

# Short Stay School for Norfolk

## Standards Committee Meeting

### Minutes

14<sup>th</sup> January 2016 @ 1600

Locksley School, Locksley Road, NR4 6LG

#### Attendees

Sue Cooke -Chair (SC)	Jenny Bird (JB)	Vicki Setters –Interim Head of School SSSfN –by invitation (VS)
Jane Maclennan- Secondary Lead Locksley-by invitation (JM)	Andriana Sneddon TA/Clerk	

No	Item	Action
	Meeting commenced at 16.00	
<b>1.0</b>	<b>Apologies and Absences</b>	
1.1	Apologies were received and accepted from Sue Whitaker, Lynsay Barrett and Phil Harris. Jane Maclennan was welcomed to the meeting	
<b>2.0</b>	<b>Declarations of Pecuniary Interest</b>	
	There were none	
<b>3.0</b>	<b>Matters arising.</b>	
3.1	Due to absence the meeting was not quorate; therefore no matters were discussed requiring approval /vote. Members present decided to continue with the Scrutiny items; other agenda items will be carried forward to next committee meeting 09/02/16.	
<b>4.0</b>	<b>Report on Admissions and Re-integration</b>	
	VS advised the committee that this review had been triggered by the increased number of pupils coming into SSSfN highlighting the need for a standardised procedure across all bases to enable the processes to be completed in a timely manner. JM advised that the processes had been reviewed from the moment the pupil needs SSSfN to the moment they leave and comprised 4 parts.  1. A review of all bases by JM and Lesley Moore had taken place except at Brooklands. On querying this, JM advised that at Brooklands this was not	<b>CHALLENGE</b>

	<p>needed as they used an outreach assessment unit but that the RAO there would be involved in action plan/ recommendations. This review involved investigating information from base RAO's, Admin leaders and Data leaders and had revealed a lot of very good practice; she particularly noted the consistency and comprehensiveness of ILP's. JB confirmed that this practice had already transferred to Primary JM advised that the review had concentrated on secondary information as this was where there was a greater level of concern due to increased numbers of pupils. A summary report had been produced ( attached) with areas of concern as follows:</p> <ul style="list-style-type: none"> <li>• PEX missing/ late paperwork. JM reported that to alleviate this SSSfN staff were already chasing schools but this was sometimes difficult to obtain due to the number of schools involved. It was recommended that SSSfN could provide a checklist/protocol for school staff and this to be also included in SSSfN handbook</li> <li>• Lack of other incoming information: see report. Governors queried whether this was due to lack of training/unfamiliarity with procedure at external schools. This to be considered with point above</li> <li>• Issue at Locksley of lack of capacity for assessment with the knock on effect that CST referrals were not being actioned quickly. It was noted that with the restructure of Engage Educational Services from Sept 16 this may be alleviated</li> </ul> <p>2. Meetings will now be arranged to feedback to RAO's and Assessment leads and JM reported that RAO's were already contributing ideas for an all-day event from which would be produced</p> <p>3. An action plan to be managed/ trialed over Summer term and</p> <p>4. A handbook demonstrating the procedure which will ensure consistency and completeness across bases. This to be launched from September 16 with the expected impact of full achievement of PEX requirements as well as improved % of successful reintegration's to mainstream. Governors to build in to monitoring calendar Spring Term 2017.</p> <p>Chair thanked JM for comprehensive report and looked forward to smoother process from next year.</p> <p style="text-align: right;">JM LEFT THE MEETING</p>	<p>SUPPORT</p> <p>CHALLENGE</p> <p>JM</p> <p>STANDARDS</p>
<b>5.0</b>	<b>Scrutiny of Pupil Premium Plan 2015-16</b>	
5.1	<p>VS gave a verbal report and advised that it had been identified that there were distinct cohorts that were not making progress in English and Maths, namely poor/non-attenders; extreme complex needs pupils who struggle to access school and KS3 engagement pupils. Proposal to spend funding TY to alleviate lack of progress:</p> <ul style="list-style-type: none"> <li>• Recruit 2x Pupil Premium SSA's to work as keyworkers for the hardest to reach pupils and families aiming to build strong supportive relationships and thus to improve attendance. These staff would be managed by Engagement leaders and based at Locksley and Douglas Bader targeting the most problematic areas. Governors queried how their impact would be tracked. VS advised that the start data would be checked against progress data termly per pupil allocated an SSA.</li> </ul>	CHALLENGE

