

GOVERNOR SERVICES: EDUCATION QUALITY AND PERFORMANCE SERVICE

SIR TOM FINNEY COMMUNITY HIGH SCHOOL (06135)

Minutes of the meeting of the Pupil, Curriculum and Standards Committee held at the school on Tuesday 3 May 2022 at 9.30am.

Present:	<p>Mr P Main (Chair) Mrs P Barlow Mr I Fazackerley Mrs R Hurley Mrs KD Jones Mr S Jukes (Headteacher)</p>
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Also present:	<p>Miss R Alesbury (Clerk to Governors) Mr J Cockerill (Assistant Headteacher – Observer)</p>
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	<u>ACTION</u>
<p>22.01 Apologies for absence</p> <p>Apologies for absence were received and accepted from Mrs G Barlow and Mrs M Rothwell.</p>	
<p>22.02 Declaration of Interest</p> <p>There were no declarations of interest in relation to agenda items.</p>	
<p>22.03 Minutes of the Last Meeting</p> <p>The minutes of the previous meeting held on 22 February 2022, having been circulated, were approved and signed by the chair as a correct record.</p>	
<p>22.04 Matters Arising</p> <p>There were no matters arising from the minutes.</p>	
<p>22.05 School Improvement Plan (SIP)</p> <p>The headteacher circulated a copy of the School Improvement Plan and highlighted the following points;</p> <ul style="list-style-type: none"> • Context had been added to the SIP to give an understanding of what the school had been through, throughout the Covid-19 pandemic. • The school had been a live construction site throughout this academic year 	

- The headings for the objectives followed the pattern of Ofsted headings.
- Quality of Education: revision of curriculum breadth and balance, accreditation and assessment; subject and dept action planning; phonic and reading prioritised; revision of homework policy and continue with impact statements.
- Behaviour and Attitudes: review of behaviour policy and practise; attendance policies and practises; consider parent council or snap parental surveys.
- Personal Development: focus on mental health emotional resilience; developing talents and aspirations; continue to meet Gatsby benchmarks.
- Leadership and Management inc. Safeguarding: keep Governors updated and training; review and revise organisational structures reflecting expansion of school; outdoor premises development; continue with annual safeguarding/GDPR training
- Staff training and development was on-going.

A governor noted adding the context to the report from the pandemic was a good idea. Whilst Ofsted appear not be that interested in the last two years, this way it gave them a brief explanation of what the school had gone through.

A governor pointed out the DfE had issued a white paper mainly related to mainstream but indicated priorities in reading, writing etc with a further green paper, a consultation for SEND (Special Educational Needs), suggesting significant investment in SEND.

A governor asked for the headteachers thoughts.

Mr Jukes confirmed he had been through the green paper. There were priorities and emphasis on having a national format for annual review of finances and EHCPs (Educational Health Care Plans).

A governor commented the SIP was a good plan

A governor pointed out she understood all schools were to be inspected by 2025.

22.06 Teaching, Learning, Curriculum and Assessment

Mr Cockerill circulated a report regarding the quality of education.

In his report he answered the questions from the supporting information booklet from the spring term full governing body meeting.

Mr Cockerill also circulated the school's accreditation offer.

Mr Cockerill in conjunction with colleagues were working on a principle of qualifications for all, recognition for everyone.

With AQA Unit Awards it allowed accreditation in all subjects at all levels, resulting in accreditation for all.

The school was in the process of choosing which programme to go with for Life Skills.

The school had planned to run this for the next academic year and evaluate it

Mr Cockerill was complimented on the report. Mr Cockerill had captured had provided a clear picture of where the school was progressing and where it was heading with the transition period to Post 16 and Post 19.

A governor asked if the school had mapped with other colleges to make sure the provision was there to meet needs.

Mr Cockerill added, everyone in school needed to work towards the same thing at their own pace. Tweaks would be made to subject leadership ready for September.

Mr Jukes added, this report tied in with the SIP, there was no surprises, it made him feel like everyone was on the same page.

A governor commented it was good to have a fresh pair of eyes. As a parent it was a very clear report.

The headteacher pointed out the accreditation offer would be included within the prospectus and on the school's website.

A governor added, some students were not able to progress in some of the areas due to needs and asked if other areas of progression was documented. The headteacher confirmed they had a record of achievement and impact statements.

The school was looking to change assessment practice and move to Evidence for Learning which would encompass everything.

Mr Cockerill added, you could print off a learning journey for the full year.

A governor wondered if the school could add the accreditation offer to the learning plans to show what they were working towards. Mr Cockerill confirmed it was being trialled.

