

## Curriculum + Standards Committee Meeting

### AGENDA

Monday, 5<sup>th</sup> October 2015

Blenheim Centre @ 17:30 pm

<b>Committee:</b>	Mr G Alvy, Mr H Aswat, Mrs J Fox [Committee Chair], Ms S Vickers [Headteacher], Mr M Gora, Mr E Ravat, Mr A Megahy, and Mrs C Geisler.
<b>Apologies:</b>	
<b>Guests:</b>	Mr Khan (for the full meeting), Mr C Chopdat, Mr C Farrar, Mr G Hazelwood and Mrs A Karim, (all for their presentations)
<b>Minutes:</b>	Wolfgang Schonenberg

Agenda Items	Actions
<p>1. Apologies for absence</p> <p>There were no apologies and no declarations were made.</p>	JPF
<p>A number of presentations had been arranged for tonight's meeting so the Chair had amended the agenda order so that staff would not need to be present throughout.</p> <p>2. <u>Curriculum Update Maths and D&amp;T</u></p> <p>Mr A Chopdat HoD, led governors through a Maths review. Two years ago staffing had been a problem with the lack of specialist teachers. Last year it had improved to a point that AC would consider to be ok. This year all staff are specialist staff and outcomes will improve further. GCSE results were 67% for A*-C but AC had hoped to achieve 70% for 3 Levels of progress. Edexcel had increased the grade C boundary mark by 4% and this affected all schools. In the last few years achieving 3 Levels of progress has been consistent. School now places even more emphasis on 4 Levels. School has also accelerated the teaching to really focus on stretch and challenge and by Christmas will know where pupils stand, so then will have a further 5 months to work with the students to improve their understanding.</p> <p>After school revision has already started, it runs Tuesdays &amp; Thursdays. New homework books have been ordered, and school is awaiting delivery. More emphasis is going into Years 9 &amp; 10 so that the boys are further on when they reach Year 11. Targeted intervention will start after AP1. Afterschool sessions have already commenced for Year 11.</p> <p>In conclusion, AC stated that Level 3s had improved 15% from 51.5% to 66.7% whilst Level 4+ was only slightly up at 22%. Further Maths has been introduced as an extra GCSE subject. Difficult process of matching A*-C students with English department colleagues has started already this year.</p>	

Parents will be informed of the need to buy revision guides and materials. School now has 4 very good teachers all subject specialists and therefore current Year 11s results should be comparable to last years despite the cohort being weaker on entry.

SV explained that Abu was too cautious and not giving himself enough credit for the turnaround that has been achieved and for being an outstanding teacher himself. Governors concurred that a massive thanks was due to the department from the Governing Body.

**Q. What are your predictions?**

**A. Results should be very similar to 2015 results with a more difficult cohort. So in effect the levels of improvement will be greater in order to achieve this.**

The School doesn't have any modular elements anymore. All schools need to examine all students and particularly in Maths, this has placed a greater premium on understanding the questions properly. The Chair of Governors also thanked the department for its hard work and achievements.

Mr C Farrar HoD, led governors through a review of D&T

Previous teaching was not effective in this area, so last year product design, a two year curriculum, was collapsed into a concentrated single year. Results still improved from a low 17% to 54% (A\*-C) Over a full 2 years we would have achieved fantastic results. That said, this 54% is higher than the national average for boys in 2015. The staff know what they are doing is effective, and going forward they are confident of doing even better. School will have controlled assessments by Christmas giving more time to prepare for the summer exams. This year building on the A and A\* results staff will be pushing both lower and higher ability sets harder. The department now talks a lot more about home learning, as being part of the overall learning scheme, with the quantity of homework and its quality both increasing. This was the second year of departmental tracking and has achieved exemplary coursework which the boys really like displaying and seeing. SV explained that parents were impressed by the displays and many had asked where these items could be purchased.

**Q. What are the targets for the year?**

**A. We will run with the 70/30% split between levels of progress (70% 3LP and 30% 4LP). Once this target is hit this will place us well above NA for all learners.**

A discussion arose around the curricular freedom that D&T offers and some of the numerous options available to learners within D&T. A key focus for the department was to close the gap between learners and NA and attainment is now much closer to NA. The chair asked and challenged CF why he still rated the department as RI. Again this was being too modest. Good leadership comes before

