

**SASS PC NonConfMins 150322 CA**

**Stepney All Saints Church of England Secondary School**

**Non-Confidential Minutes of a Meeting of the Personnel and Curriculum Committee held via Zoom on Tuesday 15<sup>th</sup> March 2022 at 4.00 p.m.**

**In attendance**

**Governors**

Nurur Chowdhury (NC)	Parent Governor
Angela Hancock (AH)	Foundation PCC
Nicki Regan (NR)	Staff Governor
Ann Slater (AS)	Committee Chair, Foundation Governor
Paul Woods (PW)	Headteacher
Julia Clarke (JC)	Local Authority Governor
Mary Straw (MS)	Foundation Governor

**Present**

Benjamin Siaw (BS)	Observer, Deputy Headteacher
Charmaine Strelitz (CS)	Director, Clerking and Appeals Associates Ltd
Claire Dacre-Singh (CDS)	Assistant Headteacher, Item 5 only
Katherine Conway (KC)	Assistant Headteacher, Item 5 only
Fiona Linn (FL)	Observer, Governor

**1. APOLOGIES**

None.

**2. DECLARATIONS OF INTEREST**

None.

**3. NON-CONFIDENTIAL MINUTES OF THE MEETING HELD ON 7<sup>TH</sup> DECEMBER 2021**

The minutes of the meeting held on the 7<sup>th</sup> December 2021 had been circulated to the meeting. The Committee noted its thanks to Dennis Harvey for the minutes and covering the meeting.

RESOLVED: that the minutes of the meeting held on the 7<sup>th</sup> December 2021 were approved to be signed as an accurate record of the meeting.

**4. MATTERS ARISING, NOT COVERED IN THE AGENDA**

None.

**5. SCHOOL DEVELOPMENT PLAN MID YEAR REVIEW**

PW noted the updated School Development Plan as circulated to the meeting and invited questions to the School Improvement Priorities Impact Report.

**SASS PC NonConfMins 150322 CA**

The Committee asked what Disciplinary Literacy was. CDS said that it was grammar, but in a wider context linked to other subjects. The evidence from the Education Endowment Foundation was that grammar was more effectively taught if delivered at a department level.

The Committee stated that the report provided fascinating reading, which demonstrated the significant work, careful monitoring and follow-up and analysis of the monitoring. The Committee noted its thanks and congratulations to the school for being 4<sup>th</sup> in Tower Hamlets for Pupil Attendance.

The Committee referred to the department identified as 'requires improvement' and asked if the leadership were concerned. KC said they were not concerned; it was to ensure there was consistency across all departments. CDS said they had moved to department CPD and were now looking at what CPD and development was required by each department individually as well as what was needed across all staff. KC said that it was supportive of middle leaders as they were able to drive progress.

The Committee asked which Governors had taken part in the curriculum review. JC noted she had attended the curriculum review and would provide formal feedback.

The Committee asked if there had been advantages from the curriculum review which had not been expected. CDS said that it was getting a detailed review and collaborative discussion and a depth of knowledge of departments, with the middle leaders and department heads empowered as part of the process.

The Committee asked if there was any feedback from students which had been surprising. CDS said that in the Science review the student feedback had been very positive about the impact of lessons which included demonstrations or links to real life situations to which they could relate.

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KC and CDS left the meeting at 4.15 p.m.

**6. WHOLE SCHOOL ASSESSMENT DATA**

PW noted that the updated document had been sent out and noted the overall picture for Key Stage 4 and 5 was safe, data had stabilised but there remained a note of caution as there were still unknowns.

BS said that students were doing well in response to challenging times, and it was only on 8<sup>th</sup> February 2022 that they received notification of the expectation regarding external examinations. BS said they had received guidance about exam contents, and they were now ensuring any areas which had not been covered were taught.

BS agreed with PW that the data were good, particularly in comparison to the last set of externally verified data in 2019. BS said the apprehension was that there was no trend data for the previous two years and they were assuming the measure would be against 2019 but that was not confirmed.

BS noted some apprehension regarding Key Stage 5 who were struggling with the volume of work and recognised students in both key stages did not know how to revise so were also being supported with revision skills in lessons and as workshops.

**SASS PC NonConfMins 150322 CA**

The Committee recognised intensive analysis and interventions in reaction to analysis. The Committee asked how this was being balanced against staff workload as there was a significant amount of extra work. BS noted staff were paid for the extra time worked.

BS said the school was part of the National Tutoring Programme, but the school had always had that as part of its development strategy. BS noted that the school was in competition with other schools for the tutors they usually used which was a challenge. BS said they were monitoring overtime and that Saturday school cover was only on request.

The Committee referred to the key marginals and asked if there was a lot in one subject was it a concern. BS said if there were a lot in some subjects which was closely monitored and that it would result in a student/subject being identified as 'requires improvement'. BS noted that if there was a small number they would get the students and parents in to discuss the key marginals.

The Committee asked if the key marginals for sixth form were more external students joining sixth form than internal. BS said he did not have data but anecdotally he thought that students in the sixth form had high targets from teacher assessed grades which might have been over inflated and therefore inflating the target A-Level grade.

BS provided a summary of Key Stage 4 scores and noted that the scores were safe, and they were now re-teaching and revising exam content. BS said the grade boundaries were predicted to be open and wider. BS said he was pleased with the response of students, particularly considering the amount of online learning for this key stage.

