

MILLTHORPE SCHOOL



Minutes of the Quality & Curriculum Committee

Held Thursday 27th February 2014 at 6pm
In the School Meeting Room

Present: Mr Trevor Burton (Headteacher) [*until 6.40pm*] Ms Nicki Mitchell (Chair)
Mrs Sarah Barbacane Mr Richard Newton
Mr John Fletcher Mr Martyn Pysanczyn
Mr Don Henson Mr Bob Sydes
Ms Jenny Kent [*from 6.10pm*]

In Attendance: Mr John Bates (Assistant Headteacher)
Mr Tim Gillbanks (Deputy Headteacher)
Mrs Mary Griffiths (Director of Inclusion) [*until 6.40pm*]
Ms Naomi Heaton (New Staff Governor)
Miss Amy White (Clerk to Governors)

| | | Action |
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| 1. | <p>Welcome – Apologies – Declarations of Interest The Chair welcomed everyone to the meeting and noted apologies from Helen Thomas and Cllr. Dave Merrett. New staff governor Naomi Heaton and Director of Inclusion Mary Griffiths were welcomed to the meeting and round the table introductions took place.</p> | |
| 2. | <p>SEND Changes – Mary Griffiths Mary Griffiths reported that there were a number of Special Educational Needs and Disabilities (SEND) changes taking place and the school was reviewing and refreshing its SEND practice.</p> <p><u>Code of Practice</u> With reference to presentation slides – which would be circulated to governors after the meeting – Mary outlined the new Code of Practice which would be in place from September 2014. Mary reported that the school had commented on the draft Code and taken part in the consultation. From the presentation, governor noted the SEND Reform Journey from March 2011 to September 2014.</p> <p><i>Jenny Kent entered the meeting at 6.10pm.</i></p> <p><u>The Vision</u> The vision for SEND was included in the presentation and Mary highlighted the increased focus on aspirations and final outcomes. Mary emphasised that early identification would be from birth and work would take place with the NHS and other services to ensure interventions were in place. Governors noted that a single Education, Health and Care Plan (EHCP) would be put in place from birth to age 25 for more complex needs. A governor asked if there would be involvement from GPs and Mary answered that a host of people could be involved in the vision and EHCP including GPs and health visitors.</p> <p>Mary highlighted the importance of staff knowledge, understanding and skills and explained that students with SEND would be placed into ‘bands’ which had thorough and rigorous descriptors. These bands would require schools to provide more than differentiation in lessons.</p> <p>Governors were informed that authorities were required to publish a Local Offer and schools were required to publish a School Offer. These would outline what the authority and school would do to support their SEND students. A governor raised a concern that the School Offer could result in competition between schools and Mary acknowledged that this was a concern. A governor asked if there would be any collaboration between schools and were advised that there were some discussions taking place but further guidance was required. In response to a question, Mary clarified that the School Offer would outline what the school was required to offer and how it would fulfill those requirements. The School Offer would therefore be the Local Offer with added value.</p> <p>Governors discussed that some schools would communicate SEND expertise within their staff group through their School Offer. This would be helpful to parents when choosing a school but could result in schools receiving a high number of students within one band or with a specific area of need. Governors</p> | |

considered the school's areas of expertise/specialism and interventions and transition were highlighted.

Mary highlighted that student and family centered reviews were part of the SEND vision and the Headteacher reported that he received regular information from Mary and the Inclusion Team regarding SEND students. He highlighted that a lot of work was already taking place including meetings and reviews with students.

Further considering the EHCP, Mary reported that there were five current students with a Statement of SEN and a further four students from September. The new students would have an EHCP in place until the age of 25. Governors considered why the EHCP went to 25 and it was suggested that this would take the young person through university.

Personal budgets were highlighted from the Vision and Mary reported that the personal budget would give greater control to parents regarding the services they use. It was considered that this could be challenging for schools if they had students requiring specialist equipment. Mary reported that she did not anticipate significant issues for the school but there would be some differences under the EHCP and SEND bands. Governors asked if parent would have a choice regarding how the personal budget would be spent and Mary said that parents would be part of the discussion and choice.

Further considering changes to the Code of Practice, a governor asked why the "Assess, Plan, Do" review cycle – which places a greater focus on outcomes and transition to adulthood – was listed as new. Mary explained that the previous focus had been on attainment, learning and outcomes in school and the change was that it now included life outcomes and aspirations.

