



**MINUTES OF THE MEETING OF THE  
ACADEMY EFFECTIVENESS COMMITTEE MEETING HELD ON THURSDAY 21 JULY  
2022 AT 6:30PM AT THE SCHOOL**

Present:	Tim Morris	Company Secretary
	Andy Sikora	Trustee
	Tracy Penfold	Trustee
	Dave Brown	Trustee
	Ginette Hogan	Trustee
	Alan Benton	Trustee
	Claudine Crossley	Trustee
	Phil Grundy	Principal
	Tom Capewell	Deputy Principal
	Nick Hyde	Deputy Principal

Clerk to the Trustees: Ella Coulson

**Summary of agreements and actions:**

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
3	Election of chair to be pushed to the next agree for a decision to be made.	GS	
4.1	Minutes from 28 March need to be sent over to governor services for typing.	GS	
	Date of next meeting:	All /GS	Immediate

**1. WELCOME AND APOLOGIES FOR ABSENCE**

- 1.1 The Chair welcomed all those present to the meeting.
- 1.2 Apologies for absence were received and accepted from Christina Proffitt and Richard Palmer.
- 1.3 The Clerk confirmed that the meeting was quorate.

**2. DECLARATIONS OF INTEREST**

- 2.1 There were no declarations made pertaining to any of the agenda items for this meeting.
- 2.2 Standing declarations – Tracy Penfold, Chair of Governors Edinburgh Primary School, Governor Opossum Federation. Claudine Crossley, Governor at Churchfields Infants School

**3. ELECTION OF CHAIR**

**Action: Moved to the next agenda.**

**4. MINUTES**

- 4.1 Trustees accepted the minutes of the committee meeting held on 12 May 2022.



**Action: Minutes from 28 March need to be sent over to governor services for typing.**

## **5. KEY STAGE 3**

The KS3 progress data was discussed in detail. It was explained that the data was used both within departments and by the Head of Year and Pastoral Team to track progress. The system is deemed to be working well. Where data differed significantly between departments, this was used by SLMT to challenge how effective the data collection was at departmental level.

Q: Is that indicating there is an issue in maths?

A: The key place to ascertain whether they are learning well is through teacher observations. Far better to make a judgement. The data is used more effectively to challenge

The discussion developed further and it was explained that the school could do external national assessments in year 7-9 for English, Maths and Science'

## **Key Stage 4**

The data for the current Year 10 is positive and generally the attitudes of the students is very positive. The exams in maths, English and Science make up approximately 75% of the students' exams.

It was noted that the data for Science Double Award is usually lower as the more able students tended to do Triple Award.

Year 10's have mocks at the end of Year 10 after the GCSE exams which allows them to have a greater challenge on the work they have covered to this point.

Q: PE does not look great, why? Do we know why English is looking good?

A: We restructured the way we look at the GCSE course, teach the skills they need through the study of English literature, robust way of assessing the kids over two years, first year group who has had the opportunity to do that is the current year 11 who have just taken their exams. Have not had the chance to sit with Sam and Sarah who are head of department to drill down into it. Hoping the accuracy is maintained and will go deeper into that with them.

Q: The cohort is small?

A: Yes, but we do not see that as a good thing would like more children doing PE and BTEC sport.

## **Key Stage 5**

The Year 12 data and mock results was presented and variation in grades due to the pandemic was outlined. It was explained that Year 13 expected grades for the current Year 12's would be available during the autumn term.

The school was expecting the Year 13 exams to be mark more generously than pre-Covid cohorts.



Q: Why are we getting rid of AS levels?

A: The future of AS exams, the school spent a lot of time over the last 3 months, we held on to for a long time. There has been a national decline in AS levels even pre covid. They are likely to disappear completely, and in some subjects, there is not an exam that is offered at AS level. It may be advantageous for subjects to continue doing AS when the content is half the A level, in some cases this will help drive grades up. However, an example of the problem is the English department who have lost 23 lessons of teaching because we do AS mocks, examining etc. 4 ½ weeks of teaching has been lost. Now is the time to change, especially with no AS entry during the Covid pandemic. Students that do maths and further maths will still do them at 12 and 13.

- 5.29 Students will need to know that the set of exams will determine whether they can continue into year 13

Q: I Understand the reasoning, but what happens if there is not the expected boost in English?

A: We will not know until 2024, will have a look and review.

Q: It is a selling point for students doing 4 A levels, those who are undecided it is good to be able to do 4 and then drop one, will you discourage this?

A: another option, if students are doing 4 subjects but want to drop one, they will need to decide sooner rather than later so they can still be entered into the AS exam. The changes will not stop that from happening.

**6. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**  
TBC

The meeting closed at 7.40 pm.

Chair: ..... (print)

..... (sign)

Date: .....