

**Meeting of the Causeway School – Interim Executive Board
Held on Friday 2nd November 2018, the Causeway School**

The meeting started at 12.42 pm and finished at 15.33 pm. It was clerked by Gaynor Newnham.

Present: Penny Gaunt (Chair), Sally Laidlaw, Debbie Coslett, , Janet Bowen

Staff: Liza Leung (Acting Headteacher), Darren Warner-Swan (Acting Deputy Headteacher)

Attend by: Seamus Murphy HO School Improvement for SAT, Vicky Jenkins, for agenda item 3.4 and 3.5.

Apologies: Derek Trimmer (SWALE Academies Trust (SAT))

MINUTES:

1. Welcome, Apologies and Review Agenda

1.1. Welcome

Penny welcomed members to the meeting.

Penny also welcomed Seamus Murphy, Head of School Improvement for SAT, Executive Headteacher for four Kent secondary schools and an Ofsted Inspector, who was invited by Derek to visit the school. Penny also requested support with narrative and commentary re pupil outcomes. .

1.2. Apologies

Derek Trimmer

1.3. Review Agenda

2. Declaration of Business Interests

There were no changes to the published declarations.

3. Headteacher Report

3.1. Feedback from Seamus Murphy

Seamus advised that it is now the case that the historical progress is an indicator but the picture of current progress of pupils is what looked at. Any inspection judgement is possible, as inspectors must apply the handbook to provision for current pupils with an open mind. The historical outcomes at the school will raise questions, but the impact of leaders on provision should be emphasised. Leaders should ensure that an inspector has an updated SEF to show relevant milestones. Seamus had reviewed the SEF with Liza and reported back on each section, as follows:

Personal Development, Behaviour and Welfare – attendance is showing signs of improvement and is emerging good. There is a lot of external agency involvement and the school is doing all that it can. As the majority of attendance is improved from last year, attendance can be judged to be improving, so Liza should strengthen that narrative in the document.

Outcomes are self-assessed as RI, based on recent experience. Last year's Y11 had a three year legacy of poor achievement and past weaknesses. The current data shows improving rates of progress in KS3. Seamus advised that the school should move away from

attainment data and present progress data, as this is less cohort specific. It was also advised that the leadership should consider how to present the outcomes judgement – depending on the time of the inspection, the judgement may be better, as it will be based on progress on the day of the inspection. Looking at attainment data at an inspection would not be in line with the handbook.

In response to Seamus' concern that the IEB has not sufficiently challenged progress from starting points, Penny explained that the IEB has looked at progress. Each student has an aspirational target based on prior attainment to see how many are on track for individual targets. This is also reviewed by focus groups.

The IEB also looks at how many students are on track to meet national expectations. Seamus advised that there should be a focus on showing that KS3 has strengthened, using triangulation of data. He observed that there is a good focus on disadvantaged students and the pupils with high prior attainment figures have been challenged.

The curriculum has been discussed, as the Ofsted focus is moving towards the curriculum rather than outcomes, with a leadership judgement needing to be made about the breadth of the curriculum. Teachers must not move students on too quickly and ensure that there is depth in teaching.

Penny stated that progress wants to be demonstrated to be accelerating, and asked how that would be best reported. Seamus advised reporting the number of pupils on track to meet targets, and whether teaching is enabling their flight path to be met.

Scatter graphs are a good way of presenting progress – the SAT model might be helpful to show the number of students on track to meet targets, and to meet end of year expectation. Penny explained that the challenge is that, if individual targets are based on FFT20, the students who have been in the school for more than 18 months have had less exposure to good teaching. Seamus agreed that this is a good argument, but asked what else is being done to address this (e.g. Saturday school, after school). The Y11 teaching will be inspected, also, to see if the student experience is designed to improve.

It was reported that lower down the school, there are more students on track to meet targets.

Penny explained that a challenge to the school has been two major restructures and budget issues. Seamus explained that all inspectors are current practitioners and they understand the financial issues facing schools. They will look at what is happening NOW, and the school should explain the interventions that are taking place to improve provision.

Seamus reported that the school feels different now, since his last visit. The inspectors will credit the school for coming through a very difficult period.

It was agreed that the next School Improvement Team visit will be very useful. The team will look at what is in place, and what should be in place. Any review will be led by Seamus, and there are three Ofsted inspectors on the senior staff. It will be planned for Term 2. It was confirmed that the date should be shared as soon as possible, to allow planning.

Penny asked why progress and attainment was better in 2017 here than in 2018. This was attributed to Curriculum issues. An increased number of subjects are no longer using GCSE grades. Some schools' results have dropped under the new grading system. Some leaders had not given pupils the correct choices during the changes to curriculum.

Seamus left the meeting at 1.21pm.

The IEB discussed the legacy of the previous curriculum, which led to 88% of students, at start of last year's Y11, who were not on track due to being on the wrong course – e.g., Hair

and Beauty, EDEXCEL. Starting points were low at the start of the year, which made outcomes at P8 low, as a result.

