

MILLTHORPE SCHOOL



Minutes of the Quality & Curriculum Committee

Held Thursday 24th October 2013 at 6pm
In the School Meeting Room

Present: Mr Trevor Burton (Headteacher) [from 6.30pm] Ms Nicki Mitchell (Chair)
Mrs Sarah Barbacane [from 6.10pm] Ms Jenny Kent
Mr John Fletcher [until 7.25pm] Mrs Christine Oliver
Mr Don Henson Mrs Helen Thomas

In Attendance: Ms Tania Andrie (Assistant Headteacher) [from 6.23pm]
Mr John Bates (Assistant Headteacher)
Mr Tim Gillbanks (Assistant Headteacher) [from 6.20pm]
Miss Amy White (Clerk to Governors)

		Action
1.	<p>Welcome – Apologies – Declarations of Interest Everyone was welcomed to the meeting and apologies for absence were received from Dave Merrett and Richard Newton. Apologies for late arrival were received from the Headteacher. There were no declarations of interest.</p> <p>Assistant Headteacher, John Bates, was welcomed to the meeting and round the table introductions took place.</p>	
2.	<p>Election of Chair Nicki Mitchell was nominated as Chair of the Committee Proposed: Don Henson Seconded: Helen Thomas Agreed: Unanimously</p>	
3.	<p>Review Terms of Reference (previously distributed) Governors reviewed the Terms of Reference for the committee and the following sections were discussed and amendments agreed:</p> <p><u>1. Composition</u></p> <ul style="list-style-type: none"> · Change “Between 3 and 5 members...” to “At least three members of the governing body...” · Change “...invite additional members to attend...” to “...invite observers to attend...” <p><u>2. Quorum</u></p> <ul style="list-style-type: none"> · Change to “The quorum of the meetings of the committee shall be three members of the committee or more as determined by the committee” <p><u>3. Terms of Reference of the Committee</u></p> <ul style="list-style-type: none"> · 3i: Governors discussed that pastoral arrangements were the remit of the School and Community Committee and it was agreed that this reference would be removed from this section of the Terms · 3ii and 3v: amend to read “to monitor...” · 3iv: Amend to read: “to monitor relevant parts of the School Improvement Plan and make recommendations for updating the Plan” · 3vi: Amend to read: “develop content of, and monitor adherence to, relevant school policies” <p><u>4. Functions Retained by the Governing Body</u></p> <ul style="list-style-type: none"> · 4ii: “agree any general principles on pupil discipline”. It was agreed that this was the remit of the School and Community Committee <p><u>5. Appointment of Chair, Vice Chair and Clerk</u></p> <ul style="list-style-type: none"> · Amend to “The appointment of the Chair, any Vice Chair and the Clerk...” <p><u>7. Convening Meetings</u></p> <ul style="list-style-type: none"> · The Clerk agreed to check if the Director of Education could still request a meeting and update the terms appropriately. <p>Sarah Barbacane entered the meeting at 6.10pm</p> <ul style="list-style-type: none"> ▪ Subject to the above amendments, governors unanimously approved the terms of reference 	Clerk
4.	<p>Minutes of the meeting held on 12th June 2013 The minutes of the meeting were agreed as a true and accurate record of the meeting and were signed</p>	

