

## **STANDARDS AND CURRICULUM COMMITTEE**

### **MINUTES OF THE MEETING HELD ON TUESDAY 2 MARCH 2021 AT 3.00PM VIA ZOOM**

#### **PRESENT:**

Nicola Kearney	Trustee (Chair)
Nick Gribben	Trustee
Natalie Morley	Parent Trustee
Peter Winter	Trustee
Paul Willerton	Principal

#### **IN ATTENDANCE:**

Kate Booth	Faculty Leader - Science
Lynsey Grace	Vice Principal, Observer
Kevin Harker	Vice Principal, Observer
Gemma Medare	Assistant Principal
Lydia Quick	Faculty Leader - MFL
Marion Wood	Trust Board Clerk

<b>Item</b>	
	The meeting opened at 3.05pm
<b>1.</b>	<b>ELECTION OF CHAIR</b>  Nicola Kearney agreed to become Chair of the Standards and Curriculum Committee after being proposed by Peter Winter and seconded by Paul Willerton.
<b>2.</b>	<b>APOLOGIES FOR ABSENCE</b>  An apology for absence had been received and accepted from Jo Davies.
<b>3.</b>	<b>DECLARATIONS OF INTEREST/POTENTIAL CONFLICTS OF LOYALTY</b>  There were no declarations of interest or potential conflicts of loyalty.
<b>4.</b>	<b>NOTIFICATION OF URGENT BUSINESS</b>  No items of any other business had been reported.
<b>5.</b>	<b>MINUTES OF THE PREVIOUS MEETING HELD ON 3 DECEMBER 2020 FOR APPROVAL</b>  The minutes of the meeting held on the 3 December 2020 were approved as a true and

	correct record and would be signed by the Chair.
<b>6.</b>	<p><b>MATTERS ARISING</b></p> <p>No matters arising or action points were reported from the previous minutes.</p> <p>Peter Winter reported that the skills of Trustees would be reviewed at the Trust Board meeting scheduled on Tuesday 17 March 2021.</p> <p><i>Trustees agreed to take agenda items 10, 11 and 15 at this point of the meeting.</i></p>
<b>10.</b>	<p><b>SCIENCE AND MFL DEVELOPMENT PLAN</b></p> <p><i>Lydia Quick, Faculty Leader – MFL joined the meeting at 3.12pm</i></p> <p>The Principal introduced the Trustees and other participants at the meeting.</p> <p>Lydia Quick presented a PowerPoint on the MFL Faculty Improvement Plan 2020/21 on screen which included:</p> <ul style="list-style-type: none"> <li>• Priority Area 1 to 5 which included knowledge organisers being used by students, disadvantaged students – quality first teaching with high standards and the home learning programme which had been praised by the external consultant.</li> </ul> <p>Q. Was Spanish the only Modern Foreign Language available at The Sutton Academy?</p> <p>A. There were currently two French classes in Year 10 which would proceed to Year 11 in 2021/22, but the current Years 7, 8 and 9 pupils had access to one Modern Foreign Language which was Spanish.</p> <p>Q. Had there been observations of live lessons?</p> <p>A. No, but the resources were quality assured before they were uploaded.</p> <p>Q. Would the resources which had been developed by the faculty during lockdown be used when pupils returned to school full-time?</p> <p>A. Yes, the resources, format of the lessons and learning opportunities were the same whether the pupils were working from home or in school to ensure consistency.</p> <p><i>Lydia Quick left the meeting and Kate Booth, Faculty Leader – Science joined the meeting at 3.35pm.</i></p> <p>The Science Faculty Improvement Plan 2020/21 had been circulated prior to the meeting and Kate Booth presented a PowerPoint on the Plan on the screen which included:</p> <ul style="list-style-type: none"> <li>• Priority Area 1 to 4 which included the first round of tracking had been done for all year groups, targeted interventions would resume once pupils returned to school and knowledge organisers had been adapted for SEN pupils.</li> </ul> <p>Q. Had the scheme of work for Year 11 pupils been completed?</p> <p>A. Yes, the Year 11 pupils had completed the scheme of work online but there would be some gaps in knowledge which would be addressed.</p> <p>Q. Had pupils had access to practical and laboratory work?</p> <p>A. Teachers had undertaken practical work and produced videos so that the pupils could see the methods used during practical and laboratory work.</p>

	<p>Q. What would the Year 11 pupils be studying when they return to school as they would not be sitting exams in 2021?</p> <p>A. Pupils would continue with examination revision even though they will not sit an examination.</p> <p>The Principal reported that predicted grades would be available by 18 June 2021. There would be an assessment window in May 2021 to enable pupils to prove what grade they could achieve, which may be better than the predicted grade.</p> <p><i>Kate Booth left the meeting at 5.53pm</i></p>
11.	<p><b>TEACHING AND LEARNING STRATEGY: PROGRESS REPORT</b></p> <p>The Teaching and Learning Update for Trustees – February 2021 had been circulated prior to the meeting and Lynsey Grace presented a PowerPoint on the screen which included:</p> <ul style="list-style-type: none"> <li>• The four 2020-21 Teaching and Learning Strategy aims</li> <li>• The February 2021 update and impact</li> </ul> <p>Lynsey Grace provided an overview and examples of ERIC which was 'Everybody Reading in the Curriculum'. She also reported:</p> <ul style="list-style-type: none"> <li>• There had not been observations of live lessons but the quality of pre-recorded lessons had been reviewed.</li> </ul> <p><i>Nick Gribben left the meeting at 4.00pm</i></p> <p>Q. Who selected the texts for the various subject areas?</p> <p>A. The different departments had chosen the texts. For example, the Maths department provide the opportunity for pupils to read solutions to mathematic problems.</p> <p>The Committee Chair asked for examples of knowledge organisers to be shared with Trustees.</p> <p><b>Action:</b> Mr R Hodgson, Assistant Principal would undertake a presentation on knowledge organisers at the next Standards &amp; Curriculum Committee meeting.</p>
15.	<p><b>KEY STAGE 3, 4 AND 5 CURRICULUM STRUCTURE 2021/22</b></p> <p>Lynsey Grace reported that she would be recording the items as part of a project for the National Professional Qualification for Headship (NPQH). She presented a PowerPoint on Curriculum Matters on the screen which included:</p> <ul style="list-style-type: none"> <li>• The rationale about the project.</li> <li>• From good to great.</li> <li>• Why a three-year Key Stage 3.</li> <li>• The overall curriculum structure and a knowledge rich curriculum.</li> <li>• The Teaching and Learning Strategy – curriculum development and effective instruction.</li> <li>• Reforming the curriculum was an on-going process.</li> </ul> <p>Q. What would be the impact on students with additional educational needs (AEN)?</p> <p>A. AEN students needed to have access to the full curriculum with prior knowledge being prioritised and a move from differentiation to scaffolding strategies.</p>

