

## The Minutes of the Curriculum Committee Meeting Held on Thursday, 9<sup>th</sup> January 2020 at 5.30 pm

### Present

Nick Regan (**NR**) (Chair of Curriculum Committee);  
Tahir Darr (**TD**);  
Steven Mackay (**SMK**) Headteacher;  
Stuart Weatherall (**SWe**).

### 1a. Apologies were received and accepted from:

Duncan Giles (**DG**);  
Verity Lewis (**VL**);  
Michelle O'Doherty (MD)

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

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

### 1d. In attendance

Jan Malt (**MAJ**), Leader of Learning: Communications;  
Graham Nash (**NAG**), Assistant Headteacher;  
Jonathan Reeves (**JR**), Deputy Headteacher;  
Rachel Bromiley (**Clerk**)

## 2. Notification of Any Other Urgent Business

2.1 Letter being sent to Beechen Cliff and Hayesfield re: selective admissions.

## 3. Leader of Learning Presentation: Communications

MAJ circulated a report (attached) and talked through the key points.

There is a progression of challenge even if they are addressing books that students may have already read in KS2. SPAG is woven into every aspect of work in KS3. There is a SPAG test at the end of every term. Key words are on display in classrooms.

They will often include current issues and utilise the media, language and letter writing.

REJ commented that although MAJ talked through English as though it is typical, in REJ's experience he feels that this is a real strength of Oldfield and not typical of all schools.

MAJ said that in KS3 they have been responding to current issues and some lessons have been changed to look at the issue of the day including ongoing tragedies and may respond to items that students bring to the classroom. It is possible to link in current issues into the works of Macbeth, for example.

### **Governors asked: about decolonising the curriculum.**

A: Equal opportunities is really important to encourage as much of a balance as possible and make it as equal as they can. There are some books that MAJ has rejected over the years as there were no strong female characters. Similarly, there is a problem with boys and reading.

The governors asked if the reading list for KS3 is it set by the exam board. MAJ confirmed that KS4 is but not KS3.

**The Governors asked: whether the school choose from the list**

A: Yes, they can. They are in the process of changing some groups from Dr Jekyll & Mr Hyde to A Christmas Carol.

MAJ talked through the results as shown on her report. The results are the majority of students take two GCSE's in English Language and Literature. The results are generally strong in the context of the school. English Literature got the only two A\* results in the school. A significant number of students are losing confidence and some of the teachers have been overly generous and optimistic around grade 5. MAJ suspects that they are possibly a grade out.

**The Governors asked: is there any more that can be done to close the gap between the boys and girls?**

A: they have tried various things. They are trying something this year with the writing and hoping that the language paper will be more accessible to some of those boys. There is a literacy issue. Some Year 7 and 8 seem unable to hold a pen properly.

Regarding the A-Level ALP scores, there are three students that have not completed their prose study so they have based their scores without it, although it is likely that it will be able to include it. MAJ suspects they will improve by 2 points.

**Governors asked how many are doing English Lit in Year 12?**

A: there are 25.

The Reading Plus program has started with Year 7 and details were circulated for Governors to review. This has been running since the start of term 2. These are the weakest 50 readers in Year 7 and they therefore struggle to access the curriculum in any way. That means that the remaining student groups are of mixed-ability including more able and middle ability. Until the weaker readers are closer to their peers they are unable to access all subjects fully.

MAJ talked through the report showing their reading scores and the progress that has been made since this started. She explained that the system continually assesses their ability and highlights text that they follow. They have to get 80% accuracy to move on to the next section. From Term 3 onwards, each lesson is half an hour of Reading Plus and the remainder of the lesson is following the curriculum. The concentration levels of the students have improved since their first started the program.

MAJ talked through the items on her wish list included in her report and explained that the department budget won't extend to these items.

**Governors asked: Can you explain what the numbers on the progress report mean?**

A: MAJ talked through the individual markers.

**Governors asked: why are some of the students progressing so quickly**

A: It is possible that they did not have the opportunity either at primary school or at home to read.

