



SIR TOM FINNEY COMMUNITY HIGH SCHOOL

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MINUTES OF PUPIL, CURRICULUM AND STANDARDS COMMITTEE MEETING

9.30AM TUESDAY 9th OCTOBER 2018

IN ATTENDANCE

Paul Main (Chair)
Will Gale (left after first item)
Shaun Jukes
Debbie Rickard (in attendance)
Ian Fazackerley
Simon Chester
Gail Beaton
Sally Collins

1. WILL GALE (school advisor)– FEEDBACK FROM VISITS AND DISCUSSION RE: TEACHING AND LEARNING AND ASSESSMENT

- 1.1 Will Gale gave feedback after meetings with DR regarding at teaching standards around the school. A further visit is planned to take a closer look at teaching and learning. He wants to look at individual students, at the progress and teaching and learning. The cohort mentioned in the inspection (the most able) about limited stretch and challenge do not appear to have foundation and he has found no evidence in the data and in being in school to support this. His overall opinion is that the school is strong.

He recommends that the focus is switched to consider a 'middle' cohort, the more passive learners (traditionally lower ability MLD and upper SLD) again look at individual students. He has looked at the assessment information and feels there may be a hypothesis or argument that they are making the least amount of progress, but still making progress nonetheless. Gail Beaton asked in terms of numbers, how many is he looking at? Will Gale said it was a shrinking group, 2 maybe 3 in group, when the staff are giving support they are learning well. He wants to conduct some more brief learning walks, to identify individuals.

SJ highlighted that often it is the secondary or a tertiary need that can become the most challenging and the priority. Will Gale agreed that we should 'dig' below the surface, to delve into the hidden needs, as this can be the most important.

He suggested to consider as an action point that on an individual basis look at this middle cohort of students. Asking how well are they getting on? And what is the data telling us?

- 1.2 DR explained the process of 'lesson study research' which has been started this week. Three teachers plan a lesson together and identify three students, i.e. high, middle and low

ability. One teacher teaches and the other two observe and focus on what the students are learning and are they on task the whole lesson. Will Gale agreed that this approach was good. It enables teachers to have an extended look at students and work together to evaluate learning.

- 1.3 WG also suggested that another hypothesis to look at, is there is slim evidence to support that progress in reading is not as good as other areas of English yet Ofsted said it was a strength. He said it is hard to identify areas for improvement as the school is clearly good and strong.
- 1.4 IF asked do we need to identify consider attainment like they do in mainstream schools where attainment is a priority. Focus at STFCH is on progress, which has not been helped with the removal of National Levels.
- 1.5 SC commented that she agreed with Will Gales' ideas regarding testing hypotheses and this would be similar to the new 'lesson studies' as outlined in the School Improvement Plan.
- 1.6 WG stated that the Pupil Premium Report is too detailed for Governors and needs simplifying. It needs to show how effective are the areas Pupil Premium is being spent on (14 different areas)? But what has the most impact? Are there any areas where it is spent where it doesn't have impact? Could it go to more successful areas? IF pointed out that Pupil Premium is linked to the individual student. SJ agreed it could be made simpler if that is what Governors want and look at what has the most impact on most students. There had been a lot of pressure on governors to explain Pupil Premium to Ofsted. IF said it felt like being penalised for doing it right.
- 1.7 KS3 –WG said there is no evidence to show it is weaker than KS4 or Further Education. He has had a detailed look and the outcomes are not weaker, nor the teaching weaker. SJ said that they had responded to the Ofsted report and removed the Semi-formal group in KS3, transferring it to a whole school group. WG will have a further look at the teaching and learning in KS3 and report back.
- 1.8 IF said the information from WG was reassuring, it showed positive good practice and to compliment staff.
- 1.9 DR highlighted the 'hidden' learning that is not often able to be evidenced in data but can be anecdotally reported. Those additional outcomes socially and communicatively. For example, that when she started at the school, it seemed a 'big' school and the learning to move from A to B was a life skill which was learnt but difficult to record. It allows students to learn different social skills with the help of the staff. SC said this should be recorded. SJ said that it was often these types of skills/outcomes picked up throughout KS3 that help iKS4/Further Education to benefit. It was helpful preparation for adulthood.
- 1.10 SJ discussed the new admissions and that they present with very complex needs in some cases, often those from mainstream schools, where they have spent most of the time with 1-2-1 support and worked in isolation and not in groups. They come to us and we expect them to suddenly have to deal with groups, less formal 1-2-1 support etc and begin the process of preparing them for their future. We have to be very flexible to support them to settle.
- 1.11 GB agreed Year 6 to 7 transition is difficult when dealing with a number of different schools.

