

## Rye College Learning and Teaching Board

16<sup>th</sup> November 2015

### MINUTES

A meeting of the Rye College Learning and Teaching Board was held on Monday 16<sup>th</sup> November 2015 at 6.00pm in the Boardroom.

**PRESENT:** Nicola Podd (NPO) [Chair]; Ann Cockerham (ACO), Sally King (SKI), Jacqui Lait (JLA), Hazel Russell (HRU), Francine Thomson (FTH), Max Victory (MVI) (via Skype).

**In Attendance:** Luke Atkinson (LAT), for Student Progress and Attainment item; Sally Welch (SWE) [Clerk].

#### **ACTION BY:**

#### **1. Chair's Welcome**

1.1 Noted: NPO welcomed JLA and LAT to the meeting.

#### **2. Declarations of Interest**

2.1 Noted: that no member(s) had declared an interest in relation to any item(s) on the agenda.

#### **3. Student Progress and Attainment**

3.1 Received: tabled (anonymised) data for Data Capture 1 (taken at the end of Term 1), which was reviewed in the meeting, together with the 2015 Governor Data Pack for Rye College (November Update) issued by the Local Authority. These documents were reviewed in detail in the meeting.

3.2 Noted:

a) LAT presented the analysis of Data Capture 1, including the issues that have been identified and actioned from this analysis to target specific students and key subjects in order to improve results. The data presented provides a baseline of current Working At Grades (the grade a student would get if they were to take the exam now). Working At Grades are designed to accurately reflect where students are in their progress towards GCSE at each data capture point to avoid inflation in grade predictions.

b) LAT reported that the accuracy of the data input at each assessment tracking point will be checked continually throughout this year in order to identify any anomalies and ensure that processes are robust.

c) ACO reported that Senior Leaders are continually reviewing progress against improvement priorities identified by the RAT to instil a culture of high expectation/aspiration and ensure sufficient challenge for every student in the context of targets and potential outcomes for students in summer 2016. The quality of teaching is being monitored through lesson observations, scrutinies of planning and marking and regular 'drop-ins' to lessons. A full lesson observation for every teacher which will have been completed by the end of November. Learning Walks will re-commence from tomorrow, focusing on challenge and expectation, behaviour and progress.

3.3 Resolved:

a) that the in-use definition for Working At Grade should be circulated to the LTB.

LAT

b) that progress by gender should be included in future reporting.

LAT

c) that an update report on assessment tracking should be presented to each LTB meeting.

ACO

- 3.4 Noted: in discussion:
- a) in response to concerns expressed in the meeting about how well teachers understand the new assessment system and what is expected of them, LAT responded that SLT recognise the need to continually invest time in ensuring teachers' understanding of the new GCSE assessment criteria and this work is ongoing through a planned programme of all staff, departmental and 1:1 training, as necessary.
  - b) in response to challenge in the meeting on actions taken to improve the reliability and accuracy of teacher assessments and ensure that judgements are secure, LAT explained that moderation of assessment judgements will be based on specific assessment materials and not reliant upon individual teacher judgements. Each faculty is expected to moderate their marking and assessment and the college timetable has been revised to facilitate additional curriculum time for assessment. ACO reported that the college has commissioned an external consultant to conduct a review of the quality of assessment tracking. The review will commence this term and the report will be published to LTB members.
  - c) ACO updated the meeting on the intervention programme for English. The college has commissioned support from a WJEC trainer to ensure that the English team are confident in applying the criteria for assessment for GCSE English. Internal and external moderation of assessment will be a key focus of this support and the English mock papers will be sent for external marking. The department will be supported to revisit D grades to determine which students need intervention to achieve C grades. School to school support has been commissioned through the deployment of a Subject Leader of Education from Bishop Bell Church of England Secondary School in Eastbourne (Susan Williams).
  - d) in response to a question about how the college is effecting targeted intervention should a student's grades decline or if a student is making insufficient progress towards their target grade for a subject, LAT explained that these students are picked up through the transition matrices generated via SIMS. Students identified for intervention are reviewed with Heads of Faculty following each data capture and also the programme planned for them to evaluate impact and effectiveness.
  - e) in response to questions in the meeting about how the college identifies, supports and tracks high achieving students, ACO reported that a key focus forward will be on ensuring that assessment informs the planning of appropriate work for every student within a context of high expectations and challenge appropriate to each class (it was noted that prior attainment from KS2 is based upon an average of English and Maths points scores and therefore does not capture all high achieving students across the full subject spectrum). LAT confirmed that the SIMS transition matrices are able to identify 'high achieving' students whose targets should reflect appropriate expectations about their progress and attainment. Teachers' Performance Management targets for this year have been set against national matrices – i.e. teachers' targets will reflect appropriate expectations for progress and attainment of high achieving students/classes as appropriate.
  - f) in relation to students not filling the 'third pot' for Progress 8 measures, LAT reported that selected students will be identified to take the European Computer Driving Licence (ECDL) which is a skills-based Level 2 qualification equivalent to a Grade B GCSE in UK Schools. ACO reported that ESCC will continue to collect data on headline measures for 5A\*-C including English and Maths.

