



**Minutes of St. Gregory the Great Curriculum and Achievement Committee meeting held on Thursday 1<sup>st</sup> October 2015 at 4.00pm in the school**

	<p><b>Present:</b> Pita Enriquez Harris (PH) Foundation/Chair Khurshid Ahmed (KA) Staff Robert Bennett (RB) Parent Myfanwy Brown (MB) Foundation Dervilla Maher (DM) Foundation Patricia Simon (PS) Foundation Chris Skerry (CS) Staff Marcella McCarthy (MMc) Principal</p>	
	<p><b>In attendance:</b> Sandra Cromey (SC) Clerk Rodger Caseby (RC) Associate Principal (left at .pm) Steve Jones (SJ) Associate Principal Adrian Rees (AR) Associate Principal Marie-Therese Weston (MTW) Associate Principal</p> <p><b>Apologies:</b> David Forster (DF) Foundation Hannah Forder-Ball (HFB) Assistant Principal (Primary) Margaret Madden (MM) Foundation Nick Rose (NR) Associate Principal</p>	
	<p>Presentation – English at 4.07pm</p>	
1.	<p><b>Welcome, Apologies, Prayer and quorum</b> The Chair welcomed attendees and new Assistant Principal, Adrian Rees, to the meeting. <b>Apologies</b> were received and accepted. MM had e-mailed regarding late arrival to meeting and later in the meeting that she could not get to meeting and sent apologies. <b>Prayer:</b> The meeting opened with the school prayer. <b>Quorate:</b> The meeting was quorate and began at 4.05pm.</p> <p><b>Presentation – English</b> MMc gave a presentation on the work of the English Department distributing a paper with highlights of curriculum changes and results and way forward in iGCSE for both language and literature along with A2 and AS Literature. MMc described the interim arrangements for the department until the appointment of a new subject leader (following the resignation of Kate Amos). Q: Is there course work (KS5)? (PH) A: No, not in any iGCSE for English. (MMc)</p>	



	KA joined the meeting at 4.16pm.	
2.	<b>Election of the Chair and Vice-Chair</b> PH was re-elected as Chair and DM was elected as Vice-Chair.  KA left the meeting at 4.26pm.	
3.	<b>Election of new Parent/Foundation representatives</b> Model job descriptions had been previously circulated. PH had downloaded newer documents from The Key. <b>Action 1: Clerk to arrange election for 1 Foundation representative and 1 Parent representative and to include model job descriptions in information pack.</b> <b>Action 2: RB to contact HFB regarding Primary and representation.</b>	<b>Clerk</b>  <b>RB</b>
4.	<b>Declaration of Any Other Urgent Business – none.</b>	
5.	<b>Declaration of interests</b> No interests declared for any items on the agenda.	
6.	<b>Minutes of meeting held on 30<sup>th</sup> April 2015</b> The minutes were approved as a correct record of the meeting and signed by the Chair.	
7.	<b>Matters arising from minutes of the previous meeting</b> Item 4: still no access for Representatives to School Aspect.  KA re-joined the meeting at 4.32pm  Difficulties were described and representatives <b>approved</b> second attempt to access School Aspect. <b>Action 3: RC to resend access details for School Aspect to representatives to try again.</b>  <b>Q:</b> How did the tests go (p.2 of previous minutes)? (PH) <b>A:</b> Phonics testing had taken place on 6 <sup>th</sup> June but not gone well with some children in tears. (RC and MMc). It needed to be approached as a game. Proficient readers tended automatically to correct what they saw as errors.  Item 11: website up and running (PH). RB reported difficulties in opening pages. PH suggested a 'Report a bug' link on every page. <b>Action 4: RB to let MMc and MTW know of faulty pages so that Amy and Kate could fix them.</b> <b>Action 5: PH to contact Kate regarding page links for reporting bugs.</b>  <b>Q:</b> Who was responsible for putting material onto the site and keeping it up to date (out of date item from March still shown)? (RB) <b>A:</b> Amy would put material on the web when it is generated. (MMc) Attractive photos were available for the site and would be mounted when student permissions were cleared. MTW was in charge of this. <b>Q:</b> Was assured time set aside for this work? (PH)	<b>RC</b>         <b>RB</b>  <b>PH</b>



