



MILLTHORPE SCHOOL

Minutes of the Quality & Curriculum Committee

**Held Wednesday 12th June 2013 at 6pm
In the School Meeting Room**

Present: Mr T Burton (Headteacher) Ms N Mitchell (Chair)
Mrs S Barbacane [until 7.40pm] Mr R Newton
Cllr D Merrett Mrs H Thomas

In Attendance: Mr John Fletcher (New Staff Governor)
Miss Amy White (Clerk to Governors)

		Action
1.	<p>Introductions – Apologies – Declarations of Interest Governors were welcomed to the meeting and apologies for absence were received from Bob Sydes, Don Henson and Christine Oliver. There were no declarations of interest.</p> <p>New staff governor, John Fletcher was introduced and welcomed to his first meeting. Round the table introductions followed and John explained that he was the Technology Technician and had experience as a Health and Safety Officer.</p>	
2.	<p>Minutes of the meeting held on 6th February 2013 (<i>previously distributed</i>) Subject to typing amendments the minutes were agreed to be a true and accurate record of the meeting and were signed by the Chair.</p>	
3.	<p>Matters Arising All actions had been completed and there were no Matters Arising not covered by the agenda.</p>	
4.	<p>School Improvement Plan update – RAG rated (<i>previously distributed</i>) The Headteacher reported that a significant amount of work had been carried out adapting the School Improvement Plan over the year; particularly considering Key Stage 4 priorities.</p> <p>Considering the Plan, which had been circulated prior to the meeting, governors noted that the progress tracking (Red Amber Green rating) had been updated to 10th July 2013 and challenged whether there would be further progress before that date, possibly improving the RAG rate. The Headteacher explained that the RAG rating had been completed to 10th July in order for the committees to scrutinise the work that had been carried out. He stated that the Senior Leadership Team (SLT) had a secure idea of the position the Plan would be in by 10th July. The Headteacher then explained that an impact assessment would be completed by September 2013. This would include evaluating the benefits of systems and interventions implemented in order to inform the decision on how to proceed.</p> <p>Governors acknowledged that decisions had been made not to complete some aspects of the Plan. They agreed that it was important to understanding why these decisions had been made and suggested that notes be included within the Plan to explain these decisions.</p> <p><u>SP1: Improve achievement through high quality first wave teaching</u> Considering the objectives within SP1, the Headteacher provided an update on objectives rated Red or Amber:</p> <p><i>We will train all HODs on the developing of teaching and learning across their</i></p>	

department – Rated Red

The Headteacher explained that all HODs (Heads of Department) had received lesson observation training using the Ofsted Grids. However, the HODs had not had the opportunity to carry out observations and this would have been beneficial. Governors noted that observations had been carried out by members of the SLT who had a detailed system in place to monitor observations. The next step in achieving this objective would be to delegate the monitoring, evaluation and improvement of a department to the HOD.

Governors discussed the increased capacity within the SLT following the appointment of two new Assistant Headteachers (AHTs) and noted that this would have a positive impact. The Headteacher acknowledged that the new AHTs would work alongside Gareth Davies (AHT) and four or five Lead Teachers. This structure would ensure capacity to work on clear focus areas.

The Headteacher was asked for more information on the Lead Teachers. Governors were informed that four Lead Teachers had been appointed and one more teacher would be interviewed. The Headteacher explained that the Lead Teachers had been judged consistently Good with Outstanding features and skills and had credibility with staff. Their work would include providing one-to-one support and holding mini-courses in school to highlighted positive teaching techniques. Peer work would be carried out and this work would be evaluated to ensure progression.

Governors expressed that though the objective had been rated Red, they felt that positive progress was being made and there had been a change to the priority.

- *We will monitor homework for quality and frequency of setting to ensure we comply with out policy and make homework effective – Rated Amber*

The Headteacher reported that all members of teaching staff were clear on the expectations regarding homework. He acknowledged that there was some excellent practice in some areas but others were not acceptable. The Headteacher outlined that homework was a key teaching and learning priority for the next academic year and staff training would include peer observations, use of effective homework and managing behaviour.

