

Minutes of KEVICC Standards Committee Meeting Tuesday 19th November 2019



Present: Karen Sewell (KS) (Chair), James Hartridge (JH), Helen Beetham (HB), Jim Lodge (JL), Laura Hetherington (LH), Louise Darvid (LD) and Alan Salt (AS).

In attendance: Yvette Elliott, Clerk (YE), Deputy Principal Kirsty Matthews (KM), Assistant Principals Ben Cotton (BC), Anne Law (AL), Faye Crellan (FC) and Dan Gillard (DG) and Heads of Faculties Jonathan Brooks (JB) and Stuart Ruffle (SR)

Ref.	FOCUS OF MEETING Overseeing the financial performance of the school and ensuring its money is well spent	Actions
1	Welcome & Apologies <ul style="list-style-type: none"> • Apologies, sanctioned by the Committee: Michael Young, Julian Carnell and Keith Price (Head of Maths) • Absent without apology: None. • Declarations of interest: None. 	
2	Minutes of the last meeting (18th June 2019) Minutes were approved and signed by the Chair.	
3	Matters Arising None	
4	Heads of faculty – focus on consistency across the College English (JB): There is a focus on improving consistency in practice and routines. Starting the GCSE curriculum in Year 9 has proved too much, so this is being pulled back to Year 10 and 11. <i>KS asked what will replace this for Year 9?</i> JB confirmed that cross-curricular challenging texts are used. <i>KS asked about the impact of the Rosenshine Principles in English.</i> There is clear scaffolding of tasks using exemplar material and improved assessment feedback, including use of the purple pen. Students are able to see their ‘next level’ of attainment, although some of the language is unclear (e.g. moving from “clear” to “sophisticated” language) so can be hard for pupils. <i>Governors asked for an explanation of ‘no more marking.’</i> JB explained that approximately 20 schools across the country are involved & sharing of detailed marking gives a greater awareness of levels and where improvements are required. Teachers are able to give clear focus areas for individuals and grading is more realistic (there has been a legacy of generous marking historically) so staff are better informed. <i>KS asked if teachers are learning & improving their assessment?</i> JB stated that they are and that after marking, an exemplar assessment grid is shared. <i>KS asked if this is resulting in pupil progress?</i> It is too early in the year to say yet, but as it becomes a regular habit and staff have faith & reliance on this system JB is confident it will work. <i>LD asked which age groups are accessing this system?</i> JB confirmed that it is being concentrated on year 11. <i>JL asked if it adds stress for students?</i> JB stated that it is one question, taking 20 minutes in a teacher-led environment so it is not considered stressful. Because it is not marked directly by the teacher it is also ‘impersonal’ so the teacher is better able to assist the pupil in making improvements. <i>HB noted that the use of this by staff can impact on pupil experience and asked how staff use was overseen?</i> Students experience their feedback and compare it to exemplar answers which can be a really positive process as they have to identify their own focus areas.	

	<p><u>Science & Technology (SR)</u>: Year 9 pupils choose whether to take combined or triple science, with staff offering guidance based on likely outcomes. Some pupils will be moved back to combined science after year 11 mocks if necessary. This process was handled badly last year during staffing issues. Triple science results were strong but there was a dip in combined science so this year there are improved discussions and strategic options already being considered with pupils and this can positively impact on mock preparation. SR reported that there is a more stable and skilled set of teachers this year and mocks are now underway and then decisions will be made about which pupils to move. <i>JL asked if pupils make this choice?</i> SR stated that they do, but staff strongly advise them in order to push on able students and reduce stress and workload for anyone struggling. <i>JL asked how tiering decisions are made?</i> This has been improved now & analysis is completed on past tiering results to confirm accurate decisions. <i>KS asked if there is robust assessment?</i> SR stated that there is a mix of work scrutiny, skills-based assessment and ongoing tests with a fully planned assessment protocol for staff, which improves the curriculum structure across Year 7 – 11 and is more consistent. <i>KS asked about A Level Physics.</i> SR reported that the college has lost Physics teachers over recent years but there is now a new maths teacher & physicist working in the department and this is having significant improvements. <i>KS asked about Technology.</i> The new system is expected to help with progress, with improved timetabling. <i>JH asked if Tasimi is helping?</i> Foundation Governors support the cost of this (£8/pupil) and there is a clear link between pupil use and improved outcomes so it is used earlier in the year now and teachers are actively encouraging it. Use is largely voluntary, but 40mins a week counts as a revision session. SR reviews who is / isn't using it and reminders are sent out via Groupcall. SR is considering extending its use to KS3, but staff are mindful of home access to computers. Other apps exist but this one works well. <i>LH asked how levels of revision are managed across the school?</i> Most pupils have C. 40minutes but this is a question for all faculties to consider.</p> <p><u>Maths (BC for KP)</u>: <i>KS asked for an update on staffing issues.</i> New recruitment has been very strong with a good NQT starting in January and experienced teacher at Easter. Maths results were very strong with good results driven by the Head of Faculty and high expectations. There is now capacity to return to the strong position of the past. <i>JL asked about staffing cover arrangements in the interim period.</i> BC confirmed that these are not ideal, but there is the potential for an SLT member to teach and they can deploy SLTs. Year 11 teaching is well supported and this has been planned from September. This is a well resourced team with tight systems and standards in place. <i>KS noted that Progress 8 for SEN pupils was low.</i> BC confirmed that focus groups for daily work with KP are being set-up (approx. 10 pupils) to address this.</p>	
5	<p>Draft Action Plan feedback</p> <p>AS shared the draft action plan with Governors (this has already been shared with Heads of faculty and SLT). AS noted that whilst we had a well-deserved Good Ofsted outcome, further work is required and particularly so in core subject areas. The action plan has a 2022/23 focus – there is an expectation of rapid improvement in key feeder primary schools within this period – and the college can embed consistency across all ages and areas. Progress in academic outcomes will be via inclusive working and the influence of staff expertise. The college has high expectations and quality experiences, with high quality support in place for all.</p> <p>Draft action plan to be circulated to FGB for comments ahead of December meeting. Governors to submit comments back to AS. This document will also be used for wider stakeholder engagement & feedback – the college Vision needs to be tangible.</p>	AS/YE

