



## MILLTHORPE SCHOOL

### Minutes of the Quality & Curriculum Committee

Held Wednesday 24<sup>th</sup> October 2012 at 6pm  
In the School Meeting Room

**Present:** Mr T Burton (Headteacher) Cllr D Merrett [*from 6.05pm*]  
Ms N Mitchell (Chair) Mrs S Barbacane  
Mr D Henson Mr R Newton  
Mr B Sydes

**In Attendance:** Miss Amy White (Clerk)  
Mr Scott Butterworth (Deputy Head)  
Mr Tim Gillbanks (Assistant Head)

#### Action

**1. Introductions – Apologies – Declarations of Interest**

Governors were welcomed to the meeting and round the table introductions took place as new governors were present.

Apologies were received from Steve Brereton and Christine Oliver. There were no declarations of interest.

**2. Election of Chair**

Nicola Mitchell was unanimously elected as Chair of the Committee.

Proposed: Don Henson; Seconded: Bob Sydes

**3. Review Terms of Reference**

The terms of reference for the committee had been previously distributed with no changes. Governors unanimously approved the terms.

**4. Minutes of the meeting held on 12<sup>th</sup> June 2012**

Previously distributed. The minutes were agreed to be a true and accurate record of the meeting and were signed by the Chair.

**5. Matters Arising**

With reference to the Action Plan from the meeting held on 12<sup>th</sup> June:

1. Completed
2. Completed
3. Carry Forward

There were no matters arising.

*Cllr Merrett entered the meeting at 6.05pm*

**6. Results Analysis**

Tim Gillbanks, Assistant Head, reported on the GCSE results and briefly highlighted the following points:

- Results had improved slightly following remarks with a 3% increase in English and Maths
- Floor Standards had risen from 35% to 40%
- Considering 3 Levels Progress in English and Maths it was perceived that the school would be ahead in Maths but below in English due to the national marking issue

- If the school was given 'Notice to Improve' during an inspection they would have one year to secure a judgment of Good.

The following points were discussed in detail:

JTB Education data for Year 11 Results, August 2012, was tabled.

With reference to the mean capped point residual for various groups, Mr Gillbanks highlighted that the mean residual for all students was two grades higher than Fischer Family Trust (FFT) as the school had good point score. It was noted that 40 points equated to GCSE Grade C.

Governors considered the mean residual for students eligible for Free School Meals (FSM) which was -50.6 and were informed that the results for FSM pupils were a city wide concern and was being addressed. Governors asked if there was an indication as to why FSM pupils were performing less well. Mr Butterworth (Deputy Head) explained that beneath the indicator of FSM there were often more complicated issues such as pupils having a statement or other needs. It was therefore necessary to target interventions to the varied needs of pupils eligible for FSM. Mr Gillbanks informed governors that the school was already working hard on targeted intervention and there was a member of staff who was responsible for tracking the progress, interventions and outcomes of pupils accessing FSM. It was clarified that this tracking was across all year groups.

Time was taken to review the GCSE subject summary table and the Headteacher explained that FFT was a charity which provided estimates of expected targets. FFTB was expected progress based on the achievement of similar schools and was used to evaluate how well pupils were doing. FFTD was the top 25% of schools and provided a measure of challenge. FFTD was used to set targets. Regarding the residuals within the table, if the residual was a minus it was below expected result.

The Headteacher highlighted the poorer results in Science Core and Additional which had residuals of -2.3 and -2.5 respectively. He expressed the results were disappointing and explained that pupils completed Core Science over one year then moved on to Additional Science. The Headteacher further acknowledged that should pupils need to re-sit their Core Science, it was not easy for teacher to teach the two elements simultaneously. To address this, the school had set up lunch time sessions for re-sits. Governors were further informed that there had been issues with coursework as pupils had not been allocated enough time to get their coursework up to level. Extra sessions had been set up to focus on coursework and the school would be taking advantage of the opportunity for early re-sits and early submission of coursework. The Headteacher highlighted that the new Head of Science was determined to reverse the negative residual for 2013 by improving the quality of teaching. Considering Science results further, Mr Gillbanks highlighted that 91 pupils had taken triple science. The Headteacher commented that the residual points score for chemistry was not statistically significant as only 13 of the 91 pupils had received a grade below expected. However, he expressed that the results were still important to the individual pupils.

