

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

**Date: Thursday 22<sup>nd</sup> October 2020 at 5.00pm**

**Directors Present:** Mr A Tatham (AT), Ms S Priestley (SP), Ms H Hemingway (HH) & 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>ELECTION OF CHAIR</b>	AT was nominated for the post of Chair of the Standards Committee and was unanimously elected.
<b>4</b>	<b>MINUTES AND MATTERS ARISING FROM THE MEETING HELD ON 21 MAY 2020</b>	<p>The minutes of the meeting were unanimously approved as a true record at the Board meeting held on 11<sup>th</sup> June 2020.</p> <p>The format of the minutes/meeting was discussed and pre-submitted questions and answers had been used.</p> <p>Agenda item 8 – RB advised that in respect the quality assurance noted in the NQT policy, this has been carried with Kirklees rather than Calderdale due to the long standing relationship that the school has with them regarding NQT’s. Calderdale &amp; the SCITT are the trainee providers to the school.</p> <p>There were no matters arising which are not covered by today’s agenda.</p>
<b>5</b>	<b>HEADTEACHER’S REPORT</b>	<p>The report had been circulated prior to the meeting. MW outlined the content in the different areas of the report.</p> <p>The difficulties encountered due to the centre assessed grades used this year were noted. The assessed grades were explained and the school is happy with the outcomes. The context of the school in the local area in relation to comparisons with others is unlikely to be available this year. 7+ and 4+ averages have been used for comparative purposes with last year in school. English &amp; maths combined comparisons are based on previous academic years. 4+ have risen 9% and 7+ by 5% nationally.</p>

### Attainment 8

The average grade is 54.6 which is above last year and significantly above last year's national.

The Girls as a cohort have done exceptionally well.

Boys were a concern in the previous year and this year they have done well as a result of the time and strategies which have been devoted to them.

**Q - The girls increase, whilst still an increase, is not as high as others, why is this?**

A - The outcomes are extremely strong in the first instance and a rise of similar proportions to the National benchmark would have made the outcomes unrealistic for the cohort. They have done exceptionally well across many subjects and the % of 4+,5+,7+ are very strong meaning those additional grades would have been exceptional hard to attain and not realistic.

It was noted that Disadvantaged (DV) cohort can vary significantly from year to year. This year there were less outliers and stronger relationships have been developed. The impact of a few children on the cohort can distort the figures

**Q – What about SEN children?**

A – They are not included as a group in this report. They have done well this academic year. The data will be circulated to the committee on this cohort.

**Action on MW.**

**Q – How do you think the students feel about the results?**

A – There were positive emails received on the results. There are only 1% of students not moving on to the next level of education or training.

The students were disappointed to leave school early but the majority will be happy with their outcomes.

There have been a few conversations with students re disappointment with the grades but only 2 appeals took place with 1 being successful.

Communication with families has also been positive.

English & maths overall outcomes were very strong and the school is delighted with these.

Some of the cohorts were below average on entry so this is a good outcome.

The results are 3-6% above last year and reflects the QA carried out on the assessments.

There was a belief in the integrity of the staff and this was acknowledged by the SLT.

**Q – Is there a breakdown between boys and girls in English & maths?**

A – Last year the girls did well in both. Maths is on par but the boys need to move forward with English.

How the boys are being motivated by new strategies which have been introduced by a consultant were summarised. How this works in practice was explained by MW.

Based on what has been seen in the past, the barriers between girls and boys are being broken down.

**Q – High achieving pupils – what is a high achiever?**

A – This follows the KS2 data provided. This can be projected to what is expected at Y11.

An example was given to Governors of how this would apply to students.

**Q – Are you disappointed that only 79% are getting 5+?**

A – This includes students at the bottom of that benchmark. The hope is that all get over 5. This outcome is strong compared with national.

SP noted the efforts made with certain cohorts and queried if the same effort is put into the HAPS. MW summarised the work in school and also noted the government limits on the numbers who can achieve the highest grades.