The importance of predictions being based on assessment was also discussed. It was agreed that the IEB doesn't need as much data as Darren provides. The required information relates to the number of students and for priority groups (disadvantaged students, boys, and higher attaining pupils) for Y7-11, as the percentage on track for individual targets (on line/ above/ below) AND the % on track to meet end of year expectation of 4+/5+ at Y11. That would ensure focus on and comparison of progress, as well as impact of what is being done.

This information is also required for departments identified as weaker – with commentary, and also compare on track data for DP1 and the end of July, to show an upward trajectory from the beginning of this academic year, ensuring that good evidence is provided.

It was confirmed that the feedback was that the SEF is a very good document and just needs stronger impact statements. The school needs to understand that it needs to show current progress and tweak the Teaching & Learning and Outcomes sections to include narrative and impact since September – one term is a substantial evidence base. Communicating strategy through the SEF needs to improve.

Actions:

- **Attendance data in the SEF to be strengthened.**
- **Progress data to be the focus of the SEF, rather than attainment.**
- **Swale review date to be confirmed as soon as possible.**
- **Data presentations to focus on, for all students and priority groups, and for weaker departments, percentage on track for individual targets and end of year expectation.**
- **Information also to be provided to the IEB regarding comparative on track data for the end of July and DP1.**

3.2. Headteacher Report

The HT report and associated documents had been circulated with the agenda. The HT report was reviewed and the following points were discussed:

3.2.1. Effectiveness of Leadership and Management

- Ensure all SLT discharge their responsibilities effectively in relation to their roles, demonstrating improving outcomes for the disadvantaged, middle and higher ability students.
- Develop a robust and *sharp approach to self-evaluation* which ensures future school improvement strategies *make the biggest impact to pupils learning*.

Action	Impact	Next Steps
SLT completed: 1. final draft self evaluation including impact statements areas for development and next steps document; 2. final draft self evaluation context document; 3. final draft school improvement plan with agreed targets; 4. first draft Pupil Premium Strategy Statement; and 5. first draft Year 7 Catch-Up Funding document.	SLT work collaboratively and drive key priorities across the school with increased confidence and sharp focus on progress. SLT able to collaborate with greater efficiency and precision through Google docs, and with greater confidence and autonomy as a result of experience. PP action plan is embed into whole school improvement plan to ensure alignment across leadership, teaching & learning and behaviour & attendance.	Impact of interventions updated at SLT and in link meetings on a fortnightly basis to inform ongoing actions. Fortnightly link meetings with SLT to support future development and track progress of DA, middle and upper ability students.

<p>*Causeway self evaluation plans and improvement plans shared with ES Area Group 2.</p> <p>Aspiration interventions focussed on three broad categories: 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p> <p>Reading tests completed for all Y7 and Y8 - 10 students who have received interventions in 17/18.</p> <p>HOS and HOY to write subject and pastoral action plans supported by SLT line managers.</p> <p>GDPR Action Plan in place following compliance check 19.7.18. by E.S.C.C. LLE monitoring progress through LM meetings with GSF. Immediate actions taken include:</p> <ul style="list-style-type: none"> ● Update ROPA (Record of processing Activities) ● Implementation of Risk Register ● Add the 3rd party data processor agreements to this School Information Governance Framework. ● Retention Policy for submission at December IEB ● Training booked for key staff GTA, EGA, SHO 	<p>Sharing good practice has helped to streamline the presentation of Causeway's self evaluation. Area 2's agreed aims link explicitly to Causeway's key priorities: 1. Disadvantaged and vulnerable groups; 2. Attendance & Exclusions; and 3. Curriculum Design.</p> <p>The approaches used in these interventions are diverse. Our Widening Participation partnership with Sussex University aims to change aspirations directly by exposing our students to new opportunities; our in-school mentoring, tutoring, Scholars' Pathway and Masters Programme aims to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>Establish reading age for all Y7 students and the progress made by students below their chronological reading age receiving Lexia intervention.</p> <p>Action plans in place and aligned to whole school aims.</p> <p>Steps taken to move from 'partial' to 'substantial' compliance.</p>	<p>Attend next meeting in November which will focus on raising aspirations and engaging families; lead research group targeting disengaged DA families.</p> <p>Improving our engagement with parents and families, and developing our understanding of metacognition and self-regulation approaches in a learning context to help pupils think about their own learning more explicitly which can have high levels of impact (EEF pupils make an average of 7 months' additional progress).</p> <p>Enter all data in staff marksheets, sharing all reading ages with teaching staff to support with planning for wave 1 interventions. Evaluate data, impact of intervention and plan next steps.</p> <p>Analysis of Data Point 1 using new self evaluation and action planning approach - single item agenda at next MLT meeting 15.11.18. Evidence based self evaluation informs action planning for term 2.</p> <p>Present Retention Policy to IEB. GTA, EGA and SHO attend GDPR training. Regular GDPR updates for staff through briefings.</p>
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* East Sussex Secondary Schools and the Local Authority have agreed to form a new Secondary School Improvement Board as the next step in the development of a school-led system of improvement. Secondary Schools work together through Area Groups which play a critical role in bringing schools together in a local area to agree collective priorities for improvement and develop new ways of working together to improve outcomes for all schools and all groups of pupils. Causeway is in Area Group 2 represented on the Secondary School Improvement Board by Bob Ellis (Seaford Headteacher) Area Group Chair.