	by the Chair.									
5.	<p>Matters Arising and Action Plan With reference to the Action Plan:</p> <table border="1" data-bbox="165 248 1393 472"> <tr> <td>Contact Maxine Squire re-governor data interpretation training</td> <td>In the absence of the Headteacher there was no update available. Assistant Headteacher, John Bates, offered to check the dates.</td> </tr> <tr> <td>Review structure of Examinations Policy</td> <td>Completed and on agenda</td> </tr> <tr> <td>Amend policies as agreed</td> <td>Completed</td> </tr> <tr> <td>Contact all governors to arrange for visit forms to be submitted before the next FGB meeting</td> <td>Completed</td> </tr> </table> <p><u>Matters Arising</u> With reference to the Examinations Policy, Helen Thomas reported that the policy had been made consistent with the format and structure of other school policies. A number of changes had also been made to remove implementation details. It was noted that these details were included within school procedures. Sarah Barbacane reported that implementation monitoring took place during spot examination visits.</p> <p>The Chair offered to e-mail all updated and approved policies to the Headteacher, Jon Deamer (Curriculum Support) and Alex Collins (Business Manager).</p> <p>John Fletcher informed governors of a Christmas Dance taking place on 13th December which would be hosted by the Dance Band he was a member of. He explained that the PTA (Parent Teacher Association) was involved in organising the dance and it would be an opportunity to promote the school and community and raise money for Friends of Millthorpe. All governors were invited to attend and the Chair offered to assist with the sale of tickets to governors.</p> <p><i>Tania Andrie (Assistant Headteacher) entered the meeting at 6.23pm</i></p>	Contact Maxine Squire re-governor data interpretation training	In the absence of the Headteacher there was no update available. Assistant Headteacher, John Bates, offered to check the dates.	Review structure of Examinations Policy	Completed and on agenda	Amend policies as agreed	Completed	Contact all governors to arrange for visit forms to be submitted before the next FGB meeting	Completed	Chair
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6.	<p>Results Analysis including KS3 attainment data Tim Gillbanks, Assistant Headteacher, tabled the Fischer Family Trust (FFT) Governor Dashboard for 2013. He explained that the school received a more detailed KS4 report that was used by the Senior Leadership Team (SLT) to analyse data and three year trends. Tim offered to e-mail the more detailed document to governors.</p> <p>Governors were made aware that Raise Online data would be reviewed by Ofsted who would also review any other data provided by the school.</p> <p><i>The Headteacher entered the meeting at 6.30pm</i></p> <p>Tim outlined the information within the FFT dashboard and highlighted the following:</p> <p><i>Pupil Results and Progress – Attainment and Achievement 2013</i> Tim explained that the 5A* - C measure would not be a key measure in the future. The key measures would be 'Best 8 subjects', 'Levels of progress in English' and 'Levels of progress in Maths'. Governors reviewed the results and progress data provided and asked why the national average for each measure was zero. The Headteacher explained that for school results to be in-line with the national the sum should be zero when taking the school result away from the national average.</p> <p><i>Relative Strengths and Weaknesses (3 years)</i> were highlighted and the Headteacher stated that the focus needed to be on improving the attainment and progress of Pupil Premium and Special Educational Needs (SEN) students. The Headteacher highlighted that these focus areas was emphasised within the School Improvement Plan (SIP). Tim highlighted that students receiving Free School Meals (FSM) in Year 11 in 2013 achieved positive results but the Pupil Premium group included students who had been eligible for FSM within the last six years. Governors were made aware that the school would be questioned on Pupil Premium in every area of an inspection.</p> <p><i>Key Stage 4 Performance Summary</i> Governors noted that the actual school results for 2013 were significantly better than the National Average in the following key measures:</p> <ul style="list-style-type: none"> · % 5 A* - C including English and Maths · Average Point Score (best 8) 	T.G								

- Average Grade (GCSE only)
- % 3 Levels Progress – English
- % 3 Levels Progress – Maths

GCSE subject performance (2013) and Pupil Groups – achievement over 3 years

Governors reviewed the results and it was highlighted that achievement for FSM students over the last three years was significantly below the national. It was also highlighted that Spanish and Health and Social Care were missing from the data.

Pupil Context (Year 11, 2013) and School Absence (Year 7 to Year 11, 2013)

Governors received the information and the Headteacher explained that current procedures encouraged attendance of at least 95% and he felt this could be improved further.

Key Stage 3 Data

Tim Gillbanks tabled Key Stage 3 achievement data for English, Maths and Science (this data was for the current Y10 cohort). Tim explained that the data had been sent from the LA and included data for other secondary schools to provide a comparison. He asked governor to keep this data confidential.

Tim explained that it was a statutory requirement for schools to provide end of key stage levels to the LA and Government for English, Maths and Science. However, only full levels were provided (not sub levels a, b or c). Governors were informed that students were expected to make three levels progress from KS2 to KS4; progress from Level 5 at the end of KS3 to a grade B GCSE.

The Headteacher reported that there were no external examinations or moderations for KS3 and all levels were based on teacher assessments. He therefore felt that KS3 comparisons with other schools were not as reliable or beneficial as KS4 comparisons.

