

GOVERNING BODY OF EDMONTON COUNTY SCHOOL

LOCAL GOVERNING BODY OF EDMONTON COUNTY SCHOOL

SECONDARY COMMITTEE

TUESDAY, 14TH NOVEMBER 2018 AT 6.00PM CAMBRIDGE CAMPUS

MINUTES - PART ONE

Members: Salih Suavi (Chair), Justine McLennan, David Clarke, Owen Vallis

Trustees: Rob Leak (Chair), Peter Blane, Susan Tranter (ex officio),
Konrad Halls, Liz Whale, Christine Martin.

Committee: Joanne Yarwood* (Chair), Derek Richings, Kelly Grant, Graham
Reid*, Kirstie Das, Neha Shah*, Abi Adesida*, Lia Commissar, Susan
Tranter.

Invited: Mr S Kinson (Deputy Headteacher)
Mr P Miller (Deputy Headteacher)
Ms M Panayi (Deputy Headteacher)
Mr G Delbourgo (Head of Social Sciences)

Clerk: Andreas Adamides * denotes Absent

1. COMMITTEE MANAGEMENT

1.1 Apologies for Absence

Apologies **received** in advance of this meeting from Joanne Yarwood, Graham Reid and Neha Shah.

1.2 Derek Richings chaired the meeting in the absence of Joanne Yarwood.

1.2 Declaration of Interest

There were no new declarations of interest made relating to items on the agenda.

1.3 Minutes of the Previous Meeting

The minutes of the 19 June 2019 were **approved**. There were no matters arising.

1a. SOCIAL SCIENCES UPDATE

1.ai Mr Gerry Delbourgo (GD), Head of Social Sciences Faculty presented an update about the development work within the faculty.

1.iii GD presented the Summer 2018 KS4 attainment outcomes with 3-year trends in Geography, History, RL and Sociology. He advised that Geography had the lowest outcomes, History is inconsistent, RL and Sociology have steady outcomes. The more able residual outcomes are satisfactory except in Geography. History is positive and RL is stabilising. The key issues are KS4 class variations, progress scores, gender gaps, the more able in Geography and RL and engagement in Sociology.

Q= Can you tell us about class variations?

A= Some teachers had better class residuals, but some staff are stronger than others.

- 1.a.iii GD presented the Summer 2018 KS5 attainment outcomes in Geography, History, HSC, Psychology and Sociology. He advised that overall the KS5 outcome scores are good. ALPS Geography is exceptionally good. The Level 3 value added score is good in Psychology. History is showing good progress and Sociology is improving. The overall average grade of B minus is strong. The more able group figure dropped in History, but overall it did rise especially in Sociology. There is a need to boost the Geography and History more able cohorts. Plus, the more able progress in Psychology was not good.
- 1.a.iv GD presented the following issues that need addressing:
- Recruitment & retention of experienced staff
 - Structured Faculty Shared Area – resourcing, assessment, admin, revision
 - Clear vision, direction & staff buy-in
 - Skills development (exam; numeracy; literacy, etc.) – greater level of challenge in exams
 - Student ownership of work, revision and reflection - DIRT time
 - Improve accuracy of predictions: moderation / good practice
 - Reduce class variation & improve outcomes (attainment, +ve residuals, P8)
 - Reduce the gender gap
 - Marking & feedback for pupil progress – more dialogic marking / questioning
 - Building subject / faculty identity & purpose (signs / aspiration / careers)
 - Rigorous tracking + timely, high impact, interventions (in the classroom)
 - Staff ownership of data (4Matrix) – class status reports; AG&T analysis review.
- 1.a.v GD presented his actions as the Heads of Faculty (HoF) to ensure consistency and to support colleagues:
- Organisation of FSA / G drive (resources and admin)
 - Common assessments, with mark schemes, grade boundaries & PLCs
 - Fortnightly meetings with faculty PHs –implementation / delivery of QA, management issues & embedding of ethos/vision /whole-school initiatives
 - Fortnightly LMMs to RAG rate progress against actions
 - Branding / common themes for display: e.g. aspiration; careers; identity; purpose; student work; skills; pupil progress
 - Book-looks / audits – quantitative (Likert scale); intervene where flagged
 - Common format for tracking pupil progress for early intervention action planning following DWs (e.g. class status reports; AG&T analysis review)
 - Embedding a skill-based approach / guides for success; PHs currently working on pilot versions for trial early in 2019 with one key stage; review in April 2019; full implementation in Sept 2019
 - Embedding explicit use of PLCs, AOs, DIRT time / green pen improvements.
- 1.a.vi GD highlighted the following priorities:
- The Faculty area resources with common assessments and grade boundaries
 - A bank of teaching and learning resources
 - How to guides for admin jobs, behaviour management etc
 - Monthly good practice briefings

- Mentoring meetings for NQTs, Teach First
- Joint lesson planning
- Weekly A level clinics.