Governors discussed the homework policy and its suitability and effectiveness. The Headteacher stated that he would be speaking to teachers to ensure that there was no resistance to the Policy and explain that systems needed to be in place to ensure that homework was monitored effectively. Governors were informed that pupils had been consulted regarding homework and it was apparent that pupil planners were usually up to date and accurate and pupils picked up on different staff attitudes toward homework.

- *English, Maths, Science, MFL and IT will store their Y9 learning resources on Edmodo (out chosen VLE) as a pilot to test the impact on learning when learning resources are available from home as well as school – Rated Red*

Governors were advised that at least 20 members of staff were using Edmodo, which could be used to upload resources and homework. The Headteacher highlighted that the objective was rated Red but Edmodo was being increasingly used. Governors were informed that Edmodo was currently free but there were some uncertainties for the future. Considering parents, it was noted that parents could receive a code allowing them to view marking, feedback and resources for specific departments or lessons. Governors noted that the Science and RE departments in particular were using Edmodo effectively.

- *Research the advantages of online textbooks and if convinced, develop a costed proposal for implementation in September 2013 – Rated Green*

Governors received the proposal for Online Learning Resources which had been produced and circulated, prior to the meeting, by Alex Collins (School Business Manager). The Headteacher highlighted that the proposal outlined a number of options with an overall cost of approximately £3,500 which included a text book option at £400.

The Headteacher went on to explain that if all pupils were provided with a paper text book

the cost would be in the region of £36,000 for one year group, lasting four years. The Online solution provided versatility for staff and pupils and allowed home access. Governors agreed that online resources were a positive solution as they were cost effective and would reinforce homework by allowing specific, text book homework to be set.

Governors asked if links could be inserted from Edmodo to the proposed eLearning Portal, Autology. The Headteacher clarified that links could be created.

The Headteacher highlighted that the proposal recommended a 30 day free trial of Autology which would allow a number of HODs to log on and provide feedback. If the trial was positive the purchase would be made and after a year the school would evaluate how successful the online resources had been.

In response to a question, the Headteacher clarified that he knew of a number of schools who used Autology. Sarah Barbacane noted that York College used similar online resources that provided text books and key texts linked to, for example, City and Guilds. The Headteacher further noted that some exam boards also produced online textbook resources.

Considering home use, a governor highlighted that parents could choose to purchase Autology for approximately £30 and it was positive that the school had looked into the resource and would potentially be using it.

The Headteacher highlighted that approximately 95% of pupils had online access at home. For the pupils who did not have home access, he noted that consideration was being made to use Pupil Premium funding to provide access for eligible pupils.

Governors asked if they were required to formally approve the proposal. The Headteacher acknowledged that he had delegated powers to make the purchase but he wanted to make governors aware of the information.

SP2: Improve achievement through accurate identification and intervention of poor progress

Governors noted that two objectives were rated Amber and an update was provided as below:

- *We will strengthen our monitoring of progress in KS3 by re-introducing race diagrams and providing clear procedures for department intervention in KS3*

The Headteacher explained that HODs had race diagrams for Y9 that included each teaching group, not just the year as a whole. Admin procedures had been put in place and the key focus for September would be to embed these. Governors noted that the procedures would allow HODs to challenge teachers regarding individual pupils.

- *We will maintain for each year group a list of underperforming students, reviewed after every round of tracking and acted on by the house and department structure*

The Headteacher acknowledged that the focus for 2012/13 had been on Y11 and work was being carried out in Y10. Boundary pupils in Y10 had been identified and additional support would be provided during 2013/14. Governors noted that the objective was amber as focus needed to be directed to KS3.

In response to a questions regarding responsibility, the Headteacher highlighted that line management was being planned. Tim Gillbanks (AHT) would focus on KS4 specifically English and Maths and support mechanisms would be in place with additional line managers for other subjects. The SENCO and Inclusion Manager would also provide additional support for underachieving pupils.

