



MILLTHORPE SCHOOL

Minutes of the Achievement and Curriculum Committee

Held Wednesday 15<sup>th</sup> October 2014 at 6pm  
In the School Meeting Room

<b>Present:</b>	Ms Helen Ainsworth Ms Naomi Heaton Mrs Katie Hurrell Ms Jenny Kent Mrs Gillian Markland-Zuiderwijk <i>[from 6.05pm]</i>	Cllr Dave Merrett Ms Nicki Mitchell (Chair) Mr Richard Newton Mrs Jane Terrett
<b>In Attendance:</b>	Mr Tim Gillbanks (Deputy Headteacher) Mr Scott Butterworth (Deputy Headteacher) Miss Amy White (Clerk to Governors)	

		Action
1.	<p><b>Welcome – Apologies – Declarations of Interest</b> The Chair welcomed everyone to the meeting and round the table introductions took place. There were no apologies for absence or declarations of interest.</p> <p>The Chair requested that the agenda be rearranged slightly to bring the School Improvement Plan updated forward.</p>	
2.	<p><b>Terms of Reference (previously distributed)</b> Governors received the new terms of reference and it was raised that there was no explicit reference to Pupil Premium. It was discussed that Pupil Premium monitoring was integral to various aspects of school monitoring and would be specifically monitored by governors through areas such as pupil progress. This monitoring would be evidenced in the minutes. A suggestion was made not to include a specific reference as it would then be necessary to identify all groups.</p> <ul style="list-style-type: none"> <li>In light of the discussions, governors agreed to amend 3ii to: “to monitor, review and evaluate <u>all</u> pupil progress against negotiated targets”</li> </ul> <p><i>Gillian Markland-Zuiderwijk entered the meeting at 6.05pm</i></p> <p>With reference to 4i: “ensure that religious education and daily collective worship are provided and ensure adequate arrangements are made”, a governor asked if collective worship was provided. Governors discussed that a collective worship policy was no longer statutory and the responsibility of governors in this area was unclear. The Clerk was asked to look into the requirements and responsibilities regarding collective worship.</p> <ul style="list-style-type: none"> <li>Governors agreed to remove this section unless advised otherwise by the Clerk following research.</li> </ul> <p><i>Cllr Dave Merrett entered the meeting at 6.08pm</i></p> <p>Governors asked if 3vii: “to monitor the implementation of the Millthorpe and Learning Athlete Awards and assess their impact” was still relevant. Scott Butterworth answered that the Millthorpe and Learning Athlete Awards were still in the School Improvement Plan but this could be subject to change considering recent developments.</p> <ul style="list-style-type: none"> <li>Governors agreed to remove section 3vii as it would be monitored through SIP discussion.</li> </ul> <p>Scott said that he felt it was important to include Child Protection and Safeguarding in the terms of reference. He acknowledged that Bill Schofield had been the link governor in this area, but Bill did not sit on the Achievement and Curriculum Committee. This would need to be considered when looking at link governor allocations.</p> <p>Governors continued to discuss the remit of the committee and aspects that had not been included. It was agreed that the terms of reference included the broad headlines and it was not necessary to specifically refer to all areas that the committee would monitor.</p> <ul style="list-style-type: none"> <li>Subject to the above amendments, governors approved the terms of reference for ratification by the full governing body.</li> </ul>	<p>Amend</p> <p>Action Amend</p> <p>Amend</p> <p>Amend</p>
3.	<b>Data Analysis</b>	

a) *Key Stage 4 results*

Further to the information received at the Full Governing Body meeting, Tim Gillbanks tabled a copy of the Key Stage 4 results that included the first entry results (right page) and best results (left page). He explained that the Government would publish first entry results in January.

Governors noted that the indicator for 5 A\* - C including English and Math would drop from 72% to 61.5% in the published data as this reflected the first entry results. Concerns were expressed that parents could consider this a large decline. Tim said that the school would write to parents to explain the discrepancy between the data published by the school and by Government.

In response to a question it was clarified that the first results would be published in the DfE performance tables.

Scott said that not many school had entered students for early English and Maths following the announcement that the first, not best, results would be published. This was partly due to concerns regarding Speaking and Listening. The school had taken the decision to enter students early if it was in the individual student's best interests and would help them with their final exam. Governors agreed that the school had made the right decision for their students as it provided minimum disruption to students who were expecting to be entered early.

Tim said that he and Scott had carried out a lot of analysis to ensure that the decisions were in the best interest of the students and that early entry would not be detrimental to the student's final result.