- *Ensure all subject and pastoral leaders are held to account and supported in achieving high-quality teaching and are focused on better pupil progress from Year 7 to Year 11 across their departments.*

Action	Impact	Next Steps
SLT supporting MLT through line management meetings, Core, Open and Ebacc monitoring meetings which are focused on matching and intervention strategies for DA and AMA students.	All staff supported to develop pedagogy using whole school systems (teacher files, intervention ladders, progress wheels, ACE, intervention trackers, quality of work etc).	Analysis of Data Point 1 using new self evaluation and action planning approach - single item agenda at next MLT meeting.

- Deliver effective performance management for teaching and support staff which is aligned to whole school priorities and delivers effective CPD for all staff.

Action	Impact	Next Steps
Appraisal of 17/18 is completed by all staff and 18/19 targets submitted. Recommendations for pay progression submitted to IEB and pay committee completed 17.10.18. LLE quality assured all teaching staff targets for 18/19.	Performance Management is aligned to whole school aims for all staff which is seen as organised, meaningful and driving school improvement through ongoing CPD. Performance appraisal system demonstrates challenge and highlight areas for improvement and targets underperformance quickly.	Middle leader training to be delivered on setting appropriate targets which will drive whole school priorities. LLE to follow up resetting of targets and identification of CPD needs for identified staff, particularly those on the UPS where targets are not 'substantial'. Map personalised CPD pathways for all teaching staff.

- Develop the use of technology and improve tools for teaching, including migration to a cloud curriculum. Ensure efficiency of workflow and collaboration in and out of the classroom and with Swale Academies Trust. Share developments with the local community, building on the growing positive reputation of the school, to support an increase in pupils on roll.

Action	Impact	Next Steps
LLE conducted 32 tours across 4	Proactive engagement with	Track admissions on SAM and

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<p>week for groups of prospective parents and students.</p> <p>Year 6 Transition event hosted at Causeway for 120 students led by Sussex University Widening Participation. Stephen Lloyd visiting 29.10.18 to talk to the Year 6 students about their transition event.</p> <p>Shared whole school vision and rationale to migrate to a cloud curriculum developing use of technology and tools for teaching to wider audiences eg. prospective parents and EASH.</p> <p>G Suite training delivered 1:1 to support staff 15.10.18 facilitated Schools ICT.</p> <p>Upgrade broadband servicing the whole school. Urgently require upgrade to wi-fi which drops out with full use.</p> <p>Drop-ins to monitor use of G Suite and QA of Team Drives.</p>	<p>prospective parents/carers to recruit and retain as many allocations as possible. Feedback has been extremely positive.</p> <p>Positive experience for prospective students preparing them for secondary school. Positive engagement with local community, building on the growing positive reputation of the school, supporting an increase in pupils on roll.</p> <p>Begin to establish Causeway as a lead in the field of G Suite and Google pedagogy.</p> <p>Bespoke CPD for support staff according to role and how G Suite can support greater efficiencies in day to day role.</p> <p>Better connectivity to internet which will accommodate improved wifi infrastructure and increasing number of devices.</p> <p>All teaching staff using Chromebooks to better plan and deliver lessons, and work collaboratively in the organisation of resources in the cloud. Improve provision of technology and the experience of students learning in the classroom using a variety of tools for teaching.</p>	<p>continue to engage positively with parents and carers.</p> <p>Press release to ensure positive PR for Causeway.</p> <p>Press release to share technology developments with the wider community and building positive reputation for Causeway. Share resources across Area 2 using Google Docs.</p> <p>Plan further training for groups of support staff including TAs, admin staff and pastoral teams.</p> <p>Find alternative solution to Ruckus wi-fi upgrade. Commission Wi-Spy survey to install Unify as cheap alternative. Pilots unify in Library, main office, Key Enrich, Key Enhance and G3.</p> <p>Teaching staff and support staff continue to migrate resources from shared drive to the cloud.</p>
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3.2.2. Quality of Teaching, Learning and Assessment

- Ensure that at least 80% of teaching is good or better by: using Teaching Tools (G suite) to engage and involve students in their own learning, Using Effective intervention strategies, Rigorous assessment, Marking and Feedback and Effective Literacy starters in all lessons.

Action	Impact	Next Steps
Twilight sessions dedicated to G suite level 1 training.	Twilight session 1 has taken place with time directed for staff to start the online training. Drop in sessions were attended well for specific support for staff.	Survey staff assess how many have begun the process. Further drop in sessions to be planned for Term 2.
University Trip for all students in October: raising aspirations. (Year 8 scholarship pathway)	40 students attended the trip to University and were very positive about their experience.	Further trip to be planned for term 2.
Whole school marking policy	SLT and Middle leaders are clear	Books looks by Middle Leaders

published.	on expectations of marking regularity and effectiveness in each department.	and SLT to monitor and then intervention for staff as necessary.
Share good practice across all departments and plan for targeted year group literacy strategies.	Weekly strategies shared in SLT bulletin for starter tasks and tutor time tasks. Student feedback is that these take place in the majority of lessons.	Friday briefings used to share strategies across departments. Dan Hill to lead literacy briefing.
Friday T&L meetings to share strategies across all staff.	Raised profile of disadvantaged students and successful strategies. SEN best practice	Intervention trackers completed on SIMS. More staff to deliver best practice in Term 2.
Shared strategies weekly in bulletin and through T&L briefings.	Profile of literacy raised and students becoming accustomed to literacy tasks in lessons.	Reading tests completed and intervention in place for relevant students.

