

**ST BARTHOLOMEW'S SCHOOL**  
**MINUTES OF THE MEETING OF THE GOVERNORS'**  
**TEACHING AND LEARNING COMMITTEE**  
**Tuesday 11 May 2010, 7pm at Digby Croft**

Present:	Ian Campbell Christina Haddrell Cheryl Landeg Peter Norman Jeremy Sharpe Jonathan Taylor Ian Ward David Yates	Chair of Governors Head Teacher Community Governor Parent Governor Deputy Head Teacher Associate Member (Chair) Parent Governor Parent Governor
In attendance:	Paul Turner David Fitter Dave McGall John Norris Mary Wood Geof Wade Sharon Glover	Assistant Head Teacher Assistant Head Teacher HOF: General Education (Item 2.) HOF: Humanities (Item 2.) HOF: MFL (Item 2.) HOF: Science (Item 2.) Clerk

		<b>ACTION</b>
<b>01</b>	<p><b><u>Opening Remarks</u></b>            As he was now an Associate Member of the Governing Body, Mr Taylor asked the Committee if they were content that he still serve as Chairman (non-voting); his continuing appointment was agreed.</p> <p><b><u>Apologies</u></b>            All Committee members were present; there were no apologies to record.</p>	
<b>02</b>	<p><b><u>Faculty SEF</u></b>            Mr Norman felt that the new SEFs were not as useful as previous versions. Mrs Haddrell and Mr Sharpe provided a backdrop to the information that had been presented and confirmed that the purpose of the SEF in school is for reflection and to assist the school in moving forwards. The new SEF for Faculties and for Houses, includes all the headings in the School SEF; it invites brief evaluation and action points in relation to each heading; this reflects the way in which the school works (Faculties contribute to the ECM agenda and Houses have an impact on student outcomes). The main evaluation of some of the information contained in the SEF has already been shared with governors, eg exam data, and this should be borne in mind. In the Autumn term 2010, a detailed Exam Review will be undertaken, providing the more detailed picture which governors have been given in the past (Sections 3 and 5) of the old SEF. The most important aspect is self-evaluation. Faculties are already addressing the TDPs for next year which reflects the continual process within school. The information provided is also indicative of the extreme pressures experienced this year (IT problems, school closures due to weather, etc) and the results of the unexpected Ofsted inspection.</p> <p>Mr Norman did not feel that the abbreviations and acronyms used within the SEFs were helpful and wondered whether a glossary of terms could be provided for governors. He felt it would also be helpful to have 'no issues' recorded rather than leaving occasional sections blank.</p> <p>The HOFs were asked if they referred to their SEF once it was complete. They answered in the affirmative and explained that this then led to conversations with their HODs. The SEFs also evidenced the Ofsted action plan. Mr Sharpe re-iterated the desire not to</p>	<b>Clerk</b>

duplicate information shared with governors.

### **General Education:**

The following questions were raised by governors and answered by Mr McGall:

- How has the loss of the swimming pool been provided for? Swimming opportunities for non-swimmers have been provided at Northcroft Leisure Centre. A group of year 7 has successfully completed the course and we now have a second group running which consists of non-swimmers in years 8 and 9.
- Is the PE department coping? The shortened lessons have had an impact on teaching, which has possibly affected results. However, the department is managing the best that it can. There will still be travelling time needed to the various sports pitches when we move into the new buildings.
- Are lunch clubs running? The longer school day has helped us to run some clubs after school; however, the department is looking forward to the extra time and new facilities provided by the new school, including a full hour for Activity Time.
- Why is there more reporting and feedback on girls' activities in *Bartholonews* than for boys? More examination time and marking is needed as a result of the additional courses and staff are struggling to find the time. Could parents or students produce the reports? Boys are not interested – various ideas have been tried and tested in the past. However, this area does need to be driven forward again, although the first priority is to take part and succeed in PE.
- Can you maintain the quality of careers' advice? Yes, and it can be improved upon. We are ahead of the game with regard to statutory requirements and on-going evaluation is part of the Investors in Careers' process.

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### **Humanities:**

The following questions were raised by governors and answered by Mr Norris:

- Was it intentional not to rate some of the sections in the SEF? Yes; it is not always easy to gauge how well the faculty is doing. Mrs Haddrell explained that the faculties should pool together the areas where contributions are being made for a response; some departments were more naturally able to make more defined judgements.
- Extension of Uniservity provision? More support is needed for all staff so that Uniservity is more accessible.
- Should the quality of pupils' learning and progress be broken down into subject/department? The decision was made to report by faculty, not department, so an average mark has been given for all three departments.
- What are the key areas for development? Teaching and learning. If we maximize that, we will get the best out of the team; also, to use resources to best effect.
- Did you recognize the criticisms that Ofsted made about teaching and learning? Ofsted took a small snapshot, so their findings were not always typical. We are a strong school, heading in the right direction, but things can always be improved. There is more focus on collaborative learning, moving away from teacher-centred learning.

