



**MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING – THURSDAY 12 FEBRUARY 2015
AT 5.00 PM**

Directors Attending:

Mr L Wilson-Chalon (Chair)
Mr D Smith
Mr R Clark
Mr J Moncur

Mrs S Wright
Mrs J Glide
Mrs S Harris

Also Present:

Mr A Davis (Principal)
Mr R Madge (Assistant Principal)
Mr A Brooke (Assistant Principal)

Mr R Vaughan (Deputy Principal)
Mr A Woodward (Assistant Principal)
Mrs D Hickman (Clerk)

Apologies: Mrs R Carne, Mrs S Baker, Mrs K Mitchell, Mrs S Fielden

ACTION

1 ELECTION OF VICE CHAIR

There had been one direct expression of interest from Mrs Carne for position of Vice Chair. Although Mrs Carne was not present at the meeting, she was duly elected to this position unopposed.
Mr Wilson-Chalon also welcomed both Mr Moncur, Staff Governor, and Mr Woodward, Assistant Principal, to their first meeting of this committee.

2 APOLOGIES

Apologies had been received from Directors as follows: Mrs Carne – personal; Mrs Fielden and Mrs Baker – work commitments; Mrs Mitchell – family commitment. Those present accepted the apologies.

3 DECLARATION OF BUSINESS INTERESTS

There were no declarations of business interests.

4 MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING HELD ON TUESDAY 21 OCTOBER 2014 AND MATTERS ARISING

Minutes of the Teaching and Learning Committee meeting held on 21 October 2014 were agreed as an accurate record of the meeting.

Matters Arising were as follows:

- Mrs Glide indicated that she had given her apologies and had been unable to attend due to attendance at an interview. This was accepted by Directors.
- 5. Terms of Reference: ‘special educational needs’ should be in initial capitals, therefore, ‘Special Educational Needs’.
- 6. Evaluation and Analysis of Examination Results: Fifth bullet point: Incorrect spelling of ‘bredth’ – should read ‘breadth’.
- 11. Any Other Urgent Business: There had been no volunteers for the role of Business Mentor.

5 RAISE ON LINE/POST 16 FFT REPORTS

RAISE ON LINE: Mr Davis presented to Directors a sample of the vast amount of

Raise On Line data information available to them. Hard copies will be issued to Directors subsequent to this meeting, in order for them to peruse at their leisure. Some key points to note are as follows:

- Free School Meals – still well below the national average.
- Exclusion rate – 5.3 against the national average rate of 5.8.
- Attendance figures in line with the national average.
- Generally, the Academy should always do well on achievement as students come into Year 7 above the national average, due to the area which we serve.
- Subjects to focus on: English results last year were poor, but now improving; German results poor due to coursework; general concerns with MFL surrounding recruitment of staff, entry level of students, and under performance of French and German in comparison to Spanish.
- There is still an expectation that disadvantaged students should be doing better.

POST 16 FFT REPORTS: Mr Madge presented to Directors the Post FFT reports on predicted outcomes for Year 12 and Year 13 students, and the key points raised were as follows:

- Overall picture for both Year 12 and Year 13 students is good. Areas to improve on are: EPQ – Extended Project Qualification, which is non-compulsory, and currently tends to attract only the more able students; English Literature – staff sickness/maternity has caused issues; and History – ongoing slight under-achievement compared to other subjects.
- A number of least achieving students have been identified. Mr Madge and Mrs Grace (Psychology and Sixth Form Progress Leader) are working closely with subject leaders and producing tailored individual intervention plans for these students.
- Average target grade for students is a B grade. Students at the top end (A*/B) are achieving well and appear to be well-driven, whereas it is the border line students (low B/C grades) that need to be further supported to move them up.
- Important to remember that the performance of just 1 or 2 students within a small cohort can skew the results in that subject area.
- Motivation can be issue, both for students who are receiving university offers of grades they are currently achieving, and also for students who have chosen not to go to university, but do not really have an alternative plan.
- Currently looking at offering a 'Core' Maths A Level qualification, which is more of a transitional progression aimed at those more middle ability students.
- Other issues to be aware of include: students who take on more aspirational courses due to good GCSE results in those subjects, however, the step up to A Level is still great; students who are less able in literacy can struggle with A level due to poor essay writing; some students still expecting the teacher to 'provide' the information they need to progress, rather than being more independent learners.

