

**Rastrick High School Academy Trust**  
**Minutes of a Standards Committee Meeting**

**Date: Thursday 14 January 2021 at 5.00pm via Teams**

**Directors Present:** Mr A Tatham (AT), Ms S Priestley (SP), Ms H Hemingway (HH), Mr S Evans (SE) & Mr D Brundell (DB).

**Other Participants:** Mr M Williams (MW), Mr L Timmins (LT) & Ms R Bailey (RB)

<b>1</b>	<b>APOLOGIES FOR ABSENCE</b>	There were no apologies for absence.
<b>2</b>	<b>DECLARATION OF INTEREST OR PECUNIARY INTERESTS</b>	All declared they had no pecuniary interests.
<b>3</b>	<b>MINUTES AND MATTERS ARISING FROM THE MEETING HELD ON 22 OCTOBER 2020</b>	<p>The minutes of the meeting were unanimously approved as a true record.</p> <p><b>Proposed: SP    Seconded: AT</b></p> <p>There were no matters arising which are not covered by today's agenda.</p>
<b>4</b>	<b>NOTIFICATION OF ITEMS TO BROUGHT UP UNDER ANY OTHER BUSINESS</b>	Nothing for this meeting.
<b>5</b>	<b>HEADTEACHER'S REPORT</b>	<p>The report had been circulated prior to the meeting.</p> <p>AT noted the questions received from DB prior to the meeting along with the answers provided by MW which will be included in the minutes.</p> <p>DB advised that the basis of the questions primarily referred to what may happen in the future rather than the content of the report.</p> <p>MW noted that all recognised the difficult situation at present and how unforeseen issues have had to be dealt with during this period.</p> <p>Maintaining attainment and progress is a key focus.</p> <p>The school opened in Sept following the Covid risk assessment and this has worked well with the staff adapting with remarkable ease to the new demands.</p> <p>Common practice has had to change and this has been done very well.</p> <p>Attendance of staff – 500 days of teaching has been lost this term which is a significant number. The resilience and adaptability of staff has meant that bringing in supply has not been an issue.</p> <p>Attendance of pupils – from Sept Y11 have shown a deal of maturity in dealing with their learning and this can be seen in the data provided.</p> <p>There are key cohorts such as SEN and PP where good communication has had a positive impact.</p> <p>The remote learning package has evolved over time and there has been a rapid</p>

response by the school to any new provision available.

MW advised that the term has been difficult but also a productive one. Developing middle leaders and developing teaching craft has been a focus with the staff.

LT advised that the data on progress and attainment is based around Y11. The context of the cohort was explained to Directors. The strong Progress 8 data compared to last year was particularly noted and this reflects well on the quality of teaching.

Attainment 8 is also higher overall.

The summary of the Progress 8 data by group was detailed to Directors. The DV cohort is significantly up on last year and their strong attendance has had an impact on this.

The HAPS and MAPS are on a positive trajectory compared to last year.

The PP and SEN outcomes are also positive with the EHCP pupils doing well.

Those who need additional support have received targeted support as required.

Y11 interventions were outlined and the cohort's commitment to learning was stressed by LT.

Attainment - The strong position compared to last year was noted along with nature of the cohort, particularly their starting points on arrival at RHS.

**Q – Will the strong pass figures improve from 46.2%?**

A – Historically, these have a steeper curve towards the end of the year.

The curriculum plans reflect this. They are expected to remain on a normal trajectory.

**Q – How are you expected to manage the uncertainty of over GCSE's in Y11 – any information?**

A – No.

MW explained that the SLT dismiss the distractions seen in the media and concentrate on the curriculum. SP noted the importance of this focus for the pupils.

The school will have a significant amount of information to back up any grades awarded using teacher assessment.

**Q – There seems to be confusion over the Ofqual process?**

A – We have to assume that this will be dealt with. Our focus as ever, will be on the delivery of high quality provision.

**Q – Progress 8 analysis, does the positive trajectory mean that this will have a plus at the end of the year?**

A – We always aim for that.

MW detailed how the cohorts are different this year compared with last year and explained the context to Directors. He noted that historically, the girls perform really well.

The Progress 8 outcome is expected to be strong.

**Q – Looking at the balance of different groups – what is the impact of failing students on the scores?**

A – We always used to look at the outliers particularly in the SEN and PP cohort as this can have a significant impact. For the whole school figures, this should not have an impact this year.

AT explained the rationale for the question.

MW advised of the tough decisions made on the curriculum which is offered at RHS which is designed to do the right thing by the students and not just designed to look good on paper.

LT noted the attendance figures for the Y11 cohort which is on a par with Y7 which

is excellent.

The Term 1 Actual data was noted as the most important and 12.9% overall absence is a strong outcome when compared to around 20% at national and regional.

