

# Minutes of KEVICC Standards Committee Meeting Tuesday 17<sup>th</sup> November 2020, 5.45pm



*The meeting was held remotely, due to Coronavirus restrictions and Government advice*

**Present:** Jim Lodge (JL - Chair), Helen Beetham (HB), Laura Hetherington (LH), Louise David (LD), James Hartridge (JH) and Alan Salt (AS).

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

Ref.	FOCUS OF MEETING Holding the Principal to Account for the Educational Performance of the College and its Students	Actions
1	<p><b>Welcome &amp; Apologies</b></p> <ul style="list-style-type: none"> <li>• Apologies, sanctioned by the Committee: Karen Sewell (KS), Julian Carnell (JC) and Michael Young (MY)</li> <li>• Absent without apology: None</li> <li>• Declarations of interest: None.</li> </ul>	
2	<p><b>Minutes of the last meeting (16<sup>th</sup> June 2020)</b> Minutes were approved and will be signed by the Vice-Chair as soon as possible.</p>	
3	<p><b>Matters Arising</b></p> <ul style="list-style-type: none"> <li>• <u>YE to update, save &amp; upload ratified policies to College website</u> – Done.</li> </ul>	
4	<p><b>Attendance - Fay Crellan</b> FC talked through her report, highlighting key information. Attendance is 92.88%, which would be poor under normal circumstances, but is above the Devon and National average currently. 6 students have been shielding since September and when their 0% attendance is removed from data it is increased to 94% for whole school - comparable to 2019 data. There are also some issues with a few Year 10 boys, which reduce attendance figures significantly – measures are in place to support these pupils. <i>AO asked if there is a tension between our proactive use of alternative provision (AP) and the impact on attendance figures?</i> FC did not see this as a tension, support is needed from many professionals and for KS4 pupils it is hard to completely turn around long-standing issues. KM added that by using AP at an earlier stage in an educational journey it is easier to meet the needs of pupils. <i>AO asked who KEVICC use for AP?</i> FC confirmed that there is a split between Devon and Torbay provision, depending on catchment areas and some tuition at home occasionally occurs. <i>HB asked if the Year 10 boys referred to are EHCP students?</i> FC confirmed that they have EHCP reviews and plan management in place, but parental preferences for mainstream education must be allowed. SEN support is also in place for some of the boys. New strategies have significantly improved their attendance though. <i>JL asked if the overall focus is still on getting good learning habits in place at Year 7?</i> FC stated that this is now one of several strands of focus, with disadvantaged and vulnerable students a priority too. <i>JL asked why persistent absence has increased?</i> FC stated that this reflects the current, cautious behaviour under the current pandemic – 507 days of absence due to symptoms is typical, but this cannot be coded 'X' if it is not specifically detailed as being Covid-19.</p>	