	<p><b>A:</b> It was part of MTW's role with help from Amy or Kate. (MMc) RC reported that the prospectus had a photo of 'Breaking the Chains' award (first and third prize awards made) from the Father Hudson Society.</p>	
8.	<p><b>Review of Terms of Reference (TOR) for Curriculum and Achievement Committee</b> PH had added functions to the TOR. RB suggested the addition of specific dates e.g. 'annually'. Date specific activity could be derived from School Aspect (once representatives gained access) and SEF (Self-Evaluation Form)</p> <p><b>Action 6: PH and RB to liaise over design for TOR Finance and Staffing to harmonise the TOR templates.</b></p> <p><b>Action 7: All Chairs of Committees to bring copy of TOR to every meeting.</b></p>	<p>PH/RB PH/RB/MM</p>
9.	<p><b>Website – profiles and photos of representatives</b> Representatives debated exactly what the profiles should consist of – the legal requirement is for representatives' name, who appointed them, expiry date on committee and attendance record – and compared what was on other schools' websites. For each representative:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name</li> <li><input type="checkbox"/> Category of representative</li> <li><input type="checkbox"/> Term of Office</li> <li><input type="checkbox"/> Appointing body</li> <li><input type="checkbox"/> Membership of committees</li> <li><input type="checkbox"/> Positions of responsibility held e.g. Chair or Vice-Chair of Full Academy or committee</li> <li><input type="checkbox"/> Register of Interests (from September 2015)</li> </ul> <p style="text-align: center;">MTW joined the meeting at 4.47pm.</p> <p>It was <b>agreed</b> that everyone should use the minimum information format for consistency of presentation. PH had the record of previous attendance's which could be mounted on the website. MTW queried where this information was to go on the website and PH said that there was already an area/tab for representatives. RC reminded representatives that, as discussed at the Finance and Staffing Committee of 17th September 2015, the minutes of meetings from September 2015 would be mounted on the website.</p> <p><b>Action 8: Clerk to send minutes as pdf files to MTW for mounting on public website after minutes had been approved.</b></p>	<p>Clerk/MTW</p>
10.	<p><b>Update of finance and financial review</b> MMc reported that some institutions were in a worse state than the school. The EFA (Education Funding Agency) would help and were to send in a team to assist with forward planning. The revised budget was manageable</p>	



	<p>and the school would go forward to a positive position if it adhered to the budget that had been set.</p> <p><b>Q:</b> When would the representatives see the budget? (RB) <b>A:</b> At Full Academy Committee (FAC). This would be a <b>confidential</b> item as the budget contained data on all other schools in the DBMAC too.</p> <p>PH challenged the apparent lack of spending of Pupil Premium (PP) in data received (looking forward to item 14 of the agenda). RC and SJ explained that PP spending is not an isolated budget item but is spread throughout the budget according to specific need. RB would like to see an expanded version of the budget.</p> <p><b>Q:</b> What happened if someone was on leave e.g. long absence, maternity leave or adoption leave? (PH) <b>A:</b> Cover costs were built into the staffing budget. (SJ) MMc reiterated that a lot was being done in-house to save money.</p>	
<p><b>11.</b></p>	<p><b>KS4 and KS5 exam results 2015</b></p> <p>Two documents previously circulated by SJ were:</p> <ul style="list-style-type: none"> <li>• 2015 GAP Analysis v 2014</li> <li>• Headline Figures v 2014</li> </ul> <p>SJ also circulated at the meeting:</p> <ul style="list-style-type: none"> <li>• 2015 Results Evaluation</li> <li>• SGTG 2015 KS4 GCSE English and AS Results (with L1/2 Vocational course data on the reverse of the handout</li> <li>• Year 13 (2014/2015) Actual Results (from 4Matrix) with Level 3 Value Added: Academic qualification Type Chart Tool on the reverse of the handout</li> </ul> <p>Questions posed by PH, RB and MB:</p> <p><b>Q:</b> Could Representatives see the following and it would be helpful to have the data in advance of committee meetings?</p> <ol style="list-style-type: none"> <li>a) RE results (monitoring these are in C&amp;A TOR)</li> <li>b) Male/Female results</li> <li>c) Data organised by prior attainment</li> <li>d) KS2 APS (Average Points Score) for each cohort</li> <li>e) Humanities results</li> <li>f) KS5 results</li> <li>g) Attainment grouped for ethnicity and SEND (Special Educational Needs and Disability)</li> </ol> <p><b>A:</b> All sorts of information was obtainable to answer queries from Representatives. It would be helpful to receive these sorts of questions in advance so that the data could be extracted from RAISEonline. (RC and SJ) Until latest information on RAISEonline falls in January 2016, for the purposes of this meeting, SJ had used 4Matrix to extrapolate the data on the</p>	



