

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), Julian Carnell (JC) and Alan Salt (AS).

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

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, and Sarah Winstone (Assistant Principal) Absent without apology: None. Declarations of interest: None. 	
2	Minutes of the last meeting (19th November 2019) Minutes were approved and signed by the Chair.	
3	Matters Arising <ul style="list-style-type: none"> Draft Vision to be circulated to FGB – this has been shared. Breakdown of gender mix for subjects – Regarding ‘outliers,’ AS confirmed that KS4 Computing & Science is very male-dominated (although Year 10 is less so) and A Level Physics is male-dominated (in-line with the national picture). 	
4	National Performance Tables (inc. post-16) Post-16 – Kirsty Matthews KM informed Governors that KEVICC was in the top 10% for AS Level results and top 20% for A Level results, which is very positive and validates the Ofsted evaluation. <i>KS asked how this relates to Progress 8 previously? We are within the 2nd Quintile for progress and attainment. 2018 to 2019 comparison: English has held its strong standards; big improvement for Logic & Philosophy; huge progress made in other areas too. BC added that languages are very strong at KEVCICC and many students have gone on to Oxbridge. KS asked if there is concern over low pupil numbers?</i> KM agreed there has been a reduction in pupil numbers, but recruitment is a major focus area along with financial benchmarking of post-16 provision. <i>LD asked about Year 11 retention.</i> KM stated that we are in a geographically competitive post-16 area, but we have better results than all local Grammar schools. AS added that class sizes are boosted by teaching Yr12 & 13 together for some subjects. <i>LD asked if College music rooms are utilised as she feels this is a potential area for expansion?</i> AS confirmed that they are not, but this is largely due to staffing. <i>JC asked if there are known reasons for the patterns of subject uptake over time?</i> This is seen mainly as cohort-specific, but the teaching in KS3 and at GCSE has a major impact on A Level choices and pupils’ decision to stay at KEVICC. KM stated that the Government is trying to incentivise STEM subjects financially from next year, but KEVICC will not push pupils into subjects that aren’t right for them. <i>JC asked if there is an issue with Chemistry?</i> BC stated that uptake was low, but progress was the best in 5 years, so teaching is secure. <i>LH asked if students can</i>	

	<p><i>study subjects that aren't typically offered?</i> AL confirmed that if they self-study, exams can be arranged on a case-by-case basis if staffing can be managed and it's financially viable. <i>JC asked when discussions start with pupils about A Level choices?</i> KM confirmed that all pupils are taken on a university visit but they also look at alternatives to degrees. A new 6th Form taster day is being held in March for Yr11s and existing A Level students are involved in this. HB noted that they seen as great role models for younger pupils on the main site. <i>LH asked if we are losing pupils at Yr9?</i> AS confirmed that we do, but that these numbers are stable and typically there is no net change as new pupils also join, however numbers did drop a little last year. <i>LH asked if pupils are asked why they are leaving?</i> AS stated that this is usually due to curriculum choices for studio schools.</p> <p><u>IDSR (Inspection Data Summary Report) – Alan Salt</u></p> <p>The latest date was published in January 2020 and is a brief version of the more detailed ASP (Analyse School Performance) data, giving a summary of strengths & weaknesses. The 3 areas of investigation in 2019 were disadvantaged progress, attendance & exclusions and there has been a clear focus on these areas in the College Improvement Plan (CIP) since. In 2020, 28% uptake of EBacc subjects is seen as low (due to languages uptake) and both Further Maths and Sports Studies are seen as underperforming. <i>KS asked if Further Maths should continue to be offered?</i> BC stated this is undecided. Languages are strong for value added and there are patterns of improvement in Humanities. No areas are significantly underperforming but English GSCE Progress 8 declined in 2018-19.</p> <p><i>JL asked why we have dropped a quintile this year?</i> AS stated that our Progress 8 has reduced due to our English results, but not significantly. Disadvantaged and SEND groups are no longer identified as an area for investigation and we are in the top 10% of schools nationally for SEND support. Absence attendance is still a problem and remains a college focus. Exclusions are higher than the national average and we continue to have an unstable school population, which is partly a geographical problem. Teacher absence is recorded as high, but this data is now out-of-date, as significant improvements have been made in this area.</p> <p>Amy Withers and Natalie Clark were names by AS as exceptional post-16 teachers.</p>	
5	<p>Update: Curriculum – Anne Law</p> <p>AL reported that KS3 curriculum development is a focus and the best results at GCSE are seen where there has been positive teaching at KS3. A new 'Curriculum Intent' document has been shared with Faculty Leaders to focus on the importance of KS3 as preparation for future learning in addition to provide broad and in-depth knowledge. Curriculum leaders are creating 'Schemes of Learning' for roll-out in September, with a 'Curriculum on a Page' overview. <i>KS asked if 'skills' are also being identified in addition to knowledge?</i> AS stated that skills underpin knowledge so are integral. The Scheme of Work will be more detailed than the Curriculum on a Page, so this is where skills will be detailed. <i>KS asked if prior learning for KS3 be linked to Yr6?</i> AL stated that it will as this work will be quality assured in the Summer Term, ready for September. The SLT and some primary colleagues will work together to co-plan and manage the KS2-3 transition, ensuring high enough expectations of standards from pupils at Yr7. <i>JC noted that consistency of staff expectation is crucial and a framework might help address this. HB referred to her recent Ofsted Framework training course and noted that the language in this new framework can be unhelpful as there is a focus on concepts, but it is referred to as 'knowledge committed to memory.'</i> AS confirmed that curriculum information will be made available to parents too, for accountability and AL added that the frequent walkabouts demonstrate there can be ambiguity when schemes are not specific enough, which leads to inconsistent teaching –</p>	