Considering the references to peer observations within the priority, governors asked if these were taking place to support and develop the teacher being observed or the teacher who was observing. The Headteacher explained that there were two systems in place; one was the buddy system in which teachers supported each other to improve. The second was co-observations during which teachers would observe a lesson with a member of the SLT and discuss why the lesson was successful. Peer observations would also be taking place through the teacher learning community. The Headteacher expressed that the two systems

worked well as they supported the teachers to improve.

SP4: Improving our monitoring and evaluation through very clear procedures for middle leaders

- *Improve our document to record line management meeting and ensure it is clear and manageable – Rated Amber*

The Headteacher reported that clear procedures for monitoring Pupil Progress had been implemented in English and Maths. The new AHT, Tanya Andrie would be focusing on this area from September.

- *Develop an annual cycle of whole-school monitoring and evaluation which will better inform the school improvement plan – Rated Amber*

Governors were informed that whole school monitoring of teaching and learning would be presented in September as a number of observations had taken place and feedback was currently being given to staff. The Headteacher noted that more observations could have taken place but the number was reduced to ensure teaching time was not impacted to the detriment of pupil achievement.

Governors acknowledged that there were systems in place to demonstrate improvement.

5. Pupil Outcomes

KS4

The Headteacher tabled Y10 tracking data from March 2013 and Y11 tracking data from April 2013. He then made governors aware that a significant amount of intervention work had taken place since the data reports were produced.

The Headteacher presented the reports and explained in detail how to interpret the data tables. These tables contained tracking data, against Fisher Family Trust (FFT) estimates, for vulnerable groups across a number of key indicators.

Year 11

Considering the table containing data for five A* - C including English and Maths, the Headteacher highlighted that 81.2% of girls were expected to achieve the indicator and be above the FFT-D estimate. In comparison, only 58.6% of boys were estimated to achieve five A* - C E&M and this would need to be increased by the equivalent of seven boys to meet the FFT-D estimate.

Considering the information in this table further, governors noted that Pupil Premium pupils were working below FFT-B with 45.2% predicted to achieve five A* - C E&M. The Headteacher reported that since the data was produced, four targeted interventions had been implemented to support pupils eligible for pupil premium.

With reference to the data on pages 4 and 5, the Headteacher highlighted that the school's curriculum worked against the Capped points score (best 8) indicator but complimented the English Baccalaureate.

Governors noted the data provided within the GCSE subject summary table and the Headteacher explained that target grades had been set and were ambitious. He acknowledged that in a few cases the targets would go down due to circumstances. Looking at the results for the percentage of pupils gaining A* - A, governors noted that many subjects were below FFT-B. The Headteacher explained that estimates were often low early in the year and this was not an area of concern. It was highlighted that Design Technology results were disappointing as estimates suggested no pupils would gain A* - A.

Levels of progress were noted as being of high importance and governors were made aware that to be judged outstanding the school should ensure pupils made four levels progress. Governors received the data within the report showing 'levels of progress analysis' for English and Maths.

Year 10

Considering Y10, governors reviewed the information provided within the document, which was presented in the same way as Y11 data, and noted the following:

- Five more pupils would be required to achieve five A* - C E&M to meet FFT-D. Governors agreed that this was achievable.
- Data for the English Bacc was positive with the majority of groups working above FFT-D.
- GCSE subject summary percentages (page six) were not as strong as Y11 but still good with a majority of subjects above FFT-D for the percentage of pupils gaining A* - C.

Questions were invited regarding the information received for Y10 and Y11.

Considering Y11 five A* - C E&M data, a governor highlighted that percentages for Free School Meals (FSM) pupils showed the group was one pupil away from achieving FFT-D but Pupil Premium pupils were working below FFT-B. The Headteacher explained that the FSM data referred to only those pupils currently eligible for FSM. Pupil Premium included any pupil who had been eligible for FSM within the last six years.

Key Stage 3

A paper was tabled outlining the percentage attainment levels for Y7, Y8 and Y9 across all subjects, including the percentage on/above target.

