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| **Governor Services: Education Quality and Performance Service**  **CHADWICK HIGH SCHOOL (01149)**  **CURRICULUM, STANDARDS AND EFFECTIVENESS COMMITTEE**  **AUTUMN TERM MEETING** |

Minutes of the meeting of the Curriculum. Standards and Effectiveness sub-committee held on Tuesday 18 October 2022 at 5:00pm.

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| **Present:** | | |  | **Professor AC Gatrell (Chair)** | |
|  | | |  | **Mr A Benson** | |
|  | | |  | **Ms D Gudojc** | |
|  | | |  | **Mr A Jarman** | |
|  | | |  | **Mrs K Jarman** | |
|  | | |  | **Mr N Marsdin** | |
|  | | |  | **Ms M Maxwell-Scott** | |
|  | | |  | **Mr R Slaughter** | |
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|  | | |  | **Mr A Murray (Headteacher)** | |
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| **Also present:** | | |  | **Miss S Prince (Governing Body Adviser)** | |
|  | Several reports were available prior to the meeting, indicated in italics where applicable. Members were invited to make comments and **ask questions.** | | | | **ACTION** | |
|  | **Apologies** | | | |  | |
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|  | Apologies were received and accepted from Mrs N Banks. | | | |  | |
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|  | **Election of Committee Chair** | | | |  | |
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|  | Professor Gatrell was reappointed as committee chair for the current academic yar. | | | |  | |
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|  | **Terms of Reference** | | | |  | |
|  | *CSS Terms of Reference 2021* | | | |  | |
|  | The committee reviewed the terms of reference and adopted them without amendment for the current academic year. | | | |  | |
|  | **Declaration of Interest** | | | |  | |
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|  | There were no declarations of interest in respect of this agenda. | | | |  | |
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|  | **Minutes of the Last Meeting** | | | |  | |
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|  | The minutes of the meeting held on 24 May 2022 were confirmed as a correct record and were signed by the chair. | | | |  | |
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|  | **Matters Arising** | | | |  | |
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|  | The committee noted the following matter arising:  **Work Scrutiny (Minute22.23 refers).** Mr Slaughter confirmed he had delivered a session to staff in September regarding assistive technology and a further one was scheduled for November. Mrs Jarman commented that she had also joined the session and had found it very good, as had staff, who had found it helpful. Mr Slaughter was thanked for his support of this. | | | |  | |
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|  | **Quality of Teaching and Learning** | | | |  | |
|  | *Pupil Progress Report; Chadwick Exams 2022* | | | |  | |
|  | **a)** | **Pupil Progress** – Mr Benson  Members:   * Noted both the data and accompanying narrative within the report. * Discussed different ways of measuring and recording progress, including, for example B Squared, which enabled identification of smaller steps made by pupils, rather than solely against GCSE measures. * Recognised that the time missed by pupils in Years 10 and 11 impacted on opportunities to develop deeper understanding. * Heard examples of success stories. **What were these pupils doing now?** Both had transitioned to 6th Form education. **What had changed for these pupils?** Was their attendance better, had their attitudes changed? It was felt that each had been able to identify a goal they wanted to work towards. The report also referenced use of ICT with one of the pupils had made a significant difference the pupil had previously been home educated and had autism. The school had worked with the parents to identify areas of interest and the pupil had joined, with success, the computer science course. * Referred to steps being taken during the academic year to monitor pupil progress.   Members felt the progress paper was helpful in understanding challenges in measuring this. They recognised the range of challenges in this and also believed progress in personal development should be celebrated as this was so important with this school. These softer developments may be best captured through case studies.  **Would the subcommittee receive a similar data report each term?** This would be provided, with data presented slightly differently to enable clearer identification of progress. | | |  | |
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|  | **b)** | **Attainment**  Members reviewed data regarding the end of 2022 exams. As with progress, it was recognised that there continued to be challenges whilst at the same time, there were successes.  Mr Murray reflected that exam fatigue may have been a factor in some of the lower results as many subjects required completion of multiple papers to receive any grade.  Mr Murray had been pleased to report that, uncommon in most PRUs, pupils at the Chadwick took Double Science and 95% had achieved a grade.  **Did 'no grade' in maths and English mean pupils had no qualification in these subjects? Had they now left, or were they now in Further Education?** This was the case and they would have the opportunity to re-sit those exams.  Might sitting more mock exams to help? This was to be in place. Years 10 and 11 pupils would, together, sit exams shortly after the half term break. Year 11's would also sit mock exams in February/March next year. Further, pupils in Years 9 and 10 would take end of year tests in summer.  **Would there be benefit in Year 10 pupils doing GCSEs early, to get experience and also, potentially, receive a grade, while have a further opportunity to take again in Year 11? Might this help those discouraged from sitting all papers if their first had not been successful?** Mr Benson explained that the first sitting of the exam would be formally recorded and, it was understood, a GCSE would not be taken until the summer a pupil became 16. Mr Murray added it may, however, be possible to explore testing of functional skills at an earlier time. | | |  | |
