



**Curriculum + Standards Committee Meeting**  
**MINUTES**  
**Thursday, 23<sup>rd</sup> April 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 Guisler.
<b>Apologies:</b>	
<b>Guests:</b>	Mr Khan, and Mr C Farrar (for the first item)
<b>Minutes:</b>	Wolfgang Schonenberg

Agenda Items	Actions
<p>1. Apologies for absence</p>	<p>JPF                      There were no apologies and no declarations were made.</p>
<p>Governors had previously agreed to receive a presentation from a department head at each Curriculum meeting. Today it was the turn of Design &amp; Technology. This was presented by Mr Curt Farrar.</p> <p>2. <u>Curriculum Update –D&amp;T</u></p> <p>Governors were given 2 handouts. The first was an audited assessment of the department. This covered the focus areas:</p> <ul style="list-style-type: none"> <li>• QA</li> <li>• Leadership &amp; Management</li> <li>• Quality of teaching &amp; Learning</li> <li>• Behaviour &amp; H&amp;S</li> </ul> <p>The plan had been put together with the help of Helen Edwards, SLE, (from Moorend School) who is supporting CF in his new role as head of department. Each focus area listed the tasks, as well as, the evidence for the judgements. These were either embedded, Partially, or Not in place and they showed the transition from largely partially and not in place to <b>all tasks have being met</b>.</p> <p>CF highlighted the recent changes within the department. Years 7, 8, and 9 have made vast improvements and they are on a positive journey being effectively stretched and supported. Year 10 has already completed a third of its coursework. In previous years staff had allowed pupils to become lazy by doing too much for them. This had allowed them to switch off to their own detriment. Now they are being challenged and they are very engaged. Their excitement is shared with friends and the courses are becoming more popular. Ineffective courses were scrapped and the department</p>	



had a whole reboot. Even with only one year to date the boys have made more progress than under the previous system and all teaching is at least good now.

The second handout was a Year 11 data analysis of product design and graphics results. These figures were 7 weeks old and due to be recalculated this week.

Governors then discussed some of the bandings and percentage levels of progress anticipated. Governors noted that the PP boys were making better progress (in 4+ levels) than the mainstream group. The department was recognised as having the most exciting wall displays and the general buzz is such that 81 boys came in doing the holiday week to carry with their projects.

**Q. The percentage achievements in graphics look lower than in product design, why?**

**A. Graphics is a much smaller cohort, but the higher levels of progress are similar in both groups.**

**Q. Given the importance of Maths & English how is the department supporting cross curricular efforts?**

**A. Course work is a 20 page portfolio. Much of it is written and we use literacy resources within the project work. We include as much English & Maths as possible and “slip” much of this in without specifically highlighting it.**

**A. Marking also incorporates literacy scores. The project books tell students what is needed to achieve say a level 4, 5, 6, 7, or 8.**

**Q. Are all of the teachers rated good in D&T?**

**A. Yes. One supply teacher is supported by me. Whilst working to the required standard, the department itself is shrinking down to 3 staff in September and this individual's contract is not being renewed.**

**Q. What is the behaviour in class like?**

**A. We have very few behavioural issues.**

**Q. How is independent learning progressing?**

**B. The rollout of the 5 B's strategy helps a lot. Boys know that they need to think about the problem first and to undertake the other steps before asking a teacher. They only get allowed 2 questions and these need to be rationed. We always ask whether they wish to**



use up one of their two questions.

**Q. What difference have you seen since September 2014?**

**A. The 5 B's have made all the difference. The boys know we won't just answer all of their questions. There is a learning process first which they have to work through. The staff will not just do the work for them.**

**Q. How is formative marking coming along in D&T?**

**A. I believe we lead the School in this. The SLT is always praising the department in this respect.**

CG stated that the deep dive evidence supports this! The department has a board split into red/amber/green on which all boys are placed. The boys themselves ask where am I and/or check to see where their friends are. This introduces a degree of healthy competition. Having established high expectations we find that the boys rise to the challenge. Next year we will continue with product design and we are building up a bank of resources to show Year 10's what is available.

**Q. What have we planned for this year's 11s?**

**A. We have already undertaken 2 mock exams. I would like to squeeze a 3<sup>rd</sup> in too. We work a lot with past exam papers in order to get the boys to become familiar with them. When asked I share out the revision guides too. We are also lucky in that we are allowed to prepare 30% of the paper itself beforehand.**

JJ then went on to summarise the processes across year 11 for all of the boys involved. These include setting aside an extra period (6) for quiet revision and catch up work which many make use of. For the exam period 11<sup>th</sup> May to 22 June all learners will have their individual timetables to follow which will guide them through the exams.