#### **4. Behaviour Data and LTB Monitoring**

- 4.1 Received: data on sanctions and detentions for Term 1 as requested by the LTB.
- 4.2 Noted: in discussion of the data:
  - a) to assist the LTB in its monitoring and review of behaviour, the meeting asked for further analysis to be undertaken of the data in the following areas:

- Number of sanctions/detentions per faculty
- Number of sanctions/detentions per student (for the purposes of identifying 'repeat offenders' for whom other behaviour management strategies/specific interventions may need to be considered)
- Sanctions and detentions by gender and Pupil Premium
- Which sanctions positively impact student behaviour in light of the trend year on year for a high number of detentions to be given out
- Is there a correlation between poor quality teaching and number of sanctions/detentions given out?
- Is there a correlation between amount of homework and detentions given out for not handing in homework?

b) ACO reported concerns expressed at the recent Partnership meetings with parents that the college's behaviour management systems focus too much on sanctions over rewards. The college has already responded to this feedback by developing a new system for awarding merits for positive behaviour to Key Stage 3 students. A system of PRAISE Post cards has been introduced across all years. Work is also underway to develop rewards that will have credibility across the 11-16 age range. Tony Byrne (an Ofsted trained consultant) will be undertaking a review of the college's work on 3<sup>rd</sup> December, which will evaluate the impact of the college's actions to improve behaviour.

c) ACO reported that further work is needed to ensure that the behaviour policy is applied consistently by all staff. Some staff do not feel confident about tackling poor behaviour and therefore opportunities to deal with low level disruption at an early stage are missed. In response to a question on the availability of funding to support CPD for staff on behaviour management, ACO confirmed that the budget could support this as needed.

d) LAT confirmed that SIMS is able to generate data on number of sanctions/detentions issued by individual teachers. LAT reported that, typically, option subjects give out fewer detentions. This is thought to be because option classes tend to be smaller and students have chosen to study the particular subjects. ACO reported that SLT is concerned about the number of detentions issued to particular students and recognises the need to ensure that the college has effective strategies to manage the behaviours of students with specific social and emotional needs and those who are on the autistic spectrum.

e) the Tutor's role in actively supporting personal organisational skills of their tutees – e.g. checking equipment and planners during tutor time was discussed in the meeting to reduce the number of detentions for these issues. ACO confirmed that missing equipment can be provided by Reception. There is a process in place for KWE to analyse and review behaviour data regularly with Heads of Year. Staff briefings could be used more effectively for collective discussion of behaviour management strategies for particular students.

