

The Minutes of the Curriculum Committee Meeting
Held on Thursday, 11th October 2018 at 5.30 pm

Present

Tahir Darr (TD);
Steven Mackay (SMK) Headteacher;
Michelle O'Doherty (MO);
Verity Lewis (VL);
Nick Regan (NR) (Chair of Curriculum Committee);
Stuart Weatherall (SWe).

1a. **Apologies were received and accepted from** Duncan Giles (DG).

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

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

1d. **In attendance**

Sarah Mills (SM), Assistant Headteacher (Pastoral);
Graham Nash (GN), Head of Sixth Form;
Martin Peacock (MP), Leader for Learning: Humanities;
Jonathan Reeves (JR), Deputy Headteacher;
Marya Marriott (Clerk).

2. **The Minutes of the last Curriculum Committee Meeting (26th April 2018**

The minutes were approved; they were signed by the Chair of the Committee.

3. **Presentation: Leader of Learning Humanities**

MP spoke to a PowerPoint presentation which summarised Humanities results for 2017-2018. There had been improvement across the board. It was noted that ALPs (A' Level Performance System) was the critical measure. The school still wanted to improve outcomes for students with high prior attainment in geography and history.

Child Development

There had been a big improvement on the previous year and it was hoped to push that improvement further. The leading teacher was not a Child Development specialist but had been given support.

Governors asked: What led to the improvements in other subjects this year?

A: In Key Stage 5 there were some very good results. Geography was tricky because there was just one student; that situation will change because the current year's intake is larger.

Marking and planning lessons would continue to be a focus. Schemes of learning had been developed and shown significant impact. Feedback and marking were very good. Extracurricular activities had been very effective, fieldwork was well planned and there have been lots of trips.

Assessment in Key Stage 4 was done very frequently. The outcomes were used practically to inform interventions and provide a realistic picture.

Staff were using data to analyse their classes and identify issues early; interventions were also identified early. Students were grouped by ability. Tight line-management was in place.

Governors asked: What collaboration has there been with parents?

A: Its on-going. We've sent letters to the parents of any children who are underachieving. We are trying to engage with parents and have had some good results which has made a difference but it's a challenge to get all of them engaged.

Governors asked: What is the percentage uptake by parents?

A: Thirty-four letters were sent out, of those c50% have responded. There has been a large uptake by some groups ie parents of the More Able.

Governors asked: How do you cascade feedback, for example in relation to quality of marking?

A: We have whole-school gradings; staff know what the judgements report.

Staffing for 2018-19

We have a mix of experienced staff, and some who are less so in history and geography. There is a smaller team in RE and social sciences. Generally staffing is stable.

Student Numbers

History and geography attracted similar numbers, there were 6 groups.

RE (Religious Education) was a smaller group; it was in the second bucket for Ebacc.

The numbers for Child Development were growing significantly.

The number for Psychology had also increased (offered only in Sixth Form.)

Governors asked: Should we consider offering Psychology at GCSE?

A: It is complex to set up the syllabus and can be attractive because it is a novelty.

Priorities for 2018 2019

- Build on pupil attainment
- Develop and embed differentiation
- Narrow Pupil Premium gap - this would be a big Focus
- Key Stage 3 - ensure the quality of the curriculum so that students are prepared for GCSE and there is more seamless progress; reflection on what's missing.
- Homework - challenge for all and differentiation

Governors asked: Strategies were put in place for Pupil Premium and Mable last year - is anything else needed?

A: We need to be more demanding and challenging in Key Stage 3 and identify issues earlier.

Governors asked: Is there something in place for Year 11?

A: Yes. We need greater consistency to build on what's already been done, we need to use reflection to greater effect.

Governors asked: When will we know progress 8 scores?

A: We have them for the whole school but won't get Humanities' scores until January 2019. All tables will be recalculated once the re-marking has been done. It looks likely that the school's scores will be good. We can look at the ALPs scores, ALPs is a national dataset and essentially the same thing. The data currently suggest the school will be slightly above 0; the ALPS scores are mirroring that. There are no Humanities subjects below 5.

The Committee thanked MP for his report. MP withdrew from the meeting.

4. **Notification of Any Other Urgent Business.** There were no additions to the published agenda.
5. **Election of the Chair of the Curriculum Committee**
This item was overlooked. **Action: Clerk** to log for next Curriculum Committee Agenda
6. **The Minutes of the last Curriculum Committee Meeting (5th July 2018)**
The minutes were approved; they were signed by the Chair of the Committee and passed to the Headteacher for inclusion on the Governing Board file.
7. **Matters arising from the last meeting.** (Please see page 9.)
8. **Curriculum Committee Terms of Reference and KPIs (Key Performance Indicators)**
The Clerk advised that a small number of changes have been made to reflect the agreed Scheme of Delegation. Review of the SEND Policy and statutory information relating to SEND for publication on the school's website was part of the Committee's remit.

