

# Frederick Gough Secondary

At Frederick Gough Secondary the headteacher, Geoff Turner, provides the governing body with a series of reports with all the information they need to maintain a clear picture of how the school is progressing. Most reports go to the full governing body but much of the more detailed work is done in committees, particularly Curriculum & Personnel, Premises and Finance.

**Frederick Gough School**  
A Specialist Language College

## **GOVERNORS COMMITTEE STRUCTURE.**

As a Community School Frederick Gough has a large governing body, drawn from the local community. At the moment we have only one vacancy, for a parent governor which we will fill in September from parents new to the school. We do have difficulty, from time to time, in filling parent governor posts.

There are 5 main groups:

### **Full Governors**

Meets termly, with an agenda distributed by the LEA, after consultation with the Head & chair, (if possible). This agenda is always long, although we try to get through the bureaucracy as quickly as we can.

### **Full Governors also meet to:**

Receive a report on GCSE results and, at the same meeting, set GCSE targets. All of the governors want to participate in this exercise, and they have amassed a deal of expertise.

Approve the budget.

Approve the Annual Report.

### **Premises Committee**

Meets 6 times a year, to look at Premises related issues, including Health & Safety. They set targets for improvements and repairs, and monitor progress. They request a budget, and monitor the use of funds allocated for Premises. They also approve and monitor a Premises Development plan, which forms part of the whole school development plan. Finally, they are beginning to look at proactive ways of making the most of the major plant we have, to the benefit of the community at large.

### **Curriculum & Personnel**

Meets 6 times a year, every half term. Considers curriculum policy, agrees changes and decides on broad strategy. They monitor exclusions & attendance every half term, together with staffing trends and needs. They try to look ahead to things we need to plan for- they will look at OFSTED planning, for example.

### **Finance**

Again meets 6 times a year, considers budget requests from other committees and sets provisional budget. Monitors budget statements every meeting, looking at trends and concerns. They recommend the budget for the full Governors.

Our committees have determined that Finance are a utilitarian committee, there to serve the requirements of the other committees, not to dictate what goes on - this works to some extent, but lack of funds makes this difficult sometimes.

We also have **Pupil Discipline**, made up of Chair or Vice Chair and any two other governors, so all get a chance to consider pupil discipline issues.

**Staff Discipline etc** would be dealt with by governors as required.

Specialist School status has meant another level of governor involvement. We have a Management Executive with governor representation, plus Specialist Schools appears on every committee agenda, so they can keep an eye on progress.

All committees have representatives from parent governors, teacher/staff governors, LEA appointed and co-opted governors.

All committees will review policy documents on a rota determined when policies are written – we try to run a 3 year cycle of review – not always successfully.

All meetings have agendas planned at the start of the year, so we know the main agenda items from the start. Clearly, other things come along, but at least we know we are covering the ground we need to cover. We try to keep meetings of committees to no more than 90 minutes, with notes taken by one of my office staff who we pay overtime.

All committees are asked to prepare something for the Annual Report – some are better than others. All are asked to consider SEN issues regularly.

Last year we spent some time analysing governor/committee effectiveness, using some of the AGIT toolkit materials; this year we are looking closely at what governors are for, as **Critical Friends**; in their **Monitoring Role** and in the **Strategic Planning** role.

The head's Monitoring report offers simple headline facts in a number of areas including attendance, curriculum developments, pupil performance, specialist school status, performance management and summary reports from all heads of departments covering all areas of the curriculum.

## 2. ATTENDANCE

YEAR	ATTENDANCE	UNAUTHORISED ABSENCE	AUTHORISED ABSENCE
7	95.70%	0.47%	3.83%
8	93.20%	0.71%	6.09%
9	90.82%	1.11%	8.07%
10	92.20%	1.18%	6.62%
11	91.00%	1.34%	7.66%
AVE	<b>92.58%</b>	<b>0.96%</b>	<b>6.45%</b>

Statistics show an improvement over since the last report, with a reduction of 1.5% in authorised absence, but a .1% increase in unauthorised absence. Attendance as a whole has improved by nearly 1.5%.

## 4. CURRICULUM

### Key Stage 3 Pilot

We have embarked on a national pilot programme in English & maths, developing teaching strategies to engage and stretch all pupils. We staged a numeracy summer school this year, with some 25 Y6 pupils invited to ensure they had attained appropriate levels in numeracy skills by the time they started at FG. A large number of staff participated, led by Mrs Watts. She is to be congratulated on her achievements. We will also embark on similar work in Science after Christmas.