In response to a question relating to teacher assessments, governors were reassured that the teacher assessments were accurate but the level descriptors for subjects were very different. The Headteacher explained that assessments in English, for example, were often based on coursework while Maths assessments were test based.

A governor highlighted that levels of progress would be critical and there had been historical concerns and challenges relating to possible inflation of primary school levels. Tim stated that he had no concerns regarding the current and recent data being received from primary schools.

The Headteacher explained that national curriculum levels in KS3 were going but he was determined to maintain KS3 levels within school. It was discussed that the levels provided a way of tracking students and helped as a teaching mechanism.

In response to a question, it was stated that the most useful KS3 data to monitor was the percentage of students on target to make 'Good' progress at KS3. The Headteacher felt this information should be restricted to English and Maths as these were the crucial subjects and there were difficulties with comparability of other subjects. Tim highlighted that there would be a round of tracking in December and this progress data would then be produced for the next meeting.

Governors were invited to ask questions or comment on any of the information provided.

A governor referred to the absentee data in the FFT dashboard and highlighted that there were 38 students with EAL (English as an Additional Language) and 13% were persistent absentees. A question was raised regarding resources to support these students.

The Headteacher acknowledged that the percentage was high in comparison to the national and explained that the Deputy Headteacher was monitoring absence. Tim explained that some students with EAL could not speak any English on arrival while other could speak very good English. One-to-one support was available to EAL students from the LA and the school had to apply for funding to receive this support. However, the time available for the one-to-one support was limited. The Headteacher explained a potential issue with the funding and support for EAL pupils, stating that schools could decide to retain the proportion of budget received for EAL and not de-delegate it to the LA to provide support in this area. If this happened then schools would need to buy-in private assistance and there might not be the breadth of languages and support available.

Further questions were raised and it was agreed that the discussion would be deferred to the next School and Community Committee meeting as attendance and behaviour was in the remit of that committee.

Tim was thanked for presenting the FFT and KS3 data.

Agenda

S&C

<p>7.</p>	<p><i>School Improvement Plan overview</i></p> <p>The Headteacher reported that it was early in the school year but work was taking place on the SIP with a focus on early exam entry, middle leaders and teaching and learning. Governors were made aware that the new Assistant Headteachers were taking on the following responsibilities:</p> <ul style="list-style-type: none"> · John Bates: Teaching and Learning Monitoring achievement and interventions in KS4 · Tania Andrie: Middle Leaders Monitoring achievement and interventions in KS3 <p>The Headteacher highlighted that there was a greater focus on levels of progress, Pupil Premium and SEN. He then made governors aware that more able students were also prominent in the new Ofsted framework. Tim Gillbanks would be incorporating the focus on more able students into his responsibilities and would develop work in this area with middle leaders.</p> <p>The importance of Pupil Premium reporting in all areas was reiterated and governors were informed that the school was equipping staff with data relating to their Pupil Premium students.</p>	
<p>8.</p>	<p><i>Allocation of Link Governor roles to key areas of the School Improvement Plan</i></p> <p>The Chair reported that discussions had taken place during the School and Community Committee relating to link governor roles and continuity with the previous year's links. This would ensure greater knowledge and expertise during an Ofsted inspection.</p> <p>The Headteacher explained that it would be beneficial to allocate a link governor to Pupil Premium. This governor would be able to meet an Inspector and answer questions on all aspects of Pupil Premium. Don Henson offered to fulfil this link governor role.</p> <p>Governors discussed that it was not necessary to have a link governor for every individual objective within the SIP but it was important to link to the key areas. The Headteacher stated that quality of teaching had not previously been closely monitored and he would like a governor to link to this area under SP1: <i>Improving achievement through developing teaching</i>. Year 7 catch up in Literacy and Numeracy was also agreed as a key area of the SIP.</p> <p>Considering the discussions and the suggestions, the link governor allocations were agreed as below:</p> <p><u><i>SP1: Improving achievement through developing teaching</i></u> Sarah Barbacane to link to the following SP1 objectives:</p> <ul style="list-style-type: none"> · We will give all teachers means of improving their practice, from RI to Good and from Good to Outstanding – these will be through the Teacher Development Team, Head of Department, our Teacher Learning Communities or via individual research. · We will refine our teacher professional development programme to align it better with training needs arising out of performance management · We will provide a comprehensive and representative evidence base to support the performance management of teachers. <p>Christine Oliver to link to the Homework Policy and following SP1 objectives:</p> <ul style="list-style-type: none"> · We will improve the effective use of assessment within lessons · We will improve the effectiveness of homework <p><u><i>SP2: Refine out assessment and intervention procedures</i></u> Nicki Mitchell (Chair) to link to the following SP2 objectives:</p> <ul style="list-style-type: none"> · At KS4, refine last year's practice in Y11 and introduce the best elements into Y10 · At KS4, spread what can be generalised from English and Maths into all other subjects, including precise assessment against course components and within-subject intervention following this. · Directors of Achievement and Student Support Officers will work with students at KS4 whose behaviour for learning is restricting their progress · We will provide additional teaching of core subjects at KS4 to improve the attainment of students whose progress is least secure · Co-ordinate KS4 assessment between subjects to avoid student workload peaks <p>Richard Newton to link to the following SP2 objectives:</p>	

