

**Meeting of the Causeway School – Interim Executive Board
Held on Friday 15th November 2019, the Causeway School**

The meeting started at 9.00am and finished at 11.53am. It was clerked by Gaynor Newnham.

Present: Penny Gaunt (Chair), Sally Laidlaw, Janet Bowen, Derek Trimmer

Staff: Liza Leung (Executive Headteacher)
Sarah Speedie (Head of School)

Attended by: Gaynor Newnham (Clerk)

Apologies: Debbie Coslett

MINUTES:

1. Welcome, Apologies and Review Agenda

1.1. Welcome

Penny welcomed members to the meeting and complimented the good set of thorough and focused reports.

1.2. Apologies

Debbie Coslett

1.3. Review Agenda

The agenda was reviewed and it was agreed to add the following items:

- Academy update was added to item 11

2. Declaration of Business Interests

No changes

3. Headteacher Report

The Headteacher report had been circulated with the agenda.

The report was reviewed and the following items were discussed:

Applications for Year 7 2020:

First preference 70

Second preference 64

Third preference 30

These students were from the following schools:

West Rise: 38 - (SS presentation/assembly)

Shinewater: 27 - (Causeway Experience/Scholars)

Langney: 24 (Scholars)

Heron Park: 14

Stone Cross: 21

Penny also reported that the attitude of Stone Cross parents towards Causeway has changed recently.

The number of first preferences last year was reported, in response to questions, as:

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First preference 90
Second preference 35
Third preference 20

The total number of preferences has increased from 147 for 2019 to 164 to 2020. The number of first preferences from Langney Primary, where the children are part of the Scholars' Programme, has doubled.

This was agreed to be a positive trend.

It was reported that Willingdon PAN has not increased and no bulge classes are anticipated at other local schools.

A report on student's Reading Ages report was tabled at the meeting, as follows:

Year Group	% at age and above	-1m-1yr	-1yr 1m-2yrs	-2yr 1m-3yrs	-3yr 1m-4yrs	-4yr 1m-5yrs
7	33.91	9.56	8.69	5.21	4.34	14.78
8	38.46	11.53	10.25	12.82	3.84	5.12
9	40.17	12.5	8.92	8.03	8.03	5.35
10	27.02	14.86	9.45	5.4	8.1	6.75
11	30.85	21.21	13.82	7.44	6.38	7.44

In response to questions, it was confirmed that the Hodder Test was used to obtain the data, which shows that a significant number are reading below expectation for their age. The tests will be repeated, to double check the data.

Examples of the tests were shown to the IEB

It was confirmed that this was a cross – trust initiative, and comparative data was requested for the next meeting.

It was explained that there is work planned with the trust lead, using a methodical approach, with planned literacy twilight. Teaching staff have been informed of the situation and the books children can access have been clarified.

It was agreed that this explains some lack of engagement and the range of ability in some classes, as literacy levels are very low.

In response to further questions, it was explained that it is not possible to compare the cohorts.

Action:

- **Comparative reading age data to be available at the next IEB meeting.**

Possible strategies were discussed, and included:

- Accelerated reader
- Tiered interventions
- Adult literacy classes, which could take place at Causeway.

- Review of primary reading programmes. It was reported that the Executive Headteacher of the SAT Primary Hub in Eastbourne is attending the core network meetings and approaches to literacy and numeracy are being discussed.
- Literacy coaching with parents, though it was noted that parental engagement may be a barrier at Causeway.

Liza explained that the leaders are fully engaged, as they recognise that the children's literacy impacts on their ability to access the curriculum.

It was noted that secondary schools are not necessarily equipped to teach children phonics and reading skills. Small group work will be needed, though the staffing structure will not support this. The curriculum is being looked at, with a possible move to a skills curriculum for terms 3 and 4 in Y8, though it was agreed that a phonics teacher is needed. A way needs to be found to teach the children to read, for Term 3, using current capacity.

DT advised that there is good practice in this at Westlands.

The possibility of securing funding was discussed and it was agreed that this will be investigated.

It was noted that resources will be available post conversion, using Langney Primary Academy. This could provide an exciting development for cross phase working. SS explained that this has already been discussed.

Penny requested sight of Y7 KS2 reading scores and also suggested using last year's KS2 reading test, without coaching, as this will generate a meaningful score to validate outcomes of Hodder test.