### Curriculum 2000

We still have to finalise proposals to allow to delivery of ICT and RE in KS4 next year, with a difficult decision on how make the required space in the working week.

### SEN Issues

Number on SEN Register

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
Y7	5	4	23	0	6	38
Y8	4	23	21	0	6	54
Y9	24	7	15	0	5	52
Y10	11	8	11	0	3	33
Y11	10	13	4	0	7	34
Total	<b>55</b>	<b>55</b>	<b>74</b>	<b>0</b>	<b>27</b>	<b>211</b>

- **19.4%** of pupils are on the special needs register.
- There are a large number of pupils at Stage 3 of the register, needing help from outside agencies for behavioural or literacy skills work.
- **27 pupils** have a Statement of Special needs, representing 2.5% of the school population. This number is rising steadily and has implications for teaching & learning, curriculum provision and staffing in school
- Mr Harmer has undertaken the co-ordination of SEN issues this term, and has been very well supported by SENSS and our own team of CSA's. They continue to provide excellent service for the school and our pupils.
- Mr Wakeling accompanied two pupils to the annual SENSS conference this year, where they were presented with medals for their achievements.

## 5. Pupil Performance

### GCSE Results

Y11 produced the best results the school has achieved this year.

5+A \*-C 48%

1+A\*-C 74%

1+A\*-G 98%

The results were among the best in the LEA, well above average for both Scunthorpe and the LEA.

### Target Setting 2001/2002

In October, Governors agreed the following targets for 2002

5+A\*-C 46%

1 +A \*-G 99%

### CAT Scores

Y7undertook Cognitive Ability tests in October. Results returned suggest this group has great potential at GCSE, they appear to be one of the best year groups we have had for some time, in academic terms.

## **Mentoring**

Underachieving Y11 pupils to be mentored by SMT.

## **IT**

- New network installed -almost completely
- 1000 pupils have internet access
- Library added to network
- Network problems to solves
- N14 to be developed for staff training
- New soft ware to be added
- Pupils to have e mail access
- Each year group have one lunchtime access allocated
- After school drop in available
- Science & English NOF training
- underway
- Network management training undertaken
- Exam review undertaken

## **Modern Languages**

- New Y7 course
- Language College bid submitted
- HMI visit 14/11

- Y7 scheme to be updated
- PM interviews to be undertaken
- Target pupil in Y11 shortlist to prepare
- Y7 Boulogne visit very successful
- Paris Y11 trip exceptionally successful
- Successful exchanges to Lunneberg & Montelimar
- Rhineland visit planning underway INSET on boys achievement & Cert.
- Of Achievement courses
- Stress & workload significant issues for all staff
- Class sizes are now major problem, should be relieved from additional govt. funding available next year.
- Some classes in excess of 35.

In addition, there is a 'Future Developments' page keeping governors in touch with what is coming up in the near future.

## **Future Developments**

### **Social inclusion**

#### Proposal

Raise possible strategies at Curriculum & Staffing, report back to full Governors.

### **Management Planning**

Our current school development plan comes to the end of the cycle this year. We must review the planning process and determine any changes we need in the light of new demands in school. Two elements must be included, those being tying budgets to school development and including reference to pupil outcomes.

#### Proposal

We establish a working group of SMT, Governors and advisors from the LEA to consider the process.

### **Governors Committees**

Organisation and agenda for committees has been, in my view, less than satisfactory of late. Member ship has been uncertain, agenda distributed late and without papers from time to time. In addition, meetings have been postponed and often poorly attended when re-arranged.

#### Proposal

We agree a programme of meetings at full governors, together with main agenda items, linked to the monitoring and strategic planning role of governors.

### **Management Plan Review**

Attached to the head's 'monitoring' report is a review of the previous year's management plan.