Governors noted that students could no longer be entered for Year 10 Maths or Year 11 early entry (November) in any subject. The 2014 data discrepancy would therefore be a 'blip'.

In response to a question it was confirmed that Ofsted would have access to all results; first and final. Governors noted that the communication of results needed to be carefully considered.

With reference to the results document, it was highlighted that early entry had not impacted on the A\* - A indicator in Maths. The impact on top grades was noted as a reason for removing early entry exams. Governors were informed that the school would hold mock exams in Year 10 for English and Year 11 for English and Maths in November and possibly March. Mock exams for other subjects were also being considered.

Governors voiced their concerns about the number of exams students would be expected to take at the end of Year 11. They also noted that the exam period had been reduced despite the number of exams increasing. A governor asked if this could lead toward a reduction in the number of GCSEs students take. Tim answered that this was a possibility and explained that assessment would be moving to Progress 8 for 2016. Progress 8 would be discussed in detail at a future meeting but Tim briefly outlined the change, which would see a student's best 8 results being converted into points and measured against their KS2 results.

A governor asked if this would affect the Year 9 options in the current year. Scott answered that it would affect options and there would need to be balance of what was best for students and the school. He explained that the school had a reasonably traditional curriculum and would not be greatly impacted but there would need to be some consideration. Tim added that the school wanted to continue to offer arts, music and drama as it would be a future for some students. There would be some timetabling complications to consider and discussions would be taking place.

Helen Ainsworth highlighted that the number of GCSEs may reduce slightly as there was talk of Further Maths being incorporated into the general Maths GCSE. In response to a question Helen explained that Further Maths was more challenging than the Maths GCSE and helped bridge the gap between GCSE and A-Level.

A governor highlighted that Further Maths A\* - A was below FFT-B and asked why. Tim answered that there were no estimates for Further Maths and the Headteacher had therefore used the Maths estimate. As Further Maths was more challenging and not necessarily comparable to FFT, the data appeared below FFT-B.

With reference to the Drama results (pp.5&6), a governor asked why they were below FFT-B. Tim explained that a supply teacher had taught the cohort and the practical elements had been excellent but the written elements were weak. The Head of Drama was back in school and there were no concerns about the current year. The Head of Drama was also attending training to further improve the department.

In response to a question Tim explained that the PE results were for full course and estimates for short course were not available. Similarly to Drama, the practical elements had been positive but the written elements were weak. Work was taking place to address this.

	<p>Governors discussed the importance of continued rigour of assessment and tracking considering the recent and upcoming changes.</p> <p>A governor asked if it was possible to work out result percentages based on KS2 levels to highlight progress made. Tim highlighted that similar data was on pages 1 and 2, which showed the percentage of Lower, Middle and Upper KS2 score students who achieved 5A* - C E&amp;M. He said Lower equated to Level 3, Middle to Level 4 and Upper to Level 5 in KS2.</p> <p><i>b) Key Stage 3 update</i></p> <p>Tim reported that schools were no longer required to use levels in KS3 but had previously reported the percentage of Year 9 students who had made two levels progress from KS2. The suggestion was to report this progress at the beginning of each academic year and then provide updates after each round of tracking. English and Maths data for the 2014 Year 9 cohort was tabled.</p> <p>Tim explained that 2LP was, for example, L4a to L6c and did not require six sub-levels progress. By the end of KS4 students were expected to make 3LP from KS2.</p> <p>With reference to the tabled data, Tim highlighted that 73% of students had made 2LP with an average sub-level progress of 5. In Maths, 87% had made 2LP (regardless of sub-level). Tim outlined the sub-level progress and that one student had not made any progress in Maths. He informed governors that the individual context of the student had been considered to target support.</p> <p>Scott highlighted that with the removal of levels at primary school and the changes to the KS4 curriculum, the school was discussing tracking options. It was discussed that the school's Flight Paths required KS2 data and it was not yet clear how levels would be replaced. Scott stated that the important thing to do was to explicitly identify the skills the students need to develop. He informed governors that the English Department were rigorously reviewing the KS3 curriculum and had been given time off-timetable.</p> <p>Governors briefly discussed the changes and raised concerns that the assessments would be varied and it could lead to entry exams at secondary school. There were also concerns that employers could be confused by the changes to the grading system.</p>	
<p><b>9.</b></p>	<p><b><i>Update on SP2: Promote the highest levels of academic achievement</i></b></p> <p>The Chair said that her aim was for link governors to focus the SIP discussions through their reports. This would focus the discussions and ensure that governors were taking ownership. As it was the first committee meeting of the year and link governors had not yet been allocated, Tim was asked to give an overview of SP2.</p> <p>Tim outlined the objectives of SP2 and specifically highlighted the following information:</p> <ul style="list-style-type: none"> <li>· A key Link Governor area would be Achievement</li> <li>· Work was taking place with sixth forms regarding the destinations of students after Year 12</li> <li>· The school was in the top 10% of similar schools based on 2014 results</li> <li>· KS3 catch-up had been brought through from the previous SIP and work was continuing. Scott added that Year 7 was a particular focus and work was taking place to develop whole school literature in a meaningful way</li> <li>· Developing robust KS3 assessments was included within the SIP and had been discussed earlier in the meeting</li> <li>· Progress 8 was a new objective within the SIP.</li> </ul>	
<p><b>10.</b></p>	<p><b><i>Update on SP3: Encourage the broad personal development of Students</i></b></p> <p>Scott reported that due to capacity some research based projects had been removed from the SIP. The hope was to be able to pick these up again after the Easter break.</p> <p>With reference to SP3, Scott highlighted that the Millthorpe Award was a key priority and he felt there needed to be more than one governor to link to this objective. Information on the Millthorpe Award was tabled and Scott explained that the school wanted to promote values that could not be assessed through levels or exams. These values would include personal development, responsibility and community involvement. The Award would help to celebrate and encourage students to develop these values.</p> <p>A document was tabled that outlined what the school wanted to achieve with the Award, the values and expectations being promoted, Leadership, Community and Education Partnerships, and what the Award would provide. Scott talked governors through this document, highlighting key aspects such as students taking responsibility for leadership and approving what activities are accredited as part of the Award.</p>	

