



**The Minutes of the Curriculum Committee Meeting
Held on Wednesday, 25th April 2019 at 5.30 pm**

Present

Tahir Darr (**TD**);
Carl Lander (**CL**);
Steven Mackay (**SMK**) Headteacher;
Verity Lewis (**VL**);
Nick Regan (**NR**) (Chair of Curriculum Committee);
Stuart Weatherall (**SWe**).

1a. Apologies were received and accepted from:

Michelle O'Doherty (**MO**);
Duncan Giles (**DG**).

1b. The meeting was Quorate.

1c. There were no Declarations of Interests.

1d. In attendance

Rosie Capetti, Leader for Learning: Creatives;
Graham Nash, Head of Sixth Form;
Jonathan Reeves (**JR**), Deputy Headteacher;
Marya Marriott (**Clerk**).

3. Notification of Any Other Urgent Business. There were no additions to the published agenda.

4. Presentation: Leader of Learning for Creatives

RC advised that there was a strong team of teachers in the Creatives Learning Area. There was good student engagement. The school offered lots of trips to exhibitions and galleries related to art, design and food. The school's music and drama performances were excellent and very inclusive.

RC identified team members and their responsibilities:

Art	Rosie Capetti*	
	Jamie Pearce*	In 5 th Year
	Charlotte Noakes*	NQT +1
	*Also teach technology.	

Drama	Elizabeth Bloomfield	Subject lead)
	Christy Grimes	

Technology	Charlotte Evans	Subject lead
	Meg Evans	Textiles specialist
	Caroline Sackett	Textiles/Product part-time 0.5 fte
	Karen Madrell	Temporary Product

Music	Victoria Robinson Matthew Williams Jessica Lobbett	Subject lead 0.8 fte Temporary until September KS4/5
Technicians	Michelle Dowding Neill Fuller	Mainly Food Product

Staffing

- Maternity cover in Textiles due to start on 10th May 2019; new Textiles teacher would start 3rd June 2019.
- Permanent Product teacher due to start in September 2019.
- Permanent Music teacher joining the school in September 2019, has experience in terms of acting Head of Music.

Art

KS3 Curriculum

Students taught 2 periods per fortnight; same teacher kept for the year. Students have a skills-based curriculum that is aimed at developing their practical skills in painting, print and 3-dimensional studies. Drawing, using a variety of materials and studying the work of other artists, was integral to each project. Terms are project-based with the project theme being devised to suit the material that the students are learning to work with. The key focus for 2018-2019 was differentiation, so that all students can complete work that they are proud of and of which they didn't think they were capable.

KS4

Two GCSE groups in Year 10 and 2 in Year 11 were following the OCR fine Art course.
One Year 10 and 1 Year 11 GCSE Photography group were following the AQA course.

KS5

One student was studying A level in Year 13. Eight students in Year 12 were following the OCR Art A Level Fine Art course.

In Year 12, 7 students were studying Photography A Level, there were 3 in Year 13.

Drama

KS3 Curriculum

Two periods were taught per fortnight. The curriculum aimed to develop personal and social skills and educate students about a wide range of situations through exploring perspectives other than their own. Students studied theatre and performance skills and explored different genres and conventions.

KS4

One GCSE group in Year 10 and 2 in Year 11 were following the Edquas drama specification – which assesses both practically and through written controlled assessment and examination.

KS5

Two students in Year 13 and 2 in Year 12 were studying Edexcel Drama specification that examined them in performance and written form.

Music

KS3 Curriculum

Two periods taught per fortnight. The curriculum aimed to develop students' fundamental music skills so that they could compose and perform. Students gain experience of different styles of music for example folk, reggae and blues, where their task is to learn the key aspects of the styles and then apply them to their own compositions.

KS4

Currently 2 GCSE groups in Year 10 and 1 in Year 11 following AQA syllabus.

The students were assessed on performance, composing and the listening ie theory of music.

KS5

Two in Year 12 were studying AQA A level with the same focus and weighting of performance, composing and listening.

Technology

KS3 Curriculum

Two periods per fortnight in Year 7, 3 per fortnight in Year 8 and 9. The students were rotated through 4 subject areas food, graphics, product and textiles. Students spent approximately 9 school weeks in each of the areas where they learned designing and practical skills that would equip them for adult life, whether or not they became designers.