The Committee agreed that the Freedom of Information Publication Scheme should be linked to the GDPR Policy and move to Finance and General Purposes Committee's remit.

Action: Clerk – update Scheme of Delegation and TORs

Action: SMK – update Policy Schedule.

It was noted that the school's new Finance Officer would be tasked with update of the GDPR Policy.

9. **Whole-School Headlines**

The data dashboard had been circulated in advance of the meeting.

SMK summarised:

Progress 8: The schools' data have been updated with provisional progress 8 scores. 4matrix indicated that the schools' scores were up by .004 to 0.02; it was possible that the score would be 0 once the national figures were published. This was an improvement on the previous academic year. The main reason for the improvement were scores for the more able and mid ability prior attainment groups, who represented circa 50%. It was noted that both those with low and high prior attainment had improved; the improvement for those with high prior attainment was significant.

English and maths results were better. Results for the E-Bacc had improved. The most dramatic improvement was to science results - as a result of improved teaching.

Results for the 'open' bucket had come out as negative. Further investigation was needed.

Pupil Premium results had not been good, although they were in line with the national picture.

Attainment: In maths it had not improved as much as the school wanted but it would be better than 2017; maths teaching would improve in the current year. Using the old measure – 5A*-C results were in line with when Oldfield was a girls' school. There were disappointing results in a small number of areas but the boundaries had moved which had an impact on predictions.

Ebacc: 70% of students had taken subjects, results were better than 2017. The results were unlikely to improve the school's standing in national performance tables but Oldfield allowed students to choose their own path. It was noted that Ofsted would look at whether the school's curriculum was appropriate.

Governors asked: How many students leave without English and maths at grade 4?

A: In 2017 it was 24%; nationally it was 36%.

Governors asked: Why do you think the cohort coming in to Year 7 has a much higher number of boys than girls?

A: It is partly the impact of Hayesfield taking girls with higher prior attainment; local conditions to have an impact. We need to ensure that the boy-heavy year group achieve as well as they should, and ensure consistency of performance in all subjects across the school.

Governors asked: What are the problems in MFL (modern foreign languages)?

A: Previously it was teaching but that's not the case now - we have a good team in place and anticipate that this will quickly improve.

Sixth Form

The Sixth Form Data Dashboard had been circulated.

GN reported:

It was the final year of the alpha, rather than numeric, grading system.

Once the data was validated, the school expected the 2018 results to be above the national average; previously they had been in line with the national average.

There had been fewer **A and A* grades** but results were positive. The target had been for all grades to be 4 and above; just two subjects were below target, geography and German. The subject teacher for German had left mid-year, as a result the school had been forced to employ a temporary member of staff to fill the gap; the results were as good as they could be given the circumstances.

The **QI and T** scores were good:

The QI (Quality Indicator (of curriculum)) was '2' (hot)

The T score was 3 (hot).

[The T score averages 3 annual grades for RED teaching, BLUE teaching and the Quality Indicator. The three-year T score is the average of the 9 grades, i.e. of the 3 grades across the three years. It gives a sense of how the school is performing over time. A RED-HOT T score means progress at least equivalent to the top 25% nationally.]

The **key issues for Sixth Form** were student retention and student destinations. In part, the issues were due to previous student recruitment when the school had been focused on increasing student numbers. The school would be raising the Sixth Form entry requirements in 2019 ie 5 good passes (3 at Grade 5). GCSE results, including maths, would be taken into account.

Destinations: 62% of Oldfield leavers had gone to university. Lots of students were applying but the school should expect 70-80% to successfully apply. Some students had indicated that they wanted to do an apprenticeship only a narrow range of industries offered them. There were some local and south-west issues relating to low aspiration. Two students were applying to Cambridge - but more work when needed.

Governors asked: What are the plans to address the issues relating to destination?

A: We have improved our guidance. A lot more students will be doing science this year. retention will be monitored much more closely, including the drop-off of subjects. Historically there has been a correlation between the drop-off of maths and science studies and less affluent students.

Governors asked: How will Psychology students fare if the subject is not offered at GCSE?

A: Achievement at A' Level in this subject is not significantly influenced by studying the subject at GCSE

Governors asked: At what point will the Sixth Form need its own admin section?

A: It already does.

Governors asked: Will that need to increase?

A: It will be carefully monitored. The Year 12 numbers are likely to be lower in 2019.

Governors asked: Are there potentially issues with students who have strong science or maths not getting in to Sixth Form because they can't get good English grades?

A: That's unlikely - but we won't decline them on that basis. We'd offer retakes if necessary.

