

Minutes of KEVICC Standards Committee Meeting Tuesday 15th February 2022, 5.45pm



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

Present: Karen Sewell (KS - Chair), Jim Lodge (JL), Julian Carnell (JC – left 7.40pm) and Alan Salt (AS).

In attendance: Yvette Elliott, Clerk (YE), Deputy Principal Kirsty Matthews (KM), Assistant Principal Fay Crellen (FC), Assistant Principal Ben Cotton (BC), Assistant Principal Anne Law (AL), Associate Assistant Principal Natalie Clark (NC) and Head of Maths Keith Price (KP).

| Ref. | FOCUS OF MEETING | Actions |
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| 1 | <p style="text-align: center;">Holding the Principal to Account for the Educational Performance of the College and its Students</p> <p>Welcome & Apologies</p> <ul style="list-style-type: none"> • Apologies, sanctioned by the Committee: James Hartridge (JH), Laura Hetherington (LH) and Michael Young (MY). • Absent without apology: None • Declarations of interest: None | |
| 2 | <p>Minutes of the last meeting (16th November 2021) Minutes were approved and will be signed by the Chair as soon as possible.</p> | KS |
| 3 | <p>Matters Arising</p> <ul style="list-style-type: none"> • Re-share Schedule of Learning Walks & Faculty Reviews – Done. KS asked BC to include PSHE on the list. • Update, save & upload ratified policies to College website – Done. | BC |
| 4 | <p>New curriculum: Head of Faculty giving updates on KS3 curriculum work Keith Price – Head of Maths</p> <p>Conversations with primary schools have resulted in changes and adaptations to maths including introducing White Rose and classroom organisation. Pedagogy is based on 5 key concepts and this underpins ethos – coherence, representation & structure, mathematical thinking, fluency and variation.</p> <p>Manipulators are now used, particularly for lower ability pupils, and for catch-ups. Rosenshine Principles are used through variation, for deepening understanding. Deeper questioning and visual representations are very positive. Assessment data is completed through GL tests at the end of year and for Year 7s on entry in September. In tutorials, Numeracy Ninjas occur for 25mins/week to support fluency. Areas identified as weak are focussed on, such as ratio & proportion.</p> <p>Skill check booklets are used as starters in lessons and Sparx is used for home learning (this is set by ability and mirrors White Rose scheme of work). 65% of students are engaging with this, but lockdown caused challenges to its implementation.</p> <p>There is a Maths Café, after school provision and Year 7&8 intervention catch-up for 1-2 hours each week, although this has been temporarily stopped.</p> | |

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| | <p><i>KS asked if Covid Catch-up funds can support Year 7&8 interventions? KS stated that it is more of a staffing issue until May half-term (when Year 11 leave) and then intervention will commence, but the curriculum has been adapted at the right level for them in lessons.</i></p> <p><i>KS asked if the Maths Café is available every day? KS confirmed that it is, and uses 30 Chrome books – this is used for catch-up, under-achievers, those wanting additional support. There is full support across the faculty staff at lunchtimes and after school.</i></p> <p><i>KS noted large SEND gaps. KS is aware of lockdown impact and has concerns here, with Year 7 pupil premium children are showing a 10% drop – there is implantation of a new, 3-year strategy with staff training and TA support.</i></p> <p><i>JL asked what the cost of Sparx is? KS confirmed this is C. £2,000 across the college, but it is very beneficial, particularly with supporting videos where home support may not be available. It also ensures classroom work stays up-to-date, as Sparx has been pre-set to match the planned scheme of work. AS added that student feedback is also positive for Sparx.</i></p> <p><i>JL asked about the amount of A'Level maths uptake? KS confirmed there are typically 12-15 students each year, with another 4 taking further maths. Top set KS4 students are targeted, but there is competition from Exeter Maths College.</i></p> <p><i>JL asked if there is a recruitment plan in place? KS has been Head of Department for 6 years and has seen many staff progressing through this faculty to become Leaders in the local area – this means we lose excellent practitioners, but shows staff progress with food faculty CPD. Excellent recruitment of an Early Careers Teacher (ECT) has already been finalised for September and KS is proactive in his teaching expectations, with a record of training of teachers to join his department.</i></p> <p><i>Keith was thanked for his contribution and left the meeting.</i></p> | |
| 5 | <p>Science Update (Natalie Clark)</p> <p>It has been a steep learning curve taking on leadership of this team in a challenging position, with some non-specialists being brought in to help teach science. Everyone is starting to pull together and confidence is growing amongst those with science as a second teaching area. Strategic planning is now commencing after the initial period of stabilisation. NC is working closely with some reluctant learners and this is having a gradual impact.</p> <p><i>KS recognised a strategic approach from the outset, and asked if there are only 5 hours of teaching time from non-specialists? NC stated that this is not the case, as some regular teachers are non-specialists and 5 hours of additional cover is needed from different staff each week, although efforts are made to keep these the same people. Non-specialists have science as a second subject.</i></p> <p><i>JL asked how many teachers do not have science as a first subject? NC stated that it is a considerable amount for combined science and this is an area of focus. Non-specialist teachers are being supported by experienced science teachers and are working really hard to develop their own subject knowledge.</i></p> <p><i>KS recognised that the situation is not ideal, but praised staff engagement.</i></p> <p><i>JL referenced BC's report of support and firm monitoring and asked how staff morale is? NC confirmed it was low at the start of term and there was clear anxiety about the journey ahead, but she hopes they feel supported. The new appointment gives renewed optimism and further adverts are planned for teaching posts.</i></p> <p><i>JL asked if the new Head of Science will be starting after Easter? AS stated that he will not, but hopes it will be before the end of the summer term in order to meet the team – the recruitment priority was to appoint the right person. He will be involved in the upcoming science teacher recruitment.</i></p> | |