	<p>distributed handout for KS4. Progress data compared with 2014 for the national average.</p> <p>(a) These were monitored. Also, RE was on the Russell Group universities' list of preferred subjects. (MMc)</p> <p>(b) In terms of gender difference girls would always be ahead of boys but looking more at ability, boys were making better progress overall than girls. (SJ)</p> <p>(d) Ofsted focus was KS2 prior attainment and Disadvantaged. (SJ)</p> <p>(f) KS5 results were given on Handout Appendix H – 2015 Results Evaluation [n.b. page 1, para. 6, line one replace 'basements' with 'assessments']</p> <p>There was an ongoing investigation into the poor outcomes for Computing. The course work had not been moderated properly. This was being addressed with the member of staff concerned.</p> <p>Based on 2014 patterns, mainstream A-level performance was below average. (SJ)</p> <p><b>Action 9: List of questions requiring data analysis would be provided to SJ.</b></p> <p>PH would also like to see Middle attainment group and KS2 average for each cohort; along with ethnicity and SEND.</p> <p><b>Q:</b> Why were the results so much at variance with the predicted results? <b>A:</b> Some subject predictions were spot on. Meetings had been held with all subject leaders to analyse what had actually happened. Increasing the robustness of predictions was in the action plan for next year. (SJ)</p> <p><b>Q:</b> Why was there such an increase with Maths in students getting A*-D and a fall in A*-C; and how would this be addressed? <b>A:</b> Maths dropped from 47% to 43% - a 4% drop was regarded as a significant difference. The school suffered by national issue on the grey B/C borderline but overall, progress in 2014 and 2015 was very similar and the school did well elsewhere e.g. High Ability (HA) Value Added was above the national average. It was in the middle set that performance was not as good as it should be. (SJ)</p> <p>RB observed Maths A*-D had gone up. SJ explained this was because of the tactic of entry to higher paper for borderline C-D.</p> <p><b>Q:</b> Why were English results poor across the board other than with high achievers and what was being done to address this? <b>A:</b> 26 students did not get the expected C grade. (SJ)</p> <p>KA pointed out that rates of progress were up 6% by last year which was more what Ofsted picked up on. With the new system it was hard to say if Grade 4 was a C or Grade 5. MMc agreed that boundary shifts happened across all the Exam Boards. MMc wanted to build up A-level English.</p> <p><b>Q:</b> Why was there a discrepancy between results in 3 sciences (A*-C up 1.6%) and 2 sciences (down 6.3%)? <b>A:</b> There were engagement/behavioural issues in the Middle Ability (MA)</p>	<p><b>PH</b></p>
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	<p>group and these were being addressed. This would be also be tracked more vigorously with there were more tools to do this. (SJ)</p> <p><b>Q:</b> How did Oxford Academy achieve its good results? (PH) <b>A:</b> Maths and English had huge amounts of time allocated to them every day with 10 lessons per week with a lot staffing and resources put into them. PP was spent on over-staffing. The Curriculum was narrower with more sittings for pre-public exams (5 or 6 of these for each year group). There were good things in place here at St. Gregory's especially with Maths. Also, the relentless drive on behaviour (since KA had taken it on) was working. (AR) <b>Q:</b> What kind of percentage difference was actually significant i.e. attributable to teaching other than</p> <p>a) Year-to-year variability in the difficulty of the exam b) Year-to-year variability in the KS2 APS of the cohort?</p> <p><b>A:</b> SJ addressed this by talking Representatives through the fact that there were 70 different indicators and multiple variables so one had to look at the numbers of students in a category first (e.g. significance of figures in relation to a subject taken by 3 pupils compared with a larger class) and the Handout on Headline indicators (Appendix E).</p> <p><b>Q:</b> Regarding disadvantaged students, there were some promising results</p> <p>a) Doubling of the rate of A, but why not A*? b) Overall the drop in A*-CEM was lower than in 'Other' – 42.5% to 41.2% with a closing of the Gap by 3.2%. The data showed improved performance for DisAdv and also, by implication, HA (Higher ability) students. Had the LA/MA (Lower ability/Middle ability) pupils dropped their performance and if so, why?</p> <p><b>A:</b> Middle set behavioural issues. (SJ) <b>Q:</b> What did Disadvantaged include? (RB) <b>A:</b> PP i.e. those in receipt of free school meals over the last 6 years.</p> <p>CS made the observation that data could also be discussed with Head of Department staff and representatives on Link visits.</p>	
12.	<p><b>Behaviour for learning report</b> <b>A Baseline for 2015-16</b> There had been a huge change in culture regarding behaviour in the school. KA reported on the system monitoring behaviour (tutorial system helped, checking uniform at the gate etc.) and there was an overall successful improvement. <b>Action 10: KA to e-mail report on behaviour to representatives.</b></p> <p><b>Q:</b> What sanctions were imposed if incorrect <b>uniform</b> was worn? (RB) <b>A:</b> There had been an initial issue with supply of uniforms from the supplier but this was now sorted so blazers and jumpers were now deliver to school. 500 school jumpers had been sold. The strategy for dealing with incorrect footwear, such as trainers, was to issue black plimsolls. Students then soon</p>	KA