		<p>HH noted that it could be better to push the children earlier than Y9 and Y10. MW explained how expectations have changed in school re Y7 and Y8. These targets are now a quarter of a grade above where they would normally be. Support packages are in place for students from Y7 onwards. Key cohorts are a focus throughout school and external verification of the practices in place takes place. Time is in the CPD calendar to analyse where students are at and also to create a support package for each individual. AT stated that the effects of the process from Y7 are now being seen in the outcomes when compared with previous years. The importance of focussing on individual students rather than what percentage can be achieved was stressed by SP. MW explained how support for students is a key focus in school. The open pot offer has not been changed as seen at some schools to ensure better results are seen. Analysis will be taking place next half term to ensure the necessary support is in place.</p> <p><u>EBacc and Open Pot</u></p> <p>The 7+ outcomes were noted as very good particularly in Triple Science, MFL, Art, DT, RS, Humanities and Textiles. Geography is also another area of improvement. Vocational subjects show significant improvements in outcomes.</p> <p>MW noted that there was only 1 child who has not gone onto further education, training or employment. Even if 2 or 3 drop out, it will still be above national average. Generally, the position is very positive re the next steps in the students' education.</p> <p>DB noted that these are a good set of results despite the changed assessment this year. The impact and disappointment felt by the children and staff of not taking definitive exams was discussed. AT noted that, like the system used, exams are also a blunt tool and these results are in line with what was expected by the committee following the reports received through last year and it needs to be recognised as an achievement by staff and students.</p>
6	<p><b>REVIEW OF COVID 19 IMPACT ON SCHOOL</b></p>	<p>The report had been circulated prior to the meeting and LT summarised this to Directors. The guidance from the DfE has been followed and the complexity relating to a large secondary school was noted.</p> <p>The training day programme was noted for staff and the information on the reopening of school had been given to parents and had been circulated to Directors. Staff have been very flexible and hard-working this half term. Students have returned with a good appetite for being in the building and anxieties have not been seen in the way it was expected. Overall, they have been resilient and seem to value being in school more than before. The challenges of the positive Covid cases encountered were outlined by LT who explained that the catchment area is in a higher risk area than others. The LA have provided valuable information and support. The bubble closures were reported and a robust home learning package is in place for those isolating. Normality in the building is an aim and the SLT are actively involved.</p>

The provision has been adjusted accordingly.  
32 laptops have been distributed and a further 100 have been ordered.  
The students where potential issues could be seen are targeted for additional support.

**Q - This is not a criticism but I was a bit surprised at the number of partial and full bubble closures. Whilst it's not a competition how does this compare with other schools? I know I am interested and I wondered if it would be possible to keep all Directors up to date with closures by a simple email when they happen?**

A - After speaking with PHE it is very difficult to compare to other schools, but as they phrased it, we are not out of the norm. I am speaking to CASH colleagues on Thursday and I will try to gain a local sense check. In addition, the communication to Directors is an oversight and I will communicate further instances when we have had to send pupils home.

**Q - If a whole year group is isolating the provision of home learning is easier. How is this addressed when there are partial closures?**

A – There is a time lag with some when partial isolation takes place. It is easier if all are isolating. A balance has to be created and there has to be an opportunity to respond to the students.

Feedback from staff is that they want to give more but working until midnight is not the right approach in respect of their own wellbeing.

**Q – How will you manage getting all back on track as some will complete the home learning and some will not?**

A – Staff are working to ensure the feedback is given to students and interventions planned where needed. In KS4 there is a Teams approach and staff can assess who have accessed their work.

Partial bubble closure is more difficult but staff are aware of who these are and closely look at the work needed to be undertaken.

All staff will have assessed the learning of pupils and appropriately differentiate the work allowing pupils to access work at the appropriate level

The work of the different practitioners in school was explained and over the year it is expected that catch up will take place.

RB outlined the practices being undertaken by staff to ensure skills are in place and the curriculum moves forward.

HH noted the high quality of the work sent home as well as the difficulties of contacting teachers when necessary but overall, she was impressed with the teachers and the service received over the past 2 weeks.

The broad and balanced curriculum is being followed as much as possible in school and the students are understanding of the circumstances.

SP noted that the children need to see that what is done at home is seen to count. There is a greater motivation amongst the students now compared with before summer.

RB explained that KS3 is a focus for home learning at present and Teams allows for better feedback and monitoring to take place.

The work taking place reviewing Teams to ensure improvements are made was summarised to Directors.

SP also noted the improvement seen in this regard.

IT training for staff is taking place where needed.

**Q – Are we learning from other schools?**

A – There are other platforms such as Google Platform being used by others but it is felt that Teams can be further developed. Live teaching online is being investigated currently.

