

Minutes of the Curriculum and Achievement Committee  
held 10th October 2017  
in the Meeting Room at Warblington School

Attending:

NB – Nicholas Bennett (Chair, Co-opted Governor)  
CB – Claire Blundell (Co-opted Governor) \*  
DD – David Dowland (Co-opted Governor)  
RP – Robert Page (Co-opted Governor)  
JV – Julia Vincent (Headteacher) \*

Absent:

LW – Louise Warren (Parent Governor)

In attendance:

SA – Sean Aldridge (Assistant Headteacher) \*  
IC – Ian Crabtree (Co-opted Governor and)  
JF – Jane Fletcher (Assistant Headteacher) \*  
MN – Marcia Nguyen (Local Authority Governor)  
MT – Mike Turner (LA Clerk)

\* member of staff

Quorum is 3 Governors (half appointed Governors, rounded up)

Meeting opened at 5:16 pm. IC was in attendance in a non-voting capacity; MN would arrive later in the meeting in a similar role. Meeting was therefore quorate.

CA1.1 Welcome and apologies.

NB welcomed everyone to the meeting; it was noted LW was not present.

CA1.2 Declaration of pecuniary interests.

No new declarations were made.

CA1.3 Previous meeting minutes.

Acceptance of the minutes of the meeting on the 20<sup>th</sup> June 2017 were proposed by RP, seconded by DD and agreed without formal vote.

CA1.4 Matters arising and action report.

a. Re C&A3.4 Cycle of Business.

*QUESTION: Can you confirm this is now complete? ANSWER (clerk): This was circulated prior to and considered at the recent FGB. It is designed to create a shell for the year which should assist school leaders and committee chairs effectively plan and prepare meetings. As such it must be seen as a "living document", being updated throughout the year not only to ensure all statutory requirements are fully observed but also to allow good preparation opportunity when considering new matters or issues pertinent to the School and governance.*

b. Re C&A3.9 Curriculum.

*QUESTION Within this discussion we considered issues around staff recruitment which I know will be covered elsewhere in the meeting. However are we able to recruit effectively and what, if any, is the potential impact of the annual pay increases as laid out in the HCC proposal sent earlier this week?*

In considering this matter Governors asked JV to expand on the HCC standard policy and potential impact on staff.

JV commented that the information worked on the basis that while the upper pay range and TLR and leadership bands would receive a 1% increase, the Main Pay Range for teaching staff would have a cost of living increase of 2%. This latter element is an increase on the budgeted increases and would not be centrally funded. The information sent to schools and governors provides detail on necessary amendments to maintain the 1% increase across the whole teaching pay scales should this be preferred.

*COMMENT: It is strategically vital to the recruitment and retention of quality staff that we offer rates comparable to other schools.*

*COMMENT: We are already well into the school year and we need to be able to advise staff of their increases as soon as possible.*

Following clarification of this information, staff vacated the meeting to allow open discussions.

It was immediately apparent that all Governors serving this Committee held a strong opinion that the higher rate should be implemented and that this should be paid to staff at the earliest opportunity. However the Terms of Reference do not provide the facility for this Committee to approve changes to the school budget. With the next meeting able to consider budget changes not scheduled until mid November and FGB on 22<sup>nd</sup> November, the Committee were concerned that the meeting schedules and timescales could result in delays for staff receiving their merited remuneration. It was therefore requested that the Clerk contact all Governors, provide background information then seek their written opinion to the proposal that *“the HCC standard Pay Policy for 2017-18 and associated pay rates (including the higher 2% to the Main Pay Range) be adopted with immediate effect and the Pay Committee instructed to use it when reviewing pay adjustments for staff which should be backdated and paid at the earliest opportunity.”* Presuming the majority of Governors agreed to this proposal the Clerk should update the Pay Committee so this could be incorporated within their review, letters sent accordingly and relevant staff authorised to amend salary records. Formal retrospective approval of this proposal would then be an agenda item for FGB on 22<sup>nd</sup> November.

Following this decision, staff rejoined the meeting.

No other matters were brought to the meeting,

CA1.5 Governor matters.

