

GOVERNING BODY OF EDMONTON COUNTY SCHOOL

LOCAL GOVERNING BODY OF EDMONTON COUNTY SCHOOL

SECONDARY COMMITTEE

TUESDAY, 13TH FEBRUARY 2019 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: Derek Richings (Chair), Joanne Yarwood, Kelly Grant, Graham
Reid, Kirstie Das, Neha Shah*, Abi Adesida*, Lia Commissar*, Susan
Tranter.

Invited: Mr S Kinson (Deputy Headteacher)
Mrs S Jackson, Head of English Faculty
Ms F Philippou, Assistant Headteacher
Mrs I Alibhai, Assistant Headteacher
Mrs N Chambi, Assistant Headteacher
*Mr P Maloney, Assistant Headteacher

Clerk: Andreas Adamides * denotes Absent

1. COMMITTEE MANAGEMENT

1.1 Apologies for Absence
Apologies **received** in advance of this meeting from Lia Commissar, Abi
Adesida and Neha Shah.

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 14 November 2019 were **approved**. There were no matters
arising.

2. DEVELOPMENTS IN THE ENGLISH FACULTY

2.1. Mrs S Jackson (SJ) gave a presentation on developments in the English
Faculty. GCSE Exam results in English Language increased by 10% and
Literature improved by 2%.

2.2 SJ advised that the improved results were achieved by the use of the following:

- The targeted interventions carousel (about key skills).
- Introduction of Smith Proformas for PPE feedback. (An example was shown including QR codes linked to resources and a personalised learning check list)
- Personalised revision planning. (Looking at student needs).

- Easter intervention sessions.
- Walking Talking Mocks.
- Strive for 5 student conferences.

2.3 SJ advised that the priorities for 2018/19 are as follows:

- Assessment.
- Intervention.
- Literacy.
- Stretch and challenge.
- Curriculum.
- A Level.

2.4 SJ advised that assessment data needs to be accurate and Smith Proforma feedback has improved. The marking policy was reviewed, and students are now set two core tasks. They have a summative assessment every half term, with peer and self-assessment.

Q= Is doing peer assessment challenging for students?

A= SJ- Students need to be trained how to peer assess work, it has made positive changes to their work.

2.5 SJ advised that front sheets for all units include the success criteria and examples of the core outcomes. There is a focus on moderation and enhanced tracking.

2.6 SJ advised that the Year 9 curriculum has been restructured with a focus on stretch and challenge.

Q= Can you give an example of a speaking unit?

A= SJ- All students do a speech on a topic of their choice. Plus, they practise listening.

2.7 SJ advised that the text choices provide good quality and accessible challenges for students. The texts often deal with difficult themes.

2.8 SJ advised that the A-Level curriculum includes 'Critical Theory', with key writings and supportive paragraphs about literary theory. The School has moved to a 2 year A Level course, rather than A S. There is a focus on moderation. There are smaller group interventions and enhanced communication with home.

Q= Are teachers cautious when assessing students?

A= SJ- Yes in A level they are cautious, there are fewer moderation opportunities.

Q= Can you give an example of the wider range of extra curriculum activities?

A= SJ- We take students to theatres, including a recent immersive theatre experience.

Q= What comes next?

A= SJ- We will embed the changes, develop the action plans and focus on moderation.

2.9 SJ presented the following list of interventions in literacy:

- Period 6 support at key areas.
- 1-3, 4+, 5+ and 7+ interventions at GCSE.
- Walking Talking Mocks.
- Form-time interventions.
- Inter-faculty co-operation strategy between English and Maths.
- Inter-faculty Literacy strategy with a focus on command words.
- Faculty purchases books at a reduced rate to sell to students.

2.10 SJ advised that Pupil Premium (PP) students had a larger gap in English Language attainment last year, compared to other students. The Faculty is using the budget to offer discounted texts to support PP students.

Q= What are command words?

A= SJ- We look at how different faculties use words and what they mean in different subjects e.g. what evaluate means in Science

2.11 SJ advised that the next actions are about the following:

- Using Reading ages at KS3 as a 'GCSE ready' determiner.
- Data driven approach to early intervention fully utilising homework.

Q= How will parents know about the discounted books?

A= SJ- I write to parents about this. We provide discounted books linked to their Parent Pay account.

Q= How are staff responding to changes?

A= SJ- Changes were gradually brought in and we consulted staff and made changes. For example, staff can see that the core assessments are working well.

Q= How many staff are in the Faculty?

A= SJ- 15, including 2 Teach First, a Schools Direct and an NQT.

A= SK- English teachers are now harder to appoint, SJ brought in a broader range of experience and changes were needed with the curriculum. New staff and students are being well supported.

SJ was thanked and left the meeting.