Focusing on Y9, governors were informed that each pupil was set a target and the percentage figure for those on/above target would be expected to rise throughout the year. The Headteacher explained that levels given at the end of Y9 differed significantly depending on the subject and he did not feel the data was robust enough for extensive governor challenge or scrutiny. Y9 Science was highlighted as an issue with 14% of pupils on/above target and the Headteacher explained that changes in the science department had impacted on this figure.

Considering progress and levels, governors noted that KS2 levels generally ranged from level 2 to level 5, with some level 6. KS3 levels ranged from level 5 to level 8. The Headteacher explained that a level 4b pupil should end up at level 6b.

From the data provided, governors highlighted that Y9 RE percentages were low. The Headteacher explained that there were no national assessment levels for RE and the school had constructed their own. He expressed that the quality of teaching in RE was excellent and the levels were challenging. Governors then questioned the percentages for D&T and the Headteacher explained that these were lower as the subject was not taught to the same extent in primary school.

Governors asked why there were no statistics for French and German and were informed that there had been changes to the way data was collected and deadlines had been brought forward. This had resulted in the data not being available for French and German.

The Headteacher tabled a paper showing KS3 information in graph format. He explained that the graph also showed the distribution of grades. From this information, governors were made aware that current English data showed that 95% of pupils were level 4 or above compared to 75-80% the previous year.

Governors discussed the presentation of data and acknowledged that they found the first tabled document most beneficial in outlining KS3 data. It was agreed that committee meetings should be scheduled to allow this data to be presented and enable governors to track the progress through the year.

A governor suggested that it would be helpful to look at trends and comparators between the current data and the previous two years. The Headteacher acknowledged that a chart of key figures and targets would be produced and he would share this with governors. This chart would enable governors to see the trends for each year group. The Headteacher then suggested presenting just Y9 data. Governors challenged this suggestion on the grounds that by focusing solely on Y9 there would be a lack of understanding of possible issues from the previous years that could impact.

Concerns were expressed that KS3 data was vague. The Headteacher explained that the

	<p>national KS3 assessment structure was not fit for purpose across all subjects and there were no longer external tests. As such, the school worked from teacher assessments and the Headteacher explained the difficulties in creating consistent assessment systems. He noted that he was confident of the year on year system for English and Maths but Science was not as consistent. Further to this, the system for English, for example, could not be transferred or made consistent with the system in Maths and Science.</p> <p>Governors acknowledged the difficulties with the assessment structure but stressed that whole KS3 data would be required in order to review issues and interventions, tackle areas of concern and ultimately reducing the number of interventions required. The Headteacher noted the concerns and explained that a table of trends could be produced for KS3. Governors acknowledged this would be beneficial.</p> <p>Governors asked if pupil progress for KS3 could be separated from staff set targets. The Headteacher replied that this was difficult due to the assessment systems. He explained that in KS4 pupils were entered for exams and the assessment system was generally known. In contrast, KS3 systems were arranged by the school. Governors were informed that national data was available but there were no moderations of national levels and this resulted in inconsistencies. Within school, the system was more consistent and expected KS4 targets could be considered.</p> <p>Governors agreed that the Committee would continue to review and monitor KS3 data in the table format and the Headteacher noted that they should see the percentages increase over the year.</p>	
6.	<p>Bespoke training in data interpretation</p> <p>The Chair reported that in preparation for an Ofsted Inspection and to generally improve the knowledge on the governing body, it would be beneficial to hold bespoke data interpretation training that was specific to the school's own data. Feedback was welcomed and governors agreed that it would be beneficial.</p> <p>The Headteacher noted that in-house training had taken place previously and he would be willing to support further training. He expressed that he would like Maxine Squire, School Improvement Partner, to carry out the training as she had internal and external data knowledge. He offered to contact Maxine to arrange a session in October.</p> <p><i>Sarah Barbacane left the meeting at 7.40pm.</i></p>	Head
7.	<p>Attendance / Exclusions</p> <p><u>Exclusions</u></p> <p>The Headteacher tabled a document showing the number of fixed-term exclusions broken down into various cohorts. He explained that an exclusions data store, showing trends over time, had been set up using the school's Information Management System (SIMS).</p> <p>Governors reviewed each graph within the tabled document and noted the following:</p> <ul style="list-style-type: none"> · National figures were not included within the graphs but the school was currently below the national for the number of exclusions and number of pupils excluded · Considering the graph showing 'number of fixed-term exclusions by year of entry', it was noted that the 2008 entry year cohort was the current Y11 · Governors noted that depending on the day on which a pupil leaves, or is permanently excluded from a school, the pupil's results would remain part of the school's data. The Headteacher noted that a managed move, rather than an exclusion, was often arranged · The Headteacher highlighted that there had been 63 exclusions during 2012/13 with 27 different pupils excluded. He noted that these figures were below national averages · Governors noted the graph outlining the number of repeat offenders <p>Considering the information provided, governors asked why a higher number of fixed-term exclusions had taken place in the summer term 2012/13. The Headteacher provided examples of individual exclusions which had taken place during the summer term and explained that there were a small number of pupils causing issues.</p>	