# **Management Plan Review**

## **1999/00**

“The gem cannot be polished without friction, nor man perfected without trials”

Confucious  
(551-479 BC)

## **MANAGEMENT PLAN REVIEW 1999/00**

This is a summary of progress on the annual management plan for Frederick Gough School, for the year 1999/00. It is a progress report on Action Plans determined at the start of the year and will be made available to Governors and parents. There are three sections:

1. Whole School Targets
2. Departmental Targets
3. OFSTED Action Plan progress

### **Terms used:**

MP -Management Plan -covers one financial year

DP -Development Plan -covers the period 1997-2001

SMT- Senior Management Team

## **WHOLE SCHOOL**

### **KEY AREA 1 -PUPILS**

5 targets were set, addressed by 4 members of SMT

**Targets were aimed at areas outside the classroom to continue to address comments in the PANDA about school climate.**

1. Limited progress was made in promoting a positive ethos, with high achievers seen and the creation of a roll of honour board.
2. Areas of the Positive Conduct policy were identified for review.
3. No further progress was made in monitoring attendance, but targets were set for attendance in each year group. These proved hard to monitor.
4. No further progress was made on auditing participation in extra curricular activities.
5. No further progress was made in formalising opportunities for pupils to take on responsibility .

### **KEY AREA 2 -STAFF**

11 targets set addressed by 3 staff.

**Targets were geared largely to improving the situation in science and to broader staff development needs.**

1. All members of the teaching staff, the office and maintenance team now have job descriptions.
2. No further progress has been made in reviewing the support team.
3. No further progress has been made in auditing training needs of staff.
4. Training needs in ICT have been identified, but work remains to be done in literacy & numeracy.
5. The position of ICT technician was again reviewed with progress in appointing an assistant made.
6. No further progress has been made in providing ICT INSET.
7. Regular visits were made to science lessons, with feedback notes made on each occasion.

8. A Head of Science was appointed.
9. Policies reviewed included Meetings and Appointments.
10. No further progress has been made in reviewing use of CSA's.
11. Departmental reviews were carried during the Autumn term.
12. A plan of action to introduce a Performance Management policy has been established.

### **KEY AREA 3 -COMMUNITY**

5 targets set, addressed by 3 members of SMT

**Targets were largely aimed at increasing involvement of partners in school, with a little progress made in terms of the response from partners.**

1. No progress was made in creating a new school prospectus/brochure.
2. The record of achievement I KS3 has been reviewed and amended as necessary in consultation with pupils and parents.
3. Attendance at parents evenings has been monitored and has shown some improvement. Alternative approaches have yet to be considered.
4. No further progress has been made in involving parents in decision making.
5. 5. Governors have considered their function & effectiveness in all committees.

### **KEY AREA 4 -TEACHING & LEARNING**

4 targets -addressed by 4 members of SMT

**Targets, were geared to developing the delivery of the curriculum in the classroom, but little progress has been made in direct delivery.**

1. A review of monitoring & evaluation took place early in the year, but further progress has been linked to the development of performance management in school.
2. No further progress has been made in developing a whole school marking policy.
3. No further progress has been made in reviewing the roles of team leaders.
4. Departmental reviews were carried during the Autumn term, focussed on SEN provision.
5. No further progress has been made in developing differentiation, use of the library or ICT within schemes of work.
6. The scheme of work for KS3 science has been re-written to address issues of differentiation.
7. No further progress has been made in reviewing the role of CSA's in the classroom.

### **KEY AREA 5 - CURRICULUM**

3 targets set, addressed by Deputy Heads

**Targets were geared to looking at the delivery of the curriculum in the classroom.**

1. The whole school curriculum review has identified where ICT & RE can be delivered in 2001

2. The strands of ICT being delivered have been identified and shared with departments.
3. No further progress has been made in developing ICT content in schemes of work.

### **KEY AREA 6 - RESOURCES**

8 targets were set, to be addressed by 2 members of SMT

**Funding is still a real issue for the school. We continue to run on a show string, with an increasing need for resources to add to books, equipment and the building. Targets have been difficult to achieve in this area.**

1. All departments can identify 5% of spending used for SEN issues.
2. A plan for development of the building has been prepared, with priorities for action agreed with the LEA.
3. Some progress has been made in identifying possible sources of income. With grant aid gained for after school clubs.
4. No further progress has been made in developing a strategy to ensure additional funding is targeted for specific developments.
5. No further progress has been made in developing the school as a provider of facilities for the local community .
6. The school council has determined to spend some of their grant on improving the environment around the school.
6. No further progress has been made in increasing funding for resources.
7. 8. No further progress has been made in linking spending to the DP .

There has been only limited progress on targets this year, with many outstanding tasks to complete. Many of these are based on developing and sustaining routines to ensure progress across the school. There have been significant limitations on the capacity for SMT to complete all targets set, due to staff absence and re-allocation of roles due to secondment.