City of York Banding Thresholds

The banding descriptors were included within the presentation slides and briefly noted as follows:

- Band 0 – every students
- Bands 1 and 2 – Additional needs
- Bands 3 and 4 – 25 to 27.5 hours of support
- Bands 5 and 6 – Students in a special school.

Governors were informed that there would be two Band 4 students and two Band 3 students in the school from September 2014. In response to a question relating to bands and statements, Mary explained that the current Statement category would be Bands 3 and 4.

In response to questions, Mary explained that the school would be responsible for placing students in Bands 1 and 2 and non-ringfenced funding would be available for Band 2. Governors considered that funding could put pressure on headteachers to place students into a Band.

A governor highlighted that current achievement data for School Action and School Action Plus students would not be comparable when Bands were introduced. Mary acknowledged that it was currently unclear how this data would transfer.

With further reference to the EHCP governors asked what the reporting requirements would be. Mary answered that there would be annual reports as were currently provided. A governor asked if a young person could withdraw from the EHCP at, for example, age 20. Mary answered that after the age of 16 the young person's opinion would be more important than their parents' and it might be an option to withdraw. Governors asked how the overall funding compared to current funding and were advised that it was almost equivalent.

Considering the Personal Budget, a governor asked if the school had any input regarding how it was spent. Mary answered that she hoped the school's relationships with parents would be strong and lead to discussions regarding the budget allocation.

In response to a question Mary clarified that the existing Statement status of students would transition over approximately nine months and work was taking place to change current student profiles to reflect the EHCP.

What Next

The next steps were included within the presentation and noted by governors.

A governor asked if, during the re-banding process, there would be any movement of students into other Bands. Mary replied that she would be surprised if there was movement as the needs of the students would be the same. A governor queried this and highlighted that the current 'Statement' would transfer to Band 3 and Band 4 – thereby creating possible movement from one descriptor to two. Mary explained that Statements were currently separated into 20 hours and 25 hours of support and would therefore move into Bands 3 and 4 based on these hours of support. Mary then clarified that the

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| | <p>process of moving Bands would remain a formal process taking approximately six months.</p> <p>Governors asked what their role would be in the changes and asked if they would need to be involved in any appeals; for example, if a parent had an objection against a Statement/Band. The Headteacher answered that if a complaint was made against the school or an individual member of staff then governors would be involved as per the current procedures. If a complaint or objection was made against the SEND banding, there would be an SEN tribunal and the LA would be involved.</p> <p>Mary Griffiths was thanked for her report and she left the meeting at 6.40pm.</p> <p><i>The Headteacher left the meeting at 6.40pm.</i></p> | | | | | | | | | | | | | |
| 3. | <p>Minutes of the meeting held on 24th October 2013 The minutes were agreed as a true and accurate record of the meeting and were signed by the Chair.</p> | | | | | | | | | | | | | |
| 4. | <p>Matters Arising and Action Plan With reference to the Action Plan:</p> <table border="1" data-bbox="169 680 1390 1025"> <tr> <td data-bbox="169 680 229 835">1.</td> <td data-bbox="229 680 783 835">Check if Director of Education can request a meeting and update TOR appropriately</td> <td data-bbox="783 680 1390 835">Completed – the Clerk confirmed that this reference had been removed from the Terms of Reference. It was noted that following approval of the terms by the FGB they would be uploaded onto the school website.</td> </tr> <tr> <td data-bbox="169 835 229 929">2.</td> <td data-bbox="229 835 783 929">E-mail updated and approved policies to the Headteacher, Jon Deamer and Alex Collins</td> <td data-bbox="783 835 1390 929">Completed</td> </tr> <tr> <td data-bbox="169 929 229 965">3.</td> <td data-bbox="229 929 783 965">E-mail FFT detailed document to governors</td> <td data-bbox="783 929 1390 965">Completed</td> </tr> <tr> <td data-bbox="169 965 229 1025">4.</td> <td data-bbox="229 965 783 1025">E-mail Mark Wilson interview notes to Chair and Headteacher</td> <td data-bbox="783 965 1390 1025">Completed</td> </tr> </table> <p><u>Matters Arising</u> There were no matters arising not covered by the Agenda.</p> <p>The order of the meeting was changed.</p> | 1. | Check if Director of Education can request a meeting and update TOR appropriately | Completed – the Clerk confirmed that this reference had been removed from the Terms of Reference. It was noted that following approval of the terms by the FGB they would be uploaded onto the school website. | 2. | E-mail updated and approved policies to the Headteacher, Jon Deamer and Alex Collins | Completed | 3. | E-mail FFT detailed document to governors | Completed | 4. | E-mail Mark Wilson interview notes to Chair and Headteacher | Completed | |
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| 4. | E-mail Mark Wilson interview notes to Chair and Headteacher | Completed | | | | | | | | | | | | |
| 7. | <p>Teaching Quality Report John Bates (Assistant Headteacher) reported on the procedures in place to improve the quality of teaching.</p> <p>John reported that a Vision Statement for Teaching and Learning had been produced and discussed with all members of staff. The statement had the following four priorities:</p> <ol style="list-style-type: none"> 1. Quality of feedback to be made more effective 2. Increased challenge and student independence (student voice) 3. Homework (student and parent voice) 4. Support professional development of teachers in teaching and learning (this would be key to achieving priorities 1 to 3) <p><u>Vision Statement Priority 1: Feedback</u> The first term focus was on assessment and feedback and John highlighted that posters were displayed in every classroom to promote and remind teachers and students of the strategies “Check, Improve Assess” (CIA) and “Feedback Before Improvement” (FBI). John reported that students needed to respond to teacher marking in a visible and tangible way and the strategies were having a positive impact. He said that the quality and effectiveness of feedback could be clearly audited and a book scrutiny had taken place.</p> <p>A Trend Report was tabled containing judgements from 36 lessons observations across all subjects. One section of this report referred to assessments and John highlighted that 84% of lessons had accurate assessment (judged Good or better). He reported that a written questionnaire would be completed during the current half term to gather student voice on the impact of the assessment and feedback strategies that have been implemented.</p> <p>From the tabled document a governor highlighted that homework judgements were 80% Good or better. The governor asked how this related to the School Improvement Plan (SIP) RAG-rating which</p> | | | | | | | | | | | | | |