- Roll out Race Diagrams and Flight Paths to KS3 to allow accurate and early identification of failure to make good progress
- At KS3, we will ensure we make best use of a range of targeted interventions to address failure to make good progress
- Any student under-achieving will be identified by SLT, HoD and teacher, and their teacher will make an appropriate response.

It was noted that Richard's link role would incorporate working with Mary Griffiths (Director of Inclusion) to discuss the specific Y7 catch-up.

Pupil Premium across all areas – Don Henson

9. Target Setting (tabled)

The Headteacher tabled the school's targets for KS4 outcome indicators and explained that they had been included within the Three Year Plan. The Headteacher then explained that governors no longer had a statutory duty to set targets but he felt it was important for governors to be involved.

The Headteacher gave an explanation of the indicators and highlighted that Best 8 points referred to a student's best 8 GCSEs or equivalent. This indicator would change over the coming years to link to the English Baccalaureate. With reference to the 5A* - C EM Gap, the Headteacher reported that the national for 2013 was in the region of 26% and the school achieved 30%. Governors noted that the school was currently in the top 33% of all schools.

John Fletcher left the meeting at 7.25pm

Governors discussed the targets for 2014, 2015 and 2016 and highlighted the following:

A governor highlighted that the targets for 3LP in English and 3LP in Maths were lower than the actual achieved in 2013. The Headteacher explained that the school had exceeded the 2013 targets which had been estimated at 71% and achieved at 77%. Governors expressed that they would prefer these targets to be raised to the mid 70s.

In response to a question the Headteacher explained that the SLT and Subject Leaders were responsible for targets and were all ambitious. Tim Gillbanks said he felt the targets for 3LP should be in the region of 80% as similar schools nationally were achieving higher than 77%. He felt the school could restrict itself by making comparisons to local schools only. Tim then highlighted that tracking had been improved and all staff were focused.

The Headteacher added that if the school wanted to make a genuine bid for Outstanding then they needed to show more than expected progress.

Governors agreed that the targets should be made more aspirational and acknowledged that the SLT would be aiming high. The key indicator was highlighted as 5A* - C EM Gap and the targets were agreed as below:

Indicator	2014	2015	2016
5A* - C inc EM	74%	71%	73%
Best 8 points	362	356	360
3 LP English	80%	80%	80%
4 LP English	40%	35%	40%
3 LP Maths	80%	80%	80%
4 LP Maths	40%	35%	40%
5A* - C EM Gap	25%	20%	15%

10. Careers Advice – Feedback from Ofsted visit

The Headteacher reported that the school had received a careers advice inspection and the feedback had been circulated prior to the meeting. The Headteacher said that he was pleased with the feedback received.

Governors noted that the school did not have a conflict of interest, as it did not have a sixth form, and budget had been allocated to purchase support from the LA in order to provide the best advice and guidance for students. Tim Gillbanks was identified as the lead member of staff for Careers Advice.

In response to a question the Headteacher explained that there was not a formal assessment following the inspection but the school had received a letter of thanks for taking part.

