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

Minutes of the Curriculum, Standards and Effectiveness sub-committee meeting held via Zoom on Tuesday, 24 May 2022 at 5pm.

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| **Present:** |  | **Professor A C Gatrell (Chair)**  |
|  |  | **Mr A Benson** |
|  |  | **Mr A Jarman** |
|  |  | **Mrs K Jarman** |
|  |  | **Mr R Slaughter** |
|  |  | **Mr A Murray (Headteacher)**  |
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| **Also Present:** |  | **Ms D Gudojc (Assistant Headteacher - Observer)** |
|  |  | **Mr N Marsdin (Observer, pending appointment as a Co-opted Member)** |
|  |  | **Mrs V M Morris (Clerk to the Committee)** |
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|  |  | **Action** |
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 | **Apologies for Absence** |  |
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|  | Apologies for absence were received and accepted from Ms M Maxwell-Scott.  |  |
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|  | **Declaration of Interests** |  |
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|  | There were no declarations of interest. |  |
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|  | **Minutes of the previous meeting**  |  |
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|  | The minutes of the meeting held on 22 February 2022, having been circulated, were approved as a correct record and would be signed at a future meeting. |  |
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|  | **Matters Arising from the Minutes** |  |
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|  | There were no matters arising from the minutes. |  |
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|  | **School Population** |  |
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|  | The headteacher reported there were currently 92 students on roll, against a funding level of 70. A large majority were statutory students following an increase in the use of permanent exclusion (18 new students since March). It was reported that in September 2022, over half the KS4 students would be female. Mr Murray said this was extraordinary and would require careful thought on why this was happening and how school could adjust the offer to meet need.  |  |
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|  | **Curriculum** |  |
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|  | The headteacher reported that changes to the curriculum offer and management of student options were planned from September 2022 necessitated by current staffing levels and the school's financial position.The efficient deployment of staff was a priority. In the core subjects of English, maths and science, each class would increase from eight to 12 students and the curriculum would be designed to ensure the three teachers delivered to 24, rather than 16, students. A Teaching Assistant would be allocated to support all lessons.In KS4, every student would continue to study English language and literature, maths and combined science triple award – 5 GCSEs and would choose three of the following options - history (GCSE), RE (GCSE), PE (BTEC), food (BTEC), art (GCSE), construction and salon (unaccredited). Military prep and 4Tech would also be available.There would be 25 lessons per week – 12 core, 12 option and one PHSE incorporating CEIAG (careers, education, information, advice and guidance). |  |
|  | A member commended the headteacher's actions adding that it was important to ensure the students had a variety of options to help them achieve their potential. **A member asked** if there were concerns regarding possible disruption in the classroom and increased pressure on teachers. Mr Murray advised that they were already running large classes. There were currently ten students in Y9 and their behaviour was excellent. Y11 was also a large group, many of whom were new to school. They were familiar with bigger class sizes at high school. The rooms were spacious and the behaviour management staff were supportive and responded quickly. Ms Gudojc agreed it was working well.  |  |
|  | **A member enquired** if it would still be possible to split groups if necessary. Mr Murray said this may be difficult in the long-term. TAs would be used to support earning and do intervention with the students. **A member probed** if there was sufficient space around school for TAs to work with students and this was confirmed. |  |
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|  | **Quality of Teaching** |  |
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|  | Members were pleased to learn that 72% of Y11 students were predicted to achieve 5+ GCSEs at G9-1 (44% in 2019). They agreed this was a positive reflection of the quality of teaching across the school and the success of the broad curriculum offer to students. 96% were expected to achieve G9-1 in both English and maths and Mr Murray reported that this was high compared to national statistics for PRUs. A few students who had not been in school for several months were not attending examinations and this would have an impact on the data. **In response to a question** the headteacher advised the exams were going well; the students were taking them seriously and he was pleased with their positive attitudes. The entire medical floor had been divided into six examination rooms to meet the different access arrangements of the students. In the largest exams there were 28 candidates with a huge range of additional support from extra time, supervised rest breaks, use of IT, scribes and readers.A full analysis of results including the type of student and length of stay at Chadwick would be prepared for the autumn term SEC meeting.  |  |
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|  | **Pupil Progress, Attainment and Teaching Standards** |  |
