



## LWS Academy Trust

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL. Tel: 01489 582684  
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**Company Number: 8915981**

### **Minutes of Board of Directors Meeting for Pathways, Curriculum, Behaviour and Safety and Core Sub Committee held on Monday 17<sup>th</sup> November 2014 at LWS Academy at 4.30pm**

**Present:** Gerald White (GW)  
Colin Knight – Acting Chair (CW)  
Hilary Hetherington (HH)  
Stuart Tyreman – Head teacher (ST)

**Apologies:** Kirsty Cremer (KC), Tam Mitchell (TM)  
**In Attendance:** Lisa Lacey – Clerk (LL)  
Chris Berry (CB)

	<b>Action</b>
<p>The meeting was quorate and commenced at 4.35pm</p> <p><b>1. Welcome and attendance</b></p> <p>CK stepped in as Chair in KC's absence and welcomed everyone to the meeting. Apologies were received by KC and TM and were accepted.</p> <p><b>2. Declaration of pecuniary interest</b></p> <p>There were no new declarations or changes of pecuniary interest.</p> <p><b>3. Minutes of last meeting – 22<sup>nd</sup> September 2014</b></p> <p>The minutes were accepted as true and approved by the Directors then signed by the Acting Chair CK.</p> <p><b>4. Matters arising from the minutes</b></p> <p>No matter were raised</p> <p><b>5. Presentation –Life Beyond Levels – ST</b></p> <p>The National Council of Schools Leaders set up the Teaching Schools Alliance as a strategy for local schools to work together and share skills and to facilitate Teacher Training. There are six main areas of focus for the Teaching Schools Alliance (see Key</p>	



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Facts sheet – appendix A).

Under the current set up for Teaching Schools Alliance, there needs to be a school which is judged as 'outstanding' by Ofsted as the lead school for the partnership. This school receives the funding from the Department for Education which is disseminated as appropriate. LWS is part of the strategic board an ST is the Chair for Leadership. Within this hub there are other schools which include Baycroft, Harrison (lead school), Crofton, Cams Hill, Hampshire County Council, Universities of Winchester and Southampton. If Harrison were to lose their 'outstanding' status this would put this Alliance in jeopardy.

The specialist leadership strand, which ST is the Specialist Leadership Expert, is funded through the Teaching Schools Alliance funding via Harrison at 0.2 of time. This role is similar to Hampshire's HIAS.

There is a joint inset day in January. It is normal practice for all common schools to aim to schedule their inset day once a year together to facilitate training. The training is chosen from a pre-determined menu of choices.

### **Levels**

Historically schools used levels as a way to assess and measure progress. These levels were from 1 – GCSE level. Between each level were sub levels e.g. 1c, 1b, 1a, 2c etc. The expected progress at secondary level was three sub levels per year.

The government have abandoned levels now and schools are free to choose how they wish to track progress. This means there is no standardised approach to check levels. However, in January 2015 the Government will be publishing a set of standards which will help schools to determine if a pupil is secondary school ready. Even if the pupil is not judged to be ready they will still attend secondary school. Under the previous levels system pupils were considered ready for secondary school if their level was at 4b. Schools are targets to have 85% of KS2 pupils at this level for Maths, Reading and Writing. Currently only 10% of schools have achieved this. Pupils whose level is 4b at the start of secondary school are predicted to achieve 3 or more GCSEs at grade c or above.

Tim Oates, one of the experts that provided advice to the



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government about removing levels, rationalised that not having levels removes the ceiling to achievement which has been previously seen.

LWS has been in consultation with other schools in the Teaching Alliance and another Teaching Schools Alliance which includes Mulberry Bush and other BESD schools in the South of England. There has been a shift to more use of technology as a means to assess in six different points to analyse progression. In devising this system LWS looked at pupil's periods of progression and compared this to data held about what was going on in the lessons at that time. The data revealed that the periods of progression positively correlated with when the pupils were actively engaged in lessons.

The next part of the programme is to incorporate learning outcomes and attendance to see what further information this yields. When all of the data is analysed it will be possible to see what learning trajectory each pupil is on. Currently optimum learning is at around 72-76%. Students and teachers benchmark themselves against the schools optimum (72-76%) to assess their own learning. **Action:** ST to provide examples of data and optimums at the next meeting.

Other factors which affect outcomes include life events. These are recorded within the monitoring system and adjust trajectories accordingly. For example, some students might be assessed as having an optimum of around 36% based on all of their individual factors. Based on this figure it is not possible to those students to achieve the expected outcome of around 76% at the end of their time in LWS. The system is real time monitoring and therefore at any time a report can be compiled and shared with parents/carers and professionals. It is possible to see progress in all subject areas as well as social and emotional progress. Mulberry Bush have seen the system and as part of their Teaching Schools Alliance they are hoping to obtain DfE funding to assist in rolling out the system to other BESD schools.

Directors asked the following questions:

Q: if a student is consistently working to the optimum or above, would they be returned to mainstream education?

A: There are several factors which need to be taken into consideration regarding a return to mainstream education. For some students, despite their progress, it could be a negative

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more to place them in that environment. A previous student of the Academy, whose data was analysed, had a consistent progress rate of 95%. He was recommended to return to mainstream, however at his and his mother's request, he continued at the Academy.

Q: When is the next Ofsted visit due?

A: It would be around November 2015; however it could be anytime from now until then.

Concern was raised as to whether the system might impact upon GCSE results. ST explained that the system is purely for tracking progress and monitoring risk factors that might affect the predicted outcome.

Q: Where are the learning outcomes picked from?

A: In order to make necessary progress pupils need to achieve at least some or most of the outcomes. The learning outcomes are taken from the National Curriculum. **Action:** At the next meeting there will be an overview of this terms progress.