	<p>AO asked if EWO triggers remain the same in the current situation? FC confirmed that they are and anything under 90% attendance is persistent absence. Yellow/Amber/Red letters are still being used by the school and mental health support is in place where necessary. Minimal additional external / financial support is being provide to schools for mental health though.</p>	
<p><b>5</b></p>	<p><b>Whole School Data Analysis 2019 &amp; 2020 – Alan Salt</b>  AS shared a presentation ‘College Performance Data 2020’.</p> <ul style="list-style-type: none"> <li>• No official data will be published this year, as per DfE decision, so previous years’ data should be used to assess college performance. Internal comparisons between 2019 and 2020 have occurred.</li> <li>• Progress 8 scores cannot be generated this year, as there is no national data as a baseline.</li> <li>• Attainment improved between 2019 – 20, mainly due to an increased number of Level 5s and above in English.</li> <li>• In 2020, English has outperformed maths and science, which maintained average attainment. There is a key challenge for KEVICC to understand why Core subjects have underperformed in relation to Options subjects.</li> <li>• In 2020, attainment increased for disadvantaged pupils, but the gap is comparable to 2019 – it is disappointing not to have closed the gap, but provides reassurance that the Centre Assessed Grades (CAGs) have not affected grading.</li> <li>• 2020 attainment has generally been better than 2019 – AS maintains that this is not a grade inflation or over-prediction through CAGs, but the ‘exam effect’ did not occur.</li> <li>• The relative performance of subjects reflects the historical patterns.</li> </ul> <p>AO asked if CAGs were awarded in line with a model of the previous 3 years data? AS confirmed that historical subject performance, cross-subject performance and a robust review and moderation process was used to validate the CAGs.</p> <ul style="list-style-type: none"> <li>• The English attainment increase was largely driven by improved practice, but it raises some questions as this is so subject specific.</li> <li>• A Level average grades have increased from a B- in 2019 to B in 2020 – the lack of ‘exam effect’ was again referenced for this.</li> <li>• There is a similar picture of C+ grades in 2019 and 2020. A strong set of results was expected and this as reflected in the CAGs. Small cohorts have an impact in improved quality of provision and course entry requirements mean A Levels are effectively be selective.</li> <li>• AO asked what the impact of the CAG U-turn on students was? AS stated that 6 students missed out on university places this September and BC added that 52 A Level grades were moderated down (10 by 2-3 grades).</li> </ul> <p>HB thanked staff and the SLT for managing the CAG process and supporting students with their results over the summer.</p> <p><b>Governors are invited to share questions with AS on the data presentation ahead of the next Standards Committee meeting so they can be addressed formally.</b></p>	<p><b>All Gov’s</b></p>

<p><b>6</b></p>	<p><b>Behaviour – Kirsty Matthews</b>  KM talked through her report, highlighting key information.  In February 2020 a strategic review of long-term aims was undertaken to ensure ambitious and pro-active teamwork occurs regarding behaviour. There is a stage intervention programme – a preventative strategy to support positive behaviours. The main focus currently is on embedding effective strategies at KS3, including closer work with SEND teams and class teachers. There is very targeted intervention practice to meet learning needs, with positive reinforcement and consistent staff responses – “Certainty not severity.”  Staff wellbeing is also being catered for, which impacts on resilience and the ability to support pupils in a challenging school environment under Covid-19 restrictions. There has been a decline in most incident types, with fixed term exclusions (FTEs) unchanged.  <i>AO asked if the reference to supporting pupils with moving on to ‘meaningful post-16 education’ means something other than the 6<sup>th</sup> Form?</i> KM stated that the 6<sup>th</sup> Form is not always appropriate, but PLC students have moved to Bicton and South Devon College etc through support with attending open days and transition.  <i>AO asked what proportion of disadvantaged pupils move on to the 6<sup>th</sup> Form?</i> KM confirmed that there is not an equitable split, but it is typical of the national picture. AS added that we recognise strategically that competing with FE providers around provision of non-A level courses is not a priority for us currently, due to financial and staffing constraints. Our work has been focussed closely on ensuring academically able disadvantaged students are guided towards Kennicot. Where we do run successful applied courses (eg BTEC Art and Design) we do attract students more representative of our KS4 cohort.  <i>HB asked how behaviour has been effected by Covid-19 restrictions (&amp; offered her appreciation to staff for managing behaviour well)?</i> KM confirmed it is challenging as students are limited to specific spaces, which now means that classrooms have to be left open at break times so staff are having to manage some vandalism – this is followed up fairly and there is a focus on re-educating where necessary.  <i>JL recognised the importance of consistency for managing behaviour and asked how this is working?</i> KM was clear about which staff need extra support and this is provided through modelling and SLT visibility. Any ongoing concerns receive extra engagement from Heads of Faculty. SLT recognise that teachers have good and bad days, classes that are more or less challenging and NQT in particular are receiving extra support to establish positive behaviour management.</p>	
<p><b>7</b></p>	<p><b>Quality of Teaching – Ben Cotton</b>  BC talked through his report, highlighting key information.  The quality of teaching can be seen as Good across all faculties, but we are driven to reach the next level of consistency of teaching. In 2019, KS5 was in the top 12%, which put it as Outstanding, but attendance issues stop us from reaching that this year.  From Year 7, quality provision and an expectant and inspiring curriculum are provided, with an ongoing focus on Rosenshine Principles and 3-weekly walks having positive effects. An acute staffing situation due to absences impacted on the last planned walks, but the welfare and wellbeing of staff is essential. CPL for staff I having positive benefits, with reflection shared.  <i>LD asked if half-termly marking is still in place and how well this supports feedback to pupils?</i> BC confirmed that it is in place and feedback is always sought.</p>	