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| | <p><i>JL gave thanks to NC for taking on such a challenging role and she left the meeting.</i></p> | |
| <p>6</p> | <p>Quality of Teaching (Ben Cotton) <u>Post-16 Lesson Visits</u> Post-16 provision is good and at our last Ofsted visit in 2019 was ranked in the top 25%. No external exams last year, but we are expecting strong results in 2022. There is an awareness of our considerable strengths, but also a clear understanding and focus on areas for improvement in teaching & learning, which are addressed openly. <i>KS noted the positive 6th Form picture, but questioned the lower APS picture and asked how this is being addressed?</i> BC stated that these students will benefit from tight provision and assessment and this is effectively provided in English, Maths, Humanities and the Performing Arts specifically. Product Design has a historic record of negative Progress 8. <i>KS asked how this problem has been identified?</i> BC stated that loss of staff prior to lockdown contributed, but a tightening of assessment under the current staff and there is more robust teaching & learning at GCSE and A'Level now. This year will also see a change to Line Management. <i>KS referenced the anonymised list of teaching staff, but recognised some clear weaknesses in science, compared to MFL & English, for example.</i> BC reminded Governors that Humanities faced a similar issue to Science about 5 years ago following significant staff turnover and over time there has been a significant improvement – a similar success story is expected for science and a strong appointment has been made today for a new Head of Science from September, who will also sit on the SLT. <i>JC noted that his experience of Kennicott is mirrored in the report, but concerns were raised around the consistency of guided learning and the organisation of own work, particularly for boys.</i> BC was clear that there are excellent examples of folder organisation in some area and guided learning is an area that Amy Withers is keen to quality assure, to make sure it is secure. JC was invited to join 6th Form Lesson visits in 3 weeks time.</p> <p><u>Support and monitoring</u> <i>JL asked if there is a view yet on expected outcomes for the current year?</i> BC stated that the current data looks positive but grade boundaries are now unknown. Advance materials are now being shared and layers of intervention are now planned for these. BC is not expecting great results across the school for science, but other foundation subjects, MFL and Humanities are as strong as ever. <i>JL noted the use of the word 'firm' regarding monitoring and asked how this would feel for staff?</i> BC stated that it is fair and open and areas for improvement are expressed in a human, face-to-face way. The college has a moral obligation to its young people to address these areas with staff, so it might feel slightly uncomfortable for some staff, but they will be supported. SLT does not operate hierarchically as most members also teach, but all are driven for the best. JL supports this approach as a Governor. AS added that a lot of feedback is given as a college and the more there is, the easier conversations are, particularly where negative points need to be raised. <i>KS noted that combined science has the biggest data gap and she could not see data specifically for SEND or prior attainment – this is an ongoing concern for pupils who are struggling and she asked if it is being addressed?</i> BC confirmed that it is and the new appointment today was clear about how students can succeed in combined science,</p> | <p>JC</p> |