6 SUMMARY SEF AND DEPARTMENT SEF GRADING

Mr Davis presented to Directors on the SEF Grading's February 2015 sheet. He explained that back in December, all Departments spent a day producing a Self-Evaluation Form, thus inputting their own grades, by looking at evidence on SISRA and judging against previous years. It was noted that the tabled sheet included slight amendments by the SLT to individual Departmental SEFs.

The Effectiveness of Post 16 column is a new addition. It was clarified that in some subjects the grading may only be a 3. However, this can be explained by the classes being small and further reduced when students suddenly decide to drop the subject.

It was clarified that undertaking this task is not compulsorily directed by Ofsted, however, it would be considered unimpressive if the Academy were not implementing a self-evaluation programme.

If Directors feel they need more context around grades, it would help to compare them against SISRA to gain more knowledge.

7 TARGET SETTING POLICY

Mr Madge left the meeting at this point.

Mr Woodward presented to Directors on the future Target Setting Policy, explaining a number of changes to be considered. The key discussion points were:

- Currently, there are no major target changes, with the Academy working towards 10% targets, enabling us to be in the top 10% of schools nationally. FFT Aspire provide estimates based on pupil outcomes, and schools then set their targets around these.
- It was agreed that all able students should be pushed and lower ability students challenged. Targets should be set to challenge the individual student as opposed to the group of students.
- Concern was raised about the 'Flight Path' approach, which focuses more on the minimum a student can achieve, when some are actually capable of higher grades
- In the future there is a need to consider whether 10% targets should be for all, or different groups, or whether we need targets at all, although there is concern regarding how we can report and assess students if there are no levels.

8 PROGRESS: UPDATE ON YEAR 11 PROGRESS AND THE PROGRESS OF GROUPS

Mr Vaughan updated Directors on progress in Year 11, referring to the results progress sheet as appropriate. The key discussion points were as follows:

- In the main, progression of Year 11 students was better in comparison with last year's cohort. Mock exam results were pleasing, but it is important that students don't now start to coast.
- There were a small number of disruptive Year 11 students, but generally attendance was good.
- Subjects raising concern include English and MFL, due to staff absences.
- It was pleasing to see that Business Studies progress had improved since a change in teaching staff.
- A big revision programme is just beginning, with the production and circulation of timetables of revision sessions in English, Maths, Science, and Geography, as well as planned drop-down days.
- Miss Perriam is proving an extremely effective Progress Leader for Year 11, having both a competitive edge and a very responsive approach to problem areas.

Mr Woodward updated Directors on progress of other groups of students, referring particularly to the progress data sheets on Pupil Premium, SEND K (which replaces School Action Plus) and SEND J (which replaces SEND Plus) students. The key discussion points were as follows:

- There is a significant concern about a number of current Year 10 students. Mr Woodward and Mr Short, Progress Leader for Year 10, had met to discuss the issues. 230 students within the year group were progressing satisfactorily or better, however, 24 students were performing poorly. There was a feeling of a demoralised attitude amongst the Year group, therefore it was agreed that after half term, there was a need to give them a mental lift through celebration assemblies.
- For particularly disruptive individuals, it was commented that perhaps a permanent exclusion may give others within Year 10 a wake-up call.
- More work was required to support the progression of Pupil Premium students. It is planned to introduce a sharper monitoring system on how teachers plan and differentiate teaching and learning for those Pupil Premium students who aren't progressing. It is important that teachers plan to enable these students to access trips and activities, which will support them further. The production of a template will assist staff in evaluating individual students to produce for them a more personalised individual approach and teaching plan.
- Mr Woodward is working with Mrs Hill, Head of SEN, regarding effective ways of her staff supporting less able and more difficult students in the classroom, rather than them reaching a point of having to leave the set and work in the Learning Support Room.

9 **TEACHING AND LEARNING UPDATE**

Mr Brooke, who had now taken over the role from Mr Deeley of CPD for staff, gave Directors a verbal Teaching and Learning Update. The key discussion points are contained on the attached summary sheet produced by Mr Brooke following the meeting.