- a. Correspondence. With the Pay update discussed, no other correspondence was brought to the meeting.
  - b. Governor visits (to include SIP observations). There was feedback pertinent to this Committee. RP confirmed he (with Phil Freed) will be meeting SLT shortly.
  - c. Cycle of business matters not elsewhere on the agenda.
- No other matters were scheduled for the meeting,

CA1.6 Data/subject Reviews.

- a. End of year data. It was noted this had been considered at FGB, no further queries were raised.
- b. Progress data. The end of year progress summary had been circulated prior to the meeting; Governors were led through the information, increasing their understanding of the APS system used and how is used to demonstrate pupil progress.

*QUESTION: How do you know if progress is average or better? ANSWER (JV): Each pupil has their own "flight path", a scatter diagram used to show progress over time. In terms of national comparisons, the end of Year10 overall APS was 3.67. A GCSE grade "C" equates to 4 on the APS scale.*

*QUESTION: So do pupils have an annual target for the end of each year? ANSWER (JV): When looking at an average that is possible. However generally pupil learning is not a linear progression, they make steps, stabilise then move forward again.*

*QUESTION: Using the Year10 maths as an example I note the Autumn 16 figure was higher than Spring, but this recovered by Summer. Does this indicate stagnation or stalling progress? ANSWER (JV): The data can reveal such issues. However in this circumstance we are very much aware that the Autumn 16 data was early in the alignment process and therefore possibly overstated. As staff develop into the new curriculum the relationship will become clearer meaning the data will provide greater detail. Using your example of Year10 maths we are more confident in the achievement as pupils completed PPE under exam conditions.*

In reviewing this data it was suggested that the next meeting should have a more visual interpretation of the data, but still looking at the progress within cohorts.

*COMMENT: What is important is that we have a system that helps us accurately monitor progress within cohorts which should correlate to good levels of progress.*

- c. Inclusion and exclusion data. SA tabled summary data; Governors observed the strong management of inappropriate behaviour but also the processes used to understand that behaviour and support provided to relevant pupils.  
It was agreed the next update should provide details between behaviour issues within lessons and elsewhere as well as data regarding lower level behaviour issues (for example those leading to detentions).

MN joined the meeting at 5:46 pm (as an observer this did not impact on voting or quorum)

SA added that when comparing data with other local secondary schools, this school is second lowest in excluding pupils (i.e. the school proportionally excludes less than elsewhere); given the context of deprivation and other social issues of this geographic area this is unusual; there have been no permanent exclusions.

*COMMENT: The School has good links with other schools; there have been successful outcomes following pupils temporarily attending them.*

*QUESTION: How does this work – do they attend in our school uniform, and if so, have there been any issues or conflict with their pupils? ANSWER (SA): they do attend the other school in our school uniform and work in their behaviour unit (or equivalent) so have minimised contact with other pupils. When agreeing these pupil arrangements we seek to avoid the potential for conflict, for example managing attendance times to avoid their start and end times.*

*COMMENT: I know from my visits here and data shared that there is good evidence of difficult but necessary processes that work with and for pupils.*

*QUESTION: We know that behaviour can be different during special events or days where different schedules and lessons are agreed. How did pupils react to the enrichment day?*

*ANSWER (JV): Very well. The year group leaders report that they had minimal behavioural issues to resolve so were able to observe or support lessons and also to talk to pupils throughout the day.*

*QUESTION: Turning to bullying, how is this discussed with pupils? ANSWER (SA): We have helped pupils understand bullying is normally links to a chain or series of events, not a one-off event, in a similar way to our sharing issues around homophobic and similar issues.*

*COMMENT (JV): The local Headteachers recent joint letter helped share the issues of bullying more widely and across school boundaries. All schools supported the letter with relevant assemblies for their pupils to reinforce.*

- d. Pupil Attendance. JV reported that the end of year data stands at 93.7%. This remains below target; main reasons for lower attendance are medical “bugs” affecting a number of pupils in December (this impacted many schools locally) and the subsequent bug in the Summer Term. Additionally the outcome from the Isle of Wight court case led to a high number of requests for holidays last year before the re-imposition of Penalty Notices. This update and explanation was accepted.

CA1.7 Headteachers report. (This had been circulated with other meeting papers).

