

INDEPENDENT PROFESSIONAL CLERKING SERVICES

The St Cuthbert's Roman Catholic Academy Trust

Minutes of a meeting of the Curriculum, Teaching and Learning Committee
held at St Mary's College on 7 June 2022 at 2.00pm

PRESENT: Mrs L Dyas, Mr M Gallagher, Reverend W Massie, Dr M Nolan

IN ATTENDANCE: Mr G Fitzpatrick, Chief Executive Officer,
Mrs K Siedle, Chief Operating Officer, Primary
Mrs M Stead, St Mary's College Head of School

GOVERNANCE PROFESSIONAL: Mrs M Gibson, Independent Professional Clerking Services

137 OPENING PRAYER. Reverend Massie opened the meeting with a prayer.

138 ELECTION OF CHAIR. It was agreed for Mrs Dyas to chair the meeting.

139 APOLOGIES. It was noted that all Directors had been invited to attend the meeting.

Apologies for absence were received from Mr Appleyard, Mr Fearnley, Mr Holtby, Mrs Macdonald, Miss Moxon, Mr Sargeant and Mrs Thomas.

140 DECLARATIONS OF INTEREST. No interests were declared in addition to those previously submitted.

141 MINUTES OF THE LAST MEETING.

RESOLVED: that the minutes of the meeting held on 24 March 2022 be confirmed as a correct record and signed by the Chair.

142 MATTERS ARISING FROM THE MINUTES. There were no matters arising.

143 SECONDARY UPDATE. The Head of School advised that Year 11 students were in the middle of their GCSE examinations.

Directors' attention was drawn to the national review of English, details of which had been released in May 2022. They were encouraged to access the report and consider how it would impact on the college:

<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>

The Head of School delivered a presentation which outlined key areas of focus for the remainder of the term, in preparation for the new year. The following points in particular were highlighted:

Key Areas:

- Refinement of Learning Journeys across the curriculum – focus on 'ambition for all'.
- Expansion of reading support - focus on students in Years 8 and 9.
- Curriculum Impact – focus on predicted outcomes at Years 11 and 13.
- Proposed quality of education priorities 2022-23.

It was planned to discuss key areas with the SLT later in the day to determine how they would be applied in the college. It was intended to work with primary experts to develop teaching of reading to lower ability students. The Head of School emphasised the difficulty of accessing the curriculum for students who had a reading age of less than 12 years in Year 7. She advised that processes would be refined to improve the teaching of reading, comprehension and oracy skills. Training would be delivered to staff to ensure they understood how this would be moderated.

Continued Refinements to Learning Journeys

- Learning journeys continued to be refined, particularly those post 16; the documents would continue to evolve as the curriculum was viewed as a 'never ending journey'.
The Head of School reported that the cohort came from the top 10% deprived families although this was not the external perception.
- All learning journeys were underpinned by the intent of ambition for all and an understanding of the local context.
- Department 'deep dives' continued to foreground strengths across subject areas and follow up meetings/deep dives were scheduled for HT6.
- All subjects had selected what they considered to be the most crucial content for students, and this had been sequenced to ensure students built on prior learning and placed new knowledge within their understanding of broader concepts.

A Snapshot of Ambition for Students

English:

'Through the 'Literacy for Life' aspect of the English curriculum, students' ability would be developed to access and engage with challenging texts, build their cultural capital and vocabulary and articulate their views on a range of complex issues, such as attitudes to gender, discrimination and adversity, with confidence.

Maths

'The mastery curriculum allows delivery of an ambitious, yet accessible curriculum for all students. Students develop a deeper understanding of connections between topics and become fluent in the foundations on which to build upon.'

MFL:

'It was believed that learning a Modern Foreign language was pivotal in increasing the social mobility of students and provide them with a world view and opportunities.'

The Head of School reminded Directors of the detailed learning journeys presented at the last meeting. The aim was to build a curriculum to provide challenge, support and ambition.

Implementation of Learning Journeys in the Classroom

Learning was judged to be at least good in 96% of lessons. Seven teachers were receiving support from distinctive teachers.

QA Summary

- Extremely strong position in relation to the quality of teaching and learning across the school.
- Collective learning walks, completed in addition to formal observations, show examples of excellent work across subject areas.
- The vast majority of the observation records comment on effective use of the SMC Learning cycle – with lots of opportunities for knowledge retrieval.