The bubble closures for particular year groups were explained including the support given to the pupils by the school.

**Q – Does this figure include absence for isolation/bubble closures?**

A – This includes all pupils and the use of X codes was explained to Directors. The risk assessment has worked well and there is an appetite amongst families to encourage attendance.

The DV gap in attendance has not widened as a result.

Despite the bubble closures, attendance has been very strong.

MW noted the varied advice received from PHE and the advice on sending bubbles home has changed over time.

SP noted that the attendance data presented was excellent and this demonstrates that the pupils want to be back in school.

MW explained the changed mindset of some pupils in this regard.

LT noted the reduction in FTE's which also shows the improved attitude to learning of the pupils.

**Q – How is attendance monitored remotely?**

A – There is a systemic practice in place. The ones who come into the building, those who access online learning and those who access online in the evenings are monitored. Approximately 1600 students accessed home learning this term and this is strong. It is hoped these figures improve over the next couple of weeks.

**Q – How many students are in at present?**

A – This now at 210 from 160 initially.

**Q – SEN?**

A – SEN K 5 out of 25.

MW noted his discussions with the SEN lead and all children are contacted regularly.

Consistency amongst the offer to the key cohorts is a key focus.

**Q – Do those not attending have IT access?**

A - MW advised of the strength of the support team in forming relationships with the families concerned. There are 50-60 laptops available in school and all families are being contacted on this.

AT wished to pass on congratulations on the work being carried out by the school.

SP asked if the IT access can be used to identify those not engaging with the school due to limitations of IT in the home.

MW explained how the attendance tracker can be used to identify these students and the attendance team ask the questions of the families about IT access.

**Q – Are you getting people asking for help accessing the resources? This not the way of working that they are used to.**

A – This has not been a huge issue which has been seen. Guides are provided to those who need it and we try to keep it as simple as possible.

SP noted the impressive resource which is available from the school and that the students have done well.

MW explained that the staff have had to adapt their skill set to deal with the new challenges in respect of delivering the learning. All have adapted well in the circumstances.

**Q – Food parcels – you note this in one of your answers to the previously**

**submitted questions?**

A – We are carrying this provision out at present and over 150 packs have been delivered. We will be changing to vouchers in the future.  
DB noted this was commendable and thanked all staff concerned.

RB noted the second cycle of analysis in respect of Teaching & Learning which has been carried out.

The rationale for the increase to 15% of those teachers Working Towards was explained and is included in the report.

CPD has been a real strength and small sessions are taking place with leaders who are then delivering this into their departments.

Teaching in Classrooms – Staff absence at 10% was explained with approx. 6 staff being off related to Covid.

Using the best staff available in the building to be in front of the children is taking place and any Supply staff used have experience of working at RHS.

The staff have showed great resilience in adapting their way of working to suit the current situation.

Staff Working Beyond has increased from 18% to 23% with Working At decreasing from 74% to 60%. Support is in place for these staff which generally came from the Science Dept. The new staff and NQT's involved were noted and there is new strong leadership in the department.

Previous concerns with the quality of teaching in Geography and Vocational subjects have been addressed through new leadership, new staff and the Staff Support Programme.

Work scrutiny – RB explained the previous format of learning walks and noted the differences now. The system will be improved for next term.

The support in place for staff in the Science dept was noted.

Student assessment was detailed to Directors and there are real strengths in English, Maths, Humanities and Science.

CPD – 8 hours of middle leader CPD has taken place with 12 hours then being delivered to department staff.

This half term, Teams has been launched for the delivery of lessons and training for staff on the use of this was explained including the use of break-out rooms for interventions.

Judgements will be using work scrutiny this this term and support will be in place for staff where needed.

DB noted his rationale for querying how teachers are assessed in respect of their online teaching.

RB explained how this is carried out in practice to reassure the SLT.

**Q – How many lessons are guaranteed to be live?**

A – RB noted the different methods of delivering live teaching. All lessons will contain some elements of live sessions. The use of the chat function and audio was explained.

**Q – The children in class – are they accessing lessons in the same way?**

A – They are receiving the same lessons and completing their work in their books which are marked at the same time as the work submitted online.

Accessing feedback from teachers on the online work of students was discussed as this was unclear to some students.

Informal feedback is also given and RB explained how this takes place as well as the formal assessments.

AT thanked RB for the presentation.

School Improvement Plan

The updated plan had been circulated and MW summarised the highlights. The work on developing teaching craft and work with Middle leaders has been included. He explained how the work patterns and work loads are continually changing and some elements of the plan have been put on hold until the capacity is there to address them.

The committee wished to endorse the strategies being followed in the updated plan due to the pressures on staff and SLT.