	<p>Governors highlighted that fixed-term exclusions were generally higher in the autumn term and discussed contributing factors. These factors included returning to school after the summer holiday, the length of the term and establishing authority.</p> <p>The Headteacher highlighted that the school often implemented internal seclusions rather than exclusions. The Headteacher then noted that a small number of pupils had been able to remain in school from Y7 to Y11 through the use of internal seclusions. These seclusions had provided the pupils with opportunities without impacting on other pupils.</p> <p><u>Attendance</u></p> <p>The Headteacher then explained that attendance was monitored on a weekly basis and it had been established with pupils that their attendance was expected to be above 95%. A reward would be received if this figure was achieved. Governors noted that the whole school attendance figure was currently just above 95%.</p> <p>Governors were advised that attendance figures for 2011/12 had been low and this was partly due to issues with record keeping; class teachers taking registers in the afternoon rather than form tutors.</p> <p>Considering the Y11 revision program, governors were informed that pupils would be marked present for a session if they registered in the library. It was further noted that Y11 attendance would be recorded until the end of term.</p> <p>With reference to persistent absentees, governors noted that the percentage determining a persistent absentee had changed from 20% absence to 15% absence. The Headteacher explained that the school would be monitoring and targeting pupils with 10% absence to prevent persistent absenteeism.</p> <p>The Headteacher noted that at the next meeting he would provide details relating to attendance procedures and explain how they worked. Information would also be provided showing a break down into vulnerable groups.</p> <p>The Headteacher was thanked for his report.</p>	
8.	Policies for Review	
	<p>8.1) Examinations <i>(previously distributed)</i></p> <p>The Clerk explained that she had received an additional insert to the policy from Alex Collins. This insert was tabled for consideration.</p> <p>A concern was raised regarding the structure of the policy and a governor noted that a lack of logical order could cause confusion. It was further raised that the policy arguably provided a job description for an examiner and this was not necessarily relevant. The Headteacher explained that the exam policy needed to be detailed in order to deal with parent questions and to protect the school against issues. He expressed that he did not feel that a significant amount of content could be removed.</p> <p>The Chair acknowledged the comments made and asked if governor concerns were only relating to the structure of the policy and not the content. Governors confirmed that they approved of the content but felt a change in structure would improve the policy. Due to the importance of the policy, the Chair recommended that governors approved the policy with the understanding that the structure would be reviewed.</p> <ul style="list-style-type: none"> · Governors unanimously approved the Examinations Policy, including the additional insert, with the understanding that Helen Thomas and Alex Collins would review the structure. 	Helen Thomas
	<p>8.2) Home/School Agreement</p> <p>As the Home/School Agreement had not been previously circulated, it was agreed that the item would be included on the Full Governing Body agenda for the meeting on 10th July.</p>	
	<p>8.3) Sex and Relationships <i>(previously distributed)</i></p> <p>As link governor to Sex and Relationships Education, Cllr Merrett reported that he felt the</p>	