f) ACO reported that the system for managed transfers of students between schools is not working effectively and that College Central is unable to respond due to capacity issues, therefore Rother schools are in the position of having no recourse to external provision for challenging students. A group of students, especially in Key Stage 4, continue to give cause for concern as their behaviour has a negative impact on the progress of others in their classes. Some have already broken their Behaviour Contracts. The college is looking at alternative provision for these students, including full time and part time placements at Entertainment Workshops and at Box Clever. The college is also commissioning bespoke provision for challenging students, which will include working with *Skillforce* (ex-army personnel) from January 2016.

g) the meeting discussed how to use the data available in SIMS to best inform and support the LTBs monitoring role on behaviour and focus conversations and dialogue with students and teachers around their experiences of the behaviour policy. NPO confirmed that the LTB has undertaken to report back to parents on progress against actions undertaken to improve behaviour.

h) the meeting discussed the availability of comparative data on behaviour from other schools. ACO reported that useful data is difficult to obtain because of the different approaches to behaviour management. It was suggested in the meeting that information about different systems would be of interest and that it may be helpful to visit other schools to share experiences and good practice that could be implemented at the college. LAT confirmed that trend data on behaviour for the college will be available for the LTB to review on a termly basis moving forward.

4.3 Resolved:

a) that the Behaviour Policy should be circulated to members.

ACO

b) the meeting thanked LAT for this attendance and input and for the work being undertaken to improve the reliability and accuracy of data capture and assessment.

*LAT left the meeting.*

## **5. Minutes of Previous Meetings**

5.1 Received: the Minutes of the meetings of 14<sup>th</sup> July and 7<sup>th</sup> October 2015.

5.2 Resolved: to approve and sign the Minutes of the above meetings as a correct record. Members reviewed progress against agreed actions.

## **6. Matters Arising on the Minutes**

### ***14<sup>th</sup> July 2015 Meeting***

6.1 Noted:

a) Minute 5.3 (a): HRU agreed to pick up testing the embedded use of attainment ladders as a carry forward action under her Learner Progress remit.

HRU

b) Minute 5.5: it was agreed that the Learning Triads had value and could be re-established around support and challenge. ACO agreed to look at suitable models with ABA.

ACO

c) Minute 6.4: that inclusion is covered under the regular tracking reports to the LTB.

d) Minute 8.1: ACO updated the meeting on the process now in place to improve communication with parents. MCO has undertaken training with office staff to ensure that issues raised by parents are channelled to the appropriate staff member in a timely fashion and copied to the responsible person's line manager. Line managers are responsible for ensuring a response is sent within 48 hours of receipt of the original contact.

### ***7<sup>th</sup> October 2015 Meeting***

6.2 Noted:

a) Minute 6.2 (e): MVI confirmed 11<sup>th</sup> December as the date for the Pupil Premium monitoring visit. It was agreed that interviews with PP students would be shared across the LTB and the meeting discussed members' availability to participate on the 11<sup>th</sup>.

b) Minute 9.2 (b): ensuring that parents understand the basis on which targets are set is a carry forward action to be addressed.

ACO

## **7. Partnership Meetings with Parents**

7.1 Received: action plans from the KS3 Parents' Meeting (3<sup>rd</sup> November 2015) and KS4 Parents' Meeting (4<sup>th</sup> November 2015). These had been published to parents.