- Judgements on the quality of teaching during the Section 48 inspection aligned with the internal self-evaluation commenting on majority of teaching (within RE) being outstanding and never less than good.
- One area of ongoing development identified was the consistent use of 'no hands up' questioning to promote participation; this was something students continued to be exposed to.

Additional Reading Support:

- Year 7 (77 students – 21% of cohort):
- Year 8 (38 students – 10% of cohort):
- Year 9 (33 students – 9% of cohort):

Directors questioned the level students would reach if they were provided with high levels of support. In response, it was reported that students with an EHCP usually found reading difficult; this was often identified in the primary setting. Many of the weakest readers had not come through the catholic primary system. Although many could read, they were unable to comprehend what they had read.

The COO(P) commented that during a recent visit to St Mary's Primary School in Market Weighton, (a school of 98 pupils), Year 6 pupils had failed to comprehend the size of St Mary's College.

Directors asked how the intervention groups were constituted. In response, it was explained the groups were kept small. It was ensured that the groups were studying the same curriculum although this was delivered in a different way.

The Head of School advised that additional tests would be conducted before the end of term to plan for next year. She pointed out that due to the size of the year groups, this would be a challenge.

Quality of Education - Proposed Priorities 2022-23

The Head of School advised that these continued to be refined:

- Continue to refine learning journeys, including diversification, in response to student need, ongoing assessment and absolute commitment to 'ambition for all'.
- Further develop the SMC literacy strategy to ensure that reading skills and the explicit instruction of rich vocabulary, including etymology, continued to be prioritised across the curriculum.
- Further develop the CPD offer to ensure that the excellent classroom practice across the school (underpinned by the SMC learning cycle) continued to evolve; staff had requested this.
- Encourage, and facilitate, the development of students' oracy and discussion skills across the curriculum through planned opportunities for structured talk.
- Sustain progress significantly above national average for all cohorts, with a particular focus on disadvantaged students and those with SEND.

Directors were informed that leaders had self-evaluated the college to be exceptional. This judgement had been reached as a result of the curriculum being written and embedded across all learning areas.

Directors asked what leaders understood by refinement. In response, the Head of School explained that this described the fine tuning of systems and processes already in place. The CEO added that they were continually finetuning areas to ensure the needs of all students were met.

The Head of School stated that leaders continued to seek excellent practice by building on a position of strength.

DC3 Progress Overview

Year 11

- Projected Attainment 8 score is an increase on the score obtained in 2019 outcomes
- English and Maths basics at 4+ projected to increase by 5% to 76% vs 2019 (including November resit results)
- Increase in the % of students projected a Standard Pass EBACC (62% vs 52% in 2019)
- Performance across all subjects relatively consistent at all Threshold measures

Focus Areas:

- MFL (Spanish) progress measure is lower than other subjects; changes had been made.
- Internal gap projected in progress of PP students, SEN-K students and boys although this was expected to be above national.

Headline Trends

Headlines	Nat 2019 Standard / Strong	SMC 2019		SMC 2020		SMC 2021		SMC 2022 – Proj DC2		SMC 2022 – Proj DC3		Comments
		Standard / Strong	Standard / Strong	Standard / Strong	Standard / Strong	Standard / Strong	Standard / Strong	Standard / Strong	Standard / Strong			
Attainment 8	46.7	54.1		55.57		57.87		55.33		56.24		Significant increase on 2019
Progress 8	-0.03	0.76		0.93		1.28		0.76		0.82		In line with 2019 projections
E & M (Basics)	65% / 43%	72%	51%	78%	54%	82%	58%	73%	51%	76%	55%	Slight increase on 2019
EBacc	25% / 17%	52%	38%	57%	42%	63%	39%	63%	39%	62%	42%	Significant increase on 2019

Directors asked, how confident were leaders in the projections presented. In response, the Head of School reported that the projections were based on robust data. She added that final outcomes were expected to be affected by changes to grade boundaries however, this was difficult to project.

It was highlighted that over 100 students had retaken the English GCSE examination as their original grade had been determined by teacher assessment. 2/3 of the group had improved; this had validated the robustness of the TAG process.

In response to a point for clarification, the difference between a strong and standard grade was explained. It was emphasised that a key area of measure = P8 score which measured the progress of all students over a five-year period. This had changed from 2019 when a number of students had been unable to access the GCSE curriculum, and this had impacted on the overall score achieved.