1.vii Susan Tranter (ST) advised that GD is working hard, and there is a lot of work being carried out with a large number of NQTs and Schools Direct staff. GD can be given credit for the A Level Geography outcome, including an A* grade.

Q= How are you managing all these actions? Are staff supportive?

A= The Deputy Headteacher Stephen Kinson (SK) allowed me time to support staff in the faculty. I have fortnightly meetings with all post holders and individual meetings.

Q= Was this information presented to Ofsted?

A= They observed a lesson and asked me questions. Four inspectors were involved in the inspection.

GD left the meeting at 6.35 pm.

2. BEHAVIOUR FOR LEARNING

- 2.1 The Committee **received** a report by Ms M Panayi (MP), Deputy Headteacher including the behaviour data and the new Behaviour for Learning Monitoring and Intervention Policy, Standard Operating Procedure (SOP).
- 2.2 MP highlighted the data awarded in the classroom, with students awarded points for behaviour for learning. The points are awarded as follows:
- 3 awarded for exemplary behaviour excelling in the use of independent learning skills
 - 2 awarded for behaviour that is expected that all students should be doing
 - 1 is given when some better behaviour is needed
 - 8 is given when a student has been warned twice about behaviour
 - 9 is given where behaviour is not acceptable more serious than 8 points.
- 2.3 MP advised that from 2016/17 to 2017/18 the trend was towards an increase in 3s compared to 2s being awarded in classes. Overall there are still more 2s than 3s. There are more 8s and 9s. HoFs are sent the data every 2 weeks to look at what is happening to pick up on patterns. Plus, the Pastoral Team look at pre-emptive processes when students get an 8, involving the Inclusion Team with support measures.
- 2.4 MP presented data for school exclusions, external from lessons and managed moves. MP advised that external exclusions are minimal and have reduced. Internal exclusions are within the School, with support including in readmission meetings. Internal exclusions have had a slight increase, with increasing behaviour expectations, Progress Leaders are picked up on behaviour issues. Currently in Year 7 there is zero tolerance to hands on behaviour.

Q= Are staff more alert?

A= Yes and the threshold of poor behaviour has moved up.

2.5 MP advised that last year 16 out of 20 students who had managed moves to the School, were successful after their reviews, and stayed in the School after making massive progressive.

Q= Do you use managed moves instead of permanent exclusion?

A= They are a second chance, but not for serious incidents that require a permanent exclusion.

Q= How do managed moves get agreed?

A= ST replied that the Fair Access Panel looks for schools where students will benefit from a fresh start.

Q= How are they monitored?

A= ST replied that students are on an 8-week trial, it is made clear that it is serious. If they do not succeed, they will go back to their old school. Where they are then likely to be permanently excluded. This is managed by progress staff and AHTs.

Q= What happens every time a student is awarded an 8?

A= The sanction is managed by a team, to be consistent. After school the teacher must have a learning conversation with the student.

Q= What if the student thinks it is unfair?

A= We alert the Progress Leader.

Q= How are parents involved?

A= Parents are involved in 8s and 9s.

2.6 MP presented the new Behaviour for Learning Monitoring and Intervention Policy, Standard Operating Procedure (SOP). The SOP aims that staff responsible for behaviour and monitoring are constant and Progress Leaders will manage students in the same way. The policy makes classroom teachers expectations explicit. The audit schedule makes sure that Progress Leads work consistently, clarifying their roles.

Q= When will it be reviewed?

A= In July 2019.

Q= Has it changed?

A= This version includes a monitoring policy, making expectations explicit.

Q= Do new staff know it?

A= Progress Leaders in their teams establish a good consistency. New staff are being trained in the SOP and are getting support. How to operate the policy is part of staff induction.

Q= What is the workload affect for teachers dealing with behaviour?

A= If a HoF picking ups that a member of staff has a lot of behaviour work, they will support the member of staff. MP creates hot spot data and the SLT supports the teacher and NQTS.