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| | <p>by embedding skills at KS3. This is an exciting opportunity, with a new, energetic leader who understands what pupils need to do in order to achieve in this area. NC added that the advance materials for science will be linked to a regular diet of homework, lesson plans and exam practice in strategic lessons. She is pushing the team to expand this practice, particularly for mid-performing students, and for consistency across the team.</p> | |
| <p>7</p> | <p>Safeguarding & Behaviour (Kirsty Matthews) <u>WB / CIN / CP data including escalations</u> KM has never known a year like it regarding safeguarding and has seen an increase in families in crisis and issues with students returning to school. Sexual harassment referrals have increased and more mental health issues are developing, including attempted suicide. There is now a waiting list of approximately 2 years for CAMHS (Child & Adolescent Mental Health Service). KEVICC is good at completing its own risk assessments and safety plans to manage pupils and advise/support families. Staff have been excellent. Current school data: 20 watching brief 8 Early Help (Governors were informed Devon MASH has increased its thresholds) 3 Child Protection (CP) 11 Child in Need (CiN) 2 on Sec 17 (voluntary assessment with social services) 1 escalation in process from CiN to CP</p> <p>It has been very busy, but KEVICC is meeting the challenge effectively and the safeguarding team receive regular supervision sessions. <i>KS asked if this includes KM?</i> KM confirmed that she has had an external expert providing supervision from Natural Helpers and this was a very positive experience, which will continue once each month with the potential of funding. <i>KS has confidence that staff are in control of safeguarding.</i> KM stated that external feedback is that their work is outstanding and the team learns quickly. Training ensures the team are skilled.</p> <p><u>Comparative Exclusion Data</u> Fixed Term Exclusions are now to be referred to as Suspensions again. Ofsted will not make local comparisons, so we need to be aware of national benchmarks, however, there is a local struggle with behaviour with more females now presenting challenging behaviour. Difficult decisions are required for the best interests of individuals and the whole school community. AS added that there is a lack of support from the Local Authority (LA) when students need alternative or specialist provision. This leaves KEVICC with the choice of in-house extra support (expensive as it is unfunded) or Permanent Exclusion (with a high threshold to pass). There is no recognition of when a school is working with very challenging youngsters.</p> | |

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| 8 | <p>Curriculum and Assessment (Anne Law)</p> <p>Curriculum continues to be an ongoing and large piece of work, but the focus is shifting to consistent assessment across the school and quality assurance. CPL time is built in to address this. There is too much variance across faculties currently – curriculum needs to be reviewed and amended based on assessment. There is a clear vision for improving achievement and we must be driven by the systems in the classroom. There is rich KS3 data available but no national standard currently, so GL tests were introduced for core subjects last summer.</p> <p>In maths, students typically arrive at KEVICC with lower starting points (a geographic pattern), compared to English. Year 7 science data measures the primary school experience and then is re-tested in Year 9. There is good progress and an encouraging picture for current Year 10 science.</p> <p><i>KS asked what Super Teaching Week is?</i> AL informed Governors that this would be a week of reflection for students to revisit concepts that assessment has highlighted as not being secure. These are re-taught/learnt, which would provide a powerful faculty review and planning opportunity.</p> <p><i>KS asked if all faculties have assessment and Super Teaching Week at the same time in the calendar?</i> AL stated that SLT are looking at this as a model, but it would be cyclical. There are lots of implementation questions to be considered and work is required to address the positive purpose of assessment with students, parents/carers and some staff. A common approach could be developed across faculties, but there is much to consider before this could be implemented, including teacher workload.</p> <p><i>JL questioned the science data, as Governors are aware of staffing challenges but Year 9 data is positive.</i> AL stated that the distribution of results across the cohort has been skewed towards high prior attainment. SNED and disadvantaged pupils have a less positive picture and this needs addressing.</p> | |
| 9 | <p>SEND (Fay Crellen)</p> <p><u>EHCP / K / T data</u></p> <p>14.4% of all KEVICC students are on the SEN register. There is a constantly changing picture, including 25 children who are currently having their SEN needs reviewed. There have been recent discussions on the impact of SEMH in school - the number of new EHCPs being applied for has increased as the school struggles to meet the needs of more students with SEMH needs, who are failing to engage in larger class sizes. External support is limited. Most EHCP students have autism. SEMH issues are mostly exhibited behaviourally, and the school must evidence that it has explored all SEN needs and the level of SEN and pastoral support required in school. FC is confident that this is well managed.</p> <p><u>Statutory assessments in progress</u></p> <p>Modelling is being undertaken to look at the links between behaviour and progress.</p> <p><i>KS questioned the assumption that SEMH = Poor behaviour = Poor attainment.</i> FC stated that she holds a firm line with the SEN register. There has been significant disruption to routine as a result of Covid-19 and expectations are now high for students, but positive behaviour has not yet fully resumed. KEVICC is a fully inclusive school, so there are specialist teachers in the classroom for all pupils. KEVICC SEND applications are trusted by the SEND team due to our experience with complex cases and in-school management. Funding does not cover the cost of providing the necessary support.</p> <p><i>KS noted the significant number of cognition cases and asked if teachers could be better prepared to deal with these pupils for quick gains?</i> FC stated that there is lots of intervention work already in place in literacy.</p> | |

