

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 11 October 2022 at 9.30am.

Present: Mr P Main (Chair)
Mrs P Barlow
Mr I Fazackerley – via virtual meeting facility
Mrs KD Jones
Mr S Jukes (Headteacher)

Also present: Mrs A Heywood (Clerk to Governors) – via virtual meeting facility
Mr J Cockerill (Assistant Headteacher – Observer)

22.25 Apologies for absence

Apologies for absence were received and accepted from Mrs G Barlow, Mrs R Hurley and Mrs M Rothwell.

22.26 Declaration of Interest

There were no declarations of interest in relation to agenda items.

22.27 Election of Chair and Vice Chair

Mr Paul Main was proposed and re-elected as chair of the committee until the autumn term 2023. In her absence, Mrs Rosemary Hurley was elected as vice chairperson.

22.28 Minutes of the Last Meeting

The minutes of the previous meeting held on 3 May 2022, having been circulated, were approved, and would be signed by the chair at the next opportunity.

22.29 Matters Arising

There were no matters arising from the minutes.

22.30 Terms of Reference

The terms of reference had been agreed at the meeting on 22 February 2022 and there were no changes.

ACTION

Clerk

22.31 Student Numbers and Distribution

Mr Jukes introduce this item by confirming that the upper floor refurbishment work had been completed. He advised the pupil numbers on roll (NOR) for each phase were as follows:

KS3	76
KS4	67
FE Post 16	73
CHECK numbers	216

Governors understood that thirty-one new students had started at the school in September 2022 and this was higher than had been anticipated when formulating the budget. The school had been very busy with the settling in process for these new students, issues had been exacerbated by the move into the upper floor.

The school was in communication with the Lancashire County Council Inclusion Service and two more students had moved into the area and were requiring SFX places. They would potentially join the school, in Y7 and Y8, respectively. Dependent upon the outcome of the conversation with the head of service, and prior to admission, a formal assessment would be needed as one of the children especially, had complex and significant needs.

A governor raised the question 'given the school is not yet at capacity (245 pupils), would this counteract any argument the school offered to dispute placing a student with the inclusion service?' Mr Jukes advised that despite not being at capacity there were many other factors to consider when accepting a child i.e. the social, learning, and emotional needs of both the potential pupil and of the children within the prospective cohort, together with considerations about staffing and resource availability. He continued that a finite limit on current resources was affecting the teaching of the post-16 cohort and ideally, the school would aim to reduce back to sixty-two. Governors noted there had been exceptional demand for places in the post-16 cohort that year.

The headteacher would meet with the Head of the Inclusion service on 1 December 2022, to discuss future place need with particular focus on post-16. Governors noted twenty-three students from Sir Tom Finney had expressed interest in a place and there would be need from students at Chorley Astley Park School and Applebee Wood Community Specialist School.

In response to a governor question, Mr Jukes responded that it had been challenging for staff and children alike, to settle the Y7 intake, especially with all the additional changes brought about by the opening of the upper floor. It was hoped that after half term there would be an improvement in the situation.

Mr Lee Toulson joined the meeting

22.32 Skills for life, Preparation for Adulthood careers and employability: An overview for Governors

Mr Toulson circulated a handout entitled *Skills for life preparation for adulthood, careers and employability - an overview*. He explained how these teaching aims were at the heart of the FE (Further Education) department and drew attention to the learning programme by highlighting the following points:

- core offer subjects were Literacy, Numeracy, PSHE and Computing, complemented by embedded vocational Life Skills, Careers and Enterprise sessions each week; and
- were supported by a broad spectrum of Option choices. Those currently offered with Key Stage 4 include the Duke of Edinburgh Award Scheme, Food Technology, Art & Design, Sports, Hairdressing & Salon Skills, Construction, Design Technology, Horticulture, Robotics, Childcare, hospitality.
- The teaching staff established what the student enjoyed or at which they were more able, and then worked to enhance skills and focus on aspirational goals.
- He further outlined the timetable and provided some statistical evidence to identify strengths and areas to improve the programme.
- Mr Toulson provided background information into the history of the learning for life and a career programme which had been initiated by Lord Sainsbury, and he standardised the assessment process by creating the Gatsby Benchmark. Additionally, the school used an assessment tool or package called Compass to help track data and identify strengths and areas for improvement in a student.
- In March 2022 the school held its (8th) Annual Careers Education Information Advice & Guidance Fair. It was attended by over 50 stallholders and visited not only by all students and some of their parents/carers, but also those of other local SEND schools.
- David Miller and Della (?), were Support for Schools Advisers and worked at Department for Work and Pensions (operating out of Job Centre Plus in Preston). They had specialist knowledge of the local labour market, particularly in respect of the arenas of work which particularly suit individuals with additional needs. They visited school to deliver full morning sessions that encapsulate team building, customer service and employability skills, budgeting, job roles (within an Enterprise), writing CVs, applications and interview preparation. Time in class concluded with a Celebration Event.
- School offered work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions. Preston College & Royal Preston Hospital currently offered groups of students termly work experience in ancillary, catering and clerical departments.
- And finally, Mr Toulson intended to set up an alumni association during the academic year. The idea being to create an opportunity for

current students to meet and talk with previous students, understand their experiences, aspirations and successes, and consequently be inspired!

