

Minutes of KEVICC Standards Committee Meeting Tuesday 18th June 2019



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

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

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 Absent without apology: None. Declarations of interest: None. 	
2	Minutes of the last meeting (12th March 2019) Minutes were approved and signed by the Chair.	
3	Update: Behaviour & Attendance – Dan Gillard <u>Attendance</u> continues to be a focus area for the College, but we are seeing positive trends. Work with parents continues and there has been hard work on persistent absence with a whole-school holistic approach focusing on early interventions and use of weekly staff/student conversations. Early help is well used and monitored, with medical evidence requested for under 90% attendance. New Year 7s have good attendance at 95%, demonstrating that there is a positive culture moving forward. <i>KS noted the improvements in disadvantaged attendance figures and asked what is being done to achieve this?</i> DG stated that there is good school awareness and pastoral support including the new attendance support role, including dialogue with parents and strategic targeting. <i>KS asked if fixed term exclusions count as absences?</i> DG confirmed that they are, so wrap-around support is critical and personalised timetables are created as necessary. Pupils are made aware of how many lessons are being missed and the impact of this rather than focusing on the percentage of lessons attended. JL did a monitoring visit with DG recently and confirmed it was clear that it's a focus area, with lots of hard work going on across the College. Congratulations were given. <u>Behaviour</u> is now good across the College. There is a focus on embedding pivotal practice, with 'meet & greet' working well. There was a spike in FTEs in the Spring following staff reflections on behaviour – a clear College response has significantly reduced behavioural problems. 'Lates' have halved this year and a new policy is being drafted to cover this. <i>KS commented positively on the link with this work and the Learning Policy.</i> There are 2 students accessing alternative provision but both are returning to KEVICC shortly following a positive impact in their behaviour. College support plans are in place where required and these are regularly monitored by Heads of House and Faculty Leads. The College focuses on positive feedback, which is regularly shared in assemblies. <i>KS asked what the fast track ticket is?</i> DG explained that Tutors can reward a pupil every Friday for a pastoral-based achievement to access the canteen quickly. <i>KS asked about Wave support?</i> This is a shared Google-Doc for clear strategies on behaviour being exhibited in line with the Inclusion Officer for regular reflection with pupils and families.	

	<p><i>KS asked if the College is looking for a Learning Manager?</i> KM confirmed that as a gap in SEND provision for social and emotional needs was identified, resulting in underperformance, a personalised learning centre is being developed and the recruitment of an experienced and compassionate Manager is now complete. SLT manage a list of pupils accessing this support, where advocacy and guidance is linked with Thrive. AS stated that the intention is to reduce the number of permanent exclusions as a result of this provision. <i>JL asked the cost of this provision?</i> AS stated that the new staff capacity will be around £30k but existing support staff who are already employed will also be utilised. <i>KS asked if Room 30 is still being used?</i> KM confirmed that it is and DG stated that Heads of House and DG meet fortnightly during a designated 1:1 meeting to address behavioural concerns with support in place for holistic work.</p>	
4	<p>Update: Disadvantaged Students – Anne Law</p> <p>The impact of interventions since September is improving, which is very positive as we were below the national average for 2 years. Underperformance is more acute in some subjects for particular cohorts of middle achievers. 2018 leavers were regularly attending revision sessions and well-engaged with a higher number of positive progress scores for these pupils since the November mocks. There is a focus on science, English and history where there is still underperformance for disadvantaged pupils. The online platform for undergraduate tutoring (My Tutor) in maths enabled cohort motivation and an increase in grades, but was less positive for LPA (low prior attaining) students and AL is looking at how to address this. Some faculties have been seen to over-predict, so the expectation is between 0.1 and -0.09 Progress 8 for disadvantaged.</p> <p>Pupil premium funding spent on attendance this year for the disadvantaged cohort has seen an improvement on attendance. The current Year 10 and 11 are real success stories. There are ideas for how the Attendance Support Officer role might be developed further next year. Wellbeing classes are working well, particularly in supporting exam anxiety and are worth repeating. <i>LH asked the cost of the wellbeing classes?</i> AL confirmed that PP funding has been used to benefit a wider group of pupils to teach pupils strategies using a variety of approaches. <i>LH asked if trained parents could be invited to support this work?</i> AL agreed there is a potential to do more, but it has to be done right and also through the PSHE curriculum. <i>JH asked if the Space to Talk programme (or other options) could be accessed with unused My Tutor credits for non-PP children?</i> AL confirmed that these credits could only be used for PP children due to the cost, although Foundation Governor grants may be able to support some costs. Literacy catch-up provision is having a positive impact. Bespoke numeracy catch-up is new for this year, which has been adapted for the pupils accessing this support – definitive testing in July will give a clearer impact.</p>	
5	<p>Update: SEND – Kirsty Matthews</p> <p>The current prediction is -0.24 progress for SEND in Year 11. Lots of work with EHCP pupils is ongoing and staff are receiving feedback from learning walks. Year 9 mock results will give an accurate picture and training needs for staff have been identified to improve prediction accuracy. Year 8 has a 50/50 split in those with expected & below-expected performance. KM wants to work with faculty leaders to identify the reasons and ensure there is no drop-off between KS2 & 3. Careful LSA deployment is essential to ensure boys in this cohort are not being disadvantaged. <i>JH asked if there is disparity on the SEND register?</i> KM stated that it had looked like we were below national average, so SIMS data was reassessed as we knew that was inaccurate.</p>	