2. MINUTES OF PREVIOUS MEETING AND MATTERS ARISING

No matters arising.

3. STUDENT NUMBERS AND DISTRIBUTION

- 3.1 SJ gave an update of numbers on roll – 168 after half-term. Sir Tom Finney is the largest, secondary Special Education Needs School in the authority.
KS3 has 66 pupils
KS4 33 pupils – 34 after October half-term
Further Education – 49 pupils
Semi-formal/experiential – 19 pupils

He reported that the school is at capacity and would have to limit the number of students for the 2019 Intake.

IF asked whether we are able to say 'no' to placement for anyone from mainstream schools? SJ replied not really as the school is a local authority school with commissioned places, but we have already raised our concerns about this for next September 2019.

- 3.2 Acorns School, has 12 students to join the school next Sept 2019. SJ said currently there are possibly eight students in Year 11 who will transfer through to Further Education. Further Education is funded separately. GB has said that she has asked caseworkers to visit Acorns as she is bombarded with requests for places.
- 3.3 IF asked how the local authority make the decision regarding places. Shaun Jukes explained it is basically a 'first come first served' basis. It is agreed at admission panel meetings that take place across the year.

PM asked about appeals –the process was explained.

- 3.4 SJ said that there appears to be a lack of strategic planning for Special Needs in the LA and little or no investment. IF asked if school was an academy would Governors potentially have more say about places? Local authority would still commission places so would not affect allocations of places. SJ said original allocation of places for the school was 145 students – 155 was then agreed, and now at 168, it cannot go any bigger. He said he cannot ask staff to do anymore then they are doing already or fit anymore in the building.
- 3.5 IF asked if Acorns School got priority for places at Sir Tom Finney, SJ answered the reality is probably 'yes' as it is the special primary feeder school and the pupils from Acorns are already in the system.

4. ASSESSMENT AND ACHIEVEMENT UPDATE

- 4.1 SJ said the full assessment report is nearing completion and hopefully ready for the next FGB.

5. CURRICULUM UPDATES

- 5.1 SJ presented a reminder of the curriculum content in each key stage for this academic year.

- 5.2 IF asked post Ofsted, regarding outcomes, do we need to look at progression and destination of students? Shaun Jukes suggested it could be an agenda item – previous cohorts; where and what they are doing? – He will ask Lee Toulson for information.
- 5.3 SJ showed the curriculum diagram to explain the three curriculum groups. SJ shared the assessment diagram explaining tracking and information, evaluation and target setting which will also be used at parent workshops. IF asked have parents' expectations risen? SJ said in some cases yes and it is increasing. Parents are 'more mainstream' in their expectations, they want evidence on students' work and progress.

6. SEN INFORMATION REPORT

- 6.1 SJ showed the SEND Report, it is available on the website. It is a summary of what the school's policy and guidance is as regards SEND. It has been updated for this year.
- 6.2 SJ gave out the self-evaluation summary to the Governors to take away and read, it follows the Ofsted headings, any questions to Shaun Jukes.

7. ANY OTHER BUSINESS

- 7.1 SJ asked Governors to remind themselves of the school improvement plan priorities.
- 7.2 GB asked if the school is full at 168, what happens with a complex intake. If students with complex needs were offered places will the overall numbers on roll have to be reduced? SJ replied yes we would like to get to an ideal just below students.