The bid for Performing Arts Specialist School status has been abandoned following close consultation with Technology Colleges Trust and the DFEE. Though this is disappointing, it is clear that we must continue to examine opportunities for the development of the school in the future. There is a great deal of support from the LEA who believe that Frederick Gough should be at the forefront of educational development in North Lincs.

Other tasks fulfilled:

<b>Task</b>	<b>Staff</b>
1. Bid for Specialist School for Performing Arts	SNS
2. Basic Skills Award presented	KM
3. Threshold process undertaken, with in-school advice provided by two of SMT	GW; RMH
4. ICT Development Plan written and implemented.	GW

## TEAM ACTION PLANS - SUMMARY

### SEN

1. IEP's reviewed with parents regularly.
2. SEN budget closely monitored with systems and effectiveness complimented by LEA review.
3. Internal INSET with CSA' s undertaken.

### Drama

1. No progress in establishing a 2nd specialist teacher, for the second year.
2. Scheme of work had developed as part of a Drama Handbook
3. Funding has not been available to provide specialist lighting & sound facilities in the drama studio.

### Maths

1. Software problems have limited progress in developing IT in Maths
2. Successful participation in the KS3 numeracy project, with progress across targeted groups and in other classes.
3. Improvement in teaching resources still not achieved.
4. No further progress has been made in modifying schemes to incorporate S,M,C & C development.
5. A waiting blinds for rooms.

### DT

1. Core course reviewed to incorporate changes due to timetabling.
2. Differentiated materials and strategies developed.
3. IT units developed but problems found in booking the room.
4. No further progress has been made in developing awareness of industrial activities for the curriculum.

### Modern Languages

1. Significant progress in strategies to raise achievement for boys & less able- Risk strategies booklet for learning conference; parent advice letter; Cert. Of Achievement materials purchased; looking to purchase software.
2. New Russian texts in use, but German not possible due to financial constraints.
3. N o progress made in developing monitoring & evaluation strategies.
4. Y7 OMR banks complete, but Y8/9 to be completed in summer term.

### English

1. Classroom observation postponed until development of Performance management process.
2. KS4 coursework submitted by 100% of candidates.
3. Writing frames have been developed for use in all years. 4. Stock Control systems reviewed.
5. C04 now used as classroom space once more, for dedicated English activity .

### Whole School Literacy Plan

1. Literacy Group established.
2. ALP work sustained using additional funding and existing trained staff.

### **Library**

1. Policy on library use drafted.
2. No progress on getting departments to write use of library into schemes of work.
3. Library still not open in one lunchtime.

### **Science**

1. A little progress in developing possibilities, held up by long term absence.
2. KS3 workscheme re-written to include differentiation. KS4 scheme underway.
3. No further progress in developing use of lab. technicians effectively.

### **Music**

1. One PC obtained for KS4 use.
2. Key words laminated and ready for use in 2000, subject to further development resulting from curriculum 2000
3. Curriculum 2000 will have significant further demands on KS3 programme

### **PSE**

1. The requirements for citizenship have been reviewed via an audit in school, with clear strategy for implementation in the future.
2. KS3 programme has altered to suite changing requirements.
3. Monitoring KS3 has involved tutors and Year Heads.
4. Modular Team has been involved in developing provision during the year. There is still insufficient time to deliver all requirements and there is still a need for a more stable team.

### **History**

1. ICT equipment purchased; yet to be integrated to classroom use.
2. Romans materials produced and in use to help in mixed ability teaching. Awaiting medieval materials.
3. Learning strategies including banners for teaching evidence, produced & in use, particularly with Y11.

### **Art**

1. Volunteers have provided a great service to the department, although they have reduced to two adults.
2. Curriculum 2000 demands further KS3 curriculum review.

### **Geography**

1. KS3 exam papers reviewed and linked to NC orders
2. GCSE fieldwork in Nottingham reviewed.
3. Writing Frames developed for use with KS3.

### **PE**

1. JSLA to be introduced in September, following INSET
2. Awaiting results for GCSE
3. Facilities condition discussed at Governors -progress made with gym cleaning and preparation; changing rooms. Still no progress with sports hall.

## **RE**

1. KS3 scheme reviewed
2. Decision made to adopt half GCSE in 2001

## **Business Studies**

1. KS4 units of work have been reviewed and new modules written.
2. No further progress has been made in mini enterprise for Y9

## **Careers & Education & Guidance**

1. Focus group of pupils provided for careers service input
2. C.E.&G. programme reviewed & amended.
3. Internet connection available in Careers room from April.