3. TRANSITION PHASE STRATEGY

3.1 The Committee **received** a report by Ms F Philippou (FP), Assistant Headteacher including the Standard Operating Procedure (SOP).

3.2 FP reported on the Year 7 strategy and transition SOP which aims to improve communication with primary schools and relationships with home. There are five 5 transition bridges, which are as follows:

- Administration, getting good information from primary schools, the borough and from parents, to ensure data capture is accurate. To work closely with the inclusion team for accurate EHCPs information.
 - Social and personal, to engage children from primary schools to start the process of settling in including open mornings, induction days and the first day of Year 7.
 - Curricular, a curriculum bridge, extended learning, including the summer school.
 - Pedagogy, this is an area that is developing with a focus on working with KS2 to share good practice and a curriculum map across KS2 and KS3. Getting coordinators to work together, to build on the work in KS2.
 - Managing learning during transition, to develop a handbook and engage parents at the beginning of Year 7, about how to support home learning. Plus, a focus on groups including Able Gifted and Talented.
- 3.3 The Committee **noted** that the SOP is linked to the SPP about Improving standards and expectations. The key areas are as follows:
- Data monitoring tracking.
 - Motivating parents to improve outcomes, a focus on tutor groups.
 - Quality and delivery of tutor time activities.
 - The biggest challenge is improving attendance and punctuality.
 - Partnership with parents and home, to get parents in the School in the first week of term.
 - Develop Parent Ambassadors from Year 8 onwards to support Year 7.
 - Support academic progress and achievement, 3 new members of staff are all being trained.

Q= For EHCPs, do we chase primary schools, to know about children's needs before they start in Year 7?

A= FP- The Head of Inclusion looks at the applications to see what we can cater for and lets the borough know. The Inclusion Team has a separate meeting about their needs, in addition to the main meeting.

Q= What is the biggest challenge?

A= Pedagogy and to ensure that all the data is on SIMs on day one.

FP was thanked and left the meeting.

4. UPPER STRATEGY

- 4.1 The Committee **received** a report from Mrs I Alibhai (IA) and Mrs N Chambi (NC), Assistant Headteachers.
- 4.2 NC advised that in Years 10 and 11 the School's strategy and timeline ensures a consistent approach and starts monitoring early for consistency. NC advised that the exams have been rebranded. The end of year mock exams around Easter are now called Pre-Public Exams (PPE) 1, and there are PPE 2 and 3, exams for students to develop their skills to be ready for GCSEs. The planning of these exams is delivered by HoFs and the use of workbooks was developed.

Homework has two parts, to consolidate learning and to develop skills for exam style questions. The progress wall boards are updated from PPE1 onwards, with monitoring. Students in Year 10 start Faculty interventions and period 6 after the May half term. Overall there is a seamless transition from Years 10 to 11.

Q= Have we seen an Improvement?

A= NC- An improvement has been seen in Year 10 after Data Window 1, this has made a significant difference. Plus, the higher expectations of teachers is making a difference. There will be teething problems, it has so far worked well with the transition from Years 10 to 11.

NC was thanked for the presentation and left the meeting.

4.3 IA presented the Year 11 Strategy and advised that a key development is independent learning, including during the school day, including the compulsory Period 6 lessons. This was piloted last year, and the aim is to review it this year.

Q= Are Period 6 lessons held every day?

A= IA- Every day except Tuesday. Students are nominated for these lessons based on their books, and assessments, and there are 8 students per class. This is reviewed half termly. All subjects are represented in Period 8.

Q= When did it start?

A= IA- In September. If students do not attend it is classed as truancy. We track behaviour and attendance which are both very good.

4.4 IA advised about the development of the use of tutor time, in English, Maths, Humanities and Science. These sessions are for students to do an extra 20 minutes of learning. The HOFs decide on which students attend and they are monitored by Progress Leads.

4.5 IA advised about the development in Community Languages, with 20 students entered into additional language, including Portuguese, Bengali and Arabic GCSEs. Which can add to Progress 8 scores.

Q= Why these languages?

A= IA- There is a list of prescribed languages, we coach students for exams.

A= ST added that many staff help, who are multi lingual.

4.6 IA advised about the development of the work to support under achieving boys. After the PPE exams, the School identifies the lowest of 10% of boys, who get an extra 1.5 hours after school to work independently to narrow the gap.

Q= Does this build on past strategies?

A= SK – We build up a portfolio of interventions, to develop on past work. We spoke to students who like the structure.

A= ST – We are building on interventions. E.g. Period 6 was voluntary and now is compulsory. It is part of directed time with at least 10 lessons a day, with specialist teachers.

Q= Do we do evaluations after the PPE exams?

A= IA- We will review it including the student voice.

A= SK - We review it after each sitting, which is 3 reviews a year. We refresh after each PPE,

A= ST- Attendance is a key factor, along with behaviour data and the student voice.