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|  | Mr Benson drew attention to his written report which had been circulated in advance of the meeting. Members noted that a baseline assessment for English, maths and science was completed for every student on entry with a half termly review thereafter based around classwork assessment. Whilst the DfE recommendation was a maximum of three data collection points each year, there were six at Chadwick to reflect the ever-changing pupil population and to support the filling of gaps in subject knowledge as well as progression in subjects. Mr Benson added that there had been a lot of new pupils since January and staff were identifying ways to support them to make accelerated progress. It was noted that underperformance in KS4 was also a reflection of poor attendance and in some cases poor behaviour. Some students had low aspirations.  |  |
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|  | *Mr N Marsdin joined the meeting at 5.30pm* |  |
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|  | **A member probed** how prevalent it was for students to feel they had no hope of success when they arrived at Chadwick. The headteacher responded that this was often used by high schools as a threat to try to make the students improve their behaviour etc. **A member asked** about the FFT (Fischer Family Trust) flight paths and Mr Benson explained they were based on SAT, WRAT and CAT scores and were used to show where a student should be and what they should achieve. Six case study examples were shared detailing the support provided to increase engagement and the impact over time. Mr Murray added that permanently excluded students were generally way off their target grades; often the KS2 SATs grade was too high, or something had happened in the meantime.  |  |
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|  | **Pupil Attendance, Behaviour and Discipline** |  |
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|  | Members were informed that attendance was reasonably good. However, there was a hard core of students that did not attend and procedures were in place to try to get them to engage. The headteacher informed members that since September 2021 they had noticed a definite shift in the behaviour of students and how they responded to the behaviour management system within school. There were greater levels of need (both emotional and learning) amongst the students and more out of school behaviour was being exhibited in school. Students were struggling to work within the boundaries of being in a school and this led to escalating conflict with their peers and teachers. In response to this, school was adapting its approach and developing a new way of working with students. Brief information was shared regarding one aspect of this - the Trauma Informed Approach to managing the EBSA (Emotionally Based School Avoidance) behaviours which were now commonplace in many of the students. Mr Murray reported that this would be a focus for the next few years and would be built into the new 3-year development plan. Members confirmed their awareness of mental health issues in children and fully endorsed the school's approach. Mrs Jarman added that she had attended both trauma training sessions and had been impressed at the way staff had responded. There had been lots of encouragement and she congratulated the staff on the good practice evident in school.  |  |
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|  | **Work Scrutiny** |  |
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|  | Members had previously received a copy of the RAG rated work scrutiny report, detailing the strengths and areas of development for each subject area. Attention was also drawn to the literacy work scrutiny report from Ms Mort. Questions were invited.**A member sought clarification** regarding how staff shouldrespond to spelling mistakes. Ms Gudojc explained that Inset training in January had focused on explicit vocabulary teaching and moving vocabulary from ‘passive’ to ‘active.’ Mistakes should be marked 'sp' so the student needed to find out how to spell the word correctly rather than the teacher correcting it for them. Mr Murray noted that literacy was a discrete strand of work scrutiny. The policy was developmental to improve the quality of teaching; there was a supportive approach to help teachers move from red to amber etc. **Mr Slaughter enquired** if the school used any assisted technology eg Office 365 tools and/or immersive reader to help students. The headteacher advised they had scanning pens but had not engaged with other technology. Mr Slaughter offered to provide training during a future Inset. Ms Gudojc was thanked for her detailed report. | **Headteacher/ Mr Slaughter** |
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|  | **School Improvement Plan/SEF** |  |
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|  | An update would be provided at the full committee meeting on 28 June 2022. |  |
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|  | **Review of Policies** |  |
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|  | There were no policies to review this term. Mr Murray reported that the Safeguarding Policy needed to be reviewed annually. Mr Jarman noted that he would like to attend one of the next Designated Safeguarding Lead meetings as he was aware of changes to Keeping Children Safe in Education.  |  |
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|  | **Confidentiality** |  |
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|  | Members confirmed that matters discussed were confidential to the meeting. The 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. There were no items deemed confidential. |  |
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|  | **Date and Time of Next Meeting** |  |
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|  | A calendar of meeting dates would be prepared for consideration at the management committee meeting.The chair thanked members for their attendance and input and closed the meeting at 6.10pm. |  |

