodger Caseby (RC) Vice Principal Steve Jones (SJ) Principal Advisor Hannah Forder-Ball (HFB) Assistant Principal (Primary) <b>Apologies:</b> David Forster (DF) Foundation Chris Skerry (CS) Staff – could not attend because of Year 7 Parents' Evening</p>	
1	<p><b>Welcome, Apologies, Prayer and quorum</b> The Chair welcomed Brother Benedict and Brother Colin as Observers and James Oates as a new Parent Representative. Introductions were made. No applicants had yet been received for the two Foundation Representative vacancies. <b>Apologies</b> were received and accepted. <b>Prayer:</b> Br. Colin opened the meeting with prayer. <b>Quorate:</b> The meeting was quorate and began at 4.08pm.</p>	
	<p><b>Presentation from the Maths Department</b> KA distributed a handout 'Review of GCSE Maths result summer 2015' (<b>Appendix A</b>) which amalgamated SEF (Self-evaluation Form) for last year with results. Predictions had been over-generous and this had not been helped by the raising of the grade boundary. The 53.5% result was below the national average.  However, the higher and lower ability students exceeded national rates of progress and there was an increase on Pupil Premium (PP) students achieving A*-C grades while the A*-D figure was 78% which was the highest that it had ever been.  <b>Q:</b> How much below the national for KS2 APS (Key Stage 2 Average Points Score)? (PH) <b>A:</b> Significantly below the usual 6-7% under average. (SJ) More students were put</p>	



in for the higher paper and 78% gained A\*-D which was a gain of 11% on the previous year but the C-D boundary shift impact hit the anticipated grade of 60.9% adversely by 7%. (KA)

Results had been nationally poor, not just at St. Gregory's (SGTG), on the papers using calculators. RAISEonline (Reporting And Analysis for Improvement through school Self-Evaluation) showed 3-5% behind projected figure which was not bad. The APS was ranked at 57.

**Q:** Did the new TACT (Teaching and Learning Culture Team) team have any impact on Maths such as mentoring and teacher observations? (MM)

**A:** No. There were smaller groups and PiXL (Partners in Excellence) steps were all followed. There was a rise in the FFT (Fischer Family Trust) scale and SGTG was doing better than the national average in relation to its PP (Pupil Premium) and higher ability students. The FFT showed a rise in every category except for attainment but the national comparison for attainment at KS4 in Statistics for SGTG for % achieving 37 points or above was 100% which was a great result (page 8 of handout). Similarly, the expected progress for lower and higher ability on prior attainment was way above the national average (page 12 & 14 of handout). (KA)

**Q:** What work was being planned to achieve this? (RB)

**A:** Targeted work with the Disadvantaged. A full breakdown of work in progress for all year groups was given in the handout (pages 18-20) e.g. three-year scheme of work in hand for Year 9. University students were also working with students and SGTG was focussing on the calculator and non-calculator papers. Calculators had been purchased for all students so that they would a) all have use of one and b) be used to a specific model. It had been noticed that 5-6 marks were lost on papers with calculator regarding e.g. change of fractions to decimals and not knowing the location of the square root button. (KA)

**Q:** Why was the middle ability group getting low score? (PH)

**A:** This had been broken down into four groups (A, B, C, D) and more detail would be identified from the RAISEonline figures that had come out this week. The best teachers were being put into teaching the middle ability and Birmingham's 'Best way to get a C' was in use to push mid-ability to aim for a better grade. Classes also continued after school. Not all teachers were outstanding – a couple of staff needed help. (KA/RC).

**Q:** How would non-performing teachers have their performance improved? (RB)

**A:** These teachers were known (and knew this) and were having lesson observation. A meeting had been held this week for planning processes and monitoring these teachers. (KA)