Governors noted the negative residual for German and it was reported that the Head of Languages had been surprised by the results and there had been a lot of remarks to no effect. Governors were informed that the languages department was working hard to improve results. The Headteacher highlighted that the speaking assessments had been marked harshly by the exam board but subsequent information from the exam boards had made marking clearer.

Following governor questions, the Headteacher clarified that the FFT data provided was based specifically on the 2012 GCSE pupils but estimates were taken from data over three years. With reference to languages, the Headteacher explained that most schools had, on average, 30% of pupils taking a language at GCSE. In the current year there were approximately 80% of pupils taking a language GCSE. It was discussed that this was challenging for the school as pupils were being compelled to take a language. The Headteacher further clarified that there were four components to the languages exams and the Heads of Languages were reviewing and adapting all components following changes by the exam board.

Considering the positive results in French governors asked if there were any differences in the speaking tasks for French compared to German. Mr Butterworth commented that there might be differences depending on which class a pupil was in. Governors were informed that

the school had a detailed list of actions to address the results and it was difficult to summarise these actions. The Headteacher further explained that there had been discrepancies between teacher and exam board marking and one action was for staff to re-do the exam board training.

Mr Gillbanks provided a brief overview of the results highlighting the following:

- Art results were excellent
- Spanish and Drama were taken off timetable
- DT Food Technology was lower than usual
- DT Resistant Materials was significantly low and governors were informed that one member of staff had volunteered for early retirement and Year 11 was being taught by a new teacher. Exam board, NQA, had also requested that teachers attend training on marking coursework as there were significant discrepancies.

Mr Gillbanks highlighted the excellent result in History, explaining that 76 pupils had been entered and the residual was 6.1. This meant that every pupil had achieved a grade higher than expected and governors agreed that this was an excellent result. Mr Butterworth explained that history had struggled in previous years as a lot of pupils had opted for the subject but were not sufficiently prepared or motivated. In light of this, the school had focused on teaching the necessary skills for history GCSE from Year 7. The History department was small and the staff worked well together to concentrate teaching effectively.

Mr Gillbanks then went on to explain that there had been staffing turbulence in Health and Social Care but the Head of Health and Social Care would be teaching the GCSE group and outcomes were expected to be higher. The Headteacher acknowledged that the school had implemented the wrong solutions to the problems they had been faced with. He further noted that the Head of Health and Social Care would provide the best chance of success for the pupils.

Governors reviewed the English 3 levels progress analysis which was part of the JTB document and in RaiseOnline. Governors were informed that the RaiseOnline data provided an analysis of results and was used by Ofsted, however, the school could present their own data also.

From the information provided, Mr Gillbanks explained that pupils who achieved Level 4 at the end of KS2 would need to achieve a C Grade at GCSE to meet the expected 3 levels progress. Mr Gillbanks then talked governors through the results for pupils who had attained Level 5 in English in KS2. Governors noted that of the 70 pupils who had attained Level 5, 48 achieved grade B or higher and therefore met the 3 levels progress target.

Governors asked for clarification on the floor standards for progress and how the school was doing in comparison. The Headteacher explained that floor standards were the national median of pupils achieving expected progress. The 2011/12 progress floor standards were not yet available and the data provided was based on the 2010/11 figures. From this data the Headteacher highlighted that 58% of pupils within the school had achieved the expected progress and the floor standard was 71%. Governors were further informed that of the 58% who achieved the expected level of progress, these did not necessarily meet the floor standard of 5 A\* - C grades.

Governors reviewed the Maths data for 3 levels progress and tracked the progress from KS2 Level 5 as they had with English. It was discussed that it was often harder for pupils to progress from a Level 3 to Grade D than it was to progress from Level 5 to Grade B. Mr Gillbanks highlighted that the majority of pupils had entered the school at Level 3, 4 or 5. Of the pupils at Level 5, governors were informed that some had only been entered for the foundation paper which would allow them to get a Grade C but no higher. As a result, they could not make the 3 levels progress which would take them to Grade B.

