



## QUEEN'S PARK HIGH SCHOOL

### Achievement & Curriculum Committee Meeting

Wednesday 24 May 2017

at 4.30pm

in the Sixth Form Conference Room

Committee members	Attended/ Apologies	In Attendance	Attended/ Apologies
Andy Dixon (AD)	Attended	Shane Richardson (SR)	Attended
Mark Bland (MB)	Attended	Jo McBride (JM)	Attended
Gila Yalarakis (GY)	Attended	Lyndsay Watterson (LW)	Attended
Kayte Parlevliet (KP)	Attended	Charlie Clubb (CC)	Attended
Peter Burke (PB)	Attended	Simon Parker (SP)	Attended
Linda Neill (LN)	Apologies	Jill Cutler (JC)	Attended
Sue Pearson (SP)	Apologies	Kay Gresty – Clerk (KG)	Attended
Mike Graham (MG)	Apologies		

#### Item 1 – Apologies

Apologies received from Sue Pearson, Linda Neil and Mike Graham

#### Item 2 - Minutes of previous meeting on 25 January 2017

**RESOLVED:** Minutes of the meeting held on 25 January 2017 were agreed as a true record. No new conflicts of interest were raised.

#### Item 3 - Matters Arising

##### Matters arising from minutes of the previous meeting:

- **Item 2:** 6<sup>th</sup> form report to be circulated before the next meeting on 24 May 2017. SR/JM – **ACTIONED**
- **Item 8:** Feedback to the committee regarding progress in maths. SR/JM **ACTIONED**  
SR explained that Year 11 students had sat two maths mock examinations and the results were more encouraging after the second paper.
- **Item 8:** Send out national measures data when available. SR - **ACTIONED**  
SR presented national Attainment 8 data against QPHS figures.  
**Q: KP asked if there was anything that the school should be concerned about.**  
SR explained that the data is as expected and improvement is needed but the figures are consistent and the gaps will narrow. SR noted that English is in range.
- **Item 11:** Confirm options in KS4 & KS5. JM – **ACTIONED**  
**Q: AD asked if QPHS were still able to retain a broad and balanced curriculum.**  
JM confirmed that this was the case.

- **Item 13:** Governors to shadow work sample visit Creative Arts Faculty 27 March 2017. DH – **ACTIONED**
- **Item 14:** Staff and Governor Initials to change to two letters on future documentation. KG - **ACTIONED**

#### **Item 4 - PPA Faculty Review**

CC presented a report to Governors highlighting the main points that were raised at the Curriculum Team Leader meeting with SLT.

CC explained that Drama is currently Red RAG rated. This year the department have looked at a more structured approach to moderation as they were criticised last year by the external moderators. CC went on to explain that the department have devised specific pieces and have tailored this work to the students' needs and their preferred style of learning. External providers have been in to school to support, and the SLE from Tarporley High School has cross-moderated the students' work. Extra time was given to written work immediately following the live performance that the students attended. Extra-curricular sessions have also been added and the students have been heavily prepped for the exam style questions. CC stated that he is confident that results will improve this year. The recent IA data indicates a cautious A\*-C figure of 71.1%. During the practical exam, CC explained that two students had 'frozen' in the group practical performance and therefore the marks may be affected slightly.

CC discussed progress in Sports Studies and explained how the students had considerably developed their extended writing skills. The department had encouraging and positive feedback following the recent SLT observation. CC explained that this year, nine sports had been offered at GCSE level to ensure that each student maximises their individual marks. Much work has been done with external moderators to achieve maximum results. CC went on to say that the external moderators were very complementary and made some upgrades to existing marks for two students. IA3 showed an A\*-C figure of 56.3% and the latest IA now shows an A\* -C figure of 75%. CC noted that he was confident, having looked at the GCSE paper in detail, that the content was favourable and emphasised that the students are now better taught to be able to answer the specific styles of questions on the paper.

#### **Q: MB asked if this was an easy exam could the grade boundaries be raised?**

SR explained that this could happen but the outcome would be comparable across the country.

#### **Q: AD stated that he was pleased to see that the approach to drama has changed and asked if the results were a surprise to the faculty last year.**

CC acknowledged that the poor results had been a huge shock to the faculty. The subject review comments had been taken on board and further external advice and clarification has been sought. The department now use generic written work sheets to standardise work. In addition, draft responses and essays have been marked rigorously.

CC explained that feedback from SLT was accepted and the faculty have been working closely with Clare Scanlon, SLT link. There is regular dialogue and the team are now focussing on current Year 10 students.

#### **Q: GY asked if the issue in the GCSE drama practical exam will affect the overall results.**

CC felt that the marks could be affected slightly but it would depend on the moderator's view. JC commented that the other students in the group responded well to the situation and felt that it would only have a minimal effect.

