**Public Minutes of the Personnel and Curriculum Committee Meeting**

**of Sir John Cass’s Foundation and Red Coat**

**Church of England Secondary School & Sixth Form**

**held on 28th January 2020 at 5pm at the school**

**Present:** Ann Slater Sir John Cass’s Foundation (Chair)

Angela Hancock Parish of St Dunstan & All Saints Stepney

Abzal Ali Parent Governor

Julia Clarke Local Authority Governor

Nicki Regan Staff Governor

Paul Woods Headteacher

**In attendance:**

Shereka James Deputy Headteacher

Ben Siaw Deputy Headteacher

Nick O’Brien Deputy Headteacher

Janice Faldo Education Space – Clerk

1. **Opening Prayer**

The meeting opened with a prayer led by Angela Hancock.

1. **Welcome and Apologies**

Committee and those in attendance were welcomed to the meeting. An apology was received from John Thurley.

1. **Declaration of Interests**

There were no declarations of interest on any agenda item.

1. **Minutes of the previous meeting**

The minutes of the meeting held on 3rd December 2019 were **agreed** as a true and accurate record subject to the following amendments: -

* **Page 2 Min 6 second answer** - last word of first line should read “*very”*.
* **Page 6 Min 11c last sentence**– should read “*Ann Slater will be meeting with the Year 11 Link this term”.*

1. **Headteacher’s report**

Committee acknowledged that they had received the Headteachers report prior to the meeting and the following was highlighted and discussed.

**a. Update on Behaviour & Safeguarding**

Committee were advised that the overall attendance rate is 96.11%. The school has carried out a number of case studies to identify reasons why students are not attending school. Reasons include unauthorised leave, medical issues and mental health issues where the student can’t leave the house. If these students were taken out of the equation the percentage would rise to 97.8%, the National Average is 94.6%. Attendance remains a significant focus and the work carried out has had an impact on the majority of students.

**Q.** Are any of these students CME (Children Missing in Education)?

**A.** No, the main reasons are serious medical and mental health issues which go deeper than just not wanting to come to school.

**Q.** Although attendance figures are good for the majority of ethnic groups they are very low for White British, White and Asian, White and Black African and White and Black Caribbean, is there a link?

**A.** The work being carried out is having an impact on these groups of students.

**Q.** What is the impact on the new measures that have been put in place?

**A.** Attendance is now a SLT agenda itemresulting in a more strategic review ensuring that processes are being adhered to. Attendance is also strategically embedded into the School Improvement Plan and all members of SLT have an appraisal objective linked to attendance. The new Attendance Officer that has been appointed has supported the increase in attendance. A Year 11 display board highlights what the impact of poor attendance has on achievement.

**Q.** What are the procedures for persistent absentees?

**A.** This depends on the individual student. The school considers any safeguarding issue and refers to the relevant agencies including legal proceedings if appropriate.

**Q.** Are you satisfied that these students are safe at home?

**A.** Yes.

**b. Curriculum Update**

Committee were advised that departments are developing their curriculum vision, a statement of intent and purpose for students’ learning. Although this will be an ongoing piece of work, all departments are working to the same common purpose of having a curriculum vision that encapsulates:

* *Ambition – a real commitment to ensuring that all students are able to be highly successful as a result of the curriculum.*
* *Progression – knowledge and skill are built upon in a cumulative fashion.*
* *Discipline of the subject – identifies the component/s that are specific and unique to the subject.*
* *Applicable – it is clear how students will be able to use their experience of the curriculum in the future.*

The second piece of work that is integral to the success of the curriculum is the establishing ‘end points’. These are statements that convey the work that students will be able to produce as a result of the learning that has taken place over a half term or term. These end points serve two purposes. Firstly, they allow teachers in a curriculum area to map out the learning journey over time whilst also evaluating the extent to which this journey is progressive and appropriately challenging.

Secondly, end points allow leaders to ‘test’ the curriculum and ensure that it is in fact ‘doing’ what it claims to. Both the curriculum vision and end points will continue to be refined and improved with the head of department at the curriculum rationale meetings.

**Q.** Are parents involved in the curriculum in any way?

**A.** Not as yet as it is still work in progress, however parents and students will be consulted to support their child’s learning.

**Q.** Will the curriculum plans be published on the website?

**A.** Yes. They will also be published in the student planners and on the parental SIMS ap. Department documentation can be shared with parents if requested.

