

CLYST VALE ACADEMY TRUST

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**Minutes of Curriculum, Learning & Teaching Committee meeting held at Clyst Vale
Community College in Meeting Room 1, at 5.30 pm,
on 4th May 2017.**

Part I Minutes

Committee Attendees	Initials		Committee Attendees	Initials	
Kevin Bawn	KB	Principal	Mel Prance MP	MP	Staff Governor
Gina Stroud	GS	Co-opted	Dorothy Ruscoe	DR	Member Appointed
Greg Evans (Chair)	GE	Member Appointed	Lévon Stephan From 5.45 pm	LSt	Co-opted
Paul Colin	PC	Staff Governor	Crawford Winlove From 6 pm	CW	Member Appointed

Apologies	Initials	Reason
Tina White	TW	Childcare

Absent	Initials

In Attendance		CVCC
Adrian Green	AG	Vice-Principal (SLT)
Paul Sutton	PSu	SLT item.
Dave Walters	DW	SLT item .
Jill Collins	JC	Clerk

Visitors	Initials

Minutes

ITEM NO.	ITEM	Owner	Date Due
16/17.21	<u>Declarations of Business Interests</u> None.	GE	
16/17.22	<u>Attendance/Apologies</u> Apologies were accepted from Tina White.	GE	
16/17.23	<u>Minutes of the previous meeting</u> The minutes of the meeting on 26 th January 2017 were considered. AG requested an amendment to 16/17.17 to replace the word 'Educationalist' with the term 'Specialist Leader in Education' is coming in to conduct Learning walks. With this change the minutes were approved and signed by the Chair.	GE	
16/17.24	<u>Matters arising</u> Behaviour Management Policy – Update (PSu). PSu reported that progress is being made and it is expected that the policy will be ready for implementation in September 17. Staff feedback is being sought and constructive responses are being built in over the next few weeks. There has been some inconsistency in delivery and communication and these issues will be resolved in	GE	26 th June 17

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	<p>time for September. Students have taken the requirements on board. PSu will bring the final version of the policy to the June meeting for approval to allow for implementation in September 17.</p> <p>GE asked how the delivery is monitored. PSu said that this is done via the behaviour points system within Tutor Groups and subject interventions. There is a 'marry up' between Head of Subject and Head of School. It is intended to review the process for the Exclusion Room next year due to changes in staffing levels. The presence of staff during lunch times and breaks is also under consideration. More meetings of the working group need to take place. PSu reported that positive meetings with Heads of Subjects have taken place about consistency of sanctions e.g. homework.</p> <p>LSt entered at this point.</p> <p>PSu noted that a section on Malicious Allegations needs to be added and some codes on SIMS need amending. Reporting needs some streamlining.</p> <p>The SLT on call process needs to be reviewed as next year there will be less SLT capacity available. PSu felt that a strategy will be needed to ensure that there are fewer call outs and these are focussed on the most difficult cases. GE asked if the new system would improve monitoring of targets. PSu stated that it will be clear when a 40 point marker is reached and targeted support can be put in place. PSu noted the rising numbers of permanent exclusions.</p> <p>GE asked MP what her perceptions were from a staff point of view. MP noted the need for more communication with staff regarding Personal Support Plans. PSu noted that Tutors should be invited to meetings with parents.</p> <p>GS noted the need to track behaviour points to performance. DW agreed it would be useful to have a demonstration on the live SAIF system to show tracking.</p> <p>PSu noted the impact on behaviour within school, influenced from outside. The demographic is changing (also for Exeter's schools) and CVCC will need to adapt its approach to deal with this as some students are difficult to manage.</p> <p>CW entered at this point.</p> <p>GE noted the need to apply the policy and sanctions consistently. PSu also noted the need to be dynamic and to de-escalate before sanctions, to build a good positive relationship with students and to define boundaries. Also to support staff to use the system well; empowering staff to manage the classroom. A rigid system doesn't allow for building relationships with students. PSu discussed the 'zero tolerance' approach used in another school which had not worked well. MP noted the need for sharing good practice and that her perception was that sanctions are applied across students more consistently (with exceptions for known cases where mitigation can be applied for various reasons).</p>		