<p>results turn good. The displays are excellent, as reported, boys are all engaged in the subject matters, and the teaching is all good or better so why do you not rate yourself good?</p> <p><b>Q. How many staff are there?</b></p> <p><b>A. 3 ½ staff.</b></p> <p><b>Q. How many of these staff are teaching good or better?</b></p> <p><b>A. All. This was also confirmed by the SLT present.</b></p> <p><b>Q. Have you had enough support &amp; training on Prevent?</b></p> <p><b>A. We have all had the online training and sat the online test, some more by the year end would be good.</b></p> <p>CF was thanked and praised for the department's efforts in raising standards in D&amp;T.</p>		<p><b>Action: Include even more prevent training in the CPD booklet</b></p>
<p>3. <u>Curriculum Update</u></p> <p><u>Mr G Hazelwood AHT, led governors through a PowerPoint review of 2015 achievement</u></p> <p>Graham Hazelwood shared the key achievement figures with governors:</p> <ul style="list-style-type: none"> <li>• UBHS has seen a rise in 5 A*- C EM of 16.9% from 38.5% to 55.4%.</li> <li>• 5 A*-G at 95.7% National Average = 95%</li> <li>• VA up to 1006.412 (C2013: 978.2, C2014: 1004.6) NA=1000</li> <li>• VA up by 1.812% on 2014 cohort.</li> <li>• VA Significantly above national average at 1006.412</li> <li>• English 3 LOP is up by 11.1% in comparison with the previous cohort at final exam.</li> <li>• English 4 LOP is up by 0.7% on 2014 cohort.</li> <li>• Mathematics 3 LOP has increased by 14.2% on the previous cohort in relation to the final exam.</li> <li>• Mathematics 4 LOP at 2.6% above 2014 cohort % and is now 22%</li> <li>• English and Maths are above national figures on 5A*-C measures.</li> <li>• Art 3.3% above national for boys</li> <li>• Business Studies 18% above NA and 20.2% above for boys.</li> <li>• Computing up by 1.2% on NA and 2.4% for boys.</li> </ul>		

- Resistant Materials up by 5.3% for boys.
- Maths up by 4.1% on NA and 3.5% for boys.
- Additional Science up significantly on NA by 7.5% and 10.4% for boys.
- Likewise Chemistry 8.8% above NA and 9.9% for boys.
- Science Route A 1.8% and 0.3% above NA and NA boys respectively.
- French up by a staggering 14.9% NA and 21.2% for boys nationally.

Important factors that contributed to the rise in achievement were:

- Rigorous tracking systems for intervention alongside data matrices.
- Trackers for revision sessions in Year 11, specifically targeted to groups of learners and a focus on LOP.
- Rigorous processes such as work scrutiny of folders and exercise books.
- A robust assessment system linked to a learner tracker where staff are accountable for learner progress.
- Strategic changes to the timetable have given Heads of Department more scope for intervention opportunities.
- Raised staff and learner aspirations by following a 'Going for Gold' target setting strategy. Silver targets are 4LP and Gold targets are 5LP.
- A significant focus placed on underperforming learners throughout the school year, leading to a targeted intervention system bespoke to each learner.
- Significant improvements in mathematics due to the recruitment of specialist staff.
- Appointments of key staff in English to uphold the tradition of strong teaching within the subject.
- A significant improvement of disadvantaged learners across the school in relation to the 2014 cohort, largely due to careful intervention strategies and the deployment of pupil premium resources.
- Growth Mindset approach to everyday life at UBHS.
- The continued use of SLEUTH fosters good and outstanding attitudes to learning.
- Formative marking for constructive dialogue with learners.

The schools own target had been to reach 55% A\*-C and with 55.4% this was achieved.

**Q. Have the boys become more effective learners?**

**A. Yes they work harder, they do better homework, we see them really trying. Some came**

**ready on day one asking for after school clubs. We involve the parents from week one, not just after AP1. The boys just talk about Gold amongst themselves. This has become the key aim for them. Gold targets are 5LP.**

All staff are now subject specialists and this is making a positive impact. Staff now massively intervene in the lower years so that students arrive in the upper years better prepared. There has been a significant improvement in the outcomes of disadvantaged learners.

**Q. Can we evidence the Pupil Premium resources spent?**

**A. Yes we have up to date record of this spending and its impact.**

Governors were supplied with a number of tables to take home and study and then showed a Kirklees tabulation of where UBHS now stood in relation to other Kirklees schools.

**Q. Where are we in terms of 5 A\*-C?**

**A. Only 11 schools beat the NA in Kirklees and we are one of the 11. Only 6 schools beat their FFTD and again we are one of them.**

The Chair of Governors raised a point which arose at the Saturday GB meeting. **Are governors happy to retain the “data gurus?”**

Governors agreed to roll this task over into 2015-16 as it will greatly help in the changeover to Improvement/Attainment 8.

#### 4. Teaching & Learning Update

Mrs A Karim AHT led governors through a PowerPoint review of Teaching, Learning, and Assessment.