**Q:** What was KA's role in Maths? (MB)

**A:** KA helped with administrative oversight and taught all Sixth Form classes. (MMc)

**Q:** Was KA Head of Maths? (RB)

**A:** No. He was seconded to SLT (Senior Leadership Team) in the Behaviour role. (MMc)

**Q:** How and in what time frame would the required improvements in teaching take



	<p>place? (MM &amp; PH) <b>A:</b> For RI (Requires Improvement) teachers there was a six-week support plan in place. (MMc) <b>Q:</b> How would they know that Maths interventions were working? (MM &amp; RB) <b>A:</b> By looking at how things were in the curriculum and assessing how things were going. (KA) RB commented that great data had been given (in the handout) but it would be even better to have received this in advance. RC pointed out that the RAISEonline data in the handout had only come out yesterday (2<sup>nd</sup> December). The Chair thanked KA for the presentation.</p>	
<b>2</b>	<b>Declaration of Any Other Urgent Business</b> One item received from RC.	
<b>3</b>	<b>Declaration of interests</b> No interests declared for any items on the agenda.	
<b>4</b>	<b>Approval of Minutes of meeting held on 15<sup>th</sup> October 2015</b> <b>Corrections:</b> Action 12: Abbreviation 'SEF' was manually altered to SIP and initialled by the Chair. The minutes were approved as a correct record of the meeting and signed by the Chair.	
<b>5</b>	<p><b>Matters arising from minutes of the previous meeting</b></p> <p>1. <i>MM to ask the Brother in charge of Greyfriars Priory whether Brother Colin could be co-opted as an Associate representative.</i> Brother Benedict and Brother Colin were co-opted as <b>Observers</b> (following advice of the Diocese).</p> <p>2. <i>Clerk to amend election letter to parents from Principal and Chair of Representatives</i></p> <p>3. <i>RB to contact MMc to arrange date for learning walk (carried forward from Action 6 of 11/6/15)</i></p> <p>4. <i>MM to discuss Governors' Fund supplement to Pupil Premium with Kerry Simmonds (carried forward from Action 9 of 11/6/15)</i> <b>*Deferred</b> to next meeting of Finance &amp; Staffing on <b>28 January 2016</b>.</p> <p>5. <i>MM to arrange £300.00 from Governors' Fund to be paid for Mindfulness presentation (invoice with MMc).</i></p> <p>6. <i>MTW to prepare impact report on Mindfulness Presentation for Finance and Staffing Committee meeting on 19 November 2015.</i> <b>*Deferred</b> to Full Academy meeting on <b>10 March 2016</b>.</p> <p>7. <i>Clerk to add Monthly budget monitoring to F&amp;S agenda.</i> PH pointed out that the additional <b>monthly</b> monitoring <b>meetings</b> needed to be <b>scheduled</b> (RB +/- MM or PH).</p> <p style="text-align: center;">HFB left the meeting at 4.50pm</p> <p>8. <i>DF to compare TOR for all 3 committees with those of other schools in DBMAC.</i></p> <p>9. <i>Chairs of committees to harmonise TORs in consultation with the Principal.</i></p> <p>10. <i>MMc to remind AR of link visit template and to invite Adam Easton to present</i></p>	<p>done</p> <p>done</p> <p>RB to do</p> <p>4 &amp; 5 deferred wk. beg. 14/12/15-</p> <p>MTW on 10/3/16</p> <p>done Requires action</p> <p>8 &amp; 9 in progress</p> <p>done</p>



