



QUEEN'S PARK HIGH SCHOOL

Governors Achievement and Curriculum Meeting Minutes

Wednesday 14 June 2018

6th Form Conference Room at 4.30pm

PART ONE MINUTES

Committee members	Attended/ Apologies	In Attendance	Attended/ Apologies
Peter Burke (PB)	Attended	Lyndsay Watterson (LW)	Attended
Kayte Parlevliet (KP)	Attended	Shane Richardson (SR)	Attended
Sue Perason (SP)	Attended	Jo McBride (JM)	Attended
Mark Bland (MB)	Attended	Jill Cutler (JC)	Attended
Gila Yalarakis (GY)	Attended	Clare Scanlon (CS)	Attended
Linda Neill (LN)	Attended	Kay Gresty (KG)	Attended
Mike Graham (MG)	Attended		
Ben McGrath (BM)	Attended		

Apologies and welcome

There were no apologies received.

Item 1: Minutes of Part 1 of the Achievement & Curriculum Meeting held on 07 February 2018

Minutes were agreed to be a true representation of the meeting and were formally accepted by Governors.

Item 2: Matters Arising/Actions from meeting held on 07 February 2018

- CS to send copies of the proposed 6th form option blocks to Governors - Actioned.
- JM to upload document showing curriculum model school by school comparison - Actioned.

Q: MB asked about Business Studies at KS4.

CS explained that the business studies results had been disappointing and therefore the subject had been removed from the curriculum. CS added that Business Studies was still offered at KS5.

Q: MB asked about the process of creating the blocks.

CS explained that a survey was done with year 11 students where they were asked which subjects they may be planning to take in September 2018 and, in response to the results, Y12 subjects were blocked accordingly.

Q: Governors asked how many students were expected to join the 6th form in September 2018.

CS explained that there were currently 61 applications, 44 from current QPHS students and 17 from other schools, mainly Blacon High School.

Q: MB asked about the distribution of student numbers across option blocks.

CS explained that the smallest number of students were allocated to block 5 and the remaining 4 blocks had a fair distribution of members. CS added that some linear subjects will be taught across years 12 and 13 from September 2018.

PB added that this would maximise class sizes in the 6th form and create better interaction within lessons.

Q: MB raised the point that Christleton currently have 4 blocks with 10 hours of teaching within each block and added that they do not timetable self-study hours. MB asked if this would extend to Year 13 students from September 2018 and, if not, could this be reviewed.

CS added that this would be the case in Year 12 from September 2018 but Year 13 students would continue to be offered 9 timetabled hours per subject.

Item 3: VAD Faculty Review and Science Faculty Review

JM went through the VAD faculty review document with Governors. The main points raised were:

- The faculty is strong, Simon Parker has invested time to develop the faculty.
- This has been done in a low key way with a more positive feel from staff compared to last year.
- Colleagues have benefited from this approach.
- Product design is still a challenge; however CPD work has been done with the lead teacher.

Q: PB asked if there was an opportunity in curriculum enrichment time to do extra photography.

ACTION: JM to investigate this possibility.

SR went through the Science Faculty Review document with Governors. The main points raised were:

- Emphasis is on elements that are positive and happening.
- Need to now measure consistency of teaching and address any areas of inadequacy.
- CL needs to hold staff ruthlessly to account.
- CL is still developing in the role and has brought the faculty a long way already.
- Lots of challenge in 6th form lessons although there is some variability in expectation and delivery that needs to be addressed.
- CL is aware of this issue and will ensure that all staff arrive at the same outcomes.
- PB commented that CLs teaching is complimented by students as they are engaged in lessons.
- KP commented that the framework is set up and now the gaps needed to be addressed.
- KP commented that the report needed to be simplified – what is done and why?
- BM raised the issue of the time it has taken to present the report to Governors, as the report was conducted in February 2018.
- LW explained that the faculty review procedure was changing from September 2018 with the turnaround time being much more efficient.

Q: LN asked why the issues identified had not been tackled.

LW explained that the faculty now have a team together and have shaped the curriculum and therefore are now in a natural position to build and tackle staff where the departmental expectations are not being met. LW added that there had been a redundancy threat in the department and staff had been evaluated as a starting point to addressing concerns.

Q: MG asked if the CL had asked for any help and support and was he getting the backing from SLT.

SR explained that any issues relating to additional support that were raised in the breakfast meetings had been agreed, and acknowledged that the CL would need additional support when addressing staffing concerns.

