



OLDFIELD SCHOOL

**Curriculum Committee Meeting**  
**Thursday, 13<sup>th</sup> October 2016 at 5.30 pm in the Learning Resource Centre**

**Present:** Nick Regan (NR) (Chair); Steven Mackay (SMK) Headteacher; Michelle O'Doherty (MO); Stuart Weatherall (SWe); Duncan Giles (DG).

**Apologies were received and accepted from:** Tahir Darr (TD). **The meeting was quorate.**

Apologies were also received from (non-member) Graham Nash (GN) (Assistant Headteacher, Director of Post-16).

The committee noted that Martin Bentham (MB) had resigned from the Governing Board.

**In attendance:** Patrick Heuff (PH), Deputy Headteacher; Marya Marriott (Clerk)

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

**2. Presentation by Head of Faculty**

Due to confusion about the schedule of presentations to the Committee, this item was deferred. It was agreed that Michael Pearce, Head of Performing Arts Faculty (including PE, PSHE, Drama and Music) would be asked to present to the next Curriculum Committee meeting on 19<sup>th</sup> July 2017.

**Action: Clerk**

**Schedule of further presentations to the Committee by Heads of Faculty:**

- a. Maths – 27<sup>th</sup> April 2017;
- b. Science – 6<sup>th</sup> July 2017;
- c. Communications – 2017-2018 academic year;
- d. Humanities – 2017-2018 academic year.

**3. The Minutes of the last Curriculum Committee Meeting (7<sup>th</sup> July 2016)**

PH noted that a correction was needed at item 5i(d): the minute should have read...'**Attainment 8**' was now used to measure schools; the school was predicted to achieve 5.47 (out of 9)...

Subject to the above correction, the minutes were accepted as an accurate record of the meeting and signed by the Chair.

**4. Matters arising from the last Curriculum Committee Meeting**

**Item 4: Adoption of the Terms of Reference (TORs) and Key Performance Indicators (KPIs)**

Some minor revisions to the KPIs were agreed. **Action: NR**

The revised TORs and KPIs were adopted. **Action: Clerk to file.**

**Item 5: Policies**

**a. The Careers Education, Information, Advice and Guidance Policy circulated.**

The Committee agreed that the revised policy should be adopted. It would be due for review in July 2018. **Action: PH – Scheduled.**

**b. Work Experience and Work Related Learning Policy**

It was agreed that the policy would be adopted for 1 year. The review would be scheduled for July 2017. **Action: GN – Scheduled.**

### **Item 9: Items for consideration at the next Curriculum Committee Meeting**

It was agreed that the Committee would invite Michael Pearce, the Head of the Performing Arts Faculty, to attend. **Action: Clerk - carried forward.**

#### **5. Whole-School Headlines (Standing Item)**

**SMK provided a verbal report:**

- i. Results**

SMK had met with the Performance Management Governors during the previous week. The areas for which targets would be set had been agreed but not the specific targets; the school was awaiting data which would inform the decision-making process. More information would be available at the next Curriculum Committee meeting. At that point the AP1 data would be shared.  
**Action: SMK**
- ii. GCSE – 5 A\*-C**

Although results had improved on the previous year there had been issues with staff predictions including within subjects.
- iii. Progress and Achievement**

At future Curriculum Committee the updated Data Dashboard, attendance data and, where pertinent to the Committee, staffing reports would be used to inform meetings.
- iv. Staffing**

The school had a vacancy for the Head of the Science Faculty. Good quality temporary cover was being provided but the teacher would be moving to a permanent position at the end of term 2. The vacancy presented a risk as science was a priority area for the school.

The post had been advertised and 9 applications had been received, some were very promising. Interviews were due to be held on 19<sup>th</sup> October 2016. There were no other gaps in the staffing of the curriculum.

Currently, a maths teacher was leading ICT on a temporary basis; recruitment for the ICT position was underway – interviews were scheduled to take place on 19<sup>th</sup> October 2016. If the school appointed, the successful candidate would commence work at the school in January 2017, and the maths teacher would return to his specialism. All other curriculum areas were taught by specialists.

**In response to governors' questions, SMK advised** that some restructuring to create a 2<sup>nd</sup> in the Science Faculty might be beneficial, particularly while the school's 6<sup>th</sup> Form was small.

The new Assistant Headteacher would provide some maternity cover to ensure continuity of provision.

#### **6. Pupil Premium (PP)**

Two papers were tabled:

##### **i. Pupil Premium Spend 2015-2016**

This paper provided a breakdown of how the funding, £115,000, had been spent. It was noted that the budget was larger than had been anticipated. Barriers to learning for eligible pupils were identified and an analysis of the impact of interventions was included.

In addition to the information contained in the paper, PH provided further comments:

- a.** The paper would form part of the Pupil Premium Statement, which would be published on the school's website to meet statutory requirements.