- All staff to set challenging homework to extend students learning.

Action	Impact	Next Steps
Audit any students not logged in yet in week 3 and intervene through tutor times.	Tutors have now checked with all tutees and reissued login details as required. All staff logged in.	Monitor student completion of homework and share with Year teams and tutors for intervention.
Published to students and parents and on website and in all classrooms.	All staff and students aware of homework schedule and expectations.	Monitor setting of Homework via staff and departments.
Homework report for Term 1 shared with staff.	Middle leaders are having conversations with staff regarding setting homework and the quality of work.	Two weekly report sent out to all staff covering departments and year groups.

- Ensure all teachers implement marking and feedback consistently and effectively.

Action	Impact	Next step
Whole school marking policy published.	SLT and Middle leaders are clear on expectations of marking regularity and effectiveness in each department.	Policy used alongside book looks to ensure it is being adhered to.
Student Leader Work scrutiny in week 4 to take place.	Student leaders gave positive feedback on quality of work and specific feedback to staff re quality and frequency of marking.	SLT to carry out scrutiny on Tuesday 16/10 for year 11 students. Middle Leaders to complete scrutiny in week 2 of term 2.
Strategies shared in SLT bulletin for effective marking.	Staff are adopting a variety of marking strategies across departments.	Share best practice in Friday briefings.
SLT Book Look - Year 11 student focus.	Very positive feedback to staff and areas identified for focus in term 2.	Schedule of year group Book Looks.

- Use of G Suite for CPD and development of staff.

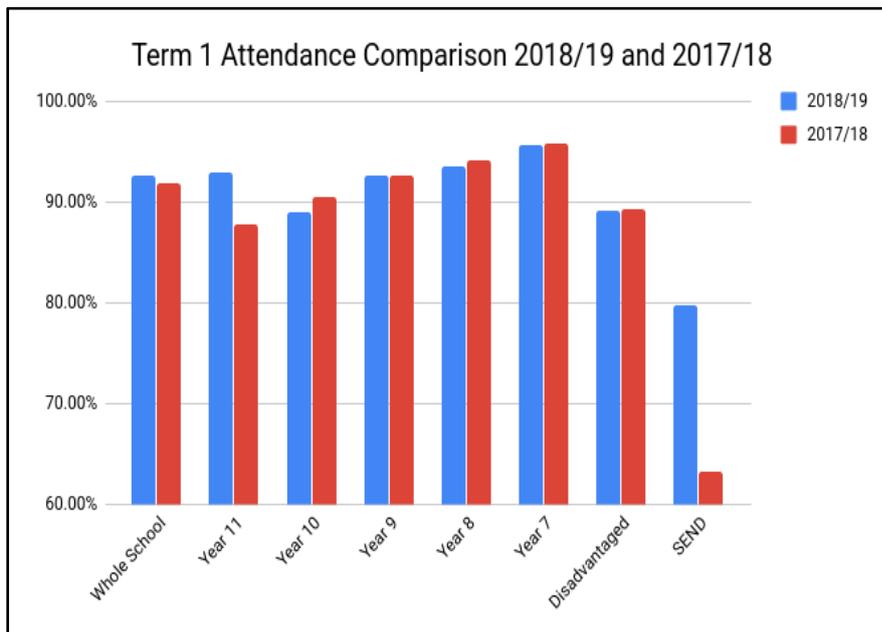
Action	Impact	Next step
Twilight sessions dedicated to G suite level 1 training.	Twilight session 1 has taken place with time directed for staff to start the online training	Survey staff assess how many have begun the process
Drop in session for staff	Attended well and specific support	Further drop in sessions to be

	given to staff	planned for Term 2
PM targets Set for all teaching staff	PM process completed for all teaching staff with G Suite target	Monitor progress of staff and use across departments

3.2.3. Personal Development, Behaviour & Welfare

- Improve Attendance so it is in line with the national average

Term 1	2018/19	2017/18
Whole School	92.7%	91.8%
Year 11	93.0%	87.8%
Year 10	89.0%	90.5%
Year 9	92.7%	92.7%
Year 8	93.5%	94.1%
Year 7	95.6%	95.8%
DA	89.2%	89.3%
SEND	79.7%	63.2%



Action	Impact	Next Steps
Implementation of a staged attendance process which focuses on early intervention with clear intervention points, actions, accountability and expected outcomes.	Overall School Cumulative Attendance is currently 0.9% higher than this time last year. Significant increase (5.2%) in Year 11 Attendance from the	Year Group Attendance Focus Weeks . Regular Home Visits of Disadvantaged students at risk of PA. Weekly meetings between Attendance