A pictorial review made references to:

- The iceberg illusion, what you see on the surface and all the other efforts unseen by staff, pupils which support the visual efforts
- School now 86% good or better
- GCSE A\*-C results of 55%
- 5 non-negotiables, for pupils and staff
- The new UBHS growth mindset
- Outstanding teaching is up from 6% to some 20% now

- Good teaching is currently at 66%
- RI teaching has dropped from 16% to 14% and 6 new staff started in September

The next steps are to update the Getting to Good Guide (known to governors) to reflect the next steps in our journey on from Good to Outstanding. This is further pushing up results. Teaching independent thinking, differentiation, moving from 3, 4, on to 5 levels of progress as appropriate, with all learners making progress. School has started a voluntary coaching programme with 3 staff volunteers who have the required people skills to make a difference here. Additionally a videoing tool is available to teachers who can trial techniques and learn from the feedback that this provides them to become even better.

**Q. What extra skills do these coaches have?**

**A. They have demonstrated in their lessons that they can hold a class and that they are very personable.**

AK was thanked for her presentation.

At this point in the proceedings the meeting returned to the agenda order.

5. Election of Chair

Mrs Jenny Fox was unanimously re-elected to serve as committee chair for a further year.

6. Minutes of the meeting held on the 23 April 2015.

Governors had received the wrong attached minutes. The Clerk had notified the school which in turn had printed off copies of the correct minutes.

The minutes were approved by the meeting and then signed by the Chair.

7. Matters arising

There were no outstanding matters arising from these minutes.

8. Quality Assurance and CPD

Mr A Kang DHT, lead governors through an update on QA and CPD. He stated that UBHS now had a HT with a clear vision and the skills to get staff to buy into this vision. 23 members of staff have left

and everyone now works at an effective and consistent pace. The School is well supported by the Governing Body. The process starts with a good quality of teaching. This then engages boys who behave in order to learn and to participate further in proceedings. They then, unsurprisingly, achieve good outcomes.

**Q. Which areas are now still inconsistent?**

**A. We don't have any inconsistent areas anymore. We all understand our non-negotiables (as outlined earlier by AK)**

SV explained that Aman had put the consistent tracking system into all classes. All middle leaders were now convinced of its strength and they were now all onboard and supporting their teachers in its use.

The Chair of Governors explained that in her day job, she saw many schools, all with some form of tracking in place. UBHS was unique in the extensive use it made of the data to inform teachers, pastors, parents and leaders of what is happening now. This all allowed staff to make better decisions regarding who needs what now and to tailor their efforts accordingly. ASK pulled up a model data tracking sheet showing made up names, and real results, and real sample actions there from. Interventions start from AP1 in Year 7 and roll onwards through to end of Year 11.

**Q. Bearing in mind individual teachers have over-egged their teaching in the past. How do we protect ourselves against this now?**

**A. I check a number of books from all teachers. Additionally all departmental results are moderated externally on an annual basis to provide further reassurance. Everything is triangulated now via the QA programme of lesson observations, learning walks, work scrutiny progress checks and data analysis.**

CPD

ASK now turned to CPD progress. The SLT knows that all staff teach to a standard that is at least good. School would now like staff to feel confident and to start to take "risks" with their individual teaching styles. School believed that there are numerous ways of teaching in an outstanding manner and everyone needs to find their own path. Hence the reduction of the compulsory CPD components this year and increased range of optional sessions. All CPD sessions are followed up by classroom visits to see who has got it and who needs to tweak it further. This is all recorded/tracked and held on BLUESKY (online system) and is available to staff should they move schools. Tracking itself is two ways, behaviour of boys and the quality of teaching. UBHS also hosts a lot of professional visitors who all provide additional feedback of their observations.

<p>9. <u>Re-Branding Update</u></p> <p>SV explained that governors had seen the recent school revamping on the Saturday Governing Body meeting (19.09.15) when the walk was undertaken. This in conjunction with the new smarter uniforms, and inspirational signage throughout the school have all contributed to an increase in pride by the boys, staff, parents and impressed all visitors to date. The boys are very good at explaining the new logos and what they reference.</p> <p>Words &amp; Pictures, the company who produced the art work, has asked that the School allow them to use UBHS as part of their national marketing campaign.</p> <p>MG, on behalf of the governors, praised the School in its work on such a successful relaunch.</p>		
<p>10. <u>AOB</u></p> <p>No other matters were raised.</p>		
<p>11. <u>Date of next meeting</u></p> <p>The next meetings of the Committee would be held on 19<sup>th</sup> November 2015 and 28 April 2016.</p>	ALL	
<p>12. <u>School copy</u></p> <p>That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School.</p> <p>The meeting ended at 19.40 pm</p>	JPF	