The presentation concluded and Mr Toulson invited governor questions, which were as follows:

Does the school receive feedback from the career led visits and conferences that have been held? In response, both Mr Jukes and Mr Toulson answered and made the following points:

- after the careers event in March an email was sent to attendees which invited feedback; Governors discussed the form that was completed and suggested introducing a tick box and a comment box to it.
- formal data on students and their careers once they left the school was not retained but it was hoped the alumni association would start to collect information.
- some data was collected informally, by keeping in contact with some past students
- alumni would provide relatable young people both as an aspirational aim and pastorally.

In response to a governor question, Mr Jukes advised that the school had not accepted any students on internship. The administration and labour-intensive process to draw down the funding had prohibited taking anyone in this year, but all acknowledged the young people that had been taken on previously had benefited and so it might be considered in the future.

Governors complimented the headteacher, the school and, in particular, the FE department stating the programme was impressive and thanked Mr Toulson for his presentation.

Mr Toulson left the meeting at 10:15 am

22.33 SEN Report

The *SEN Information Report 2022 Autumn Update* had been circulated previously. The headteacher confirmed the structure and format were standard and he advised that the document, was available on the school website, which was a regulatory requirement.

22.34 Assessment and Accreditation Report

The *Assessment and Accreditation Report 2021-22* prepared by Mr Cockerill had been circulated previously.

In his report he provided IEP (Individual Education Plan) data analysis for the whole school for the year ended 2021/22 followed by a breakdown of the data by each phase. He advised that the target had been RAG rated, green indicating met. When a target had not been met, it would be "broken down" for the following term to ensure it was achievable. The

report also included a graphic which depicted the accreditation offer for 2022/23.

Over the last year the school had been looking at transitioning away from the 'paper-based' PIVATS tool, a scheme based upon national 'P scales' for students working below national expectations. Governors were advised that the tool only supported the academic assessment of English, Maths and PSD, so it had worked towards a more robust and inclusive 'cloud-based' system, called 'Evidence for Learning', which was able to record student achievements and support teachers across all curriculum subjects with both student progress and professional accountability. The broader areas of need including Social, Emotional and Mental Health, Cognition and Learning, Communication and Interaction as well as Physical and Sensory Development were supported. The new system had been trialled by the KS3 department in the summer term of 2022, the feedback from which resulted in a five-year investment including the decision to 'phase-in' the platform across school over the next academic year starting with the KS3 and SFX Departments from September 2022, followed by the 14-19 Departments from September 2023.

Mr Cockerill stressed the importance of data, to reflect both the progress and outcomes of students through analysis of pupil IEPs and the impact of the teaching received. He explained that those pupils on Education Health Care Plans (EHCP) had specific needs and targets were set accordingly. Governors agreed that in many instances, accreditation was more meaningful to parents and that it was equally imperative the student's aspirational goals were met.

Mr Jukes stated that, interestingly, those pupils for whom the school was in receipt of Pupil Premium funding had achieved as well as, if not better than their peers.

In response to a governor question, Mr Jukes confirmed there had been challenges encountered in the move to the newly refurbished upper floor and following a review of group size and physical needs, the decision had been taken to amend the timetable after the half term and relocate KS4 cohort to the upper floor and move the FE department downstairs.

Mr Cockerill was thanked for his report.

22.35 School Term and Holiday Pattern 2023-24

The headteacher confirmed the schedule was available on the school website.

Mr Cockerill left the meeting 10:50 am

22.36 School Improvement Plan (SIP)

The headteacher advised that the School Improvement Plan would be available for the full governing body meeting.

22.37 Pupil Premium

Mr Jukes advised that the strategy statement was available on the school website. An audit of the previous year would be carried out by December 2022 and the subsequent report would be provided to the spring term meeting of the full governing body.

FGB

22.38 Policies

Governors were informed that the statutory guidance Keeping Children Safe in Education (KCSIE) had been updated and subsequently the Safeguarding and Child Protection Policy had also been updated and would be made available to governors at the meeting of the full governing body.

FGB

22.39 Any Other Business

The *Self Evaluation Form (SEF) Document inc. Future Plans September 2022* was circulated. The headteacher advised that the initial pro-forma had been sent by Mr David Bird school adviser. This first version had been quite a lengthy process, but it had been a useful exercise as it captured the essence of the school in one document. He confirmed it would be more easily maintained and updated in future.

Governors were advised that due to the increased student numbers on roll (NOR) and subsequent staffing, the calculation for group size of school had changed to become a Group 7 school. The headteacher appraisal committee would need to discuss implementing a change to the headteacher pay range. The subsequent change would be submitted to the local authority.

22.40 Confidentiality

There were no items deemed confidential.

22.41 Date and Time of Next Meeting

The next meeting had been arranged at 11:30am on Tuesday 21 February 2023

The chair thanked governors for their attendance and input and closed the meeting at 11.10am