KP thanked CC for his presentation. The Governors were impressed the work that has been achieved so far.

LW went on to thank CC for his strong leadership during this challenging year and informed Governors that CC will be seconded to Christleton High School next year. LW explained that this was a great opportunity for CC but a huge loss for QPHS.

AD added that he, along with KP, had participated in both the Student Voice and the Curriculum Leaders Meetings recently. AD had also been part of a learning walk and was very comfortable with the outcomes across the faculty. AD commented that most subject areas appear to be strong but had raised some concern over D&T.

#### **Item 5 - VAD Faculty Review**

AD summarised that the report had been read and invited Governors to direct any questions to SP.

#### **Q: AD asked how progress in the department had been following on from the recent review.**

SP explained that the biggest issue was how to get students to produce faster outcomes in lessons. SP explained that he held a brainstorming session with the team and concluded that if the food and the product design teams worked closely together they could link projects, keep the momentum up and allow students to develop a greater depth and understanding of various topics. SP suggested that the department look at how the faculty timetable is structured for next year in order to keep the students' interest, possibly blocking technology lessons together.

#### **Q: GY asked if we know how Christleton High School addresses this issue.**

SP explained that James Budgen had visited both Christleton and Chester Catholic High School and had observed some good practices. SP acknowledged that going forward he wants the department to teach smarter, with more pace and continuity and to be better able to show progression.

#### **Q: MG asked if there were any restrictions in the timetable which might prevent this from happening?**

SP explained that he wanted to look at the KS3 timetable in detail to move towards an organic way of teaching.

PB acknowledged that it must be difficult for the students to start something and revisit it some time later and still maintain their interest.

#### **Q: AD asked when might be a good time to come back and look at D&T again.**

SP invited the Governors to visit any time but suggested that around October half term 2017 would be favourable. SP went on to say that hopefully Governors would see a difference by that time.

#### **Q:GY asked if directed homework helped to keep up the teaching momentum and student motivation.**

SP explained that the faculty offer flexible homework and that the students have choices to do whichever homework suits them and their individual learning styles. SP continued to say that this allows students to choose a type of homework that interests them.

GY agreed that this would help students to engage with their homework and this initiative played to students' strengths.

#### **Item 6 - Sixth Form Review**

JM explained that Clare Scanlon and Jason Lowe, who is part of the School Alliance, wrote the Sixth Form Review.

**Q: AD asked if this was the first time that QPHS have done a Sixth Form Review?**

LW explained that one was done last year as part of the School Development Plan.

**Q: KP asked if students were fully aware of their target grades.**

JM explained that the students are formally given their target grades three times per year as part of the IA process. These are also frequently referred to in lessons.

**Q: GY asked if behaviour was an issue and if the school were encouraging the students to aim above their target grades.**

SR explained that students are encouraged to aim above their target grades but often, after university offers are issued, students aim for the grades they need to achieve.

LW added that students will generally default to university requirements but were always encouraged to aim higher.

**Item 7 - IA5 KS4 information linked to GCSE Results 2017**

SR gave a presentation to Governors showing the headline figures which are now available in SISRA. SR explained that the IA5 'currently working at' (CWA) grades are now used as the most realistic GCSE projections.

SR reiterated that it is too difficult for any school to be able to predict a Progress 8 figure, however looking at last year's data with some variance; our best estimate is that QPHS will show a Progress 8 figure of -0.5. SR added that the best assumption was that the results will put QPHS at least in line with national figures.

SR explained that QPHS have an able cohort (28.6 sig plus) which means that if the school lose some of the top grades we will take a disproportionately greater hit. This could ultimately have an impact on the Progress 8 score. SR raised some concerns about the potential impact if the top end students fail to perform. This concern was identified when the cohort were in Year 10 and has been closely monitored throughout KS4.

SR continued to explain that a comparison has been made between the full year average data and the most recent data entered for IA5. Curriculum leaders have been asked to give answers if year average data differs significantly from IA5 data. SR explained that Red RAG subjects have been looked at in detail and curriculum leaders have been held to account.

SR asked Governors to look at Progress 8 scores for each individual students. SR went on to explain the negative impact that the students at the bottom of the list are having on the overall statistics. SR explained that if we took out the bottom 11% of students then the Progress 8 score moves above zero.

**Q: AD asked if there was a way that these students could be removed from the statistical analysis.**

LW explained that this was not possible as all students with KS2 scores would be included in the calculation. LW went on to say that the dilemma was that if QPHS do the best for these vulnerable students by supporting them then it inevitably negatively affects our data. Schools face this moral dilemma every day. LW stated that QPHS will produce case studies for each of these students and would be prepared to present them to Ofsted if necessary.

**Q: AD asked if Ofsted would accept this?**

LW responded by saying that Ofsted would be prepared to listen to evidence.

