



MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING – TUESDAY 18 OCTOBER 2016 AT 5.00 pm

Directors Attending:

Mrs S Wright
Mrs S Harris
Mrs S Fielden

Mrs Baker
Mrs K Mitchell
Mr D Smith

Also Present:

Mr A Davis (Principal)
Mr R Madge (Assistant Principal)
Mr J Short (Head of Year 10)
Mrs D Hickman (Clerk)

Mr R Vaughan (Deputy Principal)
Mr A Brooke (Assistant Principal)
Mr A Woodward (Assistant Principal)

Apologies:

Mr L Wilson-Chalon

Absent:

Mr J Moncur

ACTION

1 APOLOGIES

Apologies had been received and were accepted from: Mr L Wilson-Chalon who had work commitments. This would have been his last meeting.

2 ELECTION OF CHAIR

There had been one expression of interest for the role of Chair and this was Mrs S Baker. Mrs Baker left the room, and Directors voted unanimously to elect her as Chair of the Teaching and Learning Committee for this academic year.

3 VICE CHAIR

There had been one expression of interest for the role of Vice Chair and this was Mrs S Harris. Mrs Harris left the room, and Directors voted unanimously to elect her as Vice Chair of the Teaching and Learning Committee for this academic year.

4 DECLARATION OF BUSINESS INTERESTS

There were no business interests to declare.

5 MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING HELD ON 24 MAY 2016 AND MATTERS ARISING

Minutes of the Teaching and Learning Committee held on 24 May 2016 were agreed as an accurate record of the meeting, with exception of the following point:

- 4. Lead Learners: Bullet 2 should read "Ofsted will have a focus upon the most able and vulnerable students".

Matters arising were noted as follows:

- 4. Lead Learners: Mr Vaughan to liaise with Mrs Peasland about obtaining information of numbers of Lead Learners across each year group, broken down into disadvantaged and/or SEND. Impact to be measured, tracking back over the last 3-5 years.
- 10. Policies: SEND: Mrs Fielden commented that she had been unable to access the updated information from her home computer. Mr Woodward reassured Directors that a dedicated SEND page had been set up under Pupil Premium, and Mrs Hills' contact details were also included.

Mr Vaughan

- Behaviour Principles: Mrs Fielden reported to the meeting that 3 Directors had participated in a Disciplinary Panel, following which it was felt that slight changes needed to be made to the Terms of Reference. These would be fed back to Mr Davis for comment.

7 TERMS OF REFERENCE

These had been considered by Directors and the following discussion points were raised:

- Under 1 Advising the Academy Board on, Bullet 1: Amend to “The Academy’s curriculum policy” (instead of “statement”).
- Under 4 Ensuring, on behalf of the Academy Board that, Bullet 1: Amend to “The requirements of vulnerable children with special educational needs are met as laid out in statutory guidance”.
- Under 5 With Respect to Pupils, Bullet 1: With reference to a statement prepared by the Principal on pupil discipline, Mr Vaughan to discuss with Mr Davis.
- It was emphasised the importance of including a standing item of the “Risk Register” on all agendas. It is mentioned under 1 Advising the Academy Board on.

Mrs Harwood to amend

Mr Vaughan

6 EXAMS ANALYSIS IN DETAIL

A number of reports were presented by Mr Short, Mr Woodward, Mr Vaughan, and Mr Madge, to Directors, giving information about the summer exam results. The following key discussion points were noted:

Year 11: Mr Short/Mr Vaughan:

- Generally the results were positive, but there were large gaps within certain subject areas. There was a big discrepancy in the English Language and English Literature results. An issue with the History results affected the achievement of the E.Bacc for some students.
- Product Design results were poor, probably not helped by Mr Bolling, Head of Department, leaving at a crucial time in June.
- A lot of work now being pumped into English. There had been issues with the coursework and the delivery of content.
- MFL results were down on what was expected, with Spanish achieving well, French less good, and German results being very poor. The take up of languages is not good, and it is vital that these subjects are more strongly promoted to improve the situation. Unfortunately, it appears that a poor experience of language teaching within KS3 is affecting students’ subject choices for KS4.
- Similarly, Geography is becoming more popular than History as an option choice due to the curriculum content in KS3, which then affects the subjects chosen for Year 10; if a student has enjoyed their Year 7, 8, and 9 lessons, they tend to opt for them for GCSE. It was also acknowledged that if a student’s experience of a subject was positive due to them liking the teacher this had a positive impact on their subject choice for KS4. It was suggested that History would benefit from concentrating on more local history in KS3, and being more creative through offering trips to historical sites just down the road. Unfortunately, Directors acknowledged that this wasn’t feasible due to having to meet the demands of the national curriculum. It was noted however that in KS4, local history was a focus and currently strong links were being developed with Glastonbury Abbey.
- One of the real shifts in subject popularity is the increased number of students wishing to take PE again, due to enjoying their lessons in KS3.
- Computing is also a growth area. Unfortunately, the ICT qualification will no longer be recognised next year, which will in itself cause an issue as this tends to be the subject choice for the less able students who find Computing too technical. The ICT Department as a whole are currently under scrutiny.
- Directors questioned whether these were ‘Huish specific’ trends or general trends nationally. Mr Vaughan commented that when he undertook the MFL review last year, it was clear from students that options chosen at the end of Year 9 were