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|  | **c)** | **Work Scrutiny** – Ms Gudojc  Members heard that the most recent work scrutiny had taken place in April 2022, with the next scheduled for November 2022. It had, unfortunately, not been possible to carry out the July scrutiny due to significant staff absences due to Covid.  The November work scrutiny would focus on:   * Year 10 general mix behaviour * Key Stage 3 boys * Medical, the aim being to look more at students with an EHCP (10 in total), students in a 20-week assessment (9), those with an EP report (4) or about to be assessed (5).   Attendance for these pupils may not be as good, but members agreed it was important to focus on these groups.  **What was in place within all subjects to ensure there continued to be a focus on literacy?** Training was due to take place that week, which would include books for staff to view. Support was also available from Ms Gudojc and Ms Mort.  It was hoped that a future report would show that History had improved, rather than needed to improve. **What were Ms Gudojc's thoughts regarding the quality of teaching literacy?** It was acknowledged that one or two not teaching literacy as well as they should. This was thought to be their adherence to the marking policy, rather than the quality of their teaching although evidencing literacy being taught in History was lacking in some book scrutiny. Coaching staff in applying this tight policy, making evidence clearer to see was thought to be a positive approach. **How did subject leaders know that literacy was being taught in lessons?** Through lesson observations. Mr Murray added a twilight session on literacy teaching had been scheduled. After expressing their interest in attending, Professor Gatrell and Mrs Jarman were invited to join the staff.  Professor Gatrell thanked Ms Gudojc and Ms Mort for their work in supporting staff in this area. | | |  | |
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|  | **School Structure** | | | |  | |
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|  | Members noted the current school structure and had no questions at this time. | | | |  | |
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|  | **Pupil Attendance, Behaviour and Discipline** | | | |  | |
|  | *Attendance Figures 2021/22* | | | |  | |
|  | Mr Murray reported 55% attendance for the year, one of only a small number of PRUs above 50%.  Those with persistent non-attendance were largely medical and there were several looked after children. It was unfortunate that the school could do no more than urge them to attend.  There was a good cohort of approximately 30-40 pupils who attended every day. **Had there been a sense that the new trauma led approach was improving attendance?** This was very early days, which in answer to a follow up question, it was expected and hoped that the school would be seen as safe place, further encouraging attendance.  The Behaviour Support Manager had, unfortunately, been off work for the past few weeks. Despite this, pupils had behaved well and had engaged with the staff who had stepped in to support in the manager's absence. Mr Murray reported that David Bird, the School Adviser had commented on a recent visit about how calm pupils had been. He had observed them socialising, interacting well and sat at dinner.  The committee supported Mr Murray's wish to have staff eat with children, which if facilitated, would incur a cost so staff could be provided with food. This had already been costed and would amount to approximately £50 per week.  Members suggested this might be built into future budgets, recognising the importance of this and benefits to pupil's personal development. This would be added to the spring term finance/budget setting meeting.  Mr Murray added that a quote of £1,500 had been received to install cooking facilities. | | | | Mr MurrayClerk | |
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|  | **School Development** | | | |  | |
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|  | Mr Murray would present the 2022/23 School Development Plan to the full management meeting on 22 November 2022. | | | |  | |
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|  | **Safeguarding** (added to the agenda at the meeting) | | | |  | |
|  | *Chadwick High School Safeguarding Update* | | | |  | |
|  | Further to Ms Manwaring's update report, Mr Jarman reported he would work with Ms Manwaring to review the safeguarding policy and staff code of conduct.  Members were reminded of the need to:   * Keep their safeguarding knowledge up to date, and in particular read Part 2 of Keeping Children Safe in Education (KCSiE). Mr Murray added that child on child abuse had now been embedded into KCSiE and was, naturally, a significant focus for the school. * Return their completed safeguarding quiz to Mr Jarman if they had not already done so.   Members wished to thank Ms Manwaring for her work in respect of safeguarding.  Mrs Jarman reported that she and Ms Maxwell-Scott would be meeting with Ms Pye, the school's PSHE lead, for an update in this area.  Members heard and were encouraged to know that pupils felt able to speak with staff about any concern they had and recognised that this could be difficult for staff. **What measure were in place in the event Mrs Pye could not be in school for any length of time?** Mrs Pye had developed schemes of work that other staff would be able to apply.  Mr Slaughter confirmed he had recently completed an NSPCC Child Protection course and had received his certificate. Mr Jarman took the opportunity to request members forward copies of any safeguarding and child protection training to himself and Ms Manwaring. | | | |  | |
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|  | **Confidentiality** | | | |  | |
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|  | There were no items deemed confidential. Future attainment reports were requested to be anonymised. | | | |  | |
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|  | **Date and Time of Next Meeting** | | | |  | |
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|  | The next meeting of the Curriculum, Standards and Effectiveness subcommittee would be held on Tuesday 28 February 2023 at 5:00pm.  The chair thanked members for their attendance and input and staff for their continued work and closed the meeting at 6:05pm. | | | |  | |