KS4

Food and Nutrition

Two groups in Years 10 and 11 were following the Edquas exam board syllabus. The students were tested on their practical skills in and through a written examination.

Product

Two groups in Years 10 and 11 were studying the AQA Design qualification. The students design and make and then sit a formal exam paper that asks about knowledge on materials, specialist technical principles and designing and making principles.

Textiles

One group in Years 10 and 11 was studying the AQA syllabus. The coursework was a practical project of designing and making. The students sat the same exam as the product students except they answer the Textiles components.

KS5

One student in Year 13 was studying Textiles.

There were 11 Year 12 Textiles and 7 Year 12 Product students. Textiles students followed the OCR Art Textiles course and Product follow WJEC.

Examination Results

Examination results in the learning area were generally good. The Creatives Learning Area was inclusive rather than an elitist. Staff catered for and worked with students of all abilities. There was a broad spread of ability ranges and the examination results reflect that. The team was not complacent; results were carefully analysed.

Music and Drama had been with the Creatives for 1.5 years. In that time the team had shared best practice and made a positive shift in classroom practice. There had been improvements made to the quality of feedback given to students which would impact positively on future examination results.

GCSE Examination results in Art, Textiles, Music and Photography were good, with ALPs scores of 3, all had good in school residuals.

Food didn't have an ALPs score but the in-school residual was 1.03; on average students were a grade higher than in their other subjects.

Drama results were less good with a P8 score of -0.54

Examination Predictions 2018-2019 (Based on AP Data)

In terms of this year's predictions 5+ percentages from AP3 data looked very similar in Art, Food, Photography, and Music.

Product Design was a concern as the AP data showed a possible P8 score of -1.21. All other subjects in the learning area appeared to have positive in-school residuals, except for Product.

A Level 2019

There were small numbers of students in Art, Photography, Textiles and Drama. Staff were hopeful that students would achieve their targets but the targets in themselves were not high. ALPs scores for all subjects were lower than was usually the case at the school.

Changes to the Curriculum;

Music. The KS3 curriculum was under review. It was envisaged that the subject would move into a period of stability and growth.

At the date of the meeting, no other significant changes were planned but staff were constantly reviewing and making adjustments to KS3, 4 and 5 schemes of work.

Challenges

- Rooming in Technology
- Size of the rooms used for Music – they were too small for KS3 classes. However, RC was conscious that there had been significant investment over the previous 2 years to make the rooms better equipped and decorated. RC felt that the Creatives Learning Area had been well provided for, overall.

Governors asked: What are residual scores?

A: How a student did in a subject as compared to how they did in their other subjects.

Governors asked: The average residual is +1?

A: Yes. We don't have ALPs scores for food and technology.

Governors asked: In general students are doing better in other subjects in the department?

A: There are some issues relating to teaching, marking and feedback. Generally, students do well, and they may not be engaged with in other subjects; they may enjoy doing art or music rather than theory. ALPS 3 is the top 20%. The Learning Area is well led.

Governors asked: Do you have to write the KS3 curriculum every year?

A: We don't have to, but we want to keep thing fresh and are always looking for new ideas. We like things to be current and fashionable – for example we had project about beards.

Governors asked: Is the Edquas syllabus particularly good for creatives?

A: It is good for food; students can access what best suits them.

The Committee thanked RC for her very helpful presentation.

5. The Minutes of the last Curriculum Committee Meeting (16th January 2019)

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.

6. Matters arising from the last meeting. (Please see page 9.)

7. Presentation: Student Flight Paths

JR circulated 2 papers were circulated at the meeting:

- Oldfield Flightpaths
- Scaled Scores Distribution.

There were some unavoidable flaws in KS3 assessment. Nationally, government had moved from assessing KS2 using levels and GCSE gradings had changes. For KS2, it had moved to a system using scaled scores.

Scores:

80-90 – Emerging
90-100 – Developing
100-110 – Securing
110-120 – Mastering.

(A score of 100 indicated that the pupil was working at the expected standard.)

Government had not classified tiers of attainment. As a consequence, secondary schools had to make judgements about students' prior attainment. The school was considering prior attainment using the previous year's Progress 8 and KS2 national averages.

Due to the changes, it was possible that the school was being too optimistic at the top end; the suggested progress wasn't out of line but it would be a couple of years before there was certainty.