- definitely swayed by their experience of the various subject teachers. It was also noted that the Mastery Curriculum, once embedded, will have a knock on effect in 2 or 3 years' time.
- It was commented that within Somerset it is difficult to find a centre of excellence in MFL, therefore it is important that there is a general push to engage students with the global community.
 - Across Year 11, the girl/boy gap appears to have closed, with girls' results being slightly down, and boys' results having gone up. SEND K results were not too good, but generally if a department had done well, these students had also done well.
 - The new approach of Active Learning was definitely taking effect, particularly with the boys who were more engaged.
 - Mr Vaughan commented that the standard of teaching in both English and Maths was more consistent and certainly improved across all staff. Assessment data was well used and parents were regularly communicated with. There is uncertainty about how these subjects will perform this year with the new exam structure, because there is nothing to benchmark predictions. Teachers themselves are anxious, but it was stressed important that this anxiety is not transferred to the students. Maths has signed up to an EdExcel Pilot exam, and both the English and Maths Departments are engaging locally with colleague schools and nationally to pool information.

Vulnerable Groups Analysis: Mr Woodward:

- Pupil Premium students are judged on Basics A*-C EM, Average Total P8, and E.Bacc. achieved. Generally the picture is good and the school are in the position expected to be. It is important to note that the results of one students can skew the whole picture.
- FSM students tend not to take the E.Bacc subjects in the first place which has an impact on results. More work needs to be invested in making these students understand the value of the E.Bacc.
- With the Service children, attainment is generally good, but progress not so good. This can often be due to them being more able students from the outset, therefore it is harder to show significant improvements.
- SEN J students are those we believe need additional support to achieve. Although they are included in our figures, the government does not measure them and there is no funding for them. The support given is internal, and ensures these students are given quality teachers who can differentiate their needs. Their results are a credit to Mrs Hills, the SENCO, who recognises and ensures that the specific, individual help required, is delivered. It was noted that there can be associated issues surrounding exam arrangements, and there are challenges to be overcome with specific seating, timing and location arrangements.
- SEN K students are the more complex and difficult set to support. Five students had a massive impact on results, and despite best efforts prior to the exams, it was impossible to turn them round. This demonstrates the importance of identifying such students a lot earlier where possible.
- Students with a SEND area of need appear generally to perform better in subjects containing a practical element, whereas they struggle with subjects requiring a large amount of written work. Mrs Hills and Mr Woodward are focusing on those subject areas where these students are not doing so well, and this will be a topic for further investigation on the inset day.
- Mrs Fielden, Mr Woodward, and Mrs Hills, meet regularly to keep up to date with the SEN Action Plan. Mrs Fielden commented that she thought the Information Report on the website was fairly brief, and suggested that a version of the Action Plan should be published instead.

Sixth Form: Mr Madge:

- It is pleasing to note that the Value Added has increased from -0.03 last year, to +0.14 this year, so we are definitely moving in the right direction.