5. UPDATE OF SOCIAL SCIENCES FACULTY

5.1 The Committee **received** an oral update from Mr S Kinson (SK), Deputy Headteacher highlighting the that the School is supporting new staff including NQTs, Teach First and Schools Direct, all of whom have a lead teacher supporting their planning to make them more effective. Geography is making progress. History in the Bury Campus has staffing difficulties due to sickness, which is being covered by an experienced historian for Year 11 and the A Level Plus a new teacher who is being well supported and doing well. SK is meeting with the Head of KS4 to provide mentoring about the improvement of R and L. Overall resources are being developed and the aim is to ensure staff retention is as high as possible. The HoF is doing well and working hard.

6. DATA WINDOW 2 AND MOCK EXAMS

6.1 The Committee **received** a report from Mr S Kinson (SK), Deputy Headteacher highlighting the data dashboard from Data Window 2 based on the Year 11 mocks. It was noted that in A8 and P8, English and EBacc are doing strongly, but there is some work to do in Maths and other subjects. Progress for each subject was presented all ranked in order. Turkish, Physics, Art, English Language are good, Geography is improving. The subjects at the bottom of the list are Sociology and R and L.

6.2 The Committee **noted** that every student in every year and subject gets a Smith Proforma, which maps out what they need, based on a test. Staff are seeing the value of the Smith Proforma, and the School will be reviewing how they are used at the end of the year. An example of a Physics Year 10 proforma was presented to the Committee.

Q= How much work does this involve for the teacher?

A= SK- After the mock test, they RAG rate the 6 key concepts, then put them on an Excel spreadsheet, which then processed via the PiXL website.

Q= What happens if a student does not do well in the mocks?

A= SK- We write a more comprehensive report after the mock exams, to show how they can improve.

6.3 The Committee **noted** that staff are being asked to complete a class status report to reflect how students are doing and, on their teaching, and learning practise. To look at what has gone well and the Even Better Ifs (EBI). An example from Physics was shown to the Committee. It includes student performance and what it tells the teacher about their class room practise. What the teacher needs to do to develop teaching and learning, including planning lessons to meet students' needs. Teachers are meeting with their HOFs to talk through the reports, HoFs meet with line managers, who produce subject reports and feed back to the SLT. They are collated into a yearly report, which are in two parts, including areas to improve (to focus on teaching and learning),

and Do Now tasks. A sheet is printed and given to each member of staff, to give them a chance to reflect on their practise.

- 6.4 The Committee **noted** the key actions including
- A whole school focus on answering extended writing questions.
 - All subjects to develop and deliver activities to improve student understanding of command words.
 - All teachers to ensure they explain to students how to use Smith Proformas.
 - Teachers to be supported and challenged when CSR's are poor.
 - Devising a strategy and developing a plan to be carried out.
 - Continued increased use of Smith Proformas across subjects and year groups including Year 11 Easter PPE's and Year 10 PPE 1 exam series
- 6.5 SK advised that he met with the Sociology and R and L leads and did action planning, about structured revision and about having the confidence to challenge staff.

Q= How is PE?

A= SK- Data is disappointing, but we have been through a plan using the Smith Proformas and exam analysis.

A= ST – The GCSE has changed considerably, more than 60% is exam based.

Q= How about Science?

A= SK- Large numbers are doing the subject, 97 students 38% of the cohort are doing 3 Sciences.

Q= How is Maths?

A= SK- Students doing the work as asked, from the Smith Proforma, using past papers at home, with independent study.

Q= Does the Maths strategy need to improve?

A= ST – We need to be more assertive about implementation, it is all in hand.

Q= How about Geography?

A= SK- There is a significant improvement after a term, issues are about a focus on skills, exam practice and modelling revision.

Q= Has data has improved?

A= SK- Yes and data must be bottom up from classroom.

7. MONITORING POLICY

7.1 The Committee **received** a report from Mr Kinson, Deputy Headteacher, which is an updated policy about Primary and Secondary, with dates and a framework for each faculty.

Q= How many faculties are there?

A= SK- 8 plus Primary

Q= What is there to be developed?

A= SK- The KS3 curriculum as it links to KS2 for transition and the website.

7.2 The Committee noted that the class status reports will form part of the evidence base for performance appraisals.

Q= How many have applied to the Secondary Phase from Primary?

A= ST- Almost all

8. NEXT MEETING

8.1 Date of next Secondary Committee meeting will be Wednesday 9th June 2019 at 6 pm.

8.2 Items for the next meeting:

- Update about the HoFs Meeting about KS3.
- Middle Phase Strategy.
- Update Social Sciences.
- Enterprise HoF Presentation.

There being no further business the meeting ended at 7.30pm.

Signed (CHAIR).....Date