



**MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING – TUESDAY 21 OCTOBER 2014 AT 5.00 PM**

**Directors Attending:**

Mrs T Rose  
Mrs S Fielden  
Mr R Clark  
Mrs S Harris

Mrs S Wright  
Mr D Smith  
Mrs K Mitchell

**Also Present:**

Mr A Davis (Principal)  
Mr R Madge (Assistant Principal)  
Mr A Brooke (Assistant Principal)  
Mrs D Hickman (Clerk)

Mr R Vaughan (Deputy Principal)  
Mr K Deeley (Assistant Principal)  
Mr J Merrick-Wren (Assistant Principal)

**Apologies:** Mrs R Carne  
**Absent:** Mrs J Glide

**ACTION**

**1 ELECTION OF OFFICERS**

There had been one expression of interest from Mr Wilson-Chalon for position of Chair. Voting took place by eligible Directors, and Mr Wilson-Chalon was duly elected as Chair of the Teaching and Learning Committee. He took the opportunity of thanking Mrs Rose (previously Vice Chair) for all her work last year when she stepped up as Acting Chair on a number of occasions. Furthermore, this would be Mrs Rose's last meeting as she had moved out of the area.

There were no nominations for Vice Chair at this meeting, but it was agreed to hold this appointment over until the next Teaching and Learning Meeting in February 2015. This would give new Directors the opportunity to experience a flavour of this Committee, to enable them to decide whether they would like to be considered as Vice Chair.

**2 APOLOGIES**

Apologies had been received from Mrs Carne due to work commitments.

**3 DECLARATION OF BUSINESS INTERESTS**

There were no declarations of business interests.

**4 MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING HELD ON TUESDAY 3 JUNE 2014 AND MATTERS ARISING**

Minutes of the Teaching and Learning Committee meeting held on 3 June 2014 were agreed as an accurate record of the meeting.

Matters Arising were as follows:

5. Boys Achievement – Further discussion took place about whether boys performed better at exams or by producing coursework.

7. Teaching and Learning Plans for Next Year – Mr Brooke reported to Directors that staff were currently working through the Blue Sky self-evaluation tool. Lesson observations were also being used as a basis to identify training needs. A new CPD

Training Programme had started and took place every Thursday after school. Following the pilot studies which had taken place in the main school and the Sixth Form, 'Triads' (rather than 'trios') were being launched at the forthcoming inset on Friday; evaluation of the pilots would be used as part of the presentation. Triads involved 3 teachers planning, delivering, observing and evaluating lessons together.

**5 TERMS OF REFERENCE**

The Terms of Reference of the Teaching and Learning Committee were considered and discussed. It was agreed that there should be a reference to Pupil Premium children. Therefore, an amendment should be made as follows:  
Under 4. Ensuring, on behalf of the Academy Board that, the following sentence should read: 'The requirements of vulnerable children with special educational needs and Pupil Premium, are met as laid out in the Code of Practice'.

DH to pass to Sue Harwood

**6 EVALUATION AND ANALYSIS OF EXAMINATION RESULTS and Item 8. EXAM PERFORMANCE REVIEW SUMMARY**

Mr Davis presented to Directors a number of slides illustrating the exam results and discussion took place on progress and performance, the key points raised as follows:

- English showed a strong set of results – 80.9% expected progress against the national average of 69%. Results of FSM children were also pleasing. Although not yet perfect, these results were a huge improvement on previously.
- Maths – 73% expected progress against the national average of 70%. Less good results from Pupil Premium students against the national standard, and more work is required with these children. Despite good teaching, when this group of children were placed to work together, unfortunately they did not achieve as hoped. Within this cohort, 18 achieved well, but 10 not so well, which then skewed the statistics.
- In Maths, the grade boundaries had also increased which resulted in some middle ability students not doing as well as had been anticipated. Consideration is being given to lower ability students taking the IGCSE qualification as an alternative to the Maths GCSE.
- It is difficult to compare the results of English and Maths as it is not a 'like-for-like' comparison. English requires completion of coursework, for which additional support was provided in the form of drop-down days, which gave students the opportunity to repeat their work in order to get the best possible grades. Additionally, the English staff were in a position to provide students with individual attention at regular sessions. Conversely, in Maths, students can only perform in actual exams. Walking/talking mocks took place as did after-school revision sessions, however, further work is required.
- The bar has been raised for Year 10 students who are now all doing 8 GCSEs. Following a review of the provision, all students are given the same opportunity to access a full breadth of courses which are also more relevant and improve point scoring.
- Students are no longer participating in the Yeovil college work-related learning courses, with the exception of one Year 11 student who is completing his Animal Care course. The remaining Year 11s are working in the SGLC receiving additional support to ensure they achieve their English, Maths and Science qualifications.
- Design and Technology – progress not so good due to a temporary member of staff covering a maternity absence. Need to monitor this more closely in future.
- MFL – issues surrounding staffing and students being compulsorily expected to take a language.