- Year 13: The variation of outcome is a slight concern, and it definitely depends on the subjects undertaken.
- The subjects highlighted in blue are the areas highlighted as concern, which include: Art, Business Studies, Product Design, Sociology and History.
- A new Head of Department in DT, and key staff concentrating on A level studies, should improve outcomes in Product Design.
- It is important to re-emphasise that because numbers are much smaller in some subjects, one students results can skew the whole picture.
- FSM 6 students: Only 8 students but the gap has been narrowed.
- EAL students: Very positive picture as only one student.
- Lead Learners: Above average results, so very positive.
- Boys appear to be achieving better than girls in the Sixth Form. There were a number of very high achieving boys in the previous Year 13, who did extremely well in Maths, Science and Computing.
- English Literature A2 results were good, but with only one male student taking the subject. Generally, girls tend to opt for this subject, as well as for History and Sociology.
- There is uncertainty whether in History there is a student under performance issue, or it is a teaching issue. Often, students study a combination of History and English, and performance in English, particularly Literature, is good.
- It has already been identified that Sociology requires better teacher feedback to students. Mrs Grace, Head of Psychology, is leading on getting better structures in place, including a tracking grid.
- It was confirmed that there will be much greater consistent monitoring of History and Sociology, to try and identify the problems in student achievement.
- Year 12: Targets have been set for students 0.75% above ALPs.
- In Maths, AS exams still count, whereas in Science they don't.
- Huish Sixth will continue to undertake AS exams if students wish to sit them at the end of Year 12, and they can then choose whether to declare these results to universities or not. By doing AS, this gives an idea how the students are performing, otherwise it is necessary to rely on continued assessment.
- Where students are keen to continue studying Maths but are not quite able enough to undertake an A level, we are hoping to offer Core Maths, which is undertaken over 2 years, but equivalent to an AS.

Children Looked After:

- This report produced by Jackie Parkinson, Head of the SGLC, was welcomed by Directors as the first report they had received specifically on this area. Directors acknowledged what a tremendous amount of care and support was given to these students by Jackie and her team, and it was felt that the school should be commended for this.
- It was clarified that the report focused on the current Year 11 students, who generally were those students who performed least well.

9 DIRECTORS' OFSTED – 2016/17

The Directors' SEF was used as a basis for discussion, and the following key points were raised:

- The Directors' Dashboard contained the 9 key points for Directors to focus upon. An updated version would be e-mailed to Directors in due course.
- Under Item 1. Action Point – **Embed and clarify link Director meetings** – It was agreed there needed to be greater robustness of these discussions, and that a small group of Directors should meet together to produce a protocol.
- A discussion took place about how Directors could be best prepared for any future Ofsted visit. There were a number of suggestions including provision of a briefing paper outlining the key areas where they should be knowledgeable, a folder containing the key documentation, or a covering sheet of key points relating to each pertinent paper. Mr Davis advised that the following documents would be of particular use to Directors:

Directors

- Directors' Dashboard
 - Academy Self Evaluation Plan
 - Academy Improvement Plan
 - Year 7 Catch Up Funding Document
 - Vulnerable Groups Analysis
 - ALPS Summary
 - School Improvement Plan
- It was suggested useful for Mr Woodward and Mrs Hills to provide Directors with some SEND training, and to have a session with Mrs Eastwood about Academy local business links.
 - Directors thought it would be useful to meet in a small sub-group, to include a member of SLT, and go through the Directors' Dashboard, half-termly, and question each other to ensure everyone is up to speed.

10 KEY STAGE 3 MASTERY CURRICULUM AND ASSESSMENT

Mr Vaughan presented to Directors on the KS3 Mastery Curriculum and Assessment, and the following key points were noted:

- Now that levels had gone, Year 7 students were following the mastery model, which was about students meeting age related expectations. Therefore, the curriculum has had to be re-designed accordingly.
- Knowledge has been gained from the primaries about what used to happen before, but we already know there are a key package of skills required in KS3 in order for students to be successful in KS4.
- The curriculum is more skills and less content driven. Students will continuously undertake a range of assessments, to ensure they are meeting the expected standards and identify the areas where there is a problem.
- Staff will generate data by using SIMS progress tracker whilst marking.
- KS3 parents were briefed at an Information Evening last week.
- Moderation has not yet been done, but will take place next term and results will be published in December. Age related expectations will be published to parents, and student reviews can be looked at against these.
- Each Year 7 student comes into the Academy with a standardised test score from the primary school. 100 is good, but where it is less, additional work is required with that student.
- It was questioned how students are being prepared to sit exams at the end of a year. Directors were reassured that where possible, students would undertake tests in proper exam conditions to familiarise themselves with the process. However, it was commented that the logistics, space, and access to sufficient invigilation staff, was a challenge.