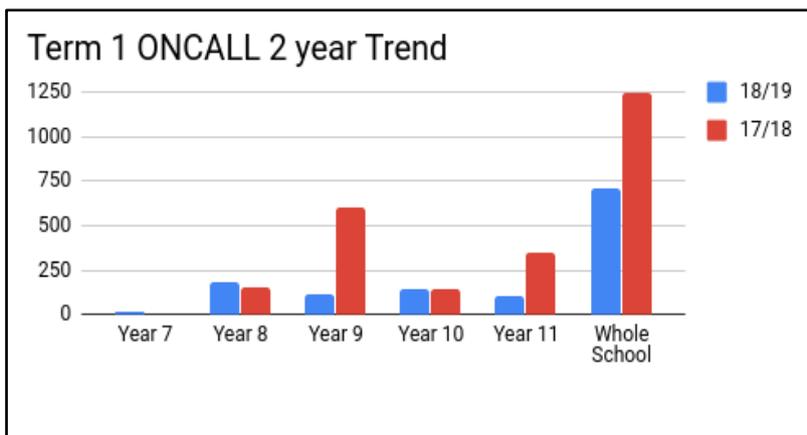
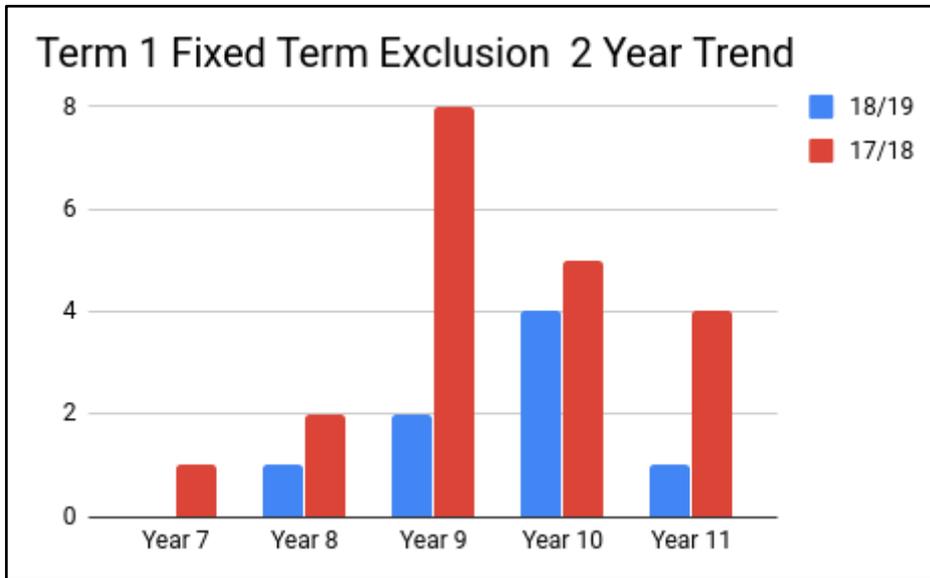
	<p>same time last year.</p> <p>Staff have more confidence around attendance and the procedures.</p> <p>Significant improvement in communication and collaborative working between attendance team and key stage teams.</p> <p>Attendance is now a whole school focus and regular discussed in connection with progress and aspirations.</p>	Officer and Key Stage Teams.
Home Visits for identified Persistently Absent students from 2017/18 carried out by Attendance Office.	<p>Persistent Absentee figure is 19.3% for Term 1.</p> <p>Increased Parental Engagement.</p>	<p>All Parents/Carers informed fortnightly of their child(ren)'s attendance</p> <p>Home visit after first absence for Historic PA Student.</p>
Attendance Reported Daily to all staff via Behaviour Panel Update (Cumulative Data shared on Friday PM).	<p>Increased staff awareness of whole school and year group attendance.</p> <p>Data used to support conversations with students and make attendance more realistic.</p>	All students aware of their weekly attendance figure
100% Postcards awarded in end of term Celebration Attendance. Names also published in the Causeway Connection.	<p>253 100% Postcards handed out compared to 240 100% students at this time in 2017/18.</p> <p>Change in attitudes to attendance.</p> <p>Improved positive parental communication.</p>	<p>Track 100% Attendance students in Term 2 and organise a reward to maintain momentum.</p> <p>Inter Tutor Attendance competitions to be launched by Key Stage Teams.</p>
Specialist timetables through The Key to support SEND students to attend school and maintain attendance	16.5% increase in attendance for SEN students from the same point this academic year.	Staggered increase in hours of timetables for students with SEND and those who are under Teaching and Learning Provision with long term or chronic illness.