- b. In broad terms, the school's PP cohort was not dissimilar to the rest of the school's students. There were 31 PP students in Year 11 and they were from aspirational backgrounds. Five or six were of high ability and were eligible for FSM (free school meals).
- c. Activity: 1:1 maths tuition - this had not had as big an impact as hoped. Staffing issues would be addressed in the coming year – the activity would continue.
- d. Home-learning support: The costs related to keeping the Learning Resource Centre open after school were included in this budget.
- e. Attendance Officer: Half of the cost of the Attendance Officer's salary was charged to this budget.
- f. Pastoral Support Worker: The postholder had a very specific workload which was focused on supporting students' behaviour for learning.
- g. PH noted that research demonstrated that poor teaching had a greater impact on students eligible for PP. Investment in CPD so that teaching and learning strategies focussed on raising progress and attainment of the PP group were the number one priority for this funding.
- h. Interventions for the 2015-2016 Year 11 cohort had been introduced late, that factor together with poor attendance and issues with behaviour for learning had significantly limited the impact of the investments. Stronger impact could be seen with younger students.
- i. The new school meals service had led to an increase in the number of applications for FSM; as well as attractive food, the food was no longer presented in a way that identified students as needing that support.

It was noted that the 'Additional costs' item reflected the time PH spent on co-ordinating the intervention programme. It was agreed that this category should be re-named 'Leadership Time'.

**Action PH.**

**Governors asked: Do we buy uniforms for students?**

**A:** Yes, where necessary for free-school meal eligible students. If a student doesn't have the correct shoes, and is too embarrassed to attend school as a result, that constitutes a barrier to learning. The money is also used to fund school trips: the school uses 2 different letters ie if a student is in the PP group the letter they receive says that their place has been booked (and there is no cost implication for their family).

It was agreed that the data needed to be much richer so that the school is clearer about particular barriers to learning. **Action: PH.**

**Governors asked: Do we have to include very detailed financial information about costs in the report?**

**A:** No, although Ofsted may ask for further information, which the school can provide.

**Governors asked: Could we drill down through costs and interventions to the individual student?**

**A:** Not yet - although we intend to develop the capacity to do so.

**ii. Intended use of Pupil Premium Funds (for 2016-2017)**

PH anticipated that the budget for the current year would be £149, 133; the calculation was based on 190 eligible pupils. There was the possibility of a marginal change which related to the funding of adopted children.

The report was not complete but it showed the format that would be used; further details would be added. A PP Action Plan would be added to the SDP (School Development Plan).

The Learning Resource Centre would provide a suitable environment and ICT facilities for those who did not have them at home. The school had purchased 2 days per week of targeted 1:1 support with literacy skills. The school was considering purchasing 'tablets' for eligible pupils.

**Governors asked: How will you obtain further information about barriers to learning?**

**A:** The Pastoral Team will be targetting students.

**7. Revision and adoption of Terms of Reference (TORs)**

The ToRS were adopted.

It was agreed that SWe and SMK would meet before the end of November 2016 to allocate responsibility for monitoring the SDP's Pillars to each Committee. Once that work had been completed and communicated the Chairs of all Committees would revise the TORs and KPIs (Key Performance Indicators) to reflect the changes. **Action: SWe/SMK**

SMK confirmed that Chris Heally would continue as the Oldfield's SIP (School Improvement Partner) for the 2016-2017 academic year; SMK was happy for governors to attend meetings with the SIP.

**8. Approval of revised Curriculum Policy**

The Policy, with SMK's annotations, had been circulated in advance of the meeting.

SMK proposed the following changes:

**Delete clause 1.3:** *'Oldfield's School's philosophy is very much one of mixed ability teaching.'*

SMK advised that the curriculum is organised in a way which challenges and supports students of all abilities.

Clause 2.2: **Delete** *'streaming'*. The school used setting but not streaming.

Clause 3.6: At the end of this clause **insert** *'Additional literacy and numeracy interventions will be in place in Key Stage 3 and Key Stage 4.'*

All of the changes were approved. The revised policy was adopted. The policy would be scheduled for review in October 2017.

**9. Any other URGENT Business**

**a. 2017-2018 Term Dates**

The dates were circulated. SMK advised that the proposed dates mimicked those published by Bath's local authority. Three Inset (In-service) training days were included. One of those dates would be a BET (Bath Education Trust) day.

The Easter holiday period had presented the most challenge; Oldfield's Easter break would be different from Bristol schools.

The Term dates for 2017-2018 were approved.

**b. Governor vacancies**

SWe advised that he had followed up 2 leads provided by Kelly Ogden but there had been no response. SWe had also contacted SGOSS (School Governors' One Stop Shop) and was awaiting a response.

There being no further business, the meeting finished at 6.40 pm.

**Date of the next meeting: 19<sup>th</sup> January 2017 at 5.30 pm**