Directors were reminded of the fully inclusive approach adopted by the Trust, despite the impact this may have on the figures.

In response to a question regarding the number of SEND students on roll, the Head of School reported that there were currently 62 students with an EHCP; 18 additional EHCP students were expected to join the college in September 2022.

Dr Nolan left the meeting.

The CEO reminded Directors of information presented at previous meetings relating to changes in the way outcomes would be reported nationally. He emphasised that the college provided a rigorous and successful curriculum and had no history of off-rolling. They would continue to pursue an academic journey and insist wherever possible that students study a language, with provision of a softer curriculum for those unable to access this. Provision of a strong nurture area was in place to meet the needs of all individuals.

The Head of School reported that a Progress 8 score of +0.6 was projected for EHCP students; if achieved, this would be exceptional.

DC3 Progress Overview

Year 13

- Strong A-Level projections with 15 Subjects Projecting RED ALPS scores.
- Politics and history projections are significantly higher than historic actual outcomes but there have been significant changes in the structure and staffing within the subject since students were last externally examined which have contributed to this.

Focus Areas:

- Business Studies projecting ALPS 7

Year 10

- Projected Attainment 8 score is an increase on the score obtained in 2019 outcomes
- English and Maths basics at 4+ projected to increase by 7% to 79% vs 2019 (including November resit results)
- Increase in the % of students projected a Standard Pass EBACC (64% vs 52% in 2019)
- Performance across all subjects relatively consistent at all Threshold measures

Focus Areas:

- Internal gap projected in progress of PP students and boys.

DC2 Progress Overview:

Year 7-9

- Progress in all year groups is good
- SEN progress comparable to non-SEN in all year groups
- Males significantly outperforming females in Maths and Science in Year 9

Focus Areas:

- Progress in creative subjects
- Internal gap projected in progress of Males in years 7 and 8

It was noted that a third data collection would be conducted later in the term.

Mrs Stead was thanked for her informative presentation and left the meeting.

- 144 PRIMARY UPDATE. The COO(P) advised that she planned to focus on progress in two schools: St Richard's and St Vincent's Primary Schools, both were due for inspection at any time. She reminded Directors that the Headteacher's report for St Vincent's had been presented at the spring term board meeting; a detailed discussion pertaining to the situation at St Richard's had taken place at the last committee meeting.

The COO(P) referred to the presentation received earlier relating to St Mary's College and their ambition for all; she emphasised that this equally applied to the primary schools – ambition for all, regardless of need.

St Vincent's Primary School

Pupil Information:

The COO(P) pointed out that the focus on oracy at St Mary's College was also a focus in primary schools. She advised that this was particularly relevant at St Vincent's due to the disproportionate, transient EAL cohort (57%).

Directors were informed that attendance had become an increasing challenge following Covid. Families which came from different parts of the world were keen to return to visit family following the easing of travel restrictions; this was impacting negatively on attendance.

In terms of pupil numbers Directors were asked to note the increased intake in FS1 (31). The provision of a nursery had had a positive impact on FS2 pupil numbers which had previously not exceeded 20 (currently 26). Leaders had worked alongside members of the parish to increase and improve the outside space; this had been noticed by parents and had encouraged them to bring their children to the school.

Total pupil number = 236; this exceeded capacity of 210. An additional teacher had been employed to reflect the increase.

Effectiveness of Leadership and Management

It was noted that all subject leaders had evaluated provision for SEND children who were accessing the same tasks as their peers through effective scaffolding strategies. This was embedded across core subjects and reflected the ambition for all intent regardless of need.

Mr Gallagher reported that he had visited St Vincent's and had witnessed the way in which tasks had matched ability for pupils in the Hub, which had functioned like a small school. He added that curriculum learning had been the same, with scaffolding applied to allow pupils to access the curriculum in a different way.

The COO(P) reported that leaders had driven the refinements of the curriculum; this had led to a consistent approach and high expectations for all subject leaders. She added that refinements were currently being made to reflect individual pupils' needs. Pedagogy was in place to address the needs of FS1 and FS2 pupils, including those with EAL, to ensure they were Year 1 ready. This was being led by the Headteacher who was sharing practice with other schools across the Trust.

Wider Curriculum Subjects

Directors were informed that leaders had a clear vision and intent for the wider curriculum. They had worked across the Trust to support the development of subject leaders to apply the model practiced at St Vincent's.