**Governors asked: do we know what progress they would have made without it?**

A: We cannot tell. Whilst the progress is good, it is too early in the program to say whether this is working. We are aiming to look at whether the students can do this when not using the program. The system works by giving the students instant gratification and a sense of achievement.

**Governors asked what it costs:**

A: It costs approx. £39 per student for 50 licences over 3-years.

Everyone agreed that MFL can present to the Term 6 Curriculum Committee.

**4. The Minutes of the last Curriculum Committee Meeting (10<sup>th</sup> October 2019)**

The minutes were approved; they were signed by the Chair of the Committee.  
[Passed to the Clerk for inclusion on the Governing Board file on 9<sup>th</sup> January 2020].

**5. Matters arising from the last meeting. (Please see page 8.)**

**6. Whole School Headlines and AP1 Data (REJ)**

What appears on the DfE tables at the may change -0.09 could change to -0.07. Statistically anywhere between -0.2 and +0.2 is average. The historical data is there for reference only and the major point of interest is the column on the far right hand side. We are suggesting that our free-school meals students are going to do better than non-free school students nationally. Ofsted are refusing to take internal data but we will insist on presenting internal data.

The presentation showed our predictions for the current Year 11 compared to last year which showed a significant difference (improvement) in progress. Compared to the national picture, it's a very positive outlook and we should celebrate it.

The next two years we are likely to be in the dark due to this being the first Year group to use the KS2 scaled scores. ALPS and 4 Matrix predictions are contradictory. Attainment score is accurate. We will be looking at trends. The figures are an early guess on 8 weeks of data.

**Governors asked how scaled scores will change how we see things in the future:**

A: when we get to 2021 we will have some data to work with. So when our current Year 9 are in Year 11, we will have something to look at.

Flightpaths – there are some useful things coming out of it. Boys making less progress, lower attainment making more progress that higher attainment. When we are asking staff to prioritise on PP students in Years 7-10, in Year 11 the priority is boys and then PP students.

Some of the Free School Meals students at KS3 are not typical of FSM students further up the school due to students now being kept on FSM for longer without evidence of benefit. You need to review each student to see what there individual need is so to ensure better progress. This is telling us that in Year 10 and Year 11, this is not an endemic problem and not the same as what is happening further down the school. Typically year on year we get similar number of FSM students. Some schools that have a small number of students that can be targeted and would then make a significant impact on the Progress 8 score.

NAG circulated the Alps A-Level overview for all to review.

Year 13 are currently sitting their mock exams, so we will have valuable data soon.

The T-score is 6 which is not great - the red T&L are very low; blue show increased slightly. All of those scores are a concern.

Last year we were confident of an ALPS rating of 3 and we achieved 4. If these predictions are correct then it is not looking good. The report shows an obvious pattern of underachievement.

There are 34 students underachieving in one subject or more. There are 67 grades across all subjects where the student is one grade below subject. Subject areas need to focus on getting the students up that one grade or focus on the underachieving students.

**Governors asked: is a one-grade improvement is expected from the mocks**

A: the school is not confident of that at this stage. It may not be enough if that happened to improve the score and does need some work.

**Governors asked: why has this happened?**

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**3** | The minutes were agreed to be an accurate record and signed by the Chair.....Date.....

A: This is the first year with a big cohort. The transition to a larger 6<sup>th</sup> form has not been straightforward. Students missing lessons are easily missed and this needs to be worked on and students need more guidance on using their study time effectively. Quality of teaching is not a concern, but what those students are doing outside of lessons is. We do not predict A\* but it is unlikely that some of the high achievers can get this. Proportionately fewer of them have applied to university and when they were in Year 11 they were reluctant to engage with enrichments. The current Year 12 are better than our current Year 13. There is some group psychology also.

We might be in a position of looking at positive results for GCSE but not for A Level.

NAG aims to get them to ALPS 5.

**The Governors asked what the students intend to do if they are not applying for universities.**

A: some students have received unconditional offers which provides no incentive.

**7. Review of 2018-2019 Attendance & Exclusions Data**

It was agreed that this item would be carried forward to the next Curriculum Committee meeting.