	<p>reverted to wearing black school shoes. (KA) MMc stated that people were noticing the change in culture. An action point for next term was to have staff challenge incorrect uniform in the classroom (not just at the entry gate). (KA) <b>Punctuality</b> had been an issue last year. Now there was a five-minute rule to get to the next lesson when the bell had rung. This had been operational for five weeks and was working well. There had only been one incidence of <b>internal truancy</b> in the last five weeks. There had been <b>no fights</b> at lunch time in the last five days (there had been 15 fights in 4 weeks with Year 7) and the strategy to deal with this had been to remove lunch time from Year 7 with students eating packed lunch together in hall. The number of <b>exclusions</b> had gone up: in September 2014 there were 16 full-time exclusions compared with 49 in September 2015 because the bar was set higher for standards being in place. During the summer, there had been 3 permanent exclusions. RC commented on the positive aspect of consequences being known for unacceptable behaviour and that parents were pleased that misbehaviour was dealt with straightaway. Greater analysis of low levels of behaviour in the classroom (161 students with C3 and C4 [system of behaviour challenges used by school] in September 2014 compared with 194 students in September 2015) also enabled support in behaviour management to those teachers who needed it and permitted targeted intervention with students. Figures had been high with about one fifth of the school receiving C3 and C4 for poor behaviour and these figures would be tracked monthly for the next 8-9 months. (KA) RC also spoke about the improvement in attendance figures which were down compared with this time last year with fewer repeat non-attenders. The improvement in behaviour was circulating in the outside community (e.g. parental comment) and with the School Police Liaison Officer. (KA)</p> <p><b>Q:</b> Had litter at lunchtime improved? (DM) <b>A:</b> Yes, and the school had received a certificate regarding the improvement from the Oxford Civic Society. (MMc)</p> <p>The Chair thanked KA for his oral report.</p>	
<p><b>13.</b></p>	<p><b>Performance development policy - review</b> <b>Q:</b> Was not this policy part of the brief of the Finance and Staffing (F&amp;S) Committee and pronouns referring to the Principal should be feminine and references to Executive Principal should be removed? (PH) <b>A:</b> Properly, this item was a F&amp;S policy but it had been carried forward to this meeting from F&amp;S on 17 September due to lack of time. Corrections had been received. (RC) <b>Q:</b> Could a teacher elect to have more than 4 objectives (compare with 5</p>	



	<p>chosen by Principals in the past)? (PH) The number of targets were debated and it was <b>agreed</b> that these <b>should be amended from 4 to 5 targets.</b></p> <p><b>Q:</b> Could the objectives for the Principal be set by a separate panel and could a staff Academy Representative be on the panel? (PH) <b>A:</b> Regarding the Principal's appraisal, the policy should reflect that the representative(s) reviewing the Principal's objectives would not be the same as those who helped to set them. (RC) [No Staff Academy Representative]</p> <p><b>Q:</b> How did teachers check for themselves that they were meeting the overwhelming range of teaching standards and how would representatives know if objectives and targets were any good without an external observer? (PH) <b>A:</b> Formerly, standards were set at different levels. Now it was difficult because there was a single set of standards to apply to teachers throughout their career. This meant that failure to meet these standards had become a capability issue. (RC). It would be clear if teaching standards were not being met. (RC/MMc)</p> <p><b>Q:</b> Why does assessment by pupils play no part in appraisal of performance? <b>A:</b> This would be illegal. There was student feedback as evidence of teacher support on Student Voice. Everything was built into the departmental improvement plan evidence model. (RC) DM pointed out nomenclature on 'Governing Body' needed changing. <b>Action 11: Amendments and references to Governing Body instead of Academy Committee to be altered.</b></p> <p>Subject to these changes, the representatives <b>approved</b> the policy. For consistency, the policy document should indicate that the Principal's appraisal was by two Academy Representatives (one of whom would be Foundation) and one DBMAC director.</p> <p>PH and RB discussed the need to have a meeting in December for pay panel consisting of Chair, Vice-Chair and Chair of Finance and Staffing. RC pointed out that were any pay decisions to go to appeal, representatives who had not attended pay panel meetings would be needed. <b>Q:</b> Were progressions on the pay spine built into the budget? (MB) <b>A:</b> Yes. (MMc)</p> <p>The Chair thanked RC.</p>	RC
14.	<p><b>Pupil Premium Achievement and plan for 2015-16</b></p> <p>RC reported that this was awaiting approval from the whole FAC and SJ's headlines (Handouts from agenda item 11) showed the Gap activity. PP was being tracked throughout the school to the Sixth Form. The KS4 gap had closed between Disadvantaged and non-disadvantaged. Overall results were down but Disadvantaged students did move up e.g. A* to B and A* to C</p>	