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	<p>LSt asked about the 'visibility' of monitoring available for Ofsted visits. PSu noted that monitoring reports are available to Ofsted.</p> <p>MP suggested that termly briefings on the policy should be made to staff and PSu agreed. GE asked that this be included within the policy and that someone from the working group should attend the briefings. KB noted that 'micro' data from SIMS could be gathered to show the impact of the new policy</p>		
16/17.25	<p><u>Monitoring (Standing Item)</u></p> <p>DW presented on achievement monitoring as of May 17. DW outlined the change to the GCSE grade point scoring system and the possible results to be achieved by comparing year 11 national data, adjusting the A8 scores by a predicted 6 points (being the predicted drop), putting CVCC in a comparable area to St Peter's, with room to improve further over the next few weeks. Years 9,10 and 11 are predicted to be 'good' and years 7 & 8 at top end of 'good' with the possibility to push to 'outstanding'.</p> <p>For Attainment 8 in English and Maths is included for all students. In past years non-core subjects didn't do as well as predicted. We need to know which subjects are pivotal for non-core subjects.</p> <p>DW demonstrated a system written in house for tracking students' grades, to establish which need more focus to squeeze out another grade.</p> <p>GE noted that anomalies in that last year predicted grades were higher than those achieved.</p> <p>DW spoke about the Sutton Trust Teachers Toolkit where interventions for teachers can be found. The top 2 things for improvement are-</p> <ul style="list-style-type: none"> - Feedback (to teachers on the impact of their teaching) - Meta cognitive strategies. <p>DW demonstrated the ability of the system to filter by individual or combined SAIF codes and the ability to cross reference to other subjects. The system is able to store information on interventions used with a narrative by the teacher giving access to the strategies used by other teachers. The system is capable of producing a 'pen portrait' of each student.</p> <p>DR questioned whether teachers have the time to use the system fully and MP agreed.</p> <p>DW noted that the tool can be used for a class or for individual students. It could be used to focus on high priority students for most impact as part of an early intervention strategy.</p> <p>PC noted the positive aspect of being able to share information between teachers.</p> <p>CW noted that the narrative and accurate data on interventions is good.</p> <p>MP suggested that a rolling programme by year could be used.</p>	DW	

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	<p>GE suggested prioritising disadvantaged learners. PSu suggested SEN students. Discussion followed on how to best use the system by targeting, without introducing an onerous workload for data entry. DF & CW highlighted the possibilities for income generation using the system.</p>		
16/17.26	<p><u>Use of Teaching Assistants</u> Two documents were tabled by PSu. ‘Making Best Use of Teaching Assistants’ a Self-Assessment Guide, and a Recommendations Summary. PSu stated that there had been a perception in the past that TAs were not good value, but he noted that if they were trained well and used effectively they can be good value. PSu explained how the document showed the impact of using TAs. He talked about learning walks he had conducted to get a snapshot view of use of TAs at CVCC. He saw some excellent practice and some which was not so good, with one example of a TA being sent away as not needed. Recommendations were outlined. A Twilight session to be held based on the recommendations, asking teachers to self-assess the effectiveness of TAs in their class. PSu stated that he felt that CVCC’s TAs were effective in class, with an improving situation. There is a need for staff to plan for effective use of TAs. This will be a target for appraisal. DF asked what was being done in practical terms and what the timescales are. PSu responded that he had identified strengths and weaknesses and the strategy is to change the way we work. Need to work smarter due to reduced resources next year. DR asked if PSu was designing a training strategy for this group. PSu stated that there will be bespoke personalised targets. LSt asked how he will iron out any relationships between TAs and teachers. PSu noted that it is a professional working relationship and expectations need to be defined. It is the teacher who takes control of differential of learning in the classroom. GE noted the need for Teachers to work collaboratively with the TA. PSu noted the need for the time to invest in training. LSt asked if TAs were subject, or class related. PSu responded that they were usually pupil related with 1 key worker working across all subjects. PSu elaborated on how TAs were utilised in the classroom e.g. 8 SEN students to 2 TAs, noting that next year resources will be tight but will still meet the needs of statemented students. It is the SENCo’s role to train and support teachers. MP stated that TAs are great but there is a lack of planning time with them. PSu agreed noting that currently they attend 5 teaching sessions a day which doesn’t allow any planning time with the teachers. PSu noted that all TAs have access to programmes of study and TAs are proactive in using them. Discussion followed on the qualifications required and</p>	PSu	