	<p><i>at the Curriculum &amp; Achievement meeting on 5th November.</i></p> <p><b>11.</b> Clerk to add Presentation schedule to C&amp;A agenda.</p> <p><b>12.</b> MMc to send out link to live SIP document</p> <p><b>13.</b> Clerk to add monitoring of SIP to Full Academy Committee agendas.</p> <p><b>14.</b> Presentation on new National Curriculum level indicators (MMc) to be agenda item for C&amp;A meeting on 28 April 2016.</p> <p><b>15.</b> MMc to e-mail Equality policy to representatives for approval at the next meeting (C&amp;A on 5 November).</p> <p><b>16.</b> RC to send School Nurse Protocol to representatives for approval at next FAC meeting (3rd December).</p> <p><b>17.</b> Copies of building contracts to be obtained from architects and Toni Guest</p> <p><i>KA to sort files &amp; documentation relating to premises found in Store Cupboard.</i></p> <p><b>18.</b> MM provisional meeting on premises to be held after half-term before the next meeting on 5th November 2015.</p> <p style="text-align: center;">HFB re-joined the meeting at 4.53pm</p> <p><b>19.</b> Fire Risk Assessment to be conducted in new year 2016. <b>Superseded</b> by RC &amp; MM report to Finance and Staffing meeting on 19 November 2015 regarding Safesmart.</p>	<p>done done done done MMc on 28/4/16 agenda done done NR in progress done done  due April 2016</p>
<p><b>6</b></p>	<p><b>Budget Update (KS)</b> KS distributed handouts (<b>Appendix B, C &amp; D</b>) and talked through the data for SGTG and DBMAC emphasising actions required or recommended. The record of the meeting at this point is continued in <b>Confidential Minute 2</b> for this meeting. <b>Snagging costs/procedures to implement making good</b> KS reported that NR was preparing a current snagging list.</p> <p style="text-align: center;">KS left the meeting at 6.31pm</p> <p><b>Leases and contracts</b> The mobile telephone lease had been reduced to essentials and the coffee machine lease was cancelled. The school would buy the machine as this was cheaper than leasing and charges would be made for the sale of coffee. (KA &amp; MMc)</p> <p><b>Cleaning</b> It was hard to find cleaners and there had been complaints from the staff about the school not being clean. There had been unanticipated costs i.e. of £2k to steam clean the Primary because an outbreak of scarlet fever. (KA) <b>Q:</b> Where had adverts been placed? (MM) <b>A:</b> On website and in school. External costs for adverts were high e.g. £300 per advert with Oxfordshire County Council (OCC). (KA) There was general discussion around this item. <b>Q:</b> How much cleaning needed to be done and by how many people? (JO)</p>	



	<p><b>A:</b> 2.5 hours in the morning (6.00-8.30am) and similarly in the evening (4.30-6.00pm) outside school hours. 14 cleaners were needed for the Secondary in the morning and evening and they had 4. (KA)</p>	
7	<p><b>School Nurse Protocol (Appendix E) – for approval</b> RC outlined changes. There was no longer a drop in service because the post was full-time and a PCAMHS (Primary Child and Adolescent Mental Health Service) worker came in once a fortnight. The range of services offered by the nurse had been extended. The protocol expedited advice, support and diagnosis but contraceptives (given the Roman Catholic ethos of the school) would not be given out. <b>Q:</b> What was the ‘accurate information’ in 6.4 of the protocol? (MM) <b>A:</b> Signposting to other services and advice relating to other services as per the national curriculum. (RC) <b>Q:</b> Did this fit in with Diocesan guidance? (MB) <b>A:</b> The protocol had been scrutinised by the Diocese and would be used as a model for the Diocese. (RC)</p> <p>Representatives <b>approved</b> the protocol.</p>	Protocol approved
8	<p><b>Principal’s Report (Appendix F)</b> MMc extended invitation to attend events listed on page 2 of the report. It was <b>noted</b> that the term referencing in the report was now redundant because of OCC return to a 3-term academic year. Staff were under considerable stress in the Finance Office. The Principal outlined the reasons for this and staff site relocations to offer support to Finance staff. Adverts had been placed for the DBMAC Finance Officer and Site Business Officer posts. The close date was 30 December with interviews in January 2016. <b>Q:</b> Under what budget did the posts fall? (RB) <b>A:</b> The lion’s share of DBMAC services was paid by SGTG. (MMc) <b>Q:</b> Had a report been received from DfE (Department of Education) visit on 26 November? (MM) <b>A:</b> Yes - a provisional one in template like OfSTED (Office for Standards in Education) which MMc was to discuss with RB (who had attended on the day). There might be a return visit. There were concerns about the accuracy of the final judgement but English and Literacy did well. The OfSTED return visit was overdue. (MMc) MMc thanked representatives for their support. Good news was provided in the Behaviour update. There was a substantial difference in behaviour and attitude now and new systems with daily evaluation had been implemented by KA which provided fast response to need e.g. dealing with absenteeism. RC distributed two un-tabled handouts (<b>Appendix G</b> Behaviour Week 12 &amp; <b>Appendix H</b> Attendance Week 12). In Appendix G, the graph of conduct points showed an upward curve in achievement for Pupil Premium (PP) and other students who displayed the worst behaviour. They were monitored against each other with achievement points versus conduct points.</p>	noted





HFB left meeting at 5.55pm

In relation to Appendix H, a small number of 8-9 pupils could have a disproportionate effect e.g. with low attendance, one child had been absent for 4 weeks – other agencies were involve. RC explained how the blue line on the graph represented PP. The majority was improving and positive.

