|  |
| --- |
| **GOVERNOR SERVICES: EDUCATION QUALITY AND PERFORMANCE SERVICE** **CHADWICK HIGH SCHOOL (01149)** |

Minutes of the Curriculum, Standards and Effectiveness sub-committee meeting held by video conference on Tuesday 12 October 2021 at 5pm.

|  |  |  |
| --- | --- | --- |
| **Present:** |  | **Professor A Gatrell (Chair)** |
|  |  | **Mr A Benson** |
|  |  | **Mr D Grist** |
|  |  | **Mr A Jarman** |
|  |  | **Mrs K Jarman**  |
|  |  | **Mr R Slaughter** |
|  |  |  |
|  |  | **Mr A Murray (Headteacher)**  |
|  |  |  |
| **Also Present:** |  | **Mrs M Cullen (Committee Adviser/Clerk)** |
|  |  | **Ms D Gudojc (Asst Headteacher – Observer)** |
|  |  | **Action** |
|  |  |  |
| **21.25** | **Apologies for Absence** |  |
|  |  |  |
|  | There were no apologies for absence.  |  |
|  |  |  |
| **21.26** | **Election of Chair** |  |
|  |  |  |
|  | Professor Gatrell was elected chair of the sub-committee until the first meeting of the autumn term 2022.  |  |
|  |  |  |
| **21.27** | **Terms of Reference** |  |
|  |  |  |
|  | The committee terms of reference were reviewed and approved without amendment. |  |
|  |  |  |
| **21.28** | **Minutes of the previous meeting**  |  |
|  |  |  |
|  | The minutes of the previous meeting held on 17 May 2021, having been circulated, were approved as a correct record, subject to Mr Slaughter being added to the attendance list. |  |
|  |  |  |
| **21.29** | **Matters Arising from the Minutes** |  |
|  |  |  |
|  | **Literacy (min 21.18 refers)**Professor Gatrell reported that he and Mrs Jarman had met with staff to discuss the literacy provision. Members noted that the Literacy provision had been given considerable attention and the Literacy policy had been reviewed. Priorities were to improve the quality of literacy and vocabulary in all subjects.  |  |
| **21.30** | **Quality of Teaching and Learning** |  |
|  |  |  |
|  | ***Pupil Progress***The headteacher explained that assessments were due to take place before the half term break. Data would be shared at the next meeting.  |  |
|  | ***Attainment******Exam results 2021***The Headteacher reported that there had been no challenge from parents or students on the 2021 exam results. This was due to the accurate and fair results being awarded by teachers, following the completion of past exam papers and students sitting mock exams.Members noted how the results had compared to previous years and the Headteacher's analysis of the data:The Headteacher highlighted that the performance of the school was broadly the same over the last 3 years. Last year's grades were based purely on teacher assessment which was why there was a 100% result in some measures. This year exam quality evidence had to be provided to secure the grade. Given that some students had not engaged in exams or attended school, the appropriate assessment grade had been submitted, hence the lower figures. Ignoring last years' results the trend in the school was for more students getting more grades which was a positive.Members noted that the results were in line with the McKee Centre and above national averages for PRU's.More students were now achieving grades in maths and English, attaining 5 GCSE's and all students had achieved 1 or more GCSE's.The destinations of leavers were noted. The progress of students was monitored for two years after leaving Chadwick. The Headteacher reported that staff were putting a lot of effort into continuing to support the Y11 leavers. This included regular contact and providing support where needed. The data collected was used to keep a database updated and provided evidence over time that Chadwick High students continued to be successful once they had left school.The current Not in Employment, Education or Training (NEET) rate for students leaving PRUs Nationally was 55% and for mainstream schools 4.8%, Chadwick High School figure currently was 3.2%. There were currently 72 students on rollThe Headteacher explained the on-going problem with funding of PRU's.The Local Authority had reduced the commissioned number of students at Chadwick to 70. This was based on the average number of students across 3 census points in 2020/21. Although the average was actually 76 students the Local Authority was not counting students on Intervention above a cap of 4 students. This was based on a historic funding formula which had been challenged at the AP Strategy meeting on 15/9/21.The only way in which the Chadwick could increase the commissioned number back to 85, which is what they were 12 months ago, would be to fill the school with 81 PEX or Medical students.The Local Authority argued that they followed National Funding guidelines for PRUs and that was to only fund filled places in the schools. However, the places were filled but the LA funding formula did not recognise the students and did not give Intervention