	<p>Online learning is now more structured and tracked, with assessment of engagement now being monitored via Class Charts and parents/carers are included.</p> <p>Evidence is triangulated – 10-15minute lesson visit, followed by a professional conversation with pro-forma to provide feedback. This ensures many voices are heard and best practice is followed. Confidential logs are kept of any emerging patterns or concerns so that necessary measures can be implemented for positive support.</p>	
8	<p><b>Curriculum – Anne Law</b></p> <p>AL talked through her report, highlighting key information.</p> <p>There is a new and improved KS3 curriculum following a huge piece of work by teaching staff and Heads of Faculties – this is broad and ambitious and covers three years of teaching. The vision is to move beyond average outcomes and focus on core subjects, with assistance from external specialists for quality assurance. These specialists will be brought back to review the new curriculum in practice.</p> <p>Prior knowledge is critical in order for the curriculum to be fully accessed, building complexity and demonstrating progress through KS3.</p> <p>Our ideas are constantly challenged and questioned to ensure we’re doing the right thing by our pupils. There has been the introduction of ‘Culture Capital’ in English, so that stories can be introduced and then revisited in later years for consolidation.</p> <p>AL is expecting Ofsted to challenge the college on EBacc uptake on their next visit, but this is increasing and we have very inclusive cohorts, e.g. for MFL.</p> <p>Some changes have been made to the KS4 offering in weaker areas – for example, Sports Studies has been discontinued, with the focus being shifted to differentiating GCSE PE instead, with positive impacts.</p> <p>Moving forward, staff are being prepared to use evidence in the classroom to demonstrate curriculum progress.</p> <p><i>AO asked who the external specialists (SLEs) were, how they were chosen and do they have track record in achieving KEVICC priorities e.g. improving disadvantaged outcomes?</i> AL confirmed that SWTSA and DTSA links were used to access excellent guidance and observation. AS added that it is really important to understand that we approach cross-school work with a deep understanding that improvement is often contextual to the school, so SLEs are there to help us formulate question and discussion, but not so that we would then copy or use initiatives that they have in their own settings.</p> <p><i>JH asked if the new curriculum document should include Intent, Implementation and Impact?</i> AL stated that the focus has been on Intent so far, and then in the Spring Term we can start to evaluate. AS &amp; BC added that they are questions that are drilled with faculty leaders and SLT, just not covered in this document and they form part of the DD faculty review process - in the curriculum section.</p> <p><i>LD asked about the progression in skill based subjects. For example, Art has described the skills being developed, as well as the knowledge covered, but other skill based subjects such as music look like they have focussed more on knowledge than musicianship skills. Was this a conscious decision?</i> AL confirmed that this will have been down to Heads of Faculty to decide, but they do build on skills and there is more student autonomy to bring their own skills together in music.</p> <p><i>AO asked if there is any extra support in place for the English teachers to address the challenge of delivering the new curriculum?</i> AL stated that there is a very skilled and confident team. Although Cultural Capital is new, it is full resourced, with modelling available where needed. There has been a huge improvement in the consistency of delivery of English lessons.</p>	