Cohorts

Most of the students in the current Year 9 were slightly above average. The school had examined how different intakes had affected results; there was no obvious trend. There was a small number of additional students of lower ability. There was no evidence that one group was significantly different but government had not provided any tools to measure that. Middle ability students thrived at the school.

The flightpath optimistically identified the trajectory each student should be on and where they actually were, it also coded grades. Students doing well should be on the same trajectory throughout their time at the school. There were benefits to forecasting grades but students were very aware that it was done.

After assessment points staff were provided with the data. The school planned to develop the way it was used so that students falling behind were quickly identified. It was possible to filter the data by groups e.g. pupil premium, subject, class.

Progress was ranked and 'success score' numbers created. The school was clear that the number should not be given too much weight. There were some issues relating to the use of descriptors. It was very difficult to assess where every child was. Teachers of some subjects, such as art, felt it was not achievable. Using the same approach to all pupils would provide a level of confidence. However, the system did not allow gradings below E- or above M+, which created problems. Ofsted briefings had indicated that inspectors would not be interested in the data.

Governors asked: What's our reason for collecting the data?

A: To monitor progress and give feedback. The key point is AP2 in Year 10.

Governors asked: Is there a danger of confirmation bias?

A: Possibly – there is the same issue with the national curriculum.

Governors asked: What does it cost to obtain the data?

A: Staff time, although it does not involve curriculum time because staff would be assessing.

Governors asked: Is it useful in terms of continuous improvement?

A: Yes. We want to cut out the input time used for SIMS (school information management system). We will also reduce the number of assessment points, to 3, next year although Years 7 and 12 will have one extra assessment point.

Governors asked: Do KS2 results just measure primary school success?

A: Yes. There is some correlation between KS2 and future outcomes but it is not exact.

Governors asked: If we asked a member of staff if the system is useful what would their response be?

A: Many would say 'no'. Going forward, we need to build in time to look at the system with staff and embed it. Not for the purposes of validity or accuracy but to improve.

Governors commented: If we collected the data and used it for 5 years it would be valuable but if discarded the effort will have been wasted.

A: We don't anticipate making changes. We wanted something quick and useful to handover. It has been very useful for use with student teachers – so that we can identify which students they need to focus on.

Governors asked: Didn't you have something to handover previously?

A: Yes – all the data is in SIMS but we needed something more user-friendly.

The Committee thank JR for his very informative presentation.

8. Whole-School Headlines

A summary of data and intervention strategies was circulated at the meeting.

Year 11 AP (Assessment Point) 3

The Committee was advised that there had been little change since the last discussion; the overall predicted progress 8 score had been very stable. The predicted gap between boys and girls had not narrowed.

As anticipated, the gap between pupil premium and non pupil premium students had widened, at this point in the year students had greater opportunity to work independently outside of lessons – some were not making use of that opportunity. Because the students weren't in school it was not possible to take action.

It had been expected that the attainment gap would narrow, which it had for those with high prior attainment. However, none of the pupil premium students had high prior attainment. In the previous academic year negative scores for PP were capped at -3.5.

There had been improvements in English and maths predictions, more students were gaining level 4+ and level 5+; much of the improvement related to maths, which had been the focus of a lunchtime intervention programme.

Governors asked: Is the situation the same as last year?

A: It will for those with above average prior attainment. We aren't suggesting there's a pattern. Much is due to lack of opportunity because the students are not in school at all, and in some cases have never been in this school.

Governors asked: Will it be a similar picture in 3-4 years time? Are we doing better now?

A: Issues relating to the students who joined us late will be less of a factor because they will have been with us longer.

Governors asked: Are we creating a culture to improve?

A: Yes. We are addressing attendance and mental health issues.

Governors asked: Is the reason for capping negative scores related to statistics?

A: Yes. It is fair – it helps contextualise the data.

Sixth Form

GN confirmed that there had been no significant change since the previous meeting.

9. Review of progress against Key Performance Indicators

It was noted that the School Improvement Partner had been impressed with the behaviour management systems introduced by the Lucy James, Assistant Headteacher.

KS4 Curriculum Offer

Vocational PE, new modular courses and additional support for English and maths had been added.

Governors asked: Do the students still do COPE (Certificate of Personal Effectiveness)?