Notes for the TL
Committee from A Br

10 **CURRICULUM UPDATE**

Mr Vaughan presented the Curriculum Update to Directors and the following key discussion points were raised:

KS3:

- Concerns were raised regarding the intended removal of levels at KS2, and how this will impact on KS3 entry. Although baseline testing already happens for new Year 7 students, without any indication of levels, this would become an even more important and definitely more onerous task.
- The changes will not take place until 2016, therefore students starting in the academic year 2015-2016 will be the first affected.
- As the Primary curriculum becomes even more challenging, this will have an inevitable effect on resources. Primaries will make use of resources in Year 6, which normally the Academy would be using in Year 7. Therefore, we will have to purchase additional, more challenging, material.
- Furthermore, it is likely that more students will enter Year 7 on a Level 5 equivalent; therefore staff may need to be upskilled to teach at a higher level at an earlier stage within KS3.
- A working party will be set up to focus on the KS3 remodelling. Not much work has been done on this as yet as the Academy is waiting to see what other Somerset schools are choosing to do. Crispin Academy have held a presentation outlining their plans, and Mr Woodward is liaising with the Principal at King Alfred's School in Burnham-on-Sea to see what they are considering. PIXL is currently developing a model for schools to buy into which is worth investigating.

KS4:

- The options process is now complete for Year 9 students and a draft timetable is underway. All students have been given their first choice options at the moment.
- Catering will make a welcome return in September due to an increase in interested students.
- Geography and History are the most popular subjects and will therefore have the larger classes. It was commented that this could sometimes be difficult for those less able students who had chosen these subjects, who in a smaller class could be nurtured and supported to achieve better grades.
- Languages, now non-compulsory, still had 179 students opting for one or more – this is a decrease of approximately 40 students compared to last year.
- Numbers for Media Studies have increased to 50 students, so it is hoped that they can be academically grouped.
- PE will continue to run both GCSE and BTEC.
- As yet, checks have not been made on whether students wishing to complete the E-Baccalaureate for university entry are taking the correct subjects. However this entry criteria varies from university to university and was not compulsory for all.

KS5:

- There were 125 Huish Sixth applications received to date, which was an increase on this time last year. It was noted that if places at the Sixth Form became over-subscribed, it would be necessary to give priority to internal students and limit external applicants.
- Feedback from the current Futures Interviews which Year 11 students are attending, is that where students are indicating they are going elsewhere in preference to Huish Sixth, this is because they are opting for courses that Strode or Bridgwater can offer which we don't, eg, Law, Government and Politics, more vocational courses.
- Currently looking at developing PE, to offer at both BTEC and A level.
- With such good Art facilities, there was a suggestion that we should investigate

offering a Level 3 course.

11 POLICY DOCUMENT

The Sex and Relationship Education 2015-218 Policy Document was discussed by Directors and approved, subject to the following amendments being undertaken.

- Page 2: Section RATIONALE, Second para, third line: Remove “developed”.
 - Page 2: Section AIMS AND OBJECTIVES, Attitudes and value, Fourth bullet point: Remove the word “marriage”. It was felt an unnecessary addition.
 - Page 3: Section Knowledge and understanding, Bottom para: Should read “We believe that SRE will be best (INSERT) achieved”
 - Page 3: Section WORKING WITH PARENTS, second sentence: Delete “Parents will be invited” and replace with “Parents will have the opportunity”.
 - Page 4: Section CONTENT AND ORGANISATION, third line, typing error: “The PSHE program” – AMEND to “programme”.
 - Page 4: Section CONTENT AND ORGANISATION, fourth para, bulleted list, first bullet: “PSHEC” – Amend to “PSHE”.
 - Page 5: Section EQUAL OPPORTUNITIES, last line: “The Academy will not discriminate against any member ...” Remove this line completely. It was felt irrelevant as Mr Davis would need to make a decision based on a case by case situation.
 - Page 6: Section Dealing with difficult questions, bullet 2: Should read “... causes the teacher concern then ...” NOT “them”.
 - Page 6: Section Menstruation, second para: Insert end bracket at end of sentence “... dealt with in the medical room)”. Remove bracket after “sensitive issues” in last sentence.
 - Page 6: Section Abortion: Insert blank line before last line “Safer sex ...”
- Mrs Glide agreed to be the Link Director for this area.

12 PARENTAL ENGAGEMENT

Deferred

13 ACADEMY IMPROVEMENT PLAN UPDATE

Deferred

Due to the time, it was agreed to bring these items back to the next meeting. Furthermore, the Chairman requested that, presenters needed to give accurate timescales for their items in order that a realistic agenda is produced in future.

14 ANY OTHER URGENT BUSINESS

There was no urgent business.

15 DATE OF NEXT MEETING

The meeting finished at 7.50 pm.



TeachLearn Minutes
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