	<p>policy was excellent but expressed his concerns that there was insufficient time available for this area within PSHE lessons. The Headteacher noted that the amount of available time would be limited further in 2013/14 and this was presenting challenges. The Headteacher then highlighted that some aspects of the subject were taught within RE lessons and projects were taking place within school to target key areas, including teenage pregnancy.</p> <p>Governors asked if the policy was accessible to parents and carers via the school website. The Headteacher acknowledged that from September he aimed to have all policies on the website with a standard school cover sheet.</p> <p>In response to a questions regarding the reference to a complaints policy on page two of the Sex and Relationships Policy, it was confirmed that this was the general complaints policy. The Headteacher explained that issues were generally dealt with informally with some progressing to the complaints.</p> <p>Governors asked for information regarding the input of the School Nurse. The Headteacher explained that the School Nurse offered a confidential drop in service for pupils and was involved in Child Protection discussions. Cllr Merrett further noted that the Nurse also delivered some information regarding respect for other pupils and this was a key role.</p> <ul style="list-style-type: none"> · Governors unanimously approved the Sex and Relationships Policy subject to the inclusion of an implementation date and review date. 	
	<p>8.4) Curriculum <i>(previously distributed)</i></p> <p>Governors highlighted some grammatical errors and suggested possible alternatives. The Headteacher offered to discuss these with Tim Gillbanks (AHT) who had produced the policy. It was expressed that a positive aspect of the policy was that it would not need updating following Government changes to the curriculum.</p> <ul style="list-style-type: none"> · Subject to the grammatical errors and the inclusion of a review date, governors unanimously approved the Curriculum Policy. 	
<p>9.</p>	<p>Link Governor Updates</p> <p>The Chair acknowledged that due to GCSEs there had been a reduction in the number of link governor visits taking place. The Chair then expressed that she did not feel there was sufficient evidence available to support the amount of work carried out by link governors and staff. Governors noted that visits had been carried out but the visit forms had not been reported to other governors or uploaded on to the school website.</p> <p>Governors discussed the process for governor visit forms and it was noted that the initial idea was to complete the form, share it with the link member of staff then circulate it to the Chair of the committee and other governors. The Headteacher noted that there were a lot of sections in the process and recommended that the forms were e-mailed to the link member of staff, Chair of committee and Jon Deamer (Curriculum Support) in one e-mail.</p> <p>John Fletcher asked if, as a new governor, he could register an interest in a link area. The Chair explained that the governing body had agreed key link areas which addressed areas of priority. This system had only been running for a year and would be reviewed on an annual basis to incorporate new links.</p> <p>The Headteacher expressed that more governor visits than taken place that in any year previous and there was increased engagement. He felt the system was positive and progressing.</p> <p>The Chair noted that she would like all visit forms to be available before the next Full governing body meeting and offered to contact all governors to arrange this.</p> <p>Governors discussed an induction for new governors and the Headteacher noted that there had previously been a governor responsible for this area and the role had been successful. Governors agreed that it would be beneficial to reintroduce this role to include induction, mentoring and an overview of training. It was agreed that members of the Executive Committee might in the best position to offer this support and it would be discussed further at the next Executive Committee meeting.</p>	<p>Chair</p>

10.	Date of Next Meetings <i>TBC</i>	

The meeting ended at 8.30pm

Ms N Mitchell
Chair of Executive Committee

Date Signed

**Action Plan following the Meeting of the Quality & Curriculum Committee
Held Wednesday 6th February 2013 at 6pm**

	Action	Agenda	Person	Date
	Contact Maxine Squire re-governor data interpretation training	6	Headteacher	asap
	Review structure of Examinations Policy	8.1	Helen Thomas & Alex Collins	As appropriate
	Amend policies as agreed	8	Headteacher / SLT	asap
	Contact all governors to arrange for visit forms to be submitted before the next FGB meeting	9	Chair	10.07.13

Standing Items:

- School Development Plan

Items for Future Meetings:

- KS3 attainment data
- Attendance procedures including a breakdown of vulnerable groups