6	<p>Update: Behaviour & Attendance – Dan Gillard</p> <p><u>Attendance</u> – this is increasingly good but still not where we want it to be. There have been improvements with persistent absence and some years are better than national average, but DG is aware that some groups have a significant impact on data so the key is in identifying these pupils. The disparity between how data is used in Devon and Torbay schools highlights a disadvantage when pupils are placed in alternative provision as they are counted as 0% attendance at our school but not in Torbay schools. FSM attendance is better than the national average so there are some areas of real positivity. DG plans to build on early interventions from Years 7&8, which carries on the positive work throughout pupils’ school life. JL commented positively on the work of the school on attendance.</p> <p><u>Behaviour</u> – Faculty reviews and lesson visits have increased now and there is a focus on Class Charts use to develop early interventions and action plans. The most challenging pupils are being supported and there is an improvement on last year's behaviour. DG is able to identify and address individual classes where there are spikes in poor behaviour. PLC is working well for the most vulnerable and challenging pupils and they are being helped to create coping strategies. There is a reduction in repeated FTEs this year and positive changes in class environments. <i>KS asked if there is more consistency among teachers now?</i> DG stated that there is, with improved pivotal practice and line management work to support staff in these areas. <i>JL asked if Class Charts identified inconsistent staff use?</i> Yes, it does and this is followed up through line management and additional support where needed. <i>LH asked how supply staff are supported with behaviour management?</i> Work with Heads of Faculty and Anna who arranges supply; pastoral support; on-call procedures are effectively used; frequent drop-ins where needed. <i>LD asked if pupils are aware of the behaviour policy?</i> AS is confident that there is a clear understanding of expectations and “ready, respectful, safe” is well understood and the focus, rather than sanctions. This is an ongoing priority in school and there is positive feedback from visitors. <i>JL asked if the 3-weekly walks are improving consistency?</i> Yes, they are. <i>HB asked about progress in implementing the 5-pillars.</i> AS stated the school needs to revisit ‘restorative conversations’ and their effectiveness.</p>	
7	<p>Update: Disadvantaged Students – Anne Law</p> <p>Progress and attainment of disadvantaged pupils is improving but more work is required. Strategies this year for spending are based on last year's best impact. My Tutor had a dip in attainment for English & maths last year. <i>KS asked why only 18 pupils completed this?</i> More started, but only 18 completed the course as there were several reluctant learners and others were just not able to access the level of the programme. There are 20 pupils this year, but out of a larger cohort. <i>KS noted that revision classes were well attended.</i> AL confirmed that this is being run again this year but so far they are not seeing the same high proportion of disadvantaged pupils attending. There has been a change of staffing for literacy, so the college is recruiting a Literacy Tutor to help move this forward. This intervention is positive and there will be more focus from Year 7 in future. <i>JL asked about a Reading Strategy.</i> AL confirmed that a plan is forming for the next academic year. <i>KS asked about catch-up numeracy.</i> AL stated that a tutor has been recruited for Springboard 7 and this is being used again this year – it is cohort specific and had a very positive impact last year. <i>JL asked if the focus on core subjects will also target disadvantaged pupils?</i> AL confirmed this, particularly for English due to leadership changes and Year 11 interventions are prioritised for core subjects, but the focus is on consistency and standards lower down the school. <i>KS asked why English Literature had better results than English language?</i> AL felt this may not be an accurate picture and this is partly why No More Marking was introduced.</p>	