**Q – How are you adapting the feedback to parents – is there to be formal feedback?**

A – We are working towards this. Once the current AP point has been clarified, feedback will be provided. This feedback is important and needs to be right.

Include the q & A's from DB and the update provided.

***The questions from DB submitted prior to the meeting and the responses from MW are detailed below:***

Given the progress and attainment stats and the recent announcement of no exams and at least half a term of remote working, what are the expectations for GCSE results this summer?

I would expect the quality of provision to remain high from the school and in turn, the work ethic of the pupils to remain high. The support mechanisms the school has in place will ensure we have regular contact with pupils and families who are not demonstrating the appropriate work ethic and provide any addition support required. This will enable the pupils within the school to compete with their peers nationally and in turn, attain the expected outcomes. With this is mind, I would still expect this cohort to continue their current very positive trajectory and produce outcomes above the national benchmarks. With this being said, I cannot foresee how Ofqual and the DfE will change the process but would assume they will put together a clear, fair and transparent process all of which will allow parity for our pupils with their peers nationally.

In addition, we will be setting up a sequence of common assessments to allow staff and the school to make judgements on the allocations of grades. This will be quality assured by SLG and benchmarked against the criteria set by each awarding body when issued!

On page 9 you rightly state that PP and SEN stats are positive but how will remote learning affect these positive outcomes. How many of these students are actually in school as opposed to at home? How much more difficult is it to undertake effective interventions remotely?

As stated above, I would expect the quality of provision to remain high. As you can envisage the SEN cohort needs stability and this period of time has been detrimental in providing it consistently. As a school we have ensured that we have weekly contact with the SEN families and the work is appropriately differentiated to enable pupils to access the work. The school will continue to assess the work provided by the pupils and adjust support as required. As stated previously, we cannot predict the overall assessment process by the DfE but will be working closely with families to continue their education and maintain their positive trajectories.

We currently have 33% of our EHCP children and 22% of our SEN K children in the

school building (SEN K children with an identified additional need)

Remote working does present additional barriers for our PP however, the school has taken a systemic approach to their learning, with the aim of reducing the barriers presented in this new way of working. For example, we have contacted all our PP pupils and families, to ascertain their home working environment and have ensured that pupils that require additional IT have been provided with a laptop (90 devices) and the facility to access the internet. We are continuing a programme which supports families (25) with the finance attached to the additional costs of internet usage. We have offered all families food parcels and have delivered these packs (158) to all the families who have accepted the offer. In addition, we are continuing the teaching and learning strategies that we would have applied in school to our pupils who are home learning. With this additional support we would envisage all those pupils who access the hardware and work provided to them on a regular basis will maintain a positive trajectory.

It is too early to give a truly representative figure of the percentage of PP pupils in the building as yet as the figures are changing daily. The school will be in a stronger position to give a clearer picture once the new routine for families has been established. However, early indications suggest around 12% of the PP cohort are attending school.

It's early days but how is attendance monitored this term, and how does it compare with last term, now we have moved to remote learning?

The school has implemented a new attendance system to monitor the footprint of a pupils in remote learning. This system allows a clear record of who has participated in each of the lessons per day. It is also set up to inform parents if their child has or has not participated in the lessons through class charts.

We will be analysing attendance at the end of each week and in turn, this will lead to individual phone calls to families offering support and encouragement around attendance.

How do we assess teaching remotely?

The school will continue its cycle of Teacher Judgements. All work that is set remotely is accessible to all middle leaders, this allows middle leaders and the senior leadership team to look at the quality of the work set, access the quality of feedback and interaction with pupils. The schools Marking and Feedback Policy will still be applied and staff are expected to adhere to normal practice. The schools QA programme has been adapted to ensure that upward reporting is in place to track teachers' performance.

I understand that far more students are accessing school this lockdown as opposed to the one last year. However, has every child not attending school got adequate access to hardware, software and connectivity? How do we know?

We are continuing to communicate with families across the school community to ascertain their working environment, we have distributed a significant number of laptops and dongles to enable families to access the home learning provision. In addition, any families who cannot access the home learning provision are invited into school, as part of our onsite provision. The school will continue to communicate with families regarding this throughout the term.