6	<p>Update: Quality of Teaching – Ben Cotton</p> <p>Teaching is at least Good in all faculties except science, which is improving. Ofsted recognised the robust quality of assessment for Year 12/13 – the reason being 3 years of positive progress and all priority subjects improved last year and are holding strong. KS5 outcomes look positive on Spring2 data, with confidence in assessment. There is a focus on closing the gap for disadvantaged pupils in science particularly. Rosenshine Principles could be used as an evolution of the College's existing work – languages and humanities are looking at this for the 2019/20 action plan. Year 10 groupings moving into Year 11 are planned carefully for maximum learning opportunities. Staffing changes in the science department will be very positive for the College and raise expectations across the College for consistent good teaching; not just in science. Lower and higher prior attaining pupils are a focus group for work scrutiny next year. Outcomes at KS3 are critical, BC is reviewing curriculum and use of non-specialist teaching will be reduced in the relentless drive for improvement. BC put forward a proposal for the faculty review process to be overhauled, with frequent use of walk-throughs in a move to an open-door policy for sharing strong practice but also as an opportunity to catch poorer practice for early intervention – there is College focus on consistency. RAP (Raising Attainment & Progress) – staff have identified strategies to deal with underperformance and these will be reviewed at the next meeting. <i>KS asked if subject teachers are involved in this process?</i> AL confirmed that they are not, but subject leaders are working well on this and all information is fed back. <i>HB asked how teachers share best practice?</i> BC explained that his oversight of staff strengths & weaknesses is used for sharing best practice and there is also the twilight programme. The new review model will allow for sharing with those who will benefit the most and it also supports potential career progression. BC has a plan to set up work scrutiny sessions for key pupils to enable action research and with time for staff to feed back and develop an atmosphere of openness, honesty and dialogue. JL asked BC to share the Rosenshine information. JL asked if the positive staffing changes in Science will be enough? BC stated that positive teaching is a priority but further support and change may be required. AS added that there have been some very specific problems which have been addressed and now that the new labs are being used following all of this disruption, the team need to be supported moving forward.</p> <p>The College focus now is on consistency. KS asked for the Heads of Faculty for of English, Maths and Science to be invited to present to the Standards Committee in the Autumn term. <i>HB asked if the College is also pushing other strong faculties to ensure there is no coasting?</i> AS is clear that we are and there is consistency of expectation and a focus on KS3.</p>	<p>BC</p> <p>Agenda & Heads of Faculty</p>
7	<p>New Ofsted Framework</p> <p>AS reported that the new Ofsted Framework comes into being in September 2019. The biggest change is in the 'overall effectiveness' judgement, which now has 'quality of education' as its priority area. The emphasis on curriculum is far greater, with this remaining broad for as long as possible. AS suggested that Governors should consider what is driving this change, but highlighted that Amanda Spielman states that quality of education is not just from exam results, but focuses on the whole curriculum and this is grounded in a rigorous research base. KEVICC has strength here, with a good uptake across all subjects and with most KS4 qualifications as GCSEs.</p> <p>AS highlighted that Ofsted and the DfE are entirely independent. The DfE have EBacc ambitions of 75% uptake, but these are not targets for schools and Ofsted will not judge on the College's progress towards this, but must be seen to be preparing to achieve this. KEVICC can demonstrate strengths in areas outside of the EBacc with very good outcomes but has also already seen an increase in EBacc entry rates for Year 10. There is currently a fairly small uptake in languages, but we offer very strong provision so why wouldn't we want students to experience this? <i>KS</i></p>	