Governors noted that one pupil who had entered at Level 3 had made outstanding progress by achieving Grade B at GCSE. Governors agreed that this highlighted the importance of entering pupils for the correct exam paper.

Governors then discussed the controversy surrounding the English Language paper and the

impact on the expected progress and results. It was clarified that the foundation English paper had been marked down and this had affected pupils who were borderline Level 3/4. The Headteacher was asked for an update on the national picture regarding English Language. Governors were informed that there was massive variation and some legal challenges continued. Mr Butterworth commented that the school had moved on from the situation and was focusing on reviewing practice.

The Headteacher noted that the pupils who were re-sitting their English exam would be attending a final lesson in the October half term for a re-sit on 7<sup>th</sup> November. It was noted that these results would not impact on the school's results data but would hopefully benefit the pupils affected. Mr Gillbanks highlighted that 25 pupils had been entered for the re-sit but not all of them had attended the lessons offered by school. Governors agreed that offering extra lessons was the right thing to do for the pupils.

Following the discussions on results and progress, governors reviewed the tracking documents used by the Senior Leadership Team (SLT). Mr Gillbanks explained there was a focus on achieving 5 A\* - C grades and there was a tracking board of Year 11 pupils in the Deputy Headteacher's office. The Headteacher commented that 84% of Year 11 pupils were predicted a C in English and 73% were predicted a C in Maths. These predictions would be reviewed during the October half term. Governors were informed that teachers were asked to ensure that their predictions were as accurate as possible.

Mr Gillbanks went on to explain that approximately 45 pupils had responded to the offer for extra Math lessons in the October half term. There had been a lot of effort from the SLT to encourage pupils to attend and governors acknowledged that there was a significant amount of rigor taking place across the school.

Mr Butterworth explained that coursework had been remarked based on the new grade boundaries and all pupils had been entered into the January submission. Governors discussed early and multiple submission of coursework and exams for English and Maths and challenged whether this would have a detrimental effect of pupils and their other subjects. Governors also questioned whether pupils could be submitted for the early and later papers following the exam boards going linear and only offering the opportunity to take an exam once. The Headteacher explained that pupils needed to achieve 5 C-Grades to continue in education and needed English and Maths to progress in employment. As such, it was important to focus on these subjects and work was being carried out to provide the best support to pupils and help them to achieve.

The Headteacher explained that Mr Gillbanks would be taking charge of raising achievement in Year 11. He would have twelve months to improve achievement and then a broader vision would be discussed. Governors were informed that Mr Gillbanks' responsibilities as Assistant Headteacher had been reallocated to allow him to focus solely on raising achievement. Mr Gillbanks was happy to take on this responsibility and the Heads of English and Maths were also very positive about the focus and line of command.

To further support raising attainment, governors were informed that the school had joined the Pixel Group and would be supported by a Pixel Associate and be able to attend talks in London on raising achievement. Governors were informed that Pixel Schools had raised their achievement by 5%.

Governors asked if the interventions and strategies in place for raising achievement would also benefit Year 10 or if the focus was purely on Year 11. The Headteacher reassured governors that there was support in Year 10 and the tracking and strategies would ensure that Year 10 pupils received the correct intervention in Year 11. Similarly, Year 9 options would be more focused on individuals and influence interventions for Year 11. Mr Gillbanks further noted that he had experience as a Head of Mathematics and was working on interventions to support and challenge Year 10 pupils. Mr Butterworth highlighted that though the focus was on Year 11 there was a lot of work being carried out on improving practice and teaching which would influence all pupils as teacher taught across all year groups.

Governors noted that a key intervention was to provide precise feedback to pupils regarding the next step in their learning and improve self motivation and independence. Governors acknowledged the thought and work that was being focused on raising achievement and

thanked Mr Gillbanks for his report.

## 7. **School Development Plan – allocation of governors to foci**

The Chair reported that sections of the School Development Plan had been allocated to the committee for monitoring but that these sections were difficult to aggregate under one priority. The Headteacher reported that the school development plan would receive some re-writes to incorporate the work that was being undertaken by Mr Gillbanks.