HFB re-joined the meeting at 5.57pm

MM left the meeting at 5.57pm. RB became acting Chair at this point.

The graph showed a dip in illness had taken place early in the half term.

**Q:** What was the national average? (RB)

**A:** 94.8%. The cumulative line 94.1% had gone down from 94.4% because of the illness dip. Year 10 had the lowest attendees and Week 10 reached a low point. (RC)

PH thanked RC for the data and that it represented a group of only 8 to 9 pupils which was good news and **Q:** asked what could be done for behaviour and absenteeism (e.g. 80-70% absenteeism in PP for Week 11) so that the impact on attainment could be lessened.

**A:** Lateness back from holidays at the start of term was a problem and it was hard to catch up with absenteeism figures as the time lost was not recoverable but steps had been taken to send reminders to parents about unauthorised holiday and things were back on track and unauthorised holiday was well down compared with last year. But it was illness that was the biggest cause of absenteeism. (RC) MMc added that attendance was targeted so letters went to relevant parents, not to everyone

MMc distributed un-tabled handout FFT Aspire Governor Dashboard (**Appendix I**) with overview of attainment and progress and comparison with the national average.

**Q:** What was being done to lessen the impact of single student's poor conduct on a group? (PH)

**A:** Interventions were targeted to the individual concerned e.g. in GAP (Great Aims Programme). There were regular walks of the school and learning walks. Both KA and RC were observing lower levels of disruptive behaviour both in and outside the classroom. Even DfE commented on the good 'off-task' behaviour and this change in improving student focus on learning and the experience of the classrooms was a testament to KA's work and that of his team. Isolation room also contributed to the improvement. (RC) MMc regarded the latter as more effective than anything else.

**Q:** What was the impact of the Prevent strategy [Government's counter-terrorism strategy which aims to stop people becoming terrorists or supporting terrorism]? (PH)

**A:** All SLT (Senior Leadership Team) had been trained and were cascading the training to the rest of the staff. The deadline had been the end of November for certification. (RC)



	<p>MMc explained that Chairs of Oxfordshire Youth Partnership were involved in working with young people on Prevent and that she was advising on it with a multi-cultural, multi-faith approach. The school had warm relations with the community and wished this to continue.</p> <p>PH commented that it was good to see so many subject reports and suggested that in future these could indicate how many pupils were taking the subject at GCSE (General Certificate of Secondary Education) and A-level, along with how many were PP students. RB expressed a preference for bullet pointed reporting. MMc had not prescribed a particular format for staff.</p> <p><b>Q:</b> What had happened to RE (Religious Education) report and what about Section 48 [The inspection of a school under Section 48 (S48) of the 2005 Education Act provides an independent external evaluation of its effectiveness as a provider of Catholic education and a diagnosis of what it should do to improve, based upon a range of evidence, including that from first-hand observation by inspectors.]? (PH)</p> <p><b>A:</b> The RE report had not been handed in. Marie Therese Weston had attended a conference on Section 48 last week (week beginning 23 November 2015) and Sean Oswald had also visited last week from the Diocese. (MMc)</p> <p><b>Action 9: Clerk to add ethos as standing item to Full Academy agenda</b></p> <p><b>Q:</b> Regarding Teaching and Learning, why were pupils not allowed to take books home and, without them, how could they revise? (PH)</p> <p><b>A:</b> This was a misunderstanding that had arisen out of a book sampling where a period of notice was given for books to be in school and not left at home when the sample was being taken. (RC)</p> <p>DM was aware that in some subjects expensive books were not taken home but that would be the policy in a particular subject. It was felt that this should not be a policy for any department (MM) and RB thought that there should be a notice about this to clear up misunderstandings in the school newsletter.</p> <p><b>Action 10: RC to pursue the matter and put notice in newsletter</b></p>	<p>Clerk done</p> <p>RC</p>
<p><b>9</b></p>	<p><b>Primary School Report (Appendix J) – carried forward from C&amp;A meeting of 5 November 2015</b></p> <p>PH congratulated HFB on this brilliant report and felt that representatives needed a session on primary school data as they were not used to assessing this.</p> <p><b>Action 11: PH and DM to have hour training with HFB</b></p> <p>Nationally, PP perform at lower levels of GLD (Good level of development) with 36% versus 55%. In SGTG, all 4 PP students were making GLD (except for one in maths). Was this because the group was small statistically, and, if the group grew in number, what could enable this great performance to continue? (PH)</p> <p><b>A:</b> New baseline for nursery and reception year children was introduced and this would help track need. 42/47% are well below the national average for this school age group. Some children arrived with no language skill or no English. One of the staff was also a lead teacher for the LA so there was strong support. The reception cohort baseline this year would help in approaching ways to target narrowing the gap in nursery compared with the initial baseline. With regard to PP, there were</p>	<p>HFB</p>