rated the homework priority as Red. John answered that the SIP was rated Red as some of the work within the action plan had not been completed.

Vision Statement Priority 2: Challenge and Student Independence

John reported that a seating plan system had been implemented to indicate the current achievement and targets of each student. This seating plan provided a visual aid that would assist teachers with their lesson objectives and be built into the lesson plan pro-formas. In response to a question relating to Pupil Premium, John confirmed that the seating plan would identify Pupil Premium students, SEND students and those falling behind.

The next focus area within this priority was highlighted as strategies to clarify student progress and understanding during lessons.

John reported that the school had launched 'Learning Athlete' which link to learning behaviour. The Learning Athlete poster was tabled and John explained that the strategy would provide a consistent language for rewarding behaviour and would be linked to the student reward stampers. Governors were informed that the strategy was in the process of being established but was being received well by students.

Vision Statement Priority 3: Homework

John explained that "Show My Homework" was a similar resource to Emodo but allowed access for parents and students without a log-in. Governors were informed that this would be rolled out in the Summer Term. John reported that the current priority was to ensure that homework was set and recorded in student planners. He said that homework was being set and that the focus was having a positive impact.

Governors reiterated that 85% of homework was judged Good or better, the effectiveness of homework was apparent and the SIP objective should, therefore, not be rated Red.

A governor asked how the school enforced the signing of planners by parents. John reported that the planner checking system had been discussed before half term as each House varied slightly. He highlighted that the Pastoral Team and Deputy Headteacher were working on the frequency of the system. John then reported that he had discussed a planner scrutiny with Tania Andrie (Assistant Headteacher) to look at a cross section of planners (ability groups, age etc) before the launch of Show My Homework.

Homework setting was discussed further and governors noted that Show My Homework and green pen marking were instantly auditable. It was discussed that the variety of viewpoints from parent voice would be difficult to address as some felt there was too much homework and others too little. The Chair highlighted that governors needed to be aware of whether homework was consistently contribution to pupil progress.

Tim Gillbanks reported that producing a homework timetable for staff was difficult but the school provided support to subjects. He highlighted that the parent assessment calendar was helpful with this task but there could be times when homework would come all at once, for example, when there was a GCSE deadline.

Governors noted that during previous meetings there had been discussions relating to consistency and effectiveness of homework from Year 7 onward. It was acknowledged that work was taking place and Martyn Pysanczyn was the link governor for homework and working closely with John Bates. Governors expressed that they would like Martyn to look closely at the homework judgement of 85% Good or better.