	<ul style="list-style-type: none"> <li>Recruit English and Maths Instructor for KS3 Engagement pupils as data indicates that these pupils are not making sufficient progress to National and Local figures possibly because these pupils are at AP. The expected impact of this role is to show accelerated learning of this cohort by working at AP sites teaching English and Maths as well as some home tuition for pupils struggling to access education. The role will liaise with secondary core teams for Literacy and Numeracy. Governors to build in to monitoring calendar.</li> </ul> <p>TA reminded of requirement to publish TY's details. VS to forward to TA for publication.</p>	<p>STANDARDS</p> <p>VS</p>
<p>6.0</p>	<p><b>Report –Internal Review of Engagement</b></p>	
	<p>VS reported that following concerns raised at October scrutiny (attached), a full review took place in November 2015 with Engagement Co-coordinators at each base covering- Teaching and Learning, Marking, Curriculum, Timetabling, Progress and Leadership and Management.</p> <p>Strengths had been identified as;</p> <ul style="list-style-type: none"> <li>Co-coordinator role works well with a firm grip on procedures and staff. VS reported that the role at Locksley was improving due to new staff in post.</li> <li>Good progress in English and Maths</li> <li>Accelerated learning in English and Maths except at Locksley</li> <li>Introduction of ICT and PSHE qualifications now embedded and there is evidence in workbooks that progress is being made and the expectation that some qualifications will be achieved this summer</li> <li>Behaviour and engagement of pupils is good</li> <li>Teaching and Learning, Marking and Feedback is generally good with areas needing some support identified and an action plan put in place</li> </ul> <p>However, issues had been identified at Locksley where the working methods were different with more pupils and a different staffing structure. VS reported that from October 15 half term different teaching methods have shown some evidence of improved engagement and that the new lead was making some progress having reviewed teaching practice and subsequently refined roles and how pupils are taught to become consistent with other bases.</p> <p>Areas of Development identified as:</p> <ul style="list-style-type: none"> <li>Missing data- improve consistency and regularity of data provided to be overseen by Leadership team such that improvements can be reported by the start of the Summer Term.</li> <li>Inconsistencies in curriculum- VS and Engagement leader will rewrite to ensure curriculum delivers qualifications matched to FE requirements, for introduction Sept 16. This will involve the separation of pupils into cohorts based on destination qualification requirements with the expected impact of reduction in NEET and possible increase in qualifications achieved. VS confirmed that flexibility to move between cohorts is available. Review December 2018.</li> <li>AP-lack of data advising what qualifications the pupils are achieving whilst there. To alleviate this VS reported on a review project in place to</li> </ul>	<p>STANDARDS</p>

	<p>summarise what AP sites offer, list of what each pupil is working towards and sound progress data .To be completed by February half term.</p> <ul style="list-style-type: none"> <li>• Work experience- this area is being targeted to those pupils who would benefit most rather than trying to arrange for every pupil. Once the pupil had returned from placement and expressed further interest, some work to investigate qualifications needed would be pursued by the Engagement Team.</li> <li>• Attendance issues- VS reported that despite all processes being in place and actioned more work was still needed here. The keyworker role is presently being reviewed by Leadership with focus on this area- this will be monitored termly</li> <li>• Information ,advice and guidance post 16- due to the reduction in support offered from County the following actions had taken place- :all staff trained on use of HelpYouChoose Website ;All staff RONI trained ( attached) at recent CP day</li> <li>• Inconsistent outcome data from bases as to which pupils are entered for qualifications based on differing assessment methods of ability. English. Maths and ICT leaders to meet with Engagement staff to improve working practice by the end of the year. Work on this has already started.</li> </ul>	
<b>7.0</b>	<b>Scrutiny of Internal Review Autumn Term</b>	
	<p>VS presented a report (attached) and was pleased to report a general upward trend year on year in Lesson Observations with those staff RI or I on support plans or have left .VS advised that there is a continuing focus on progress. SC asked JB as member of staff what impact she has seen. JB agreed with VS that there had been a lot of changes which had been both welcomed by staff and successfully implemented and was pleased to report that this was showing signs of benefit to pupils. There were still areas to develop e.g. behaviour and increased frequency of assessing pupil progress to half termly to allow quicker intervention. Governors were pleased to see this trend and thanked VS for report</p>	<b>SUPPORT</b>
<b>9.0</b>	<b>Date and Time next meeting</b>	
	<b>February 9th 2016 at 4.00pm; Locksley School.</b>	
<b>Meeting finished at 17.45</b>		

Signed.....

Date.....