work the same respect and status as PEX.The basis of the AP strategy was to reduce the use of PEX, have fewer ECHP students go to special school and to improve the wellbeing of all students. However, the strategy failed to say that in achieving these goals they would also reduce the funding made available to PRUs as they would only BASE fund statutory provision.In the May 21 census, there were 97 students on roll. The Local Authority only provided funding for 80 students and did not redetermine for the additional students because they were on Intervention places.The Local Authority would continue to increase funding to PRUs which were full of PEX and having little impact in reducing PEX in their districts, but would cut the funding of a PRU which was actually working with the AP strategy successfully.The head teachers of Lancaster and Morecambe schools had been informed that Chadwick could no longer support their students with behavioural issues and at risk of PEX. Any PEX that was made by Lancaster and Morecambe schools may result in a student on an Intervention place being returned. |  |
|  | ***Work Scrutiny***The Headteacher reported that the next work scrutiny was due to take place in November and would include classroom observations, feeding back to staff and inviting them to challenge any observations. Improvements in the quality of teaching would be monitored closely.Members wished to record their appreciation to Mrs Gudojc for providing a RAG rated report which had been shared with Mrs Jarman, and to all staff for their hard work in making improvements to teaching and learning. |  |
|  |  |  |
| **21.31** | **School Structure**The headteacher reported on the changes to the school structure and the roles of staff.The retirement of the Deputy Headteacher had provided the opportunity to re-deploy her duties to other staff, providing them with greater levels of responsibility and accountability, and revise the role of the new Deputy Headteacher to focus on school development and the monitoring and support of other staff in their own roles.Members noted the Key changes and new roles. |  |
| **21.32** | **Pupil Attendance, Behaviour and Discipline** |  |
|  |  |  |
|  | ***Attendance***Members noted that Attendance was now the responsibility of 1 person. The administration linked to attendance would now be the responsibility of the office staff. |  |
|  |  ***Pupil Behaviour***The headteacher reported that the trend over the last 3 years was decreasing however the behaviour of some girls was difficult to manage.**Members asked how the school was addressing this behaviour** The headteacher reported that some of the girls had been sexually assaulted during the summer holidays and had exhibited challenging behaviour, had traumatic backgrounds and disrupted family lives. They required specialist intervention from external agencies and there were safeguarding concerns. The staff were available for them to confide in if necessary.Members commented that it was a massive complement to staff that students felt comfortable and safe in sharing their problems with them.**Members asked if a specialist member of staff/key worker was necessary to support these girls.**The headteacher reported that all staff had been trained in dealing with trauma and usually the student preferred talking to a particular teacher/teaching assistant that they had built a rapport with. The RSE policy covered the topic of consent and was part of PHSE lessons. |  |
|  |  |  |
| **21.33** | **School Improvement** |  |
|  |  |  |
|  |  A copy of the Strategic Development Improvement Plan (SDIP) had been circulated prior to the meeting. Members were invited to ask questions.The new priorities for 2021/2022 focussed on:* Teaching and Learning
	+ Developing whole school approach to constructing lessons
	+ Improving quality of teaching through work scrutiny informing appraisal
	+ Developing a coaching model with the appraisal process
* KCSIE
	+ School plan for sexual health and relationships
	+ Embedding the plan in all aspects of school ie both informal and formal curriculum
* Reviewing the role of the Teaching Assistant
	+ Consultation with staff
	+ Prioritise tasks
* Staff training
	+ Promoting CPD within the school
	+ Linking CPD to SDIP
 |  |
|  |  |  |
| **21.34** | **Confidentiality** |  |
|  |  |  |
|  | Members confirmed that all matters discussed were confidential. The sub-committee considered whether any items discussed were required to be recorded in the minutes as confidential; that is, that should not be made available to the general public should a request be received to view meeting papers. No items were deemed to be confidential. |  |
|  |  |  |
| **21.35** | **Date and Time of Future Meetings** |  |
|  |  |  |
|  | Meetings would take place at 5pm on Tuesday 22 February 2022 and Tuesday 24 May 2022..  |  |