	<p>Scott explained that historically, the School Councils had been unrepresentative. It was felt that the Millthorpe Award Committee should be elected from a pool of students who made a sustained contribution to the school community; e.g. Student Leaders.</p> <p>Considering community partnerships, governors were informed that initial conversations were taking place with Bishopthorpe Road Traders to create joint ventures. Further detail was provided within the tabled document.</p> <p>Scott reported that the Millthorpe Award had been discussed by small groups but would need further consultation. He said the aim was to grow the Award slowly with a lot of input from governors. Governors suggested forming a Working Group initially as a number of governors were interested in the development of the Award. As the Award progresses, specific governor links could be developed. A governor suggested devolving a proportion of the budget to the Award or speaking to Friends of Millthorpe to see if they could raise funds for the Award. Scott said this was an excellent idea and would be considered further.</p>	
4.	<p><b>Target Setting</b></p> <p>The Chair reminded governors that governor involvement in target setting was no longer statutory but she felt it was still beneficial to be involved. It was noted that targets the previous year had been pushed up by governors and many of these had been exceeded.</p> <p>The targets had been circulated prior to the meeting and Tim outlined the proposals.</p> <p>A governor queried the 2017 target for 5 A* - A, asking why it was not an increase on the 2016 target of 21%. It was answered that the target remained within the top 10% of schools and there was a lot of variation in the top 10%. The target had been calculated by the school as FFT do not calculate top 10% estimates. The governor challenged the 21% in 2017 saying that the school had previously exceeded targets and should be looking to increase this target. Scott acknowledged the comment and explained that there needed to be consideration of the changes to the assessment systems. He said staying within the top 10% was an ambitious target.</p> <p>Governors discussed who would see the targets and noted that they were generally only seen by the Senior Leadership Team who used the information to hold discussions with Heads of Departments who, in turn, discussed priority students with teachers. It was clarified that the targets were not used as part of the appraisal system.</p> <p>A governor asked if there would be any disadvantage to setting the targets higher for A* - A. The Chair said that the targets should provide positive challenge/pressure and not be set too high that they are detrimental. Scott agreed to speak to the Headteacher regarding the A* - A target and then e-mail governors.</p> <p>A governor suggested including FFT-E in the data and Tim said that the school was already looking into this.</p>	Action
5.	<p><b>Tracking</b></p> <p><b>5.1) Recent KS4 tracking</b></p> <p><b>5.2) Recent KS3 tracking</b></p> <p>Governors noted that this was a standing item on the agenda but there had been no recent KS3 or KS4 tracking.</p>	
6. & 7.	<p><b>Attendance Update</b></p> <p><b>Behaviour Update</b></p> <p>Scott tabled the behaviour and attendance data report and said that the school was in its fourth year of tracking in this way. As mentioned in the Headteacher's report, the school was comparing well locally and nationally. Scott further highlighted that the behaviour data followed a year group through the school so improvement could be monitored.</p> <p>Considering SEN behaviour data, Scott made governors aware that there had been some changes to SEN categories and future data would reflect this. He reported that some students had Statements for behaviour and it would be important for the behaviour Link Governor to monitor and challenge the support in place and look at case studies. The Link Governor should also take responsibility for looking at patterns and asking how they were being addressed.</p> <p>With reference to the attendance data, governors noted the three year comparison data and the inclusion of data specifically relating to vulnerable groups. It was highlighted that the attendance of Looked After Children was below expected. Scott explained that this was a cohort of 10 students and individual circumstances needed to be considered.</p>	

