



**CHESTERTON  
COMMUNITY COLLEGE**

**Chesterton Community College**

**Teaching and Learning Committee  
Minutes**

**04 October 2011**

## Minutes of Teaching and Learning Committee

4 October 2011

**Present:** Andrew Kennedy, Mark Patterson, Nicola Von Schreiber, Helen Entwistle, Belinda Jones, Steven Erickson, Rolf Purvis, Roger Mann, Andy Cornick, Paul Tonks, Simon Peyton Jones, Lloyd Brown.

**Apologies:** Heidi Watters, Kath Hutchinson, Paul Ellis.

### Conflicts of interest

None were declared

### Chair

Simon Peyton Jones stepped down as chair. Andrew Kennedy was nominated as chair by Simon Peyton Jones, seconded by Mark Patterson. There were no other nominations, so Andrew was duly elected, and took the chair.

He thanked Simon for his service as Chair of T&L.

### Terms of reference

The Terms of Reference for the T&L committee was discussed, and amendments proposed for two sections, as follows.

- Section 1: membership. Do we want the Senior Leadership team as voting members? Some discussion:

**Action Andrew Kennedy** to take soundings and offer a revised draft.

- Section 7: shrink to principles, less detail. Ask Wendy for clarification about what we must do.

**Action Mark Patterson to redraft.**

- Section 7:

**Action Wendy** to check list of policies match her list.

### Academy status

- Mark Patterson said that the initial impact of our move to Academy status on Teaching & Learning is: nil. (Legal, property, and pension issues dominate.)
- In the future we potentially have the flexibility not to follow the National Curriculum, but we have no plans to exercise that freedom. At the individual or small-group level we might seek to do so in the future.
- Targets-wise we are still driven by central Government benchmarks; no change there.

- Funding is still allocated by area, so Cambridgeshire's low per-pupil funding still affects us directly; and improvement in that figure would directly benefit us.
- There is a consultation in progress on school funding, closing Tuesday 11<sup>th</sup>.

**Action Mark** to send background information to governors, encouraging them to write to Michael Gove pronto.

## Minutes of last

**meeting** Agreed as

accurate.

## Matters arising

- **Child protection:**

**Action Wendy Palmby and Heidi Watters** to liaise about training.

- **Curriculum:** next meeting.

## Intervention (Andy Cornick)

A small number of students arrive in Year 7 with extremely poor literacy and numeracy. Broad aim: give extra help to these students, so they have caught up by KS4 and can do well.

- Three new Level 3 teaching assistants, working with Mary Holland. Teaching 7M (the booster classes in Year 7), focus on numeracy and literacy. This takes half time their time. Their other half time is as a teaching assistant in core KS4 subjects. Very motivated and dedicated TAs.
- A Level 2 teaching assistant for reading support in Year 9 and 10, for students with a reading age of 9 or 10, supported by a benefactor.
- The 7M/8M/9M model has now been in place for four years, and is working very well. Students are not stigmatised by being in the M stream. They still belong to an ordinary form.
- Plan to work with primary schools in the last half of the Summer term, to identify students who may need intervention when they arrive at Chesterton.
- MidYIS test (Middle Years ability test) taken in Year 7 online, gives us useful data.

Across the school we have about 10 teaching assistants supporting individual students in particular subjects. The new model is much more focused.

## Exam Results (Andy Cornick)

- Very good results overall (88% 5 A\*-C)
- A very good year in Science. Substantial improvement in Science double award. 100% pass in BTEC Science.
- Maths: 70% A\*-C, which is 4% up, over the entire cohort of 198. But that's still 30% of the cohort who are not getting a C. We believe we can achieve figures in the 80's.
- Art: a slightly disappointing year, but we expect to improve again this year.

Perhaps encourage faculties to display results. Our trends are positive and we should celebrate them.

We also looked at value added: how much progress students made from entry to KS4.

- Only 50% of students entering at Level 3 made expected progress in English (compared to 85% who entered at Level 5). This figure is too low.
- There is the same pattern in maths (60% vs 90% resp)
- In other words our weaker students are making less progress than our stronger ones. Hence the new model for early intervention in Year 7.

### **Behaviour outside the classroom**

Lloyd Brown presented a proposed new behaviour policy for break and lunchtime. The principal change is to extend the isolation room to disruptive behaviour out of lessons.

There was a vigorous debate, and the proposed policy was approved.

It was agreed that the policy would be reviewed in the summer term after its effects could be observed.

### **Exclusions**

Lloyd Brown presented current figures, which are substantially down on last year: good!

### **Attendance**

Likewise with attendance, which has improved yet again, with total attendance now 95% over the whole year.

**Date of next meeting:** 3.30pm Tuesday 29<sup>th</sup> November 2011 in the **Sports Centre meeting room**