

**The Minutes of the Curriculum Committee Meeting
Held on Thursday, 12th October 2017 at 5.30 pm**

Present

Tahir Darr (TD);
Steven Mackay (SMK) Headteacher;
Michelle O’Doherty (MO);
Nick Regan (NR) (Chair)
Stuart Weatherall (SWe);

1a. Apologies were received and accepted from:
Duncan Giles (DG)
Ruth Henry (RH).

1b. The meeting was **Quorate**.

1c. There were no **Declarations of Interests**.

1d. In attendance

Patrick Heuff (PH), Deputy Headteacher;
Graham Nash (GN) (Assistant Headteacher, Director of Post-16);
Marya Marriott (Clerk).

1e. Notification of Any Other Urgent Business. No items were added to the published agenda.

2. Whole-School Headlines and 2017 Exam Data

Two papers were circulated:

2.1 2017 Oldfield School GCSE Exam Analysis

The overall picture was better than had been anticipated; actual results were in line with expectations.

- a. Middle ability groups were, relatively, doing well. Lower ability groups had not done very well; this was not a surprise – it was a small cohort with proportionately high Special Educational Needs.
- b. There had been a huge improvement to Pupil Premium progress (the gap was -0.88 in 2016 as against -0.22 in 2017); this gap was forecast to move close to ‘0’ in 2018.
- c. The headline figure for GCSE C+ pass rate in both English and maths had improved from 64% to 70%.
- d. Maths had improved significantly. Lots of intervention had been put in place; evidence of improvement could be seen after each assessment point. Good quality teachers were in place, including a new Head of Maths; that person’s impact was already noticeable.
- e. Science had improved, relative to last year’s (poor) performance. There were no non-specialists teaching the subject. Some sensitive discussions had been held with parents to ensure that students were not studying 3 science subjects when their outcomes would be better if studied fewer.
- f. A strategy for 2018, to move things on even further, would be put in place. The improvements had made a huge difference to Progress 8 data; equivalent to an extra grade for every other child. Exam technique would be part of the strategy.

- g. There were anomalies in some subjects e.g. Art and Business Studies; the school was waiting for the final results.
- h. There was relative under-achievement in GCSE Humanities; a Raising Achievement Plan had been put in place. More assessment would be needed in order to precisely identify issues.
- i. There had been some issues with English Language (but not English Literature), further analysis was being done; there were no weaknesses in teaching of the subject. There had been uncertainty about how new exams would be marked. In some instances the emphasis on questions had been misinterpreted.

Governors asked: Were the writing results odd?

A: Reading is sometimes quirky but writing is usually straightforward. SPAG (spelling, punctuation and grammar) was marked harder this year.

- j. Performance within the PE (physical education) department were being addressed.
- k. A level results had been very good; the school was in the top 25% nationally, based on ALPS scores.
- l. Raising Achievement Plans (RAPs) would not be put in place for maths and science because the SLT was confident that both departments were rapidly improving; the new leadership had shown strong impact.
- m. The school's A level results would not appear as strong in comparative tables because some students had left Oldfield before the end of Year 12; however ALPs scores provided a real measure of progress.
- n. Year 7 Catch Up funding was being used to address learning gaps for pupils arriving at the school.
- o. It was confirmed that the progress and attainment of students supported by PPG was measured against pupils who were not in that group.
- p. The curriculum would need to be reviewed and better constructed.

Governors asked: Are we aspiring to close the PPG gap completely?

A: Yes. It is very challenging area. Scores above '0' mean that the gap is narrowing and the school is adding value.

2.2 Analysis of AS results in 2017

GN advised that the introduction of ALPS had been a factor in the significant improvement to results. The system had also given staff more confidence in their predictions, which had been closer to the actual results.

ALPS progress by subject was categorised as Red (positive); Black (neutral); Blue (negative).

Governors asked: Should we be concerned that some vocational subjects that are usually within the middle group moved to the blue? Is it due to teaching and learning?

A: Yes, in some instances. The issues are being address via faculty support plans.

3. Analysis of school leavers' destinations

Two data sets were circulated. GN advised that:

3.1 Year 11 Destinations 2016-2017

- Overall the pattern was similar to previous years.
- Destinations for some students may have changed due to their examination results.
- The destination for 1% of students was unknown; most of the students in that group had been hospital educated. It was not possible to confirm the final position until the local authority's report was received.
- Students had a good awareness of the options open to them.
- Apprenticeships were taken up by a very small number.