Q: Are we anticipating that someone will come up with a list of mastery statements?

A: These are expected to be published in January 2015. These with relate only to Year 6 and Year 11. There are no mastery statements for the academic years in-between because they are designed to assess readiness for transition. At LWS most boys come at level 4 or less, which means that they are 'not secondary school ready'.

As it stands now, teachers are feeding back to pupils about their progress and letting them know their learning percentiles. Setting the benchmark at 75% means that students do not feel the pressure or expectation to constantly be high performing which can be stressful for LWS students. If there is a bad week in one month then this is not going to adversely affect their performance assuming that the rest of the month they are performing well. Part of the new system includes providing feedback and comments on what is needed in order for their work to improve and chances given to make the improvements and earn points.

### 6. Update on student data dashboard and reporting of progress

**Appendix B** is the new Student Data Dashboard report. This draws on data from the tracking system and compiles it into an

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easily read visual format. This approach was taken because feedback from student's parents was that the visual approach was easier for them to take in all of the information. These reports will be created for each student and used as a discussion point for parents and teachers. **Figure A** – Explanations will be provided for student performance. LWS wants to see that all students are achieving at least 75% progress.

**Figure B** – This has not been included as yet, but there will be a graph detailing attendance. An explanation will be provided that if students are not attending regularly then this will impact on their ability to be able to achieve a 75% progress outcome.

**Figure C** – The number of incidents that pupil has been part of will be recorded and mapped against the schools average. This will also help provide explanations for any achievement issues.

**Figure D** – The life event scale provides individualised feedback on the issues affecting the young person. These factors could be part of any achievement issues.

**Figure E** – The Boxall Profile is used to provide specific information about social and emotional aspects affecting them, e.g. self esteem.

Directors asked the following question:

Q: How is this data going to be used to improve outcomes for LWS students?

A: If all factors are known and understood then relevant support can be put in place to assist the student. The information will be shared with parents and carers, along with clear explanations from teachers. Teachers will make it known what they have done or are planning to do to support that pupil.

### 7. Examination entries and IGCSE updates

The window for registering for the Cambridge IGCSE sitting in January was missed however; pupils will be entered for the AQA IGCSE sitting in June. The examinations officer has created an exams diary which details all of the exams being sat and which students are sitting each exam. The diary also provides details of deadlines and who the responsible contact is for each exam. Currently there are 27 pupils sitting 111 exams ranging from entry level to GCSE.

### 8. Lesson observation reports

**Appendix C** document gives and overview of the most recent



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results from lesson observations. These reports do not include details relating to SMT teaching staff or unqualified teachers; however the data does include results from NQT's. The results are benchmarked against key measures and compared with local schools measures. A twenty point scale is used and this helps to identify any whole school issues or if any low results are a result of changes, e.g. to legislation. The results show that no one was scored as being inadequate. Furthermore, the results are fed back into the performance management and adjustments made to the individuals targets. When first identified any less than good results will not be considered a cause for concern unless the situation has not been rectified by the end of the academic year. The individual will be asked if they know or understand why their assessment was graded as less than good and what are they going to do or could they have done to prevent that. The observation assessment is based upon 'Blue Sky' descriptors.

These reported results have not been triangulated and are purely represent actual lesson observations. As yet no work samples have been taken nor have lesson plans been looked at.

Directors expressed a preference to receive lesson observation reports based on a triangulated approach. They would also like to see where LWS as a whole is in terms of how many lessons are assessed as 'outstanding'.

As with previous arrangements, there will continue to be three formal lesson observations per year, which is one per term. However, there will be other informal observations conducted throughout the year. Teachers have been positive about this because they are keen to develop their skills.

Directors questioned why some teachers did not have a percentage for outstanding teaching or that their percentage is low as we some in the 'good' category. It was questioned as to whether the individuals concerned might need extra training to know what 'good' and 'outstanding' teaching looks like. Directors also asked if the school were aware of what cause some of the scoring to be so low. ST stressed that SMT have created a board which highlights to teachers the key points which make an 'outstanding' lesson. This board has been created by a teacher who is consistently scored as outstanding. Directors requested that for the future they would like a background to explanation for



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<p>low scores.</p> <p><b>Action:</b> before the next meeting ST will provide directors with historic data to show how much improvement has been made. Directors also requested that those who have been <a href="#">anonymised</a> and given a number this time around, for the next time have the same number in order to track the progress. ST stated that it may not be possible to have the next tranche of lesson observation reports for the meeting in January as they are not scheduled until the end of January/beginning of February but will be ready for the next meeting after that in March.</p> <p><b>9. Director visits</b></p> <p>KC visited as part of the breakfast club CK visited during this term</p> <p><b>10. Plan Director Visits</b></p> <p>CK to see ST a fortnight before each FGB. There was a discussion around future implementation of a directors visit report and code of conduct. This will be discussed in more detail at the next meeting.</p> <p><b>11. Items for next agenda</b></p> <p>LLP link – Andy Lule of Mulberry Bush has offered to carry out an Ofsted grade inspection. Feedback will be given at the next meeting if this has been carried out.</p> <p><b>12. Date and time of next meeting</b></p> <p>Monday 19<sup>th</sup> January 2015 at 4.30pm</p> <p>Meeting closed at 6pm</p>	
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## Action Points

Minute reference	Action Point	Person responsible
Item 5 (p.3)	Examples of data and optimums re levels	ST
Item 5 (p.4)	Overview of this terms progress based on analysed data	TLL



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Item 8 (p.6)

Historic data to track improvements

ST

### Appendix

#### Agenda Item

#### Document title

- |   |  |
|---|--|
| 5 | Teaching schools alliance – Key facts sheet                  |
| 6 | Data dashboard and reporting progress based on analysed data |
| 8 | Lesson observation report                                    |