JV led Governors observed that staff recruitment was largely positive with an ICT teacher appointed to start in January 2018, this will allow the present cover teacher to revert to their support role. A new Head of Maths has also been successfully recruited; they are already in post due to their personal circumstances which was earlier than hoped. Links through SCITT have resulted in a new history teacher being appointed. The main disappointment remains the inability to successfully recruit a new Head of Humanities; this means that the management aspect of this role will be assumed by the Head of English.

*COMMENT: Aside from that one appointment this is good news. Would it be appropriate for us to hear directly from the main curriculum Heads later this year; could I suggest we allow time for the new Head of Maths to settle into his role, meaning an update from the English curriculum leader in Spring Term (6<sup>th</sup> March 2018) and maths in the Summer Term (19<sup>th</sup> June 2018).*  
This suggestion was agreed.

JV referred to the circulated SEN update. Noting that the role of support staff is developing Governors accepted that the use of “TA” or Teaching Assistant was not fully clear or encompassing to the responsibilities they agreed the description of “LSA” or Learning Support Assistant better met their role around the school.

*QUESTION: Can you comment on the RRS initiative – I believe this has a three year term?*

*ANSWER (JF): You are right that the standard remains for three years, but there are opportunities to progress within RRS every year. We hope to make the progress their higher level before Christmas; next year they will change systems to the bronze, silver and gold levels used by other bodies.*

*QUESTION: Can you clarify how questions are differentiated in science? ANSWER (JV):*

*Questions are targeted to individual abilities, meaning every pupils has the chance to respond within their (growing) ability. ANSWER (SA): As an example one pupil could be asked a more general question, a more able pupil then a follow-up question seeking greater detail.*

### CA1.8 Curriculum Update

JF tabled the latest draft of the Curriculum Review. Leading Governors through the Review the following were noted:

- SMSC remains strong throughout the school. However such learning is not always clearly visible to pupils.
- The “unstable” pupil cohort (reviewed at the last FGB) will by definition require secure ongoing and long term support.
- The choices available for pupils entering KS4 needs consideration, ideally with increased options to pupils

### CA1.9 Policies.

Sex and Relationship Education Policy. In bringing this updated policy to Governors JF commented on the changed elements within this Policy. She observed that the Policy in one part covers the legal curriculum requirements, while extending aspects into other matters such as gender and equalities.

*COMMENT: Is it easier if we keep this Policy to cover our legal requirements and look to other policies and practices for the other?*

In considering this comment it was generally agreed this suggestion is logical. However there are some aspects where the lines do “get blurred” with other policies so it was proposed the updated policy was approved but JF invited to review and report back if there is need to amend areas of the policy where increased clarity would be beneficial. Other than asking for minor typing errors to be corrected, approval of the presented policy was agreed without formal vote.

### CA1.10 Matters from the Chair.

School Improvement Plan (SIP). NB invited IC to update on how the SIP integrates into Committee meetings. IC observed that all Governors regularly visit the school and will observe many aspects that link into the SIP, but not always within the Committee on which they sit. All visits are shared with SLT so a system is already in place to ensure any concerns or other matters are resolved quickly and efficiently. It was therefore agreed that when providing feedback on visits, Governors should refer to the SIP, and thus become integral to Committee meetings.

### CA1.11 Next meeting matters.

Other than items within the cycle of business new matters were referred to within the meeting included input from the English curriculum leader (in the Spring Term) and the Maths curriculum leader (in the Summer Term).

Dates were agreed as

- Pay – 18th October 2017 at 1:30 pm \*
- SPM – 9th November 2017 at 5:15 pm
- F&S – 14th November 2017 at 8:00 am
- Pay – 22nd November 2017 at 4:45pm \*
- FGB – 22nd November 2017 at 5:15pm

C&A dates for 2017-18 meetings:

- 6th March 2018 at 5:15 pm

- 19th June 2018 at 5:15 pm

\* these are currently under review

The meeting closed at 6:46 pm.

Signed .....  
Chair of Committee

Date .....

ACTIONS:

- Re CA1.4b – Pay Policy. Clerk to write to all Governors requesting approval.
- Re CA1.6b – Data. A more visual interpretation of the data (still looking at the progress within cohorts) to be prepared.
- Re CA1.7 – Curriculum. Curriculum leads to attend future meetings (the cycle of business to be updated).