

# Minutes of KEVICC Standards Committee Meeting Tuesday 12<sup>th</sup> March 2019



**Present:** Karen Sewell (KS) (Chair), James Hartridge (JH), Helen Beetham (HB) and Alan Salt (AS)

**In attendance:** Yvette Elliott, Clerk (YE), Deputy Principal Kirsty Matthews (KM) and Assistant Principals Ben Cotton (BC), Anne Law (AL), Dan Gillard (DG) and Sarah Winstone (SW)

Ref.	FOCUS OF MEETING Overseeing the financial performance of the school and ensuring its money is well spent	Actions
1	<b>Welcome &amp; Apologies</b> <ul style="list-style-type: none"> <li>Apologies, sanctioned by the Committee: Jim Lodge and Laura Hetherington</li> <li>Absent without apology: None.</li> <li>Declarations of interest: None.</li> </ul>	
2	<b>Appoint Vice-Chair of Committee</b> JL has offered to stand as Vice Chair and was duly appointed by the committee.	
3	<b>Whole School Performance: ISDR &amp; ASP</b> AS reported that ISDR gives validated data including 6 <sup>th</sup> Form information and priorities in the CIP should dovetail with this data. Disadvantaged progress has been an issue for the College over time, although this varies slightly by subject. Total absences are higher than the national average and there were two historic years of higher than average permanent exclusions. Science remains a challenge and as a core subject this affects all pupils. There is below-average value-added at A Level, but not generally consistent across subjects. Devon, Torbay & Plymouth school data was shared, showing a declining APS of cohorts arriving at College. Progress 8 is ahead of many other schools with Good Ofsted ratings and this figure has remained stable over time, putting KEVICC in a strong position. Disadvantaged progress is a shared issue across schools. <i>KS questioned the EBacc at 19%, which is very low compared to the College target of 75%.</i> AS stated that there are discussions locally around the priority of EBacc targets in other Colleges. <b>KS wants to look at this under the Ofsted Framework, which will be a future agenda heading.</b>	Agenda
4	<b>Improved Outcomes: Looked After Children and SEND</b> SW reported that the SEN Register has been updated and this shows KEVICC as above average, with systems in place for improved recording and a single person overseeing the Register. The Year 11 cohort are expected to receive a good judgement as the gap is narrowing for the third year between SEN and other pupils. Year 10 however, has a few significant individuals affecting progress data. One has now received an EHCP, which will hugely improve the data. It is possible that some of the pupils with specific needs may not still be with us by the end of Year 11. SEN is a whole school focus, with targeted nano training, increased staff CPD, learning walks in Year 10 to check for any disparities in practice. There has been a positive impact for staff on the MITA training, 4 new EHCPs have been agreed and 6 more are applied for and expected. An additional £24,000 funding has also been recently received. 'Space to Talk' is a lottery funded Totnes group supporting 12 councillors in school each week, which cascades support to 60-70 pupils a	