- **Reduce fixed term exclusions by 30% for disadvantaged students**

Fixed Term Exclusions				
Term 1	18/19	17/18	DA 18/19	DA 17/18
Whole School	8	20	3	13
Year 11	1	4	0	3
Year 10	4	5	1	2

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Year 9	2	8	2	6
Year 8	1	2	0	1
Year 7	0	1	0	1



ONCALL Data			
Term 1	18/19	17/18	18/19 DA %
Year 7	17	0	17.6%
Year 8	186	150	8.6%
Year 9	118	602	17.0%
Year 10	143	146	9.0%
Year 11	101	344	14.0%
Whole School	708	1242	13.2%

Action	Impact	Next Steps
Daily Behaviour Panels have been used to improve communication, be creative with student support and pull expertise from different areas in school.	<p>42.0% decrease in Oncall Data from 2017/18.</p> <p>25.9% decrease in Oncalls for Disadvantaged Students from 2017/18.</p> <p>17.7% decrease in Oncall Data for students identified as SEND compared to 2017/18 where the SEND register had fewer students.</p>	Focus on students being prepared for learning.
New criteria for referrals to access The Key and/or Student Support Provision in order to reduce Fixed Term Exclusions.	<p>50% decrease in Year group on year group Fixed Term Exclusions from 2017/18 to 2018/19.</p> <p>10% decrease in Fixed Term Exclusions for students on SEND Register 2017/18 to 2018/19.</p> <p>32.5% decrease in Fixed Term Exclusions for Disadvantaged students from 2017/18 to 2018/19.</p>	<p>Implement 3 week rolling intervention in The Key.</p> <p>Employment of 2 new Teaching Assistants starting w/c 29/10/18.</p>
All staff have been provided with Learning Support Plans for Teaching and Learning Folders for students on the SEND register.	<p>Staff have a greater awareness of individual need and how to support students to engage in lessons.</p> <p>Fewer SEND students being removed from lessons and reducing their risk of FTE.</p> <p>17.7% decrease in Oncall Data for students identified as SEND compared to 2017/18 where the SEND register had fewer students.</p>	<p>Review Learning Support Plans after Term 1.</p> <p>Identify students who would benefit from Additional Needs Plans and start initial meetings.</p> <p>Review SEND register in line with new SEND.</p>

- Develop a robust pastoral programme to ensure all pupils are safe, develop well personally and are confident to engage positively in learning opportunities.

Action	Impact	Next Steps
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Restructure of Key Stage Teams with additional support in Key Stage 3 and allocated Year 11 Assistant Head of Year.	Students feel supported and there is a clear structure of support for staff and students.	Develop the role of the tutor and tutor group by introducing more tutor-led activities and competitions.
Staff training on 'being an effective tutor' and clear expectations around being a tutor.	Tutors are more involved with students and having a greater impact by being able to lower repeated incidents of oncalls and improve attendance.	Year 7 Meet the Tutor Evening in Term 2. Continuing regular contact from tutors with parents/carers
New Sphere curriculum launched.	Students are engaging in a balanced and informative curriculum to help them develop well personally.	Educational Visits linked to Sphere Curriculum.
Assembly Guidance and Schedule published and implemented with a range of topics.	Student access to a variety to topics and key events have developed their engagement and attendance to assembly. Student achievement being celebrated in assembly has built a community ethos across the school.	Further develop the range of external speakers for assemblies across year groups.

- Develop student leadership so that students take pride and ownership in the life of their school.

Action	Impact	Next Steps
Student Council Representatives elected from every tutor group.	Highest number of representatives in the last 3 years. Cross section of student voice across the school.	Develop sub-committees of the Student Council to target areas in the school.
First student council meeting held on 20.09.18	100% attendance representing each Tutor Group in school Clear Actions identified for movement forward, for example redesigning the school PE Kit.	Invite outside speakers to Student Council Meetings Arrange a visit to the Town Hall to hold a Student Council Meeting with the Mayor. Students requested more regular student council meetings than termly. To be arranged for two meetings in Term 2. Pupil Voice around Chartwells catering via an agenda item in the next student council meeting.

- Develop an achievement culture through rewards related to progress and meeting personal targets.

Action	Impact	Next Steps
Staff Training and SIMS Guidance on how to give achievement points.	All staff know how to award achievement points.	Tracking how often staff are giving achievement points. Staff Competition to increase the number of achievement points being awarded. Regular updates with Parents/Carers on the number of achievement points students have.
New Passport to Prom Launched for Term 2.	Earlier launch to engage Year 11 and maintain attendance at before and after school revision sessions.	Register all students attending before and after school sessions to compare attendance from 2017/18. Student Voice on additional Year 11 sessions.
Celebration Assemblies at the end of term.	Certificates and a small prize awarded for a boy and a girl, in each subject, in each year group on the last day of term in specialist assemblies. Total: 150 Academic Awards Total: 25 Causeway Values Awards - Students awarded with a badge. Public Celebration in Causeway Connection. All staff involved in nominating students. 253 100% Attendance Awards.	Organise Term 2 Assembly where parents are invited in to celebrate with students. Student nomination for Student Awards around the Causeway Values.

Debbie explained the need to keep accurate records, to show what specific strategies are in place, for Y10 / DA / SEND students. Debbie also suggested presenting by key stage rather than year groups.

It was reported that Y11 data for week 7 was 92.9%, which is much better than last year. The attendance of disadvantaged students has also risen year on year.