	<p><i>KS asked if counselling is continuing this year? It is, but slightly reduced. Funding is in place from March 2020 for Space to Talk. KS asked how this impact is measured? AL has data for those accessing counselling but the feedback is largely qualitative. LH asked how students access this service? There is a HoH referral. KM highlighted the drop-in run by the school nurse but there is a list of 'suitability' for referral to counsellors. Governors asked about using PP money in relation to improving attendance. This is an area of improvement and well received by Ofsted with an easy-to-see impact. Wellbeing classes are also continuing for the 3rd year due to very positive feedback on pupils' ability to sit exams. LD highlighted potential subsidies from the Council for bursaries to help pupils learn an instrument.</i></p>	
8	<p>Update: SEND – Faye Crellan FC has returned from maternity to leave to good Ofsted feedback for SEND but there are still areas of improvement required and an emphasis on quality of provision and leadership. <i>KS asked if SEN identification is accurate as 20% of school is very high? FC is reviewing the register in an annual 'audit' and feels this could be more focused as social and emotional issues are also included. KS asked if there is a lack of consistency in teacher expectations of SEND pupils? FC feels that not all SEND pupils are challenged enough and parent feedback as well as work scrutiny identifies this. Expectation in learning support provision needs to be really clear, as too many pupils currently opt-out of main classrooms. HB asked how there is a whole-school mental health focus? KM confirmed that there are Ambassadors, numerous interventions and they are starting to benchmark and use Class Charts to evaluate impact. Ambassadors are trained by specialists to understand peer needs, recognise concerns etc and they meet with staff counterparts to discuss initiatives, focusing on whole-school development.</i> <i>JL asked what the school strategy is for improving consistency? Imbedding review processes; fortnightly briefings for staff; Head of faculty have this as a standing agenda item; work scrutiny with SEND as part of this (not treated separately). FC has identified some lack of understanding of some pupils' needs – too much information can be given to teachers, so this is being reviewed to be more focussed for individuals. Consistent expectations from teachers is key for these pupils. BC added that evidence-led strategies will be the same for most students. JL asked if there are enough LSAs? FC stated that they are not currently working in the most effective way, so she is looking at different models to improve outcomes and efficiency.</i></p>	
9	<p>Update: Quality of Teaching – Ben Cotton BC reported that this is good across the college and gains were made at KS5 last year. Consistency is a significant priority and he is clear about where focus is needed and where work is already strong. <i>KS asked if the nano-reports are shared with staff? They are and pupils also get this information. BC wants to see more Rosenshine Principles in the classroom – some are already very embedded, with strong standards (every faculty has some strong practice) but it needs to be across all practitioners and middle-leaders are being used to ensure this. JL asked how teachers are responding to the 3-weekly visits? BC confirmed that this is largely positive, but with some resistance (AS added that he has only had 2 negative responses out of 63 teachers). The visits are not seen as over-scrutinising, but as a way of making quick improvements – it is a transparent and well-led process and the focus is on sharing best practice. This follows on to high expectations for pupils too.</i> <i>LH asked if there is consistent purpose to homework for all pupils? BC stated that the quantity of homework set is well monitored, but quality assurance is not yet happening. There is a homework policy and home-learning expectations across the college – it is strong at KS4 & 5, but may be less secure at KS3. HB noted that the new</i></p>	

	<i>curriculum has the capacity to develop homework and asked if this is being utilised? BC confirmed that it is, with apps, programmes and systems being used positively.</i>	
10	Safeguarding JL is booked to undertake Level 3 Safeguarding training in the new year (& this cost is being covered by his employer). There is currently a vacancy for a Deputy Safeguarding Governor and this will be on the December FGB agenda.	
11	Term Dates – recommend to FGB AS shared proposed dates for 2020-21 & 2021-22, with a focus on having minimum extra time-off between September and May (in the form of the non-pupil days) so the focus is on maximising teaching ahead of exams. <i>These dates are recommended for approval to the FGB.</i>	FGB agenda
12	Policies for Approval <ul style="list-style-type: none"> • Attendance Policy (Dan Gillard) – <i>ratified.</i> • Post-16 Attendance Policy (Kirsty Matthews) – <i>to be considered at the next Standards Committee.</i> • Behaviour Policy (Dan Gillard) – <i>ratified.</i> • Behaviour Principles (Dan Gillard) – <i>ratified.</i> • Guidance for Safer Working Practice - updated – <i>ratified.</i> YE to update, save & upload to College website.	Agenda YE
12	Policies for Review at November Meeting <ul style="list-style-type: none"> • SEND Policy • SEND Information Report • Online Safety Policy • SRE Policy • Education of Children in Care Policy • Citizenship / PSHE Policy <i>Delayed to Summer Term</i> • Exam Access Arrangements • Exam Policy • Learning Agreement • Staff Social Media Policy <i>Delayed to Summer Term</i> • Volunteers in School Guidance <i>Delayed to Summer Term</i> 	KS KS JL LH LH KS HB HB
13	Governors gave their thanks to Dan Gillard for his role on the SLT during Sarah’s maternity leave. Meeting closed at 8pm. The date of the next meeting is Tuesday 25 th February 2020, 5.45pm.	

Signed.....

Date:.....

Karen Sewell

Chair of Standards Committee