Governors asked: How do Oldfield's Sixth Form entry requirements compare with other schools?

A: They are similar.

Governors asked: Do we capture student voice/survey data from students who are leaving?

A: We will work that in to our programme.

10. SEF (School Self Evaluation) October 2018

SMK advised that the main changes were to GCSE and A' level results. The school's priorities had not changed. Results for 2017-2018 had been better than anticipated. There was a high level of confidence that the school was '2' ie 'good' in Ofsted terms.

The gap for Pupil Premium needed work. There were lots of issues in relation to PP not least that there had been lots of cuts to areas that supported PP students and their families.

Governors asked: Are these judgements accurate/conservative?

A: I believe the school is solidly 'good'. The results support that view. Subject progress is good, although PP is part of that picture. Attainment, teaching and learning are good. Marking is 2+.

11. Review of 2017-2018 Attendance and Exclusion Data

SM circulated a full report, Attendance Data 2017-2018, including all groups, at the meeting. It was confirmed that 'Late Before' referred to before school registration was completed; Late After identified students who arrived after registration.

11.1 Attendance (Overall)

It was noted that the report covered Terms 1-5; Year 11 data for Term 6 was distorted by the examination programme. Attendance data had been strong until the end of Term 3 at which point factors such as illness had pulled down percentages. The school was aiming to achieve at least 96% attendance overall.

11.2 Persistent Absence: Anonymised data in relation to students with absence rates above 15% was circulated. Across the school, 80 students were included in that category; persistent non-attenders were likely to drop one grade in their exams. Some students in the higher age range had joined the Oldfield late in their school career. The school was working with all students to improve attendance but the barriers to some students' attendance were beyond the school's influence.

11.3 Unauthorised Holidays: There had been 116 instances of unauthorised holiday being taken. Going forward, the school planned to issue penalty notices to parents, which could be applied if more than 10 days were taken.

Governors asked: What were the figures for previous years?

A: I would have to check. **Action: SM to circulate.**

11.4 PP (Pupil Premium) Group Attendance:

Across all measures for attendance there was a significant (negative) gap between the attendance of students supported by PP and their non PP peers. SM advised that the newly recruited EWO (Education Welfare Officer) had been more time than their predecessor to focus on improving attendance.

11.5 FSM (Free School Meal) Group Attendance

The overall attendance of students in this group was significantly below that of students who did not receive FSM and that of those in the PP Group.

11.6 SEND (Special Educational Needs and Disability) Group Data

SM advised that a group within the data 'Notification of Concern' were not on the SEND register.

Governors asked: Why are those students not included on the register?

A: It is the school's internal system, those students may go on to the register at a later point.

SM advised that the lower attendance of a small group of students had a negative on the school's data, this was largely due to difficulties in their non-school life.

Governors asked: What strategies are used by the EWO?

A: A key one is to phone students homes when they have not arrived for school but we are exploring what else can be done. We will discuss this issue at parents' evenings and emphasising the impact that non-attendance will have on their exam results. In some cases the EWO will meet with parents at their home. We are introducing an attendance tracker for Heads of Year in order to give monitoring higher priority and consistency. We are linked to Youth Connect for children at risk of being NEET (Not in Education, Employment, or Training). We also use CAF (Common Assessment Framework) for safeguarding purposes.

Interventions, including lifts to school, for PP students had had a big impact for some PP students; some students who would not have achieved so well without those interventions had gone on to college. Earlier intervention was needed. Some students with mental health issues had been supported with transport so that they could attend exams.

The PP group gap was an area of concern; some of that was because students had joined the school late; the school had adjusted its provision to suit those students' needs or provided support to help them catch up.

HES (Hospital Education Service) 1:1 support was provided in some cases. The school paid for HES via the local authority; it was noted that the support was very expensive and was outsourced by the local authority to Broadlands.

Governors asked: Could we offer the support needed at the school?

A: The costs of setting it up would be significant but it could be investigated. **Action: SM/SMK**

Pupil Profiles had been set up for the current Year 11; staff in all subject areas had been asked to add to the profiles. The school was using a range of approaches to get the children into school. It was offering an early visits booking system for hard-to-reach parents.

The data, once confirmed, was likely to show 215 students supported by PP; 115 for FSM. There would be a significant increase on previous funding. Students in the PP group were being provided with tools such as revision guides, art packs and technical support.

Governors asked: Are there any EAL (English as an Additional Language) students?

A: There is a small group – 2/3 in the last academic year. They are tested when they join the school in Year 7 and we work on their key words and literacy.