3.2 Oldfield Sixth Form Centre – Destinations

This report considered Year 13 academic year trends since 2013-2014.

In 2016-2017:

- 62% had successfully applied for university; that was a significant change from 2015-2016 (82%).
- The examination results for the 2015-2016 were not as strong but more had applied for university. Although there was lack of aspiration in some of last year's cohort, the escalating costs were likely to be a factor influencing student choice.
- Students who were supported by Pupil Premium were not a significant feature of the data.
- Boys were keener to leave home and attend university; girls were more likely to select post school options close to home.
- 8% were going to college, a further 8% were undertaking internships.
- A bigger proportion was taking a gap year or going into employment (23%). Within that group a small number was undertaking an apprenticeship.

Governors asked: How will the lack of aspiration be addressed?

A: We will have much stronger university representatives in the coming year, including Russell Group universities, Kingswood and Bristol. We are exploring residential opportunities. University representatives will be asked to speak to Years 11 and 12 and the MABLE group.

Governors asked: Are the internships paid?

A: Yes. A church organisation has provided the opportunity.

Governors asked: Have parents been asked in to discuss opportunities?

A: Yes. But only 3 students' family attended. [GN left the meeting at this point (6.15 pm)]

4 Election of the Chair of the Committee

NR was re-elected as Chair of the Curriculum Committee for 12 months.

5 The Minutes of the last Curriculum Committee Meeting (6th July 2017)

The minutes were agreed to be a true record of the meeting; they were signed by the Chair of the Committee and passed to SMK.

6 Matters arising from the last meeting

Item 12c. SMK was investigating the introduction of a school dog. **Action ongoing: SMK.** [It was noted that although there were significant benefits, such a development would depend on a member of staff being willing to adopt a suitable dog. MOD agreed to investigate organisations who might provide a trained dog.]

There were no further matters arising.

7 Review Terms of Reference (TORs) and Scheme of Delegation

The TORs had been circulated. (RH had forwarded the following comments for consideration).

It was agreed that ToR 3 would be amended:

"To ensure quality of opportunity and support for all students, ensuring there is appropriate challenge for both MABLE and SEND students"

The committee agreed that 'quality' should read 'equality'.

ToR 9 To recommend to the Governing Body the times for start and finish of the school day.....

It was agreed that the Governing Board would approve any change but detailed discussion about the impact of changes would take place at the Curriculum Committee.

The Clerk had identified some adjustments to procedural items. **Action: Clerk.**

KPIs (Key Performance Indicators)

It was agreed that the KPIs would be reviewed separately to ensure consistency with the Terms of Reference, the SDP and school terminology e.g. Heads of Faculty. **Action: NR/SMK**. [Further information at item 10.]

8 2017-2018 Schedule for Head of Faculty Presentations

8.1 Mathematics Faculty – 18th January 2018

8.2 Communications Faculty – 26th April 2018

8.3 PE, English, Humanities or Arts for 5th July 2018.

Action: PH.

9 SEF (School Self Evaluation Form)

It was agreed that this item would be deferred to the next Curriculum Committee meeting. There would not be major changes; the school's key priorities would remain the same. **Action: SMK**

10 SDP (School Development Plan)

SMK reported that the SDP for 2017-2018 had been prepared and aligned to the Curriculum Pillars in the Strategic Plan.

The governing board had agreed that the Curriculum Committee would monitor the following:

Pillar 1 – Curriculum – All objectives.

Pillar 2 – Pastoral Care and Inclusion (One objective: Gap narrowed for SEND v PP students).

Pillar 3 – Community Relationships (Primary school links; Employability/Aim Higher; Kingswood Partnership).

Pillar 5 – Academic Excellence – All objectives. MABLE, disadvantaged students, 6th Form teaching, use of SEND and teaching assistants would be included in monitoring data; the SEND element would be updated.

KPIs for Academic Excellence were ambitious to drive improvement:

- GCSE 5+ in English and maths – 60%
- GCSE 4+ in English and maths – 80%
- GCSE 7+ - 30%
- Progress to be above 0 for P*.
- All July ALPS 4+ (GCSE)
- Marking – to meet the Oldfield Standard. (It was noted that 85% were currently meeting or exceeding the standard. NQTs (newly qualified teachers) were expected to be 'working towards' the standard.

Pillar 6 – Leadership – (One objective: Ensure leaders of learning are the driving force in whole school improvements to the quality of teaching and learning, and student progress.)