GA stated that staff had purchased items from IKEA from their own money, so that the boys could see and handle these items and didn't just need to rely on pictures.

SV stated that CF is selling himself short. She went on to express the SLT's thanks to Curt and his colleagues for their excellent efforts which have successfully raised outcomes. The governors added their thanks to these comments.



<p>3. <u>Minutes of the last meeting held on the 5<sup>th</sup> February 2015.</u></p>		<p>The minutes were approved.</p>
<p>4. <u>Matters arising</u></p> <p><b>Q. The minutes make reference to a 14<sup>th</sup> person scheduled to leave. What is the situation regarding this person?</b></p> <p><b>A. The 14<sup>th</sup> person has left, and we are currently awaiting losing a 16<sup>th</sup> member of staff.</b></p> <p>MG raised the issue of Google drive and that there was not much detail on it yet.</p> <p><b>A. We are letting staff become confident in using it. Data will be dropped in once individuals are happy with it.</b></p> <p>Governors were informed that Anthony Briggs (regional Ofsted link) is visiting the School on 30<sup>th</sup> April. Staff training is scheduled for 15.15 -- 16.15 and governor training is scheduled for 16.00 -- 18.00. If individuals find the earlier time more conducive they are welcome to attend the staff session.</p> <p>AM asked about the curriculum working party. It was explained that this is ready to meet and the 3 individuals concerned just need to agree a date.</p>		<p><b>Action: SV, AN, .....to set a date.</b></p>
<p>5. <u>Teaching &amp; Learning Update</u></p> <p>SV shared out a management document. Page 1 showed the actions and their impact in regard to raising standards in teaching and learning. Page 2 showed the weekly QA actions undertaken (learning walks, work scrutiny, lesson observations) on a weekly basis, and summarised each half-term. This runs in conjunction to the data analysis of pupils each half-term. There is a clear (and hopefully strong) Co- relationship between positive inputs of staff and rising outputs of pupils.</p>		



Summer 14 saw 81% good to outstanding, Autumn 80% good to outstanding, whilst Spring 15 it rose slightly to 82%. Affectively these are largely the actions and the impact that middle leaders are having. We are still in the low 70% but we are aiming much higher. The tricky bit is to raise the percentage of outstanding from amongst some of the strong good teachers. This is largely related to furthering confidence and allowing staff to trial things without them having to fear negative consequences. They can do it but if they are “observed” they often play “safe” and default to a safer style which they know has worked in the past.

**Q. What notice do you give staff of a planned observation?**

**A. we now only state the day, not the time itself.**

**Q. Have you exposed staff to external, professional, scrutiny?**

**A. Yes by using the SIP and by using our Ofsted consultant. We try to get them used to being more observed.**

**Q. Post-Ofsted did we independently verify our data assessments?**

**A. Yes and this gave us a 100% confirmation of our judgements.**

**Q. Is there anything that we need to do as a GB?**

**A. The 6 staff coming in September are all judged good. The harder part from now on will be in moving progress from good to outstanding. A key part of this will be to raise staff's confidence levels, as mentioned.**

**6. Progress Update**

Governors were issued with updated year 10 and year 11 progress data. This entailed AP1, AP2, and AP3 periods. Period 4 was due tomorrow. Once this is to hand SLT will update the 2015 predicted outcomes.

Governors took the time to peruse the data and noted that absences were disappointing. This lead to a discussion on absence patterns.