- 7.2 Noted:
- a) the meeting discussed the concerns expressed by parents in the meetings such as: poor communication, lack of response to concerns, students' poor behaviour, declining GCSE results, high turn-over of teaching staff, staff absence, a lack of challenge in lessons and a lack of homework.
  - b) the proposed actions plans for improvement were reviewed in the meeting.
  - c) ACO reported on the recent Year 7 Parents Evening which had been publicised as an opportunity for parents to meet tutors. There had been various organisational issues which had resulted in a less than positive experience for parents. ACO would be taking up these issues with the responsible staff member.
- ACO
- 7.3 Resolved:
- a) to agree the action plans and ensure that any salient points are captured in the College Improvement Plan and LTB Monitoring Plan.
  - b) to set up the first meeting of the new Parents' Forum before the Christmas break.
  - c) to give further consideration in the new year to inviting associate membership of the LTB to enable parents to contribute expertise and support on specific projects.
  - d) the meeting commended ACO on the approach taken to establishing an honest dialogue with parents.
- ACO & NPO  
SKI & ACO
- 8. College Improvement Plan**
- 8.1 Received:
- a) the revised College Improvement Plan (CIP) for September 2015 to August 2018 (working document for 2015-16).
  - b) the LTB Monitoring Plan for 2015-16 aligned to the CIP.
- 8.2 Noted: in discussion of the document:
- a) the reference to the college's status 'as a specialist school for the Arts' (p.3) was queried in the meeting as the college curriculum no longer emphasises arts specialism.
  - b) the reference to sport premium funding (p.8) was queried in the meeting.
  - c) that a summary page of LTB Monitoring Priorities for 2015-16 would be added to the CIP.
  - d) that each of the Trust's schools would be presenting their plans to address the issues identified by the RAT Board in September 2015 to the RAT Education Committee (26<sup>th</sup> November 2015 meeting).
- 8.3 Resolved:
- a) subject to amendments as at 8.2 (a) & (b) above, to agree the CIP and LTB Monitoring Plan presented and reviewed in the meeting.
  - b) that the summary at 8.2 (c) above should be added to the CIP.
  - c) to RAG rate progress against priorities before the Christmas break.
- NPO  
LTB
- 9. Homework Policy**
- 9.1 Noted:
- a) ACO reported on the review of the Homework Policy earlier in the eventing which has taken on board feedback from the LTB and parents around homework concerns. The issue of parity of expectation for homework between KS3 and KS4 has been addressed. Homework set will be recorded by teachers in SIMS as well as in the student planners. Heads of Faculty will be responsible for checking that quality homework is set and marked and that students are given timely feedback.
  - b) the LTB will sample homework under its monitoring remit and speak with parents and students about their experiences.

- 9.2 Resolved: that further consideration should be given to establishing a presence of the LTB or Parents' Forum at parents' evenings to support effective communication with parents and enable dialogue and focus on the LTB's role. LTB
- 10. LTB Development Session – 12<sup>th</sup> November 2015**
- 10.1 Noted: NPO reported on the above session which had been poorly attended due to insufficient advance notice. The session had, however, been valuable as a starting point for discussion about cross-Trust working, challenge and support and initial planning of SEN and Learner Progress triad working and action planning had been undertaken. The next session would be held in February (date tbc) with showcase presentations of good practice from each school's SLT and July (date tbc) to review impact and forward plan.
- 11. Principal's Report for November 2015**
- 11.1 Received: the Principal's Report for November 2015 as previously circulated, summarising actions taken to address priorities for improvement since the last meeting
- 11.2 Noted: items under the report had been covered earlier in the meeting. ACO updated the meeting on staffing within English.
- 12. Safeguarding**
- 12.1 Noted: FTH confirmed that the updated audit had been completed and action plan drawn up accordingly. There were a number of actions for the RAT in reference to approval of policies currently at draft stage.
- 12.2 Resolved:  
a) that the audit and action plan should be submitted on the published deadline (18<sup>th</sup> December 2015). ABA  
b) the meeting thanked FTH and ABA for their work on the audit and action plan.
- 13. Chair's Report**
- 13.1 Noted:  
a) NPO reported progress with compiling documentation for the 'grab file' in preparation for Ofsted.  
b) NPO reported on the RAT Pay Committee meeting held during the mid-term break. All the LTB's pay progression recommendations had been accepted following robust scrutiny by members from across the Trust's schools. An anonymised pay progression summary for the college was reviewed in the meeting.  
c) a draft letter of response to a parent (tabled) was reviewed and agreed in the meeting. NPO to sign as LTB Chair.
- 14. Any Other Business**
- 14.1 Noted: JLA thanked the LTB on behalf of RAT for its support and challenge to address the college's improvement priorities.

*Meeting closed: 8.10pm*