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	<p>potential for harm. GCSE Maths and English are the minimum required for appointment to a TA post and Teachers monitor their practice. AG noted the need to work with Teachers to ensure that they achieve best use of TAs next year.</p> <p>LSt asked about the possible use of volunteer classroom assistants. CVCC doesn't use these, but does use 6th Form students, as it is good for their CVs, as long as it isn't detrimental to their own learning. PSu stated that there is a CPD plan for TAs.</p>		
16/17.27	<p><u>College Improvement Plan (Standing Item)</u> <u>KB noted that most topics were included in other items-</u></p> <p>AG reported that the A8 gap is slightly wider, years 10 9 7 & 8 are more encouraging. This comes with a caveat on the quality of data going into the data sets. There is uncertainty regarding English and Maths.</p> <p>PSu reported on SEN – CVCC is slightly lower than we should be on data, but will hit the scores. CVCC is not going to be hit badly by SEN, with 3 students this year (6 last year). There is now an agreement in place so that students who move to 'Schools Company' won't be 'on role' for this year reducing the possible impact on results.</p> <p>PC reported on 'More Able' and that he is looking at those in the middle.</p> <p>KB advised that CDo is looking at 6th Form students who are on the line. He is expecting an improvement on last year due to the different context.</p> <p>PC reported that year 10 have just completed external exams and feedback suggested that the papers were really tough. PSu noted that the style of papers has changed, but there is time to look at this with a view to the year 10 coming through. KB felt that literacy needs have increased.</p> <p>CW asked if the wider Heads network was reporting relative performance. KB responded that the Teaching Schools Alliance have experts being brought in. AG reported that there are 3 colleagues in the local area who are experts, who have been used, thus saving money.</p> <p>Leadership & Management – KB reported that this had been overtaken by events, with fewer staff next year and 4 SLT members rather than 6. AG noted the need to ensure best value from middle leaders; the need to tighten up on 'Links' next year and the need to focus on positives rather than problems.</p> <p>LSt asked how the 6th Form will be managed. KB reported that there will be a Pastoral TLR on a 2 year fixed post, due to the possibility of forming a MAT, with 1 SLT covering the strategy aspect, though this is still under discussion.</p>	KB	
16/17.28	<p><u>Use of Funds for Disadvantaged Learners</u> AG talked to his paper (circulated) which has also been</p>	AG	

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	<p>placed on the College website. This document sets out a review of outcomes for 2015/16 and the aims and objectives for spending in 2016/17. AG reported that Ofsted want to see a targeted spend, but appear to be recognising that funds also need to be spent on staffing for disadvantaged learners. AG reported that he keeps a log of all funding going out. Also he keeps a log of events and an eye on data drop to monitor indicators for internal tracking. AG reported that he keeps a breakdown of interventions e.g. a writer's workshop, but to judge the value of it in terms of outcomes is quite difficult.</p> <p>Successes this year include –</p> <ul style="list-style-type: none"> - Working with individual students. - Year 10 and 11 to establish what are the barriers to learning and tailoring to the more able. - Greater detailed discussions with Links. - Using the Sutton Trust Toolkit. - Audits on subjects - Working towards 'Quality First Teaching' <p>ECDL has been successful with 61 out of 140 students passing, one third of those have been DL students. LSt noted that two forms of terminology had been used in the document – DS & DL. It was decided to standardise on DL as this is less personal. LSt noted that gender hadn't been separated out in the document. AG stated that he could do this if required, prior attainment is also under review. Discussion on Girls' emotional health issues followed.</p>		
16/17.29	<p><u>Policies</u></p> <p>Single Equalities Scheme. KB To be Carried forward.</p>	GE	
16/17.30	<p><u>Items at the discretion of the Chair</u></p> <p>None</p>	GE	

The meeting ended at 8:10 pm

Signed by the Chair:-

Approved, as a true and accurate record of the Meeting on the 4th May 2017.

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Committee Members:

Gina Stroud
Levon Stephan
Kevin Bawn
Gregg Evans
Paul Colin
Mel Prance

Co-opted
Co-opted
Principal/Governor
Member Appointed Governor
Staff Governor
Staff Governor

**Dorothy Ruscoe
Crawford Winlove
Tina White**

**Member Appointed
Member Appointed Governor
Parent Governor**

Meeting Dates			
	26 th January 2017	Meeting Room 1	5.30 pm
	4 th May 2017	Meeting Room 1	5.30 pm
	26 th June 2017	Post 16 Study Room TBC	5.30 pm