	<p>this new curriculum roll-out will address this. SLT quality assurance will be supported by buying-in SLE teams from other schools, so there will be experts in each core subject to assess the curriculum plans.</p> <p>The new Reading Strategy plans were discussed with the aim of encouraging and rewarding reading for pleasure as there is currently no expectation after Yr8 for pupils to do so outside of specific lessons. Tutors will read to their tutor groups 3 times a week for 10minutes, with text being tracked by pupils, to ensure that every pupil experiences reading and the positive benefits this can bring. <i>HB asked if this will be whole books or extracts from varied texts to encourage pupils to go and continue them independently?</i> AL confirmed that it would be whole novels but they also plan to curate a reading list of recommended books. <i>KS suggested that annual reading age testing may be beneficial in order to monitor and quantify the impact of this new scheme. LH asked if Tutors are happy with the new idea and also suggested that some pupils 6th Form could be invited to read as engagement is likely to be higher if the reader is fully on-board?</i> AL confirmed that Tutors have been invited to give their feedback and a meeting is also planned with them later this week. <i>JC also suggested that parents should be involved.</i> HB offered to support the curation of a reading list following recommendations from pupils, staff and parents.</p>	HB
6	<p>PSHE & SRE – Sarah Winstone</p> <p>In Sarah's absence, this item has been postponed as there are several Governor questions. LH has offered to represent Governors in the SRE consultation process and a presentation to the Standards Committee was requested.</p> <p>The SRE Policy needs to be re-written to tie in with the new SRE requirements on schools following parental consultation. LH & KS to work with SW.</p>	<p>LH & Agenda</p> <p>LH & KS</p>
7	<p>Update: Attendance & Safeguarding – Sarah Winstone</p> <p>In Sarah's absence, this item has been postponed and a full presentation should be arranged for the next Standards Committee meeting.</p> <p>JL confirmed that the SCR has been checked and is up-to-date with no areas of concern. JL and SW to meet.</p>	<p>Agenda</p> <p>JL</p>
8	<p>Update: Quality of Teaching – Ben Cotton</p> <p>There is a strong focus on the core subjects, consistency of standards and expectation and progress of disadvantaged, SEND and the most-able pupils, despite some progress. The 3-weekly visits continue, giving qualitative data on the strategies being used in classrooms – guided practice at the start of lessons; retrieval practice; scaffolding; targeted questioning and feedback. Strong practice is regularly shared with staff. <i>KS asked if all teachers are clear on the pedagogical areas that BC details?</i> BC stated that strong practice can be attributed to individuals from NQTs through to experienced staff. <i>JL asked if all teachers are aware of the 5 pillars?</i> BC confirmed that they do and that the 3-weekly feedback focuses on positive modelling in order to drive change.</p> <p>Governors are encourage to make visits during walkabouts and they will take place in the weeks beginning: 09 March, 14 April, 04 May, 01 June and 22 June.</p> <p><i>LH asked how much learning takes place across faculties (particularly relevant for small faculties)?</i> BC confirmed that feedback is shared widely and the lesson visit structure allows for faculty leaders to visit other faculties and classrooms are now becoming more 'porous.' <i>JC asked how much ownership faculty leaders have over the process?</i> AS stated that it is common for faculty leaders and RSLs (Raising Standards Leaders) to lead visits. <i>KS asked how</i></p>	