### **MFL:**

The following questions were raised by governors and answered by Mrs Wood; she first pointed out that the smaller numbers studying MFL across the country make benchmarking difficult:

- Why can FZT not access SIMS to register her classes? She does not qualify for a school laptop and there are none spare. Mrs Haddrell explained that Feng Tang teaches Chinese outside of the core timetable; however, there should not be a problem with providing a laptop. Funding bids are being made at present and she agreed to try and solve the problem.
- How is the Chinese doing? Increasing steadily. We have 12 GCSE candidates.
- The savings made on the purchase of good text books was noted. Mrs Wood added

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that the photocopying bill had been halved since investing in the books.

- The question marks in A4.5 were queried. It is difficult to judge and produce evidence. Mrs Haddrell believed that the effectiveness of the partnerships in promoting learning and well-being was phenomenal. The faculty currently delivers three core languages plus Chinese and Latin and exceptionally high numbers of students are participating in the exchange trips. Mr Norman expressed his belief that the exchange trips were invaluable and the only serious way of helping students to learn.
- What is causing the greatest stress at the moment? The oral exams, which have just finished. Strategically, the lack of white boards at present; however we will have some in the new school. The language laboratories are not guaranteed in the new school. Year 10 start their GCSE orals in a few weeks and their exams will be digitally recorded for the first time.

**Science:**

The following questions were raised by governors and answered by Mr Wade:

- Can your criticisms of the labs in the new school be overcome? One issue is around the new buildings not being designed to support services in the middle of the room, so students are facing the windows and away from the teacher. This could present health and safety issues during practical lessons. This issue has been raised a number of times and now it is too late to change it.
- Who designed the labs? Edu Nova contributed to this. Unfortunately, the Ad Lucem team took more notice of their suggestions than those of the faculty.
- Can we move forward? Yes, with an appropriate level of servicing. A request was made not to have fluted worktops next to the sinks, so as to increase the usable desk space further, yet the model set up at present has a fluted worktop. It was noted that Mr Robinson had confirmed that this was the only lab with a fluted worktop.

Mr Wade mentioned an issue regarding locks on the Science lab doors: it is essential that they can be locked and it is essential that everyone understands the importance of lockable doors. *(Clerk's Note: It has since been confirmed that the question of locks had already been dealt with and that lab doors are lockable).*

Mr Wade said that the department will suffer an 8% cut in technical support, with the service ratio being cut down to 0.41:1; this is as low, if not lower, than other schools in West Berkshire. Mrs Haddrell pointed out that the new school will not be on two sites and, following discussions over the best pattern for timetabling, this was the model selected. At present the set-up is extremely uneven in terms of contracts and timings. Mrs Haddrell informed governors that Mr Wade's preferred model of 4 technicians across the week had been achieved. Governors have already approved the model whereby the technician support would be for 140 hours a week. Other faculties are also being considered in terms of teaching and support staff levels.

Mr Wade expressed concern over the lack of storage areas for Science. It was explained that a storage room in the Evers block had not yet been allocated and there was a strong case for Science to have ownership of it. Mr Sharpe confirmed that the issue of storage was being looked at across the whole school and no final decisions have yet been made.

- Has Science got any secure storage? There are two prep rooms and a small chemical store; a lot of stock is being disposed of because there is not enough room for it. Mrs Haddrell confirmed that there are standard government guidelines on the amount of space for storage, which have been adhered to in the design. The need for duplication of stock on two sites has been removed with the move to one site.
- Has the Triple Science course been a success? Mr Wade said that he was not convinced it has. There will probably be a small number of A\* obtained by the Triple group as the curriculum is being delivered in the same amount of time.