	<p>now 39.</p> <p><b>Q:</b> How did Primary support the 21 languages? (RB)</p> <p><b>A:</b> Support was from an EAL (English as an Additional Language) specialist and by arranging work in small groups with bilingual support workers. One staff member spoke seven languages. There was a large cohort of Portuguese speakers and there was teacher support for this. The Primary was growing its own staff quality support. There had been a lot of staff illness this years but it was physical (e.g. Scarlet fever) and not stress-related. The school could not afford to continue use of antiseptic gel but the key issue was the cleaning. (HFB)</p> <p>Over 100 languages were spoken in the Secondary.</p> <p>Experienced teachers were focussing on teaching SPAG (Speaking Pronunciation and Grammar) and modelling literacy. Help from representatives would be welcomed in training children in what to expect in phonics tests.</p> <p><b>Action 12: Volunteer help needed for Primary pupils to practise for phonics testing</b></p>	<b>All</b>
<b>10</b>	<p><b>Monitoring of School Improvement Plan</b></p> <p>RC announced that fake joke entries had been made under SGTG entry on Wikipedia.</p> <p><b>Q:</b> How could reporting be done on a live document (i.e. SIP link)? (RB)</p> <p><b>A:</b> By commenting on the document and responses could be made to these comments. They could be RAG (red, amber, green)-rated too but if the colour of the font was changed it was not legible and the work around (export, amend document and then reimport to SIP) was cumbersome. (MMc)</p> <p>Googledocs were very good but easy to hack. (HFB)</p> <p>PH appreciated the access to SIP and requested similar access to SEF (Self-Evaluation Form).</p> <p><b>Q:</b> How was the monitoring of SIP to be minuted? (RB)</p> <p><b>A:</b> Via the SIP comments and RAG-rating itself because SIP was a standing item and was rolled out in staff meetings. (MMc/HFB)</p>	
<b>11</b>	<p><b>Pupil Premium (PP)</b></p> <p>RC reported that there was nothing further from the Secondary to add to what had been itemised in the Principal's report.</p> <p>HFB reported that there had been successful recruitment to the parenting course and 16 families were participating from January 2016. A focus would be behaviour (currently there was a 33 week wait for PCAHMS appointments).</p> <p>One teacher had been invited to a conference on successful intervention with PP in the early years.</p> <p><b>Q:</b> What amounts of money related to Primary PP? (RB)</p> <p><b>A:</b> There were different amounts of funding according to the age of the child. (HFB)</p> <p style="text-align: center;">DM left the meeting at 6.40pm</p>	
<b>12</b>	<p><b>Annual Safeguarding Report (KH) – deferred to C&amp;A meeting of 14 January 2016</b></p>	<b>deferred 14/1/16</b>