MW noted that RB and Daniel are ahead of the game when it comes researching different ideas and the online provision available.

Teaching practices were also outlined by RB. After half term, all classrooms will have webcams in them.

Hand sanitisers are used by all staff when handling books.

How books are handled by different schools was also discussed.

AT advised that the school is doing as well as any in this regard and congratulated all their work.

#### Attendance

This is strong and significantly above national averages. The students who have not come back are known and are contacted by the attendance officers and different agencies.

PA – there are 60 more students compared with last year but this was to be expected in the current climate.

11% of families have had self-imposed isolation.

Systems and processes are in place to monitor a student absences.

#### Behaviour

The students have been fantastic since their return and incidents are lower than this time last year.

The changes to the building have had an impact on this.

The attendance and behaviour was noted by DB as a testament to the staff as well as the building changes.

The work of the attendance and achievement teams was particularly noted by LT.

#### Student Voice

Students have reported that they feel safe in school and have accepted the changes which have been introduced. They were very complimentary about the staff when asked by LT.

Y7 transition has been seen as positive overall and summarised by LT.

Y9 want to be challenged and experience what they had before lockdown but do understand the need for the changes.

**Q – This is mostly positive but again was there anything at all negative or real concerns and what have we (can we) do about it?**

A - The pupil's body has been very complimentary and have shown a great deal of empathy for the current situation, however, there have been discussions around Year 9 dining being outdoors and Year 9 pupils based in science having to sit on stools all day. We are looking at the classrooms to see if we can organise a timetable to alleviate being sat on stools all day

#### Staff

Attendance – there have been 15 positive Covid cases -7 teachers and 8 support staff.

**Q – Were there any links with pupil cases?**

A – We do not know for certain. LT explained how he contacts people by phone to enable contact tracing to begin.

Where there is an indication of an outbreak a bubble closure is likely.

The differing scenarios seen were noted.

**Q – In respect of pupil to teacher transfer – are teachers worried?**

A – Not according to staff voice. There doesn't seem to be that fear.

MW outlined the processes in place for staff to express any concerns.

Contact with PHE takes place on this.

		<p>Individual responsibility needs to be taken on board and staff have adopted a positive approach. All are working to create a safe working environment. There have been many positive conversations held with staff.</p> <p>All staff are able to discuss their own situation with LT and Sally Mason. Staff who have had to isolate have all wanted to return and be in the classroom.</p> <p>RB noted that seating plans have become more important for staff and students. 75% of staff absence has been down to Covid and Science has been particularly hard hit.</p> <p>How staff have moved between departments in order to give support where needed was explained.</p> <p>Limiting the numbers of external/agency staff in school was explained to Directors. This has helped to maintain the quality of teaching for students.</p> <p>MW detailed the small group support system in place.</p> <p>In Y7, these are being taught in forms with a 14 set structure.</p> <p>AT noted that these practices show that the school is targeting those who need it and changes are being made where needed.</p> <p><u>Staff Voice</u>  30 staff have been involved in the survey including the new starters.  3 areas were looked at including the induction process, CPD and the first 3 weeks of term.  There were no real negatives seen and overall, it was a very positive response. The induction morning was appreciated by all particularly the meeting with SE and MW.  Much of the induction process was through email and Teams.  All support staff were acknowledged for their hard work over the first 3 weeks.  <b>Q - Staff voice - all positive. Was there anything not positive and if so what have we done in response?</b>  A - The staff body have been very supportive and nothing has come to light that has warranted a change in practice or been a cause for concern.</p> <p><u>Teaching &amp; Learning</u>  RB advised that the focus has been on not letting Covid impact too much on teaching &amp; learning.  She summarised the report and explained the changes made to the judgements is to give a more positive feel.  The analysis was detailed to Directors including the three levels of judgement. Working Beyond (WB), Working At (WA) and Working Towards (WT) were explained and the three levels of support provided were noted.  Overall, 92% were WB/WA in half term one.  <b>Q - Is the other 8% spread across all subject areas?</b>  A – RB noted there was a focus in some subject areas. Support in place was noted for these teachers.</p>
7	ANY OTHER BUSINESS	None for this meeting.  AT thanked all for the detail provided to the committee. The situation is more positive than it could have been.
		<b>Date of next meeting: 14/01/2021</b>  Meeting ended at 7.00pm
Signed:		

<b>Date:</b>	

**Clerk to the Governing Body:**

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