Action:

- **Possible funding streams for teaching of reading and phonics will be investigated.**
- **Y7's KS2 reading scores to be reported at the next meeting**

Fixed Term Exclusion (FTE) was discussed, as the number of exclusions was reported as follows:

Total students: 25

8 students have had repeated FTEs = 31 days

3 students with 1 FTE's = 6 days in total

A comparison of attendance and exclusion data for individual (anonymised) students across all year groups was provided, which showed that FTE has increased this year. The reasons for this were challenged, and SS explained that the increase was expected, following a recalibration of the school's behaviour expectations. The level of student absence has also increased, and is expected to improve when the new behaviour policy had embedded.

Reduced on calls showed evidence of the impact of this strategy and student non-compliance has been addressed.

Refusing to work is now being addressed. It was noted that this, and each new tier of the strategy, may lead to further spikes, which will then settle.

The strategic actions for attendance and FTE were noted.

3.1. Updated Self Evaluation Form (SEF)

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The SEF had been circulated with the agenda.

The significant impact of student mobility was discussed, as many high prior attaining (HPA) students with poor attendance and behaviour records join Causeway towards the end of their school career. For this reason, Progress 8 scores are challenging to improve.

Liza explained that, as the school is being more recognised as inclusive, students are joining in KS4, particularly. The school is working with a number of different agencies, related to mental health and inclusion.

SS explained that the school is part of a pilot scheme, Therapeutic Thinking, for anti-social behaviour, looking at reshaped thinking in this area, to reduce FTE's and develop a less punitive approach. Research indicates that exclusion data could reduce by 60%, as a result. Following further questions, it was explained that the scheme is led by a private consultant commissioned by ISEND.

Derek suggested that this work should be cross-phase, as Shinewater Primary School has the same issues as Causeway.

It was agreed that mobility should be made more prominent in the SEF, to include clear data and commentary, showing which students joined the school in Y7 and which joined later and relative performance of those students who join later.

Action:

- **Mobility will be made more prominent in the SEF**

The impact of the Behaviour Policy was discussed and it was noted that reward points have reduced by a third since the previous year.

It was reported that the school categorisation visit has taken place; following discussions with the adviser, the LA has approved the school as a Category 3.

The Quality of Education section was discussed, as follows:

- Progress with the outliers should be demonstrated using clear case studies.
- Intent to be amended to show that quality of education intent is good (reference to the comments in brackets in the Ofsted criteria) and work is in progress.
- In response to questions, it was confirmed that evidence and RAG-rating reflects the comments in the recent Swale review.
It was asked whether the review recommendations are reflected in priorities or actions, and explained that the School Development Plan is written in three 100 day plans; the raising attainment plan in Y11 mentioned in the review could be covered in the SDP – DT recommended making the Y11 actions clear.
- It was suggested that the quality of education section would be strengthened if divided into intent, implementation and impact.

Penny asked if impact outcomes across the school really are emerging good; SS feels there is work to do to make this solid across the school. Penny emphasised the need to ensure the evidence includes a commentary, as well as the data, due to last year's headline data.

Attendance

Attendance was discussed and Liza reported that in Y11 there are 16 outliers, two of which have never entered the school but remain on role. Of the remaining 14, several are HPA who joined later in the school, and receive alternative provision.

The department improvement plan meetings have talked about outliers and presentation of data.

Means of reporting data was discussed, as the low number of students in some cohorts, where a student represents more than 1% of the total, skews the data and makes year on year comparison difficult.

Persistent absence (PA) was discussed and it was confirmed the decrease of 6% is significant.

It was also noted that attendance will have been affected by the recalibration of the behaviour expectations.

A number of amendments to the SEF were suggested, as follows:

- Personal Development RAG rating and commentary to be ensured to align.
- Behaviour evidence to be recorded in line with the new Ofsted framework.
- Personal development evidence to be improved. Though it was noted that this section was not completed by an Assistant Headteacher on this occasion, the staff are now in place to do this.
- Signpost the use FTE's to recalibrate behaviour to benefit the rest of the academic year. Add evidence will be added to show impact.

It was noted that the 90-minute conversation template is also being worked on and needs to include mobility

Action:

- **Personal Development RAG rating and commentary to be ensured to align.**
- **Behaviour to be recorded in line with the new Ofsted framework.**
- **Personal development evidence to be improved.**
- **Signpost the use FTE's to recalibrate behaviour to benefit the rest of the academic year. Add evidence will be added to show impact.**

3.2. School Improvement Plan

The SIP had been circulated with the agenda

The IEB noted that good quality plan, but asked if all actions will be possible to complete in Terms 1 and 2. Penny advised a reduction in the monitoring of implementation.

It was also advised that:

- The context of the plan should be updated to show the significant impact of mobility on attainment/progress at the school.
- Attendance reporting should be cohort specific, to enable tracking of the attendance of a cohort through the school.
- The SIP and SEF should be checked to ensure the data is accurate in both documents.