	<p>fortnight. Mental health strategies are being discussed at SLT. Two Looked After Children (LAC) are receiving support and their social &amp; emotional needs are the priority.</p> <p><i>KS noted the healthy data regarding children with English as an Additional Language (EAL) and asked how this is being achieved. AS confirmed that this is a small cohort so targeted support works very well.</i></p>	
5	<p><b>Improved Outcomes: Disadvantaged Students</b></p> <p>AL reported that the basic measure for disadvantaged pupils is below national average, but improving in many subjects and some departments, such as Art, are consistently strong in this area. Some faculty areas are impacting the in-year data. Across the College there is good engagement in the extra revision programme from disadvantaged pupils. <i>KS asked how this was being achieved?</i> AL stated that My Tutor is likely to have helped and this is a particularly targeted provision as maths is so important for progression. The College focus this year is with the PP grant is on the Year 11 exam group and in providing more sustained progress in Science, English (where performance has dipped since the new GCSEs with less coursework requirement) and History. Senior &amp; Middle-Leaders meet after data drops.</p> <p>Since the PP review last year progress has been tracked &amp; monitored. The November mock results were used as a baseline to compare to the next set of results and some have seen significant progress and there is a report of increased confidence in pupils.</p> <p>Some funding has been diverted in disadvantaged pupils' attendance with the recruitment of an Attendance Support role in January to take on a small case load of pupils in a pastoral and family liaison capacity for 2hours/day. This has been seen as very positive and AL will be measuring the impact to check that it can be continued next year.</p> <p>Literacy intervention with the HLTA (Higher Level Teaching Assistant) demonstrates good impact in 1:1 with targeted year 7s. Maths tutoring works well with small groups of Year 7s and allows for differentiated support. <i>KS asked if a particular programme is used?</i> AL confirmed that Springboard 7 is being used but is too advanced for some pupils, so implementation requires some adjustment. AS stated that the use of My Tutor with in Year 11 is resulting in improvements and the sustained attendance of pupils has been noticeable and the engagement in this intervention is telling. AL reported that pupils with prior lower attainment have not done so well and thinks this may be due to the training of the Tutors, who are not used to working with this cohort. KS highlighted a Babcock programme that could be delivered by Tas for lower attaining pupils, which may be worth exploring – <b>information to be shared with AL.</b></p>	KS