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| | <p><i>KS asked how au-fait classroom teachers are with developing 'processing speed' and 'working memory' etc? FC stated that we need to embed new normal ways of working with many teachers, but this is focussed on during CPD and staff briefings as every teacher is a teacher of SEND pupils. AS added that upskilling teachers to teach well - which has the most impact on SEND learners than all - is vital and will be ongoing! Because of Covid-19, external support has diminished, and FC hopes this will resume. Assisted technology is used a lot for all pupil premium and most SEND pupils.</i></p> <p><i>JC left the meeting.</i></p> <p><u>Students in Alternative Provision, including medical</u> FC stated that, even with our PLC, we need to access more alternative provision. The most successful alternative provision was a long-used established provider, and we need to ensure a strong element of education as focus can too often be just on therapeutic provision. If students stop engaging in DCC provision, DCC withdraws its support – a school would never be allowed to operate in this way. KS noted and was impressed by the range of provision a KEVICC.</p> <p>KS noted that this will be Fay's last Standards Committee meeting, so gave thanks on behalf of all Governors to Fay for everything she has done and for moving SEND forward at KEVICC. KS wished her good luck in her next steps.</p> | |
| <p>10</p> | <p>Governor Links School visits to coincide with Faculty Reviews and Learning Walks JL to attend Faculty Review on 23/03</p> | <p>JL</p> |
| <p>11</p> | <p>Policies for Approval</p> <ul style="list-style-type: none"> • Careers Information & Plan (Anne Law) – Ratified • Admissions Policies (Fay Crellen) <ul style="list-style-type: none"> ○ 2021 Updated existing policies – Ratified ○ 2022 Updated existing policies – Ratified ○ 2023 New draft – Ratified • Provider Access Policy (Anne Law) – Ratified • SEND Information Report (Fay Crellen) - <i>Rec. to FGB</i> – Recommended for approval to FGB • SEND Policy (Fay Crellen) - <i>Rec. to FGB</i> – Recommended for approval to FGB • Online Safety Policy (Kirsty Matthews) – Ratified • Education of Children in Care Policy (Anne Law) – Ratified • Exam Policy (Ben Cotton) – Ratified • Learning Agreement (Kirsty Matthews) – Ratified • Remote Learning Policy (Ben Cotton) – Ratified • Post-16 Attendance Policy (Kirsty Matthews) – Ratified <p>YE to update, save & upload to College website.</p> | <p>FGB FGB</p> <p>YE</p> |

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| 12 | Policies for Review at next meeting <ul style="list-style-type: none"> • Policy for Computer Network Use (Ben Cotton) • Teachers' Appraisal Policy (Ben Cotton) • Assessment & Feedback Policy • Careers Policy & Guidance (CEIG) (Anne Law) • High Attaining & Talented Policy (Anne Law) • Home Learning Policy (Ben Cotton) • Volunteers in Schools Guidance | JL JL JL KS KS KS KS |
| 13 | Meeting closed at 7.50pm. The date of the next meeting is Tuesday 14 th June 2022, 5.45pm. | |

Signed.....

Date:.....

Karen Sewell

Chair of Standards Committee