A governor queried if evidence for learning would be used instead of PIVATS. It was confirmed it would for KS3 and SFX initially.

A governor added, there was an app you can use for it. You can send things home, and parents can send things to school like 'wow' moments.

Mr Jukes added it would be a big administrative task to start with.

A governor mentioned staff would need annual training to ensure they were entering the right amount of data, and how it should look.

A governor questioned how parents received it. Mrs Barlow, headteacher at Acorns Primary School explained it was easy to use, they could download an app. The school could also see how many times it had been accessed by parents. Some parents had sent evidence back to the school. It was an electronic record of learning.

Mr Cockerill was thanked for his reports.

22.07 Safeguarding, Responding to review from OFSTED on sexual harassment and student absence and actions

A report from Mrs Rickard had been circulated to governors.

The headteacher pointed out Mrs G Barlow, safeguarding governor had reviewed the report and had been in regular contact with Mrs Rickard.

Mr Jukes went through the report;

- It stated all children were considered vulnerable.
- Attendance patterns were being monitored.

Three children were unable to attend school, one for medical reasons, the other two were for emotional and mental health issues under CAMHS.

It was predicted one child under CAMHS (Child Adolescent Mental Health Service) would end up off-roll. One child would continue at school at Post 16 and the other would have a phased return.

The headteacher added, there were practical strategies in place at school, maintaining communication links.

- Sexual Harassment training had been completed by staff. Termly updates were cascaded, staff were aware of how to report any concerns.
- Students were taught PSHE and RSE
- The young people had limited understanding of what goes online doesn't stay online, the school had had to deal with numerous incidents.

Mr Cockerill added, Safer Net was planned to go into school twice a week to target students online.

- The in-house referral system was in place called ELSA along with pastoral support.
- Safeguarding system CPOMS was in place.

The headteacher rounded up the report, processes were in place, all staff understood everything could happen in school and are vigilant.

22.08 Pupil Premium Impact Statements

The headteacher shared impact statements with governors.

The statements included contextual information, the intent, what had been done, and the impact.

He gave examples to governors which included:

- a) A student with a physical disability, a tool was recognised and trailed in school. The Neater Eater. That student now had full control over feeding themselves. This would not be something covered under PIVATS assessment, but it had a massive impact on the student.
- b) A young man who spent all day in his previous school preferring to look toward the wall instead of engaging or making eye contact with others and would not speak to anyone. When he joined our school we had worked intensively with him, and he was now back part of the class, it took three years, a huge impact for the student and his family.
- c) A really nervous student, who required support for everything, mum had commented she had waited such a long time for them to have friends. It was about the young person's emotional resilience. This would not be recorded anywhere else.

A lot of this type of evidence could be recorded through Evidence for Learning.

Headteacher

The headteacher planned to add the impact of pupil premium to the school improvement plan.

A governor said there was a nice balance between accreditation and impact of things not covered anywhere else.

Mr Cockerill responded, families were grateful for what the school does for each student. Evidenced through annual reviews and parental contact.

A governor asked if there was one thing about school improvement you could pick as a priority, what would it be? Mr Jukes explained it was

knowing the changing nature of the pupil population and to ensure the upstairs expansion did not negatively impact the rest of the school.

A governor queried if the school was still on track with the building works. It was confirmed they were.

A governor questioned if they had a contingency plan in place. Mr Jukes confirmed this wouldn't be required. They would not be taking 90 students in from the start of Sept 2022, it would be a manageable number.

The headteacher added, the contractors had a penalty clause if it was not completed on time. It was due to be completed in July, then the ICT works can be implemented.

Mr Jukes pointed out the school had found issues to downstairs flooring in some rooms. The issue was not related to the building works, it was an issue before they moved to the site.

The fire report had identified holes greater than wire diameters around wires downstairs, this would be addressed.

The headteacher explained the budget had a £600,000+ reserve, if they were in clawback they would have hit it. The amount that was supposed to have been taken to support the expansion project (£207,000) had not been processed by LCC in time.

22.09 Any Other Business

The headteacher asked governors to contact him if they were available on 17 May and 24 May 2022 to be part of the interview panel for head of department and teachers.

It was agreed five out of the six applicants met the criteria, and would all be interviewed.

22.10 Confidentiality

There were no items deemed confidential.

22.11 Date and Time of Next Meeting

Future meeting dates and times would be agreed at the full governing body meeting.

The chair thanked governors for their attendance and input and closed the meeting at 11.05am