The COO(P) reported on the Shakespeare project which had involved all primary schools within the Trust, led by the Performing Arts team at St Mary's College. Pupils had performed various scenes from Macbeth and, following explicit teaching on how to create and deliver a play on a stage, parents had been invited to the college to view their work. This had demonstrated the strength of collaborative working across all aspects of the Trust.

Directors asked if the project had been targeted towards the same age groups across all schools. In response, it was reported that each Headteacher had selected a group of pupils who required support to develop oracy skills and confidence.

Directors referred to the recent report published, following Ofsted's review of English, and asked if this would impact on the primary curriculum. In response, the COO(P) reported that the English curriculum was excellent although refinements would be made to reflect comments received in the review.

In response to a point for clarification, Directors were informed that St Vincent's would be inspected the following day; this would be a Section 8 inspection and leaders were confident the school would retain its good judgement.

Directors expressed concern that due to the amount of schooling missed during the Pandemic, pupils may not be able to articulate what they had learned during the early years in school. In response, Mr Gallagher stated that during his visit he had observed pupils retrieving information from learning during the spring term.

Directors asked the COO(P) if she was prepared for the inspection. In response, it was confirmed that reports and case studies were available for the inspector, alongside other information which may be requested.

St Richard's Primary School

The COO(P) drew attention to the Ofsted inspection report dated February 2020. She advised that two monitoring visits had been conducted since the inspection and a Section 5 inspection was imminent.

Directors were asked to consider recommendations for improvement (page 4) and the progress made to address these.

In terms of the quality of Education, Directors were informed that this had been judged to require improvement as curriculum documents had not been progressively mapped out during the visit. She outlined the transition arrangements available at the time to allow everything to be in place by September 2022.

- Improve the indoor and outdoor environment to increase the proportion of children reaching a good level of development:

It was explained that 'good level of development' was determined following testing conducted prior to pupils progressing to Year 1.

Directors were reminded of the investment made in the early years area which had provided new toilets and improved the indoor and outdoor learning areas. The bespoke area had enhanced the continuous provision by enabling mark making in every area.

The COO(P) tabled information which demonstrated the improvements in the EYFS area and highlighted in particular a girl building in the construction area and opportunities to develop historical understanding (queen's jubilee). She outlined the way in which pupils had interacted in response to the Mr Gumpy story; all these had been achieved due to the improvements in the environment.

- Implementation of the clear and ambitious intent had been at an early stage in subjects other than English and maths:

Deep Dives had been conducted in all subjects and leaders were confident requirements for a good judgement had been met. The curriculum was progressive from 3 to 11 years in all subjects and Trust leaders had quality assured this. **Mrs Dyas and Mr Gallagher reported that they had visited the school and Mr Gallagher recalled feedback from the inspection referring to the need to invest funds to improve the environment and Directors had acted on this.**

Directors asked if the outcome of the 2020 inspection had reflected the self-evaluation. In response, the COO(P) confirmed that the self-evaluation of the school at that time had been requires improvement.

- Improve teachers and teaching assistants' skills so they can support pupils effectively to catch up with their peers in other schools:

Bespoke CPD had been delivered using 'Before You Begin'. This continued to be delivered to reflect refinements made to the curriculum. The COO(P) advised that she was confident the impact of this had been good.

- Subject leaders need to ensure teachers consider what pupils already know and what they need to learn to help them to reach their full potential, particularly at the highest levels. Directors were informed that leaders were working to fill knowledge gaps. The curriculum had been designed to provide regular opportunities to revisit and retrieve knowledge and skills taught.

Directors commented that the key to knowledge retention would be to deliver good lessons to ensure engagement. In response, the COO(P) acknowledged that teaching had to extend beyond maths and English as other subjects provided opportunities for pupils to engage in learning.

Directors acknowledged the intensity of inspections and the pressure this placed on staff, especially in view of the number of inspections conducted so far this year.

145 REVIEW OF POLICIES. Directors were asked to approve the following policies which had been reviewed to reflect statutory and operational changes. It was noted that the Chair of the Committee, Mrs Dyas, had reviewed and approved the primary SEND policy via decision record earlier in the term.

- RESOLVED:
- i) that the anti-bullying and careers policies be approved, as presented.
 - ii) that the Chair's decision record to approve the primary SEND policy be ratified.

146 DATE AND TIME OF NEXT MEETING. It was noted that meetings for 2022/23 would be agreed at the summer term Board meeting.

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signature of chair