M.P

Vision Statement Priority 4: Professional Development

With reference to the tabled Trend Report governors were informed that the number of lesson observations had increased from 36 to 49. Governors noted the judgements for the rolling three year trend of 117 lessons that were also included on the tabled paper. John reported that there was a positive picture and highlighted that Behaviour for Learning had moved from Good to Outstanding.

Governors expressed that the document was useful when demonstrating impact within key focus areas. John highlighted that an area to address within this priority was learning activities, referring to why the activities were launched and to clarify the assessment of the activities.

John reported that 97% of staff had responded to a recent survey and the school was pleased with the feedback on Continued Professional Development (CPD). Modules had been built with lead teachers

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| | <p>and the staff picked the modules they wanted to attend based on their performance management and CPD. The feedback from the survey highlighted that staff wanted time to embed their first term learning and another round of modules would therefore be held in the summer term. A governor asked if there were opportunities for TAs and support staff and John answered that this was an area that needed to develop further.</p> <p>It was agreed that Teaching Quality would be a standing item on the Quality and Curriculum Committee agendas.</p> <p>Governors were informed that 19 teachers had been judged Requiring Improvement (RI). Improvements were being made and some teachers were now working at Good to Outstanding. A governor asked how the CPD changes had been received by RI staff. John answered that there had been no formal feedback but it was a development process and there was commitment to improving practice. He felt that the feedback from staff reflected this view.</p> <p>A governor asked if there was security of judgements relating to Ofsted. John reported that Mark Wilson (Additional Inspector) had visited the school in late September and agreed with the judgement of all six observations. Governors asked if any further external validation was anticipated. John answered that he would like to attend the “Becoming an Ofsted Inspector” training as he had previously been trained under the old framework. He shared that this was part of his performance management. John then clarified that the validation from Mark Wilson was under the new Ofsted framework.</p> <p>A governor highlighted that Ofsted would be looking at whether the school was identifying the correct themes and providing effective feedback. John reported that a plan was being produced for the Senior Leadership Team to move lesson observations forward. The plan would triangulate a review of books, observing lessons and looking at attainment data with teachers to discuss support and how to move forward.</p> <p>John was asked to what extent student voice was taken into consideration. John answered that student voice was very important and that was why the CIA and FBI survey was taking place.</p> <p>Governors expressed that the teaching quality work taking place was positive.</p> | <p style="text-align: center;">Agenda</p> |
| <p>5.</p> | <p><i>School Improvement Priority 1: Improve achievement through developing teaching (previously distributed)</i> Governors received the School Improvement Plan, which had been previously circulated, and agreed that a lot of information relating to priority had been reported during Item 7.</p> <ul style="list-style-type: none"> ▪ With reference to objective B: “<i>We will improve the effectiveness of homework</i>”, and further to the earlier discussions, governors agreed to move the objective to Amber. | <p style="text-align: center;">J.B</p> |
| <p>6.</p> | <p><i>School Improvement Priority 2: Refine our assessment and intervention procedures (previously distributed)</i> Tim Gillbanks provided an update on Priority 2 as below:</p> <ul style="list-style-type: none"> a) <i>At KS4, refine last year’s practice in Y11 and introduce the best elements into Y10 – Rated Amber</i> <p>Governors were informed that one round of tracking had taken place in Y10 to date.</p> <ul style="list-style-type: none"> b) <i>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 – Rated Amber</i> <p>Tim reported that work was ongoing with this objective and had already taken place in eight subjects. The hope was to complete this objective by the end of the year.</p> <ul style="list-style-type: none"> c) <i>At KS4 the Pastoral and Inclusion Team will work closely with identified students from different groups whose progress needs securing – Rated Amber</i> <p>Two hour meetings were taking place every Thursday and a lot had been implemented to provide support. Tim highlighted that students identified in Y11 were receiving interventions but more needed to be carried out in Y10.</p> | |