	<p>Q. Was there an emphasis on knowledge as well as skills? A. Knowledge was important along with the skills to research and find knowledge.</p> <p>Q. How would you ensure that the culture was knowledge rich and the curriculum was right for everyone? A. The value of education needed to be taught and aspirations needed to be explicit in the culture.</p> <p><i>The meeting returned the original agenda from item 7</i></p>
7.	<p><b>SEND REPORT</b></p> <p>Gemma Medare, Assistant Principal presented a PowerPoint AEN Report 2020/21 on screen which included:</p> <ul style="list-style-type: none"> <li>• A comparison between the 2019/20 and 2020/21 cohorts.</li> <li>• Applications for the 2021/22 intake included six pupils with an education, health, and care plan (EHCP).</li> <li>• An overall AEN outcomes comparison from the 2015/16 to 2019/20 years.</li> <li>• Details of the overall wellbeing, attendance, and behaviour of pupils.</li> <li>• There were 197 AEN students on roll with 127 students being double disadvantaged as AEN and PP.</li> </ul>
8.	<p><b>REPORT ON THE IMPACT AND EFFECTIVENESS OF PASTORAL CARE</b></p> <p>Gemma Medare, Assistant Principal presented a PowerPoint on the Pastoral Support Review 2020/21 on screen which included:</p> <ul style="list-style-type: none"> <li>• 7% of the school population had received pastoral support.</li> <li>• The Counsellor Service had been accessed by students and school staff.</li> </ul> <p>Q. Had all pupils been given the opportunity to build resilience? A. There were opportunities to build resilience via the ready to learn package and PSHE.</p> <p><b>Action:</b> The Committee Chair agreed to send Gemma Medare information about a charity which provided training on resilience.</p>
12.	<p><b>REPORT ON BEHAVIOUR, ATTITUDE AND STUDENT TRANSFERS</b></p> <p>Gemma Medare, Assistant Principal presented a Behaviour and Attendance Report PowerPoint on screen which included:</p> <ul style="list-style-type: none"> <li>• Attendance, punctuality, behaviour, and exclusions.</li> <li>• The reasons why 16 pupils had been deleted on roll and 30 pupils had been added on roll.</li> </ul> <p>Q. Why had more pupils joined the academy? A. Year 9 was below capacity so the academy had to accept any pupils who wished to join the year group.</p> <p>Q. Could Year 9 admissions be disruptive? A. The Y9 admissions had been successful and the pupils had settled in with the cohort.</p> <p><i>Gemma Medare left the meeting at 5.27pm</i></p> <p><i>Trustees agreed to take agenda items 14 at this point of the meeting.</i></p>



14.	<p><b>DISADVANTAGED PUPIL PREMIUM PLAN</b></p> <p>The Sutton Academy Pupil Premium Strategy Statement had been circulated to Trustees prior to the meeting. Kevin Harker reported:</p> <ul style="list-style-type: none"> <li>• On the progress update 2 – February 2021 with had been RAG rated.</li> <li>• Some actions had not happened due to the lockdown.</li> </ul> <p>Q. Where does the academy save the report on how the money was spent?</p> <p>A. The Pupil Premium Strategy Statement was on the academy website. The funding can be used for all students but The Sutton Academy would need to demonstrate the impact on disadvantaged students.</p>
9.	<p><b>SUBJECT TRACKING REPORT</b></p> <p>The KPI Report 2020/21 had been circulated prior to the meeting and the Principal reported:</p> <ul style="list-style-type: none"> <li>• Track 2 predicted February 2021 information had been included.</li> <li>• The data looked accurate and fair.</li> <li>• Disadvantaged and HAP progress had suffered due to the lockdown.</li> <li>• There would be a boost and secure programme for HAP once pupils returned to school.</li> </ul>
13.	<p><b>SAFEGUARDING REPORT</b></p> <p>The CPOMS Incident Report – 25 November 2020 to 4 February 2021 and the Safeguarding Report had been circulated prior to the meeting and the Principal reported:</p> <ul style="list-style-type: none"> <li>• Parental contacts had been logged on CPOMS.</li> </ul>
16.	<p><b>URGENT BUSINESS</b></p> <p>No items of any other business had been reported.</p>
17.	<p><b>DATE AND TIME OF NEXT MEETING:</b></p> <p>Trustees noted that the next meeting of the Standards &amp; Curriculum Committee had been scheduled for Thursday 10 June 2021 at 3.00pm.</p>

*The meeting closed at 6.00pm*