Q: MB asked if SLT were aware of the concerns, why they had not already been addressed. MB commented that it was very clear from the report that the CL needs SLT support and his work to date needed to be acknowledged. GY added that it was important that the CL was not 'set up to fail'.

Q: SP raised the point that there was no mention of student progress on the report and believed that it should be there.

LW accepted that the faculty reviews procedure and report format needed to be changed and that it was necessary for the school to be able to benchmark progress.

Item 4: Teaching & Learning Update

SR gave a presentation around Teaching & Learning. The main points raised were:

- T&L was not driven by the core strategy.
- The policy was not aligned with the core values.
- The vision for T&L has now been re-cast alongside the vision for QPHS.
- The policy gives a starting point to allow us to move forwards and work closely with CLs.
- Students need both knowledge and skills in order to be successful.
- It is important to acquire knowledge and skills in KS3 to build student confidence.
- There is a shift towards building stronger knowledge in the curriculum.
- Need for subject level pedagogies.
- QPHS need to look at what is being taught and why.
- Need to empower subject leaders to control their own curriculum.
- CLs have been asked if they feel empowered to take risks with their teaching.
- What is the ideological curriculum; make it 'necessary' – each subject has mapped out its own curriculum plan.
- Important to look after the minds of our students and the results will follow.
- Tom Sherrington talked about formative assessment and the need to know whether initiatives are working.
- Subject leaders are looking at learning cycles which will focus on particular elements of learning.
- The school is moving to a model of cumulative on-going assessment.
- CLs are currently working out what formative assessments will look like and will record centrally the information relating to students' skills.
- There will be clarity around what students have been taught and whether they have achieved the level of skill/knowledge required.
- Subject leaders will have a mechanism of tracking each student's position across their subjects.

- Students will be given the opportunity to practice important skills.
- QPHS will have a challenging, well-woven curriculum with 'checks' in place.
- More evidence will be behind each recorded grade, therefore making the grade more reliable.
- Currently have 6 data collection points to drive quality and improvement in the classroom.
- The assessment strategy has been re-calibrated and, from September 2018, 3 data collection points have been removed.
- Data will be collected termly.
- In the background will be flight paths showing very clear individual targets.
- Staff need to be more aware of KS2 average scores and, based on the flight paths, identify which students are in-line and falling below their predictions.
- Flight paths are a guide, progress is not necessarily linear.
- Knowledge of ARMS will be reviewed internally as this is helpful to teaching staff.
- The language used when speaking to parents will be simplified.
- QPHS have made a conscious decision not to report by GCSE grades at KS3.
- Assessments will be standardised across the cohort to ensure accuracy.
- Students will be spoken to in order to explain the changes planned.

Q: MB raised the point that in the maths breakfast meetings, it was evident that staff did not always know where students had gaps in skills and knowledge and asked how this was allowed to happen.

LW explained that the school are in a very different place and that, on the old linear GCSE specification, students did not need to hold as much knowledge as they do now. LW added that there had been a national shift and the maths and science approach is ahead of other subjects, which will be addressed.

Q: GY asked what will be done to ensure that CLs are fully aware of student progress – what checks will be in place.

CS explained that SLT meet with CL every two weeks to chart progress and the detail will be discussed. SR added that in addition to the monitoring of student progress, teacher ability will be highlighted and this should leverage stronger leadership.

Q: LN asked if this initiative was based around the mastery of a skill and questioned how staff would ensure that gaps in skills and knowledge are addressed and rectified.

CS commented that in some areas, knowledge is more important than skill. CS added that for recap and revisiting prior learning, skills and knowledge is vital. KP added that Governors had seen evidence of this strategy in both maths and science. CS commented that cycles are not fixed and therefore if something is not working, plans can be adjusted and strategies changed. SR added that outcomes will tell CLs what their priorities and the CPD needs of the faculty are.

Q: SP asked if progress in years 7, 8, 9 and 10 could be part of the subject reviews going forwards.

LW explained that she had spoken individually to all the CLs about this change of culture and explained to them that it is important that they have control over this to enable them to drive and push it forwards. LW added that it is important that CLs feel empowered to take risks and retain accountability for their decisions.

Q: LN asked how the school will know if this is making a difference to learning.

CS explained that SLT and CLs will continue to speak to staff and students, will check books regularly and will adjust direction if things need to be changed.

Item 9: AOB

There were no items for AOB.

Date of the next meeting: TBC