## **Vocational Education**

1. Intermediate group functioned, aiming for 85% A \*-C.
2. Year group activities day completed with some success, despite losing main thrust of Engineering Day.
3. Part 1 Foundation Group has been offered, but with changing course structure, decisions can be delayed until later on.
4. New resource room established between N24/N25

## **Information Technology**

1. ICT strands identified for departments but not integrated to schemes
2. Y7 course reviewed by staff.
3. No further progress has been made in developing new Y9 course
4. No further progress has been made in teaching of IT.

## Staff Development

Allocations for GEST against spending are as follows:

Budget	Spending
School Effectiveness -£12419	£13382
NQT -£1800	£1887
NGFL -£8900	£8900
Science -£10000	£9970
Books -£2000	£2000
Vocational Qualifications -£ 1000	£930
Staffroom development -£1693	£1631

## Budget

The budget out turn shows a deficit of -£30,000. This is both a disappointing and worrying position. A significant overspend appears in these lines:

- **Supply** - The long term illnesses, rapid departure of one member of staff and the results of seconding one member of staff have created particular difficulties here. Cost of supply used for short term illnesses remains relatively low, which is surprising compared to national figures and the amount of additional pressure placed on staff this year.
- **Hourly Paid overtime** - our caretaking staff do have commitments outside school time, for lettings and other events around school. Such activity does bring in income to school and we should examine this to ensure we are getting value for money, whilst ensuring that appropriate hours of over time are allocated. We might also consider the cost/benefit analysis of employing additional staff rather than covering such activities with overtime.
- **Books & Stationery** - whilst it might appear to be a positive factor that we have overspent considerably in this area, closer examination shows team leaders have managed budgets well and have largely stayed within estimates. However, the General expenditure line is significantly overspent. This represents expenditure that is not planned. A much tighter monitoring procedure must be implemented to ensure that this area is managed more efficiently.

## Conclusions

Whole school targets have been met only partially this year, with many still remaining to be addressed during the final year of our Development Plan. Some of these targets have been planned to take two years to address, but many have not. The year has been a difficult one for staff to concentrate on priorities outlined in the Management Plan.

- Long term illness - we have had two long term illnesses during the period of the MP
- Staff leaving - a member of the science staff left at short notice in the autumn term which, added to the situation above, led to greatly increased workload for all staff, particularly in carrying our cover duties. The shortage of supply teachers also contributed to the increase in pressure on staff time. (In total, CR is .81, but with the difficulties of staff absence, this required an average of 1.25 additional lessons a week for staff.)

- One member of SMT has filled a temporary , part time position with the LEA, following illness of a senior officer. Whilst this has helped the LEA and, to a degree, helped out budget position, it has further pressured existing staff who have shouldered his management responsibilities, reduced the number of staff available for cover further, and increased the number of day to day issues picked by staff still in school.  
(With the benefit of hind sight it was an error to sanction this secondment.)

The comments made in the review from last year are just as pertinent this year:

- Monitoring & Evaluation of action plans remain as significant areas of weakness.
- Action Plans do not address outcomes for pupils
- Budget is not linked closely to developments
- Little account is taken or time left, for new developments or crises that occur during a year, which will affect planned activity.

Whilst it is clear that work remains to be completed from the 1999/00 plan, there are significant developments both locally and nationally that we must take into account when planning work of 2000/01. **At a whole school level it is important that we review the requirements already laid out in the Development Plan to see if they are still priorities.** Having determined these we can go on to establish the priorities for the new financial year.

The year 2000 to 2001 is the last year of the current Development Planning cycle. It is important that the points raised above are considered when the structure of the next Development Plan is considered. In addition, I believe that, for the next academic year all teams/individual should limit their action plans to three elements, as follows:

1. Development activity - **one new development** that is moving the school forward, linked to Success Criteria in the Development Plan.
2. Clearly defined '**maintenance**' activity - ensuring current procedures/policies function appropriately and are **monitored**.
3. Addressing **cross curricular** issues in schemes of work, as detailed I this years plan.

In addition, there some guidelines that need reiterating for team leaders:

#### **Action Plans:**

- must be geared to **pupil outcomes**.  
What will be different for pupils if this plan is achieved?
- should be directly **linked to indicators of quality** detailed in the Development Plan.  
How does this action plan contribute to achieving the objectives in the Development Plan?
- must show any **staff development** needs to enable planned use of standards funding.  
What training needs, if any, are there for this action plan ?

G. Turner  
11 April 2001