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| | <p>d) <i>We will provide additional teaching of core subjects at KS4 to improve the attainment of students whose progress is least secure – Rated Green</i></p> <p>Governors were informed that extra teaching hours had been introduced for English in 2014. From September 2013, students whose progress was least secure were taken out of Modern Foreign Languages for additional English and Maths lessons.</p> <p>e) <i>Co-ordinate KS4 assessment between subjects to avoid student workload peaks – Rated Green</i></p> <p>Tim reported that the assessment calendars were very positive and he agreed to circulate the generic assessment calendars for Y11.</p> <p>f) <i>Roll out Race Diagrams and Flight Paths to KS3 to allow accurate and early identification of failure to make good progress – Rated Green</i></p> <p>Race Diagrams and Flight Paths had been introduced for Year 9 by Tania Andrie. Richard Newton reported that he had looked at the Race Diagrams during a recent visit and thought they were incredibly detailed. He said the Diagrams would be beneficial for Y9 parents during the option and parent evenings.</p> <p>Tim reported that he had received a call from a parent asking about their child's progress after they had received the Flight Path. He said it was positive being able to explain this information.</p> <p>g) <i>The Inclusion Support Team will prioritise KS3 catch-up intervention for Literacy and Numeracy to support the progress of our least able students – Rated Green</i></p> <p>Governors noted that work continued to take place and this objective was rated Green.</p> <p>Governors agreed that they could see the key themes, connectives and purpose of all the documents and information received. They noted their congratulations to the staff and students for the work taking place and expressed that they felt the school was in a strong position.</p> | T.G |
| 8. | <p><i>Student Achievement Data (previously distributed)</i></p> <p><u>Year 11 January 2014 tracking</u></p> <p>Tim Gillbanks reported that the 73% of the current Y11 were predicted to achieve 5 A*-C grades including English and Maths. The Fischer Family Trust (FFT) D estimate was reported as 67%.</p> <p>Don Henson, link governor for Pupil Premium, stated that the predictions were encouraging and the gap between Pupil Premium and Non-Pupil Premium students was narrowing.</p> <p>A governor noted that Government data would only accept the first entry grade and asked if the school had factored this into their predictions.</p> <p>Tim answered that Raise Online would publish both sets of results and the second set of results would count for the students. He then explained that early entry exams would no longer be available after the current year.</p> <p>Considering three levels of progress (3LP), governors noted that 80% of students were predicted to achieve 3LP in English and 87% in Maths. This was in comparison to the previous year results of 77% in English and 78% in Maths. Tim highlighted the floor standards and explained that if a school was below all three standards it would trigger an Ofsted Inspection.</p> <p>Governors highlighted that predictions for 4LP in Maths was high at 53% (previous year 36%) and asked why English was not as high (41%). Tim stated that the English department were very cautious and conscious of the issues faced the previous year.</p> <p><u>Year 10 December 2013 tracking</u></p> <p>Tim expressed that on paper the Y10 cohort was weaker than the current Y11. However, from one round of tracking it was difficult to predict what the students would achieve at the end of Y11. He said that the cohort needed to go through the full year and the staff group was being cautious.</p> <p>Governors highlighted that the Pupil Premium gap for Y10 was wider than Y11 and asked why. Tim acknowledged that governors had set a target to close the gap and stated that this was going in the right direction. He said the key was to identify Pupil Premium students and every member of staff will</p> | |