6	<p><b>Improved Outcomes: Behaviour</b></p> <p>DG reported that behaviour is increasingly good across the College, with SLT and Heads of Faculty focusing on key areas and Pivotal Practice confidently applied. Pupils are mostly punctual and support is offered where needed with SLT supporting lesson change-over times to help improve behaviour in these periods. Attendance is still an area for improvement, but every area has improved from last year and 3 of these are now above national average.</p> <p>The College policy focuses on recognising positive behaviour. <i>KS asked what Pivotal Practice is?</i> AS stated that this is a national training company whose practice resonates with the way the College already knew worked. <i>HB asked if the early impact of this has been sustained?</i> AS stated that staff are implementing the strategy and Class Charts show a very consistent use of positive recognition and this is reinforced in assemblies etc and staff feedback in October gave an opportunity to discuss strategies with teachers.</p> <p>There is a focus on starting the school day promptly, with the Great Start Team (SLT &amp; HoH) in place from 8.40am. CPD for staff focuses on calm &amp; consistent adult behaviour and conduct. Staff on-call days are used to support behaviour management where needed. <i>KS asked for an example.</i> DG referenced SLT intervention in the case of persistent disruption. AS stated that there can be a capacity issue for this, but it is a very beneficial practice.</p> <p>KEVICC has a trend that fixed-term exclusions are not used as often as in other schools but are then used for longer when implemented as the focus is on keeping pupils in school. So far this year, one permanent exclusion has been upheld and another is upcoming. Most permanent exclusions historically have been issued for on-off incidents, which are largely outside the control of the College, unlike persistent bad behaviour. <i>KS asked about fixed-term exclusions for SEN pupils.</i> DG confirmed that the College tries to work with pupils and their families to try and identify barriers.</p> <p>KM has Room 30 which is very positive for time-out and there is preventative work including differentiated classwork. AS stated that there is an increased number of SEN pupils and the College is breaking down EHCP and SEN data to see where we are or aren't best meeting their needs.</p> <p>DG stated that attendance for pupils on FSM, EHCP and with EAL are all improved. Persistent absence is significantly lower this year and this was a focus area. There is a monitoring system in place and work with the EWO to ensure conversations with parents occur from DG's daily attendance monitoring. Some pupils are unfortunately still not seeing the impact of this effort. PP attendance is improved, but still has work to be done. Family liaison support is good for sharing monitoring work. There is a whole school awareness of attendance and Head of Faculty carry out reviews and feedback on strategies. <i>KS asked if this is shared across faculties?</i> Yes and at SLT.</p> <p>The impact of changing the mobile phone policy has been positive and repeat offenders are now low. There is a low incidence of verbal abuse against staff but AS highlighted the big impact of these occurrences on staff. <i>HB asked what evidence there is of the strategy to reduce low-level disruption, in KS3 especially?</i> AS felt that staff are well-equipped to deal with this, but it is still occurring. A faculty-wide expectation and strategy is needed for student groupings and Class Charts gives good overview and invites questions. Where the quality of teaching is embedded, behaviour is not an issue. AS highlighted the challenging nature of the site for managing behaviour in and out of lessons due to the movement and distance between lessons and at break/lunch times. KS noted that the student view is interesting and positive, for example during the Humanities Faculty review. BS stated that when teaching is non-specialist, such as Supply cover, this is typically when the worst behaviour is seen. <i>JH asked if the survey is being repeated?</i> This was confirmed.</p>	
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7	<p><b>Improved Provision: Quality of Teaching</b></p> <p>BC reported the quality of teaching is increasing across the College, with the exception of the Science department, which has some strengths. As Science is a College priority, particularly for disadvantaged pupils, it is not possible to classify teaching a good yet. Lesson visits and good modelling over time are required. The move into newly refurbished labs in September with state of the art provisions will continue to drive up standards. <i>KS asked if looking in books is a key focus?</i> BC agreed that this along with talking to pupils enables the College to improve. Decisions such as changing triple science have been made to suit our pupils.</p> <p>KS5 has a good quality of teaching &amp; learning, but is a priority area for outcomes. Expert practitioners in some fields will be used to support improvements. The College is above national average for some subjects. A standardised assessment structure is now in place and consistency is key.</p> <p>Formal &amp; informal systems are used to drive improvement with an embedded and improved assessment structure. 6<sup>th</sup> Form feedback is given with assessment books for easy evaluation and the consistency of this is monitored and evaluated. Sociology and Psychology will not be continued unless shared options across other 6<sup>th</sup> Forms can be managed. Student interviews will determine the demand for this.</p>	
8	<p><b>Review of Website for Statutory Compliance</b></p> <p>KS noted that the Accessibility Plan needs adding. SW is updating this currently but it was agreed that the current version needs uploading as a matter of urgency.</p> <p>AS stated that Ofsted readiness is a priority and it is likely that Steve Sherwood, Administration Manager will be invited to manage the list of statutory documents for the website. <b>A report should be invited for the May FGB meeting.</b></p>	Agenda
9	<p><b>Safeguarding</b></p> <p>A Safeguarding Audit is booked for 29<sup>th</sup> March with Babcock. Questionnaires are being issued to all staff this week for completion. <b>Kate Wilson is currently the Safeguarding Lead Governor, but succession planning is necessary.</b></p>	FGB agenda
10	<p><b>Policies for Approval</b></p> <ul style="list-style-type: none"> <li>• Child Protection &amp; Safeguarding Policy (Sarah Winstone) – <b>Changes are pending following LH's review, so this will be brought to FGB in March.</b></li> <li>• Citizenship / PHSE Policy (Sarah Winstone) – Ratified by Governors.</li> <li>• Exam Access Arrangements (Sarah Winstone) – Ratified by Governors.</li> <li>• Exam Policy (Ben Cotton) – Ratified by Governors.</li> <li>• Online Safety Policy (Kirsty Matthews) – Ratified by Governors.</li> <li>• SEND Policy (Sarah Winstone) – <b>Recommended to FGB for approval.</b></li> <li>• SWGFL Staff Social Media Policy (Sarah Winstone) – Ratified by Governors.</li> </ul>	<p>FGB agenda</p> <p>FGB agenda</p>
11	<p><b>Policies for Review at June Meeting</b></p> <ol style="list-style-type: none"> <li>1. Learning Agreement – To be updated by Kirsty Matthews and reviewed by JH.</li> <li>2. High Attaining &amp; Talented Policy – To be updated by Anne Law and reviewed by KS.</li> <li>3. Admissions Policy – To be updated by Dan Gillard and reviewed by HB.</li> </ol>	Gov's

12	<b>Meeting closed at 7.40pm.</b> The date of the next meeting is Tuesday 18th June, 5.45pm.	
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Signed.....

**Karen Sewell**

**Chair of Standards Committee**

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