Mr Madge presented to Directors on examination results, performance and developments within Post 16, and the key points raised were as follows:

- Music – pleasing to see growing numbers taking this subject.
- Psychology – continues to grow in popularity and be the top performer over the last 3 years. Mrs Grace, the Head of Psychology, works closely with Mr Madge, and produces consistently good results.
- Further Maths – In order to be successful, students must be made more aware of the 'step-up' and that it is vital they are already high achievers at Maths GCSE

- (A\*/A).
- Sociology – Previously had staffing problems, so during that time AS results were not as high as they should have been, resulting in lower A2 results.
  - Business Studies – Teacher is leaving at the end of half-term. Plan in place to fill the gap.
  - History – Levels of progress 71% against national average of 69%. Some work needed.
  - It was noted that in Year 13 in subjects with small cohorts, one or two marks can skew the final statistics.
  - Due to the success of the MIG focusing on Year 11, it was felt we should do similar with Post 16, in order to target individual students. Furthermore, it was suggested that a Directors' Group should be set up for Post 16, with a Director from the Teaching and Learning Committee chairing, and acting as the link.
  - Target setting within Post 16 is difficult as there is no common area to use; Huish Sixth use ALPS. It is an ongoing dilemma with staff and students not always being happy about their targets. For performance management purposes, aspirationally the bar is set as realistically as we can.
  - Due to the large intake in Year 12, there are slight concerns regarding class sizes particularly in Psychology and History. Furthermore, the small classes are a key selling point of Huish Sixth. However, it was noted that it is very difficult to produce the final timetable and confirm actual subject numbers before the Year 12s start in September, because you are working from student choices submitted earlier on during the summer, and changes inevitably take place once the term begins.

## 7 TEACHING AND LEARNING PERFORMANCE

Mr Deeley presented to Directors a booklet which every new teacher receives on arrival at the Academy. The booklet was discussed and the main points raised were as follows:

- Purpose of the document is to monitor the teaching and learning associated with individual teaching staff.
- Last year, 112 lesson observations took place. Where a lesson was graded inadequate or requires improvement, this lesson was revisited.
- Sample of a typical action plan for improving practice was discussed. Where the plan proves unsuccessful, it is necessary to move on to capability. The three teachers identified as inadequate last year have all since moved from the Academy into alternative positions.
- This practice has ensured staff have clearer expectations. The workload of staff is considered by reducing the numbers of meetings staff attend, and where required, the appropriate training and support is available.
- Previously, lesson observations took place, however these were not graded.
- Changes to the Ofsted Framework place great emphasis on marking and written feedback by teachers. Regular book scrutinies within year groups and across departments have resulted in regular, more consistent and effective marking.
- Other notable impacts of this more rigorous teaching and learning monitoring have included a fall in exclusions with a reduction in red cards, and improved student attendance, particularly for Pupil Premium children.
- A comprehensive system on lesson observations has been purchased which will link into SISRA.
- Lesson observations are uploaded on to the Blue Sky system, which enables ongoing monitoring of specific members of staff to ensure that progress is being sustained.
- This academic year, the SLT will undertake less lesson observations, but more quality assurance. Within the cycle of SLT meetings, there will be scheduled learning walks. Additionally, incidents taking place in classrooms are monitored, and if there appears to be an increase of these in a particular class, a full lesson observation will be undertaken. Furthermore, it was suggested that children within these classes should be focused upon to see how they are affected and whether they will achieve 3 levels of progress.
- It was commented that there had been negative feedback from some students regarding relief teaching staff. It was noted that the hours of the cover supervisor team were being reduced, and also that where a member of staff was on long-term

sick, an external specialist teacher was brought in to cover the absence. Furthermore, when it was known that a Cover Supervisor was in charge of a class, a member of SLT would visit to ensure that the necessary teaching and learning was taking place.

- Mrs Rose wished to offer her thanks for the introduction of a very robust monitoring procedure, which had been much needed and which she believed has transformed the effectiveness of staff.
- With regard to performance management, it was noted that evidence was required for staff to move up a grading, and there would be Director input to moderate decisions.

**8 EXAM PERFORMANCE REVIEW SUMMARY**

Discussion points for this item are incorporated in Item 6.

**9 ACADEMY IMPROVEMENT PLAN**

Directors had been provided with a copy of the Academy Improvement Operational Plan for 2013-2014 and the Academy Improvement Plan 2014-2016. Mr Madge informed Directors that the Sixth Form Improvement Plan is included within the Academy Improvement Plan. The details of the Plans would be discussed at a future meeting.

**10 RISK REGISTER**

The Risk Management and Risk Register Policy Document was reviewed by Directors and the following key points were noted:

- Category 1 – Strategic and Reputational Risk  
 Ref 2: With the improvement in this year’s English GCSE results, it was agreed that the Likelihood Risk be reduced from 3 to 2, and the Risk Score reduced from 12 to 8.  
 Ref 4: Despite the large intake into this year’s Year 12, it was felt that recruitment into the Sixth Form would always be in competition with other providers, therefore the Likelihood Risk should remain at 2.  
 Ref 11: Despite the improved exam results this year, it was agreed that the Likelihood Risk of results showing a constant downtrend, should remain at 2.
- Category 4 – Financial  
 Ref 12: Funding levels being too high or too low should continue to be reviewed. Likelihood Risk to remain at 2.
- Directors to consider other specific risks and appropriate action plans to reduce these, where pertinent to the Teaching and Learning Committee.

AE to be passed amendments as necessary.

**11 ANY OTHER URGENT BUSINESS**

It was suggested that there should be a strategy produced on parental engagement in order to improve learning outcomes. It was however acknowledged that the Feedback Forum gave parents the opportunity to make comments and suggestions on changes. Directors were asked if anybody would be prepared to support students in a Business Mentor role. Willing volunteers should pass their names to Sue Harwood. Thanks were given to Mr Deeley for his contribution to the Teaching and Learning Committee over the last 30 years. This would be his last meeting before departing at Christmas.



TeachLearn Mins  
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