**c. Year 11 Update with Mock Results**

Committee were reminded that the school has changed the way they assess students and the frequency of the data drops. This ensures that subjects have enough time to deliver the course and that students sit a truly synoptic assessment during the mock examinations. This mock series has enabled some departments to give students full papers. English and Maths have finished the course which enabled them to deliver full synoptic papers and other core subjects set three papers. This gives a more accurate picture of the current performance and facilitates a diagnosis of deficiency and next steps. As a different system of assessment is used this year than from last, there can be no direct comparison with the data from last year. However last year at 2018/19 TPA (mock examinations) = +0.26, currently 2019/20 TPA (mock examinations) = -0.19. Due to the nature of the assessment we think this is a more accurate picture. The school is implementing a very clear focused program of intervention honing in on a number of specific groups and subject areas. There is a specific key focus on subjects that underperformed in last year’s examinations, notably Geography, MFL, Social Sciences, Art and Drama. In core subjects the focus is on the high attaining students who underachieving against their target grade by one or two grades. The students have been placed in special after school intervention groups working on an intense revision programme and will be re-tested in 3 to 4 weeks’ time. Science has created joint groups delivering master classes which involves collapsed groups being taught together, focusing on exam skills and content. We are very optimistic that we should be able to meet or exceed our target 0.55. Our aspirational target is +1.0 which still remains a possibility.

**Q.** Do you use data to analysis staff performance?

**A.** Data is used to support the change to timetables and staffing of particular groups.

**Q.** Are the interventions having an impact and is there anything else to be done?

**A.** The interventions have improved achievement. We still have a long way to go Our aspirational target is +1.0 which still remains a possibility. We continue to engage with parents and students providing information and resources for revision.

**Q.** Have the 5 focus subjects improved from last year?

**A.** We are implementing a very clear focused program of intervention for Geography, MFL, Social Sciences, Art and Drama which includes extra teachers to reduce group sizes, engagement of a Geography consultant, Saturday and half term revision sessions, focus on course work and drop-down days.

**Q.** Are there any particular patterns why the students underperform in the 5 focus subjects, particularly Geography?

**A.** The content and topics in Geography are huge, this, along with time given over to RE has had a significant impact in the subject. A Geography review was carried out by an external consultant resulting in key terms being used across all the year groups.

**Q.** Are students able to do self-study in Geography?

**A.** All students have revision booklets and access to after school, half term and Easter interventions. More field work and educational visits will take place to support their learning.

The Headteacher advised that governors should be aware of the particular journey of teaching and learning being used as a tool to move students on rather than compliances. The school has a quality Geography team but we are aware that they need to ensure that the can move the students on and through GCSEs with the support of quality CPD that is on offer in the school.

**ACTION**

* Presentation from Head of Geography at a future meeting.

**d. Visitors’ Policy**

The Headteacher advised that there have been no changes to the policy since is was ratified last year and that there have been no issues in the implementation of the policy.

1. **Policies**

**a. Admissions Policy**

Committee acknowledged that they had received and considered the Admissions Policy prior to the meeting and **AGREED** to recommend to Full Governors for ratification.

**b. Drugs & Alcohol Misuse Policy**

Committee acknowledged that they had received and considered the Drugs & Misuse Policy prior to the meeting and **AGREED** to recommend to Full Governors for ratification subject to slight changes and amendments to typos.

1. **Governors’ Action Plan**

Committee considered the 3 priorities on what governors can do to support the school to help students improve and **AGREED** the following priorities to be communicated to all governors at the next meeting:

**Priority 1** Governor recruitment and induction to ensure the right person is on the board to support and challenge the school.

**Priority 2** Linking board and committee agendas to the overall School Improvement Plan and ensuring that meetings take place relevant to what is happening in the school.

**Priority 3** Governors to ensure subject link visits to the school take place with a particular focus and should include meeting staff and students. More transparency on what governors’ roles are particularly the role of parent governor.

**8. Governor Visits and Training**

**a.** Angela Hancock advised that she had attended Safeguarding training delivered by the local authority followed by a Safeguarding link visit to the school. The training helped her ask a lot of questions. She also met with the Prevent lead and will carry out an E-Safety visit this term.

**b.** Ann Slater advised that she had visited to look at Year 11 classes and Pupil Premium.

**ACTION**

* Ms Hancock was satisfied with the current Safeguarding procedures and will submit a full report.
* Ms Slater will submit a verbal report of Year 11 classes and Pupil Premium at Full Governors.

**9. Any Other Matters for Consideration**

There were no further matters to be considered.

**10. Meeting Dates**

Committee noted the following meeting dates for the remainder of the academic year.

**Summer Term**

Tuesday 5th May 2020 at 5pm

**The meeting closed at 6.15pm.**