The outline KPIs indicate a target of 2% for NEETs - this doesn't seem to be a very challenging target based on previous years where, I believe, we had one or two

		<p>actual NEETs representing less than 1%.</p> <p>We are and have consistently performed well in this area. I believe the target of 2% NEET would maintain this high standard when compared to local and national benchmarks.</p> <p>I can see within your report where you have addressed some of the areas identified by the School Improvement Partner but I wonder, for the benefit of the minutes, if you could summarise the actions and improvements against Boys, HAPs, Humanities and Vocational subjects.</p> <p>Improvements across the areas of concern have been driven by the quality of teaching in the departments. The recruitment of a new Director of Humanities, ALT in Humanities, and additional leadership capacity has culminated in a drive up in standards of delivery and support. Staff who have been on the school's support programme within the department have relocated to new employment.</p> <p>The school has appointed a leader of Health and Social Care to the ICT/VOC faculty, this has supported the leadership of this faculty in providing a more structured approach to assignments and exams. The support of an improvement partner and close scrutiny and support from the Teaching and Learning team has led to the consistent application of teaching across the department.</p> <p>The performance of the Boys in Geography has demonstrated a significant improvement in comparison the previous academic year at AP1. The gap between boys and all pupils who are working at expected levels or above in Geography has decreased to less than 5% and the overall performance of Geography is currently on a stronger trajectory than the previous academic year. This brings Geography more in line with traditionally stronger performing faculties.</p> <p>The whole school focus on the provisions for boys/HAPS/DV has led to systemic practice across subjects. This has been supported by a robust CPD programme in term 1. This practice has seen the implementation of key teaching and learning strategies specifically used to target these areas. For example, early identification and implementation of bespoke strategies, marking best, implementation of SLCs &amp; targeted ISPs. The progress summary in the Standards report demonstrates an overall positive picture for these key cohorts, for example boys progress at AP1 is higher and in some areas is significantly higher than the previous academic year. There is a similar picture for both HAPs and PP across all these areas, this demonstrates the current levels of performance of our pupils is on a more positive trajectory when compared to last year.</p> <p><b><i>See Appendix One for the Status Report to Directors from SE</i></b></p>
6	ANY OTHER BUSINESS	<p>None for this meeting.</p> <p>DB requested that a brief report on attendance, attainment etc, be sent out. SE advised that an interim update will be provided before half term with a detailed report to follow.</p> <p>Directors wished to thank all staff for their efforts.</p>
7	ITEMS FOR NEXT AGENDA	None identified.
8	DATE OF NEXT MEETING	29 April 2021 at 5.00pm

	Meeting ended at 6.25pm
<b>Signed:</b>	
<b>Date:</b>	

**Clerk to the Governing Body:**

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# **Appendix One**

## **Status Report to Directors 14 January 2021**

This report is designed to give Directors a summary of the school's operation since the start of the new year, corresponding with the lockdown restrictions introduced at the start of this term.

Children of critical workers and vulnerable children

We have seen a significant increase in the numbers of children attending school in this lockdown compared to the figures we recorded last year. In the first week and half we have seen the numbers range between 150 and 200 students, with Year 7 being the highest attending year group.

## **Online learning**

The school's on-line home learning offer has been further strengthened to include a myriad of resources for students. Teachers are delivering live lessons through the platform that enable students to study their normal timetable. Teachers are using the online platform to deliver both content and feedback in 'real time'. Leaders have adapted the school's quality assurance programme to enable them to 'drop into' lessons virtually, to check on the quality of teaching and learning taking place. An overview of the home learning package recently sent to parents can be found here ([link](#)).

## **Support for vulnerable families and support for Pupil Premium students**

The support for vulnerable families has included the school resourcing and delivering over 150 food packages. We are providing financial support for over 20 families to fund the additional costs associated with internet usage. The school continues to provide laptops and modems to Pupil Premium students through the government scheme and importantly, the school's support team is working hard to ensure that disadvantaged and vulnerable students are participating in the school's home learning offer.

## **Lateral Flow Testing Programme**

The school has implemented the Lateral Flow testing programme, testing all staff this week. The school is bringing in volunteers from the examination invigilator team next week, in order to train the volunteers on how to conduct the testing programme and shadow the senior team currently conducting the tests. The new team will then conduct the weekly testing programme for staff and in the subsequent week, deliver the 'one off' tests to the children of critical workers and vulnerable children attending school.

## **National Support School**

The work of the National Support School is continuing, all be it in a remote format for several of the schools we are supporting. The NSS has now supported seven schools from across the region. The school has secured more contracts through the Covid-19 School to School Support (STSS) programme, including working with a local secondary school on their remote learning offer. The NSS work sourced from the Opportunities Area programme in Bradford and through individual school to school contracts has also grown, with the NSS securing work through to the end of 2021. Beyond this, the NSS is working with a primary partner to support leadership development and expertise, prior to it joining the multi academy trust.

## **Polaris Multi Academy Trust**

The Trust has moved on since we last spoke in December. We are now in formal due diligence processes with Brighter Futures and Cross Lane Primary School. This is a lengthy process and is expected to go on through to at least the end of the term. Sarah, Matt and I have been preparing policies and systems, that will ensure we are compliant and well prepared when the schools have permission from the Regional School's Commissioner to join our Trust.