	<p>had gone up for PP students. <b>Q:</b> Was the data for Disadvantaged the same as for LAC (Looked After Children)? <b>A:</b> It looked at Forces' children and LAC. (SJ) Trends were looked at and for monitoring purposes 4 groups had been established i.e. for attendance, behaviour, Disadvantaged, SEND and the vulnerable (which included LAC and 'Out of school' (i.e. vulnerable for other reasons). These would be tracked against the school as a whole. (RC0</p>	
15.	<p><b>Schedule of Link governor/representative visits linked to School Improvement Plan</b> In progress. <b>Action 12: Link Representatives to e-mail PH with dates for their subject visits when scheduled.</b></p> <p style="text-align: center;">AR and RC left the meeting at 6.27pm.</p>	LinkReps
16.	<p><b>Governance</b> <b>Recruitment</b> – election discussed under item 3 of agenda <b>Skills analysis</b> – matrix and responses from representatives with MM. <b>Governor Services Subscription renewal</b> – it was thought that details were with MM. DM raised the matter of subscription to Modern Governor training online (RB doubted its value) and it was <b>agreed</b> to continue this subscription. <b>Action 13: Clerk to check details of subscription to Governor Services and to Modern Governor with MM.</b></p>	Clerk/MM
17.	<p><b>Any Other Urgent Business</b> None.</p>	
18.	<p><b>Date of next meeting</b> – 5<sup>th</sup> November 2015</p> <p><b>Action 14: MMc to create schedule of presentations for forthcoming representatives' meetings.</b></p> <p style="text-align: center;">AR returned to the meeting at 6.30pm.</p> <p>The meeting closed at 6.30pm</p>	MMc

**ACTION LIST**

No.	Actions	Responsible
1.	To arrange election for 1 Foundation representative and 1 Parent representative and to include model job descriptions in information pack.	Clerk
2.	To contact HFB regarding Primary and representation.	RB
3.	To resend access details for School Aspect to representatives to try again.	RC
4.	To let MMc and MTW know of faulty pages so that Amy and Kate could fix them.	RB
5.	To contact Kate regarding page links for reporting bugs.	PH
6.	To liaise over design for TOR Finance and Staffing to harmonise the TOR templates.	PH/RB
7.	All Chairs of Committees to bring copy of TOR to every meeting.	MM/PH/RB
8.	To send <i>approved</i> minutes as pdf files to MTW for mounting on website.	Clerk/MTW
9.	List of questions requiring data analysis would be provided to SJ.	PH
10.	To e-mail report of behaviour to representatives.	KA
11.	Amendments and references to Governing Body instead of Academy Committee to be	RC



	<b>altered in Teacher Performance Development Policy.</b>	
12.	<b>Link Representatives to e-mail PH with dates for their subject visits when scheduled.</b>	<b>Representatives</b>
13.	<b>To check details of subscription to Governor Services and to Modern Governor with MM.</b>	<b>Clerk</b>
14.	<b>To create schedule of presentations for forthcoming representatives' meetings.</b>	<b>MMc</b>

**Appendix A - Terms of Reference for Curriculum & Achievement**

**Appendix B - Teacher Performance Development Policy**

**Appendix C - Model job descriptions for governors/representatives from The Key**

**Appendix D - 2015 GAP Analysis v 2014**

**Appendix E - Headline Figures v 2014**

**Appendix F - SGTG 2015 KS4 GCSE English and AS Results (with L1/2 Vocational course data on the reverse of the handout)**

**Appendix G -Year 13 (2014/2015) Actual Results (from 4Matrix) (with**

**Level 3 Value Added: Academic qualification Type Chart Tool on the reverse of the handout)**

**Appendix H – 2015 Results Evaluation**