LW reassured Governors that, in terms of legacy, this is the last year group to move through the school and in the future the remaining cohorts do not have the same issues. LW explained that some of the most challenging students have come from other schools, which is a problem when the school is undersubscribed as we have little choice but to take them. LW accepted that QPHS have had to make sacrifices to get this cohort through the school, however there are no more excuses going forwards.

**Q: MB asked if the lowest performing students had made a conscious decision to disengage.**

SR explained that all the students in question are from challenging backgrounds and each have difficult issues to deal with. SR explained that this was not simply teenage rebellion but something very different. SR referenced that the five students at the bottom were all PP students. SR re-emphasised the importance of producing case studies for these students

LW stated that not many schools will understand their data this summer and there is much concern surrounding this issue. LW assured Governors that results will be unpicked in detail and curriculum leaders will be held accountable. LW also explained the issue surrounding students who do not have KS2 scores and therefore are not included in the calculations.

**Q: On behalf of the Governing Body, MB asked if the staff could be thanked for all the additional work they have done and for putting in extra time and effort on the run up to the exam season.**

LW added that certain staff have had to step up and fill in for absent colleagues. These staff have worked tremendously hard under very pressurised circumstances and have been an invaluable asset to the school.

### **Item 9 - Policy updates**

JM explained that there are three policies (Homework Policy, Education of Looked After Children Policy and Additional Educational Needs Policy) to be presented to the Committee. JM added that the policies were based largely on those used by Christleton High School.

- **Homework Policy**

GY added that she is in favour of the Homework Policy as it is important to motivate the students at a young age to do homework and revise so that it is common practice as they approach their GCSE years.

JM added that there is a meeting planned with Curriculum Leaders in two weeks time to discuss homework; notably how it is set, how it is marked and how it is controlled.

SR suggested that there may need to be some negotiation between the feedback and the homework policies to ensure that staff were not overwhelmed with marking.

GY added how important it was that teachers take responsibility for marking homework and adding relevant feedback to help the students to learn.

LW commented that it is vital that homework has a purpose and that it must progress learning.

GY agreed that students must engage with homework in a positive way and that the discipline of completing homework teaches them other important life skills.

- **Education of Looked After Children Policy**

JM explained that the designated Governor is Sue Pearson.

AD formally recommend putting forward the new policies to the next Full Governing Body. This was agreed by the committee.

### **Item 10 - Governor Feedback from VAD Faculty Review visit**

Governors agreed that this had already been discussed during in Items 4 and 5.

## **Item 11 - Governor Feedback from Careers Advice visit.**

JM said she would speak to Clare Scanlon about whether this half term would be a good time for Governors to speak to our Year 10 students.

LW suggested that the Autumn Term 2017 would be a better option as all tutors will by then have completed the survey of Student Enterprise Skills. Enrichment Week in July 2017 is based on developing enterprise skills for all students. LW went on to explain that will be looking at how we teach these skills to our current Year 7 students and it will be interesting to see how we can identify and measure progression as they move through the key stages. In autumn term 2017, LW explained that we will be asking our new Year 10 students how we can make the options selection process easier and more informative for our new Year 9 cohort. We will be discussing how we can help them make good choices and will be asking what sort of careers advice they would benefit from.

**Q: AD asked if this process could help our Year 11 students 2017/18 who were thinking of applying to the Sixth Form or college next year.**

Everyone agreed that this would be worthwhile and will be actioned in early October 2017.

**ACTION: DH/JM/CS to arrange**

## **Item 12 – AOB**

**Q: MB raised the concern about historical missing gaps in knowledge, particularly in the maths faculty, in the current Year 11 curriculum. MB asked if, going forward, we could potentially have the same issues with missing gaps in knowledge for students lower down the school.**

LW explained that Robin Johnson, new teacher of maths, starts with us after the May half term break, which gives us the opportunity to have extra capacity in the maths faculty. LW continued to explain that these additional hours will go in to the Year 10 curriculum and in to additional Year 11 support.

JM added that she was confident that going forward they will not be gaps in the curriculum as all subject matter has been covered.

LW explained that the maths faculty have been back-filling whilst coping with the new specification and, when the outcomes are available this the summer, the SLT and the faculty can address any concerns quickly. LW assured governors that the current Year 10 students were fully up to date with the KS4 maths curriculum.

LW went on to explain that the KS3 expectations have changed and that staff have been flexible with their teaching. LW confirmed that this was an area still under focus and assured Governors that we are in a far better place than we were previously. LW reminded Governors that from 2017/18, Year 7 students would be following the Maths Mastery Programme.

**Q: KP raised that point that Maths Mastery was a long-term discipline.**

LW agreed and explained that the level of expectation is high and that students will be taught to 'stage not age' and therefore can move through the curriculum at an appropriate pace. There is no longer a ceiling to learning.

**Date of the next meeting to be confirmed.**