	<p><i>LH asked how the new reading strategy is linking to the curriculum? AS stated that the reading programme is designed to ensure students are reading outside of English lessons, so in that sense it operates independently from the taught English curriculum. However, English teachers had a pivotal role in contributing to book selections. AL added that it has been very positively received and the horizontal tutoring this year has enabled the selection of age-appropriate texts (all with a BME author focus currently). The choice of texts are as much about enjoyment as curriculum, and can positively impact on student welfare and PSHE support.</i></p> <p><i>HB noted that a broad curriculum to the very end of KS3 (Yr9) is a selling point of the school - also the cultural capital lessons. I hope they have found their way into the <b>marketing strategy</b>.</i></p>	<b>Marketing</b>
<b>9</b>	<p><b>Safeguarding – Kirsty Matthews</b></p> <p>4 children currently have Children in Need status.  7 children currently have Child Protection Plans.  4 children currently have Emergency Care Orders.  20 children currently have a Watching Brief.  KEVICC is included in the South Devon Alpha Complex Strategy group, working together to tackle drugs in the local area.</p>	
<b>10</b>	<p><b>Humanities Learning Walk and Faculty Improvement Plan feedback – Helen Beetham</b></p> <p>Three learning walks have been undertaken so far this Autumn Term (Visit Reports previously shared) and the energy and commitment of the teachers was highly commended. HB engaged with quality conversations about pedagogy on these visits. HB will be engaging with staff to support them in their use of visualisers. Discussions were held about the appropriate role of Governors in this process – BC added that it's been very helpful to the SLT to have Governors come in and join us on the lesson visits. It heightens accountability and helps contextualise our reports presented here.</p>	
<b>11</b>	<p><b>Policies for Approval</b></p> <ul style="list-style-type: none"> <li>• Behaviour Policy (Alan Salt &amp; Kirsty Matthews) - <b><i>Ratified</i></b></li> <li>• Behaviour Principles (Alan Salt &amp; Kirsty Matthews) - <b><i>Ratified</i></b></li> <li>• Out of Classroom Learning Policy (Ben Cotton) - <b><i>Ratified</i></b></li> <li>• Attendance Policy (Fay Crellan) - <b><i>Ratified</i></b></li> <li>• Guidance for Safer Working Practice (Stephen Corline) - <b><i>Ratified</i></b></li> <li>• SRE Policy (Kirsty Matthews) – <b>Further consideration required – defer to December FGB</b></li> </ul> <p><b>YE to update, save &amp; upload to College website.</b></p>	<p><b>LH &amp; JL</b></p> <p><b>YE</b></p>
<b>12</b>	<p><b>Policies for Review at November Meeting</b></p> <ul style="list-style-type: none"> <li>• Online Safety Policy (Kirsty Matthews)</li> <li>• Provider Access Policy (Anne Law)</li> <li>• SEND Policy (Fay Crellan) <i>Rec. to FGB</i></li> <li>• Education of Children in Care Policy (Anne Law)</li> <li>• Exam Access Arrangements (Fay Crellan)</li> <li>• Exam Policy (Ben Cotton)</li> </ul>	<p><b>JL</b></p> <p><b>AO</b></p> <p><b>JL</b></p> <p><b>LH</b></p> <p><b>LD</b></p> <p><b>JL</b></p>

	<ul style="list-style-type: none"> <li>• Learning Agreement (Kirsty Matthews)</li> <li>• Post-16 Attendance Policy (Ben Cotton)</li> <li>• Policy for Computer Network Use (Ian Wren)</li> <li>• Remote Learning Policy (Ben Cotton)</li> </ul>	<b>HB</b> <b>LD</b> <b>JH</b> <b>HB</b>
<b>13</b>	<b>Meeting closed at 8pm.</b> The date of the next meeting is Tuesday 23 <sup>rd</sup> February 2021, 5.45pm.	

Signed.....

Date:.....

**Jim Lodge**

**Vice-Chair of Standards Committee**