	<p>many data drops occur each year and asked if this information could be shared with Governors as a measure of impact (along with attendance data)? AS confirmed it occurs 3 times a year and suggested that the 'subject summary page' would be most useful for Governors, but highlighted the need for triangulation with school visits to give Governors the whole picture. Data to be shared at a Standards Committee meeting. HB commented very positively about the quality of the qualitative data that has been shared with Governors and thanked BC.</p>	Agenda
9	<p>Update: SEND – Fay Crellan FC & BC have been working together to look at the quality of teaching around SEND and it is evident that these pupils are still underperforming, but the drive is now on whole-school responsibility for this. Consistent SEND language, tied in with the Rosenshine Principles, and based on common patterns are seen as essential.</p> <p>Pupil Passports are now shared with staff to give clear, concise information about SEND pupils and relevant approaches for staff to use as an overview document to accompany detailed reports. There was also an SEND emphasis on the most recent walkabout – everyone was visited, but a targeted list was also used and a positive picture was seen. Where staff really know the pupils, the impact is excellent. FC does CPD for teachers every 2 weeks, so can now focus on the key areas of scaffolding and modelling, whilst inviting staff to share good practice.</p> <p>The SEND Register has been reviewed and the number of pupils recorded has reduced due to re-assessing need and new codes now categorise pupils better, including those on 'watching briefs.' Heads of Faculty are now more accountable and to date staff have been positive about the changes that FC has introduced. <i>JL asked how a new staff member would know about a SEND pupil?</i> FC confirmed that this is detailed on Class Charts and the register has codes so that they can easily view the linked documents. <i>LH stated that on her recent learning walk she had focused on SNED provision and confirmed that teachers she spoke to were all happy about the level of information they receive and their access to data.</i></p> <p>JL thanked FC for her excellent presentation. KS thanked the SLT for their reports and their continued work.</p>	
10	<p>Policies for Approval</p> <ul style="list-style-type: none"> • Post-16 Attendance Policy (Kirsty Matthews) – ratified. • SEND Policy – Recommended for approval to FGB. • SEND Information Report – Recommended for approval to FGB. • Online Safety Policy – ratified. • Policy for Computer Network Use - ratified. • SRE Policy to be considered at the next Standards Committee. • Education of Children in Care Policy – ratified. • Citizenship / PSHE Policy Delayed to Summer Term • Exam Access Arrangements – ratified. • Exam Policy – ratified. • Learning Agreement – ratified following minor amendment. • Admissions Policy– ratified. <p>YE to update, save & upload to College website.</p>	<p>FGB FGB</p> <p>Agenda</p> <p>YE</p>

11	Policies for Review at November Meeting <ul style="list-style-type: none"> • Citizenship / PSHE Policy (Sarah Winstone) • Staff Social Media Policy (Sarah Winstone) • Volunteers in School Guidance • Assessment & Feedback Policy (Ben Cotton) • Teachers' Appraisal Policy (Ben Cotton) • Careers Policy & Guidance (CEIG) (Anne Law) • High Attaining & Talented Policy (Anne Law) • Home Learning Policy (Ben Cotton) 	LH JL JL KS JL KS LD HB
13	Meeting closed at 8pm. The date of the next meeting is Tuesday 16 th June 2020, 5.45pm.	

Signed.....

Date:.....

Karen Sewell

Chair of Standards Committee