3. HEADS OF FACULTY DEVELOPMENT WORK

- 3.1 The Committee **received** the minutes and papers of HoF's meeting on 2nd Oct from Mr S Kinson (SK), Deputy Headteacher.
- 3.2 SK advised that it is a working document, reflecting a typical HoF meeting. These are regular meetings plus with occasional away days. This is all to ensure consistency, to help students with their learning. The meetings identify best practice and turn this in to common practice. There is varied experience in the group. The challenge is to ensure consistency within faculties over time. Heads of Subjects are invited to be part of the development work. Plus, they hold training sessions for the next generation of leaders.

Q= How many HoFs are there?

A= There are 8

3.3 SK advised that the meeting items are as follows:

- Information and admin
- Sharing best practice
- Monitoring
- Development task.

3.3 SK advised that this meeting discussed the Pixl action plan (involving schools supporting each other), the literacy work in English and Social Sciences, and the action for HoFs to compile assessment folders. Currently students are doing a week of exams in core subjects. They will be marked, and they will receive a Smith pro forma, which will give detailed individual feedback.

3.4 SK presented the learning audit which identifies and checks what students are learning in classrooms. Classes are visited and the presented proforma completed. If any part of learning is not happening, the audit identifies why. The audit ensures consistency. Currently the English and Social Science faculties are working on consistency e.g. by using common language and tracker sheets.

Q= How do you know it is being put into place?

A= Learning audits monitor this, e.g. by sampling student tracker sheets

Q= How about best practice?

A= The evidence is in children's books

Q= What if it is not being applied?

A= There is a spectrum. Last year we reviewed Social Sciences. The quality of assessments are key, we want to see the folder, with the plan and tracker sheets. We are reviewing the Sixth Form assessments currently, there is variation.

3.5 SK highlighted item 4 on the HoF agenda, the big development task, on the Smith pro forma, which gives diagnostic feedback, identifying key concepts and the skills students need in the assessment. What they did well and poorly etc. This is RAG rated and produces a student sheet with areas to improve on and how to address weaknesses.

Q= How often are they produced?

A= One per subject termly. This is a big workload issue. Faculties will produce these and will share good practice with the approach. For every mock paper staff will produce a Smith proforma.

Q= Will parents get feedback?

A= Parents will get these for feedback. ST added that they are specific, based on children's work which they take ownership of.

Q= How are teachers using them?

A= They have to get use to the IT involved, SK is supporting HoFs with it and they are building up their expertise.

Q= How do we ensure consistency, how is it evaluated?

A= We mainly look at outcomes is the system manageable to achieve outcomes, where moderation is manageable. HoFs are looking at how it can work, we then readjust its use to work with core aims. ST added that the challenge of not having control groups, evaluation is based on good practice and professional agreement about how processes work, you can see if children's work and behaviour is better. We test if children are doing better.

Q= What is the evidence ?

A= ST – We are keen on simple solutions. The Do Now task works well building on what people are doing well. SK added that HoFs support each other.

4. LESSON 6 AND TUTOR TIME INTERVENTION

4.1 The Committee **received** papers which were presented by Mr S Kinson, Deputy Headteacher.

4.2 SK advised that Lesson 6 is about supporting students after school outcome sessions, they run each half term. Attendance last half term was 80 to 90%.

Q= Do they finish at 4 pm?

A= Yes, they have to attend until then

Q= How do they feel about 4 pm finish?

A= When you explain why, they accept it and they like the lessons. They are small targeted interventions not an extra lesson. It is easier that they are told they have to attend.

5. TARGETS FOR 2018-19

5.1 The Committee **received** a report from Mr P Miller (PM), Deputy Headteacher highlighting the following 2019 Key Stage 4 targets:

- Attainment 8 45.0
- Progress 8 +0.50
- English & Maths 9-5 50%

5.2 The Committee noted that the targets are based on the Pixl approach and are aiming high.

Q= Why is the Attainment 8 target lower than in 2018?

A= This combination means that 45 is a better target than 50

5.3 PM presented the 2019 Key Stage 5 targets. It was noted that the School is in the top 10% nationally for value added and that the targets change with each cohort.

Q= How is cohort?

A= They will do as well as last year.

5.4 It was noted that in the next meeting the Committee will look at Data Window 2 data.

6. NEXT MEETING

6.1 Date of next Secondary Committee meeting will 13 February 2019 at 6 pm.

6.2 Items for the next meeting:

- Update on the strategies led by AHTs
- English HoF update
- Oral update on Social Science
- Data Window 2 and mock exams.

There being no further business the meeting ended at 7.35pm.

Signed (**CHAIR**).....Date