**Q. Do the same families take time of each year?**

**A. Yes generally, but they do not take both Christmas and Easter off, it is usually one period or the other.**



<p>This lead to a longer discussion regarding whether or not the school should be pushing for prosecutions in order to improve attendance. It was accepted that there is a lot of published research which shows that just by losing 17 half-days, pupils drop a whole grade in the SAT's results say from a predicted C to a D. A 2 week period can entail 8 lessons in a single subject and staff see the pupils struggling to follow the subject. The downside of a summons to court would be a criminal conviction for the parent/s which no-one was keen to push for.</p> <p>JF summarised initial options as being, gathering data and response willingness across the pyramid, and reproducing some of the research data for public leaflets to be disseminated in the local Mosques. This was agreed to.</p>		
<p>7. <u>CPD Update</u></p> <p>SV shared out a form depicting the impact that the current CPD programme is having. AK informed that governors had received the current CPD booklet at the last meeting. All courses were voluntary. Yet all middle leaders have come to every session. Non teaching staff have also been included in the training programme with the aim of raising their confidence levels.</p> <p><b>Q. What about CPD for the SLT?</b></p> <p><b>A. We find that visiting other Schools, especially those ranked outstanding is the most productive use of our time. We also like some of the national training courses on offer. Personally I find that I gain the most by speaking to other head teachers.</b></p>		
<p>8. <u>Curriculum Update</u></p> <p>SV shared out the current timetable. This showed the current 25 periods each week, together with years 7, 8, 9, 10, and 11 subjects. Each year was streamed, business, enterprise, and innovation. SV explained that BBEC allows as much movement as possible up the streams. Some individual options such as triple science/double science were then explained further. Being a LA school BBEC follows the national curriculum which largely sets the priorities. Governors were informed that all year 9 pupils (and their parents) now receive individual emails outlining their recommended subject options. This has been well received.</p> <p><b>Q. What is the maximum number of GCSE's pupils can now take?</b></p>		



<p><b>A. 8 subjects, but as both English &amp; Maths are double weighted, work wise it is similar to taking 10 subjects.</b></p> <p><b>Q. How will this compare to the best schools results for our most able boys?</b></p> <p><b>A. All schools are following this model now. 8 A* is better received than say 10 A's.</b></p> <p><b>Q. How will this change over improve results?</b></p> <p><b>A. We are going for higher quality rather than larger quantity. In the past some boys chose say Art because they liked the teacher, but they didn't understand Art and so did poorly. Now they are advised based on their abilities and so can achieve real results. Good advice achieves better progress 8 results!</b></p> <p><b>Q. What is AR?</b></p> <p><b>A. It is part of the English programme for boys with a lower reading age. It is called accelerated reader. Clever software which suggests a range of books to individual boys which they find exciting to read and which brings them back for more reading material. This gives a considerable boost to boys reading ages whilst providing interesting books to read. The boys using it find it very enjoyable.</b></p>		
<p>9. <u>Achievements</u></p> <p>All governors had been emailed this week by SV regarding the excellent audit results achieved for the pupil premium/disadvantaged boys in school. A comprehensive 7 page covering pupil premium activity was given to governors to take home and to digest in their own time. Effectively the additional funds are used on programmes that support learning and help to narrow and subsequently remove the educational attainment gap for pupils. The reviewer, a head teacher from an outstanding rated school in Bradford was impressed by:</p> <ol style="list-style-type: none"> <li>1. the quality of leadership she saw from governors, senior and middle leaders;</li> <li>2. how calm, quiet and focused the school is and how focused the boys were in lessons;</li> <li>3. she loved the barnyard;</li> <li>4. the students she interviewed were incredibly positive about their school and their learning; marking was good,</li> <li>5. progress being made by learners</li> <li>6. numeracy across the curriculum</li> </ol>		<p>Well worth reading for all governors.</p>



<p>7. behavior and attendance.</p> <p>She also stated that this was the best school, other than her own, that she had inspected.</p> <p>This is supported by current achievements. Compared nationally BBEC comes out very favourably with an attainment gap of <b>-4.1</b>.</p> <p>Regarding value added at BBEC is also making faster progress and it is ahead of the national value added score.</p> <p>The School has appointed both a Literacy Coordinator, as well as, a Numeracy Coordinator together with an English Learning mentor and this has added effective capacity across all year groups. The report explains the many strands of support provided by BBEC (the individual costs of this support) and thereby explains how current success has been achieved. A few strands of the support are; Art participation, Behaviour intervention, Collaborative learning, Feedback, Mentoring, Parental involvement, 1-2-1's, Social &amp; Emotional learning, &amp; Summer school.</p> <p>AK was thanked for providing the excellent leadership that has pulled all of the actions together so well.</p>		
<p>10. <u>AOB</u></p> <p><u>Support Staff Restructure</u></p> <p>SV had earlier in the week emailed all governors a paper on the proposed support staff restructure. This document had been shared with staff today and was the formal start in this process. The whole process will be carried out this term and the new structure will be in place for September.</p> <p><b>Q. When is the next Ofsted inspection expected?</b></p> <p><b>A. End of May, or the beginning of June.</b></p> <p><u>BGHS</u></p> <p>GA informed that the School was swiftly progressing the formal connection with BGHS. The application papers have been sent off and BBEC has the required evidence to show HMI that BBEC has acted on their recommendations.</p>		
<p>11. <u>Date of next meeting</u> – 18<sup>th</sup> June 2015</p>	<p>ALL</p>	



12. School copy	JPF	