93.84% attendance – the national figure we are in quartile 2 (6.12% nationally) was 6.16% absence and was 5.28%. Staffing in that area has been an issue and we have just put some systems in place.

Exclusions data will be put into the next heads report. FTE were higher than average and the national figure was 3.65%. The school has a difference cohort and things are being put in place to address this. **Action: MKS**

**8. School Self Evaluation (SEF)**

SLT have restructured the SEF around the new criteria and a copy of the report was circulated for the governors to take away and read in detail.

MKS circulated the Ofsted Secondary Inspection Data Summary Report to take away and review. What is identified on this report should filter through to our SEF.

**9. Review of Progress against KPIs (Curriculum and Pastoral)**

MKS circulated the reports for the Governors to review and talked through the items marked in red if they have not yet happened.

Feedback and Marking – this is covered in lots of areas. It is still a focus but not for the inset due to higher priorities.

NAG explained that the points relating to 6<sup>th</sup> form have not been done yet. Rather than focusing on the quality of the homework set in KS5, they want to ensure that students are able to access stuff beyond that.

**10. Policy Review**

None

**11. Review of Risk Register**

MKS circulated the latest register for governors to review. The curriculum emphasis is on Ofsted inspection and MKS explained that it is likely based on our outcomes that we are still a good school. MKS hopes to have a parent who is a HMI come into school to meet with him and SLT to discuss expectations.

**Any Other Urgent Business**

Admissions at Hayesfield and Beechen Cliff

MKS circulated the proposed letter which is being sent to the above schools with regard to their unethical selective admissions. A parent from out of the area was also offered a place before the closing application date in October.

These schools are allowed to do these things but there is an impact on the other Bath schools.

**Governors asked: what Oldfield will gain out of raising this issue.**

A: MKS believes the schools are using their admissions code to create an elitist school. Feeder schools suffer if they engineer their cohort to exclude local children.

MKS explained that they do not intend to copy the letter to local authority or any other bodies as they really want the Bath schools to work together.

Governors felt that there would be more impact by escalating this to a higher authority. It was suggested that the content of the letter should be reviewed **Action: MKS**

**Date of the next Curriculum Committee: Thursday, 30th April 2020, 5.30 pm**

**Items noted for the next agenda:**

- Leader of Learning Presentation: Science
- Review of 2018-2019 Attendance & Exclusions Data
- Student Survey
- Review of Progress against Key Performance Indicators

**Forward Planning for the Curriculum Committee:**

**Term 5. Thursday, 30 April 2020, 5.30 pm**

Leader of Learning Presentation: Science

**Term 6. Thursday, 2 July 2020, 5.30 pm**

Leader of Learning Presentation: MFL

## Item 7. Matters Arising

From 9<sup>th</sup> July 2019

### Item 12: Review of Risk Register

It was agreed that the risk of a data breach would be added to the Risk Register **Action c/f: SMK**

From October 2019

### Item 2.2: Appointment of Link Governor for Pupil Premium

It was agreed that CL would be appointed as Link Governor for Pupil Premium. GovernorHub would be updated. **Action: Clerk** Done

### Item 4.2: Pupil Premium Policy

The policy was approved. The policy would be scheduled for review in October 2021.

**Action: SMK** Done

### Item 8: Review of 2018-2019 Attendance & Exclusions Data

It was agreed that this item would be carried forward to the next Curriculum Committee meeting.

**Action: SMK**

### Item 9: Review of Progress against KPIs (Curriculum and Pastoral)

It was agreed that this item would be carried forward to the next Curriculum Committee meeting.

**Action: SMK** Done

**Item 13.1 Curriculum Policy:** The policy was approved; it would be scheduled for review in October 2021. **Action: SMK** Done

### Item 10: Annual Review of the Terms of Reference and KPIs (key performance indicators)

It was agreed that the KPIs would be amended in line with the pillars in the School Development Plan. Subject to those above amendments, the Committee's Terms of Reference were approved for 2019-2020. **Action: Clerk.**