11 LITERACY/NUMERACY INTERVENTION 2015-16 – EFFECTIVENESS OF INTERVENTIONS

Mr Woodward presented Directors with his Catch-Up Funding Impact Statement report, and the following discussion points were raised:

- The total amount of Year 7 Catch Up Funding for 2015/16 was calculated at £14K based on students below L4 in English and Maths. With the introduction of the mastery curriculum, it will be interesting how this will be calculated – most likely on a point scoring basis.
- Money is spent on giving teachers additional time to undertake interventions with those less able students in English and Maths.
- It was noted that at different stages throughout the year, all students reached Level 4 at some point, but unfortunately not all achieved this at the end of year assessment.

12 **RISK REGISTER**

Mr Wilson-Chalon, who was not present, had suggested a number of items on the Risk Register to be considered at this meeting. These items were discussed and the following points noted:

4. Exam results fall below National levels – in view of Item 7: Generally, attainment had been positive. English Language and Literature were a concern, but coursework was still being re-looked at. Future English and Maths results due to new exams are naturally uncertain. Change Assess Date to today, and the risk to 'Treat'.

Mrs Harwood to amend

15. Impact of a small number of students on teaching efficiency: Change 'efficiency' to 'effectiveness': Continue to focus on differentiation, and 'active learning' particularly for Pupil Premium and SEND students, and boys. Mrs Hills' role changing in a positive way, through learning walks and general quality assurance work. Currently, 10 students out of almost 1500, follow different behavioural pathways, with staff suggesting alternative strategies to support needs such as dyslexia.

17. Students accessing inappropriate materials through IT – update on ELIM 360: Mrs Baker had met with Mr Merrick-Wren regarding Safeguarding. Contact had been made Ian Gover from ELIM, but had been no further communication. Feedback from primaries in general was wonderful, whereas there were few comments from secondaries. The Academy currently have an E-Safety package, and Mrs Swaine has been presenting cyber bullying sessions to her students. Mrs Baker to follow-up ELIM further. Additionally, Mrs Baker had undertaken the role of Link Safeguarding Director, and was regularly meeting with Mr Merrick-Wren. Directors would be updated as appropriate.

Mrs Baker

21. JCQ Compliance for examination: A successful inspection had recently taken place. Mr Vaughan and Mrs Miller, Exams Officer, had produced a new Exams Policy which was more robust in roles and responsibilities. The Impact should be 2. More strategy required in planning. Access arrangements were the biggest concern. New Exams Policy to be added in as a Control Measure.

24. Statutory Elements of the National Curriculum not complied with: Mr Vaughan to consider the Curriculum Policy against national policy. New PSHE Programme definitely stronger, with compliance of delivery.

13 **ANY OTHER URGENT BUSINESS**
PUPIL PREMIUM – PROPOSED EXPENDITURE 2016-2017

The Draft Pupil Premium Impact Statement was presented to Directors and the following discussion points were raised:

- On looking at the figures closely, it was agreed that the statement needed to be revisited and figures needed re-checking. Mr Woodward and Mrs Fielden to meet to discuss further.
- Under 'Activities and Projects 2015/16', there was no figure showing, so this needs to be investigated.
- Directors were concerned that there appeared to have been no inflation built in to the Proposed Spend 2016/17 figures.
- Mrs Eastwood to provide confirmed budget line once auditors have finished this week, because currently it was not absolutely clear how much money there was to spend.
- Despite the value of the role, there was uncertainty whether the post of Student Support Worker which Mrs Beech had vacated at the end of the summer term, would be re-filled due to budget constraints. Conversely, at the same time, there appeared to be a large anticipated carry-forward. Furthermore, the structure of staff within the Student Hub needed re-evaluating.
- It was commented that it was important to evenly spend any carry-forward over the years so that not only one school year of students would reap the benefits.
- The cost of the Renaissance Reading Programme and purchase of books had not been as much as previously budgeted for in 2015/16, hence the almost halving of proposed 2016/17 spend.
- The correct total Pupil Premium expenditure for 2015/16 should read **£223,673**.
- It was important the Pupil Premium expenditure was finalised quickly. Any further

Mr Woodward/
Mrs Fielden

Mr Woodward/
Mrs Eastwood

comments from Directors to be e-mailed to Mr Woodward for consideration.

Directors

THANKS

As this would be her last meeting due to moving to another area, Mrs Wright gave thanks to Mrs Mitchell for all her work as Vice Chair. Directors agreed that she would be sorely missed.

14 **HOW DID WE DO?**

The meeting, due to the important items requiring discussion, had been more lengthy than usual. All Directors contributed as necessary.

15 **DATE OF NEXT MEETING**

Thursday 9 February 2016.

The meeting finished at 8.00 pm.



TeachLearn Mins
18-10-16 ActionSht.c