It was agreed that the Pupil Premium Plan for 2018-19 would be reviewed and added to the school website. **Action: SMK/SM**

11.7 Exclusions

SM advised that, when compared to 2016-2017, the number of FTE (fixed term exclusions) had risen from 70 to 92. However the overall percentage of FTE had fallen from 4.5% to 3.8%, reflecting increased student numbers at the school. That pattern was reflected across most student groups, including Pupil Premium.

12. Pupil Premium Update

This item had been covered earlier in the meeting. [At items 3, 9, 10, 11.4 and 11.7]

13. Policy Review

13.1 Special Educational Needs

The policy had been circulated in advance of the meeting via GovernorHub.

SM advised that, in order to assist parents, definitions of AEN (Additional Educational Need) had been added to the policy at 2.3.

At section 3, roles and responsibilities, SENCO (Special Educational Needs Co-ordinator) was used to describe the role previously known as the Inclusion Manager's remit.

SM confirmed that the policy was up-to-date and no major changes had been needed. There would be a focus on in-depth analysis of SEND data.

Governors asked: Who is the SENCO?

A: James Sully.

Governors asked: Does the school offer any support for the parents of SEND students, who may themselves has SEND?

A: We offer individual meetings and signpost support. We could also offer documents in alternative fonts for those with impaired sight or dyslexia.

It was noted that the policy stated that it was approved by the Full Governing Board; this would be changed to the Curriculum Committee, as stated in the Governing Board's Scheme of Delegation.

Action: SM

The Curriculum Committee agreed that the revised policy should be adopted. It would be scheduled for review in October 2019. **Action: SMK**

13.2 SEND Local Offer and Report 2018-2019

The document, primarily for parents' use, was circulated at the meeting. SM advised that it had been constructed to mirror the school's SEND Policy. The document was noted.

The Committee thanked SM for her very useful reports.

14. Review of Risk Register (Standing item)

R14 - GDPR (General Data Protection Regulation):

Action to mitigate the risk would be ongoing. The Deputy Headteacher would be the school's DPO (Data Protection Officer) and would attend training. It was confirmed that privacy notices were in place.

R15 - Ofsted:

Actions to mitigate the risk were on target. It was agreed that the impact score should remain at 10.

It was noted that a whole governing body training session on risk had been arranged by SWe for 8th November 2018.

15. Any Other Business

There were no further items for discussion. The meeting closed at 7.35 pm.

Remaining Curriculum Meeting Dates 2018-2019

- **WEDS** 16th January 2019
- Thurs 25th April 2019
- **WEDS** 3rd July 2019.

Items for the next agenda:

- Presentation by Head of Creatives Faculty
- SEF – SMK
- Review of KPIs (Standing Item)
- Review of Risk Register (Curriculum Items) (Standing item)
- Admissions Policy

Sequence of Faculty Presentations at the Curriculum Committee for 2018-2019

- Term 1 - Humanities
- Term 3 - Creatives
- Term 5 – PE. It was agreed that presentations would then follow the previous cycle:
- Term 6 - Science

2019-2020

- Term 1 - Maths
- Term 3 – Communications.

Item 7. Matters Arising

From 5th July 2017

Item 4. Whole School Headlines

Governors asked what's making the difference between Year 10 and Year 11 achievement?

A: Poor student attitudes to learning, particularly some Year 10 girls.

It was noted that students from ethnic minority groups and students supported by Pupil Premium were over-represented in disciplinary cases. As the school's catchment area shrank it had become less diverse, which was not a positive development.

SMK advised that he would include a written update as part of his Headteacher's Report to the full Governing Board on 16th July 2018. **Action: SMK**

Item 5. Participation in Extra Curricular Activities

It was agreed that a written report would be circulated after the meeting. **Action: SMK/J Lobbett**

Item 7. SEF

It was agreed that the revised SEF would be discussed at the next Curriculum Meeting.

Action: SMK AGENDA

Item 8. School Improvement Plan – Progress against KPIs (Standing Item)

The plan would be closed down and preparations made for the new academic year. The plan would be shared at the Full Governing Board meeting. **Action: SMK**

Item 8. (SIP)

Governors asked: Will the data from the parent survey be shared?

A: Yes - it will be sent to the next full Governing Board meeting. **Action ongoing: SMK**

Item 11. Risk Register

R15 - Ofsted: Robust self-evaluation had led the school to judge itself to be '2' (Good) in Ofsted terms. The SLT had started to reflect on the lessons to be learned from other schools' recent inspections. It was agreed that governors would need to be fully prepared to answer inspectors' questions. **Action: SWe**

From 18th January 2018

Item 6. Governors asked: How aware are staff of the SEF?

A: Although it is discussed in detail by the senior leadership team staff in general won't be aware of it – but it would be useful to share it. **Action ongoing: SMK**

6th July 2017

Item 12(a). Any other URGENT Business.

SMK was investigating the introduction of a school dog. **Action: SMK.**