The IEB agreed that this is a strong plan with clear and good practice indicators and success criteria.

Action:

- **Update SIP to show the impact of mobility.**
- **Attendance reporting to be cohort specific, for tracking purposes.**
- **SIP and SEF to be ensured to include accurate data**

3.3. Attainment and Attendance of different groups for Years 7/8/9

This was not discussed.

3.4. Proposed attendance interventions, actions and impact of new procedures, absence coding.

This was discussed under item 3.0.

3.5. Swale Review Report

The Swale Review Report had been circulated with the agenda.
Please refer to the confidential minutes.

3.6. Y10 and Y11 Data Packs
Year 11

It was reported that mock data will be available at the next meeting; data will be presented to show all students and with outliers removed. Derek also suggested looking at data based on when the students joined to see if more time in school is reflected in progress measures.

Current Y11 FFT50 target for Basics 4 and 5+ were requested and reported to be 61% at 4+ and 36% at 5+.

In view of student mobility, it was agreed that all targets should be reviewed to ensure that the percentage of matched data is shown. Students who have attended since the start of Y7 should be in line with the targets.

It was also agreed that it is not appropriate to use FFT 20 targets, because of poor match, at this school, and to review the targets with the LA adviser.

Following a question, it was confirmed that the Y11 commentary should show a focus on disadvantaged students, as well as boys and HPA.

The focus on English literature was queried by Derek, who explained that good literature teaching will bring improvements to English language. In response to further questions, it was confirmed that the English Lead teaches Lead lessons.
Derek reported that he will also ask Vicky Wrighton from SAT to teach some lead lessons

Year 10 data

The IEB asked how this cohort's performance compares to the previous year and it was explained that their progress is better. SAT measures for HPA have been used, leading to a drop in the number of concerns.

DT requested that the data should be annotated to include succinct analysis and that the strategies should continue.

Action:

- ***Data to include students' length of time at the school, to see the impact on progress.***
- ***Targets to be reviewed to show the percentage of matched data.***
- ***Targets to be reviewed with the LA Advisor***
- ***Commentary update to show focus on DA students***
- ***Vicky Wrighton from SAT to teach some lead lessons***
- ***Y10 data to be annotated***

4. Finance and Premises

Please refer to the confidential minutes.

5. Personnel

5.1. Personnel Report

. Please refer to the confidential minutes.

5.2. Supply Analysis

This was discussed under agenda item 4.1

6. Minutes of the last meeting – 16th October 2019

The minutes of the meeting were approved as an accurate record of the meeting.
Subject to one amendment being made, the confidential minutes were also approved.

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

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The summary of actions was reviewed and it was noted that:

- All confidential actions have been completed. Finance support from January was secured from SAT but this may present a conflict, if the school's status remains unchanged.
- Sarah has attended Y6 parents' events at Langney Primary Academy and is due to attend a similar event at Shinewater School next week.
- Debbie's visit has been rescheduled for the 6th December.
- Penny completed her visit, where she observed a variety of lessons and saw varied practice. Students were attentive and responded to challenge; general attitudes and behaviour were consistently strong. Further observations are planned to review consistency of teacher expectations around the quality and quantity of work, and to monitor the marking of work; both areas of relative weakness observed by Penny. No teaching was inadequate.
- Support for staff was discussed. Please refer to the confidential minutes.
Impact statements were requested for the December IEB meeting, to focus on the quality of education and attendance.
- **The 90 minute conversation template will come to the next IEB**
- Maths support is planned
- KCSIE has not been read by all members– GN to send
- The website has been updated
- The SCR was checked

Action:

- **Impact statements (re staff support) to be completed**
- **Add 90-minute conversation template to the next agenda**
- **IEB member to read updated KCSIE – GN to send**

8. Safeguarding

The Safeguarding Member's visit report (2nd October 2019) and agreed actions were noted. The Safeguarding Audit and action plan will come to the December meeting.

9. Policies and Statutory Obligations

9.1. To approve the following policies:

9.1.1. Behaviour Policy

The Behaviour Policy was approved, subject to the cover page being updated.
Review date November 2020.

Action:

- **Behaviour Policy cover page to be updated.**

9.1.2. Scheme of Delegation

It was confirmed that the Scheme of Delegation had been approved at the July IEB meeting.

9.1.3. Safer Recruitment Policy

Approved

Review date November 2020.

9.1.4. Staff Discipline Policy

Approved

Review date November 2020.

9.1.5. First Aid Policy

Approved

Review date November 2020.