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| | <p>know who their Pupils Premium students are.</p> <p><u>Key Stage 3 Tracking</u> Tim explained that Key Stage 3 tracking was based on teacher assessments. He reported that there were some difficulties as some subjects did not have Year 6 grades as a baseline. These subjects carried out their own baseline assessments to help tracking. Tim highlighted that using the Flight Paths made it possible to see where each student was coming from.</p> | |
| 9. | <p>Early Examination Entry (previously distributed)</p> <p><u>English</u> Tim reported that 100 out of 103 students submitted for the early entry English passed the exam. He then highlighted that until November 2013 the Speaking and Listening English paper accounted for 20% of the GCSE. Governors noted that there were 171 students in the current Y11 cohort and letters had been sent to all parents regarding the early entry decisions. Tim highlighted that the 103 students were entered for the higher tier paper and there were no foundation entries.</p> <p>A governor asked what would happen next for the students who did not achieve a pass. Tim explained that the coursework would be kept and 60% of the July entry would be a written paper that the students would re-sit. He further explained that all students would be re-entered in July except for those who achieved an A*. Tim reported that discussions were taking place with some parents who did not want their child to be re-entered in July as they had achieved a grade A. Governors were informed that the school had looked at how many marks were required for all students to improve their grade.</p> <p><u>Maths</u> Tim reported that 67% of students had achieved a grade C+ and a mock exam would be held in March for students who had not achieved a C+.</p> <p><u>Future</u> Tim reiterated that there would be no early examination entry in future years and the school would hold mock exams instead.</p> <p>A governor expressed that the main difference between a mock exam and an early entry exam was the student view/mindset. Tim acknowledged the comments and said that the mock exams would be held in the main hall with exam invigilators. The school would make the mocks reflect the real exams as much as possible, including holding a mock results day to create the emotion and mindset of early entry exams. A suggestion was made to include parents in this process.</p> <p>A governor stated that the biggest improvement in the grades was between the November and March entries. They governor asked how the school knew that the first entry in November had resulted in the improved second entry results. Tim answered that they did not know for definite that the first exam improved the second. He said that some of the early entry exams had relaxed students who knew they had achieved the grade they needed. John Bates highlighted that the mindset of the students and the diagnostic after the early entry exam was positive as it highlighted what the students had done well and what could be improved.</p> <p>Considering re-marks, a governor asked what the timeframe was for receiving the re-mark. Tim answered that the school had received five free remarks, of which four had remained the same and one had increased by one mark. As the previously distributed paper outlined, these free remarks had been given following a number of incorrect marks. Tim explained that one of these papers had been increased by 10 marks. This paper had been marked by six different examiners and three of which were found to be incorrect. The Chief Examiner would carry out a moderation of the re-mark but this moderation would not affect the increased grade. Governors expressed their dissatisfaction with the number of examiners who had marked one paper.</p> <p>In response to a question Tim clarified that every student would be taking their English Literature GCSE in Y10. He explained that this was not necessarily an early entry, but was two qualifications over two years (English Literature in Y10, English Language in Y11). A governor challenged the completion of the English Literature GCSE in Y10 and asked why both GCSEs could not be sat at the end of Y11. John replied that sitting the English Literature GCSE in Y10 was also a way of protecting the subject. He explained that if Literature became an option some students would not have an available option in which to take Literature.</p> | |

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| | <p>Tim stated that the English Department did not feel that there would be a significant benefit or disadvantage to completing the Literature GCSE in Y11. He then highlighted that the Literature skills would be a benefit to Language in Y11.</p> <p>A concern was raised that some Y10 students were only age 14 and a Y10 exam could be stressful. The governor asked to see how cluttered the exam timetable would be at the end of Y11 and requested some additional information – with an analysis of pros and cons – relating to the decision to sit the English Literature GCSE in Y10.</p> <p>Governors agreed that the request was important as a strategic decision had been made by the school and governors were responsible for holding the school to account for such decisions. It was agreed that the information would be provided and the Committee would review the decision after the exams.</p> <p>Tim acknowledged and agreed with the request and explained that in 2013 it was felt that the English Language results had been impacted by English Literature. By doing the Literature GCSE in Y10 it would allow more time to focus on the Literature and develop the skills for Language.</p> | J.B / DHT |
| 10. | <p>Policy Review Collective Worship Policy (previously distributed)</p> <p>The Chair reported that a previous concern was that the Collective Worship Policy was not implemented. However, the policy was no longer statutory and it was suggested that it was removed from the list of school policies.</p> <ul style="list-style-type: none"> ▪ The Committee approved the suggestion to no longer have a Collective Worship Policy and a recommendation would be taken to the Full Governing Body for approval. | Agenda |
| 11. | <p>Governor Involvement in School Link Visit Report – Progress (previously distributed)</p> <p>Governors received the link visit reports previously distributed and were reminded that it was positive to have evidence of governor involvement in school.</p> | |
| 12. | <p>Confidentiality</p> <p>There were no items recorded as a separate, confidential minute.</p> | |
| 13. | <p>Any other business</p> <p>There were no items of other business.</p> | |
| 16. | <p>Dates of next meetings: Thursday 12th June 2014</p> | |

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 27th February 2014 at 6pm**

| | Action | Agenda | Person | Date |
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| 1. | Look closely at the homework judgement of 85% Good or better | 7 | Martyn Pysanczyn / John Bates | Next link visit |
| 2. | Update School Improvement Priority 2B to Amber (homework) | 5 | John Bates | Asap |
| 3. | Circulate assessment calendars for Y11 to committee members | 6 | Tim Gillbanks | 7 th March |
| 4. | Produce additional information – including analysis of pros and cons – for Y10 entry Literature | 9 | John Bates / Deputy Headteacher | 1 st June |

Standing Items:

- School Improvement Plan
- Lesson Observations
- Teacher Quality

Items for Future Meetings:

FGB: Collective Worship Policy suggestion – within committee report.