It was agreed that monitoring progress against KPIs would be a standing item on the Curriculum Committee's agenda; the focus would be on 'red' items i.e. those not on target. **Action: SMK/NR.**

11 Review of 2016-2017 attendance and exclusions data

The school's position had not changed since the report given at the FGB (full governing board) meeting held on 5th October 2017.

11.1 Exclusions

- a. The national data had not yet been released.
- b. The meeting was advised that 6.79% of the school population had been excluded. In the previous year the overall exclusion rate had been 8.3%.
- c. The percentage of exclusions in the Pupil Premium and 6th Form groups had fallen.
- d. The school's exclusion criteria had not changed.

In the 2016-2017 academic year there had been 2 permanent exclusions; 1 had been rescinded and the matter dealt via alternative provision.

Governors asked: The fall in exclusions is not due to lack of enforcement?

A: No. It is likely that the number will increase again at the start of the academic year. The evidence indicates that staff intervention together with discussions to ensure parental involvement and support are effective.

11.2 Attendance

There had been some progress on the school's overall non-attendance. At the end of 2016-2017 it had been 5.1%. In 2015-2016 it had been 5.8%. SMK advised that the figure was still too high, it was less likely to be a line of enquiry for Ofsted.

Governors asked: Given that we employ an Attendance Officer, why are we hovering around an attendance problem?

A: The difficulties are marginal. The school's attendance is better than the average within the local authority area. The issues relate to some very persistent non attendees and some lateness. Non attendance due to medical appointments taken during the school day and school phobia have an impact.

Governors asked: Of which type of absence do we have too much?

A: Further analysis will be needed to answer that question fully. The school does not have much absence due to term time holidays. **Action: S Mills** (Head of Inclusion).

12 Pupil Premium Update

SMK reported that the gap between students support by pupil premium grant and their peers had considerably narrowed.

The new Pupil Premium Statement identifying how the funding would be spent in 2017-2018, together with an evaluation of the impact of interventions used in 2016-2017, was ready for publication on the school's website. It was agreed that the finalised statement would be circulated to the Committee.

Action: SMK

Governors asked: Did we spend all of last year's PPG funding?

A: Almost; there is a small amount of discretionary spending.

Governors asked: Is the Free School Meals cashless?

A: No - but it is very discreet. The introduction of a cashless system would require an investment of c£12,000.

Governors asked: How much do pupils on FSM receive; is it sufficient?

A: £2.60. It covers the costs of a meal from the Snack Shack adequately. Uptake of school meals has increased. We intend to explore taking over the provision.

13 Special Educational Needs & Disability 2016-2017

The Inclusion Manager had prepared a detailed report, which was circulated at the meeting. A record of the training undertaken in 2016-2017 by the Learning Centre staff was also circulated.

Results had improved overall on the previous year. It was noted there had been some great success in improving outcomes for individual students.

Governors asked: Should we be pleased with these results?

A: No. School Action Plus support is not as good as it should be.

14 PE Monitoring

Ongoing monitoring was being undertaken by J. Lobbett, (Assistant Headteacher). A support plan would be re-introduced. The governing body was advised that this subject presented less risk than some other areas; plans to address risk were in place.

15 Review of Policies

15.1 Pupil Premium

The policy had had several changes. In particular SMK drew the committee's attention to a new paragraph, 1.9, which identified the Pupil Premium information to be published on the school's website in order to comply with the School Information (England) (Amendment) Regulations 2012.

The policy was adopted; it would be scheduled for review in October 2019.

15.2 Curriculum Policy

A correction to clause 3.4 of the policy was agreed: 'wide range' would replace 'whole range'.

The policy was adopted; it would be scheduled for review in October 2019.

The meeting ended at 7.22 pm.

Dates of the next Curriculum meeting: Thursday, 18th January 2018, 5.30 pm

Items for the next agenda:

- Head of Faculty – Maths – PH
- Revised TORS - NR
- SEF - SMK
- Review of KPIs – Standing Item for each agenda - All
- Review of Risk Register (Curriculum Items) – Standing item for each agenda - All

Membership: Tahir Darr; Duncan Giles; Ruth Henry; Steven Mackay (Headteacher); Michelle O'Doherty; Nick Regan (Chair); Stuart Weatherall.

In attendance:

Patrick Heuff, Deputy Headteacher; Graham Nash, Head of 6th Form; Marya Marriott, Clerk.