	<p>Governors agreed that the feedback was very positive and they were impressed with the position of the school.</p>	
11.	<p>Ofsted dry run feedback</p> <p>Governors were informed that Mark Wilson (Additional Ofsted Inspector) had visited the school and looked at a variety of areas. The Headteacher reported that areas for further improvement had been identified as:</p> <ul style="list-style-type: none"> · Effective monitoring – Tania Andriele would be taking a lead · Marking and Feedback – John Bates would be presenting sessions to staff <p>The Headteacher noted that a scrutiny had been put together relating to marking and feedback and after two weeks there had been improvements.</p> <p>The Headteacher reported that Mark had held an interview with governors (Bob Sydes, Don Henson, Eileen Robertson and John Fletcher) and stated that they had responded well. Further improvements could be made by allocating governors to answer the 'six key questions' relating to the following areas:</p> <ul style="list-style-type: none"> · Cause for concern subjects · More able students · School Improvement Plan · Pupil Premium · Special Educational Needs · What the governing body had done to help the school improve from the previous inspection <p>Don Henson said that he had produced a summary from the interview and would e-mail it to the Headteacher and Chair for consideration before sending it to all governors.</p>	D.H
12.	<p>Pay Committee membership</p> <p>The Chair reported that during the Full Governing Body meeting it was suggested that a member of the Quality and Curriculum Committee should join the Pay Committee alongside the eligible members of the Finance and Staffing Committee. Governors highlighted that Helen Thomas was a member of all three committees.</p>	
13.	<p>Policy Review 13.1) Exam Policy</p> <p>Following a brief discussion under Item 5, it was reiterated that the main concern regarding the policy was scrutiny of effectiveness.</p> <p>Tim Gillbanks reported that visits were carried out by Edexcel and AQA who would drop-in to exams and review the Exam Policy. Governors were then informed that a Btec visit would take place on 20th November and the Exam Policy and procedures would be scrutinised.</p> <p>Helen Thomas explained that during the review of the policy she felt the procedures were in place but wanted to ensure that the Exam Policy was serving the students in relation to their options. John Bates reported that there were links to the SIP priority referring to 'Level of Challenge' and the Headteacher added that this area was also reviewed in relation to the curriculum. The Headteacher encouraged link governors to discuss curriculum and exam options with their link member of staff.</p> <ul style="list-style-type: none"> ▪ Governors unanimously approved the Exam Policy 	
14.	<p>Confidentiality</p> <p>There were no items recorded as a separate and confidential minute.</p>	
15.	<p>Any other business</p> <p>The Chair highlighted that during training with Mark Wilson it had been advised that reports on Teaching and Learning should be allocated to a committee. The Headteacher explained that following lesson observations a report would be given to the committee relating to the judgments made. This information would be available for the next meeting and lesson observations would be a standing item on future agendas.</p> <p>A governor asked if subject leaders carried out lesson observations. The Headteacher replied that the SLT would carry out observations in the spring term and Heads of Department (HoD) and the SLT would carry out paired observations in the summer term.</p>	Agenda

	With reference to Teaching Assistants (TAs) it was noted that there was outstanding practice in school and a framework was being put in place to share this practice.	
16.	Dates of next meetings: <ul style="list-style-type: none"> · Thursday 27th February 2014 · Thursday 12th June 2014 	

The meeting ended at 8.00pm

Ms N Mitchell
Chair of Committee

Date Signed

**Action Plan following the Meeting of the Quality & Curriculum Committee
Held Thursday 24th October 2013 at 6pm**

	Action	Agenda	Person	Date
1.	Check if Director of Education can request a meeting and update TOR appropriately	3	Clerk	Asap
2.	E-mail updated and approved policies to the Headteacher, Jon Deamer and Alex Collins	4	Chair	As appropriate
3.	E-mail FFT detailed document to governors	6	Tim Gillbanks	Asap
4.	E-mail Mark Wilson interview notes to Chair and Headteacher	11	Don Henson	Asap

Standing Items:

- School Improvement Plan
- Lesson Observations

Items for Future Meetings:

- KS3 Progress data

School and Community Agenda: Absence of groups including EAL