Governors discussed the main foci allocated to the committee across the school development plan priorities. During this discussion governors were allocated foci as below:

### SP1: Improve achievement through high quality first wave teaching

Sarah Barbacane agreed to be link governor with responsibility for monitoring the support of teacher development.

The Chair agreed to contact Steve Brereton to discuss if he would be link governor focusing on homework.

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

The Chair would work with Mr Gillbanks to monitor the KS4 interventions and their impact on raising attainment.

Richard Newton agreed to link to the progress of vulnerable groups and the Headteacher acknowledged that not all vulnerable pupils were under achievers. Governors noted that under achievers would be monitored by the SLT and Directors of Achievement.

### SP3: Improve behaviour and achievement through our new pastoral and inclusion structure

The Chair reported that this would be covered by the School and Community sub-committee.

### SP4: Improve our monitoring and evaluate through very clear procedures for middle leaders

The Headteacher explained that this priority was crucial to quality and curriculum. He further explained that previous line manager procedures had not worked as well as he had hoped and were in the process of being improved. The Headteacher acknowledged that it would be worthwhile to have a governor link to this priority to offer an approach to self evaluation. Bob Sydes (Chair of Full Governing Body) agreed to take on this responsibility.

Considering policies, Cllr Merrett agreed to take a link responsibility for the Sex and Relationships Policy. Governors discussed the Behaviour Policy and it was agreed that this policy should be moved to the School and Community Committee.

The Headteacher informed governors that as part of their link governor role they would produce a report which would be made available to the committee and full governing body. The form would allow governors to self inform on how the school was progressing and provide evidence of governor involvement. The Headteacher agreed to e-mail this form to all governors and noted that it was also available on the governor section of the school's website.

## 8. **Target Setting**

Previously distributed. The Headteacher reported that target setting used to be a statutory responsibility for governors and he felt it was important and helpful for governors to continue to approve targets.

The Headteacher proposed the following targets for the 2014 cohort:

5 A\* - C grades including English and Maths

3 Levels progress in English

3 Levels progress in Maths

It was noted that these targets were challenging and in line with FFTD. Governors noted that every Year 10 pupil had a personalised and challenging target in every subject and targets had been discussed with pupils. The Headteacher highlighted the importance of setting achievable targets with sufficient challenge. He further expressed that staff were enthusiastic and engaged with the level of challenge presented. Governors agreed that the targets should be challenging and that it was important that targets maintained motivation.

Governors asked how far in advance targets were set. The Headteacher reported that targets had been set 18 months in advance. When asked if he had information for the current cohort

the Headteacher replied that based on previous FFT estimates, the school would have approximately 63% of pupils achieving 5 A\* - C grades. In comparison to FFT, it was noted that FFT B was estimated at 64% and FFT D was estimated at 68%. The School would be aiming for 68%.

Governors acknowledged the early focus on targets and considered floor targets. The Headteacher noted that there were three indicators for floor targets and the school wanted to be in the top 25% for each. This would ensure that pupils were making good progress. The Headteacher acknowledged that some strategies had been unsuccessful over the last year but these could be improved with the correct focus. This had been supported by the School Improvement Partner.

Governors unanimously approved the suggested targets.

**9. Confidentiality**

None to report.

**10. Any Other Business**

None to report.

**11. Date of Next Meetings**

Wednesday 6<sup>th</sup> February 2013

Wednesday 12<sup>th</sup> June 2013

**The meeting ended at 7.45pm**

**Action Plan following the Meeting of the Quality & Curriculum Committee  
Held Wednesday 24<sup>th</sup> October 2012 at 6pm**

	<b>Action</b>	<b>Agenda</b>	<b>Person</b>	<b>Date</b>
1	Review the paragraph under the Teaching programme, strategies and resources, concerning confidentiality on set procedures	5	Head	06/02/13
2	Ask Steve Brereton to be link governor for homework	7	Chair	ASAP
3	E-mail link governor monitoring form to all governors	7	Head	ASAP

**Standing Items:**

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**Items for Future Meetings:**

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