	<p><i>asked if we have good attainment because of selection?</i> AS stated that this is self-selection for engaged pupils. Staff want to be inclusive and are passionate about encouraging more pupils to take up MFL. <i>JL asked if there is a risk that different faculties will be competing for the same pupils and the pupils themselves are best placed to judge?</i> AS stated that some pupils need support to make the right choices. There is a clear progression route at KEVICC with the curriculum reflecting the local context for employment. KS5 has been a previous College focus and this is now moving to KS3, with ongoing reviews. Consistency of practice is critical and this links with the curriculum for a good quality of education. The key challenge now under the new framework is to look at the sequence of building the curriculum across key stages.</p> <p>The new framework is being sold as 'fairer' as there is no focus on data, but by removing objective data it could be replaced by subjective personal judgement. Quality of education will still consider outcomes though. JL felt that the Rosenshine Principles will fit here well, with a holistic and consistent approach across faculties for quality of education and well-being. HB felt that the breadth of curriculum in Year 9 fits well under the new framework and is a strength of the college. AS agreed and added that it enables the introduction of GCSE content in a relatively broad way, showing an increased uptake of EBacc subjects without marginalising other subjects. KEVICC needs to be ambitious for adding value and lifting pupils in all areas. KS4 progress can be maintained by developing KS3. JL confirmed that he is attending the DAG Conference regarding the new Framework next week. KEVICC was congratulated on its excellent and well-deserved Ofsted judgement as a Good school.</p>	
8	<p>Marketing Draft Strategy coming to Operations Committee.</p>	
9	<p>Uniform Update For discussion at FGB in July.</p>	FGB agenda
10	<p>Safeguarding No issues to report. Fire evacuation procedures are being reviewed for Post-16 provision. KM is developing safeguarding briefings and keeping its impact under review. The Volunteers Policy needs to be reviewed, with a separate post-16 policy required for attendance. <i>JL asked if the issues with contractors and sub-contractors and the SCR has been resolved?</i> KM confirmed that it has.</p>	
11	<p>Policies for Approval</p> <ul style="list-style-type: none"> • Learning Agreement – <i>Ratified, with suggested amendments for March 2020.</i> • High Attaining & Talented Policy – <i>Ratified.</i> • Admissions Policy – <i>Ratified.</i> <p>YE to update, save & upload to College website.</p>	YE
12	<p>Policies for Review at November Meeting</p> <ul style="list-style-type: none"> • Attendance Policy (Dan Gillard) • Post-16 Attendance Policy (Kirsty Matthews) • Behaviour Policy (Dan Gillard) • Behaviour Principles (Dan Gillard) 	<p>JL JL KS KS</p>

13	Meeting closed at 7.55pm. The date of the next meeting is Tuesday 19 th November 2019, 5.45pm.	
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Signed.....

Karen Sewell

Chair of Standards Committee

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