	<p>A governor highlighted that the Pupil Premium cohort attendance was lower than all vulnerable groups except LAC. It was acknowledged that the Pupil Premium cohort included students from other vulnerable groups and the Link Governor would be able to look into this data further.</p> <p>Governors acknowledged that Persistent Absenteeism had reduced and the Link Governor would need to discuss factors leading to this reduction and how it can be reduced further.</p>	
8.	<p><b>Curriculum Update</b> This item had been considered under Items 3 and 9.</p>	
11.	<p><b>Policy Review:</b> <b>11.1) Safeguarding (previously distributed)</b> Governors received the Safeguarding Policy and highlighted that the committee name needed to be amended.</p> <p>A governor highlighted the reference to school policies and asked if the school had an Intimate Care Policy as it had not been recently reviewed by governors. Scott answered that this policy was not statutory and was only necessary if a student required such care; there were currently none. Governors acknowledged that it was helpful guidance and suggested amending this reference to: <i>“must be familiar with and work in accordance with the school’s policies, procedure and guidance, including in particular:...”</i></p> <p>Under the following section on page 3: <i>“are not sarcastic, and do not make remarks or ‘jokes’ to students of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature”</i>, it was agreed that there should be reference to ‘homophobic’.</p> <ul style="list-style-type: none"> <li>▪ Subject to the above amendments, governor unanimously approved the Safeguarding Policy.</li> </ul>	Amend
	<p><b>11.2) Child Protection (previously distributed)</b> Governors received the Child Protection Policy and Scott highlighted that some minor amendments still needed to be made. He outlined these amendments to governors. Questions and comments were invited.</p> <p>The following amendments were agreed:</p> <ul style="list-style-type: none"> <li>· 3.1F: amend to include a reference to carers</li> <li>· 5.3: a governor asked if there were systems in place and it was confirmed that systems were in place and could be included as an annex</li> <li>· 7: include a reference to students</li> <li>· Change Quality and Curriculum Committee to Achievement and Curriculum Committee.</li> </ul> <p>The Chair reiterated that Bill Schofield had been link governor for Child Protection due to his professional skills and experience. As Bill was not a member of the committee, governors discussed options. It was felt that consistency would be beneficial and Bill’s skills were valuable. The Chair agreed to contact Bill to consider changing committees. It was then noted that Jane Terrett had been a Child Protection Officer and could provide a second link/ committee link.</p> <ul style="list-style-type: none"> <li>▪ Subject to the above listed amendments and those outlined by the Deputy Headteacher, governors unanimously approved the Child Protection Policy.</li> </ul>	Amend
12.	<p><b>Allocation of Link Governor roles (link governor protocol previously distributed)</b> The Chair reported that it was important for governors to scrutinise the detail and data of the school and the link governor roles were vital to achieve this. Link governor discussions and reports would help identify the key elements for discussion at committee meetings.</p> <p>Following discussion, it was agreed that committee link governors were needed for the following areas:</p> <ul style="list-style-type: none"> <li>· Achievement and Progress</li> <li>· Curriculum</li> <li>· Behaviour and Attendance</li> <li>· SEND</li> <li>· Child Protection and Safeguarding</li> <li>· Millthorpe Award</li> </ul> <p>Governors discussed the main points of scrutiny under the above six areas and which committee members had relevant skills or an interest in the areas.</p> <p>Further considering the Child Protection and Safeguarding Link, governors discussed that it would be</p>	