Please also refer to annex A, Confidential Minutes

3.3. Self-Evaluation Form (SEF)

3.3.1. This was partially covered under agenda item 3.1.

3.3.2. The percentage of Y11 students at 4+ was confirmed as 39%.

3.3.3. The context of the document was discussed, and Penny advised Liza to keep the report chronological and ensure that both restructures are shown. The SEF should also show changes to policy, practice and leadership over 2017-18 and the impact at July, and for the current year. Liza explained that there are a number of self-evaluation documents, which can supported the context. It was agreed that it is important to share the context, as a hard copy, at the inspection, if it is needed.

Penny stated that the SEF is good but needs to be tweaked to show what was done, what the impact was and what will be done next. Teaching and learning was noted as the weakest section as it needs precision and more focus on what is current. The attainment data should be removed and emerging progress should be strengthened.

Actions:

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- **SEF to be reworked to show clearly the changes to policy, practice and leadership over 2017-18 and for the current year, to include actions, impact and next steps.**
- **T&L section of the SEF to be improved to show greater precision and focus on the current situation, including progress data but removing attainment.**

3.3.4. The SIP was discussed and it was reported that Seamus' view was that it is too long. It will have RAG-rating and impact added, and the school should provide a hard copy to inspectors. Debbie agreed that the SIP must be strategic but some information could be removed, to be presented if requested. Members agreed that if Liza finds it a helpful document which shows headlines, with to-do lists underneath, any streamlining should be according to what is helpful to the SLT.. This information would later feed into a subject development plan.

It was noted that Attendance data should be cohort specific, to track the cohorts as they move through the school.

Actions:

- **SIP to be streamlined as appropriate and RAG'd and impact statements to be added as appropriate.**
Historical attendance data in the SIP to be cohort specific.

3.4. Data for Year 11

3.4.1. Darren provided commentary of attainment, and charts to show attainment and progress for last year from DP1-6. It was explained that the targets increase through the year..

3.4.2. The data showed that students with higher prior attainment didn't make enough progress. Darren gave assurance that there is now a comprehensive strategy in place.

3.4.3. Predictions for DP1 look healthier – changing predictions as the year progresses become more accurate. Penny advised that the evidence must include progress now, compared to July, as well as predictions. It was confirmed that the data shows that actions are having an impact, and more students are on track and making more progress.

3.4.4. The IEB looked at English language actuals – there is a 10% gap to make up. Only 6% are on track, with a prediction of 60% 4+. Darren explained that this is because the the targets are very high.

3.4.5. Comparing 2017 A8 and 2018 Attainment 8, there has been a drop.

3.4.6. Penny raised a concern that there is not secure understanding of whether the progress students are making is the progress we want. Liza agreed that the Maths team is completely new and is completing baseline testing to increase the security of the data.

3.4.7. Science was discussed – Physics predictions data is secure, with 3% on track – it was explained that the higher ability students are aspiring to ambitious targets; Biology predictions are higher, based on last year. Sally asked how the students are doing so well on Physics, when it is a Maths led subject. It was explained that there have been targeted interventions from the teacher.

3.4.8. It was reported that FFT50 shows high targets, and there is work underway to fill the gaps. The targets could be lowered, but that would affect aspirations. It was noted that this cohort's prior attainment was low – the predictions indicate good progress being made.

3.4.9. Darren reported that he has discussed reviewing flight paths and how they can be set with subject leaders; the drama path is not linear, for example. Flight paths are based on previous cohorts, and will be reviewed in light of the last three years to give a better view.

3.4.10. Penny suggested a focus on English and Maths to show progress through the year for all different groups.

3.4.11. The manner of presenting KS3 grades was discussed and it was agreed that this must show impact on progress from September to now. Penny advised to look at the PCS method of working.

3.5. Pupil Premium Strategy

3.5.1. The Aims of the strategy were carried forward from the previous year, as follows:

- Remove attendance as a barrier to learning and reduce the gap.
- Provide targeted Literacy and numeracy interventions for students whose progress has not been sufficiently rapid.
- Improve teaching and learning so that all teachers remove the specific barriers for the pupil premium students' they teach.
- Raising aspirations and the confidence of students so that they make sustained progress

3.5.2. It was confirmed that the report meets the statutory requirements for the website – and aligns with the SDP.

3.5.3. It was reported that:

- last year English and Maths tutoring had a positive impact and will continue
- Lexia did not show the desired impact – this has now been addressed, moving forward.
- Attendance for PP students is now reported accurately.
- Intervention trackers need to be embedded to show impact. Literacy is a focus.

3.5.4. In response to a question it was confirmed that the reported PP gap is the in-house gap. Penny explained that it is the PP and other national gap that must be compared. Penny also requested that the reports show how PPG progress is being accelerated.

3.5.5. Identifying the PP students is a priority and the staff team are on board with this. Middle leaders' focus, under wave 1 teaching and learning pedagogy, is to evaluate the progress of PP students, providing support to interrogate the data and move students forward. It was explained there are intervention trackers, PPG children are identified in the planning, and the teachers are being skilled in questioning. There is a personalised CPD programme, following a review of targets for teachers. There will be an audit of teacher targets. Penny advised Vicky to include details of the whole school approach to the pedagogy in the strategy, and the impact this had on the percentage of PPG students on track to meet targets.