A: Once options are finalised and we've looked at the PE cohort to check none are in the wrong place it is offered.

Literacy and numeracy

The data would be available at the end of the year but performance was in line with targets. Action: SMK

Extracurricular

All planned activities had gone ahead. The school had ensured it had more involvement with primary schools. Connections with other organisations had also been promoted, including Kingswood School and the Rotarian Group.

The participation data would be provided at the next Curriculum Committee meeting. Action: SMK

Quantitative

Attainment was moving in the right direction. There were few 'red' areas.

It was noted that the school had applied a different approach with pupil premium boys in Year 11.

Governors asked: What was that approach?

A: Positive rewards, such as loyalty cards, for doing extra academic work. We have shifted the focus to positivity. This will have more impact next year because we will be using the approach from September; this time we began in January.

10. Parent, Student and Local Community Voice

Two Parent Governors had been appointed since the last meeting. Parent surveys were an on-going activity. The Governing Board held its annual meeting with the Student Council in December. The Governing Board had appointed a Link Governor for Student Voice.

11. Policy Review

11.1 Work Related Learning Policy

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

Two former policies had been combined. The new policy had been reviewed by the Senior Leadership Team. It was accurate but further work was planned to make the policy more meaningful. The policy was intended as a holding point while the school worked towards compliance with the Gatsby Benchmarks (careers education and advice), with which all secondary schools would have to comply by the end of 2020.

GN circulated a paper which summarised the 8 benchmarks, the school's current compliance against the measures and how it compared against the national picture; Oldfield was out-performing in all areas. Although many secondary schools did not provide work experience or careers advice Oldfield was committed to meeting the 8 Gatsby Benchmarks (careers education and guidance) and had been using them since 2017. The school would have 2 Level 6 Careers Advisers.

The Committee agreed that the Work-related Learning policy should be adopted.

It was agreed that Gatsby Benchmarks would be an item on the next Curriculum Committee agenda.

Action: GN/SMK

12. Review of Risk Register (Standing item)

R14 - GDPR (General Data Protection Regulation) – Non-compliance

R15 - GDPR – SARs (Subject Access Requests)

The school had received 2 SARs requests in the current year.

R18 - Ofsted

The school's self-evaluation judged the school to be good. The biggest danger related to outcomes for PP students but the overall outcomes were good.

13. Any Other Business

There were no further items for discussion. The meeting closed at 7.40 pm.

The date of the next Curriculum Committee meeting

- WEDS 3rd July 2019.

Items for the next agenda:

- Presentation by Head of Science Faculty (30 minutes)
- New Ofsted Framework (To be confirmed)
- Review of KPIs and SIP Priorities (Standing Item)
- Gatsby Benchmarks
- Review of Risk Register (Curriculum Items) (Standing item)

Sequence of Faculty Presentations at the Curriculum Committee

- 2019-2020 - Term 1 - Maths
- 2019-2020 - Term 3 – Communications.

Item 7. Matters Arising

From 16th January 2019

Item 2. Presentation: Leader of Learning for PE and Dance

Governors asked: The school hosts fixtures - are there any implications relating to pitch quality?

A: Liability is covered, on both sides, by schools' insurance. We know that the only long-term solution is an artificial surface but that is very expensive. Action: Clerk to log for F&GP agenda.

Governors asked: Is there any mileage in using the Scouts Association field?

A: No - it still slopes - we need all weather pitches. The Lansdowne facilities might be a possibility.

However, transport is also an issue; we only have 6 members of staff qualified to drive the minibuses

Action: SMK to explore early release from minibus lease. [There would be no financial benefit from early release.]

It was agreed 30 minutes would be allowed for future Leaders of Learning presentations.

Action: SMK/Clerk.

Item 3. Whole-School Headlines

Governors asked: Can we expect this year's A Levels to dip?

A: It depends which students move up. We will also investigate the possibility of having an external review of PP. Action: SMK [An External Review of Pupil Premium was scheduled for 22nd May 2019.]

Item 9. Review of progress against Key Performance Indicators

Carried forward to next agenda. Action: SMK/Clerk AGENDA

From 6TH July 2017

Item 12(a). Any other URGENT Business.

SMK was investigating the introduction of a school dog. Action deleted: SMK. [The action would be completed when a dog with the right temperament had been located.]