	<p>Governors expressed that the course was proving successful for their children. Mr Sharpe confirmed that the results will be evaluated.</p> <ul style="list-style-type: none"> <li>• Why have you not listed examples of pupils' behaviour? Behaviour varies such a lot and the requirement is difficult to understand. Do you feel poor behaviour is getting worse? There are, perhaps, more extremes of behaviour, which might be a back-lash of the assessment culture we live in. Students show more stress when they are under more pressure, which manifests itself in poor behaviour.</li> </ul> <p>The Chairman thanked the HOFs for their ongoing good work and for attending this session; the HOFs then left the meeting.</p> <p><b>English:</b> Mrs Nichol was not present at the meeting and Mr Sharpe offered to answer any questions the governors might have.</p> <ul style="list-style-type: none"> <li>• Mr Norman believed the one-to-one initiative to be excellent and asked to know more about it. Mr Sharpe explained that the scheme provides support for students who are coasting in English and Maths. It is currently a national initiative and the government has doubled the numbers for next year's places; however, if funding stops then the initiative will stop. It can be very difficult to find tutors who meet the strict demands but, thanks to Wendy Birchenough's diligence and determination, we have managed to fully recruit. The initiative has been well received and managed, although it will be a challenge to facilitate the scheme for next year.</li> <li>• Are we tracking the costs? In terms of longer term planning, there are fears for the funding in the future. Allowance might need to be made in future budgets, although it is expensive because only qualified teachers can be used. We would not be able to match the current level of funding and so might have to look at alternatives.</li> </ul>	
<b>03</b>	<b><u>Declaration of AOB</u></b>	
.	Committee Terms of Reference – SLG.	
<b>04</b>	<b><u>Declaration of Interests</u></b>	
.	There were no interests declared.	
<b>05</b>	<b><u>Minutes of previous meeting</u></b>	
.	The minutes of the meeting held on 26 January 2010 were agreed and signed as a true record.	
<b>06</b>	<b><u>Matters arising</u></b>	<b>PRT</b>
.	06. Mr Turner agreed to chase the governor log-ins for Uniservity. 14. Mr Sharpe explained that the school was moving towards the idea of extended homework tasks (eg projects) rather than the setting of discrete homework. This involves a package of materials which the student will be expected to work on over the term. It also benefits links between school and home. However, teaching staff will give reminders and monitor the progress of tasks throughout the term.	
<b>07</b>	<b><u>Business and Enterprise</u></b>	
.	Mr Turner advised that the re-designation process formally begins on 17 May and concludes on 5 July. We have been working with our SIP and are in the process of ensuring that our re-designation documentation is up-to-date. This work is carried out alongside the B&E governors, the leadership team and stakeholders in school. Our SIP decides whether or not to give us re-designation once we submit the final documents. The date by which the decision has to be made is not yet known.	
<b>08</b>	<b><u>School Development Plan</u></b>	
.	Mrs Haddrell reminded governors of the new SDP structure (as reported in the spring term HT Report). All TDPs will be formulated using the four headings in the SDP. Updates will	

	be provided after half-term with progress reported after the leadership team conference.	
09	<p><b><u>Ofsted Follow-up</u></b></p> <p>Mrs Haddrell explained that there is no longer a formal requirement for a post-Ofsted action plan. Intended actions, as outlined to governors in January, were updated against the previously provided PowerPoint presentation, using a traffic light system. There were no significant concerns.</p>	
10	<p><b><u>Ad Lucem Update</u></b></p> <ul style="list-style-type: none"> <li>• Layout of teaching rooms: Mr Turner and Dr Fitter (both Science teachers) confirmed that the layout in the Science labs will lead to more collaborative working.</li> <li>• Mr Sharpe believed that the new facilities will lead to new opportunities, despite the fact that not every area will get everything on its wish list.</li> <li>• Mrs Haddrell re-assured governors that the LT are aware of the Head of Science's concerns and that these were being addressed through transition work within the faculty. She thanked David Fitter for the excellent data work carried out, especially for year 10.</li> <li>• A coaching model of the new interactive whiteboards is available for staff. Four mobile units have been purchased for use now and in the new school.</li> <li>• 'Procedures for the move to the new building' is an agenda item for the LT summer conference.</li> <li>• Mr Campbell advised that bids by property developers for purchasing the Luker and Wormestall sites may not be as high as previously hoped.</li> </ul>	
11.	<p><b><u>Staffing and Timetable Update</u></b></p> <ul style="list-style-type: none"> <li>• Mrs Haddrell informed governors that various solutions are being used to overcome the over-staffing next year. Some members of staff are reducing their contracts for one year, whilst others will be teaching some of their hours in different faculties. Both MFL and Science are affected.</li> <li>• There will be slight over-staffing in D&amp;T. However, Construction staff might support the AS Design course at Newbury College.</li> <li>• The BTEC Level 1 teacher is not being replaced. This supports the policy of students being taught within the main body of the school.</li> <li>• A resignation in IT will ease the over-staffing problem as re-appointment will be for a 0.6 contract.</li> <li>• At present, staff movement remains very low.</li> <li>• As part of the budget process, benchmarking is taking place for staffing costs (last year we were at the top of the scale). It is costly to retain groups of 25, but we are confident that slight adjustments will keep things in line.</li> </ul>	
12	<p><b><u>Information Items</u></b></p> <p>Mr Sharpe tabled the session times in the new school buildings from 8 November and outlined the arrangements in place to cope with the timetable in both the old and new buildings next term.</p>	
13	<p><b><u>Policies for Renewal</u></b></p> <ul style="list-style-type: none"> <li>• Able, Gifted and Talented: approved for three years. To FGB.</li> <li>• Complaints against the Curriculum: minor amendment. Approved for three years. To FGB.</li> <li>• Numeracy: the policy will be updated in light of the functional skills' review next year. Approved for one year. To FGB.</li> <li>• Special Needs: under review. To go to Co-ordinating Committee for approval once complete.</li> </ul>	<p><b>FGB</b></p> <p><b>FGB</b></p> <p><b>FGB</b></p> <p><b>FGB</b></p>

14 •	<b>AOB</b> a) Terms of Reference: Updated TOR were tabled and approved for one term. To FGB.	<b>FGB</b>
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The meeting closed at 9.15pm.

Date of next meeting: to be confirmed.

These minutes are subject to final approval by the Teaching and Learning Committee at its next meeting.

Signed..... Date .....

Chairman

Distribution: All governors/staff rooms/website