	<p>beneficial to have two link governors as they come from different perspectives and it supported succession planning. Scott supported the suggestion for two links and said that he would be happy to meet with two governors.</p> <p>Considering the Millthorpe Award and earlier discussion, a number of governors registered an interest and it was agreed that a working group would be set up initially and pathways could then be developed. Scott would e-mail all governors when an initial meeting was set up. In response to a question, Scott outlined how often he felt the meetings would be held and how they would work and develop.</p> <p>In light of the discussions, the following was agreed:</p> <table border="1" data-bbox="167 436 1388 750"> <thead> <tr> <th>Area</th> <th>Governor Link</th> <th>SLT Link</th> </tr> </thead> <tbody> <tr> <td>Achievement and Progress</td> <td>Nicki Mitchell (Chair)</td> <td>Tim Gillbanks</td> </tr> <tr> <td>Curriculum</td> <td>Richard Newton</td> <td>Tim Gillbanks</td> </tr> <tr> <td>Behaviour and Attendance</td> <td>Jenny Kent *</td> <td>Scott Butterworth</td> </tr> <tr> <td>SEND</td> <td>Cllr Dave Merrett</td> <td>Mary Griffiths</td> </tr> <tr> <td>Child Protection and Safeguarding</td> <td>Jane Terrett and Bill Schofield **</td> <td>Scott Butterworth</td> </tr> <tr> <td>Millthorpe Award</td> <td>Working group initially. Potential future links to be taken by Nicki Mitchell, Jenny Kent and Gillian Markland-Zuiderwijk</td> <td>Scott Butterworth</td> </tr> </tbody> </table> <p>*Cllr Merrett expressed an interest in SP3, which sat under the remit of Behaviour and Safety. A dual link was agreed with Scott meeting the link governors at the same time.  **subject to a discussion between the Chair and Bill.</p> <p>It was noted that link visits should be arranged once a term with the curriculum link more varied due to the continuing changes.</p>	Area	Governor Link	SLT Link	Achievement and Progress	Nicki Mitchell (Chair)	Tim Gillbanks	Curriculum	Richard Newton	Tim Gillbanks	Behaviour and Attendance	Jenny Kent *	Scott Butterworth	SEND	Cllr Dave Merrett	Mary Griffiths	Child Protection and Safeguarding	Jane Terrett and Bill Schofield **	Scott Butterworth	Millthorpe Award	Working group initially. Potential future links to be taken by Nicki Mitchell, Jenny Kent and Gillian Markland-Zuiderwijk	Scott Butterworth	<b>Action</b>
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13.	<p><b>Governor Involvement in School</b></p> <p>Tim made governors aware that the Awards Evening was taking place at the University of York on Friday 17<sup>th</sup> October and the Winter Concert would be held on Thursday 11<sup>th</sup> December. Governor attendance at both events was welcomed and encouraged.</p> <p>Jenny Kent reported that the Friends of Millthorpe Christmas Fair would be held on Friday 12<sup>th</sup> December.</p>																						
14.	<p><b>Confidentiality</b></p> <p>There were no items recorded as a separate, confidential minute.</p>																						
15.	<p><b>Any other business</b></p> <p>Some governors highlighted that they had not yet received their website log-in details or had an indication with the Chair of Governors. This would be arranged.</p>	<b>Action</b>																					
16.	<p><b>Dates of next meetings:</b></p> <ul style="list-style-type: none"> <li>· Wednesday 14<sup>th</sup> January 2015 at 6.00pm</li> <li>· Thursday 7<sup>th</sup> May 2015 at 6.00pm</li> </ul>																						

The meeting ended at 8.00pm

Ms N Mitchell  
Chair of Committee

Date Signed

**Action Plan following the Meeting of the Achievement & Curriculum Committee  
Held Wednesday 15<sup>th</sup> October 2014 at 6pm**

	<b>Action</b>	<b>Agenda</b>	<b>Person</b>	<b>Date</b>
1.	Amend Terms of reference as discussed and check point on Collective Worship	2	Clerk	1 <sup>st</sup> December 2014
2.	Speak to Headteacher regarding governor request to increase target percentage of A* - A grades in 2017	4	DHTs	14 <sup>th</sup> January 2015
3.	Amend Safeguarding Policy and Child Protection Policy as agreed	11	DHTs	Asap
4.	E-mail Millthorpe Award meeting date to all governors	12	Scott Butterworth	When set
5.	Arrange log-in details and induction for new governors	15	Chair / DHTs	Asap

**Standing Items:**

- Key Stage 3 and 4 tracking
- Attendance Update
- Curriculum update
- School Improvement Plan

**Items for Future Meetings:**

- Work Experience
- Progress 8