BS said there was a significant dip in Psychology, and they continued to monitor Modern Foreign Languages as the EBAC applications for this year was 87%. BS said the school was delivering revision journeys to the Brecon Beacons. This was an outward-bound trip which included intensive English, Maths and Science lessons and funded by the Portal Trust. BS said the trips included other activities such as canoeing, mountain climbing and other pursuits.

BS said every student had a revision timetable.

The Committee referred to the Maths strategies and what was being delivered in addition to the revision trips. BS said that there were after-school and Saturday revision sessions. BS said that they were measured on combined English and Maths grades. BS said that there was a cohort with 17 students with Education and Healthcare Plans (EHCPs) who were low attainers that remained very low, which was different from previous cohorts. BS provided examples of the challenge faced. It was noted that Maths was 71% with English at 84% which meant that Maths was a drag for the combined score.

The Committee recognised the volume of SEND students at the school and noted it was a testament to the school's inclusive nature and asked if the functional skills tests counted. BS stated that inclusion was an important approach for the school and that it did deliver other courses such as ASDAN for some SEND students, but they did not count and reminded the Committee that it had to consider progress as opposed to attainment for those students.

PW agreed that the school was very proud of its inclusiveness and that it always took the path which was right for those students

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**SASS PC NonConfMins 150322 CA****7. CURRICULUM PAPER**

PW noted that the Curriculum Paper was a draft scoping document and invited comment. PW provided a summary of the historical context of the Curriculum strategy which he thought had contributed heavily to the school achieving an 'Outstanding' Ofsted grade. PW said that the curriculum must continue to evolve and said the school was committed to being an EBAC school and at 87% the school was probably the highest in the Local Authority and student progress was second to none.

PW said that the paper was about curriculum allocation and to ensure they continued to offer consistent high standards of achievement they had to ensure they had the right structure and timetabling to increase learning opportunities, which was a work in progress and might result in a six-period day.

The Committee asked if the subject offer at Key Stage 4 would decrease for option one and what the effect would be on staffing. PW said that they were considering offering statistics and that he thought the staffing would have too much of an impact but it was an area to still work on.

The Committee asked what the impact would be on the Key Stage 5 day if the school changed the school day. PW said the curriculum offer for Key Stage 5 would remain the same and they would level out learning opportunities.

The Committee referred to staff workloads, recognising the positive shorter Friday, and asked where extension classes would sit within the plan and how additional work for planning and marking would be managed if the school moved to a six-period day. PW said the increase in learning opportunities would be shorter so teaching time would be the same, split across six learning opportunities instead of five. PW said that he thought with the strong scheme of works and planning now in place the structures in place could facilitate that.

BS said that timing of the day percentage would remain the same, so 80% on timetable would remain 80%. BS noted the rationale for the change and recognised the number of EAL pupils and increased learning opportunities would support those students and over time reduce the level of dependency reacting to the data with additional interventions such as after-school provision.

The Committee noted it was a good proposal and the opportunity to provide staff with an offer at the end of the week would benefit them.

The Committee asked why there was 50% more English as opposed to more Maths when referring to the level of EAL students. BS said that it was based on the current needs; it would bring them up to the same level of attainment based on the existing position.

The Committee acknowledged that 50-minute lessons would probably work better and supported the rationale. The Committee noted the plan for Friday afternoon opening and supervision plans. The Committee asked if GCSE statistics was a good subject to introduce. PW said that the feedback from the Maths department was that it was a strong offer and that it would provide the opportunity to take ten GCSEs if the students had the ability. MS stated that as a Maths teacher GCSE statistics was an easy win, particularly for more able students.

**SASS PC NonConfMins 150322 CA**

The Committee suggested that the school had to carefully consider students who might not sign up to enrichment on a Friday afternoon, particularly the vulnerable groups.

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**8. POLICIES**

The following policies were circulated to the meeting.

- SEND Report for website. MS noted that the school reviewed the Learning Passports and IEPs termly and offered to visit to discuss this with the school and the impact of the task. PW welcomed MS to visit and review.
- SEND Policy - no change.
- School Mission Statement. AH suggested that a small working party reviewed the School Mission Statement before the Full Governing Board meeting.
- Admissions Policy – Sixth Form. No change.
- Disciplinary Procedures (LDBS template), the Committee asked if there was any reference to the ACAS guidance for HR Policies.
- Grievance Procedures (LDBS template) as per Disciplinary Procedures.
- Flexible Working Policy
- Complaints against Governors (LDBS template)

RESOLVED:

- 1) that MS completed a SEND Link visit to look at the impact of termly reviewing IEPs and Learning Passports
- 2) that the Mission Statement was reviewed by a small group of Governors ahead of recommendation to the Full Governing Board meeting on 23<sup>rd</sup> March 2022
- 3) that prior to recommending the HR Policies, PW would confirm with the LDBS if the ACAS guidance was included.

**9. LINK GOVERNOR STRUCTURE**

It was noted that AS had circulated the most recent version.

**10. DATE OF THE NEXT MEETING**

- Tuesday 3<sup>rd</sup> May 2022 at 4.00 p.m.

**11. ITEMS FOR NEXT MEETING**

To be confirmed.

**12. ANY OTHER BUSINESS**

AH noted that there was a Parent Governor election ongoing and noted the process being followed and the election timetable.

**SASS PC NonConfMins 150322 CA**

Meeting closed 5.34 p.m.

**CHAIR'S SIGNATURE:**.....  
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Angela Hancock  
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24-12-2022

**DATE SIGNED:**...../...../.....