3.5.6. Vicky explained that there is current PPG data for reading following tests. Term 2 will focus on middle leaders' involvement in PPG – development plans are being created. Team leaders are supporting staff with precision, using the data and developing the CPD. The whole school focus was marking and feedback, with training, knowledge of expectations, and also homework. Progress monitoring this term will focus on PP students – strategies are shared with all staff, for identified students. There will be ongoing refinement of the strategy.

3.5.7. The data is showing positive impact on attainment, and the team will now look at with a focus on progress.

3.6. PAN

In response to a question, it was reported that the number of first preferences is 87, there are 34 second preferences and 20 third preferences, a total of 122 total allocations, which is an improvement on last year. It is hoped that the number admitted will be at least 100, as there are not sufficient numbers for everyone to have their first preference. It was agreed that this is positive in the context of a number of local schools have increased PAN.

3.7. Swale Support

It was reported that Derek has met with directors and it has been confirmed that Liza needs to request support, as required. Some support has already been provided, or booked. Six days' support has been requested from the Swale Head of English before the end of year. SENCO support has also been arranged.

It was confirmed that impact needs to be shown, and support must be linked to the SIP objectives.

It was agreed to keep a precise record of the support – and it was noted to be free of charge. Penny explained that there are ongoing discussions between Fiona Wright and Jon at Swale, which has enabled Liza to approach the schools directly for support

Categorisation

Debbie explained that the meeting didn't take place as planned. Based on her observations, Debbie would suggest a category 3 though, based on last year's outcomes, the LA may request a 4.

Penny hoped that the LA needs to be in line with Ofsted regarding not relying on historic data – the school is currently demonstrating that progress is being made in the school now. Quality of provision is also improved.

Penny also recommended feeding back the input from Seamus at the categorisation meeting.

4. Finance, Premises, Health & Safety

4.1. Finance Report

Please refer to annex a, Confidential Minutes

5. Personnel

Please refer to annex a, Confidential Minutes

6. To approve the minutes of the last meeting – 21st September 2018

6.1. The minutes of the meeting of the 21st September were approved and signed as an accurate record of the meeting.

6.2. The confidential minutes of the meeting of the 21st September were approved and signed as an accurate record of the meeting.

7. Matters arising from the minutes, not included on this agenda

The summary of actions was reviewed and all actions marked as complete, except:

- Further updates to the SIP are required, under Personal Development, Behaviour and Welfare (PDBW)
- Debbie and Janet are still to complete SG training.

Actions:

- ***PDBW section of the SIP to be updated.***
- ***Safeguarding training to be completed by two members of the IEB.***

8. Safeguarding

Due to time constraints it was agreed that Penny will discuss this with the relevant lead on her next visit to the school.

Actions:

- ***DSL Safeguarding Report, and CP Overview to be discussed outside the meeting.***
- ***Appointment of a Mental Health and Wellbeing Governor to be deferred to the next meeting.***

9. Policies and Statutory Obligations

9.1. Website Compliance

9.1.1. It was confirmed that all the IEB information is shown on the website.

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Signed _____

9.1.2. It was agreed to ask GCS to complete an audit

Actions:

- **Website Audit to be commissioned.**

9.2. To approve the following policies:

- **ESCC model Safer Recruitment Policy- approved**
- **ESCC model Complaints Policy - approved**
- **Supporting Pupils with Medical Conditions Policy - approved**
- **Pay Policy – approved**
- Children Missing in Education Policy was deferred to the next meeting
- Attendance Guidance/Policy was deferred to the next meeting

10. Items for the next meeting

- Appointment of a Mental Health and Wellbeing Governor
- Children Missing in Education Policy
- Attendance Guidance/Policy
- Revised Induction checklist
- Careers Guidance (January 2019)
- DSL Safeguarding Report (March/July)
- Chair’s Safeguarding Visit Report (March/July)
- SCR Checklist (March/July)
- CP Overview (March/July)

11. Future Leadership Arrangements

It was reported that there is no further update, though further discussions are expected.

12. Next meeting: 14th December 2018, 12.30 – 3.30, at the school.

No	Action	By	Status
3.1	Attendance data in the SEF to be strengthened. Progress data to be the focus of the SEF, rather than attainment. Swale review date to be confirmed as soon as possible. Data presentations to focus on, for all students and priority groups, and for weaker departments, percentage on track for individual targets and end of year expectation. Information also to be provided to the IEB regarding on track data for the end of July and DP1.	LL LL SM DWS	
3.3.3	SEF to be reworked to show clearly the changes to policy, practice and leadership over 2017-18 and for the current year, to include actions, impact and next steps. T&L section of the SEF to be improved to show greater precision and focus on the current situation, including progress data but removing attainment	LL	
3.3.4	SIP to be streamlined, RAG'd and impact statements to be added. Attendance data in the SIP to be cohort specific.	LL	
7	PDBW section of the SIP to be updated. Safeguarding training to be completed by two members of the IEB.	ES JB and DC	
8	DSL Safeguarding Report , Chair’s Safeguarding Visit Report, SCR Checklist and CP Overview to be covered outside the meeting.	PG	

9.1.2	Website Audit to be commissioned.	GN	
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