9.1.6. Health and Safety Policy

Approved

Review date November 2020.

9.1.7. Children Missing in Education Policy

Approved

Review date November 2020.

9.1.8. Complaints Policy

This was deferred to the December meeting, as only the toolkit was circulated.

9.1.9. SEND Policy (SEND Information Report)

A number of amendments were requested to the document, as follows:

- Next review date to be amended
- SPHERE – change to Personal Health
- State that Support Plans will be reviewed with parents 3 times per year

The SEND Information Report was approved, subject to the requested changes being made.

Action:

- ***SEND Information Report to be amended to show correct review date, change SPHERE to Personal Health and state that Support Plans will be reviewed with parents 3 times per year***

9.1.10. Model Teachers Pay Policy

The ESCC Model Pay Policy was approved in principle, to be personalised to the school.

It was confirmed that the IEB version will be circulated to staff when available.

Janet reported that the word 'optional' regarding staff acceleration was requested to be removed where there would be more than 1-point progression, and that criteria need to be added.

Action:

- ***ESCC Model Pay Policy to be personalised to the school.***

9.1.11. Positive Handling Policy

Approved

Review date November 2020.

9.1.12. Child Protection and Safeguarding Policy

This was approved, subject to the correct staff information being included in the document.

Review date November 2020.

9.1.13. Preventing Extremism and Radicalisation Policy

This was approved, subject to the correct staff information being included in the document.

Review date November 2020.

9.1.14. Recruitment and Selection Policy

This was approved, subject to the correct staff information being included in the document.

Review date November 2020.

9.1.15. Staff Behaviour Policy

This was approved, subject to the correct staff information being included in the document.

Review date November 2020.

Action:

- **Correct staff names to be confirmed to be included in the Child Protection and Safeguarding Policy, Preventing Extremism and Radicalisation Policy, Recruitment and Selection Policy and Staff Behaviour Policy**

9.1.16. Whistleblowing Policy

Approved

Review date November 2020.

Following a question, it was confirmed that the policy will be shared with staff via the staff handbook.

10. Items for the next meeting

- **Mock exam data**
- **Y7/8/9 data**
- Parents' Survey – Term 3
- Staff Survey – Term 3
- Impact statements to focus on the quality of education and attendance.
- 90 minute conversation template
- Safeguarding Audit Action Plan
- DSL Report
- Safeguarding Overview
- Complaints Policy
- Attendance Policy
- Freedom of Information Policy
- Allocation of additional resources to support the teaching of reading

11. Future Leadership Arrangements

Academy update

Please refer to the confidential minutes.

12. Next meeting:

Future meeting dates were confirmed as:

- **Tuesday 17th December 2019 at 9.00**
- **Friday 24th January 2020 at 9.00**
- **Friday 29th February at 9.00**

Summary of Actions

No	Action	By	Status
3	Comparative reading age data to be available at the next IEB meeting.	LL/SS	
3	Possible funding streams for teaching of reading and phonics will be investigated.	LL/SS	
3	Y7's KS2 reading scores to be reported at the next meeting	LL/SS	
3.1	SEF to be updated to show: Mobility is significant Personal Development RAG rating and commentary to be ensured to align. Behaviour to be recorded in line with the new Ofsted framework. Personal development evidence to be improved.	LL/SS	

	Signpost the use FTE's to recalibrate behaviour to benefit the rest of the academic year. Add evidence will be added to show impact.		
3.2	Update SIP to show the impact of mobility. Attendance reporting to be cohort specific, for tracking purposes. SIP and SEF to be ensured to include accurate data	LL/SS	
3.6	Data to include students' length of time at the school, to see the impact on progress. Targets to be reviewed to show the percentage of matched data. Targets to be reviewed with the LA Advisor Commentary update to show focus on DA students Vicky Wrighton from SAT to teach some lead lessons Y10 data to be annotated	LL/SS LL/SS LL/SS DT SS	
7	Impact statements (re staff support) to be completed Add 90-minute conversation template to the next agenda IEB member to read updated KCSIE – GN to send	SS GN DT	Sent
9.1.1	Behaviour Policy cover page to be updated.	SS/LL	
9.1.9	SEND Information Report to be amended to show correct review date, change SPHERE to Personnel Health and state that Support Plans will be reviewed with parents 3 times per year	SS/LL	
9.1.10	ESCC Model Pay Policy to be personalised to the school.	SS/LL	
9.1	Correct staff names to be confirmed to be included in the Child Protection and Safeguarding Policy, Preventing Extremism and Radicalisation Policy, Recruitment and Selection Policy and Staff Behaviour Policy	SS/LL	