13	<p><b>Governance</b></p> <p><b>(a) Monitoring</b> of implementation of recommendations from External Governance Review – <b>deferred to FAC meeting of 10 March 2016</b></p> <p><b>(b) Governor Training</b> – none since last meeting</p> <p><b>(c) Governors' Fund</b> – <b>deferred to C&amp;A meeting of 14 January 2016</b></p> <p><b>(d) Reports from Committees</b> – no extra questions from items previously circulated</p> <p><b>(e) Link visit reports:</b></p> <ul style="list-style-type: none"> <li>- <b>Humanities and Modern Foreign Languages (MB)</b></li> </ul> <p>PH expressed thanks to MB for these comprehensive reports and observed that it was good to see Duolingo being used as she had seen very positive comments on this in education blogs.</p> <ul style="list-style-type: none"> <li>- <b>Maths (MM) Item deferred to Curriculum &amp; Achievement of 14 January 2016</b></li> </ul>	<p>deferred 10/3/16</p> <p>deferred 14/1/16</p> <p>deferred 14/1/16</p>
14	<p><b>Any Other Urgent Business:</b></p> <p><b>Children's centres</b> was raised by RC. These centres played a vital role in early education and in supporting families and OCC was holding a consultation with three options relating to closures and reductions in numbers of centres. HFB added detail relating to local high level of need. The support of individual representatives was requested in responding to the consultation.</p> <p><b>Action 14: RC to send OCC consultation link to representatives.</b> <a href="https://consultations.oxfordshire.gov.uk/consult.ti/eiservicesreview/consultationHome">https://consultations.oxfordshire.gov.uk/consult.ti/eiservicesreview/consultationHome</a></p>	<p>done</p>
15	<p><b>Date of next meeting – 10th March 2016</b></p> <p>The acting Chair thanked those present and the meeting closed at 6.52pm.</p>	

## ACTION LIST

No	Actions	Responsible
1	RB to contact MMc to arrange date for learning walk ( <i>carried forward</i> from Actions of 11/6/15 & 15/10/15)	RB
2	MM to discuss Governors' Fund supplement to Pupil Premium with Kerry Simmonds ( <i>carried forward</i> from Actions of 11/6/15 & 15/10/15) <b>*Deferred to next meeting of F&amp;S on 28 January 2016</b>	MM
3	MM to arrange £300.00 from Governors' Fund to be paid for Mindfulness presentation after meeting with KS in week beginning 14 December 2015 ( <i>carried forward</i> from Actions of 15/10/15)	MM
4	MTW to prepare impact report on Mindfulness Presentation for Full Academy Committee meeting on <b>10 March 2015</b> ( <i>carried forward</i> from Actions of 15/10/15 & 19/11/15)	MTW
5	Additional monthly monitoring meetings to be scheduled (RB +/- MM or PH).	RB/PH/MM
6	DF to compare TOR for all 3 committees with those of other schools in DBMAC – <i>in progress &amp; carried forward</i> from Actions of 15/10/15	DF
7	Chairs of committees to harmonise TORs in consultation with the Principal- <i>in progress and carried forward</i> from Actions of 15/10/15	RB/MM/PH/MMc



8	Copies of building contracts to be obtained from architects and Toni Guest – <i>in progress and carried forward</i> from Actions of 15/10/15	NR
9	Clerk to add ethos as standing item to Full Academy agenda	Clerk done
10	RC to put notice in newsletter clarifying the misunderstanding that books could not be taken home	RC
11	PH and DM to have training with HFB on Primary data	HFB
12	Volunteer help needed for Primary pupils to practise for phonics testing	All
13	Maths (MM) Item <b>deferred</b> to Curriculum & Achievement of <b>14 January 2016</b>	MM
14	RC to send OCC consultation link to representatives. <a href="https://consultations.oxfordshire.gov.uk/consult.ti/eiservicesreview/consultationHome">https://consultations.oxfordshire.gov.uk/consult.ti/eiservicesreview/consultationHome</a>	RC done

**Appendix 1:**

**Appendix A - Review of GCSE Maths result summer 2015 (Maths Presentation handout)**

**Appendix B - D *Untabled handouts for Finance Update under Confidential filing***

**Appendix E - School Nurse Protocol**

**Appendix F - Principal's Report**

**Appendix G - *Untabled handout* Behaviour Week 12**

**Appendix H - *Untabled handout* Attendance Week 12**

**Appendix I - *Untabled handout* FFT Aspire Government Dashboard**

**Appendix J - Primary School Report**

**Appendix 2: filed as CONFIDENTIAL Part 2 Minute 6**